Education & Skills
Funding Agency
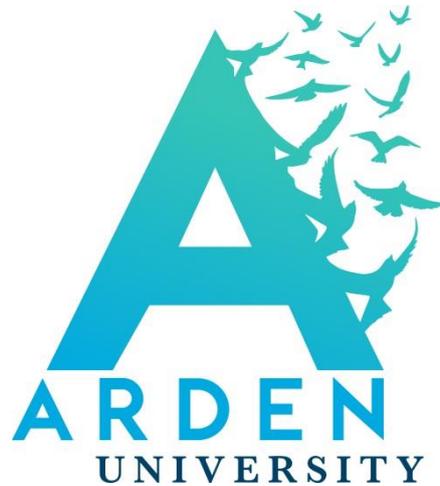
BA (Hons) Business Management (Degree Apprenticeship)

Programme Handbook

Published December 2018
V6

European Union
European
Social Fund

Introduction to the Programme

Welcome to the BA (Hons) Business Management (Degree Apprenticeship) programme.

The BA (Hons) Business Management degree is a conventional three level award requiring 360 credits with 120 at each of levels 4, 5 and 6.

Programme Structure – BA (Hons) Business Management

NOTE: All modules are 20 credits apart from the work based project which is 40 credits

BA (Hons) Business Management		
L4	**L5**	**L6**
Developing Personal & Management Skills	Business Processes	Strategic Management
Understanding the Business Environment	Applied Business Analytics	Marketing Planning
Principles of Marketing	Enterprise & Entrepreneurship	Managing Human Resources
Introduction to Finance	Management Accounting	Application of Project Management Techniques
Business Analysis	Managing Change in Organisations	Work Based Project

Programme Specifications

ARDEN UNIVERSITY QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION

BA (Hons) Business Management

1. Target Award	BA (Hons) Business Management
2. Programme Title	BA (Hons) Business Management
3. Exit Awards	From BA (Hons): BA Business Management (Ordinary) (300 Credits at least 100 of which are AU) Diploma of Higher Education (240 Credits) Certificate of Higher Education (120 Credits)
4. Programme Leader(s)	Paulette Wisdom
5. Delivery Model	P/T Online & Workplace (Blended)
6. Start date	January 2017
7. Programme Accredited by *(PSRB or other, if applicable)*	CMI accreditation will be sought post-validation The programme forms part of the Chartered Manager Degree Apprenticeship and completion of the whole of this allows for Chartered Manager status.
8. UCAS Code *(If applicable)*	
9. Relevant QAA subject benchmark statement	QAA Subject Benchmarks 2015
10. Programme Aims	

The overall aim of the BA (Hons) Business Management degree is to provide the degree element of the Degree Apprenticeship. In doing so, it will enable students to acquire knowledge, understanding and a range of practical skills relating to key and inter-connected business and management disciplines. The BA (Hons) Business Management degree is for professional managers who take lead responsibility for people, projects, operations and/or services to deliver long term organisational success. It is applicable to existing or aspiring professional managers from all sectors - the private, public or third sector - and all sizes of organisation. It will typically take 4 years to complete, although the exact duration will be dependent on the previous experience of the individual.

 Simultaneously, students will develop a range of transferrable work based skills that will assist them as they pursue business and management careers or further relevant study. The full degree will:

- enable students to develop professional level skills and understanding across a range of business and management disciplines.
- emphasise understanding and responsiveness to change and consideration of the future of organisations and the external environment in which they operate.
- promote understanding of the key aspects of current practice and the interconnectedness of in the field of business and management, while acknowledging current and emerging developments in related disciplines.
- equip students with the essential employability skills and tools to work professionally and ethically in a business environment, and to be effective practitioners when working independently and when collaborating with others as part of multidisciplinary and diverse teams.
- enable students to communicate effectively through a variety of media and presentational forms used as utilised in business contexts.

- equip students to work within multicultural settings and to appreciate the complexity of decision making in such contexts.
- develop those entrepreneurial skills which best support the growth of enterprise and the creation of new businesses.
- provide an intellectually stimulating online academic environment in which students can develop confidence as independent learners and as members of an international community of learners and thereby inspire students to become lifelong learners.

In addition, AU aim to break down barriers to formal, traditional education by providing an innovative and flexible programme which is equally accessible to all, and provides high quality education which enables students to acquire knowledge, understanding and a range of practical and professional skills relating to their chosen discipline in a variety of geographical and cultural settings.

11. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
11a. Knowledge and understanding	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
With due regard to the QAA Subject Benchmarks 2015, the intended programme learning outcomes are for students to: A1 Understand the external environment in which organisations operate, locally, nationally and internationally and its impact upon the strategy, behaviour, management and sustainability of organisations including how they are managed wherever they are. A2 Utilise a range of data sources and business tools to understand how organisations respond to change and improve business performance. A3 Recognise the importance of individual and corporate behaviours and cultures which exist within and between organisations and their influence upon the external environment.	Acquisition of knowledge and understanding is facilitated through either: • a combination of online learning blended with face to face learning which will include: workshops and tutorials; group discussions, and; independent and directed study; supported throughout by comprehensive online teaching materials and broader resources; or • online learning which will include facilitated group discussion; independent and directed study; supported throughout by comprehensive online teaching materials and broader online resources. We achieve this through a pedagogy that includes project work, group forums and project-based activities. That is: **Asynchronous** • Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our VLE • Guided group / project based work	Assessment methods and strategies: Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area. Assessment methods include case study analysis, written essay, critical self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.

A4 Analyse the internal aspects of organisations, their functions and processes including their diverse nature, purposes, structures, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence upon the external environment. A5 Apply a range of theoretical management concepts, models and processes to decision-making in the organisation and future planning, practical organisational or industry sector issues or problems, displaying sensitivity to differing cultural and ethical contexts in decision making.	• Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves • Podcasts and narrated PowerPoints **Synchronous** • Face to face seminars where theory and practice are integrated. • Independent and directed student study, supported throughout by comprehensive teaching materials and resources. • Guided group / project based work Throughout, the learner is encouraged to undertake independent study to both supplement and consolidate what is being learnt and to broaden their individual knowledge and understanding of the subject. Learning is facilitated largely by set tasks with regular tutor support including small group forums. This allows students to not only discuss with staff their own work and progress, but to also see other students' work and to engage in the discussions that relate to the work of their peers. There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, and time constrained set work. Our assessment strategy informs how feedback is supplied by tutors at the formative and summative	

	assessment phases. Developing critical analysis through a structured taxonomy is encouraged as students' progress through levels 4 - 6 levels culminating in a work based project. All students complete an induction module prior to starting on subject discipline units of work. The induction module requires students to undertake a range of tasks that both test and develop subject specific and online pedagogical knowledge, understanding and skills.	
11b. Intellectual (thinking) skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
Students will be expected to: B1 Engage in critical thinking and be able to accurately identify issues and formulate an articulate response in given contexts. This will include the selection and synthesis of information from a variety of sources, discerning between assumptions and evidence. B2 Apply theoretical concepts and practical techniques to problem solving and decision-making in order to generate solutions to complex business problems.	Intellectual skills (B1 – B5) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development is further encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers (in online forums/debates). Specific modules support the development of quantitative and qualitative analysis, and the development of self-reflective skills. In addition, the student's thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis, judgement and self-reflection in the development of solutions. Throughout, the learner is encouraged to develop intellectual skills by undertaking further independent study and research in order to further consider a range of perspectives.	Assessment methods and strategies: Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, critical self-reflection, portfolios of evidence, sector report production, preparation of a targeted plan, etc. In addition it should be noted that students will be required to evidence skills acquisition at their place of work;

B3 Analyse, synthesise and interpret diverse quantitative and qualitative data to extrapolate important data/conclusions with which to reach a conclusion based upon logic and evidence. B4 Generalise appropriately to utilise judgement to draw appropriate conclusions and make recommendations from one context to another.		this will be logged in a skills portfolio (**See Appendix B**)
11c. Practical skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
Students will be expected to: C1 Engage in academic debate about the environment of business in a professional and ethical manner. C2 Demonstrate self-management and work productively and independently to produce work in a variety of formats as specified. C3	Practical and professional skills are employed in the production of solutions to real life situations developed through exercises and practical case study type activities culminating in summative assessment tasks as noted in assignment briefs. The important modern day skills of managing or leading projects and/or teams working within differing organisational and national cultures are provided by specific modules, as are specific inputs with an emphasis upon practical functional decision making skills related to business and management knowledge. Practical skills are further developed and integrated through a series of in-course online activities and projects intended to test skills acquired. Group discussion forums provide opportunities for	To support the development of practical skills, students must supply worked materials and evidence in completion of their assignments. Critical reasoning, good presentation and sound evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual setting. Students receive formative feedback on all tasks, activities and assessment which

Present information clearly and coherently in an appropriate form using subject specific terminology.	peer to peer discussion of ideas, progress, the work of others and the strengths and weakness in the work and ideas presented and particularly support the development of C6. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. The in-course activities and assessment process at level 6 particularly emphasise the acquisition of C6, with specific modules devised to highlight the practical differences in business and management skills required in differing contexts.	includes practical examples towards improvement.
C4 Show an ability to read a range of complex academic works suitable for study at undergraduate level, summarising the arguments accurately and weighing up the merits and substance of arguments.		In addition it should be noted that students will be required to evidence skills acquisition at their place of work; this will be logged in a skills portfolio (**See Appendix B**)
C5 Examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis.		
C6 Identify and evaluate alternative academic perspectives to contentious issues in business and management and integrate ideas and findings.		
C7 Formulate research questions, deploy appropriate research methodologies and data collection methods and evaluate research findings examining practical, ethical and theoretical constraints.		
C8		

Demonstrate a confident understanding of problem-solving skills in the environment of business.		
11d. Transferable skills	**The means by which these outcomes are achieved and demonstrated**	**The means by which these outcomes are demonstrated**
Students will be expected to: D1 Communicate succinctly using a variety of communication methodologies at a level suitable for an undergraduate student. D2 Develop interpersonal skills of effective listening, negotiating, persuasion and presentation. D3 Reflect on working effectively in collaboration with others, evaluate own strengths and weaknesses, and acting on feedback. D4 Take responsibility for own learning, acting independently in planning and managing tasks with limited guidance.	Transferable skills are developed throughout the programme. The skills of communication, critical use and acknowledgement of source material especially the internet, and self-management (D1, D2, and D4) are integral to coursework at all levels. Independent study (D4) becomes an increasingly important skill as students' progress, culminating in the writing of the work based project. All modules promote practical application and employability that a student may develop further in their work based project topic at level 6 if they wish. As work becomes progressively more complex at levels 5 and 6, students are required to draw upon their skill sets to manage increasingly large workloads. Students are required to complete a number of assignments and a work based project in level 6 that demonstrate independence and originality, and critical enquiry, and which further enhances communication and self-reflective skills. (D1 and D3)	To embed transferable skills, all assignments must meet time deadlines and word count guidelines as per our policies. All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to engage in critical enquiry and self-reflection, which is rewarded in marking guides. These guides, in line with good practice, are available to students and are included with every assignment brief. In addition it should be noted that students will be required to evidence skills acquisition at their place of work; this will be logged in a skills portfolio (**See appendix B**)

12. Graduate Attributes and the means by which they are achieved and demonstrated
Graduate Attributes
The concept of the Arden University Graduate, based upon the definition of 'graduate attribute' by Bowden et al. (2000) has been developed around 6 attributes E01 – Discipline Expertise E02 – Effective Communication E03 – Responsible Global Citizenship E04 – Professional Skills E05 – Reflective Practitioner E06 – Lifelong Learning   All six attributes are relevant to this programme and form a specific learning outcome in each module.
The means by which these outcomes are achieved and demonstrated
The achievement of these attributes is integrated into all programmes of study curricula, unit study tasks (individual and group work) and through summative assessment tasks. A contextualised version of the AU Graduate Attributes forms Learning Outcome 5 on the Module Descriptor Forms.

13. Learning and teaching methods and strategies
Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is: Asynchronous   - Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our Virtual Learning Environment   - Guided group / project based work   - Research tasks   - Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves   - Podcasts and narrated PowerPoints   Synchronous   - Online seminars facilitated by 'Adobe Connect' where theory and practice are integrated.   - Live chats.   - Face to face classroom sessions. Learning undertaken online via our '**ilearn**' VLE will be underpinned in face to face seminars.   The balance between online and face to face sessions will vary depending on mode. In the case of blended study there will be approximately 15 hours study per module in the classroom.

Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.

Independent study is the cornerstone of the learner experience, supported by subject specialist engagement with the tutor and peer engagement.

Students will be visited in the work place at regular intervals by an AU Tutor who will sign off skills evidence and provide advice with regard to any skill that are proving to be more challenging to achieve.

14. Assessment methods and strategies

Degree Award

A summary of the assessment typologies can be found in Appendix A
Students would be expected to submit assessments in the standard way and these would be graded according to AU grading criteria and follow the usual moderation and external assessment processes. At the end of each module therefore a grade would be recorded and on completing the programme a degree awarded, classified according to the AU Academic Regulations. This would not necessarily mean that that the Apprenticeship had been successfully concluded but simply that the apprentice had met the standards for the award of a degree.

Work Based Learning
Work based activity is an integral part of the award. The skills contained within the standard cannot all be evidenced within the context of a degree framework. While the underpinning knowledge relating to them can be delivered through study of a degree there are some practical aspects that will require work based support.

The culmination of the Apprenticeship is a tri-partite assessment of the candidate with representatives from AU, the employer and a third party assessor. It is proposed that the CMI fulfil the latter role and they have agreed to do so (subject to contract). At this event the candidate will be able to present a portfolio evidencing how the standard has been met. This would comprise artefacts such as: completed assessments; evaluations from the workplace; and other evidence such as presentations, minutes of meetings, business proposals and performance reviews.

How and when an individual demonstrates these skills will depend on the context they are working in. During the first module, a plan of how they will be evidenced will be developed. As part of the programme there will be quarterly reviews, both with the apprentice and a work based manager/mentor, to look at progress and deal with any obstacles that arise. Through this process the apprentice will be encouraged to ensure that both the academic and skills elements are completed on schedule.

Two major reviews will also be held as the student transitions from Level 4 to 5 and 5 to 6. These will take place with the employer and operate as rehearsals for the final panel assessment.

It is not proposed within this award to include any work based assessment that contributes to the degree award.

The assessment strategy includes On-Programme and End Point Assessments.

The 'On-Programme' assessment methods are likely to include an appropriate mix of assignments, reports, practical exercises, projects, and feedback on behaviours via 360 degree feedback or equivalent mechanisms.

In addition, the apprentice will create a portfolio of evidence, which will demonstrate how learning has been applied, their achievements and capabilities. It is a collection of evidence which demonstrates evidence of the skills, knowledge and behaviours an apprentice has acquired against the standard, and supports the attainment of Chartered Manager status.

There will be regular reviews (at least quarterly) between employer and AU with a formal annual assessment of progress.

Towards the end of the programme, the apprentice will undertake a synoptic work-based project, which will bring together elements of their learning from different parts of the programme and show their accumulated knowledge and understanding of management and its application in their organisation.

The End Point Assessment is by a robust panel interview, which will include a presentation on the synoptic work-based project, review of portfolio evidence, and a question and answer session. This combination will fully test that the apprentice meets all the requirements of the standard.

The assessment approach will ensure that apprentices meet the skills, knowledge and behaviour outcomes as defined in the Standard:
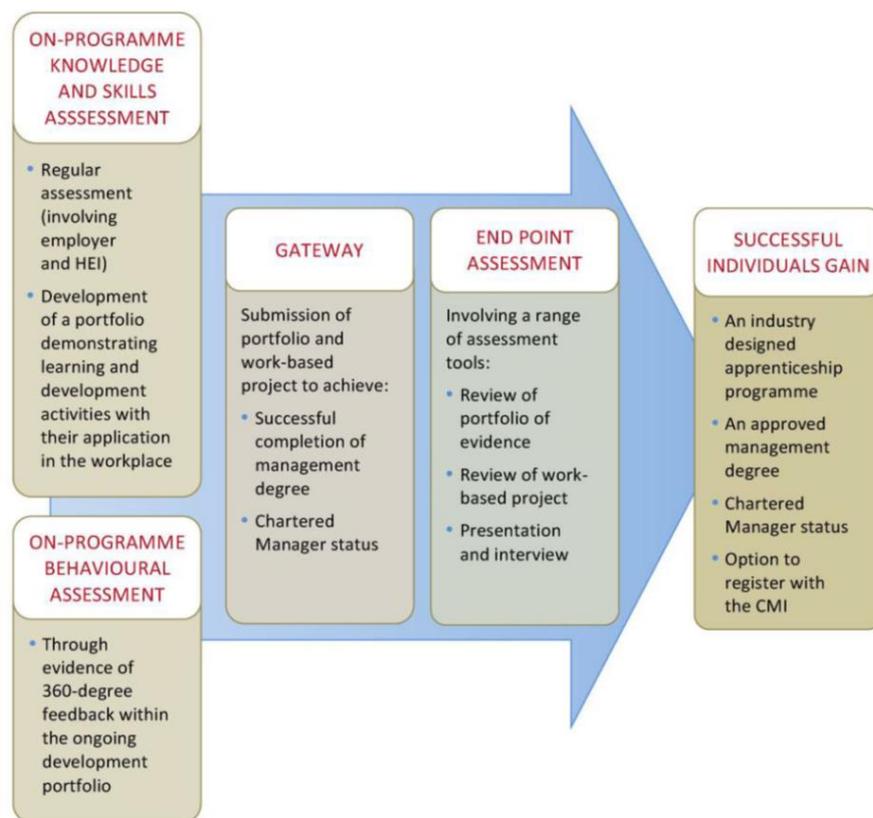
15. Employability

Whilst all of the students on this programme will be in employment, it would be remiss not to consider how we might upskill their employability potential during their time with. Our approach pays due regard to the UKCES report 'The Employability Challenge' (2009a) definition of employability: 'the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require.' Employability is an important strand integrated into the curriculum, learning tasks and summative assessment.

The development of key skills for future employability is reflected and embedded through the AU values (Programme Outcomes C & D) and the AU Graduate Attributes (LO5 on the MDFs). This development is supported throughout the student journey with the suite of tools provided by the Ab Integro Careers Portal on the student home page.

16. Entry Requirements

- Two Subjects at GCE A level or equivalent, plus passes at grade C or above in three subjects at GCSE level or equivalent; or
- Completion of a recognised Access Programme or equivalent.
- IELTS 6.0 (no less than 5.5 in any element) or equivalent for students whose medium of prior learning was not English.
- Candidates who demonstrate an ability to study the programme as evidenced through previous vocational experience will be required to submit a personal statement (of between 350-500 words) that addresses their motivation for undertaking the programme; including their reference contacts, relevant prior experience and qualifications.

17. Programme Structure

Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
HRM4008DA	Developing Personal & Management Skills	20	Core	Portfolio of Personal Development Tasks
BUS4006DA	Understanding the Business Environment	20	Core	Assignment
MKT4003DA	Principles of Marketing	20	Core	Marketing Audit
FIN4003DA	Introduction to Finance	20	Core	24 hr Time Constrained Assessment
BUS4005DA	Business Analysis	20	Core	Individual Assignment
HRM4009DA	People in Organisations	20	Core	Assignment

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
BUS5007DA	Business Processes	20	Core	Case Study
BUS5008DA	Applied Business Analytics	20	Core	Report and Practical Data Analysis
BUS5009DA	Enterprise & Entrepreneurship	20	Core	Business Plan and Business Idea Pitch
FIN5010DA	Management Accounting	20	Core	Report
BUS5010DA	Managing Change in Organisations	20	Core	Case Study
BUS5011DA	Managing Across Cultures	20	Core	Report

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
BUS6006DA	Strategic Management	20	Core	Strategic Plan
MKT6002DA	Marketing Planning	20	Core	Marketing Plan
HRM6003DA	Managing Human Resources	20	Core	Report & Reflective Statement
PRM6002DA	Application of Project Management Techniques	20	Core	Report
RES6006DA	Work Based Project	40	Core	Proposal, Project and Reflective Statement

18. Subject:	*Select* *from:*
N100 Business Studies	https://www.hesa.ac.uk/support/documentation/jacs/jacs3-detailed

Last Updated: December 2018 (V3)

Annex – Mapping of Intended Programme Learning Outcomes and Modules

	Programme Learning Outcomes / Modules	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4
Level 4	Developing Personal and Management Skills			X	X	X					X	X	X						X	X	X	X
	Understanding the Business Environment	X			X	X		X	X		X		X	X								X
	Principles of Marketing	X	X	X	X	X	X	X		X	X		X	X								X
	Introduction to Finance	X	X			X		X	X		X		X	X								X
	Business Analysis	X			X		X	X		X			X			X				X		
	People and Organisations	X			X			X	X			X	X	X								
Level 5	Business Processes	X	X	X	X		X	X	X		X		X									X
	Applied Business Analytics		X			X	X	X	X	X	X			X	X							X
	Enterprise and Entrepreneurship	X	X		X	X	X			X			X	X	X			X			X	X
	Management Accounting	X				X			X			X		X				X	X			X
	Managing Across Cultures			X	X									X								X
	Managing Change in Organisations	X	X				X	X	X	X	X		X					X				X
Level 6	Strategic Management	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X					X
	Marketing Planning	X					X	X										X	X			X
	Managing Self & Others			X	X	X	X			X		X	X	X	X	X	X	X	X	X	X	X

Programme Learning Outcomes / Modules	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4
Application of Project Management Techniques	X				X	X			X					X			X				X
Work Based Project	X	X			X	X	X	X	X	X	X	X		X	X	X	X		X		X