Programme Specification

Programme Title and Name of Award	BA (Hons) Business Management (Top-Up)

Academic Level	6	**Total Credits**	120

Professional Body Accreditation / Qualification	Not applicable
UCAS Code	BA19
HECoS Code	100079
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. Academic requirements*: • Successful completion of a related foundation degree or HND or other related Level 5 qualification • Successful interview, supported by personal statement and portfolio, and suitable reference. • All applicants will additionally require GCSE English at Grade C or equivalent. Mathematics at GCSE Grade C will also be desirable. Detailed criteria for admission to this programme can be found on the programme webpage: https://www.southport.ac.uk
Teaching Institution	Southport College
Owning Department	Department of Business, Law, Policing and Social Science
Principal Mode of Delivery	Face to Face
Pattern of Delivery	Full time & Part time
Delivery Site(s)	Southport College

Programme Length	Full-time = 1 year, Part-time = 2 years, Maximum = 4 years.
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	BA Business Management (60 credits).
Period of Approval	August 2019 – July 2025

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage: **www.southport.ac.uk**

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

This programme is distinctive in the following ways:

The BA Business Management (Top Up) programme provides a specialist work-related programme of study that covers Applied Business Research and analysis, Human Resources Management, Project management, Innovation and Entrepreneurship and Independent Business project, with a focus on the development of the understanding of and practical skills required in the Business Management sector.

This programme provides opportunities for learners to apply their knowledge and practical skills in the workplace and is mapped to the Chartered manager degree standards. Learners will be advised that practical opportunities for learning exist through formal work placements, part-time employment experience or employer driven live briefs.

Throughout the programme learners will be given further opportunities to develop transferable skills and knowledge which should enable them to meet changing circumstances, whether this means moving within an area of employment, moving up to a supervisory or management position or adapting to general changes in the provision or environment of Business Management.

Students will be given the opportunity to take part in a work placement during the programme. Students will be encouraged to source their own work placement with the support of the college's work placement team or may have a placement sourced on their behalf.

The programme is designed to equip students with academic, research, analytical and problem solving skills ideally suited for a range of careers in the Business Management Industry or progression onto a level 7, master degree programme.

The college recognises that a learner on this programme may be employed in either a part or full time capacity or accessing the course as part of an apprenticeship. The proposal has been shaped by demand from existing full time Level 3 students to have a local progression route and by local employers who are seeking a degree apprenticeship for their staff. Learners who have already studied with the college for their Level 5 in Leadership and management also require a progression route to Level 6.

The programme is bespoke to learners in the local area. Modules have been selected to educate students within areas of local relevance. The College offers smaller cohorts than local universities, direct access to tutors and extensive pastoral support. Personal development planning ensures students are fully prepared for work following completion of the programme or that the course supports their professional development. Personal development is integrated into all modules to ensure students are fully prepared for the working environment. Role play scenarios and in class debates are used to assess students. Guest speakers and local business will be engaged in the delivery of the course. The College has close links with local businesses in different sectors of the economy and these links will be utilised throughout the programme.

Assessments are varied and include presentations, collaborative work, reports, essays and a dissertation, fully preparing students for work in a business management role and allowing apprentices to demonstrate chartered manager standards.

Feedback from current students, their employers (where applicable) and regional economic development priorities has been used to ensure that programme content is relevant, up to date and meeting needs of the local community.

The curriculum team driving the programme are themselves undertaking masters programmes in Business management and it is this work, combined with the delivery on current Level 5 programmes that is driving the interest and development of the top up degree.

Please note;

Part time students will study alongside full time students on an infill basis. In such cases, an individualised programme delivery structure, programme duration, and timetable will be agreed between the student and the programme leader.

Aims of the Programme

The overall aims of the Programme are:

1. To create awareness of business and the broader contexts of and scope of influence within which business operates.
2. To study business and management disciplines, drawing on a range of perspectives in the fields of Business Management.

3. To develop your critical thinking, conceptual thinking and reasoning skills in the evaluation of the body of knowledge and research relating to business and management.

4. To develop your ability to carry out independent research in the field of business and management.

5. To augment your intellectual and transferable skills especially in relation to management and business.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.

- Critically evaluate concepts and evidence from a range of resources.

- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.

- Communicate solutions, arguments and ideas clearly and in a variety of forms.

- Exercise considerable judgement in a range of situations.

- Accept accountability for determining and achieving personal and group outcomes.

- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (BA Hons Top Up) you will be able to demonstrate:

K1 A range of advanced theories and models informing the practice of business and management, and   critiques of them.

K2 Markets, marketing and sales, customer behaviour, finance and resource allocations in niche and mass-market contexts.

K3 Operations management, information systems and business intelligence, communications, and digital business.

K4 The strengths and limitations of the main research methodologies and practices, and sophisticated data analysis within the business and management discipline.

K5 Business ethics, values and social responsibility as key drivers for the organisational mission.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

Programme Outcomes need to be identified for any exit awards associated with the programme. Also ensure these outcomes are numbered so they can be mapped to the Curriculum Map. For example:

After 120 credits of study (BA Hons) you will be able to demonstrate:

S1. Problem solving and critical analysis: analysing complex facts and circumstances to determine the cause of a problem in order to identify and select appropriate solutions.

S2. Research: the ability to evaluate and interpret a range of business data, multiple sources of information and appropriate methodologies, which includes digital literacy and to use that research for evidence-based decision-making.

S3. Commercial acumen: based on an awareness of the key drivers for business success, causes
of failure and the techniques for delivering customer satisfaction and building customer loyalty.

S4. Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena with accuracy.

Generic skills, attributes and behaviours

S5. Ability to work with people from a range of cultures.

S6. Articulating and effectively explaining information.

S7. Conceptual and critical thinking, analysis, synthesis and evaluation

S8. Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time.

S9. Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and and cultures. This includes a continuing appetite for development..

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:
Academic Regulations: http://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/aqs/documents/academicregulations/AcRegs.pdf QAA (2015) Subject Benchmark Statements:- http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf QAA Business Management Degree Qualification Benchmark: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-management-15.pdf?sfvrsn=c7e1f781_10

Graduate Prospects
Graduates leaving this programme may progress into careers in the visitor economy, digital business junior management or self-employment. A growth in vacancies in these areas is based on regional intelligence from the Liverpool City Region LEP, which has identified these as growth areas in the next 5 years, where money and support is being directed to businesses in these areas to grow leadership and management skills. Existing local partner businesses have asked for a degree programme that prepares staff to develop their skills and knowledge of business management to aid in career progression and succession planning. For this reason, units have been designed around key areas e.g. operational management linked to the Chartered manager degree apprenticeship standard. Teaching, learning and assessment stretches students using practical and skills based strategies have been designed to ensure graduates are equipped to meet the demands of the modern workplace, not just with a knowledge of theory.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated
A variety of teaching and learning methods and strategies will be used to ensure development and acquisition of key knowledge and understanding. You will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independent learning. Over the course of your studies, you will be taught in a variety of formats which may include: Classroom sessions: a formal method of teaching where a mixture of formal input, a presentation or talk, interactive activities, discussions, group work, to a group of students, on a specific subject. Progress Tutorials: a form of small group teaching that is student-oriented and sometimes student-led. These require a two-way relationship between tutor and students. They are focussed on study skills development, support and progress. Practical Work: In different subject areas, students are likely to undertake practical work such as company visits, group work, and presentations. Teaching and learning methods are aligned to programme outcomes and support learners in becoming problem solvers, critical thinkers, independent enquirers and effective communicators. HE lecturers engage in a range of scholarly activities and ensure that appropriate links are made

between theory and practice. Lecturers develop relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activities within the sector.

The development of learners' independent learning skills is promoted through self-directed study, which may include reflective journals, blogs and personal development records, facilitated by full access to the Virtual Learning Environment and the University Centre. We use our employer network to provide practical insight into our curriculum to complement the rigorous academic thinking that characterises degree level study. For further information please read College Strategic Plan Booklet 2016-2019.

This programme integrates theory and practice by providing inputs to the student learning from guest speakers, lectures, practicing managers and through supporting assessment. Students will have opportunities to give and receive peer review on formative assessment and will be guided throughout in developing their skills in this vocational aspect of their personal development.

Primarily, delivery is face to face. However, good use is made of the College's VLE. The team uses a wide range of teaching methods including lectures, seminars, workshops, field work, work-based learning including placements, employer based case studies, live projects, guided learning, simulation and discussion groups.

The top up degree aims to fully prepare learners to work within a management role in a Business related environment . The variety of assessments directed at level 6 units is aimed at fully preparing them for the diverse nature of different management roles.

Learners will also be asked to work in small groups which encourages collaborative learning.

We will motivate learners through learning and engagement in the following ways:

(a) We will balance out the assessment calendar the best we can to reduce the stress of multiple submission during the same timeframe.

(b) Through learners' engagement they will have the ability to make informed judgements in relation to their own work; by engaging with any and all opportunities to evaluate their experience as a learner.

(c) We will provide learners with timely effective feedback and feed forward i.e. looking ahead to the next assignment.

The Southport College model of teaching and learning is based on the active purposeful engagement of learners. It encourages the development of independent learners whom are able to take responsibility and ownership for their learning. The challenge is to achieve consistency whilst addressing the needs of individual learners and developing their aspirations and potential. In meeting this challenge, the emphasis must be on ensuring that as far as possible learners become independent learners in all situations. For further information please see Model for Learning

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of Southport College, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality

academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Module Handbooks are provided for each module outlining the module requirements and providing very clear guidelines on the type of assessment learners will be expected to undertake.

Learners will be issued with a timetable/academic calendar of events which highlight holiday periods and the expected assessment schedule. They will be given an opportunity to take part in formative feedback as a means of clarifying their understanding of the information. This will help them to achieve their potential in summative assessments and hence their learning during the course of their studies.

The processes of student support learners will be entitled to receive whilst a student at Southport College include:-

Regular tutorials with personal learning and target setting. You will be allocated a personal tutor who will be with you for the duration of your course; they are an important point of contact to ensure your success on the programme. You will have a tutorial session once a week that will focus on employability (writing CVs, interview techniques), developing presentation skills, academic skills including referencing, writing academic assignments and validity of sources. Tutorials will also provide one to one support for students needing any specific help/direction to achieve their potential. This is also a crucial link between you and your curriculum tutors.

Contact with the programme leader who will monitor progress overall and provide ongoing guidance and support;

A dedicated learning portal site with information about the programme, including your programme handbook and resources available for each module;

A separate module site will be maintained by each of the tutors, who will also provide updates on issues of current significance;

Access to tutors and administrative staff via email, telephone and post;

A range of facilities are available to support students with special needs and/or learning disabilities. You will be supported on an individual basis, as appropriate, and, if necessary, changes made to the curriculum, teaching styles and assessment practices. Arrangements are made to ensure that you receive appropriate support during your work based learning experience.

Technicians will be on-hand to help with the use of learning technologies throughout the programme. The Learning Support Centre team can assist with accessing literature aligned to the specific modules and electronic access to appropriate and authoritative sources.

Learners are supported throughout their studies to engage in activities designed to elicit their feedback aligned to the content and delivery of the programme and are encouraged to offer their opinions on the teaching and learning experiences as well as any relevant peripheral issues. There are regular student meetings during which an elected student representative will collect and collate the feedback and present to the Programme Leader.

Previous students are periodically invited back to discuss their experiences with current learners in terms of progression, both academically and professionally, and offer advice and guidance in relation to maximising potential in their studies and help with the work placement element of the programme. This is further supported by inputs offered from HEI representatives regarding articulation routes available to the learners upon completion of their Foundation Degree.

Learners will also be allocated a Personal Tutor. The Personal Tutor will be proactively involved in the delivery of the programme and will have contact with learners throughout their time at the College. They will support learning and development, including tutorials. Personal tutors will also be able to signpost students to other agencies they may need during their student career.

ProMonitor is used by students and staff to monitor the performance of individual students. Students have individual learning plans and are able to monitor their attendance, punctuality and performance. Tutors use the system to put support in place and set targets for students who are of concern. Regular reviews take place to monitor progress made and ensure students are achieving their potential on the programme.

Library and Academic Support (based in Information Services)

Library and Student Guidance Services offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that learners want to get the most out of their programme, make the best use of their time and find or continue in the career they have always aspired to. Access college support and facilities easily and quickly via our Guidance and Support link.

Learners can access a suite of online self-help resources accessible 24/7 via the college's website and VLE site, Moodle. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with Library advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, e-books and electronic journal titles will, in most cases, be prioritised. Learners can access a wide range of great electronic and print content and they can find out more about key texts and journals for your subject by accessing the library via this link: Library Learning Centre

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives.

Programme Curriculum Map					
Academic Level	**Module Code**	**Module Title**	**Credits**	**Module Status***	**Programme Outcomes achieved**
6	UCBP6020	Research methods and techniques	20	Compulsory	K1, K2, K3,
6	UCBP6021	HRM & Employee Relations	20	Compulsory	K1, K3, K5, S7,S9,
6	UCBP6022	Digital Marketing	20	Compulsory	K3, K4,S4,S5,S8
6	UCBP6023	Project Management	20	Compulsory	K2, K3,
6	UCBP6024	Independent Project	40	Compulsory	K3, S1,S2,S3,S6

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

A failed student will not be permitted to re-register on the same programme

* **Key to Module Statuses**	
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)

Programme Delivery Structure: Full Time – September start – May finish				
Module Code	**Module Title**	**Delivery Pattern**	**Method(s) of Assessment**	**Approximate Assessment Deadline**
		Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long		
UCBP6020	Research methods and techniques	Autumn Semester	1 x portfolio – 100%	Jan 2020
UCBP6021	HRM	Autumn Semester	1x assignment -50% 1 presentation – 50%	Jan 2020
UCBP6022	Digital Marketing	Spring Semester	1 x written assessment – 40% 1x digital portfolio and supporting written assignment – 60%	April 2020
UCBP6023	Project management	Spring Semester	1 x report – 100%	April 2020
UCBP6024	Independent Project	Year Long	Dissertation 100%	May 2020
Students exiting at this point with 120 credits would receive a BA (Hons) Top Up				

Programme Delivery Structure: Full Time – January Start / finish				
Module Code	**Module Title**	**Delivery Pattern**	**Method(s) of Assessment**	**Approximate Assessment Deadline**
		Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long		
UCBP6021	HRM	Autumn Semester	1x assignment -50% 1 presentation – 50%	Jan 2021
UCBP6020	Research methods and techniques	Autumn Semester	1 x portfolio – 100%	Jan 2021
UCBP6023	Project management	Spring Semester	1 x written assessment – 100%	April 2020
UCBP6022	Digital Marketing	Spring Semester	1 x written assessment – 40% 1x digital portfolio and supporting written assignment – 60%	April 2020
UCBP6024	Independent Project	Year Long	Dissertation 100%	Jan 2021
Students exiting at this point with 120 credits would receive a BA (Hons) Top Up				

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	• Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Southport College Higher Education Quality Improvement group • Southport College Self-assessment process
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	• Student Focus Groups • Student Council • Student Governor • Module Evaluation Forms • Programme Evaluation: National Student Survey, • Module/Programme/Personal tutorials • Meeting with external examiners • Employer feedback reviews

Date of Programme Specification Production:	15th May 2019
Date Programme Specification was last updated:	15th May 2019
For further information about this programme, refer to the programme page on the University website	

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK	
Is the placement requirement more than 50% of the programme?	No
If yes, what % of the programme is the placement requirement?	Not applicable
If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	No