University of Lancashire

Hugh Baird University Centre

Course Handbook

BA (Hons) Top Up Business Management

2026-27

School of Business & Management

Hugh Baird College

Please read this Handbook in conjunction with the university's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) the university and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Head of School. This applies to the materials in their entirety and to any part of the materials.

Contents

1. Welcome to the Course 3
2. Structure of the Course 6
3. Approaches to Teaching and Learning 8
4. Student Support 11
5. Assessment 12
6. Classification of Awards 17
7. Appendices 17
7.1 Programme Specification(s) 17

1. Welcome to the Course

Welcome to your University of Lancashire Higher Education (HE) course at the Hugh Baird University Centre. We offer a friendly and supportive learning environment and the tailored support you need to be successful. Class sizes are small and tutors use varied teaching and learning methods to meet your needs. Our staff are also used to working with people of all ages and recognise that your work and life experience are an asset. As a friendly community of staff and students our aim is to give you an excellent educational experience. I hope you will enjoy this year and find your course challenging, stimulating, enjoyable and rewarding.

This Handbook provides a quick guide to what is offered at the college, what we aim to help you to achieve and what we expect of you. It also provides information about support services and regulations that you need to know.

We want you to achieve your academic and personal potential, to develop networks of friends, new interests and life skills. To achieve this, we want you to:

- **Work hard** - we expect you to attend lectures, seminars and workshops, as students with good attendance will achieve the best degrees overall. Plan your workload and think carefully about how to manage your reading and preparation for written assignments and practical work.
- **Enjoy your time at college** – studying on an HE course is also about having new experiences, making friends, finding new interests, and learning to create a balance between work and social life. Make sure you find time to take advantage of enrichment activities or sports facilities and get involved with student committees. Look after yourself and make sure you know about student wellbeing resources for information and support.
- **Make use of the support that is available to you** - I am sure you will have a great year but don't forget that there are many services available if you need them.

I wish you every success during your time at the Hugh Baird University Centre.

Colette Mawdsley

Assistant Principal Higher Skills

1.1 Rationale, aims and learning outcomes of the course

Firstly, a warm welcome from the Course Team. We hope you will enjoy your time with us and achieve your aims.

The course team consists of the academic and technical staff who contribute to your course. The academic staff take responsibility for the delivery of the content of your modules, but they also have other many roles including research, overseas development, marketing and publicity, etc.

Your course is also supported by a number of facilitators who induct you into the workshops and the use of technical resources, demonstrate craft and technical processes and/or assist individual students with the production of work. They are a team of well-qualified individuals who assist students across a range of courses.

When we created your course, we began by considering a number of things:

- What knowledge and skills you are likely to have at the beginning of your course
- What knowledge and skills will be expected by the employers when you begin your career
- The range of expertise and professional experience of your tutors
- What standards are required for the various awards that we offer (the UK's 'Framework for Higher Education')
- What is generally expected to form a significant part of the curriculum of a course of this title (the UK's 'National Subject Benchmark' statements)

In the above we were informed by our experience, both as educators and practitioners, and by external reference points. Once we considered these key points, we blocked the responses into a number of modules, each with Aims and Learning Outcomes. You can think of Aims and Learning Outcomes as the 'DNA' that ultimately shapes the form and content of your degree. We have reprinted the aims for your course below and throughout the following sections you'll develop a sense of what the learning rationale of your course is; you'll find the overarching learning outcomes for your course in the programme specification.

On successful completion of the course you will be awarded a BA (Hons) Business Management awarded by the University of Lancashire.

Aims of the Programme
• To develop an understanding of different domains of knowledge and the different perspectives brought to bear in the study and practice of business
• To enhance critical thinking and reasoning skills in the evaluation of the body of knowledge and research relating to business and organisations
• To enhance the learner's intellectual and transferable skills through an academically rigorous programme of study
• To encourage engagement in business/management research in general
• To encourage the learner to contextualise learning in practice

1.2 Expertise of Staff

All staff who deliver on the course have extensive course related industry and/or educational experience and have qualifications up to MA level in related subjects. The staff regularly complete work experience opportunities within their subject areas, which allows them to keep up to date with current industry trends and standards.

Staff profiles can be accessed on the Hugh Baird University Centre website.

1.3 Administration Details

At the Hugh Baird University Centre, all enquiries should be made to: enquiries@hughbaird.ac.uk or via telephone on 0151 353 4444.

Further information can be found on the website at:

www.hughbaird.ac.uk/university-centre

At the University of Lancashire, Academic Registry provides a range of services to support the student journey from enrolment to graduation. The Academic Registry is responsible for course administration and supports the university's academic Schools and Faculties. Teams in the Academic Registry provide information and guidance on student records, change of circumstances and academic appeals. Services within Academic Registry operate from **8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays.** Contact information can be found at: https://www.lancashire.ac.uk/students/support/course_admin_service.php.

1.4 Communication

In order to access communication from University of Lancashire, the university expects you to use your University of Lancashire email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

At Hugh Baird University Centre, the course leader will set up a course e-mail account that will allow staff to e-mail all students from the group. Additionally, email is checked daily and students should expect a prompt reply to their query.

Student Zone is a new system set up by the College that can be accessed via the College website for staff and students to share information. The course team will up-load relevant course information that will allow the student easy access for example module resources, course handbook, Harvard referencing, copyright information, deadline dates and times and project briefs.

During induction week you will be enrolled into the library and shown how to use College email, the library systems and College IT facilities, including Microsoft Teams. You will also be shown how to access your university systems such as MyUCLan.

2. Structure of the Course

2.1 Overall Structure

BA (Hons) Business Management Top up

Full time route

Semester 1 + 2	Semester 1 + 2
BM3001 - Business Strategy 40 credits	BM3002 - Leading and Learning Through Chance 20 credits
BM3005 - Dissertation 40 credits	BM3035 - Business and Management Project 20 credits

Part time route (two years recommended)

Year 1

Semester 1	Semester 2
BM3001 - Business Strategy 40 credits	BM3002 - Leading and Learning Through Chance 20 credits

Year 2

Semester 1	Semester 2
BM3006 - Dissertation 40 credits	BM3035 - Business and Management Project 20 credits

2.2 Modules Available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as double or triple modules with credit allocated up to a maximum of 120 credits per module.

2.3 Course Requirements

All modules are compulsory. For entry requirements see programme specification.

As a student undertaking this course, you are bound by the Code of Conduct as specified by **Hugh Baird College** and subject to the University of Lancashire procedure for the consideration of Fitness to Practise.

2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.5 Study Time

2.5.1 Weekly timetable

A timetable will be available once you have enrolled onto the programme.

Year 1 full time:

- Up to 14 hours of taught sessions per week

Year 1 part time

- Up to 7 hours of taught sessions per week

Year 2 part time

- Up to 7 hours of taught sessions per week

Part time students may be in-filled with full time students.

Additionally, for each year:

- Self-directed study
- Work based learning opportunities
- Enrichment activities, designed to help you meet people from other areas of the College, try out new skills and develop new interests.

2.5.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at the Hugh Baird University Centre and time spent in private study.

Your modules have been designed for teaching and independent learning to be completed in a set amount of time – each credit studied requires 10 hours of study. So a 20 credit module will require you to commit to 200 learning hours and 40 credit module, 400 learning hours. Full time students study 120 credits so over each year you will study, in total, 1200 hours. The academic calendar identifies 30 study and assessment weeks spread over two semesters of approximately 15 weeks each, so a full time students' learning should average 40 hours per week. If you find that you are regularly exceeding this amount, or regularly finishing your weekly studies in less time, then you should speak to module tutors.

Part-time students study modules in exactly the same way as full-time students, you just study less at any time. If you need advice or guidance about the amount of time you should spend in study, speak to your Course Tutor.

For a 20 credit module, where the taught component is 60 hours, you should spend approximately 140 hours in independent study. Occasionally you may find modules where the contact hours are greater or less than the 60-hour norm. This is because of the nature of the module but you'll find this is compensated for in other modules. However, no matter how the contact hours and independent study hours are split up, no module requires more or less than 10 hours' study per credit and so you should still be spending approximately 40 hours per week in study if you are a full time student (speak to staff if you are not achieving or exceeding this amount).

2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to your module tutor.

No modules or sessions are optional. Please be aware that attendance is closely monitored and may affect decisions taken about you in assessment boards or in the provision of references. There is a 95% attendance target.

Student attendance is recorded electronically and if you are absent for more than 28 days without contact, we reserve the right to inform your grant office or student loan company. If you are unable to attend as a result of illness, accident or serious family problems (or other personal reasons) you must notify your course tutor before the start of class.

Notification of illness or exceptional requests for leave of absence must be made to your Course tutor via email.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the university and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

3. Approaches to Teaching and Learning

3.1 Learning and Teaching methods

As we created the modules that constitute your course, we considered the following:

Your experience of study must be a holistic one; each module should be fully integrated within the total course of study;

At level 6 students are regarded as highly independent practitioners able to utilise research skills effectively and apply vocational, academic and transferable skills in order to solve complex problems unaided. Teaching and learning approaches during your studies on the programme will reflect this with an emphasis on student input based on both independent and peer work strategies.

3.2 Study Skills

At the Hugh Baird University Centre, study skills will be provided by a variety of staff. The Personal Development Coaches will lead on this and sessions will be arranged for all students. Communication regarding these and any other sessions will be sent out by the Personal Development Coaches.

To access the University of Lancashire's Study Skills - 'Ask Your Librarian'

https://www.lancashire.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as

- "My lecturer says I need a wider variety of sources in my references, what do I do?"
- "I need to find research articles, where do I start?"
- "How do I find the Journal of ...?"
- "How do I use RefWorks?"

3.3 Learning Resources

3.3.1 Learning and Information Services (LIS)

For the University of Lancashire resources, the best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the Library Resources
- Your 'My Library' tab in the Student Portal
- Library search
- Your module reading list – this can be found in your electronic module space.

The Hugh Baird University Centre has a full range of printing facilities, media studio, editing suite, dedicated HE study areas for independent study and two well stocked Library Learning Centres. Here you will find an extensive range of resources available to support your studies provided by the Hugh Baird University Centre and your partner university. Your course team works closely with the learning resources department to ensure that your primary learning needs are met. In addition, you will have access to journals and the electronic resources at the university. These include e-journals and databases, e-books, images and texts.

For library opening times please visit the Hugh Baird University Centre website.

3.3.2 Electronic Resources

The course MS TEAMS PAGE also houses many resources that are kept up to date by your course team.

3.4 Personal Development Planning

PDP is designed to:

- Enable you to work towards a point you would like to be at on graduation;
- Help you acquire the skills needed for your chosen career;
- Evaluate your strengths and plan to deploy them in a range of situations during study and after graduation.

PDP starts at the beginning of the first year and will vary from course to course, but the aim on all courses is that on graduation you will be well prepared for industry, demonstrating your skills, knowledge and capabilities in a variety of settings.

As a student, it is important that you tie together the modules you are studying concurrently and to trace your progression throughout the three levels of study. One of the purposes of using a journal is to enable you to remember the details of the taught sessions and to reflect on how successful you were in absorbing and applying the content, both then and now, within your working process. But whatever mechanism you prefer it is important that all students should reflect on their progress and identify successful changes to work or learning patterns that will assist you to become a 'better' student.

We aim to train you to take responsibility for your own learning and career development, to be able to evaluate your strengths and weaknesses and conduct a skills audit to develop a critical practice. This covers analysis of your key skills base (use of English, literacy and writing skills, numeracy, communication skills and use of IT) and you will be encouraged to evaluate your strengths and weakness on a continual basis as you progress through different points during the course.

Many of the conversations that you will have with your tutors are intended to cause you to reflect on the work that you have completed; but they also intend you to look forward and build upon this success or perhaps to challenge a working practice that is limiting your development. Within PDP, you should consider how your learning and working processes should evolve to enable greater creative success and therefore greater personal satisfaction achieved through learning!

3.5 Preparing for your Career

For the University of Lancashire Careers support, you can access what is available at: https://www.lancashire.ac.uk/careeredge

For careers support from the Hugh Baird University Centre, please contact the Personal Development Coaches. Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it, which will help you to show future employers just how valuable your degree is. These "Employability Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,

- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

4. Student Support

At the Hugh Baird University Centre, the **Health & Wellbeing Officer** offers information and advice to students relating to all aspects of leading a healthy lifestyle both inside and outside College. Information and advice are offered in many areas including:

- Sexual health
- Nutrition
- Stopping smoking
- Healthy living
- Staying safe
- Making a positive contribution
- Personal development
- Financial help
- Enjoying College

You can also access non-academic student support services at the University of Lancashire at: http://www.lancashire.ac.uk/students/study/library/the_i.php

4.1 Additional Student Support

You will be assigned a Tutor who will provide additional academic advice and support during the year. Tutors are academic members of staff whose role is to look after a group of students across a year group for specific courses, they will be the first point of call for many of the questions that you might have during the year. Your Tutor will be able to help you with personal development, providing guidance and direction to enable you to realise your potential, and can refer you to other University support services if appropriate.

You may also be contacted by a Personal Development Coach, whose role it is to identify students that would benefit from additional support to engage in their studies. The Personal Development Coach will work with you, alongside the Tutor and other members of staff to develop solutions to any difficulties you may be experiencing.

4.2 Students with Disabilities

We make every possible effort to support students with disabilities and have a very strong, dedicated team of professionals who are here to help you.

If you have a specific learning difficulty (SpLD), a long-term health condition or mental health condition, you may be eligible to receive Disabled Support Allowance (DSA). Please go to: https://www.gov.uk/disabled-students-allowances-dsas/overview for more information and to apply.

4.3 Students' Union

The Students' Union is here to 'make life better for students' and we aim to do this every day through our wide range of services, activities and opportunities. You can find out more information on our website: http://www.lancashiresu.co.uk/

As one of the thousands of students who are not studying on the main University of Lancashire campus in Preston, the Students Union is still your union, please check http://www.lancashiresu.co.uk/ for full details on what we may be running in your partner institution.

5. Assessment

5.1 Assessment Strategy

Why is assessment relevant to learning?

For assessment to be truly meaningful, you have to perceive its relevancy to your learning. Consequently, we make assessment relevant to your interests, relevant to the industry's standards and relevant to potential future careers.

In previous sections within this document we've tried to give you some insight into how we 'modularised' your learning. The learning process enables you to unpack these and 'use' the contents. We gauge how well you do this by assessment. Assessment forms part of your learning process; it provides feedback information so that you can refine your judgement of your own abilities and progress, and respond accordingly – this is significant in your planning and the self-evaluation that occurs within your PDP activities and your Journals and Logs. Secondly, it provides information that helps us evolve the various modules and, ultimately, the course you are studying.

Each assignment that you undertake commits you to a certain amount of study. To ensure fairness the evidence of this study must be completed by all students to the same deadline. Part of the assessment process is the recognition that meeting deadlines involves realistic planning and setting achievable targets. Thus your tutors will apply deadlines rigorously, as does the university system generally. We recognise that some students achieve better grades for practical work, whilst other are better at theoretical study. Consequently, we will use a very wide range of assessment methods to ensure that all skills and knowledge are fairly assessed.

To ensure that you have a full and accurate understanding of the purpose and processes of assessment, there will be frequent opportunities to discuss the assessment of each assignment. These discussions will include 'house-keeping' and simple practicalities, as well as making sure you fully understand what you will be expected to do to fulfil the brief. There will also be discussion of more abstract areas, such as 'creativity', 'originality' and 'imagination'. You will have the opportunity to discuss what seemingly subjective assessment criteria such as 'experimentation' actually mean, rather than simply being assessed on them.

There are several desirable attributes within assessment of any course; these are that you:

- Understand the meaning of terms used in assessment;
- Have a clear understanding of exactly how the assessment mechanism works, and the reasons for the arrangements adopted;
- Appreciate that assessment is a means of developing your own critical facilities and self-awareness;

- Know what steps to take to meet assessment criteria and gain maximum benefit from the process;
- Are assessed frequently and that this regular process encourages you to make comparisons between your own judgement and values, and those of others;
- Are aware of the assessment criteria that staff apply to the growing evidence of your learning and that this is clear and open and is discussed freely;
- Partake in the activities of discussion, evaluation and assessment and that you receive feedback that is immediate and frequent, detailed, accurate and fair

What is assessed?

We assess course work – course work is normally a set of creative projects and some essays, set by your tutors to deadlines that are same for all. Course work is marked to an agreed set of criteria and, through moderation, a final mark is achieved.

It is important for you to understand that we don't assess modules; we assess assignments packaged within these modules. By assessing individual assignments, we obtain a mark that indicates how well you did overall on a particular module. At the end of your course, by putting the module marks together we calculate your degree classification. Therefore, the assessment of each assignment contributes to passing your degree.

You must attempt each assessment; even if your work is late or incomplete, we still regard the submission of this as an 'attempt' – it is always better to attempt an assessment that you think you will fail than to submit nothing at all!

The assessment strategy is created out of the information agreed at validation and contained within the module descriptors. Many modules have two or more assignments but it is entirely normal for a module to be only composed of one assignment. In the Module Handbook (occasionally called Module Information Pack), all the assignments for that module are usually included. Read them as soon as you receive it because this will help you understand what we expect of you and how the module will develop; it will also help you to time-manage your workload for the semester or year.

In feedback your tutors will explain what qualities in your work defined the grade you were awarded, and what you could improve on in future assessment that will assist you to improve your grades.

The nature of your course requires that a number of different learning methods be used and assessed. These can be summarised as follows:

Lecture/Seminar Work - The majority of the modules that you study are practical. However, even within practical modules it is still often appropriate to deliver some lectures and seminars. It is normal to assess the knowledge that you have gained from these lectures at various points throughout the year. However, rather than always expecting you to present theoretical learning for assessment in the form of essays, we often prefer you to introduce this knowledge in your practical work or to create seminar presentations, which you may think of as solo or group presentations. To assess the results of lectures and seminars we apply criteria based upon the following:

- Consideration of information and personal views, interpretation and analysis
- Involvement of the use of resources to extend understanding through self-study

- Development of abilities to originate, research and prepare concepts or ideas
- Fluency in communicating creative issues, concepts or ideas

Group Work – It is more appropriate to assess group work in some courses more than others, but where group work is assessed we sub-divide its assessment into 2 different approaches: Firstly, when we assess your understanding of some aspect of theory within group work, we may need to isolate your contribution and measure this contribution to the group's presentation separately from other students. We may use your supporting documentation, discussions, viva voces and workshop sessions to help us to monitor your contribution. Secondly, it is common in practical work to assess your groups' response to a particular task holistically. In these instances, it is not always possible or relevant to isolate each individual's contribution (however we may adjust this grade for one or more individuals if we feel there has been an unequal contribution to the group from certain members). To assess group work we apply criteria based upon the following:

- Your understanding of personal responsibility
- Your ability to integrate and play an active part
- Your participation in complex organisational and creative decision making
- Your management and monitoring of the group's progress
- Your participation in joint presentations of proposals/solutions

In addition to the above, assessment criteria may also include:

* Active involvement in learning
* Positive use of resources
* Relationships with people - working in teams or groups
* Management of study including self-study

The specifics of the assessment criteria for each assignment will be explained to you prior to starting the assignment, but if you are in any doubt **speak to your module tutor immediately!**

Why do you assess written work in practice-based courses?

To ensure that your course is the equal of all other subjects it is not only essential to test your embedded knowledge through the creation of creative work, but to test your intellectual understanding and higher levels skills of research, reflection and communication. Essays and other written works are the simplest way of testing the skills of:

1. The collection of appropriate knowledge (research) from primary and secondary sources
2. The organisation of this knowledge in a coherent and logical way (structure)
3. The ability of you as the writer to make the material 'alive' and engaging to the reader (communication)
4. The correct use of academic conventions, such as referencing and language and grammar (accuracy)

Please remember that, unless you are told otherwise, we expect **all** written work submitted for assessment to be word-processed, printed on white A4 paper, using a plain font of

either 11 or 12 points. Citations and references should be made in Harvard format. Where a specific word count is listed:

i) Between 'two stated figures', i.e., between 2,000 and 2,500 work, you should not submit work where the word count is outside of these limits
ii) That is 'a single figure', i.e. 1,500 words, you should submit work that is within 10% of this figure (in the case of 1,500 words you should submit no less than 1,350 and no more than 1,650 words).

The words on the tile page, in the bibliography and in appendices are not included in the word count.

How can I be certain that my work has been assessed accurately and fairly?

To ensure standards are maintained our assessment procedures are rigorous and regularly reviewed. For example:

1. All work that accounts for 25% or more of a module will be assessed by at least 2 staff members from your College; all work that receives a fail grade (below 40%) will also be assessed by at least 2 of your College tutors;
2. Samples of work from each module will be further moderated by the university staff
3. If, because of the particular nature of your work or because of prior commitment, 2 staff members cannot present at 'ephemeral' assessment (presentations), then we will ask you to record your work on video so that this becomes available to another staff member;
4. Our assessment processes are monitored by academics from other Universities, just as we are asked to 'externally examine' similar courses to yours in other institutions. Your course's External Examiner may view the work you submit for assignments at any time but normally at the end of the academic year; they will certainly discuss your modules with staff and look at a range of samples of the work of students on all modules within your course.

5.2 Notification of Assignments and Examination Arrangements

All assessed work must be submitted according to the Course's assessment plan (issued by your course tutor). Authorisation of the late submissions requires written permission from your university. Extenuating Circumstances may be applied for in cases where factors outside your control will adversely affect your performance on the course. If you are unable to submit work within 10 days of the due submission date (due to verifiable circumstances) you may be able to submit an application in accordance with your university's Extenuating Circumstances procedures.

5.3 Referencing

Your work must be referenced using the Harvard system where specified. Sessions and a presentation from Library Learning Centre staff will be delivered so that you are clear about this system. Further information will be provided on the University of Lancashire website.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

5.4 Confidential Material

It is not expected that students will need to access confidential material for this programme. Students have an ethical and legal responsibility to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments. All students will be required to adhere to the Ethics in research Policy, which can be located on the College's MyDay webpage.

5.5 Cheating, plagiarism, collusion or re-presentation

The Hugh Baird University Centre uses an online Assessment Tool called Turnitin. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the university's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know my assessed work has been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole

module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

The university publishes the principles underpinning the way in which awards and results are decided in their Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Appendices

7.1 Programme Specification(s)

UNIVERSITY OF LANCASHIRE

Programme Specification

This Programme 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.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	**University of Lancashire**
2. Teaching Institution and Location of Delivery	**University of Lancashire** **Hugh Baird College**
3. University School/Centre	**Lancashire School of Business and Enterprise**
4. External Accreditation	**None**
5. Title of Final Award	**BA(Hons) Business Management top up**
6. Modes of Attendance offered	**1 year full-time / 2 years part-time*** ***Available study option at Hugh Baird College only.**
7a) UCAS Code	**C30 CLANC N202 BA/BA** **N101**
7b) JACS and HECOS Code	
8. Relevant Subject Benchmarking Group(s)	**Business and Management (BM)**
9. Other external influences	**None**
10. Date of production/revision of this form	**February 2017**
11. Aims of the Programme	
• To develop an understanding of different domains of knowledge and the different perspectives brought to bear in the study and practice of business	
• To enhance critical thinking and reasoning skills in the evaluation of the body of knowledge and research relating to business and organisations	

• To enhance the learner's intellectual and transferable skills through an academically rigorous programme of study
• To encourage engagement in business/management research in general
• To encourage the learner to contextualise learning in practice

8. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

On successful completion of this programme a student will be able to:

A1. Evaluate the complexity and pace of change within the internal and external environments
A2. Evaluate and critique the meaning, process and practice of business and organisations
A3. Evaluate, respond to and communicate with relevant stakeholders and markets
A4. Demonstrate the ability to apply the principles of resource management within the process of organisational development
A5. Critically appraise strategy and policy development within a range of dynamic and changing organisations

Teaching and Learning Methods

Acquisition of core knowledge and understanding (A1-A5) is mainly through lectures and seminars or workshops. Group activities, projects and case study analysis are used to encourage independent and active learning and interaction. Additional support and resources are available using the Blackboard platform. Particular emphasis is placed on active learning with students undertaking a one-year full-time placement and/or participating in live project work.

Assessment methods

For outcomes A1-A5, a range of assessment methods are used including academic essays, business reports, reflective pieces, case study analysis, group-work and group-based assessments, discussions, presentations and examinations. Some of these methods involve virtual / online elements to develop digital skills.

B. Subject-specific skills

An ability to
B1. Critically evaluate the main activities of business
B2. Critically evaluate internal and external factors for business
B3. Critically evaluate the nature and role of operational and strategic techniques within business and other organisations
B4. Critically analyse business in relation to the changeable and dynamic international environment
B5. Conduct research into both real and simulated business and management issues, either individually or within a group
B6. Develop effective networking skills (for academic and employability purposes), within a business and management context.

Teaching and Learning Methods

For the teaching of organisational functions and their subject-specific theories, models and methodologies, students will learn through modules that focus specifically on an organisational activity e.g. Finance or Marketing. Modules have also been designed to analyse the interdependency of organisational functions. This approach will offer the learner the opportunity to apply the principles, techniques from the lectures to subsequent seminar work or workshops, whilst gaining a greater understanding of organisations as complex systems. Some of the sessions (seminars/workshops) take place in dedicated computer rooms to facilitate information technology practice and enhance digital skills. Students can also participate in business and management research, either via a real or simulated project to produce independent and or practical research. For the placement year, students keep a reflective learning log and with support from visiting tutors, evaluate the content of this log during the placement period. Students will learn through the formal placement, observations, advice, research and practice.

There is an expectation that as active learners, students will bring their own experiences into the classroom. These experiences may be as consumers of goods and services, from part-time work experience, from summer internships or from a 12-month placement. Work experience is actively encouraged throughout the degree.

Assessment methods

For outcomes B1 – B6 a variety of assessments are used in either an individual or group context, which include: case study analysis, production of professional development plans, portfolios, presentations, academic essays, company reports, projects, reflective accounts, examinations and, for some students, dissertations.

C. Thinking Skills

An ability to:
C1. Select, collate, analyse and synthesise information from a range of sources
C2. Interpret and critically review theoretical, research and experiential data
C3. Critically relate relevant conceptual material to evidence from practical applications and developments
C4. Evaluate problem-solving tools and techniques specific to the process of management
C5.Plan and conduct research projects and effectively communicate the outcomes using a range of media.

Teaching and Learning Methods

For learning outcomes C1 – C5, critical perspectives and case study problem examples will be used in lectures. This will be supported by seminars/workshops in which students have the opportunity to apply perspectives to case material. Facilitated seminars/workshops at all levels, allow the students to discuss, actively solve problems and apply theoretical principles to case studies, simulations and their own research projects and experiential learning. The placement allows the students to actively engage in solving problems, applying theoretical principles and data to their own research projects.

Assessment methods

Critical essays, business reports, dissertation and research projects provide students with a means to apply thinking skills C1- C5 both on a theoretical and applied basis. Students may choose the dissertation's application of research tools to a theoretical hypothesis, or a business report detailing a practical solution to a complex client problem.

D. Other skills relevant to employability and personal development

An ability to:
D1. Use verbal and non-verbal communication skills effectively
D2. Collate, evaluate and transfer information using a range of media
D3. Work independently and as a member of a team
D4. Manage own personal development and growth
D5. Manage self in terms of time, planning, motivation and individual initiative

Teaching and Learning Methods

Full time students have the opportunity of a placement year which is supported by pre and post placement modules to assist students in maximising the value of the placement opportunity. For all students, learner-centred activities that focus on employability and personal development such as skills audits, role plays and presentations, together with encouraging both peer self-analysis and evaluation will enable continuous personal and professional development.

Assessment methods

This may take the form of skills audits, reflective portfolios, case studies and learning contracts. Group-based problem solving activities are assessed from both a process and output perspective. Presentations and group reflective reports and individual learning journals, in addition to developing functional plans will assist in the assessment of transferable skills.

13. Programme Structures*				**14. Awards and Credits***
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 6		Three Compulsory Modules:		**Bachelor Honours Degree BA (Hons) Business Management (Top up)**
	BM3035	Business and Management	20	
	BM3001	Project Business Strategy	40	requires 120 credits at level six
	BM3002			
	BM3018	Leading and Learning Through Chance	20	BA Business Management (Top up) requires 80 credits at level 6
	BM3008			
		Plus: Global Placement (for students taking this route)	Notional 120	
	Options			
	BM3005	International Study (for students taking this route)	Notional 120	
	BM3025			
	BM3006			
	BM3026		40	
		Dissertation	40	* Please note that these modules are compulsory at Hugh Baird College only
		Contemporary Digital and Media Markets		
		Running Your Enterprise Talent	40	
		Management and Workforce Planning	40	

15. Personal Development Planning

Personal Development Planning exists as a compulsory module on the programme in which the learner's' ability to reflect upon his/her skills base and plan for future personal development is developed, practiced, monitored and assessed. Within the module there will be a strong focus on developing the individual employability and lifelong learning skills.

16. Admissions criteria *
(including agreed tariffs for entry with advanced standing)
**Correct as at date of approval. For latest information, please consult the university's website.*

Full-Time Students Entering at Level 6.

The university's minimum standard entry requirements for degree level study on a top up programme is completion of study up to a level that is equivalent to the first two years of a university degree programme in that topic.

e.g.

HND Business FDA Business studies Diploma of Higher Education (following two years of advanced study) Or Equivalent UK or Overseas award. Applications from individuals with non-standard qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from this degree-level programme are welcome and these applicants will be interviewed. If applicants have not studied recently they may need to undertake an Access programme first.
17. Key sources of information about the programme
• **Course Leader email: PMMarshall-Kalina@lancashire.ac.uk**
• **Course Handbook available online** www.lancashire.ac.uk
• **Information about The Lancashire School of Business and Enterprise: http://www.lancashire.ac.uk/faculties/business-law-applied-social-studies.php**
• **Information about the University of Lancashire** www.lancashire.ac.uk
• **Open days and campus tours**
• **University Admissions Team:**
• **Information about the city of Preston: http://www.lancashire.ac.uk/visit/about_preston.php**

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																			
				Knowledge and understanding				Subject-specific Skills								Thinking Skills				Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4				
LEVEL 6	BU3413	Business Strategy	COMP	X	X	X	X	X	X	X	X	X	X	X	X		X	X		X	X	X	
	BU3016	Contemporary Issues in Business	COMP	X	X				X	X		X			X	X	X	X		X	X	X	
	BU3033	Personal and Professional Development for Business	COMP			X								X	X				X	X	X	X	X
	MD3000	*Enterprise Project	COMP		X			X	X		X		X	X	X	X			X		X		
	HR3406	*Coaching and Mentoring	COMP			X	X							X		X		X	X	X	X	X	X
	MK3111	*International Marketing	COMP		X	X		X		X	X	X				X	X		X		X		

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: BA Business Administration (level 6)

1. A broad and comparative knowledge of the general scope of Business, its different functions and disciplines, and its interactions with related subjects.
2. A detailed knowledge of a defined business function or discipline through specialised study that is informed by current developments in the subject.
3. A critical understanding of the essential theories, principles and concepts of Business.
4. Well-developed skills for the gathering, evaluation, analysis and presentation of information, ideas, concepts and quantitative and/or qualitative data, drawing on a wide range of current sources.