

MANAGEMENT

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Undergraduate:

BUSINESS AND MANAGEMENT

(January, September, January 3 Year and September 2017 Entries)

BUSINESS AND MANAGEMENT WITH WORK BASED PLACEMENT

BUSINESS AND MANAGEMENT WITH APPLIED COMPUTING

(January and September Entries)

BUSINESS AND MANAGEMENT WITH COMMUNICATION STUDIES (EFL)

(January Entry)

BUSINESS AND MANAGEMENT WITH COMMUNICATION STUDIES (ESL)

(January Entry)

BUSINESS AND MANAGEMENT WITH FRENCH OR SPANISH

(January Entry)

OPERATIONAL EXCELLENCE

BUSINESS ENTERPRISE

(January Entry and Transitional Calendar Entry)

MARKETING WITH FRENCH OR SPANISH

(January Entry)

MARKETING WITH MEDIA COMMUNICATIONS

(January Entry)

MARKETING WITH PSYCHOLOGY

(January Entry)

Postgraduate:

MBA/MASTER OF BUSINESS ADMINISTRATION

(January Entry, Full-time and Part time)

MBA MEDICAL MANAGEMENT AND LEADERSHIP

(January and September Entries)

PG CERTIFICATE IN BUSINESS ADMINISTRATION – MEDICAL MANAGEMENT AND LEADERSHIP

(January and September Entries, Part time)

PG DIPLOMA IN BUSINESS ADMINISTRATION – MEDICAL MANAGEMENT AND LEADERSHIP

(January and September Entries, Part time)

PG DIPLOMA MANAGEMENT IN A SERVICE ECONOMY

(January Entry, Full-time)

MSc MANAGEMENT IN A SERVICE ECONOMY
(January Entry, Part-time)

PG DIPLOMA MANAGEMENT IN A GLOBAL SERVICE ECONOMY
(September Entry, Full-time)

MSc MANAGEMENT IN A GLOBAL SERVICE ECONOMY
(September Entries, Part-time)

MSc IN ENTREPRENEURIAL CONSULTANCY AND PRACTICE
(January Entry, Full-time)

PG DIPLOMA IN CONTINUOUS IMPROVEMENT IN PUBLIC SERVICES
(January Entry, Part-time)

MSc IN LEAN ENTERPRISE
(January Entry, Part-time)

PG DIPLOMA IN LEAN ENTERPRISE
(January Entry, Part-time)



PROGRAMME SPECIFICATION FOR TAUGHT PROGRAMMES AT ALL LEVELS

Name of Programme:		Business and Management	
Final award (BSc, MA etc):		BSc	
Awarding institution/body:	University of Buckingham	Teaching institution:	University of Buckingham
School of Study:	Business	Parent Department: (the department responsible for the administration of the programme)	Management
Length of the programme: (please note any periods spent away from Buckingham, e.g. placements)	2 years (8 terms)	Method of study: Full-time/Part-time/Other	Full time
Framework for Higher Education Qualifications (FHEQ) Level (see Guidance notes, section D – External Reference Points)	FHEQ level 6	Relevant subject benchmark statement (SBS) (see Guidance notes, section D – External Reference Points)	Business and Management
Professional body accreditation (if applicable):			
Criteria for admission to the programme:	Min 220 points at A level or equivalent. IELTS score of 6.5	Cohort(s) to which this programme specification is applicable: (e.g.from2012 intake onwards)	September 2017 onwards
UCAS Code			

Summary of Programme

The Business and Management degree is designed to develop, energise and challenge students to become desirable and employable graduates equipped with a thorough understanding of work and management in the ever changing context of world business. The course addresses the contemporary needs of businesses nationally and globally to produce graduates that are not only knowledgeable, resourceful and ethical but are also equipped with professional skills, attitudes and behaviours linked to successful business careers. With renowned individualised attention from module tutors and a personal tutor system that is par excellence, this course will encapsulate delivery of the course in small tutorial groups to enhance student engagement and learning. With a key focus on work-relevant employability skills both integrated in their curriculum and also taught separately to exaggerate the nuances of the complex workplace, students will learn both knowledge and application of management concepts, skills and behaviours. The graduates of this course will be convincingly transformed into highly desirable, competitive and business-ready graduates during their 2 year journey in Buckingham.

Educational Aims of the Programme

The main aims of the programme are:

- To provide students with the knowledge and understanding of the key areas of business and management; the relationships between them and their application in practice
- To enable students to appreciate the uncertainties and complexities of business organisations, their environments and management, both in theory and practice
- To enable students to develop and demonstrate competence in both subject-specific and generic skills and attributes relevant to the global workplace and enhance employability in general
- To develop students to become independent and responsible learners, interacting with a wide array of learning resources and exhibiting critical analysis and evaluation in integrating theory and practice and exploring possible solutions

Programme Outcomes

Knowledge and understanding of:

On successful completion of the programme, students should be able to demonstrate relevant knowledge and understanding of :

- Organisations: this encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment.
- The business environment: this encompasses the fast pace of change within a wide range of factors, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations.
- Management: this encompasses the

Teaching/Learning Strategy

The learning and teaching strategies employed in this programme aim to develop the inter-relationships among, and the integration of, the different areas of knowledge and understanding of organisations, the business environment in which they operate and their management.

- Core knowledge and understanding (in all areas numbered 1-13) is acquired through formal/interactive lectures, tutorials, seminars, as well as group activities (presentations, role plays, simulations) and guided independent or group study.
- Workshops / talks / presentations / simulations by invited experts and practising managers will provide real world input 1-13). Where possible and relevant, field trips to business locations will be arranged.
- Scheduled sessions and individual consultation will be available for students to provide academic support as appropriate and deemed necessary for effective learning to take place for modules (areas 1-13). Specifically, where students make transitions between higher education qualification levels (4,5 and 6) induction workshops will be scheduled to enable students to appreciate the learning outcomes (expressed in terms of knowledge,

<p>various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management, including the management of people and corporate social responsibility, together with rational analysis and other processes of decision making within different organisations.</p>	<p>understanding and abilities) relevant to that level of study, based on the outcome-based approach to qualification.</p> <ul style="list-style-type: none"> • The business simulation and project in particular can be identified as modules will allow the students to put their knowledge into practice (1-13). To be specific, the exact topic of the project would decide which topics (out of the list 1-13 would be relevant). •
<p><u>Specifically, this includes detailed knowledge and understanding of</u></p> <ol style="list-style-type: none"> 1. Markets: the development, access and operation of markets for resources, goods and services. 2. Marketing and sales: different approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design. 3. Customers: management of customer expectations, relationships and development of service excellence. 4. Finance: the sources, uses and management of finance and the use of accounting and other information systems for planning, control, decision making and managing financial risk. 5. People: leadership, management and development of people and organisations including the implications of the legal context. 6. Organisational behaviour: design, development of organisations, including cross-cultural issues, change, diversity and values. 7. Operations: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems. 8. Information systems and business intelligence: the development, management, application and implementation of information systems and their impact upon organisations. 9. Communications: the comprehension and use of relevant communications for application in business and 	<p><u>Assessment Strategy:</u></p> <p>The assessment methods employed are diverse and assist in developing skills in their own right. In designing the assessments consideration is given to how best the assessment can engage the student.</p> <p>Assessment methods for the modules include</p> <ul style="list-style-type: none"> • coursework reports, article reviews and essays • examinations • presentations • case study analysis • dissertations and research projects • posters • learning journals and portfolios • simulations • movie analysis • role plays and analysis • practicals (such as a business pitch) <ul style="list-style-type: none"> • Creative assessment is suggested, where it maximises the learning in a particular context (for example in international group work). • Where assessment is completed in groups, careful consideration is given to the extent of group work in a programme and the attribution of group versus individual marks. Furthermore, students will be coached on group working, as a focus for future employability and through the focus on skills within the programme as a whole. • Whilst generally assessment is done by module lecturers and tutors, peer review and assessment will be used, as it can assist in engaging students with their learning. In this regard, clear guidance will be provided to students, and limits set on the weighting of peer assessment in a unit/module.

<p>management, including the use of digital tools.</p> <p>10. Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.</p> <p>11. Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help maximise achievement of strategic objectives.</p> <p>12. Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations including the identification of Intellectual Property and appreciation of its value.</p> <p>13. Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues.</p>	<ul style="list-style-type: none"> • Where possible and relevant, assessment is designed to provide opportunities to learn through formative assessment and feedback, and to support learning from level to level. • Scheduled sessions and individual consultation will be available for students to provide academic support as appropriate and deemed necessary for effective learning to take place for modules (areas 1-13). Specifically, where students make transitions between higher education qualification levels (4,5 and 6) induction workshops will be scheduled to enable students to appreciate the learning outcomes (expressed in terms of knowledge, understanding and abilities) relevant to that level of study, based on the outcome-based approach to qualification. • Feedback will be regularly provided to students about their performance in assessments. Furthermore, at the beginning of each term, feedback/feedforward sessions will be scheduled to not only review the extent of learning in the previous term but also to focus on how the student can further their learning.
<p><u>Cognitive (thinking) skills:</u></p> <p>On successful completion of the programme, students should be able to demonstrate relevant cognitive and intellectual skills :</p> <ol style="list-style-type: none"> 1. Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions. This includes applying theory in practice or using practice to embed /contextualise theory 2. Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making. 	<p><u>Teaching/Learning Strategy:</u></p> <ul style="list-style-type: none"> • Cognitive skills (in areas 1-5) is acquired through formal/interactive lectures, tutorials, seminars, as well as group activities (for example presentations, role plays, simulations, and project) and guided independent or group study. Guided discussions within these strategies will facilitate the development of cognitive skills. • Scheduled sessions and individual consultation will be available for students to provide academic support as appropriate and deemed necessary for effective learning to take place for modules (areas 1, 2 and 5). Specifically, where students make transitions between higher education qualification levels (areas 4,5 and 6) induction workshops will be scheduled to enable students to appreciate the learning outcomes (expressed in terms of knowledge, understanding and abilities) relevant to that level of study, based on the outcome-based approach to qualification.

<p>3. Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty.</p> <p>4. Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes.</p> <p>5. Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.</p>	<p><u>Assessment Strategy:</u></p> <ul style="list-style-type: none"> • Cognitive skills in areas 1-5 are assessed by a range of methods including but not limited to coursework (case study analysis, article review etc.), examinations and group and individual projects and presentations. For a more detailed discussion of all assessments used see previous section under Knowledge and Understanding. Essentially assessments will examine knowledge and understanding as well as cognitive skills.
<p><u>Practical/Transferable skills (able to):</u></p> <p>Graduates should be able to demonstrate a range of competencies not only specific to business and management but also generic skills. They should be able to demonstrate relevant personal and interpersonal skills, which include the following skills and abilities:</p> <p>1. <u>Personal skills:</u></p> <ul style="list-style-type: none"> • Research and data management skills which include the ability to evaluate, analyse and synthesise a range of information sources, including data to make evidence-based decisions • Demonstrate digital literacy • Demonstrate IT competence, as a tool for effective communication • Articulating and effectively explaining complex information. • Communication and listening including the ability to produce clear, structured communications in a variety of media and making presentations, pitches etc. • Emotional intelligence and empathy. • Conceptual and critical thinking • Decision-making and problem-solving skills 	<p><u>Teaching/Learning Strategy:</u></p> <ul style="list-style-type: none"> • This programme is heavily focussed on future employability prospects for its graduates. Consequently, there is a focused attempt within this programme to incorporate and facilitate the development of employability skills and abilities. Skill-based modules run throughout the length of the programme. Initially these are focused on the personal skills (areas under PS/TS 1) and slowly move on to build students' perception and expertise in Interpersonal skills (PS/TS 2). In the last 6 months of the programme, students are provided sessions that will enable them to enhance their employability skills and prepare for the world of work. • In addition to the skills-based modules, personal and interpersonal skills are reinforced throughout the programme by student preparation for tutorials /workshops/ seminars/ interactive lectures for specific modules/subject areas. Furthermore, students conducting research for coursework, writing reports and making oral presentations within prescribed deadlines and timeframes will allow for them to also better their personal skills (PS/TS 1-2) • Interpersonal skills will be enhanced throughout through group-based assessments (formative and summative) (PS/TS 2)

<ul style="list-style-type: none"> • Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time. • Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. • Academic referencing <p>2. <u>Interpersonal skills:</u></p> <ul style="list-style-type: none"> • People management: to include communications, team building, negotiation and managing conflict, providing feedback, leadership and motivating others • Ability to work collaboratively both within a team and with external partners • Ability to work with people from a range of cultures and diverse backgrounds • Building and maintaining relationships. • Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts 	<p><u>Assessment Strategy:</u></p> <ul style="list-style-type: none"> • Assessment of practical/transferable skills (PS/TS 1-2) will be done in three main ways. • Primarily, this will be done as part of the skill-based modules running throughout the programme. This will include the development of a Personal development log, creating a skill-based portfolio including reflective elements. • Secondly, to embed and assess skills within the module curriculum, module-based assessments will also include a skills-based reflective section. (where possible and relevant) • Thirdly, peer-assessment and self-assessments will also be a component of the assessment strategy where appropriate within the assessments (as outlined earlier in this document) to enhance personal and interpersonal skills.
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External Reference Points

The following reference points were used in designing the programme

- a) UK quality code for Higher education (Part A – setting and maintaining academic standards).
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a>
- b) Framework for Higher Education Qualifications of UK degree-awarding bodies (October 2014)
<http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>
- c) Academic credit framework
<http://www.qaa.ac.uk/en/Publications/Documents/Academic-Credit-Framework.pdf>
- d) Academic credit in higher education in England - an introduction
<http://www.qaa.ac.uk/en/Publications/Documents/Academic-credit-in-higher-education-in-England---an-introduction.pdf>
- e) Subject Benchmark Statement (Business and Management) (February 2015)
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf>
- f) UK quality code for Higher education (Part B: Assuring and Enhancing Academic Quality – Chapter B1: Programme design, development and approval, Chapter B3 Learning and Teaching; Chapter B4: Enabling student development and achievement; Chapter B6: Assessment of students and the

Recognition of Prior learning)

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b>

g) The Higher education Framework series from the Higher Education Academy (HEA) :

i) Framework for Internationalising Higher education

<https://www.heacademy.ac.uk/sites/default/files/resources/internationalisingheframeworkfinal.pdf>

ii) Framework for embedding employability in Higher Education

<https://www.heacademy.ac.uk/sites/default/files/downloads/embedding-employability-in-he.pdf>

iii) Framework for student access, retention, attainment and progression in higher education -

<https://www.heacademy.ac.uk/enhancement/frameworks/framework-student-access-retention-attainment-and-progression-higher>

iv) Framework for transforming assessment in higher education -

<https://www.heacademy.ac.uk/enhancement/frameworks/framework-transforming-assessment-higher-education>

v) Pedagogy for employability- Higher education academy

https://www.heacademy.ac.uk/sites/default/files/pedagogy_for_employability_update_2012.pdf

• UK Commission for Employment and Skills –Employer skills survey 2015

<https://www.gov.uk/government/publications/ukces-employer-skills-survey-2015-uk-report>

• Universities UK - Supply and demand for higher level skills

<http://www.universitiesuk.ac.uk/highereducation/Documents/2015/SupplyAndDemandForHigherLevelSkills.pdf>

• Universities UK - Patterns and trends in UK Higher education 2015

<http://www.universitiesuk.ac.uk/highereducation/Pages/PatternsAndTrends2015.aspx#.VrSaSLKLTcs>

• Universities UK- Forging Future Building higher level skills through university and employer collaboration

<http://www.universitiesuk.ac.uk/highereducation/Documents/2014/ForgingFutures.pdf>

• CMI (2014) 21st century leaders: building practice into the curriculum to boost employability

<http://www.managers.org.uk/Marketing-Campaigns/21st-Century-Leaders/21cleaders.aspx#sthash.mNoxmfbj.dpuf>

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course unit/module can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.

Programme Director(s)

Name(s):

Deba Bardhan Correia

Date of Production:	10 July 2017
Date approved by School Learning and Teaching Committee	
Date approved by School Board of Study	
Date approved by University Learning and Teaching Committee	
Date of Annual Review:	

BUSINESS AND MANAGEMENT (BSc)

January entry (from 2018)

All modules are 15 units, except where specified

Term				
1 Winter	Understanding Business and Management with embedded academic skills [4] (30 units)		Information-based Decision Making [4]	Personal Effectiveness -1 [4] (5 units)
2 Spring	Accounting for Business [4]	Economics for Business [4]	Marketing Fundamentals [4]	Personal Effectiveness -2 [4] (5 units)
EXAMINATION				
3 Summer	Accounting for Decision-Making [5]	Behaviour in Organisations [5]	Marketing Management [5]	Interpersonal & Communication Skills- 1 [5] (5 units)
4 Autumn	Cross-cultural Management [5]	Globalisation and International Business [5]	Process and Operations Management [5]	
EXAMINATION				
5 Winter	Managing People and Change [6]	Creativity, Innovation and Entrepreneurship [6]	ONE of: Consumer Behaviour [6] Finance for Managers [6] Psychology of Work [6] Supply Chain Management [6] Game Theory in Business [6]	Interpersonal & Communication Skills -2 [5] (5 units)
6 Spring	Corporate Strategy and Strategic Management [6]	TWO of: Business Success through Service Excellence [6] Corporate Social Responsibility and Ethical Behaviour [6] Digital Economy & E-business [6] Legal Aspects of Business [6] Operations Strategy [6]		
EXAMINATION				
7 Summer	Business Simulation[6]	Research Skills for Business [6]		Managing your Career [5] (10 units)
8 Autumn	Project [6] (30 units)			Critical Perspectives in Business and Management [6]
EXAMINATION				

BUSINESS AND MANAGEMENT (BSc)

September entry from 2017

All modules are 15 units, except where specified

Term				
1 Autumn	Understanding Business and management with embedded academic skills [4] (30 units)			Personal Effectiveness - 1 [4] (5 units)
EXAMINATION				
2 Winter	Contemporary Issues in Business and Management [4]		Information-based Decision Making [4]	
3 Spring	Accounting for Business [4]	Economics for Business [4]	Marketing Fundamentals [4]	Personal Effectiveness - 2 [4] (5 units)
EXAMINATION				
4 Summer	Accounting for Decision-Making [5]	Behaviour in Organisations [5]	Marketing Management [5]	Interpersonal & Communication Skills- 1 [5] (5 units)
5 Autumn	Cross-cultural Management [5]	Globalisation and International Business [5]	Process and Operations Management [5]	
EXAMINATION				
6 Winter	Managing People and Change [6]	Creativity, Innovation and Entrepreneurship [6]	ONE of: Game Theory in Business [6] Consumer Behaviour [6] Finance for managers [6] Psychology of Work [6] Supply Chain Management [6]	Interpersonal & Communication Skills-2 [5] (5 units)
7 Spring	Corporate Strategy and Strategic Management [6]	Research Skills for Business [6]	TWO of: Business Success through Service Excellence [6] Corporate Social Responsibility and Ethical Behaviour [6] Digital Economy and E-business [6] Legal Aspects of Business [6] Operations Strategy [6]	
EXAMINATION				
8 Summer	Business Simulation[6]	Project [6] (30 units)		Managing your Career [5] (10 units)
EXAMINATION				



YEAR 1 Business & Management 3 year January Entry				
Winter	English and Study Skills [3]	Life and Institutions [3]	Essential Computing Skills [3]	Critical Thinking [3]
Spring	English for Academic Studies [3]	International Studies [3]	Essential Mathematics [3]	The Business Environment [3]
Summer	Research Skills [3]	Advanced Academic Skills [3]	Introduction to Economic Studies [3]	Introduction to Financial Studies [3]
Autumn	Introduction to Business [4]		Quantitative Methods 1 [4]	
	Introduction to Office Software♦			
THE PRELIMINARY EXAMINATION I				
YEAR 2				
Winter	Introduction to Management [4]		The Economic Environment of Business [4]	
Spring	BIS 1: Information Technology and Data Management [4]		Introduction to Management Accounting [4]	
THE PRELIMINARY EXAMINATION II				
Summer	Marketing 1 [4]	Organisational Behaviour [5]	Introduction to Financial Accounting [4]	
Autumn	Marketing 2 [5]	ONE of: BIS 2: Business Applications and IT Management [5] Financial Accounting [5] Law for Business [5]	ONE of: BIS 2: Business Applications and IT Management [5] Financial Accounting [5] Law for Business [5] Free Choice* [5] Marketing Communications [5]	
THE PART 1 EXAMINATION				
YEAR 3				
Winter	Business Operations [5]	ONE of: Business Psychology [6] Consumer Behaviour [6] Service Management [6]	ONE of: Business Psychology [6] Consumer Behaviour [6] Financial Management [5] (30 units) Service Management [6] Free choice* [5] A Language Module* [5] (30 units)	
Spring	Corporate Strategy and Strategic Management [6]	ONE of: Cross-Cultural Management [6] Supply Chain Management [6]	ONE of: Cross-Cultural Management [6] Entrepreneurship [6] Financial Management [5] (30 units) Quantitative Methods 2 [5] Supply Chain Management [6] Free choice* [5] A Language Module* [5] (30 units)	
THE PART 2 STAGE 1 EXAMINATION				
Summer	International Business [6]	ONE of: Business Ethics [5] Business Simulation [6] E- Business [5] Operations Strategy [6]	ONE of: Business Ethics [5] Business Simulation [6] E- Business [5] Operations Strategy [6] Free choice* [5/6] Practical Leadership & Group Effectiveness [6] A Language Module * [5/6] (30 units)	
Autumn	Human Resource Management [6]	ONE of: Financial Risk Management [6]** International Marketing [6] Statistics for Business and Economics [6]	ONE of: Financial Risk Management [6]** International Marketing [6] Statistics for Business and Economics [6] Free choice* [5/6] A Language Module * [5/6] (30 units)	
THE PART 2 STAGE 2 EXAMINATION				

YEAR 1 Business & Management 3 year September Entry				
Autumn	English and Study Skills [3]	Life and Institutions [3]	Essential Computing Skills [3]	Critical Thinking [3]
Winter	English for Academic Studies [3]	International Studies [3]	Essential Mathematics [3]	The Business Environment [3]
Spring	Research Skills [3]	Advanced Academic Skills [3]	Introduction to Economic Studies [3]	Introduction to Financial Studies [3]
Summer	NO CLASSES			
Autumn	Introduction to Business [4]		Quantitative Methods 1 [4]	
	Introduction to Office Software♦			
THE PRELIMINARY EXAMINATION I				
YEAR 2				
Winter	Introduction to Management [4]		The Economic Environment of Business [4]	
Spring	BIS 1: Information Technology and Data Management [4]		Introduction to Management Accounting [4]	
THE PRELIMINARY EXAMINATION II				
Summer	Marketing 1 [4]	Organisational Behaviour [5]	Introduction to Financial Accounting [4]	
Autumn	Marketing 2 [5]	ONE of: BIS 2: Business Applications and IT Management [5] Financial Accounting [5] Law for Business [5]	ONE of: BIS 2: Business Applications and IT Management [5] Financial Accounting [5] Law for Business [5] Free Choice* [5] Marketing Communications [5]	
THE PART 1 EXAMINATION				
YEAR 3				
Winter	Business Operations [5]	ONE of: Business Psychology [6] Consumer Behaviour [6] Service Management [6]	ONE of: Business Psychology [6] Consumer Behaviour [6] Financial Management [5] (30 units) Service Management [6] Free choice* [5] A Language Module* [5] (30 units)	
Spring	Corporate Strategy and Strategic Management [6]	ONE of: Cross-Cultural Management [6] Supply Chain Management [6]	ONE of: Cross-Cultural Management [6] Entrepreneurship [6] Financial Management [5] (30 units) Quantitative Methods 2 [5] Supply Chain Management [6] Free choice* [5] A Language Module* [5] (30 units)	
THE PART 2 STAGE 1 EXAMINATION				
Summer	International Business [6]	ONE of: Business Ethics [5] Business Simulation [6] E- Business [5] Operations Strategy [6]	ONE of: Business Ethics [5] Business Simulation [6] E- Business [5] Operations Strategy [6] Free choice* [5/6] Practical Leadership & Group Effectiveness [6] A Language Module * [5/6] (30 units)	
Autumn	Human Resource Management [6]	ONE of: Financial Risk Management [6]** International Marketing [6] Statistics for Business and Economics [6]	ONE of: Financial Risk Management [6]** International Marketing [6] Statistics for Business and Economics [6] Free choice* [5/6] A Language Module * [5/6] (30 units)	
THE PART 2 STAGE 2 EXAMINATION				

YEAR 1 International Foundation Business & Management 3 year January Entry				
Winter	Key Foundation Skills [3]	Life and Institutions [3]	Essential Computing Skills [3]	English Communication Skills [3]
Spring	English and Study Skills [3]	Critical Thinking [3]	Essential Mathematics [3]	The Business Environment [3]
Summer	Research Skills [3]	English for Academic Studies [3]	Introduction to Economic Studies [3]	Introduction to Financial Studies [3]
Autumn	Introduction to Business [4]		Quantitative Methods 1 [4]	
	Introduction to Office Software♦			
THE PRELIMINARY EXAMINATION I				
YEAR 2				
Winter	Introduction to Management [4]		The Economic Environment of Business [4]	
Spring	BIS 1: Information Technology and Data Management [4]		Introduction to Management Accounting [4]	
THE PRELIMINARY EXAMINATION II				
Summer	Marketing 1 [4]	Organisational Behaviour [5]	Introduction to Financial Accounting [4]	
Autumn	Marketing 2 [5]	ONE of: BIS 2: Business Applications and IT Management [5] Financial Accounting [5] Law for Business [5]	ONE of: BIS 2: Business Applications and IT Management [5] Financial Accounting [5] Law for Business [5] Free Choice* [5] Marketing Communications [5]	
THE PART 1 EXAMINATION				
YEAR 3				
Winter	Business Operations [5]	ONE of: Business Psychology [6] Consumer Behaviour [6] Service Management [6]	ONE of: Business Psychology [6] Consumer Behaviour [6] Financial Management [5] (30 units) Service Management [6] Free choice* [5] A Language Module* [5] (30 units)	
Spring	Corporate Strategy and Strategic Management [6]	ONE of: Cross-Cultural Management [6] Supply Chain Management [6]	ONE of: Cross-Cultural Management [6] Entrepreneurship [6] Financial Management [5] (30 units) Quantitative Methods 2 [5] Supply Chain Management [6] Free choice* [5] A Language Module* [5] (30 units)	
THE PART 2 STAGE 1 EXAMINATION				
Summer	International Business [6]	ONE of: Business Ethics [5] Business Simulation [6] E- Business [5] Operations Strategy [6]	ONE of: Business Ethics [5] Business Simulation [6] E- Business [5] Operations Strategy [6] Free choice* [5/6] Practical Leadership & Group Effectiveness [6] A Language Module * [5/6] (30 units)	
Autumn	Human Resource Management [6]	ONE of: Financial Risk Management [6]** International Marketing [6] Statistics for Business and Economics [6]	ONE of: Financial Risk Management [6]** International Marketing [6] Statistics for Business and Economics [6] Free choice* [5/6] A Language Module * [5/6] (30 units)	
THE PART 2 STAGE 2 EXAMINATION				

PROGRAMME SPECIFICATION

FOR TAUGHT PROGRAMMES AT ALL LEVELS

Name of Programme:		Business and Management (With Work Based Placement(s))	
Final award (BSc, MA etc):		BSc	
Awarding institution/body:	University of Buckingham	Teaching institution:	University of Buckingham
School of Study:	Business	Parent Department: (the department responsible for the administration of the programme)	Management
Length of the programme: (please note any periods spent away from Buckingham, e.g. placements)	3 years (12 terms)	Method of study: Full-time/Part-time/Other	Full time
Framework for Higher Education Qualifications (FHEQ) Level (see Guidance notes, section D – External Reference Points)	FHEQ level 6	Relevant subject benchmark statement (SBS) (see Guidance notes, section D – External Reference Points)	Business and Management
Professional body accreditation (if applicable):			
Criteria for admission to the programme:	Min 360 points at A level or equivalent. IELTS score of 6.5	Cohort(s) to which this programme specification is applicable: (e.g.from 2012 intake onwards)	September 2017 onwards
UCAS Code			

Summary of Programme

The Business and Management degree is designed to develop, energise and challenge students to become desirable and employable graduates equipped with a thorough understanding of work and management in the ever changing context of world business. The course addresses the contemporary needs of businesses nationally and globally to produce graduates that are not only knowledgeable, resourceful and ethical but are also equipped with professional skills, attitudes and behaviours linked to successful business careers. With renowned individualised attention from module tutors and a personal tutor system that is par excellence, this course will encapsulate delivery of the course in small tutorial groups to enhance student engagement and learning. With a key focus on work-relevant employability skills both integrated in their curriculum and also taught separately to exaggerate the nuances of the complex workplace, students will learn both knowledge and application of management concepts, skills and behaviours.

Work-based learning is generally accepted to enhance the consolidation of theoretical knowledge and at the same time improve future prospects by developing practically acquired employability skills, in

particular team-working and an awareness of workplace culture.

The graduates of this course will be convincingly transformed into highly desirable, competitive and business-ready graduates.

Educational Aims of the Programme

The main aims of the programme are:

- To provide students with the knowledge and understanding of the key areas of business and management; the relationships between them and their application in practice
- To enable students to appreciate the uncertainties and complexities of business organisations, their environments and management, both in theory and practice
- To enable students to develop and demonstrate competence in both subject-specific and generic skills and attributes relevant to the global workplace and enhance employability in general
- To develop students to become independent and responsible learners, interacting with a wide array of learning resources and exhibiting critical analysis and evaluation in integrating theory and practice and exploring possible solutions
- To provide students with the opportunity to put theory into practice, develop a range of practical skills and business knowledge in a 'live' environment.

Programme Outcomes

Knowledge and understanding of:

On successful completion of the programme, students should be able to demonstrate relevant knowledge and understanding of :

- Organisations: this encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment.
- The business environment: this encompasses the fast pace of change within a wide range of factors, including



Teaching/Learning Strategy

The learning and teaching strategies employed in this programme aim to develop the inter-relationships among, and the integration of, the different areas of knowledge and understanding of organisations, the business environment in which they operate and their management.

- Core knowledge and understanding (in all areas numbered 1-13) is acquired through formal/interactive lectures, tutorials, seminars, as well as group activities (presentations, role plays, simulations) and guided independent or group study.
- Workshops / talks / presentations / simulations by invited experts and practising managers will provide real world input 1-13). Where possible and relevant, field trips to business locations will be arranged.

<p>economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations.</p> <ul style="list-style-type: none"> • Management: this encompasses the various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management, including the management of people and corporate social responsibility, together with rational analysis and other processes of decision making within different organisations. <p><u>Specifically, this includes detailed knowledge and understanding of</u></p> <ol style="list-style-type: none"> 1. Markets: the development, access and operation of markets for resources, goods and services. 2. Marketing and sales: different approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design. 3. Customers: management of customer expectations, relationships and development of service excellence. 4. Finance: the sources, uses and management of finance and the use of accounting and other information systems for planning, control, decision making and managing financial risk. 5. People: leadership, management and development of people and organisations including the implications of the legal context. 6. Organisational behaviour: design, development of organisations, including cross-cultural issues, change, diversity and values. 7. Operations: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems. 	<ul style="list-style-type: none"> • Scheduled sessions and individual consultation will be available for students to provide academic support as appropriate and deemed necessary for effective learning to take place for modules (areas 1-13). Specifically, where students make transitions between higher education qualification levels (4,5 and 6) induction workshops will be scheduled to enable students to appreciate the learning outcomes (expressed in terms of knowledge, understanding and abilities) relevant to that level of study, based on the outcome-based approach to qualification. • The business simulation and project in particular can be identified as modules will allow the students to put their knowledge into practice (1-13). To be specific, the exact topic of the project would decide which topics (out of the list 1-13 would be relevant). • The work-based learning placement will consolidate theoretical knowledge and allow students to develop their personal skills. Specific topic related learning outcomes will depend upon the nature of the role(s) undertaken in placement(s) and the type(s) of organisation(s) in which it is / they are based, but 1 – 13 in the list are all relevant options.
<p>→</p>	<p><u>Assessment Strategy:</u></p> <p>The assessment methods employed are diverse and assist in developing skills in their own right. In designing the assessments consideration is given to how best the assessment can engage the student.</p> <p>Assessment methods for the modules include</p> <ul style="list-style-type: none"> • coursework reports, article reviews and essays • examinations • presentations • case study analysis • dissertations and research projects • posters • learning journals and portfolios • simulations • movie analysis • role plays and analysis • practicals (such as a business pitch)

<p>8. Information systems and business intelligence: the development, management, application and implementation of information systems and their impact upon organisations.</p> <p>9. Communications: the comprehension and use of relevant communications for application in business and management, including the use of digital tools.</p> <p>10. Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.</p> <p>11. Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help maximise achievement of strategic objectives.</p> <p>12. Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations including the identification of Intellectual Property and appreciation of its value.</p> <p>13. Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues.</p>		<ul style="list-style-type: none"> • Creative assessment is suggested, where it maximises the learning in a particular context (for example in international group work). • Where assessment is completed in groups, careful consideration is given to the extent of group work in a programme and the attribution of group versus individual marks. Furthermore, students will be coached on group working, as a focus for future employability and through the focus on skills within the programme as a whole. • Whilst generally assessment is done by module lecturers and tutors, peer review and assessment will be used, as it can assist in engaging students with their learning. In this regard, clear guidance will be provided to students, and limits set on the weighting of peer assessment in a unit/module. • Where possible and relevant, assessment is designed to provide opportunities to learn through formative assessment and feedback, and to support learning from level to level. • Scheduled sessions and individual consultation will be available for students to provide academic support as appropriate and deemed necessary for effective learning to take place for modules (areas 1-13). Specifically, where students make transitions between higher education qualification levels (4,5 and 6) induction workshops will be scheduled to enable students to appreciate the learning outcomes (expressed in terms of knowledge, understanding and abilities) relevant to that level of study, based on the outcome-based approach to qualification. • Feedback will be regularly provided to students about their performance in assessments. Furthermore, at the beginning of each term, feedback/feedforward sessions will be scheduled to not only review the extent of learning in the previous term but also to focus on how the student can further their learning. • Prior to the year of work-based learning
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		<p>students will be provided with full support to enable them to identify learning and personal development opportunities. Modules related to personal and professional skills will be tailored appropriately.</p> <ul style="list-style-type: none"> • During the year of work-based learning regular feedback / feed forward sessions combined with practical coaching will enhance the learning opportunity. Assessment will take the form of reflective, learning logs. and on aspects of the work-based placement(s) and written summary of experiential learning. Informal feedback from employer representatives will be fed into the process. • During the year students will be kept fully apprised of any issues or developments relating to the core degree programme. This will include the opportunities relating to subject options. • Prior to return to the core programme students will be debriefed and re-focused on the requirements of the final part of the degree.
<p><u>Cognitive (thinking) skills:</u></p> <p>On successful completion of the programme, students should be able to demonstrate relevant cognitive and intellectual skills :</p> <ol style="list-style-type: none"> 1. Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions. This includes applying theory in practice or using practice to embed /contextualise theory 2. Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making. 3. Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer 	<p>→</p>	<p><u>Teaching/Learning Strategy:</u></p> <ul style="list-style-type: none"> • Cognitive skills (in areas 1-5) is acquired through formal/interactive lectures, tutorials, seminars, as well as group activities (for example presentations, role plays, simulations, and project) and guided independent or group study. Guided discussions within these strategies will facilitate the development of cognitive skills. • Scheduled sessions and individual consultation will be available for students to provide academic support as appropriate and deemed necessary for effective learning to take place for modules (areas 1, 2 and 5). Specifically, where students make transitions between higher education qualification levels (areas 4,5 and 6) induction workshops will be scheduled to enable students to appreciate the learning outcomes (expressed in terms of knowledge, understanding and abilities) relevant to that level of study, based on the outcome-based approach to qualification. • The year of work-based learning will consolidate theoretical knowledge and allow students to develop their personal skills.

<p>loyalty.</p> <p>4. Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes.</p> <p>5. Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.</p>		<p>Specific topic related learning outcomes will depend upon the nature of the role(s) undertaken in placement(s) and the type(s) of organisation(s) in which it is / they are based, but 1 – 6 in the list are all relevant options.</p>
	→	<p><u>Assessment Strategy:</u></p> <ul style="list-style-type: none"> • Cognitive skills in areas 1-5 are assessed by a range of methods including but not limited to coursework (case study analysis, article review etc.), examinations and group and individual projects and presentations. For a more detailed discussion of all assessments used see previous section under Knowledge and Understanding. Essentially assessments will examine knowledge and understanding as well as cognitive skills.
<p><u>Practical/Transferable skills (able to):</u></p> <p>Graduates should be able to demonstrate a range of competencies not only specific to business and management but also generic skills. They should be able to demonstrate relevant personal and interpersonal skills, which include the following skills and abilities:</p> <p>1. <u>Personal skills:</u></p> <ul style="list-style-type: none"> • Research and data management skills which include the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making. • Demonstrate IT competence, as a tool for effective communication in business and management. • Articulating and effectively explaining information. • Communication and listening including the ability to produce clear, structured business communications in a variety of media and making presentations, 	→	<p><u>Teaching/Learning Strategy:</u></p> <ul style="list-style-type: none"> • This programme is heavily focussed on future employability prospects for its graduates. Consequently, there is a focused attempt within this programme to incorporate and facilitate the development of employability skills and abilities. Skill-based modules run throughout the length of the programme. Initially these are focused on the personal skills (areas under PS/TS 1) and slowly move on to build students' perception and expertise in Interpersonal skills (PS/TS 2). In the last 6 months of the programme, students are provided sessions that will enable them to enhance their employability skills and prepare for the world of work. • In addition to the skills-based modules, personal and interpersonal skills are reinforced throughout the programme by student preparation for tutorials /workshops/ seminars/ interactive lectures for specific modules/subject areas. Furthermore, students conducting research for coursework, writing reports and making oral presentations within prescribed deadlines and timeframes will allow for them to also better their personal skills (PS/TS 1-2) • Interpersonal skills will be enhanced throughout through group-based assessments (formative

<p>pitches etc.</p> <ul style="list-style-type: none"> • Emotional intelligence and empathy. • Conceptual and critical thinking, analysis, synthesis and evaluation. • Decision-making and problem-solving skills • Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time. • Time management skills • Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. • Academic referencing <p>2. <u>Interpersonal skills:</u></p> <ul style="list-style-type: none"> • People management: to include communications, team building, negotiation and managing conflict, providing feedback, leadership and motivating others • Ability to work collaboratively both internally and with external customers and an awareness of mutual interdependence. • Ability to work with people from a range of cultures. • Building and maintaining relationships. • Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts 		<p>and summative) (PS/TS 2)</p> <ul style="list-style-type: none"> • The year of work-based learning will consolidate theoretical knowledge and allow students to develop their personal skills. Specific topic related learning outcomes will depend upon the nature of the role(s) undertaken in placement(s) and the type(s) of organisation(s) in which it is / they are based, but items highlighted in the area of both Personal and Interpersonal Skills are relevant.
	<p>→</p>	<p><u>Assessment Strategy:</u></p> <ul style="list-style-type: none"> • Assessment of practical/transferable skills (PS/TS 1-2) will be done in three main ways. • Primarily, this will be done as part of the skill-based modules running throughout the programme. This will include the development of a Personal development log, creating a skill-based portfolio including reflective elements. • Secondly, to embed and assess skills within the module curriculum, module-based assessments will also include a skills-based reflective section. (where possible and relevant) • Thirdly, peer-assessment and self-assessments will also be a component of the assessment strategy where appropriate within the assessments (as outlined earlier in this document) to enhance personal and interpersonal skills. • During work-based learning informal feedback from employer representatives will be incorporated into the feedback process.

External Reference Points

The following reference points were used in designing the programme

- a) UK quality code for Higher education (Part A – setting and maintaining academic standards).
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a>
- b) Framework for Higher Education Qualifications of UK degree-awarding bodies (October 2014)
<http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>
- c) Academic credit framework
<http://www.qaa.ac.uk/en/Publications/Documents/Academic-Credit-Framework.pdf>

- d) Academic credit in higher education in England - an introduction
<http://www.qaa.ac.uk/en/Publications/Documents/Academic-credit-in-higher-education-in-England---an-introduction.pdf>
- e) Subject Benchmark Statement (Business and Management) (February 2015)
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf>
- f) UK quality code for Higher education (Part B: Assuring and Enhancing Academic Quality – Chapter B1: Programme design, development and approval, Chapter B3 Learning and Teaching; Chapter B4: Enabling student development and achievement; Chapter B6: Assessment of students and the Recognition of Prior learning); Chapter B10: Managing Higher Education Provision With Others
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b>
- g) The Higher education Framework series from the Higher Education Academy (HEA) :
- i) Framework for Internationalising Higher education
<https://www.heacademy.ac.uk/sites/default/files/resources/internationalisingheframeworkfinal.pdf>
 - ii) Framework for embedding employability in Higher Education
<https://www.heacademy.ac.uk/sites/default/files/downloads/embedding-employability-in-he.pdf>
 - iii) Framework for student access, retention, attainment and progression in higher education -
<https://www.heacademy.ac.uk/enhancement/frameworks/framework-student-access-retention-attainment-and-progression-higher>
 - iv) Framework for transforming assessment in higher education -
<https://www.heacademy.ac.uk/enhancement/frameworks/framework-transforming-assessment-higher-education>
 - v) Pedagogy for employability- Higher education academy
https://www.heacademy.ac.uk/sites/default/files/pedagogy_for_employability_update_2012.pdf
- UK Commission for Employment and Skills –Employer skills survey 2015
<https://www.gov.uk/government/publications/ukces-employer-skills-survey-2015-uk-report>
 - Universities UK - Supply and demand for higher level skills
<http://www.universitiesuk.ac.uk/highereducation/Documents/2015/SupplyAndDemandForHigherLevelSkills.pdf>
 - Universities UK - Patterns and trends in UK Higher education 2015
<http://www.universitiesuk.ac.uk/highereducation/Pages/PatternsAndTrends2015.aspx#.VrSaSLKLTcs>
 - Universities UK- Forging Future Building higher level skills through university and employer collaboration
<http://www.universitiesuk.ac.uk/highereducation/Documents/2014/ForgingFutures.pdf>
 - CMI (2014) 21st century leaders: building practice into the curriculum to boost employability
<http://www.managers.org.uk/Marketing-Campaigns/21st-Century-Leaders/21cleaders.aspx#sthash.mNoxmfbj.dpuf>

- [ASET Good Practice Guides for Work Based and Placement Learning in Higher Education](https://www.asetonline.org/wp-content/uploads/2014/11/ASET-Good-Practice-Guide-2014.pdf)
[https://www.asetonline.org/wp-content/uploads/2014/11/ASET-Good-Practice-Guide-2014.pdf](https://www.asetonline.org/wp-content/uploads/2014/11/ASET-Good-Practice-Guide-Health-Safety-2014.pdf)
<https://www.asetonline.org/wp-content/uploads/2014/11/ASET-Good-Practice-Guide-Health-Safety-2014.pdf>
- [http://www.hecsu.ac.uk/assets/assets/documents/Learning through work placements and beyond.pdf](http://www.hecsu.ac.uk/assets/assets/documents/Learning%20through%20work%20placements%20and%20beyond.pdf)

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course unit/module can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.

Programme Director(s) Name(s):	John Spoerry
Date of Production:	10 July 2017
Date approved by School Learning and Teaching Committee	
Date approved by School Board of Study	
Date approved by University Learning and Teaching Committee	
Date of Annual Review:	

BUSINESS AND MANAGEMENT WITH WORK PLACEMENT YEAR (BSc)

January entry

All modules are 15 units, except where specified

Term				
1 Winter	Understanding Business and Management with embedded academic skills [4] (30 units)		Information-based Decision Making [4]	Personal Effectiveness -1 [4] (10 units)
2 Spring	Accounting for Business [4]	Economics for Business [4]	Marketing Fundamentals [4]	Personal Effectiveness -2 [4] (10 units)
EXAMINATION				
3 Summer	Accounting for Decision-Making [5]	Behaviour in Organisations [5]	Marketing Management [5]	Interpersonal & Communication Skills- 1 [5] (5 units)
4 Autumn	Cross-cultural Management [5]	Globalisation and International Business [5]	Process and Operations Management [5]	
EXAMINATION				
WORK-PLACEMENT YEAR (Jan-Dec) [5] (30 units)				
5 Winter	Managing People and Change [6]	Creativity, Innovation and Entrepreneurship [6]	ONE of: Game Theory in Business [6] Psychology of Work [6] Supply Chain Management [6] Consumer Behaviour [6] Finance for Managers [6]	Interpersonal & Communication Skills -2 [5] (5 units)
6 Spring	Corporate Strategy and Strategic Management [6]	TWO of: Business Success through Service Excellence [6] Corporate Social Responsibility and Ethical Behaviour [6] Digital Economy & E-business [6] Game Theory in Business [6] Legal Aspects of Business [6] Operations Strategy [6]		
EXAMINATION				
7 Summer	Business Simulation[6]	Research Skills for Business [6]		Managing your Career [5] (10 units)
8 Autumn	Project [6] (30 units)			Critical Perspectives in Business and Management [6]
EXAMINATION				

BUSINESS AND MANAGEMENT WITH WORK PLACEMENT YEAR (BSc)

September entry

All modules are 15 units, except where specified

Term				
1 Autumn	Understanding Business and management with embedded academic skills [4] (30 units)			Personal Effectiveness -1 [4] (5 units)
EXAMINATION				
2 Winter	Contemporary Issues in Business and Management [4]		Information-based Decision Making [4]	
3 Spring	Accounting for Business [4]	Economics for Business [4]	Marketing Fundamentals [4]	Personal Effectiveness -2 [4] (5 units)
EXAMINATION				
4 Summer	Accounting for Decision-Making [5]	Behaviour in Organisations [5]	Marketing Management [5]	Interpersonal & Communication Skills- 1 [5] (5 units)
5 Autumn	Cross-cultural Management [5]	Globalisation and International Business [5]	Process and Operations Management [5]	
EXAMINATION				
WORK-PLACEMENT YEAR (Jan-Dec) [5] (30 units)				
6 Winter	Managing People and Change [6]	Creativity, Innovation and Entrepreneurship [6]	ONE of: Consumer Behaviour [6] Finance for managers [6] Game Theory in Business [6] Psychology of Work [6] Supply Chain Management [6]	Interpersonal & Communication Skills-2 [5] (5 units)
7 Spring	Corporate Strategy and Strategic Management [6]	Research Skills for Business [6]	TWO of: Business Success through Service Excellence [6] Corporate Social Responsibility and Ethical Behaviour [6] Digital Economy and E-business [6] Legal Aspects of Business [6] Operations Strategy [6]	
EXAMINATION				
8 Summer	Business Simulation[6]	Project [6] (30 units)		Managing your Career [5] (10 units)
EXAMINATION				



PROGRAMME SPECIFICATION FOR TAUGHT PROGRAMMES AT ALL LEVELS

Name of Programme:		Business and Management with Applied Computing	
Final award (BSc, MA etc):		Bachelor of Science with Honours in Business and Management with Applied Computing	
Awarding institution/body:	University of Buckingham	Teaching institution:	University of Buckingham
School of Study:	Business	Parent Department: (the department responsible for the administration of the programme)	Management
Length of the programme: (please note any periods spent away from Buckingham, e.g. placements)	2 years (8 terms)	Method of study: Full-time/Part-time/Other	Full time
Framework for Higher Education Qualifications (FHEQ) Level (see Guidance notes, section D – External Reference Points)	FHEQ level 6	Relevant subject benchmark statement (SBS) (see Guidance notes, section D – External Reference Points)	Business and Management
Professional body accreditation (if applicable):			
Criteria for admission to the programme:	Min 220 points at A level or equivalent. IELTS score of 6.5	Cohort(s) to which this programme specification is applicable: (e.g.from2012 intake onwards)	September 2015 onwards
UCAS Code			

Summary of Programme

The Business and Management degree is designed to develop, energise and challenge students to become desirable and employable graduates equipped with a thorough understanding of work and management in the ever changing context of world business. The course addresses the contemporary needs of businesses nationally and globally to produce graduates that are not only knowledgeable, resourceful and ethical but are also equipped with professional skills, attitudes and behaviours linked to successful business careers. With renowned individualised attention from module tutors and a personal tutor system that is par excellence, this course will encapsulate delivery of the course in small tutorial groups to enhance student engagement and learning. With a key focus on work-relevant employability skills both integrated in their curriculum and also taught separately to exaggerate the nuances of the complex workplace, students will learn both knowledge and application of management concepts, skills and behaviours. The graduates of this course will be convincingly transformed into highly desirable, competitive and business-ready graduates during their 2 year journey in Buckingham.

The Business and Management with Applied Computing degree is designed to produce business

graduates with a sound knowledge and understanding of how technology can be applied to problems in such areas as management, administration, industrial automation, large-scale manufacturing, resource allocation, retail and service industries, aerospace, education and health care. It is designed for students to be able to appreciate where and how information systems can be effective, and to help with their design, procurement, management and use. The programme will also enable students to appreciate the impact that information systems can have on organisations/businesses, the environment in which they operate and how information systems can be utilised for better management. Particular emphasis is placed on the fundamentals of the underlying technologies that support the development of computer-based information systems, so that students are able to cope with the rapid advances in this field.

Educational Aims of the Programme

The main aims of the programme are:

- To provide students with the knowledge and understanding of the key areas of business and management; the relationships between them and their application in practice
- To enable students to appreciate the uncertainties and complexities of business organisations, their environments and management, both in theory and practice
- To enable students to develop and demonstrate competence in both subject-specific and generic skills and attributes relevant to the global workplace and enhance employability in general
- To develop students to become independent and responsible learners, interacting with a wide array of learning resources and exhibiting critical analysis and evaluation in integrating theory and practice and exploring possible solutions
- The overall aim of the applied computing minor option is to enable students to understand how strategy, procedures, policies and management are combined with information and data resources in business applications.
- It will provide an understanding of the key aspects of information systems and communications technologies, together with the ability to apply established techniques to business problems. Students will be prepared for a variety of careers including: strategy & planning (e.g. information managers, business/IS strategists and planners, technical strategists and planners); management & administration (e.g. project managers); development & implementation (e.g. business analysts, systems developers); service delivery (e.g. operations managers).

Programme Outcomes

Knowledge and understanding of:

On successful completion of the programme, students should be able to demonstrate relevant knowledge and understanding of :

Teaching/Learning Strategy


The learning and teaching strategies employed in this programme aim to develop the inter-relationships among, and the integration of, the different areas of knowledge and understanding of organisations, the business environment in which

<ul style="list-style-type: none"> • <u>Organisations:</u> this encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment. • <u>The business environment:</u> this encompasses the fast pace of change within a wide range of factors, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations. • <u>Management:</u> this encompasses the various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management, including the management of people and corporate social responsibility, together with rational analysis and other processes of decision making within different organisations. <p><u>Specifically, this includes detailed knowledge and understanding of</u></p>	<p>they operate and their management.</p> <ul style="list-style-type: none"> • Core knowledge and understanding (in all areas numbered 1-13) is acquired through formal/interactive lectures, tutorials, seminars, as well as group activities (presentations, role plays, simulations) and guided independent or group study. • Workshops / talks / presentations / simulations by invited experts and practising managers will provide real world input 1-13). Where possible and relevant, field trips to business locations will be arranged. • Scheduled sessions and individual consultation will be available for students to provide academic support as appropriate and deemed necessary for effective learning to take place for modules (areas 1-13). Specifically, where students make transitions between higher education qualification levels (4,5 and 6) induction workshops will be scheduled to enable students to appreciate the learning outcomes (expressed in terms of knowledge, understanding and abilities) relevant to that level of study, based on the outcome-based approach to qualification. • The business simulation and project in particular can be identified as modules will allow the students to put their knowledge into practice (1-13). To be specific, the exact topic of the project would decide which topics (out of the list 1-13 would be relevant). •
<ol style="list-style-type: none"> 1. Markets: the development, access and operation of markets for resources, goods and services. 2. Marketing and sales: different approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design. 3. Customers: management of customer expectations, relationships and development of service excellence. 4. Finance: the sources, uses and management of finance and the use of 	<p style="text-align: center;">→</p> <p><u>Assessment Strategy:</u></p> <p>The assessment methods employed are diverse and assist in developing skills in their own right. In designing the assessments consideration is given to how best the assessment can engage the student.</p> <p>Assessment methods for the modules include</p> <ul style="list-style-type: none"> • coursework reports, article reviews and essays • examinations • presentations

<p>accounting and other information systems for planning, control, decision making and managing financial risk.</p> <p>5. People: leadership, management and development of people and organisations including the implications of the legal context.</p> <p>6. Organisational behaviour: design, development of organisations, including cross-cultural issues, change, diversity and values.</p> <p>7. Operations: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems.</p> <p>8. Information systems and business intelligence: the development, management, application and implementation of information systems and their impact upon organisations. Specifically, this will include</p> <ul style="list-style-type: none"> • the role that computers and networked systems now play in the modern world and in particular how they are applied in business • fundamental concepts and principles of databases, particularly relational database systems • successful implementation of technology projects to satisfy business needs • the principles and techniques that are required to develop user interfaces <p>9. Communications: the comprehension and use of relevant communications for application in business and management, including the use of digital tools.</p> <p>10. Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.</p> <p>11. Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help maximise</p>	<ul style="list-style-type: none"> • case study analysis • dissertations and research projects • posters • learning journals and portfolios • simulations • movie analysis • role plays and analysis • practicals (such as a business pitch) <ul style="list-style-type: none"> • Creative assessment is suggested, where it maximises the learning in a particular context (for example in international group work). <ul style="list-style-type: none"> • Where assessment is completed in groups, careful consideration is given to the extent of group work in a programme and the attribution of group versus individual marks. Furthermore, students will be coached on group working, as a focus for future employability and through the focus on skills within the programme as a whole. <ul style="list-style-type: none"> • Whilst generally assessment is done by module lecturers and tutors, peer review and assessment will be used, as it can assist in engaging students with their learning. In this regard, clear guidance will be provided to students, and limits set on the weighting of peer assessment in a unit/module. <ul style="list-style-type: none"> • Where possible and relevant, assessment is designed to provide opportunities to learn through formative assessment and feedback, and to support learning from level to level. <ul style="list-style-type: none"> • Scheduled sessions and individual consultation will be available for students to provide academic support as appropriate and deemed necessary for effective learning to take place for modules (areas 1-13). Specifically, where students make transitions between higher education qualification levels (4,5 and 6) induction workshops will be scheduled to enable students to appreciate the learning outcomes (expressed in terms of knowledge, understanding and abilities) relevant to that level of study, based on the outcome-based approach to qualification. <ul style="list-style-type: none"> • Feedback will be regularly provided to students
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<p>achievement of strategic objectives.</p> <p>12. Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations including the identification of Intellectual Property and appreciation of its value.</p> <p>13. Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues.</p>		<p>about their performance in assessments. Furthermore, at the beginning of each term, feedback/feedforward sessions will be scheduled to not only review the extent of learning in the previous term but also to focus on how the student can further their learning.</p>
<p><u>Cognitive (thinking) skills:</u></p> <p>On successful completion of the programme, students should be able to demonstrate relevant cognitive and intellectual skills :</p> <ol style="list-style-type: none"> 1. Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions. This includes applying theory in practice or using practice to embed /contextualise theory and will include both technical and non-technical aspects to solve problems. 2. Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making. 	<p>→</p>	<p><u>Teaching/Learning Strategy:</u></p> <ul style="list-style-type: none"> • Cognitive skills (in areas 1-5) is acquired through formal/interactive lectures, tutorials, seminars, as well as group activities (for example presentations, role plays, simulations, and project) and guided independent or group study. Guided discussions within these strategies will facilitate the development of cognitive skills. • Scheduled sessions and individual consultation will be available for students to provide academic support as appropriate and deemed necessary for effective learning to take place for modules (areas 1, 2 and 5). Specifically, where students make transitions between higher education qualification levels (areas 4,5 and 6) induction workshops will be scheduled to enable students to appreciate the learning outcomes (expressed in terms of knowledge, understanding and abilities) relevant to that level of study, based on the outcome-based approach to qualification.

<p>3. Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty.</p> <p>4. Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes.</p> <p>5. Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.</p>	→	<p><u>Assessment Strategy:</u></p> <ul style="list-style-type: none"> • Cognitive skills in areas 1-5 are assessed by a range of methods including but not limited to coursework (case study analysis, article review etc.), examinations and group and individual projects and presentations. For a more detailed discussion of all assessments used see previous section under Knowledge and Understanding. Essentially assessments will examine knowledge and understanding as well as cognitive skills.
<p><u>Practical/Transferable skills (able to):</u></p> <p>Graduates should be able to demonstrate a range of competencies not only specific to business and management but also generic skills. They should be able to demonstrate relevant personal and interpersonal skills, which include the following skills and abilities:</p> <ul style="list-style-type: none"> • <u>Personal skills:</u> • Research and data management skills which include the ability to evaluate, analyse and synthesise a range of information sources, including data to make evidence-based decisions • Demonstrate digital literacy • Demonstrate IT competence, as a tool for effective communication and also implement projects using information and communications technologies • Articulating and effectively explaining complex information. • Communication and listening including the ability to produce clear, structured communications in a variety of media and making presentations, pitches etc. • Emotional intelligence and empathy. • Conceptual and critical thinking 	→	<p><u>Teaching/Learning Strategy:</u></p> <ul style="list-style-type: none"> • This programme is heavily focussed on future employability prospects for its graduates. Consequently, there is a focused attempt within this programme to incorporate and facilitate the development of employability skills and abilities. Skill-based modules run throughout the length of the programme. Initially these are focused on the personal skills (areas under PS/TS 1) and slowly move on to build students' perception and expertise in Interpersonal skills (PS/TS 2). In the last 6 months of the programme, students are provided sessions that will enable them to enhance their employability skills and prepare for the world of work. • In addition to the skills-based modules, personal and interpersonal skills are reinforced throughout the programme by student preparation for tutorials /workshops/ seminars/ interactive lectures for specific modules/subject areas. Furthermore, students conducting research for coursework, writing reports and making oral presentations within prescribed deadlines and timeframes will allow for them to also better their personal skills (PS/TS 1-2) • Interpersonal skills will be enhanced throughout through group-based assessments (formative and summative) (PS/TS 2)

<ul style="list-style-type: none"> • Decision-making and problem-solving skills • Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time. • Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. • Academic referencing • <u>Interpersonal skills:</u> • People management: to include communications, team building, negotiation and managing conflict, providing feedback, leadership and motivating others • Ability to work collaboratively both within a team and with external partners • Ability to work with people from a range of cultures and diverse backgrounds • Building and maintaining relationships. • Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts 		<p><u>Assessment Strategy:</u></p> <ul style="list-style-type: none"> • Assessment of practical/transferable skills (PS/TS 1-2) will be done in three main ways. • Primarily, this will be done as part of the skill-based modules running throughout the programme. This will include the development of a Personal development log, creating a skill-based portfolio including reflective elements. • Secondly, to embed and assess skills within the module curriculum, module-based assessments will also include a skills-based reflective section. (where possible and relevant) • Thirdly, peer-assessment and self-assessments will also be a component of the assessment strategy where appropriate within the assessments (as outlined earlier in this document) to enhance personal and interpersonal skills.
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External Reference Points

The following reference points were used in designing the programme

- a) UK quality code for Higher education (Part A – setting and maintaining academic standards).
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a>
- b) Framework for Higher Education Qualifications of UK degree-awarding bodies (October 2014)
<http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>
- c) Academic credit framework
<http://www.qaa.ac.uk/en/Publications/Documents/Academic-Credit-Framework.pdf>
- d) Academic credit in higher education in England - an introduction
<http://www.qaa.ac.uk/en/Publications/Documents/Academic-credit-in-higher-education-in-England---an-introduction.pdf>
- e) Subject Benchmark Statement (Business and Management) (February 2015)
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf>
- f) UK quality code for Higher education (Part B: Assuring and Enhancing Academic Quality – Chapter

B1: Programme design, development and approval, Chapter B3 Learning and Teaching; Chapter B4: Enabling student development and achievement; Chapter B6: Assessment of students and the Recognition of Prior learning)

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b>

g) The Higher education Framework series from the Higher Education Academy (HEA) :

i) Framework for Internationalising Higher education

<https://www.heacademy.ac.uk/sites/default/files/resources/internationalisingheframeworkfinal.pdf>

ii) Framework for embedding employability in Higher Education

<https://www.heacademy.ac.uk/sites/default/files/downloads/embedding-employability-in-he.pdf>

iii) Framework for student access, retention, attainment and progression in higher education -

<https://www.heacademy.ac.uk/enhancement/frameworks/framework-student-access-retention-attainment-and-progression-higher>

iv) Framework for transforming assessment in higher education -

<https://www.heacademy.ac.uk/enhancement/frameworks/framework-transforming-assessment-higher-education>

v) Pedagogy for employability- Higher education academy

https://www.heacademy.ac.uk/sites/default/files/pedagogy_for_employability_update_2012.pdf

- UK Commission for Employment and Skills –Employer skills survey 2015

<https://www.gov.uk/government/publications/ukces-employer-skills-survey-2015-uk-report>

- Universities UK - Supply and demand for higher level skills

<http://www.universitiesuk.ac.uk/highereducation/Documents/2015/SupplyAndDemandForHigherLevelSkills.pdf>

- Universities UK - Patterns and trends in UK Higher education 2015

<http://www.universitiesuk.ac.uk/highereducation/Pages/PatternsAndTrends2015.aspx#.VrSaSLKLTcs>

- Universities UK- Forging Future Building higher level skills through university and employer collaboration

<http://www.universitiesuk.ac.uk/highereducation/Documents/2014/ForgingFutures.pdf>

- CMI (2014) 21st century leaders: building practice into the curriculum to boost employability

<http://www.managers.org.uk/Marketing-Campaigns/21st-Century-Leaders/21cleaders.aspx#sthash.mNoxmfbj.dpuf>

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course unit/module can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.

Programme Director(s) Name(s):	Deba Bardhan Correia
Date of Production:	10 July 2017
Date approved by School Learning and Teaching Committee	
Date approved by School Board of Study	
Date approved by University Learning and Teaching Committee	
Date of Annual Review:	

PROGRAMME STRUCTURE

January Entry

All modules are 15 units, except where specified as 30 units.

	COMBINED HONOURS		
	MAJOR		MINOR
Term	YEAR ONE		
1 Winter	Introduction to Management [4]	ONE of: Quantitative Methods 1 [4] The Economic Environment of Business [4] Introduction to Financial Accounting [4]	Introduction to Computer Systems [4]
	Introduction to Office Software♦		
2 Spring	Introduction to Business [4]	BIS 1: Information Technology and Data Management [4]	Introduction to Operating Systems [4]
THE PRELIMINARY EXAMINATION			
3 Summer	Marketing 1 [4]	Organisational Behaviour [5]	Principles of Database Systems [5]
4 Autumn	Marketing 2 [5]	ONE of: BIS 2: Business Applications and IT Management [5] Law for Business [5] Financial Accounting [5] Marketing Communications [5]	Software Engineering [6]
		THE PART 1 EXAMINATION	
YEAR TWO			
5 Winter	Business Operations [5]	ONE of: Consumer Behaviour [6] Service Management [6] Business Psychology [6]	Software Project Management [6]
		6 Spring	
THE PART 2 STAGE 1 EXAMINATION			
7 Summer	ONE of: Business Simulation [6] International Business [6]	ONE of: Business Ethics [5] E-Business [5] International Business [6] Operations Strategy [6]	Human-Computer Interaction [5]
8 Autumn	Human Resource Management [6]	ONE of: International Marketing [6] Law for Business [5] Statistics for Business & Economics [6] BIS 2: Business Applications and IT Management [5]	Cloud Computing [6]
		THE PART 2 STAGE 2 EXAMINATION	

♦ **Introduction to Office Software:** This is a skills module, which students must pass. Students cannot normally continue with studies for Part 1, and cannot graduate without passing all their skills modules.

BUSINESS AND MANAGEMENT WITH APPLIED COMPUTING [BSc]

September Entry

All modules are 15 units, except where specified as 30 units.

	COMBINED HONOURS		
	MAJOR	MINOR	
Term	YEAR ONE		
1 Autumn	Introduction to Business [4]	Quantitative Methods 1 [4]	The Economic Environment of Business [4]
	Introduction to Office Software♦		
THE PRELIMINARY EXAMINATION 1			
2 Winter	Introduction to Management [4]	Introduction to Financial Accounting [4]	Introduction to Computer Systems [4]
3 Spring	BIS 1: Information Technology and Data Management [4]	ONE of: Quantitative Methods 2 [5] Introduction to Entrepreneurship [5]	Introduction to Operating Systems [4]
THE PRELIMINARY EXAMINATION 2			
4 Summer	Marketing 1 [4]	Organisational Behaviour [5]	Principles of Database Systems [5]
YEAR TWO			
5 Autumn	Marketing 2 [5]	ONE of: BIS 2: Business Applications and IT Management [5] Financial Accounting [5] Law for Business [5] Human Resource Management [6] Marketing Communications [5]	Software Engineering [6]
THE PART 1 EXAMINATION			
6 Winter	Business Operations [5]	ONE of: Consumer Behaviour [6] Service Management [6] Business Psychology [6]	Software Project Management [6]
7 Spring	Corporate Strategy and Strategic Management [6]	ONE of: Cross-Cultural Management [6] Supply Chain Management [6]	Information Security [6]
THE PART 2 STAGE 1 EXAMINATION			
8 Summer	ONE of: International Business [6] Business Simulation [6] Operations Strategy [6]	ONE of: Operations Strategy [6] Business Simulation [6] International Business [6]	ONE of: E- Business [5] Business Ethics [5]
THE PART 2 STAGE 2 EXAMINATION			

♦ **Introduction to Office Software:** This is a skills module, which students must pass. Students cannot normally continue with studies for Part 1, and cannot graduate without passing all their skills modules.



PROGRAMME SPECIFICATION FOR TAUGHT PROGRAMMES AT ALL LEVELS

Name of Programme:		Business and Management with Communication studies (EFL/ESL)	
Final award (BSc, MA etc):		Bachelor of Science with Honours in Business and Management with Communication studies (EFL/ESL)	
Awarding institution/body:	University of Buckingham	Teaching institution:	University of Buckingham
School of Study:	Business	Parent Department: (the department responsible for the administration of the programme)	Management
Length of the programme: (please note any periods spent away from Buckingham, e.g placements)	2 years (8 terms)	Method of study: Full-time/Part-time/Other	Full time
Framework for Higher Education Qualifications (FHEQ) Level (see Guidance notes, section D – External Reference Points)	FHEQ level 6	Relevant subject benchmark statement (SBS) (see Guidance notes, section D – External Reference Points)	Business and Management
Professional body accreditation (if applicable):			
Criteria for admission to the programme:	Min 220 points at A level or equivalent. IELTS score of 6.5	Cohort(s) to which this programme specification is applicable: (e.g. from 2012 intake onwards)	September 2017 onwards
UCAS Code			

Summary of Programme

The Business and Management with Communication Studies degree is designed to develop, energise and challenge students to become desirable and employable graduates equipped with a thorough understanding of work and management in the ever changing context of world business. This is specially designed to meet the growing demands for managers whose native language is not English. Depending on whether English is a foreign language or a second language, students will follow a prescribed set of modules that will allow them to understand, appreciate and develop the use of English as a communication tool. The course addresses the contemporary needs of businesses not only nationally but in addition, globally to produce graduates that are not only knowledgeable, resourceful and ethical but are also equipped with professional skills, attitudes and behaviours linked to successful business careers. With renowned individualised attention from module tutors and a personal tutor system that is par excellence, this course will encapsulate delivery of the course in small tutorial groups to enhance student engagement and learning. With a key focus on work-relevant employability skills both integrated in their curriculum and also taught separately to exaggerate the nuances of the complex workplace,

students will learn both knowledge and application of management concepts, skills and behaviours. The graduates of this course will be convincingly transformed into highly desirable, competitive and business-ready graduates during their 2 year journey in Buckingham.

The Communication studies EFL minor is designed for students for whom English is a foreign language in their home country. It consists of modules which have a dual function: each module provides its own English language studies focus (for example, Interpersonal Communication or English in Society) as well as providing English language improvement opportunities both for general and academic purposes.

The Communication studies ESL minor is designed for students for whom English is a second language in their home country. It consists of modules which focus on a range of English language studies perspectives (e.g. Diversity and Change in English, or Language, Society and Power); some modules also provide opportunities for students to improve their English for academic purposes (e.g. English Composition).

Educational Aims of the Programme

The main aims of the programme are:

- To provide students with the knowledge and understanding of the key areas of business and management; the relationships between them and their application in practice
- To enable students to appreciate the uncertainties and complexities of business organisations, their environments and management, both in theory and practice
- To enable students to develop and demonstrate competence in both subject-specific and generic skills and attributes relevant to the global workplace and enhance employability in general
- To develop students to become independent and responsible learners, interacting with a wide array of learning resources and exhibiting critical analysis and evaluation in integrating theory and practice and exploring possible solutions
- The overall aim of the communications studies minor option is to enable international students to develop and enhance their English language skills, thus allowing them to become more effective global managers.

Programme Outcomes

Knowledge and understanding of:

On successful completion of the programme, students should be able to demonstrate relevant knowledge and understanding of :

Teaching/Learning Strategy

The learning and teaching strategies employed in this programme aim to develop the inter-relationships among, and the integration of, the different areas of knowledge and understanding of organisations, the business environment in which they operate and their

<ul style="list-style-type: none"> • <u>Organisations:</u> this encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment. • <u>The business environment:</u> this encompasses the fast pace of change within a wide range of factors, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations. • <u>Management:</u> this encompasses the various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management, including the management of people and corporate social responsibility, together with rational analysis and other processes of decision making within different organisations. • <u>Communication studies (EFL/ESL):</u> this encompasses understanding the structure and characteristics of the English language and how it can be used for effective communication in business. 	<p>management.</p> <ul style="list-style-type: none"> • Core knowledge and understanding (in all areas numbered 1-13) is acquired through formal/interactive lectures, tutorials, seminars, as well as group activities (presentations, role plays, simulations) and guided independent or group study. • Workshops / talks / presentations / simulations by invited experts and practising managers will provide real world input 1-13). Where possible and relevant, field trips to business locations will be arranged. • Scheduled sessions and individual consultation will be available for students to provide academic support as appropriate and deemed necessary for effective learning to take place for modules (areas 1-13). Specifically, where students make transitions between higher education qualification levels (4,5 and 6) induction workshops will be scheduled to enable students to appreciate the learning outcomes (expressed in terms of knowledge, understanding and abilities) relevant to that level of study, based on the outcome-based approach to qualification. • The business simulation and project in particular can be identified as modules will allow the students to put their knowledge into practice (1-13). To be specific, the exact topic of the project would decide which topics (out of the list 1-13 would be relevant). •
<p><u>Specifically, for Business and Management this includes detailed knowledge and understanding of</u></p> <ol style="list-style-type: none"> 1. Markets: the development, access and operation of markets for resources, goods and services. 2. Marketing and sales: different approaches for segmentation, targeting, positioning generating sales and the 	<p><u>Assessment Strategy:</u></p> <p>The assessment methods employed are diverse and assist in developing skills in their own right. In designing the assessments consideration is given to how best the assessment can engage the student.</p> <p>Assessment methods for the modules include</p> <ul style="list-style-type: none"> • coursework reports, article reviews and essays • examinations • presentations • case study analysis • dissertations and research projects • posters • learning journals and portfolios

<p>need for innovation in product and service design.</p> <ol style="list-style-type: none"> 3. Customers: management of customer expectations, relationships and development of service excellence. 4. Finance: the sources, uses and management of finance and the use of accounting and other information systems for planning, control, decision making and managing financial risk. 5. People: leadership, management and development of people and organisations including the implications of the legal context. 6. Organisational behaviour: design, development of organisations, including cross-cultural issues, change, diversity and values. 7. Operations: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems. 8. Information systems and business intelligence: the development, management, application and implementation of information systems and their impact upon organisations. 9. Communications: the comprehension and use of relevant communications for application in business and management, including the use of digital tools. 10. Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models. 11. Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help maximise achievement of strategic objectives. 12. Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations including the identification of Intellectual Property and 	<ul style="list-style-type: none"> • simulations • movie analysis • role plays and analysis • practicals (such as a business pitch) <ul style="list-style-type: none"> • Creative assessment is suggested, where it maximises the learning in a particular context (for example in international group work). • Where assessment is completed in groups, careful consideration is given to the extent of group work in a programme and the attribution of group versus individual marks. Furthermore, students will be coached on group working, as a focus for future employability and through the focus on skills within the programme as a whole. • Whilst generally assessment is done by module lecturers and tutors, peer review and assessment will be used, as it can assist in engaging students with their learning. In this regard, clear guidance will be provided to students, and limits set on the weighting of peer assessment in a unit/module. • Where possible and relevant, assessment is designed to provide opportunities to learn through formative assessment and feedback, and to support learning from level to level. • Scheduled sessions and individual consultation will be available for students to provide academic support as appropriate and deemed necessary for effective learning to take place for modules (areas 1-13). Specifically, where students make transitions between higher education qualification levels (4,5 and 6) induction workshops will be scheduled to enable students to appreciate the learning outcomes (expressed in terms of knowledge, understanding and abilities) relevant to that level of study, based on the outcome-based approach to qualification. • Feedback will be regularly provided to students about their performance in assessments. Furthermore, at the beginning of each term, feedback/feedforward sessions will be scheduled to not only review the extent of learning in the previous term but also to focus on how the student can further their learning.
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<p>appreciation of its value.</p> <p>13. Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues.</p>	
<p><u>Cognitive (thinking) skills:</u></p> <p>On successful completion of the programme, students should be able to demonstrate relevant cognitive and intellectual skills :</p> <ol style="list-style-type: none"> 1. Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions. This includes applying theory in practice or using practice to embed /contextualise theory. 2. Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making. 3. Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty. 4. Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes. 5. Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena. 	<p><u>Teaching/Learning Strategy:</u></p> <ul style="list-style-type: none"> • Cognitive skills (in areas 1-5) is acquired through formal/interactive lectures, tutorials, seminars, as well as group activities (for example presentations, role plays, simulations, and project) and guided independent or group study. Guided discussions within these strategies will facilitate the development of cognitive skills. • Scheduled sessions and individual consultation will be available for students to provide academic support as appropriate and deemed necessary for effective learning to take place for modules (areas 1, 2 and 5). Specifically, where students make transitions between higher education qualification levels (areas 4,5 and 6) induction workshops will be scheduled to enable students to appreciate the learning outcomes (expressed in terms of knowledge, understanding and abilities) relevant to that level of study, based on the outcome-based approach to qualification. <p><u>Assessment Strategy:</u></p> <ul style="list-style-type: none"> • Cognitive skills in areas 1-5 are assessed by a range of methods including but not limited to coursework (case study analysis, article review etc.), examinations and group and individual projects and presentations. For a more detailed discussion of all assessments used see previous section under Knowledge and Understanding. Essentially assessments will examine knowledge and understanding as well as cognitive skills.

Practical/Transferable skills (able to):

Graduates should be able to demonstrate a range of competencies not only specific to business and management but also generic skills. They should be able to demonstrate relevant personal and interpersonal skills, which include the following skills and abilities:

- Personal skills:
- Research and data management skills which include the ability to evaluate, analyse and synthesise a range of information sources, including data to make evidence-based decisions
- Demonstrate digital literacy
- Demonstrate IT competence, as a tool for effective communication and also implement projects using information and communications technologies
- Articulating and effectively explaining complex information.
- Communication and listening including the ability to produce clear, structured communications in a variety of media and making presentations, pitches etc.
- Emotional intelligence and empathy.
- Conceptual and critical thinking
- Decision-making and problem-solving skills
- Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time.
- Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures.
- Academic referencing
- Interpersonal skills:
- People management: to include communications, team building, negotiation and managing conflict, providing feedback, leadership and

Teaching/Learning Strategy:

- This programme is heavily focussed on future employability prospects for its graduates. Consequently, there is a focused attempt within this programme to incorporate and facilitate the development of employability skills and abilities. Skill-based modules run throughout the length of the programme. Initially these are focused on the personal skills (areas under PS/TS 1) and slowly move on to build students' perception and expertise in Interpersonal skills (PS/TS 2). In the last 6 months of the programme, students are provided sessions that will enable them to enhance their employability skills and prepare for the world of work.
- In addition to the skills-based modules, personal and interpersonal skills are reinforced throughout the programme by student preparation for tutorials /workshops/ seminars/ interactive lectures for specific modules/subject areas. Furthermore, students conducting research for coursework, writing reports and making oral presentations within prescribed deadlines and timeframes will allow for them to also better their personal skills (PS/TS 1-2)
- Interpersonal skills will be enhanced throughout through group-based assessments (formative and summative) (PS/TS 2)

<p>motivating others</p> <ul style="list-style-type: none"> • Ability to work collaboratively both within a team and with external partners • Ability to work with people from a range of cultures and diverse backgrounds • Building and maintaining relationships. • Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts <p>Furthermore, the communication studies minor will enable the students to</p> <ul style="list-style-type: none"> • Enhance mastery of oral, aural and written aspects of the English language. • Advance the ability for oral and written communication in the use of English for business communication 	<p><u>Assessment Strategy:</u></p> <ul style="list-style-type: none"> • Assessment of practical/transferable skills (PS/TS 1-2) will be done in three main ways. • Primarily, this will be done as part of the skill-based modules running throughout the programme. This will include the development of a Personal development log, creating a skill-based portfolio including reflective elements. • Secondly, to embed and assess skills within the module curriculum, module-based assessments will also include a skills-based reflective section. (where possible and relevant) • Thirdly, peer-assessment and self-assessments will also be a component of the assessment strategy where appropriate within the assessments (as outlined earlier in this document) to enhance personal and interpersonal skills.
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External Reference Points

The following reference points were used in designing the programme

- a) UK quality code for Higher education (Part A – setting and maintaining academic standards).
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a>
- b) Framework for Higher Education Qualifications of UK degree-awarding bodies (October 2014)
<http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>
- c) Academic credit framework
<http://www.qaa.ac.uk/en/Publications/Documents/Academic-Credit-Framework.pdf>
- d) Academic credit in higher education in England - an introduction
<http://www.qaa.ac.uk/en/Publications/Documents/Academic-credit-in-higher-education-in-England---an-introduction.pdf>
- e) Subject Benchmark Statement (Business and Management) (February 2015)
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf>
- f) UK quality code for Higher education (Part B: Assuring and Enhancing Academic Quality – Chapter B1: Programme design, development and approval, Chapter B3 Learning and Teaching; Chapter B4: Enabling student development and achievement; Chapter B6: Assessment of students and the Recognition of Prior learning)
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b>
- g) The Higher education Framework series from the Higher Education Academy (HEA) :
 - i) Framework for Internationalising Higher education
<https://www.heacademy.ac.uk/sites/default/files/resources/internationalisingheframeworkfinal.pdf>
 - ii) Framework for embedding employability in Higher Education

<https://www.heacademy.ac.uk/sites/default/files/downloads/embedding-employability-in-he.pdf>

iii) Framework for student access, retention, attainment and progression in higher education - <https://www.heacademy.ac.uk/enhancement/frameworks/framework-student-access-retention-attainment-and-progression-higher>

iv) Framework for transforming assessment in higher education - <https://www.heacademy.ac.uk/enhancement/frameworks/framework-transforming-assessment-higher-education>

v) Pedagogy for employability- Higher education academy https://www.heacademy.ac.uk/sites/default/files/pedagogy_for_employability_update_2012.pdf

- UK Commission for Employment and Skills –Employer skills survey 2015 <https://www.gov.uk/government/publications/ukces-employer-skills-survey-2015-uk-report>
- Universities UK - Supply and demand for higher level skills <http://www.universitiesuk.ac.uk/highereducation/Documents/2015/SupplyAndDemandForHigherLevelSkills.pdf>
- Universities UK - Patterns and trends in UK Higher education 2015 <http://www.universitiesuk.ac.uk/highereducation/Pages/PatternsAndTrends2015.aspx#.VrSaSLKLTcs>
- Universities UK- Forging Future Building higher level skills through university and employer collaboration <http://www.universitiesuk.ac.uk/highereducation/Documents/2014/ForgingFutures.pdf>
- CMI (2014) 21st century leaders: building practice into the curriculum to boost employability <http://www.managers.org.uk/Marketing-Campaigns/21st-Century-Leaders/21cleaders.aspx#sthash.mNoxmfbj.dpuf>

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course unit/module can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.

Programme Director(s) Name(s):	Deba Bardhan Correia
Date of Production:	10 July 2017
Date approved by School Learning and Teaching Committee	
Date approved by School Board of Study	

Date approved by University Learning and Teaching Committee	
Date of Annual Review:	

PROGRAMME STRUCTURE

BUSINESS AND MANAGEMENT WITH COMMUNICATION STUDIES (EFL) [BSc]

January Entry

All courses are 15 units, except where specified as 30 units.

	COMBINED HOURS		
	MAJOR		MINOR
Term	YEAR ONE		
1 Winter	Introduction to Management [4]	ONE of: Quantitative Methods 1 [4] The Economic Environment of Business [4] Introduction to Financial Accounting [4]	Modern English Language [4]
	Introduction to Office Software♦		
2 Spring	Introduction to Business [4]	BIS 1: Information Technology & Data Management [4]	Modern English Usage [4]
THE PRELIMINARY EXAMINATION			
3 Summer	Marketing 1 [4]	Organisational Behaviour [5]	Intercultural Communication [5]
4 Autumn	Marketing 2 [5]	ONE of: BIS 2: Business Applications and IT Management [5] Law for Business [5] Financial Accounting [5] Marketing Communications [5]	Global Communication [5]
THE PART 1 EXAMINATION			
YEAR TWO			
5 Winter	Business Operations [5]	ONE of: Consumer Behaviour [6] Service Management [6] Business Psychology [6]	Varieties of English [6]
6 Spring	Corporate Strategy and Strategic Management [6]	ONE of: Cross-Cultural Management [6] Supply Chain Management [6] Entrepreneurship [6]	Registers of English [6]
THE PART 2 STAGE 1 EXAMINATION			
7 Summer	ONE of: Business Simulation [6] International Business [6]	ONE of: E-Business [5] Operations Strategy [6] International Business [6] Business Ethics [5]	English in Society [6]
8 Autumn	Human Resource Management [6]	ONE of: International Marketing [6] Law for Business [5] Statistics for Business and Economics [6] BIS2: Applications and IT Manager [5]	English in Institutions [6]
THE PART 2 STAGE 2 EXAMINATION			

Introduction to Office Software: This is a skills module, which students must pass. Students cannot normally continue with studies for Part 1, and cannot graduate without passing all their skills modules.

BUSINESS AND MANAGEMENT WITH COMMUNICATION STUDIES (ESL) [BSc]

January Entry

All courses are 15 units, except where specified as 30 units.

COMBINED HONOURS			
		MAJOR	MINOR
Term	YEAR ONE		
1 Winter	Introduction to Management [4]	ONE of: Quantitative Methods 1 [4] The Economic Environment of Business [4] Introduction to Financial Accounting [4]	English Composition [4]
	Introduction to Office Software♦		
2 Spring	Introduction to Business [4]	BIS 1: Information Technology & Data Management [4]	Discourse and Debate [4]
THE PRELIMINARY EXAMINATION			
3 Summer	Marketing 1 [4]	Organisational Behaviour [5]	Intercultural Communication [5]
4 Autumn	Marketing 2 [5]	ONE of: BIS 2: Business Applications and IT Management [5] Law for Business [5] Financial Accounting [5] Marketing Communications [5]	Global Communication [5]
THE PART 1 EXAMINATION			
YEAR TWO			
5 Winter	Business Operations [5]	ONE of: Consumer Behaviour [6] Service Management [6] Business Psychology [6]	Diversity in English [6]
6 Spring	Corporate Strategy and Strategic Management [6]	ONE of: Cross-Cultural Management [6] Supply Chain Management [6] Entrepreneurship [6]	Change in English [6]
THE PART 2 STAGE 1 EXAMINATION			
7 Summer	ONE of: International Business [6] Business Simulation [6]	ONE of: E-Business [5] Operations Strategy [6] International Business [6] Business Ethics [5]	Language and Society [6]
8 Autumn	Human Resource Management [6]	ONE of: International Marketing [6] Law for Business [5] Statistics for Business and Economics [6] BIS 2: Business Applications and IT Management [5]	Language and Power [6]
THE PART 2 STAGE 2 EXAMINATION			

♦ **Introduction to Office Software:** This is a skills course, which students must pass. Students cannot normally continue with studies for Part 1, and cannot graduate without passing all their skills courses.



PROGRAMME SPECIFICATION FOR TAUGHT PROGRAMMES AT ALL LEVELS

Name of Programme:		Business and Management with French or Spanish	
Final award (BSc, MA etc):		Bachelor of Science with Honours in Business and Management with French or Spanish	
Awarding institution/body:	University of Buckingham	Teaching institution:	University of Buckingham
School of Study:	Business	Parent Department: (the department responsible for the administration of the programme)	Management
Length of the programme: (please note any periods spent away from Buckingham, e.g. placements)	2 years (8 terms)	Method of study: Full-time/Part-time/Other	Full time
Framework for Higher Education Qualifications (FHEQ) Level (see Guidance notes, section D – External Reference Points)	FHEQ level 6	Relevant subject benchmark statement (SBS) (see Guidance notes, section D – External Reference Points)	Business and Management
Professional body accreditation (if applicable):			
Criteria for admission to the programme:	Min 220 points at A level or equivalent. IELTS score of 6.5	Cohort(s) to which this programme specification is applicable: (e.g.from2012 intake onwards)	September 2015 onwards
UCAS Code	NN12		

Summary of Programme

The Business and Management with French or Spanish degree is designed to develop, energise and challenge students to become desirable and employable graduates equipped with a thorough understanding of work and management in the ever changing context of world business. This is specially designed to meet the growing demands for managers with languages, who can lead, manage and negotiate across increasingly networked organisations. The course addresses the contemporary needs of businesses not only nationally but in addition, globally to produce graduates that are not only knowledgeable, resourceful and ethical but are also equipped with professional skills, attitudes and behaviours linked to successful business careers. With renowned individualised attention from module tutors and a personal tutor system that is par excellence, this course will encapsulate delivery of the course in small tutorial groups to enhance student engagement and learning. With a key focus on work-relevant employability skills both integrated in their curriculum and also taught separately to exaggerate the nuances of the complex workplace, students will learn both knowledge and application of management concepts, skills and behaviours. The graduates of this course will be convincingly transformed into highly desirable, competitive and business-ready graduates during their 2 year journey

in Buckingham.

Educational Aims of the Programme

The main aims of the programme are:

- To provide students with the knowledge and understanding of the key areas of business and management; the relationships between them and their application in practice
- To enable students to appreciate the uncertainties and complexities of business organisations, their environments and management, both in theory and practice
- To enable students to develop and demonstrate competence in both subject-specific and generic skills and attributes relevant to the global workplace and enhance employability in general
- To develop students to become independent and responsible learners, interacting with a wide array of learning resources and exhibiting critical analysis and evaluation in integrating theory and practice and exploring possible solutions
- The overall aim of the modern foreign languages minor option is to enable students to develop and enhance their language skills in either French or Spanish, thus permitting them to avail of a more international degree programme.

Programme Outcomes

Knowledge and understanding of:

On successful completion of the programme, students should be able to demonstrate relevant knowledge and understanding of :

- Organisations: this encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment.
- The business environment: this encompasses the fast pace of change within a wide range of factors, including

Teaching/Learning Strategy

The learning and teaching strategies employed in this programme aim to develop the inter-relationships among, and the integration of, the different areas of knowledge and understanding of organisations, the business environment in which they operate and their management.

- Core knowledge and understanding (in all areas numbered 1-13) is acquired through formal/interactive lectures, tutorials, seminars, as well as group activities (presentations, role plays, simulations) and guided independent or group study.
- Workshops / talks / presentations / simulations by invited experts and practising managers will provide real world input 1-13). Where possible and relevant, field trips to business locations will be arranged.
- Scheduled sessions and individual consultation will

<p>economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations.</p> <ul style="list-style-type: none"> • Management: this encompasses the various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management, including the management of people and corporate social responsibility, together with rational analysis and other processes of decision making within different organisations. • Modern Foreign Languages (French or Spanish): this encompasses understanding the structure and characteristics of the target language. 	<p>be available for students to provide academic support as appropriate and deemed necessary for effective learning to take place for modules (areas 1-13). Specifically, where students make transitions between higher education qualification levels (4,5 and 6) induction workshops will be scheduled to enable students to appreciate the learning outcomes (expressed in terms of knowledge, understanding and abilities) relevant to that level of study, based on the outcome-based approach to qualification.</p> <ul style="list-style-type: none"> • The business simulation and project in particular can be identified as modules will allow the students to put their knowledge into practice (1-13). To be specific, the exact topic of the project would decide which topics (out of the list 1-13 would be relevant). •
<p><u>Specifically, for Business and Management this includes detailed knowledge and understanding of</u></p> <ol style="list-style-type: none"> 1. Markets: the development, access and operation of markets for resources, goods and services. 2. Marketing and sales: different approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design. 3. Customers: management of customer expectations, relationships and development of service excellence. 4. Finance: the sources, uses and management of finance and the use of accounting and other information systems for planning, control, decision making and managing financial risk. 5. People: leadership, management and development of people and organisations including the implications of the legal context. 6. Organisational behaviour: design, development of organisations, including cross-cultural issues, change, diversity 	<p><u>Assessment Strategy:</u></p> <p>The assessment methods employed are diverse and assist in developing skills in their own right. In designing the assessments consideration is given to how best the assessment can engage the student.</p> <p>Assessment methods for the modules include</p> <ul style="list-style-type: none"> • coursework reports, article reviews and essays • examinations • presentations • case study analysis • dissertations and research projects • posters • learning journals and portfolios • simulations • movie analysis • role plays and analysis • practicals (such as a business pitch) <ul style="list-style-type: none"> • Creative assessment is suggested, where it maximises the learning in a particular context (for example in international group work). • Where assessment is completed in groups, careful consideration is given to the extent of group work in a programme and the attribution of group versus individual marks. Furthermore, students will be coached on group working, as a focus for future employability and through the focus on skills within

<p>and values.</p> <ol style="list-style-type: none"> 7. Operations: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems. 8. Information systems and business intelligence: the development, management, application and implementation of information systems and their impact upon organisations. 9. Communications: the comprehension and use of relevant communications for application in business and management, including the use of digital tools. 10. Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models. 11. Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help maximise achievement of strategic objectives. 12. Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations including the identification of Intellectual Property and appreciation of its value. 13. Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues. 	<p>the programme as a whole.</p> <ul style="list-style-type: none"> • Whilst generally assessment is done by module lecturers and tutors, peer review and assessment will be used, as it can assist in engaging students with their learning. In this regard, clear guidance will be provided to students, and limits set on the weighting of peer assessment in a unit/module. • Where possible and relevant, assessment is designed to provide opportunities to learn through formative assessment and feedback, and to support learning from level to level. • Scheduled sessions and individual consultation will be available for students to provide academic support as appropriate and deemed necessary for effective learning to take place for modules (areas 1-13). Specifically, where students make transitions between higher education qualification levels (4,5 and 6) induction workshops will be scheduled to enable students to appreciate the learning outcomes (expressed in terms of knowledge, understanding and abilities) relevant to that level of study, based on the outcome-based approach to qualification. • Feedback will be regularly provided to students about their performance in assessments. Furthermore, at the beginning of each term, feedback/feedforward sessions will be scheduled to not only review the extent of learning in the previous term but also to focus on how the student can further their learning.
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Cognitive (thinking) skills:

On successful completion of the programme, students should be able to demonstrate relevant cognitive and intellectual skills :

1. Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions. This includes applying theory in practice or using practice to embed /contextualise theory.
2. Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making.
3. Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty.
4. Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes.
5. Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.

Teaching/Learning Strategy:

- Cognitive skills (in areas 1-5) is acquired through formal/interactive lectures, tutorials, seminars, as well as group activities (for example presentations, role plays, simulations, and project) and guided independent or group study. Guided discussions within these strategies will facilitate the development of cognitive skills.
- Scheduled sessions and individual consultation will be available for students to provide academic support as appropriate and deemed necessary for effective learning to take place for modules (areas 1, 2 and 5). Specifically, where students make transitions between higher education qualification levels (areas 4,5 and 6) induction workshops will be scheduled to enable students to appreciate the learning outcomes (expressed in terms of knowledge, understanding and abilities) relevant to that level of study, based on the outcome-based approach to qualification.

Assessment Strategy:

- Cognitive skills in areas 1-5 are assessed by a range of methods including but not limited to coursework (case study analysis, article review etc.), examinations and group and individual projects and presentations. For a more detailed discussion of all assessments used see previous section under Knowledge and Understanding. Essentially assessments will examine knowledge and understanding as well as cognitive skills.

Practical/Transferable skills (able to):

Graduates should be able to demonstrate a range of competencies not only specific to business and management but also generic skills. They should be able to demonstrate relevant personal and interpersonal skills, which include the following skills and abilities:

- Personal skills:
- Research and data management skills which include the ability to evaluate, analyse and synthesise a range of information sources, including data to make evidence-based decisions
- Demonstrate digital literacy
- Demonstrate IT competence, as a tool for effective communication and also implement projects using information and communications technologies
- Articulating and effectively explaining complex information.
- Communication and listening including the ability to produce clear, structured communications in a variety of media and making presentations, pitches etc.
- Emotional intelligence and empathy.
- Conceptual and critical thinking
- Decision-making and problem-solving skills
- Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time.
- Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures.
- Academic referencing
- Interpersonal skills:
- People management: to include communications, team building, negotiation and managing conflict, providing feedback, leadership and

Teaching/Learning Strategy:

- This programme is heavily focussed on future employability prospects for its graduates. Consequently, there is a focused attempt within this programme to incorporate and facilitate the development of employability skills and abilities. Skill-based modules run throughout the length of the programme. Initially these are focused on the personal skills (areas under PS/TS 1) and slowly move on to build students' perception and expertise in Interpersonal skills (PS/TS 2). In the last 6 months of the programme, students are provided sessions that will enable them to enhance their employability skills and prepare for the world of work.
- In addition to the skills-based modules, personal and interpersonal skills are reinforced throughout the programme by student preparation for tutorials /workshops/ seminars/ interactive lectures for specific modules/subject areas. Furthermore, students conducting research for coursework, writing reports and making oral presentations within prescribed deadlines and timeframes will allow for them to also better their personal skills (PS/TS 1-2)
- Interpersonal skills will be enhanced throughout through group-based assessments (formative and summative) (PS/TS 2)

<p>motivating others</p> <ul style="list-style-type: none"> • Ability to work collaboratively both within a team and with external partners • Ability to work with people from a range of cultures and diverse backgrounds • Building and maintaining relationships. • Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts <p>Furthermore, the language minor will enable the students to</p> <ul style="list-style-type: none"> • Enhance mastery of oral, aural and written aspects of the language. • Advance the ability for oral and written communication in the business register of target language 	<p><u>Assessment Strategy:</u></p> <ul style="list-style-type: none"> • Assessment of practical/transferable skills (PS/TS 1-2) will be done in three main ways. • Primarily, this will be done as part of the skill-based modules running throughout the programme. This will include the development of a Personal development log, creating a skill-based portfolio including reflective elements. • Secondly, to embed and assess skills within the module curriculum, module-based assessments will also include a skills-based reflective section. (where possible and relevant) • Thirdly, peer-assessment and self-assessments will also be a component of the assessment strategy where appropriate within the assessments (as outlined earlier in this document) to enhance personal and interpersonal skills.
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External Reference Points

The following reference points were used in designing the programme

- a) UK quality code for Higher education (Part A – setting and maintaining academic standards).
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a>
- b) Framework for Higher Education Qualifications of UK degree-awarding bodies (October 2014)
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- c) Academic credit framework
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<http://www.qaa.ac.uk/en/Publications/Documents/Academic-credit-in-higher-education-in-England---an-introduction.pdf>
- e) Subject Benchmark Statement (Business and Management) (February 2015)
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf>
- f) UK quality code for Higher education (Part B: Assuring and Enhancing Academic Quality – Chapter B1: Programme design, development and approval, Chapter B3 Learning and Teaching; Chapter B4: Enabling student development and achievement; Chapter B6: Assessment of students and the Recognition of Prior learning)
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b>
- g) The Higher education Framework series from the Higher Education Academy (HEA) :
 - i) Framework for Internationalising Higher education
<https://www.heacademy.ac.uk/sites/default/files/resources/internationalisingheframeworkfinal.pdf>
 - ii) Framework for embedding employability in Higher Education

<https://www.heacademy.ac.uk/sites/default/files/downloads/embedding-employability-in-he.pdf>

iii) Framework for student access, retention, attainment and progression in higher education - <https://www.heacademy.ac.uk/enhancement/frameworks/framework-student-access-retention-attainment-and-progression-higher>

iv) Framework for transforming assessment in higher education - <https://www.heacademy.ac.uk/enhancement/frameworks/framework-transforming-assessment-higher-education>

v) Pedagogy for employability- Higher education academy https://www.heacademy.ac.uk/sites/default/files/pedagogy_for_employability_update_2012.pdf

- UK Commission for Employment and Skills –Employer skills survey 2015 <https://www.gov.uk/government/publications/ukces-employer-skills-survey-2015-uk-report>
- Universities UK - Supply and demand for higher level skills <http://www.universitiesuk.ac.uk/highereducation/Documents/2015/SupplyAndDemandForHigherLevelSkills.pdf>
- Universities UK - Patterns and trends in UK Higher education 2015 <http://www.universitiesuk.ac.uk/highereducation/Pages/PatternsAndTrends2015.aspx#.VrSaSLKLTcs>
- Universities UK- Forging Future Building higher level skills through university and employer collaboration <http://www.universitiesuk.ac.uk/highereducation/Documents/2014/ForgingFutures.pdf>
- CMI (2014) 21st century leaders: building practice into the curriculum to boost employability <http://www.managers.org.uk/Marketing-Campaigns/21st-Century-Leaders/21cleaders.aspx#sthash.mNoxmfbj.dpuf>

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course unit/module can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.

Programme Director(s) Name(s):	Deba Bardhan Correia
Date of Production:	10 July 2017
Date approved by School Learning and Teaching Committee	
Date approved by School Board of Study	

Date approved by University Learning and Teaching Committee	
Date of Annual Review:	

PROGRAMME STRUCTURE

BUSINESS AND MANAGEMENT WITH FRENCH OR SPANISH [BSc]

January Entry

All modules are 15 units, except where specified as 30 units.

COMBINED HONOURS			
		MAJOR	MINOR
Term	YEAR ONE		
1 Winter	Introduction to Management [4]	ONE of: Quantitative Methods 1 [4] The Economic Environment of Business [4] Introduction to Financial Accounting [4]	French or Spanish (30 units)
	Introduction to Office Software♦		
2 Spring	Introduction to Business [4]	BIS 1: Information Technology and Data Management [4]	
THE PRELIMINARY EXAMINATION			
3 Summer	Marketing 1 [4]	Organisational Behaviour [5]	French or Spanish (30 units)
4 Autumn	Marketing 2 [5]	ONE of: BIS 2: Business Applications and IT Management [5] Law for Business [5] Financial Accounting [5] Marketing Communications [5]	
THE PART 1 EXAMINATION			
YEAR TWO			
5 Winter	Business Operations [5]	ONE of: Consumer Behaviour [6] Service Management [6] Business Psychology [6]	French or Spanish (30 units)
6 Spring	Corporate Strategy and Strategic Management [6]	ONE of: Cross-Cultural Management [6] Supply Chain Management [6] Entrepreneurship [6]	
THE PART 2 STAGE 1 EXAMINATION			
7 Summer	ONE of: Business Simulation [6] International Business [6]	ONE of: E-Business [5] Operations Strategy [6] International Business [6] Business Ethics [5]	French or Spanish (30 units)
8 Autumn	Human Resource Management [6]	ONE of: International Marketing [6] Law for Business [5] Statistics for Business and Economics [6] BIS 2: Business Applications and IT Management [5]	
THE PART 2 STAGE 2 EXAMINATION			

Note: Students taking this programme need to be aware that to satisfy University Regulations they need to take at least 225 units at level [5] or [6] and of these at least 105 units must be at level [6]. The major programme will provide 165 units of which at least 75 will be a level [6] (and an additional 30 could be at level [6]). The levels of the language modules and the options chosen need to be considered in light of this information.

PROGRAMME SPECIFICATION

FOR TAUGHT PROGRAMMES AT ALL LEVELS

Name of Programme:		BSc and BSc (Hons) in Operational Excellence	
Final award (BSc, MA etc):		BSc and BSc (Hons)	
Awarding institution/body:	University of Buckingham	Teaching institution:	University of Buckingham
School of Study:	Business School	Parent Department: (the department responsible for the administration of the programme)	
Length of the programme: (please note any periods spent away from Buckingham, e.g placements)	36-54 months	Method of study: Full-time/Part-time/Other	Part-time, Work-based learning
Framework for Higher Education Qualifications (FHEQ) Level (see Guidance notes, section D – External Reference Points)	6	Relevant subject benchmark statement (SBS) (see Guidance notes, section D – External Reference Points)	Bachelor's degrees in Business and Management (2015)
Professional body accreditation (if applicable):			
Criteria for admission to the programme:	2 years working experience	Cohort(s) to which this programme specification is applicable: (e.g.from2012 intake onwards)	From March 2017
UCAS Code			

Summary of Programme

The programme is designed to develop professionals who can improve the performance of their organisations by implementing the concepts of Operational Excellence. As such it is essentially a practical programme, which provides the optimal learning environment, that is, allowing students to develop skills and knowledge by 'doing'. Students will be learning mainly from online resources including papers, videos, animations, case studies and simulations. There are also interactive activities with tutors such as assignments, questions and answers and virtual meetings. A work-based project in their own workplaces is designed to ensure relevance and actual development of skills.


On successfully completing the programme, graduates will be able to demonstrate a systematic knowledge and understanding of organisations, people, markets, operations, business models and the dynamic and changing nature of business. They will be able to grasp a wide range of cognitive, intellectual and practical skills related to the business environment, which include people management, networking, problem solving, data analyzing and decision making, critical thinking and innovation, collaborating with others, project management, self-reflection, etc.

Educational Aims of the Programme

- To deliver a practical knowledge of the concepts and theories of Operational Excellence (OE) To enable students to shape and lead an OE strategy in their own companies. These include Strategy, Operations Management, Business Decision Making, Innovation and Human Resource Management as applied to Operational Excellence and to meet the challenges of Industry 4.0.
- To provide students with various kinds of tools to drive for process excellence and performance improvements, such as Lean, TOC, Six Sigma.
- To evaluate the current business situations by Value Stream Mapping and apply Standard Work, TPM, TWI and Kaizen to improve the business.
- To demonstrate a critical understanding of quality management and be able to judge the appropriateness of any improvement approach.
- To enable students to effectively apply DMAIC and PDCA for continuous improvement.
- To develop the leadership and management skills necessary to understand organizational behaviours and develop teams capable of effectively implementing OE, problem-solving and achieving high performance.
- To develop students' ability of creative thinking and innovation to sustain OE.
- To build a comprehensive appreciation of the factors (strategic and environmental) affecting change and the future of manufacturing in a digital economy and deciding on appropriate responses and business models to meet the challenges and opportunities.

Programme Outcomes

<p><u>Knowledge and understanding of:</u></p> <ol style="list-style-type: none"> 1. The history and development of Operational Excellence methodologies for incremental and, where necessary, breakthrough change. 2. The practice of problem solving and continuous improvement in business contexts. 3. Tools and techniques for implementing and practicing OE, such as Mistake-proofing, Standard Work, Kaizen and TWI (Job Instruction, Job Method and Job Relation). 4. The organisation and culture of incremental and breakthrough continuous improvement. 5. High performance people skills for managing and leading OE organisations. 6. Innovation, creative thinking and idea generations for OE. 7. The information systems in the business environment and the process of assessing uncertainty and risks for decision making. 8. Advanced improvement tools and systems for Operational Excellence, such as SPC, DMAIC, TOC and Vanguard Method, both for the manufacturing and services industry. 9. The principles, practices and techniques critical for project management, with an emphasis on the role of improvement projects. 10. Good leadership for business success, the management of people-organization 	<p>→</p>	<p><u>Teaching/Learning Strategy</u> <i>Explain the teaching and learning methods and strategies used to help students achieve each part of the knowledge and understanding</i></p> <p>The programme consists of 15 taught modules, two of which are compulsory and 13 electives, of which the student must choose to take 10 electives. The students must all undertake 3 work-based projects. The students will need to pass 12 out of the 15 modules to complete the taught element. The modules will be delivered on line and the project will be implemented in the student's workplace. Modules will include lectures (videos), case studies, animations, simulations and team discussions. This approach will deliver ideas and concepts and then develop deeper understanding of this material by allowing students to see how it can be applied in working scenarios. Each project will take 12 weeks to complete and the student should apply what he/she has learned online into the business environment for Operational Excellence guided by a local tutor and CI Leader.</p> <p>Students will be encouraged to engage with their tutors in an interactive discussion and to reflect on what they have learnt through a learning log. Successful completion of the course will also require that students to develop time management and organisational skills as it is an intensive programme which needs a balance between work and learning.</p> <p>Outcomes of learning will be achieved through the modules: Outcome 1 - Foundations of Operational Excellence. Outcomes 2, 3 and 8 - Lean Operations Management and Improvement & Systems. Outcomes 4, 5 and 10 through Managing People and Teams, Managing People and Operations and the work-based project. Outcome 6 - Introduction of Innovation and Change. Outcome 7 - Business Information Systems. Outcome 9 - Managing Improvement Projects and the work-based project. Outcome 11 - Service Operations Management. Outcome 12 - Supply Chain Operations Management. Outcome 13 - Innovation and Design Thinking. Outcome 14 - Leading and Managing for Operational Excellence, Outcome 15 - Business Decision Making Outcome 16 – Strategic Operating Models for the Digital Economy</p>
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<p>relationship and the influences of employee behaviour on organizations' operational performance.</p> <p>11. The nature and importance of service business, understanding and mapping of the service processes and its supply chain, understanding of customer (consumer) behaviours and related tools of improving service operations.</p> <p>12. The supply chain operations management of materials, logistics and information to understand the critical role they play in the success and competitiveness of the broader organisation.</p> <p>13. A systemic approach to creative thinking and idea generation, different methodologies and skills for creative problem solving, innovation, and human-centred 'design thinking'.</p> <p>14. Project evaluation and management by integrating the technical, financial and operational considerations, such as SMART, DMAIC, PDCA and Visual Planning principles and the coaching skills to manage relations and conflicts for effective project management.</p> <p>15. Structures, models and dynamics of decision making and the management of risk and uncertainty.</p> <p>16. The challenges and opportunities faced by the digital economy and Industry 4.0, the impact this will have on organisations and their supply chains. New business models such as Product-Service-Systems and exploitation of the Internet of Things for Smart businesses</p>		<p>The programme has a dual assessment strategy.</p> <ol style="list-style-type: none"> 1. Each of the taught modules will be assessed by a written assignment and on-line test right after the course. 2. In addition to the taught modules there will be three substantial work-based learning projects that will be assessed by an individual and group presentation plus a written project report. <p>The written assignments include learning logs or homework which aims to enable students to reflect on what they have learned. The test is to ensure a good understanding of the course content. The work-based project requires a final project report and presentations.</p> <ul style="list-style-type: none"> • The student must study 12 out of the 15 modules. There are two compulsory modules and 13 electives, of which they must select 10 electives. <p>The taught modules make up 50% of the total marks and each module is assessed by:</p> <ul style="list-style-type: none"> - Written Assignment (60%) 1500 words equivalent including Learning portfolios and A3 problem solving and a reflective summary of what they have learned and how can they apply them into the workplaces - Computer Based Test (40%) comprising multiple choice questions to test the understanding of module content. <p>The assignment and test together for the 8 taught modules will comprise 50% of the total marks for the programme.</p> <ul style="list-style-type: none"> • In addition to the taught modules, the programme includes 2 substantial work-based projects that represent a further 50% of the total marks. This is assessed by: <ul style="list-style-type: none"> - Written Project Reports (3) - 2500 words nominal covering the description and analysis of a work-based project conducted as part of the organisation's improvement activities that relates to the theoretical aspects of the module. This should include a project plan, A3 learning portfolio and project results. Photographs, and occasionally videos, may be incorporated. - Individual and group presentations to managers at the beginning and end of each project.
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<p><u>Cognitive (thinking) skills:</u></p> <ol style="list-style-type: none"> 1. The ability to analyse and evaluate processes and information 2. Problem Solving skills 3. Ability to reflect on learning and improve personal performance 4. Ability to mentor others 5. Ability to integrate information and Decision Making skills 6. System thinking; 7. Understanding customer values and consumer behaviours; 8. Information Analysing, Problem Solving and Decision Making skills; 9. Skills of leading a team; 10. Creative thinking and design thinking 11. Big picture thinking throughout the supply chain 	<p>→</p>	<p><u>Teaching/Learning Strategy:</u> <i>Explain the teaching and learning methods and strategies used to help students achieve each part of the cognitive skills</i></p> <p>Cognitive skills 1,2, 5 and 8 are promoted via the modules of Improvement and Systems, which includes various kinds of tools such as the fishbone chart, A3 problem solving and value stream mapping. Cognitive skill 3 is developed by the self-learning log and the work-based project. Cognitive skill 4 is developed via module of Managing People and Teams and the work-based project by team building and motivating team members. Cognitive skills 6-7 are promoted via the module of Service Operations Management. Cognitive Skill 9 will be developed by modules of Managing People and Teams, Managing People and Operations and the work-based project (such as team building and motivating team members to drive for improvements). Cognitive skills 10 is promoted via the module of Innovation and Design Thinking (1) and 11 is acquired through Supply Chain Operations Management.</p>
	<p>→</p>	<p><u>Assessment Strategy:</u> <i>Explain the strategies used to assess the achievement of each part of the cognitive skills</i></p> <p>Cognitive skills in areas 1-11 are assessed by assigned homework, learning logs, tests, group discussions and the work-based project.</p>

<p><u>Practical/Transferable skills (able to):</u></p> <ol style="list-style-type: none"> 1. Time management 2. Self-learning 3. Ability to work collaboratively 4. Leadership skills 5. Ability to transfer theory into practice 6. Building and maintaining relationships 7. Decision-making and problem-solving skills 	<p>→</p>	<p><u>Teaching/Learning Strategy:</u> <i>Explain the teaching and learning methods and strategies used to help students achieve each part of the practical/transferable skills</i></p> <p>Skills 1-2 will be developed through the flexible on-line learning and work-based learning project. Skills 3-7 will be developed through the work-based learning project.</p>
	<p>→</p>	<p><u>Assessment Strategy:</u> <i>Explain the strategies used to assess the achievement of each part of the practical/transferable skills</i></p> <p>Main assessment method is via the review of the assigned tasks, such as homework, A3 learning log and the project work. Local business supervisor's feedback is also a way to evaluate the student's achievement.</p>

External Reference Points

The following reference points were used in designing the programme

- Framework for Higher Education Qualifications (<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-A1.aspx>);
- Relevant Subject Benchmark Statement(s) (<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-A2.aspx>);
- Other (list)

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course

unit/module can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.

Programme Director(s) Name(s):	Pauline Found
Date of Production:	August 11th 2016
Date approved by School Learning and Teaching Committee	
Date approved by School Board of Study	
Date approved by University Learning and Teaching Committee	
Date of Annual Review:	

PROGRAMME STRUCTURE

NB – include unit value and level of modules

Core Modules				
Module Title	Unit Value	Venue	Assessment	
Stage 1				
L4 - Foundations of Operational Excellence*	15	Online	Written Assignment and Learning Portfolios (60%) Computer-based test (40%)	16.65%
L4 - Lean Operations Management*	15	Online	Written Assignment and Learning Portfolios (60%) Computer-based test (40%)	
L4 - Improvement and Systems (1) **	15	Online	Written Assignment and Learning Portfolios (60%) Computer-based test (40%)	
L4 - Managing People and Teams **	15	Online	Written Assignment and Learning Portfolios (60%) Computer-based test (40%)	
L4 - Managing Improvement Projects **	15	Online	Written Assignment and Learning Portfolios (60%) Computer-based test (40%)	
L4 Work Based Project (1)*	60	Students' Organization	Project Report (80%) + 2 Presentations (20%)	16.65%
Stage 2				
L5 – Service Operations Management*	15	Online	Written Assignment and Learning Portfolios (60%) Computer-based test (40%)	16.65%
L5 - Business Information Systems****	15	Online	Written Assignment and Learning Portfolios (60%) Computer-based test (40%)	
L5 - Improvement & Systems (2)***	15	Online	Written Assignment and Learning Portfolios (60%) Computer-based test (40%)	
L5 - Managing People & Operations***	15	Online	Written Assignment and Learning Portfolios (60%) Computer-based test (40%)	
L5 – Introduction to Innovation and Change ***	15	Online	Written Assignment and Learning Portfolios (60%) Computer-based test (40%)	
L5 - Work-based Project (2)*	60	Students' Organization	Project Report (80%) + 2 Presentations (20%)	16.65%
Stage 3				
L6 – Supply Chain Operations -Management*	15	Online	Written Assignment and A3 Learning Portfolios (60%) Computer-based test (40%)	
L6 - Strategic Operating Models for the Digital Economy****	15	Online	Written Assignment and Learning Portfolios (60%) Computer-based test (40%)	

L6 - Business Decision Making****	15	Online	Written Assignment and Learning Portfolios (60%) Computer-based test (40%)	16.65%
L6 - Leading and Managing for Operational Excellence****	15	Online	Written Assignment and Learning Portfolios (60%) Computer-based test (40%)	
L6 - Innovation and Design Thinking ****	15	Online	Written Assignment and Learning Portfolios (60%) Computer-based test (40%)	
L6 - Work-based Project (3)*	60	Students' Organization	Project Report (80%) + 2 Presentations (20%)	16.65%
Total	360			100%

*Compulsory core subjects; **L4 Electives (2 out of 3); *** L5 Electives, (3 out of 4); ****L6 Electives, (3 out of 4)

PROGRAMME SPECIFICATION

FOR TAUGHT PROGRAMMES AT ALL LEVELS

Name of Programme:		Bachelor in Business Enterprise	
Final award (BSc, MA etc):		BSc	
Awarding institution/body:	University of Buckingham	Teaching institution:	University of Buckingham
School of Study:	Business School	Parent Department:	Business School
Length of the programme:	Two Years	Method of study: Full-time/Part-time/Other	Full-Time
Framework for Higher Education Qualifications (FHEQ) Level	6	Relevant subject benchmark statement (SBS)	QAA Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers (Sep 2012)
Professional body accreditation (if applicable):	None		
Criteria for admission to the programme:	Min 300 UCAS points at A level or equivalent or evidence of entrepreneurship. IELTS score of 6.0.	Cohort(s) to which this programme specification is applicable	Spring 2017?
UCAS Code			

Summary of Programme

The main objectives of the programme are to enable undergraduate students to start to achieve their own goals in life and in their careers by:

- Achieving a good honours degree.
- Developing Entrepreneurial Self-Efficacy or “can do” mindset.
- Cultivating an ability to “think on their feet”.
- Being flexible and able to adapt in a fast changing business environment.

The programme is not just aimed at enabling the students to come up with a new business idea and then start and run a business successfully.

The central themes of the programme are enterprise and innovation. The programme is of an extremely practical nature and aims to develop entrepreneurial thinking and skills in individuals by providing an opportunity to actually develop and run a business as an integral part of the honours degree. Success on the programme will require active participation in the learning process and the planning, development, management of the business and not related to the successful performance of the business.

The business modules offered on the programme are designed to be of maximum relevance to the students’ business ventures, while at the same time providing necessary core business knowledge and skills for successful employment as a graduate. This is with the intention of producing individuals capable of not only starting up and operating a successful business, but also of working within existing companies to develop and improve them by finding and developing innovative and creative solutions to problems and the management of change.

The programme also aims to develop confidence and self-esteem in the students and both inspire and enable them to create economic value, while incorporating concerns for people and the planet.

Educational Aims of the Programme

- To provide students with an understanding of the core business functions, from a theoretical and practical perspective;
- To enable students to develop the skills, attitude and knowledge to be successful entrepreneurs and intrapreneurs;
- To enable students to systematically analyse the complexities of business and the business environment to enhance their effectiveness in making business decisions;
- To provide an opportunity for students to translate conceptual knowledge into real-world application through the creation and running of their own real business during the degree programme;
- To equip students with the knowledge and skills to develop innovative new ideas and to translate them into a new business venture as an integral part of their degree;
- To enable students to view change and innovation as a natural part of modern life and to equip them to cope with environmental and organisational change and to encourage a positive and critical attitude towards change, innovation and enterprise;
- To develop in students an appreciation of the value of life-long learning and to encourage them to embrace enquiry, study and knowledge creation, both in an organisational context and as a valuable activity for society in general.
- To provide students, on graduation, with the options of: continuing to develop the business started during their degree; or start another business; or to return to and develop the strategic direction of a family business or other small or medium enterprise; or to obtain employment in a start-up or larger company.

Programme Outcomes

<u>Knowledge and understanding of:</u>		<u>Teaching/Learning Strategy</u>
<ol style="list-style-type: none"> 1. Business enterprise and environments, innovation, entrepreneurship/ intrapreneurship, business planning, marketing and sales, the creation, growth and evolution of business, entrepreneurial leadership. 2. Business functions, international dynamics of business, business economics, marketing and sales, business processes, managing innovation and change, business growth strategy. 3. Management, leadership, business practice and structures, accounting and business records; 4. Cross-cultural management, risks in business, human resources, service management, operations and quality management. 5. Business risk and how to analyse and manage it 6. Operating in a technological and innovative environment, managing emerging trends and developing multi-channel communications strategies. 	<p>→</p>	<p>Knowledge of areas 1 and 2 will be developed through:</p> <ul style="list-style-type: none"> • Attending an integrated series of workshops (involving visiting entrepreneurs and other business people presenting and discussing cases from successful and unsuccessful business ventures), • Regular meetings with academic staff to discuss business and academic issues. • Listening to and questioning visiting entrepreneurs and external business mentors. • Attending specialist entrepreneurship and venture creation workshops. <p>Core knowledge and understanding of areas 3 and 4 will be acquired through formal lectures, tutorials, seminars and workshops, as well as group working and guided independent study.</p> <p>The six core disciplines are taught through the formal lectures, seminars, tutorials and workshops and are assessed through coursework, group and individual projects, reports and presentations and examinations. Weightings vary from module to module, at the discretion of the lecturers and will be made explicit on each module-specification document.</p>
	<p>→</p>	<p><u>Assessment Strategy:</u></p> <p>In the first two terms, setting up and running the student business will be assessed through the development, review and presentation of a student business plan, regular student business reviews and a series of individual and group-based assignments to enable assessment of the integration of theory and practice. In particular these focus on areas 1 and 2.</p>

<p><u>Cognitive (thinking) skills:</u></p> <ol style="list-style-type: none"> 1. The ability to think creatively and innovatively. 2. The ability to utilise qualitative and quantitative information to generate viable options for decision-making. 3. The advanced ability to manage the complexities of business planning and business development 4. High level communication skills, including IT competence, as a tool for effective communication. 5. Collaborative and group learning skills. 6. Ability to work in a multicultural environment. 7. A sense of personal responsibility 8. Ability to reflect on learning 	<p>→</p>	<p><u>Teaching/Learning Strategy:</u></p> <p>Cognitive skills in areas 1-6 are promoted via the business planning process. This comprises: setting up, developing and running a business, working with academic and external business mentors, individual and team projects, lectures, interactive tutorials and seminars, independent study, case studies and classroom business exercises. Skills 5 & 6 are developed through the sharing of ideas and knowledge in a multi-cultural environment.</p> <p>Skill 7 is developed through effective planning, preparation and self-motivation to enable the individual to develop their own business or change and develop a family or other business.</p> <p>Skill 8 is developed through the weekly reviews with the Programme Director (working as Chairman of their business) and the completion of regular Business and Personal Review Reports</p>
<p><u>Practical/Transferable skills:</u></p> <ol style="list-style-type: none"> 1. Create, plan and develop a new business 2. Market and sell products and/or services 3. Develop leadership and team-building/group- working skills 4. Develop decision-making and problem-solving skills 5. Apply theories in practice 6. Manage time and self efficiently 	<p>→</p>	<p><u>Teaching/Learning Strategy:</u></p> <p>Key skills 1 & 2, in particular, will be developed through the “Starting a Business” module in the first six months of the programme. All the skills will be developed when starting and running their own businesses for the final eighteen months, working with academic and external business advisers.</p> <p>Presentations, “pitching” and individual and group projects involving their businesses will, in particular, facilitate the development of key skills.</p> <p><u>Assessment Strategy:</u></p> <p>Assessment of key skills is via a wide range of methods, including: review of the students’ business plan and the “pitch” for seed-corn capital by the Buckingham Angels venture capital panel, business and personal review reports, written coursework, individual and group presentations, reports and examinations.</p>
<p><u>External Reference Points</u></p> <p>The following reference points were used in designing the programme</p>		
<ul style="list-style-type: none"> • Framework for Higher Education Qualifications: <ul style="list-style-type: none"> • http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf • Relevant Subject Benchmark Statement: http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurship- 		

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course unit/module can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.

Programme Director(s) Name(s):	Nigel Adams
Date of Production:	November 2016
Date approved by School Learning and Teaching Committee	
Date approved by School Board of Study	
Date approved by University Learning and Teaching Committee	
Date of Annual Review:	January

PROGRAMME STRUCTURE

Including the unit value and level of modules

Starting a Business				
1 Winter	Introduction to Marketing [4] [7.5 Units]	Introduction to Financial Accounting [4] [15 Units]	Planning & Pitching a Start-up Business [4] [15 Units]	Innovation & Entrepreneurship 1 [4] [7.5 Units]
2 Spring	Quantitative Methods for Business Enterprise [4] [7.5 Units]	Operations Management [4] [15 Units]	Introduction to Management Accounting [4] [7.5 Units]	Law for Business Enterprise 1 [4] [15 Units]
Business Launch			Examinations	
3 Summer	E-Business [5] [15 Units]	Marketing and Building a Customer Focus [5] [15 Units]	Leadership and Management [5] [15 Units]	Innovation & Entrepreneurship 2 [5] [7.5 Units]
4 Autumn	Economics of the Firm [5] [7.5 Units]	Disruptive & Emerging Technology [5] [7.5 Units]	Selling Yourself & Your Products [5] [15 Units]	Business & Personal Review Report 1 [5] [7.5 Units]
Business Operation			Examinations	
5 Winter	Finance and Accounting for Small Business [6] [15 Units]	Stakeholder Communications [5] [15 Units]		Business & Personal Review Report 2 [5] [7.5 Units]
6 Spring	B&M: Business Success Through Service Excellence [6] [15 Units]	Law for Business Enterprise 2 [6] [15 Units]	B&M: Corporate Social Responsibility & Ethical Behaviour [6] [15 Units]	Business & Personal Review Report 3 [5] [7.5 Units]
Business Transition			Examinations	
7 Summer	Business Funding & Records [5] [7.5 Units]	Risks in Business [6] [7.5 Units]	Strategy for Business Growth [6] [15 Units]	Human Resources Management for Small Businesses [6] [15 Units]
8 Autumn	Transition Strategy [6] [7.5 Units]	Understanding Operations in Organisations [6] [7.5 Units]	B&M: Globalisation and International Business [5] [15 Units]	Final Business & Personal Review Report [6] [15 Units]
Final Examinations				

Business Enterprise (BSc) – First Year Transitional Calendar Entry

January Entry from 2017

Starting a Business				
1 Winter	Introduction to Marketing [4] [7.5 Units]	Introduction to Financial Accounting [4] [15 Units]	Planning & Pitching a Start-up Business [4] [15 Units]	Innovation & Entrepreneurship 1 [4] [7.5 Units]
2 Spring	Quantitative Methods for Business Enterprise [4] [7.5 Units]	Operations Management [4] [15 Units]	Introduction to Management Accounting [4] [7.5 Units]	Law for Business Enterprise 1 [4] [15 Units]
Business Launch			Examinations	
3 Summer	E-Business [5] [15 Units]	Marketing: Building a Customer Focus [5] [15 Units]	Leadership and Management [5] [15 Units]	Innovation & Entrepreneurship 2 [5] [7.5 Units]
4 Autumn	Economics of the Firm [5] [7.5 Units]	Disruptive & Emerging Technology [5] [7.5 Units]	Selling Yourself & Your Products [5] [15 Units]	Business & Personal Review Report 1 [5] [7.5 Units]
Business Operation			Examinations	
5 Winter	Finance and Accounting for Small Business [6] [15 Units]	Stakeholder Communications [5] [15 Units]	Service Management [6] [15 Units]	Business & Personal Review Report 2 [5] [7.5 Units]
6 Spring	Law for Business Enterprise 2 [6] [15 Units]	Strategy for Business Growth [6] [15 Units]		Business & Personal Review Report 3 [5] [7.5 Units]
Business Transition			Examinations	
7 Summer	Business Funding & Records [5] [7.5 Units]	Risks in Business [6] [7.5 Units]	B&M Business Ethics [6] [15 Units]	B&M: International Business [5] [15 Units]
8 Autumn	Transition Strategy [6] [7.5 Units]	Operations Strategy for Business Enterprise [6] [7.5 Units]	B&M: Human Resources Management (With small business focus) [6] [15 Units]	Final Business & Personal Review Report [6] [15 Units]
Final Examinations				

MARKETING WITH FRENCH OR SPANISH [BSc]

January Entry

All modules are 15 units, except where specified as 30 units.

Students following the degree programme in Marketing with Language, choose one language, which is followed throughout the whole programme. See MFL section. A second language may be taken voluntarily, subject to timetabling constraints.

COMBINED HONOURS			
		MAJOR	MINOR
Term	YEAR ONE		
1 Winter	Introduction to Management [4]	ONE of: Quantitative Methods 1 [4] The Economic Environment of Business [4]	French or Spanish (30 units)
	Introduction to Office Software♦		
2 Spring	Introduction to Business [4]	BIS 1: Information Technology and Data Management [4]	
THE PRELIMINARY EXAMINATION			
3 Summer	Marketing 1 [4]	Organisational Behaviour [5]	French or Spanish (30 units)
4 Autumn	Marketing 2 [5]	ONE of: BIS2:Business Applications and IT Management [5] Law for Business [5] Marketing Communications [5]	
THE PART 1 EXAMINATION			
YEAR TWO			
5 Winter	Consumer Behaviour [6]	ONE of: Business Psychology [6] Service Management [6]	French or Spanish (30 units)
6 Spring	Corporate Strategy and Strategic Management [6]	ONE of: Cross-Cultural Management [6] Entrepreneurship [6] Supply Chain Management [6] Quantitative Methods 2 [5]	
THE PART 2 STAGE 1 EXAMINATION			
7 Summer	ONE of: International Business [6] Business Simulation [6]	ONE of: E- Business [5] Business Ethics [5] International Business [6] Operations Strategy [6]	French or Spanish (30 units)
8 Autumn	International Marketing [6]	ONE of: BIS 2: Business Applications and IT Management [5] Human Resource Management [6] Law for Business [5] Statistics for Business and Economics [6]	
THE PART 2 STAGE 2 EXAMINATION			

♦ **Introduction to Office Software:** This is a skills module, which students must pass. Students cannot normally continue with studies for Part 1, and cannot graduate without passing all their skills modules.



PROGRAMME SPECIFICATION FOR TAUGHT PROGRAMMES AT ALL LEVELS

Name of Programme:		Marketing with Media communications	
Final award (BSc, MA etc):		BSc	
Awarding institution/body:	University of Buckingham	Teaching institution:	University of Buckingham
School of Study:	Business	Parent Department: (the department responsible for the administration of the programme)	Management
Length of the programme: (please note any periods spent away from Buckingham, e.g. placements)	2 years (8 terms)	Method of study: Full-time/Part-time/Other	Full time
Framework for Higher Education Qualifications (FHEQ) Level (see Guidance notes, section D – External Reference Points)	FHEQ level 6	Relevant subject benchmark statement (SBS) (see Guidance notes, section D – External Reference Points)	Business and Management
Professional body accreditation (if applicable):			
Criteria for admission to the programme:	Min 220 points at A level or equivalent. IELTS score of 6.5	Cohort(s) to which this programme specification is applicable: (e.g.from2012 intake onwards)	September 2017 onwards
UCAS Code			

Summary of Programme

The Marketing with Media degree is designed to develop, energise and challenge students to become desirable and employable graduates equipped with a thorough understanding of work and management with a specific focus on marketing and media communications, in the ever changing context of world business. The course addresses the contemporary needs of businesses nationally and globally to produce marketing graduates that are not only knowledgeable, resourceful and ethical but are also equipped with professional skills, attitudes and behaviours linked to successful marketing careers. The programme endeavours to equip students with the knowledge, tools and skills of modern marketing. This includes the development of an in-depth understanding of the constantly changing global environment in which marketing actions and decisions have to be taken as well as maintaining a constant customer and competitor focus. It also introduces students to the technology, styles and issues of the contemporary media and advertising worlds, as well as developing a thorough conceptual understanding of media practice and law.

With renowned individualised attention from module tutors and a personal tutor system that is par

excellence, this course will encapsulate delivery of the course in small tutorial groups to enhance student engagement and learning. With a key focus on work-relevant employability skills both integrated in their curriculum and also taught separately to exaggerate the nuances of the complex workplace, students will learn both knowledge and application of marketing concepts, skills and behaviours. The graduates of this course will be convincingly transformed into highly desirable, competitive and business-ready graduates during their 2 year journey in Buckingham.

Educational Aims of the Programme

The main aims of the programme are:

- To provide students with the knowledge and understanding of the key areas of business and management with a focus on marketing and media communications; the relationships between them and their application in practice
- To enable students to appreciate the uncertainties and complexities of business organisations, their environments and management, both in theory and practice
- To enable students to develop and demonstrate competence in both subject-specific and generic skills and attributes relevant to the global workplace and enhance employability in general
- To develop students to become independent and responsible learners, interacting with a wide array of learning resources and exhibiting critical analysis and evaluation in integrating theory and practice and exploring possible solutions

Programme Outcomes

Knowledge and understanding of:

On successful completion of the programme, students should be able to demonstrate relevant knowledge and understanding of :

- Organisations: this encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment.
- The business environment: this encompasses the fast pace of change within a wide range of factors, including

Teaching/Learning Strategy

The learning and teaching strategies employed in this programme aim to develop the inter-relationships among, and the integration of, the different areas of knowledge and understanding of organisations, the business environment in which they operate and their management.

- Core knowledge and understanding (in all areas numbered 1-13) is acquired through formal/interactive lectures, tutorials, seminars, as well as group activities (presentations, role plays, simulations) and guided independent or group study.
- Workshops / talks / presentations / simulations by invited experts and practising managers will provide real world input 1-13). Where possible and relevant, field trips to business locations will be arranged.
- Scheduled sessions and individual consultation will

<p>economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations.</p> <ul style="list-style-type: none"> • Management: this encompasses the various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management, including the management of people and corporate social responsibility, together with rational analysis and other processes of decision making within different organisations. • This programme will guide the students to enhance knowledge in the marketing discipline. It will specifically encompass the elements of marketing that add value to organisations and the role that media communications can play to increase the competitive advantage. 	<p>be available for students to provide academic support as appropriate and deemed necessary for effective learning to take place for modules (areas 1-13). Specifically, where students make transitions between higher education qualification levels (4,5 and 6) induction workshops will be scheduled to enable students to appreciate the learning outcomes (expressed in terms of knowledge, understanding and abilities) relevant to that level of study, based on the outcome-based approach to qualification.</p> <ul style="list-style-type: none"> • The business simulation and project in particular can be identified as modules will allow the students to put their knowledge into practice (1-13). To be specific, the exact topic of the project would decide which topics (out of the list 1-13 would be relevant). •
<p><u>Specifically, this includes detailed knowledge and understanding of</u></p> <ol style="list-style-type: none"> 1. Markets: the development, access and operation of markets for resources, goods and services. 2. Marketing and sales: different approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design. 3. Customers: management of customer expectations, relationships and development of service excellence. 4. Finance: the sources, uses and management of finance and the use of accounting and other information systems for planning, control, decision making and managing financial risk. 5. People: leadership, management and development of people and organisations including the implications of the legal context. 	<p><u>Assessment Strategy:</u></p> <p>The assessment methods employed are diverse and assist in developing skills in their own right. In designing the assessments consideration is given to how best the assessment can engage the student.</p> <p>Assessment methods for the modules include</p> <ul style="list-style-type: none"> • coursework reports, article reviews and essays • examinations • presentations • case study analysis • dissertations and research projects • posters • learning journals and portfolios • simulations • movie analysis • role plays and analysis • practicals (such as a business pitch) <ul style="list-style-type: none"> • Creative assessment is suggested, where it maximises the learning in a particular context (for example in international group work). • Where assessment is completed in groups, careful consideration is given to the extent of group work in a programme and the attribution of group versus individual marks. Furthermore, students will be coached on group working, as a focus for future employability and through the focus on skills within

<ol style="list-style-type: none"> 6. Organisational behaviour: design, development of organisations, including cross-cultural issues, change, diversity and values. 7. Operations: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems. 8. Information systems and business intelligence: the development, management, application and implementation of information systems and their impact upon organisations. 9. Communications: the comprehension and use of relevant communications for application in business and management, including the use of digital tools. 10. Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models. 11. Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help maximise achievement of strategic objectives. 12. Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations including the identification of Intellectual Property and appreciation of its value. 13. Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues. <p>The focus will vary between the different elements outlined above to fit the requirements for a marketing with media communications programme.</p>	<p>the programme as a whole.</p> <ul style="list-style-type: none"> • Whilst generally assessment is done by module lecturers and tutors, peer review and assessment will be used, as it can assist in engaging students with their learning. In this regard, clear guidance will be provided to students, and limits set on the weighting of peer assessment in a unit/module. • Where possible and relevant, assessment is designed to provide opportunities to learn through formative assessment and feedback, and to support learning from level to level. • Scheduled sessions and individual consultation will be available for students to provide academic support as appropriate and deemed necessary for effective learning to take place for modules (areas 1-13). Specifically, where students make transitions between higher education qualification levels (4,5 and 6) induction workshops will be scheduled to enable students to appreciate the learning outcomes (expressed in terms of knowledge, understanding and abilities) relevant to that level of study, based on the outcome-based approach to qualification. • Feedback will be regularly provided to students about their performance in assessments. Furthermore, at the beginning of each term, feedback/feedforward sessions will be scheduled to not only review the extent of learning in the previous term but also to focus on how the student can further their learning.
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<p><u>Cognitive (thinking) skills:</u></p> <p>On successful completion of the programme, students should be able to demonstrate relevant cognitive and intellectual skills :</p> <ol style="list-style-type: none"> 1. Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions. This includes applying theory in practice or using practice to embed /contextualise theory 2. Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making. 3. Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty. 4. Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes. 5. Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena. 	<p><u>Teaching/Learning Strategy:</u></p> <ul style="list-style-type: none"> • Cognitive skills (in areas 1-5) is acquired through formal/interactive lectures, tutorials, seminars, as well as group activities (for example presentations, role plays, simulations, and project) and guided independent or group study. Guided discussions within these strategies will facilitate the development of cognitive skills. • Scheduled sessions and individual consultation will be available for students to provide academic support as appropriate and deemed necessary for effective learning to take place for modules (areas 1, 2 and 5). Specifically, where students make transitions between higher education qualification levels (areas 4,5 and 6) induction workshops will be scheduled to enable students to appreciate the learning outcomes (expressed in terms of knowledge, understanding and abilities) relevant to that level of study, based on the outcome-based approach to qualification.
<p><u>Practical/Transferable skills (able to):</u></p> <p>Graduates should be able to demonstrate a range of competencies not only specific to business and management but also generic skills. They should be able to demonstrate relevant personal and interpersonal skills, which include the following skills and abilities:</p> <ol style="list-style-type: none"> 1. <u>Personal skills:</u> 	<p><u>Teaching/Learning Strategy:</u></p> <ul style="list-style-type: none"> • This programme is heavily focussed on future employability prospects for its graduates. Consequently, there is a focused attempt within this programme to incorporate and facilitate the development of employability skills and abilities. Skill-based modules run throughout the length of the programme. Initially these are focused on the personal skills (areas under PS/TS 1) and slowly move on to build students' perception and expertise

<ul style="list-style-type: none"> • Research and data management skills which include the ability to evaluate, analyse and synthesise a range of information sources, including data to make evidence-based decisions • Demonstrate digital literacy • Demonstrate IT competence, as a tool for effective communication • Articulating and effectively explaining complex information. • Communication and listening including the ability to produce clear, structured communications in a variety of media and making presentations, pitches etc. • Emotional intelligence and empathy. • Conceptual and critical thinking • Decision-making and problem-solving skills 	<p>in Interpersonal skills (PS/TS 2). In the last 6 months of the programme, students are provided sessions that will enable them to enhance their employability skills and prepare for the world of work.</p> <ul style="list-style-type: none"> • In addition to the skills-based modules, personal and interpersonal skills are reinforced throughout the programme by student preparation for tutorials /workshops/ seminars/ interactive lectures for specific modules/subject areas. Furthermore, students conducting research for coursework, writing reports and making oral presentations within prescribed deadlines and timeframes will allow for them to also better their personal skills (PS/TS 1-2) • Interpersonal skills will be enhanced throughout through group-based assessments (formative and summative) (PS/TS 2)
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- Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time.
- Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures.
- Academic referencing

2. Interpersonal skills:

- People management: to include communications, team building, negotiation and managing conflict, providing feedback, leadership and motivating others
- Ability to work collaboratively both within a team and with external partners
- Ability to work with people from a range of cultures and diverse backgrounds
- Building and maintaining relationships.
- Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts.

Specifically, graduates of this programme will learn the use of marketing concepts, technologies and practical skills associated with communicating in a digital world.

Assessment Strategy:

- Assessment of practical/transferable skills (PS/TS 1-2) will be done in three main ways.
- Primarily, this will be done as part of the skill-based modules running throughout the programme. This will include the development of a Personal development log, creating a skill-based portfolio including reflective elements.
- Secondly, to embed and assess skills within the module curriculum, module-based assessments will also include a skills-based reflective section. (where possible and relevant)
- Thirdly, peer-assessment and self-assessments will also be a component of the assessment strategy where appropriate within the assessments (as outlined earlier in this document) to enhance personal and interpersonal skills.

External Reference Points

The following reference points were used in designing the programme

- a) UK quality code for Higher education (Part A – setting and maintaining academic standards).
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a>
- b) Framework for Higher Education Qualifications of UK degree-awarding bodies (October 2014)
<http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>
- c) Academic credit framework
<http://www.qaa.ac.uk/en/Publications/Documents/Academic-Credit-Framework.pdf>
- d) Academic credit in higher education in England - an introduction
<http://www.qaa.ac.uk/en/Publications/Documents/Academic-credit-in-higher-education-in-England---an-introduction.pdf>
- e) Subject Benchmark Statement (Business and Management) (February 2015)

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf>

- f) UK quality code for Higher education (Part B: Assuring and Enhancing Academic Quality – Chapter B1: Programme design, development and approval, Chapter B3 Learning and Teaching; Chapter B4: Enabling student development and achievement; Chapter B6: Assessment of students and the Recognition of Prior learning)

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b>

- g) The Higher education Framework series from the Higher Education Academy (HEA) :

- i) Framework for Internationalising Higher education

<https://www.heacademy.ac.uk/sites/default/files/resources/internationalisingheframeworkfinal.pdf>

- ii) Framework for embedding employability in Higher Education

<https://www.heacademy.ac.uk/sites/default/files/downloads/embedding-employability-in-he.pdf>

- iii) Framework for student access, retention, attainment and progression in higher education -

<https://www.heacademy.ac.uk/enhancement/frameworks/framework-student-access-retention-attainment-and-progression-higher>

- iv) Framework for transforming assessment in higher education -

<https://www.heacademy.ac.uk/enhancement/frameworks/framework-transforming-assessment-higher-education>

- v) Pedagogy for employability- Higher education academy

https://www.heacademy.ac.uk/sites/default/files/pedagogy_for_employability_update_2012.pdf

- UK Commission for Employment and Skills –Employer skills survey 2015

<https://www.gov.uk/government/publications/ukces-employer-skills-survey-2015-uk-report>

- Universities UK - Supply and demand for higher level skills

<http://www.universitiesuk.ac.uk/highereducation/Documents/2015/SupplyAndDemandForHigherLevelSkills.pdf>

- Universities UK - Patterns and trends in UK Higher education 2015

<http://www.universitiesuk.ac.uk/highereducation/Pages/PatternsAndTrends2015.aspx#.VrSaSLKLTcs>

- Universities UK- Forging Future Building higher level skills through university and employer collaboration

<http://www.universitiesuk.ac.uk/highereducation/Documents/2014/ForgingFutures.pdf>

- CMI (2014) 21st century leaders: building practice into the curriculum to boost employability

<http://www.managers.org.uk/Marketing-Campaigns/21st-Century-Leaders/21cleaders.aspx#sthash.mNoxmfbj.dpuf>

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course unit/module can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked

by the Quality Assurance Agency.

Programme Director(s) Name(s):	Deba Bardhan Correia
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Date of Production:	10 July 2017
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Date approved by School Learning and Teaching Committee	
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Date approved by School Board of Study	
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Date approved by University Learning and Teaching Committee	
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Date of Annual Review:	
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PROGRAMME STRUCTURE

MARKETING WITH MEDIA COMMUNICATIONS [BSc]

January Entry

All modules are 15 units, except where specified as 30 units.

	COMBINED HONOURS		
	MAJOR		MINOR
Term	YEAR ONE		
1 Winter	Introduction to Management [4]	ONE of: Quantitative Methods 1 [4] Economic Environment of Business [4]	Design for Media [4]
	Introduction to Office Software♦		
2 Spring	Introduction to Business [4]	BIS 1: Information Technology and Data Management [4]	Design for Print [4]
THE PRELIMINARY EXAMINATION			
3 Summer	Marketing 1 [4]	Organisational Behaviour [5]	Media Studies [5]
4 Autumn	Marketing 2 [5]	ONE of: BIS2: Business Applications & IT Management [5] Law for Business [5] Marketing Communications [5]	Videocraft [5]
THE PART 1 EXAMINATION			
YEAR TWO			
5 Winter	Consumer Behaviour [6]	ONE of: Business Psychology [6] Service Management [6]	Feature Writing [6]
6 Spring	Corporate Strategy and Strategic Management [6]	ONE of: Cross-Cultural Management [6] Entrepreneurship [6] Supply Chain Management [6] Quantitative Methods 2 [5]	From Data to Story [6]
THE PART 2 STAGE 1 EXAMINATION			
7 Summer	ONE of: International Business [6] Business Simulation [6]	ONE of: E-Business [5] Operations Strategy [6] International Business [6] Business Ethics [5]	Advertising [6]
8 Autumn	International Marketing [6]	ONE of: BIS 2: Business Applications and IT Management [5] Human Resource Management [6] Law for Business [5] Statistics for Business & Economics [6]	News Management and Public Relations [6]
THE PART 2 STAGE 2 EXAMINATION			

♦ **Introduction to Office Software:** This is a skills course, which students must pass. Students cannot normally continue with studies for Part 1, and cannot graduate without passing all their skills courses.

MARKETING WITH PSYCHOLOGY [BSc]

January Entry

All modules are 15 units, except where specified as 30 units.

COMBINED HONOURS			
		MAJOR	MINOR
Term	YEAR ONE		
1 Winter	Introduction to Management [4]	ONE of: Quantitative Methods 1 [4] The Economic Environment of Business [4]	Introduction to Psychology 1 [4]
	Introduction to Office Software♦		
2 Spring	Introduction to Business [4]	BIS 1: Information Technology and Data Management [4]	Introduction to Psychology 2 [4]
THE PRELIMINARY EXAMINATION			
3 Summer	Marketing 1 [4]	Organisational Behaviour [5]	ONE of: Biological Psychology [5] Individual Differences [5] Evolutionary Psychology [5]
4 Autumn	Marketing 2 [5]	ONE of: BIS2: Business Applications and IT Management [5] Law for Business [5] Marketing Communications [5]	ONE of: Cognition [5] Social Psychology [5] Health Psychology [6]
THE PART 1 EXAMINATION			
YEAR TWO			
5 Winter	Consumer Behaviour [6]	ONE of: Business Psychology [6] Service Management [6]	ONE of: Business Psychology [6] Perception [5] Forensic Psychology [6]
6 Spring	Corporate Strategy and Strategic Management [6]	ONE of: Cross-Cultural Management [6] Entrepreneurship [6] Supply Chain Management [6] Quantitative Methods 2 [5]	ONE of: Developmental Psychology [5] Animal Behaviour [6] Creative Performance and Expertise [6]
THE PART 2 STAGE 1 EXAMINATION			
7 Summer	ONE of: International Business [6] Business Simulation [6]	ONE of: E-Business [5] Business Ethics [5] International Business [6] Operations Strategy [6]	ONE of: Cognitive Neuroscience and Neuropsychology [6]* Counselling Psychology and Psychotherapy [6] Cyberpsychology [6]
8 Autumn	International Marketing [6]	ONE of: BIS 2: Business Applications and IT Management [5] Human Resource Management [6] Law for Business [5] Statistics for Business and Economics [6]	ONE of: Sports and Exercise Psychology [6] Educational Psychology [6] Clinical Psychology [6]
THE PART 2 STATE 2 EXAMINATION			

♦ **Introduction to Office Software:** This is a skills module, which students must pass. Students cannot normally continue with studies for Part 1, and cannot graduate without passing all their skills modules.

*Cognition and Biological Psychology are prerequisites

MASTER OF BUSINESS ADMINISTRATION [MBA]

Special Regulations for Master of Business Administration

1. The pass mark for all modules on the MBA is 50%. A student will normally be required to pass modules with a minimum total value of 60 units in any examination diet in order to proceed to the next term of studies.

A student who fails a module at the first examination will normally be permitted by the board of examiners to re-sit that module at the next available opportunity.

2. The degree of MBA will be classified on the basis of the taught modules plus the Project. In order to be awarded the degree, a candidate must pass every module comprised within the degree. A candidate who obtains a mark between 40 – 49 in not more than 30 units of the taught modules may be permitted to pass the degree with merit or distinction as a whole by compensation where, in the opinion of the Board of Examiners, the candidate has demonstrated sufficient strength in the other modules comprised within the degree.

PROGRAMME SPECIFICATION

NAME OF PROGRAMME: Master of Business Administration	UCAS CODE:	ADMISSION REQUIREMENTS: 2:1 (Hons) degree or equivalent. IELTS 6.5. If degree not in a business related area then a pre-masters course must also be passed.
<ol style="list-style-type: none"> 1. Awarding institution/body: University of Buckingham 2. Teaching institution: University of Buckingham 3. QAA Subject Benchmark statement relevant to this programme: Masters in Business and Management Type 3 (2007) 4. Does the Programme comply with the Framework for Higher Education Qualifications (FHEQ)? Yes - see statement 5. Final Award: Masters in Business Administration 6. Date of Programme preparation/revision: 2011 Revisions: 		
<p>EDUCATIONAL AIMS OF THE PROGRAMME:</p> <ul style="list-style-type: none"> ❖ To enable students to enter management positions and/or as preparation for further research in management disciplines; ❖ To develop knowledge and understanding of organisations, their management and the changing internal and external contexts in which they operate; ❖ To build knowledge and understanding of the complexity of business and management in order to improve the effectiveness of decision-making in organisations; ❖ To develop managers who can contribute a balanced outlook which incorporates an understanding of the economic, environmental, social and ethical concerns in the context of managing organisations; ❖ To develop enduring skills and an appreciation that these skills can be enhanced and developed through life-long learning. Students will thus be equipped to contribute to work and society, whilst keeping pace with and adapting to change. ❖ To develop the necessary knowledge and skills to enable students to enhance their employability in an increasingly competitive environment. 		

INTENDED LEARNING OUTCOMES:

Students are expected to gain Knowledge & Understanding of:

1. Organisations as integrative entities whose complexities and often diverse purposes require effective management and leadership in order to sustain themselves in changing environments;
2. The nature of the business environment and the global interdependence of business activity;
3. The basic disciplines underpinning the practice of business and management and the theoretical foundations of both core and specialist subject areas;
4. Strategic decision-making and the implication of strategy for the organisation, its functions, processes and overall objectives;
5. The role that organisations have in social, ethical, cultural and stewardship areas as well as economic roles
6. The principles and practices and applications specific to managing e-business.
7. Knowledge of ethical/societal issues as they relate to business

Learning and teaching strategies to be used:

The learning and teaching strategies employed in this programme aim to develop the inter-relationships among, and the integration of, the different areas of knowledge and understanding. Core knowledge and understanding (in all areas) is acquired through lectures, seminars and workshops, as well as group working and guided independent study. An ethos of close staff/student interaction, as well as independent learning, progresses the learning process to a more advanced stage. Real world knowledge is also gained in seminars involving interaction with industry experts and guest lecturers in which real business issues are addressed and discussed. Deeper knowledge will be developed through discussion with academic facilitators. This discussion will also be used to develop students reflective skills. Learning skills sessions will reinforce this. The individual project will provide a forum for students to apply and integrate their knowledge whilst using and developing their reflective skills. Our VLE will be used to provide support materials and additional communication.

Assessment methods:

Assessment will be through coursework; learning logs; group and individual projects and presentations; and examinations (seen and unseen). Formal examinations enable students to demonstrate their knowledge and understanding of course material; integration of any relevant prior life experience; integration with further knowledge from wider reading; as well as their ability to construct a clear and concise reasoned argument based on their analysis of the issues in question. Individual and group research-based assignments enable students to integrate theory and practice and to provide logical, objective and explicit coverage of key issues. The project will be assessed by a research proposal, interim progress presentation and a written report. Weightings (course / project work to examinations) vary from course to course and will be made explicit to students on each course specification document.

Students are expected to develop the following **Cognitive and Intellectual Skills**:

1. The ability to deal with complex issues both systematically and creatively through analysis, synthesis and critical evaluation of diverse arguments and theories.
2. From analysis, be able to identify key issues and actions which combine qualitative and quantitative evaluation and generate viable options for decision-making.
3. Effective all round communication skills, which include the presentation of numerical data and models and their application, where appropriate, to specific management scenarios. This will include communication to specialist and non-specialist audiences.
4. IT competence, as a tool for effective communication.
5. Core research skills e.g. identification of relevant data sources, critical evaluation and interpretation of data and familiarity with main business research methodologies.
6. Plan, conduct and present the results of an individual or group research programme.
7. Collaborative and group learning skills through the sharing of ideas and knowledge in a multicultural environment.
8. A sense of personal responsibility through effective planning, preparation and self-motivation to enable the individual to influence and make a worthwhile contribution to organizational life.

Learning and teaching strategies to be used:

Cognitive skills in areas 1-8 are promoted via lectures, tutorials, seminars and workshops, individual and group research-based assignments, independent study, case studies and classroom management exercises.

Cognitive skills are developed through application of relevant knowledge in finding solutions to complex business problems.

Students will be required to engage with course material and practice key skills in tutorials, seminars and workshops. This will be achieved through discussion, debate and questioning of theories and practice in contemporary business scenarios.

Students will be required to demonstrate that they are consistently reflecting on their learning. This will be facilitated by sessions in the project module and individual tutor guidance.

Assessment methods:

Cognitive skills in areas 1-8 are assessed by coursework, examinations and group and individual projects and presentations, and learning logs. Formative assessment will also be used during project and presentation work to enhance student performance.

TRANSFERABLE SKILLS AND OTHER ATTRIBUTES:

Students are expected to develop the following **Key Skills:**

1. Numeracy & financial analysis skills
2. Data management skills
3. Communication skills
4. Leadership and team-building skills
5. Interpersonal, teamworking and negotiating skills
6. Time management skills
7. Decision-making and problem-solving skills in complex and unpredictable situations
8. Cross-cultural and communication skills
9. Apply knowledge of ethical/societal issues as they relate to business
10. Life-long learning skills, including independent learning, initiative and personal responsibility
11. Creative and independent thinking

Learning & teaching strategies to be used:

Date management and communication skills are developed throughout the programme. Role-play exercises, case studies, and individual and group presentations facilitate the development of communication, interpersonal skills, time management and team working. A business simulation is used to develop the business survival skills listed 1-11 through experiencing the responsibilities of business decision-making.

Assessment methods:

Assessment of key skills 1-9 is via written coursework, individual and group presentations and examinations.

Students are expected to develop the following **Practical Skills:**

1. Information Technology / Information Systems skills
2. Project management skills
3. Presentation and report writing skills
4. Written communication skills
5. Information search skills
6. Self-direction and autonomy in planning and implementing tasks

Learning and teaching strategies to be used:

Basic IT / IS skills and information search skills are developed through compulsory learning skills sessions. These and the other skills are reinforced throughout the programme by student preparation for tutorials, seminars, workshops. Research for coursework, writing reports and making oral presentations within prescribed timeframes will provide additional opportunities to practice skills as will completion of the learning log.

Assessment methods:

Assessment of practical skills 1 – 6 is as part of the assessment of written coursework, individual and group presentations throughout the programme.

**MASTER OF BUSINESS ADMINISTRATION [MBA]
January Entry**

Term				
1 Winter	Practical Research Methods (15 Units) [7]	Operations & Information Systems Management (15 Units) [7]	Corporate Strategy (15 Units) [7]	Professional Effectiveness (5 Units) [7]
2 Spring	Project Management (15 Units) [7]	Managing People Across Cultures (15 Units) [7]		Professional Effectiveness (10 Units) [7]
EXAMINATION				
3 Summer	Marketing (15 Units) [7]	Financial Information for Business (15 Units) [7]		MBA Project (15 Units) [7]
4 Autumn	MBA Project (45 Units) [7]			
EXAMINATION				

**MASTER OF BUSINESS ADMINISTRATION (MBA)
January Entry – Part Time
All modules are 15 units unless otherwise stated**

		YEAR 1	
1 Winter	Corporate Strategy [7]	Professional Effectiveness [7]	
2 Spring	Project Management [7]		
JUNE EXAMINATION			
3 Summer	Financial Information for Business [7]		
SEPTEMBER EXAMINATION			
4 Autumn	Marketing [7]		
YEAR 2			
5 Winter	Operations & Information Systems Management [7]	Practical Research Methods [7]	
6 Spring	Managing People Across Cultures [7]	MBA Project [7] (60 Units)	
JUNE EXAMINATION			
7 Summer	MBA Project ctd [7]		
SEPTEMBER EXAMINATION			
8 Autumn	MBA Project ctd [7]		
9 Winter*	MBA Project ctd [7]		

10 Spring*	MBA Project ctd [7]
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MASTER OF BUSINESS ADMINISTRATION – MEDICAL MANAGEMENT AND LEADERSHIP
January Start

Year 1		
Module Title	Unit Value	Schedule
Accounting and Finance	15	Winter
Healthcare Strategy and Policy	15	Winter
Clinical Leadership	15	Spring
Governance, Audit and Accountability	15	Spring
Managing People in Healthcare	15	Autumn
Health Communication and Marketing	15	Autumn
Year 2		
Quality Improvement	15	Winter
Project & Change Management	15	Winter
Health Informatics	15	Spring
Critical Enquiry and Organizational Analysis	15	Spring
Project	30	Summer/Autumn

MASTER OF BUSINESS ADMINISTRATION – MEDICAL MANAGEMENT AND LEADERSHIP
September Entry

Year 1		
Module Title	Unit Value	Schedule
Accounting and Finance	15	Autumn
Healthcare Strategy and Policy	15	Autumn
Clinical Leadership	15	Winter
Governance, Audit and Accountability	15	Winter
Managing People in Healthcare	15	Spring
Health Communication and Marketing	15	Spring
Year 2		
Quality Improvement	15	Autumn
Project & Change Management	15	Autumn
Health Informatics	15	Winter
Critical Enquiry and Organizational Analysis	15	Winter
Project	30	Spring/Summer

**POSTGRADUATE CERTIFICATE IN BUSINESS ADMINISTRATION – MEDICAL
MANAGEMENT AND LEADERSHIP**

January Entry Part time

Module Title	Unit Value	Schedule
Accounting and Finance (core)	15	Winter/Autumn
Healthcare Strategy and Policy (core)	15	Winter/Autumn
Clinical Leadership (core)	15	Winter/Spring
Governance, Audit and Accountability (optional)	15	Winter/Spring
Managing People in Healthcare (optional)	15	Spring/Autumn
Health Communication and Marketing (optional)	15	Spring/Autumn
Quality Improvement (optional)	15	Autumn/Winter
Project & Change Management (optional)	15	Autumn/Winter
Health Informatics (optional)	15	Winter/Spring

1 core + 1/6 option (60 units)

**POSTGRADUATE DIPLOMA IN BUSINESS ADMINISTRATION – MEDICAL
MANAGEMENT AND LEADERSHIP**
September Entry, Part time

Module Title	Unit Value	Schedule
Accounting and Finance (core)	15	Winter/Autumn
Healthcare Strategy and Policy (core)	15	Winter/Autumn
Clinical Leadership (core)	15	Winter/Spring
Governance, Audit and Accountability (core)	15	Winter/Spring
Managing People in Healthcare (optional)	15	Spring/Autumn
Health Communication and Marketing (optional)	15	Spring/Autumn
Quality Improvement (optional)	15	Autumn/Winter
Project & Change Management (optional)	15	Autumn/Winter
Health Informatics (optional)	15	Winter/Spring

4 core + 4/5 options (120 units)

POSTGRADUATE DIPLOMA MANAGEMENT IN A SERVICE ECONOMY
January Entry

	FULL TIME		
Term	YEAR ONE		
1 Winter	Integrated Service Management and Marketing [7] (20 units)	Service Operations [7] (20 units)	Practical Research Methods [7] (15 units)
2 Spring	Managing People and Leadership in Service [7] (20 units)	Project Management [7] (15 units)	Managing People Across Cultures [7] (15 units)
	JUNE EXAMINATION		
3 Summer	Financial Information for Business [7] (15 units)		Business Simulation [7] (15 units)
	DECEMBER EXAMINATION		

MSc MANAGEMENT IN A SERVICE ECONOMY
January Entry – Full Time

Term	Winter Term		
1	Integrated Service Management and Marketing (20 units)	Service Operations (20 units)	Practical Research Methods (15 units)
	EXAMINATIONS		
	Spring Term		
2	Managing People and Leadership in Services (20 units)	Project Management (15 units)	Managing People Across Cultures (15 units)
	Summer Term		
3	One of these 15 unit courses: Financial Information for Business; Accountability, Responsibility and Governance; Business Simulation		Dissertation (ctd next term)
	EXAMINATIONS		
	Autumn Term		
4	Dissertation (60 units) 14,000-16,000 words		

MSc MANAGEMENT IN A SERVICE ECONOMY
January Entry - Part Time

Term		
1 Winter	Integrated service management and marketing [7] (20 units)	
2 Spring	Managing People and Leadership in Services [7] (20 units)	
	EXAMINATIONS	
3 Summer	Financial Information for Business [7] (15 units)	
	EXAMINATIONS	
4 Autumn	Global Management [7] (15 units)	
5 Winter	Service Operations [7] (20 units)	Practical research methods [7] (15 units)
6 Spring	Project Management [7] (15 units)	
	EXAMINATIONS	
7 Summer	Dissertation	
8 Autumn	Dissertation (60 units) 14000-16000 words	

POSTGRADUATE DIPLOMA MANAGEMENT IN A GLOBAL SERVICE ECONOMY
September entry

Term			
1 Autumn	Advanced Academic English and Business Skills [7]	International Business Environment [7]	Global Management [7]
DECEMBER EXAMINATION			
2 Winter	Integrated Service Management and Marketing [7] (20 units)	Service Operations [7] (20 units)	Practical Research Methods [7]
3 Spring	Managing People and Leadership in Services [7] (20 units)	Project Management [7]	Global Issues in Service – Research Project and Dissertation [7]
JUNE EXAMINATION			
4 Summer	Dissertation (60 units) 14000-16000 words in length.		

MSc MANAGEMENT IN A GLOBAL SERVICE ECONOMY
September entry (Part-Time)

Term		
1 Autumn	International Business Environment [7] (15 units)	
	EXAMINATIONS	
2 Winter	Integrated Service Management and Marketing [7] (20 units)	
3 Spring	Managing People and Leadership in Services [7] (20 units)	
	EXAMINATIONS	
4 Summer	Financial Information for Business [7] (15 units)	
	EXAMINATIONS	
5 Autumn	Global Management [7] (15 units)	
	EXAMINATIONS	
6 Winter	Service Operations [7] (20 units)	Practical Research Methods [7] (15 units)
7 Spring	Project Management [7] (15 units)	Dissertation (ctd next term)
	EXAMINATIONS	
8 Summer	Dissertation (50 units) 12,000-14,000 words	

MSc. in Entrepreneurial Consultancy & Practice

January Entry

	<i>Winter Term</i>	
1	Consulting for Level 1 Projects (15 Units)	Overview of Business Functions (30 Units)

	<i>Spring Term</i>		
2	Consulting for Level 2 Projects (15 Units)	Business Consultancy Project - Level 1 (15 Units)	Business Consultancy Project – Level 1 (15 Units)

	<i>Summer Term</i>		
3	Consulting for Level 3 Projects (15 Units)	Business Consultancy Project - Level 2 (15 Units)	Business Consultancy Project - Level 2 (15 Units)

	<i>Autumn Term</i>	
4	Business Consultancy Project - Level 3 (45 Units)	

**MSc in Lean Enterprise,
January Entry, 180 units**

YEAR ONE			
Module Title	Units	Venue	Assessment
1. Foundations and Stability	15	Buckingham	4,000 word Assignment 100%
2. Quality & Systems Thinking	15	Taught on-site	4,000 word Assignment 100%
3. Demand, Capacity & Flow: Part 1	15	Taught on-site	4,000 word Assignment 100%
4. Demand, Capacity & Flow: Part 2	15	Taught on-site	4,000 word Assignment 100%
5. Total Productive Management	15	Taught on-site	4,000 word Assignment 100%
6. Leadership and Change	15	Taught on-site	4,000 word Assignment 100%
7. Supply Chain	15	Taught on-site	4,000 word Assignment 100%
8. Innovation, New Product Introduction, Policy Deployment & Lean Accounting	15	Taught on-site	4,000 word Assignment 100%
YEAR 2			
9. Dissertation	60	3 day preparation session at Buckingham	Oral Presentation (20%) & 15,000 word dissertation (80%)

POSTGRADUATE DIPLOMA IN LEAN ENTERPRISE
January Entry, 120 units
Modules are Level 7

YEAR ONE			
Module Title	Units	Venue	Assessment
1. Foundations and Stability	15	Buckingham	4,000 word Assignment
2. Quality & Systems Thinking	15	Taught on-site	4,000 word Assignment
3. Demand, Capacity, and Flow Part 1	15	Taught on-site	4,000 word Assignment
4. Demand, Capacity, and Flow Part 2	15	Taught on-site	4,000 word Assignment
5. Total Productive Management	15	Taught on-site	4,000 word Assignment
6. Leadership and Change	15	Taught on-site	4,000 word Assignment
7. Supply Chain	15	Taught on-site	4,000 word Assignment
8. Innovation, New Product Introduction & Lean Accounting	15	Taught on-site	4,000 word Assignment