BA (Hons) Business (Finance) with Foundation Year

1.	Target Award	BA (Hons)
2.	Programme Title	BA (Hons) Business (Finance) with Foundation Year
3.	Exit Awards	Foundation Certificate Certificate of Higher Education in Business with Foundation Year Diploma of Higher Education in Business (Finance) with Foundation Year BA (Ordinary) Business (Finance) with Foundation Year
4.	Programme Leader(s)	Paulette Wisdom
5.	Delivery Model	Online
6.	Start date	September 2019
7.	Programme Accredited by *(PSRB or other, if applicable)*	CMI
8.	UCAS Code *(If applicable)*	
9.	Relevant QAA subject benchmark statement	General Business Management (2007)

10. Programme Aims

The overall aim of the Arden University BA (Hons) Business (Finance) with Foundation Year is to enable students to acquire knowledge, understanding and a range of skills relating to key business and financial disciplines which are applicable to a range of commercial and non-commercial sectors in diverse settings. More specifically it is the aim to develop skills and understanding specific to financial and management accounting and basic economics study including the design and operation of financial systems, structures and instruments and, in particular, to understand the pricing of financial assets, the measurement and management of risk, and the possibilities for value maximising behaviour by the firm and household from a variety of perspectives. Simultaneously students will develop a range of transferrable skills that will aid them as they pursue business and /or financial careers or further relevant study.

More specifically at Level 3 it will:
- enable learners to confidently identify and use relevant understanding, methods and skills to complete tasks and address problems.
- equip learners with basic numeracy, academic and research skills in preparation for future undergraduate study.
- enable learners to take responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters.
- reflect awareness of different perspectives or approaches when collaborating with others within an area of study or work.
- enable learners to develop a basic understanding across a range of management and technology disciplines.

At Levels 4-6 it will:
- enable students to build upon their areas of strength, career aspirations and current challenges, using innovative and flexible distance learning strategies.
- enable students to develop professional level skills in finance, accounting and economics, supplemented by an understanding of a range of business and management disciplines.
- promote understanding of the key aspects of current practice in the field of finance, accounting and economics while acknowledging current and emerging developments in related disciplines.

- equip students with the essential skills and tools to work professionally in a business, management and/or financial situation develop student's ability to communicate effectively through a variety of media and presentational forms to specialist and non-specialist audiences.
- equip students with the subject specific knowledge and skills and to work within diverse settings and to appreciate the complexity of financial decision making in local, national and global contexts.
- provide a stimulating online academic environment in which students as independent learners can develop confidence, competence and skills as part of a community of learners and thereby to inspire students to become lifelong learners.

The programme provides for a Level 6 (Honours level) only. Entrants into it will possess a Business related a Diploma, for example a HND, and will join with 240 credits. The programme is designed to provide opportunities for students to develop their knowledge and skills in business in a flexible way. Learning materials have been developed which allow students to maximise the time they have available for study and the programme structure allows students to determine the pace at which they learn. The programme also provides a range of supports for distance learning students thereby allowing international access.

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**
At Level 3: With due regard to the QAA Recognition Scheme for Access to HE: The Access to Higher Education Diploma specification 2018, the intended programme learning outcomes are for students at Level are to: A1/0 Use factual, procedural and theoretical understanding to complete tasks At Levels 4-6: A1 Utilise financial statements, analyse and correctly interpret written, visual and graphical data. A2 Evaluate the appropriateness of the structures, functions, processes and management priorities of a business organisation including its governance to achieve its strategic objectives. A3 Interpret a range of financial data including that arising in the context of accounting statements and data generated in financial markets, and analyse and interpret written, visual and graphical data to improve business performance A4 An understanding of financial service activity in the economy, and an appreciation of how finance theory and	Acquisition of knowledge and understanding (A1 – A6) at all levels is 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 VLE ▪ Guided group / project-based work ▪ 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 ▪ Narrated PowerPoint's Synchronous ▪ Online seminars facilitated by VOIP's where theory and practice are integrated. ▪ Live chats ▪ Classroom based teaching (lectures, seminars & tutorials) 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 engagement with a specialist tutor and peer engagement.	Assessment methods and strategies: Our assessment strategy engages 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 financial case study, production of financial statements and analysis of them, time constrained assessments, development of a targeted plans.

evidence can be employed to interpret these services. A5 Apply the major theoretical tools and theories of finance, and their relevance and application to theoretical and practical problems in a variety of contexts, local, national and global.	There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans etc., and our formative assessment policy informs how feedback is supplied by tutors at the draft assessment phase. Critical analysis is encouraged at all levels culminating in a Dissertation. 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**
At Level 3 B1/0 Apply knowledge and understanding to basic, non-complex situations to solve problems. At Levels 4-6: B1 Identify financial issues and formulate appropriate methods of investigation and evaluation to the solution of complex problems B2 Select, synthesise, and critically evaluate arguments and evidence from a variety of sources. B3 Analyse and draw reasoned conclusions concerning problems from a given set of financial data and applying theoretical concepts and practical techniques to problem solving. B4 Interpret and appraise quantitative and qualitative financial data, thereby	Acquisition of intellectual (thinking) skills (B1 – B5) at all levels is achieved 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 VLE ▪ Guided group / project-based work ▪ 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 ▪ Narrated PowerPoint's ▪ Time constrained tests Synchronous	Assessment methods and strategies: Intellectual skills (B1 – B6) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual and cognitive development is further encouraged via formative assessment tasks including case study analysis, set briefs, in-module activities, and discussion with tutors and peers (in online forums/debates). All 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

displaying numeracy skills including data analysis, interpretation and extrapolation. B5 Utilise communication and information technologies in acquiring, analysing and communicating financial information.	▪ Online seminars facilitated by VOIP's where theory and practice are integrated. ▪ Live chats ▪ Classroom based teaching (lectures, seminars & tutorials) 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 engagement with a specialist tutor and peer engagement.	which requires and rewards learners for the demonstration of problem solving, analysis, judgement and self-reflection in the development of solutions.
11c. Practical skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
Level 3 C1/0 Demonstrate a range of core academic skills to support study at undergraduate level. C2/0 Identify, access and evaluate a range of information sources for currency, scope and credibility. At Levels 4-6: C1 Select effective information collection methods and appropriate analytical tools. C2 Select and utilise financial management tools in the construction of financial projects and decision-making. C3 Plan effectively. C4 Articulate reasoned evidence and conclusions.	Practical and professional skills are employed in the production of solutions to real life financial situations developed through set briefs, exercises and practical activities. The important modern-day skills of managing projects, working within differing organisational and global contexts are provided by specific modules, as are specific inputs with an emphasis upon practical functional decision-making skills related to financial management, decision making and reporting; management accounting; managing others; and managing knowledge. Practical skills are further developed and integrated through a series of in-course online activities and projects intended to test skills acquired. (C1 - C3). Group forums provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented and particularly support the development of C4. 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 in the final year particularly emphasise the acquisition of C5 with	Assessment methods: To support the development of practical skills, students must supply worked materials and evidence in how conclusions are reached in support 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 activities and assignments, this includes practical examples for improvement in the application of theory to practice

C5 Demonstrate flexibility in adapting to different business contexts and financial systems and structures	specific modules devised to highlight the practical differences in financial and accounting management skills required in differing contexts.	to help them improve both aspects of their skill base.
11d. Transferable skills	**The means by which these outcomes are achieved and demonstrated**	**The means by which these outcomes are demonstrated**
D1/0 Use effective written communication skills in a variety of tasks which are suitable for a specified audience. At Levels 4-6: D1 Communicate effectively through a variety of media. D2 Utilise appropriate IT software and critically evaluate internet sources. D3 Work effectively on his/her own as an independent learner and demonstrate understanding of being part of a global virtual team, taking personal responsibility for their own efforts and outputs in the spirit of critical and self-reflective enquiry. D4 Utilise financial problem-solving skills in a variety of theoretical and practical situations and diverse contexts including the areas of enterprise and entrepreneurship. D5 Manage time effectively by learning to plan and prioritise work in order to meet specified deadlines.	Transferable skills (D1 – D6) are developed throughout the programme. The skills of communication, critical use of source material especially the internet, and self-management (D1, D2, D3) are integral to coursework at all levels. Personal responsibility (D3) becomes an increasingly important skill as students' progress, culminating in the writing of the Dissertation. Modules increasingly include content with regard to the global financial business environment and matters of culture. The Managing Across Cultures module at level 5, combined with the Contemporary Management Issues module at level 6 provide a targeted focus for these aspects in also evidenced in the supporting materials and assessments used throughout the programme. As work becomes more progressively more complex at levels 5 and 6, students are required to draw upon their skill sets to manage increasingly large workloads. (D5). Students are required to complete a number of assignments and a Dissertation in level 6 that demonstrate independence and originality, and critical enquiry, and which further enhance communication and self-reflective skills. (D3 – D5)	Assessment methods and strategies: To develop transferable skills all assignments must meet time deadlines and word count guidelines. 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 adopt a spirit of critical enquiry and self-reflection which is rewarded in marking guides. These guides are shared with students.

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, particularly E01, E02 and E04.

The means by which these outcomes are achieved and demonstrated

The achievement of these attributes is integrated into all programmes of study curriculum, unit of study tasks (individual and group work) and through summative assessment tasks.

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.

For Online Learners:

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

For Blended Learners:

Synchronous

- Face to face activity workshops and 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

Based upon the profile of our typical student profile, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Developing independent study skills is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor and academic skills team. There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage.

14. 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 production of financial statements, case study analysis, interactive formative time constrained tests, sector report production, preparation of a targeted sector plan, etc.

15. Employability

Our approach is based upon 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 and as a result, employment prospects / posts of further responsibility are enhanced. This may be through enhanced skills development or further (professional) accreditation.

16. Entry Requirements

- 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 a personal statement (of between 350-500 words) or interview taking into account:
- their motivation for undertaking the programme
- relevant work experience
- prior qualifications
- references

17. Programme Structure

Level 3

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
	Developing Academic Skills	20	C	Portfolio of tasks
	Using Numeracy, Data & IT	20	C	Portfolio of 2-3 tasks
	Research Skills and Using Information	20	C	Portfolio including PowerPoint slides with speaker notes and a research report
	Values, Ethics & Working Collaboratively	20	C	Portfolio of 3-4 tasks
	Structure of Business	20	C	Portfolio of tasks
	Technology in Organisations	20	C	Portfolio of tasks

Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
HRM4001	Developing Personal and Management Skills	20	Core	Portfolio of Personal Development Tasks
BUS4001	Understanding the Business Environment	20	Core	Assignment
MKT4001	Principles of Marketing	20	Core	Case Study based Assignment
HRM4002	People in Organisations	20	Core	Assignment
FIN4001	Introduction to Finance	20	Core	24 hr Time Constrained Assessment
FIN4002	Management Accounting	20	Core	24 hr Time Constrained Assessment

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
BUS5001	Managing Across Cultures	20	Core	Report
BUS5002	Business Processes	20	Core	Case Study
BUS5003	Enterprise and Entrepreneurship	20	Core	Business Plan and Business Idea Pitch
BUS5004	Business Analysis	20	Core	Individual Assignment
FIN5001	Financial Reporting	20	Core	Financial Analysis and Report
FIN5002	Financial Auditing	20	Core	Coursework

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
BUS6001	Contemporary Management Issues	20	Core	Report
BUS6002	Strategic Management	20	Core	Case Study
HRM6001	Managing Self and Others	20	Core	Career Development Strategy
FIN6001	Financial Decision Making	20	Core	Financial Analysis and Report
RES6001	Research Methods and Dissertation	40	Core	Major Project (Dissertation)

18. Subject: **N340 Financial Management**	*Select from:* https://www.hesa.ac.uk/component/content/article?id=1787

Last Updated: 03.06.19

Mapping of Programme Learning Outcomes and Modules – Level 3

	Modules	Module Type	A1/0	B1/0	C1/0	C2/0	D1/0
Level 3	Developing Academic Skills	C	√		√	√	√
	Using Numeracy, Data & IT	C			√		
	Values, Ethics & Working with Others	C	√	√			√
	Research Skills and Using Information	C	√		√	√	√
	Structure of Business	C	√	√		√	√
	Technology in Organisations	C	√	√		√	√

Annex – Mapping of Intended Programme Learning Outcomes and Modules

	Modules	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Level 4	Developing Personal and Management Skills							x			x	x		x	x		x	x	x	x	x
Level 4	Understanding the Business Environment	x			x		x			x	x	x		x			x		x		x
Level 4	Principles of Marketing		x				x						x	x	x	x	x		x		x
Level 4	People in Organisations										x	x		x	x	x	x		x		x
Level 4	Introduction to Finance		x		x		x		x	x		x	x		x				x	x	x
Level 4	Management Accounting		x	x			x	x	x			x	x		x				x	x	x
Level 5	Managing Across Cultures					x		x				x		x	x	x	x		x		x
Level 5	Business Processes	x	x	x	x		x	x	x			x		x			x			x	x
Level 5	Enterprise and Entrepreneurship		x		x	x		x	x			x		x	x	x	x		x	x	x
Level 5	Business Analysis	x		x		x	x	x	x	x	x	x	x	x	x	x			x	x	x
Level 5	Financial Reporting		x		x	x	x	x	x	x	x	x	x		x	x	x		x	x	x
Level 5	Financial Auditing	x	x		x		x		x	x	x		x		x	x			x	x	x
Level 6	Contemporary Management Issues		x	x	x			x					x	x		x	x		x		x
Level 6	Strategic Management							x		x		x		x	x	x	x		x		x
Level 6	Managing Self and Others	x			x	x	x					x	x	x	x		x	x	x		x
Level 6	Financial Decision Making	x	x	x	x	x	x	x	x	x		x	x		x	x			x	x	x
Level 6	Research Methods and Dissertation	x	x			x	x	x	x	x	x	x	x	x	x			x	x	x	x

BA (Hons) Business (Human Resource Management) with Foundation Year

1. Target Award	BA (Hons)
2. Programme Title	BA (Hons) Business (Human Resource Management) with Foundation Year
3. Exit Awards	Foundation Certificate Certificate of Higher Education in Business with Foundation Year Diploma of Higher Education in Business (Human Resource Management) with Foundation Year BA (Ordinary) Business (Human Resource Management) with Foundation Year
4. Programme Leader(s)	Paulette Wisdom
5. Delivery Model	Online
6. Start date	September 2019
7. Programme Accredited by *(PSRB or other, if applicable)*	CMI
8. UCAS Code *(If applicable)*	
9. Relevant QAA subject benchmark statement	General Business Management (2007)

10. Programme Aims

The overall aim of the Arden University BA (Hons) Business (Human Resource Management) with Foundation Year is to enable students to acquire knowledge, understanding and a range of practical skills relating to the theory and practice of strategic HRM which are applicable to a range of commercial and non-commercial sectors, and in a variety of geographical and cultural settings. In particular, it seeks to develop skills and understanding specific to Strategic HRM and the role of the HR function in a wide range of organizational contexts. Simultaneously students will develop a range of transferrable skills that will aid them as they pursue business careers or further relevant study.

More specifically at Level 3 it will:
- enable learners to confidently identify and use relevant understanding, methods and skills to complete tasks and address problems.
- equip learners with basic numeracy, academic and research skills in preparation for future undergraduate study.
- enable learners to take responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters.
- reflect awareness of different perspectives or approaches when collaborating with others within an area of study or work.
- enable learners to develop a basic understanding across a range of management and technology disciplines.

At Levels 4-6 it will:
- enable students to build upon their areas of strength, career aspirations and current challenges, using innovative and flexible distance learning strategies.
- allow students to develop professional level skills in HRM, supplemented by an understanding of a range of associated business disciplines.
- promote understanding of the key aspects of current practice in the field of HRM while acknowledging current and emerging developments in related disciplines, local, national and international

- prepare students with the essential skills and tools to work professionally in any business environment and to be an effective and professional HR practitioner, when working independently and when collaborating with others as part of multidisciplinary teams.
- enable students to develop effective communication skills through a variety of media and presentational forms to specialist and non-specialist audiences wherever they may be
- prepare students to work within local, national and global settings and to appreciate the complexity of decision making in such contexts.
- develop an awareness of those entrepreneurial skills which best encourage the growth of enterprise and support the creation of new businesses
- provide a stimulating online academic environment in which students can develop confidence as practitioners, and as individuals who are part of a highly engaged community of learners and thereby to inspire students to become lifelong learners.

The programme provides for a Level 6 (Honours level) only. Entrants into it will possess a Business related a Diploma, for example a HND, and will join with 240 credits. The programme is designed to provide opportunities for students to develop their knowledge and skills in business in a flexible way. Learning materials have been developed which allow students to maximise the time they have available for study and the programme structure allows students to determine the pace at which they learn. The programme also provides a range of supports for distance learning students thereby allowing international access.

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**
At Level 3: With due regard to the QAA Recognition Scheme for Access to HE: The Access to Higher Education Diploma specification 2018, the intended programme learning outcomes are for students at Level are to: A1/0 Use factual, procedural and theoretical understanding to complete tasks At Levels 4-6: A1 Evaluate the meaning and purpose of strategic HRM, appraise the role of the HRM function in its organisational context, and analyse the strategic contribution of HRM to organisational effectiveness A2 Utilise HRM and business research to improve HRM and business performance, and analyse and interpret written, visual and graphical data. A3 Recognise the importance of collecting relevant data, and the variety or information sources, both primary and secondary on issues relevant to strategic HRM A4 Analyse leading issues in HRM which have business implications and have a clear view of the contemporary and cross-cultural issues facing modern HR managers.	Learning and teaching methods and strategy: Acquisition of knowledge and understanding (A1 – A5) at all levels is 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 VLE ▪ Guided group / project-based work ▪ 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 ▪ Podcast and narrated PowerPoints Synchronous ▪ Online seminars facilitated by VOIP's where theory and practice are integrated. ▪ Live chats ▪ Classroom based teaching (lectures, seminars & tutorials) 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 peer engagement and engagement with the tutor.	Assessment strategy: Our assessment strategy engages 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 time constrained examinations, case study analysis, written essay, development of a targeted plan, etc.

A5 Apply a range of theoretical HR concepts to practical organisational or industry sector issues or problems, displaying sensitivity to differing cultural and ethical contexts in decision making.	There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans etc and our formative assessment policy informs how feedback is supplied by tutors at the draft assessment phase. Critical analysis is encouraged at all levels culminating in a Dissertation.	
11b. Intellectual (thinking) skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
At Level 3 B1/0 Apply knowledge and understanding to basic, non-complex situations to solve problems. At Levels 4-6: B1 Identify HRM-related issues and formulate appropriate methods of investigation and evaluation as a result of selection and synthesise of information from a variety of sources. B2 Apply theoretical HRM, business and management concepts and practical techniques to the solution of complex problems B3 Analyse, evaluate and interpret quantitative and qualitative data, thereby display numeracy and quantitative skills including data analysis, interpretation and extrapolation. B4 Utilise judgement to draw appropriate conclusions and make recommendations concerning HRM, business and management issues B5 Reflect upon the activities of others and their own impact and effectiveness in a	Learning and teaching methods and strategies: Intellectual skills (B1 – B5) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development (B5) 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, informed judgement and self-reflection in the development of solutions, and a willingness to explore a range of media. Throughout, the learner is encouraged to develop intellectual skills further by undertaking further independent study and research.	Assessment strategy: Intellectual skills are assessed through a combination of in-course formative exercises and summative assignments, including the submission of portfolios of self-reflective evidence, organisation/HRM analyses, qualitative and quantitative judgements based upon case study, time constrained tests and research reports/ dissertation.

variety of inter- and intra- personal contexts		
11c. Practical skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
Level 3 C1/0 Demonstrate a range of core academic skills to support study at undergraduate level. C2/0 Identify, access and evaluate a range of information sources for currency, scope and credibility. At Levels 4-6: C1 Select effective information collection methods and select appropriate analytical tools relevant to HRM, business and management. C2 Select and utilise management tools in the construction of business projects and decision-making which are HRM-related. C3 Plan effectively. C4 Articulate reasoned evidence and conclusions on HRM, business and management issues. C5 Demonstrate flexibility in adapting to different business contexts.	Practical and professional skills are employed in the production of solutions to real life situations developed through set briefs, exercises and practical activities. The important modern-day skills of managing projects, 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 strategic HRM including HRM strategy and planning, recruitment and selection, employee relations, employee engagement, compensation and benefits, talent management and development, performance management, International HRM, and diversity. Practical skills are further developed and integrated through a series of in-course online activities and projects intended to test skills acquired. (C1 - C3). Group forums provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented and particularly support the development of C4. 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 in the final year particularly emphasise the acquisition of C5 with specific modules devised to highlight the practical differences in management skills required in differing contexts.	To support the development of practical skills, students must supply worked materials and evidence in support 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 feedback on all activities and assignments, this includes practical examples for improvement in the application of theory to practice to help them improve both aspects of their skill base.
11d. Transferable skills	**The means by which these outcomes are achieved and demonstrated**	**The means by which these outcomes are demonstrated**
D1/0 Use effective written communication skills in a variety of tasks which are suitable for a specified audience.	Transferable skills (D1 – D5) are developed throughout the programme. The skills of communication, critical use of and acknowledgement of source material especially the internet, and self-management (D1, D2and D3) are integral to coursework at all	To develop and embed transferable skills all assignments must meet time deadlines and word count guidelines as guided by our policies. All assessed

At Levels 4-6:	levels. Independent study (D3) becomes an increasingly important skill as students' progress, culminating in the writing of the Dissertation.	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.
D1 Communicate effectively through appropriate media.		
D2 Utilise appropriate IT software and critically evaluate internet sources.	All modules promote practical application and employability that a student may develop further in their Dissertation topic at level 6 if they wish.	
D3 Work effectively on his/her own and demonstrate understanding of being part of a global virtual team, while taking personal responsibility for their own efforts and outputs in the spirit of individual, critical and self-reflective enquiry	Modules increasingly include content with regard to the global business environment and matters of culture.	
D4 Utilise problem-solving skills in a variety of theoretical, practical, cultural contexts including the areas of enterprise and entrepreneurship.	The Managing Across Cultures module at level 5, combined with the Contemporary Management Issues module at level 6 provide a targeted focus for these aspects in also evidenced in the supporting materials and assessments used throughout the programme.	
D5 Manage time effectively by learning to plan and prioritise work in order to meet specified deadlines.	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. (D5). Students are required to complete a number of assignments and a Dissertation in level 6 that demonstrate independence and originality, and critical enquiry, and which further enhance communication and self-reflective skills. (D3 – D5).	

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, especially E01, E02, E04 and E05.
The means by which these outcomes are achieved and demonstrated
The achievement of these attributes is integrated into all programmes of study curriculum, unit of study tasks (individual and group work) and through summative assessment tasks.

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. **For Online Learners:** 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   **For Blended Learners:** Synchronous   - Face to face activity workshops and 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   Based upon the profile of our typical student profile, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Developing independent study skills is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor and academic skills team. There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage.

14. 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 sector plan, time constrained tests, etc.

15. Employability

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 and as a result, employment prospects / posts of further responsibility are enhanced. This may be through enhanced skills development or further (professional) accreditation, for example.

16. Entry Requirements

- 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 a personal statement (of between 350-500 words) or interview taking into account:
- their motivation for undertaking the programme
- relevant work experience
- prior qualifications
- references

17. Programme Structure

Level 3

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
	Developing Academic Skills	20	C	Portfolio of tasks
	Using Numeracy, Data & IT	20	C	Portfolio of 2-3 tasks
	Research Skills and Using Information	20	C	Portfolio including PowerPoint slides with speaker notes and a research report
	Values, Ethics & Working Collaboratively	20	C	Portfolio of 3-4 tasks
	Structure of Business	20	C	Portfolio of tasks
	Technology in Organisations	20	C	Portfolio of tasks

Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
HRM4001	Developing Personal and Management Skills	20	Core	Portfolio of Personal Development Tasks
BUS4001	Understanding the Business Environment	20	Core	Assignment
MKT4001	Principles of Marketing	20	Core	Case Study based Assignment
FIN4001	Introduction to Finance	20	Core	24 hr Time Constrained Assessment
HRM4002	People in Organisations	20	Core	Assignment
HRM4003	Managing Human Resources	20	Core	Report & Reflective Statement

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
BUS5001	Managing Across Cultures	20	Core	Report
BUS5002	Business Processes	20	Core	Case Study
BUS5003	Enterprise and Entrepreneurship	20	Core	Business Plan and Business Idea Pitch
BUS5004	Business Analysis	20	Core	Individual Assignment
HRM5001	Planning Human Resources	20	Core	HR Plan and Reflective Statement
BUS5006	Managing Change in Organisations	20	Core	Case Study

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
BUS6001	Contemporary Management Issues	20	Core	Report
BUS6002	Strategic Management	20	Core	Case Study
HRM6001	Managing Self and Others	20	Core	Career Development Strategy
HRM6002	Strategic Issues in Human Resource Management	20	Core	Assignment and Reflective Statement
RES6001	Research Methods and Dissertation	40	Core	Major Project (Dissertation)

18. Subject: **N600 Human Resource Management**	*Select from:* https://www.hesa.ac.uk/component/content/article?id=1787

Last Updated: 03.06.19

Mapping of Programme Learning Outcomes and Modules – Level 3

	Modules	Module Type	A1/0	B1/0	C1/0	C2/0	D1/0
Level 3	Developing Academic Skills	C	√		√	√	√
	Using Numeracy, Data & IT	C			√		
	Values, Ethics & Working with Others	C	√	√			√
	Research Skills and Using Information	C	√		√	√	√
	Structure of Business	C	√	√		√	√
	Technology in Organisations	C	√	√		√	√

Annex – Mapping of Intended Programme Learning Outcomes and Modules

Level	Modules	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Level 4	Developing Personal and Management Skills		x	x	x	x		x		x	x	x	x	x	x	x			x	x	x
Level 4	Understanding the Business Environment	x	x					x		x	x	x	x	x	x	x			x	x	x
Level 4	Principles of Marketing		x					x		x	x	x	x	x	x	x	x		x		x
Level 4	Introduction to Finance		x	x		x	x	x	x			x						x	x		x
Level 4	People and Organisations									x	x		x	x	x	x			x		x
Level 4	Managing HRM	x	x	x	x	x	x	x	x	x	x	x	x		x	x			x	x	x
Level 5	Managing Across Cultures				x	x		x				x		x	x	x			x		x
Level 5	Business Processes	x	x	x	x		x	x	x			x		x				x		x	x
Level 5	Enterprise and Entrepreneurship		x		x	x		x	x			x		x	x	x	x		x	x	x
Level 5	Business Analysis			x		x	x	x	x	x		x	x		x			x	x	x	x
Level 5	Planning HR	x	x	x	x	x	x	x	x	x		x	x		x	x			x	x	x
Level 5	Managing Change		x		x		x		x	x		x	x	x	x	x			x	x	x
Level 6	Contemporary Management Issues		x		x		x	x	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		x	x	x
Level 6	Managing Self and Others				x	x	x					x	x	x	x		x	x	x		x
Level 6	Strategic Issues in HRM	x		x	x		x		x	x	x		x	x	x				x		x
Level 6	Research Methods and Dissertation	x	x			x	x	x	x	x	x	x	x	x	x			x	x	x	x

BA (Hons) Business (Marketing) with Foundation Year

1. Target Award	BA (Hons)
2. Programme Title	BA (Hons) Business (Marketing) with Foundation Year
3. Exit Awards	Foundation Certificate Certificate of Higher Education in Business with Foundation Year Diploma of Higher Education in Business (Marketing) with Foundation Year BA (Ordinary) Business (Marketing) with Foundation Year
4. Programme Leader(s)	Paulette Wisdom
5. Delivery Model	Online
6. Start date	September 2019
7. Programme Accredited by *(PSRB or other, if applicable)*	CMI
8. UCAS Code *(If applicable)*	
9. Relevant QAA subject benchmark statement	General Business Management (2007) subject to consultation October 2014

10. Programme Aims

The overall aim of the Arden University BA (Hons) Business (Marketing) with Foundation Year is to enable students to acquire knowledge, understanding and a range of practical skills relating to key business and marketing disciplines applicable to a range of commercial and non-commercial sectors, local, national and international. In particular, it seeks to develop skills and understanding specific to marketing planning and strategy, marketing communications and the role of marketers as sources of management intelligence to support effective decision making Simultaneously they will develop a range of transferrable skills that will aid them as they pursue business and marketing careers or further relevant study.

More specifically at Level 3 it will:
- enable learners to confidently identify and use relevant understanding, methods and skills to complete tasks and address problems.
- equip learners with basic numeracy, academic and research skills in preparation for future undergraduate study.
- enable learners to take responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters.
- reflect awareness of different perspectives or approaches when collaborating with others within an area of study or work.
- enable learners to develop a basic understanding across a range of management and technology disciplines.

At Levels 4-6 it will:
- enable students to build upon their areas of strength, career aspirations and current challenges, using innovative and flexible distance learning strategies.
- allow students to develop professional level skills in business marketing, supplemented by an understanding of a range of business disciplines.
- promote understanding of the key aspects of current practice in the field of marketing while acknowledging current and emerging developments in the related disciplines, local, national and global.

- equip students with the essential skills and tools to work professionally in a business situation and to be creative and professional practitioners, when working independently and when collaborating with others as part of multidisciplinary teams.
- enable students to communicate effectively through a variety of media and presentational forms to specialist and non-specialist audiences.
- equip students to work within multicultural settings and to appreciate the complexity of decision making in such contexts.
- develop an awareness of those entrepreneurial skills which best encourage the growth of enterprise and support the creation of new businesses
- provide a stimulating online academic environment in which students can develop confidence as practitioners, and as individuals who are part of a highly engaged community of learners and thereby to inspire students to become lifelong learners.

The programme provides for a Level 6 (Honours level) only. Entrants into it will possess a Business related a Diploma, for example an HND, and will join with 240 credits. The programme is designed to provide opportunities for students to develop their knowledge and skills in business in a flexible way. Learning materials have been developed which allow students to maximise the time they have available for study and the programme structure allows students to determine the pace at which they learn. The programme also provides a range of supports for distance learning students thereby allowing international access.

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**
At Level 3: With due regard to the QAA Recognition Scheme for Access to HE: The Access to Higher Education Diploma specification 2018, the intended programme learning outcomes are for students at Level are to: A1/0 Use factual, procedural and theoretical understanding to complete tasks At Levels 4-6: A1 Evaluate the appropriateness of the structure, functions, processes and management priorities of a business organisation to achieve its strategic marketing objectives. A2 Utilise business research to improve business performance and analyse and interpret written, visual and graphical data. A3 Recognise the importance of collecting relevant data, and the variety or information sources, both primary and secondary. A4 Analyse leading issues in business and have a clear view of the contemporary and cross-cultural issues facing modern managers. A5 Apply a range of theoretical concepts to practical organisational or industry sector issues or problems, displaying	Learning and Teaching methods and strategy: Acquisition of knowledge and understanding (A1 – A5) at all levels is 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 VLE ▪ Guided group / project-based work ▪ 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 PowerPoint's Synchronous ▪ Online seminars facilitated by VOIP's where theory and practice are integrated. ▪ Live chats ▪ Classroom based teaching (lectures, seminars & tutorials) 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.	Knowledge and understanding are assessed through in-module assessments of portfolio submissions, presentations, time-constrained examinations, essay and report-based assignments.

sensitivity to differing cultural and ethical contexts in decision making.	Independent study is the cornerstone of the learner experience supported by engagement with the specialist tutor and peer engagement. There is a requirement for written work at all levels including reports, essays, practical tasks, developed targeted plans etc., and our formative assessment policy informs how feedback is supplied by tutors at the draft assessment phase. Critical analysis is encouraged at all levels culminating in a Dissertation. .	
11b. Intellectual (thinking) skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
At Level 3 B1/0 Apply knowledge and understanding to basic, non-complex situations to solve problems. At Levels 4-6: B1 Identify issues and formulate appropriate methods of investigation and evaluation. B2 Select and synthesise information from a variety of sources. B3 Apply theoretical concepts and practical techniques to the solution of complex problems B4 Analyse, evaluate and interpret quantitative and qualitative data, thereby display numeracy and quantitative skills including data analysis, interpretation and extrapolation. B5 Utilise judgement to draw appropriate conclusions and make contextually relevant recommendations.	Intellectual skills (B1 – B5) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development (B5) is further encouraged via formative assessment tasks including set briefs, in-module activities, case studies, 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 contextually relevant solutions, and a willingness to explore and engage with a range of media. Throughout, the learner is encouraged to develop intellectual skills further by undertaking further independent study and research.	Intellectual skills are assessed through a combination of in-course formative exercises and summative assignments, including the submission of portfolios of self-reflective evidence, financial and statistical analyses, qualitative judgements, and research reports/dissertation.

11c. Practical skills	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
Level 3 C1/0 Demonstrate a range of core academic skills to support study at undergraduate level. C2/0 Identify, access and evaluate a range of information sources for currency, scope and credibility. At Levels 4-6: C1 Select effective information collection methods and select appropriate analytical tools. C2 Select and utilise management tools in the construction of business projects and decision-making. C3 Plan effectively. C4 Articulate reasoned evidence and conclusions. C5 Demonstrate flexibility in adapting to different business contexts, locally, nationally and globally.	Practical and professional skills are employed in the production of solutions to real life situations developed through set briefs, exercises and practical activities. The important modern-day skills of managing projects, 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 market planning and strategy, market intelligence and communications; managing others; and managing knowledge. Practical skills are further developed and integrated through a series of in-course online activities and projects intended to test skills acquired. (C1 - C3). Group forums provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented and particularly support the development of C4. 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 in the final year particularly emphasise the acquisition of C5 with specific modules devised to highlight the practical differences in management skills required in differing contexts.	To support the development of practical skills students must supply worked materials and evidence in support 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 feedback on all activities and assignments, this includes practical examples for improvement in the application of theory to practice to help them improve both aspects of their skill base.
11d. Transferable skills	**The means by which these outcomes are achieved and demonstrated**	**The means by which these outcomes are demonstrated**
D1/0 Use effective written communication skills in a variety of tasks which are suitable for a specified audience. At Levels 4-6: D1 Communicate effectively through appropriate media.	Personal responsibility (D3) becomes an increasingly important skill as students Progress, culminating in the writing of the Dissertation. Modules in level 5 promote the development of entrepreneurial skills that a student may develop further in their Dissertation topic at level 6 if they wish.	To develop transferable skills all assignments must meet time deadlines and word count guidelines. 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

D2 Utilise appropriate IT software and critically evaluate internet sources. D3 Work effectively on his/her own and demonstrate understanding of being part of a global virtual team, taking personal responsibility for their own efforts and outputs as an independent learner in the spirit of critical and self-reflective enquiry. D4 Utilise problem-solving skills in a variety of theoretical and practical situations including the areas of enterprise and entrepreneurship. D5 Manage time effectively by learning to plan and prioritise work in order to meet specified deadlines.	The Managing Across Cultures module at level 5, combined with the Contemporary Management Issues module at level 6 provide a focus for the increased internationalisation of the programme that is also evidence in the supporting materials and assessments used throughout the programme. As work becomes more complex at levels 5 and 6, students are tested on their abilities to respond positively to feedback from a variety of audiences, as well as to manage increasingly large workloads. (D5). Students are required to complete a number of assignments and a Dissertation in level 6 that reward independence and originality, and critical enquiry, and which further enhance communication and self-reflective skills. (D3 – D5).	assignments require students to adopt a spirit of critical enquiry and self-reflection which is rewarded in marking guides. These guides are shared with students.

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.
The means by which these outcomes are achieved and demonstrated
The achievement of these attributes is integrated into all programmes of study curriculum, unit of study tasks (individual and group work) and through summative assessment tasks.

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. **For Online Learners:** 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   **For Blended Learners:** Synchronous   - Face to face activity workshops and 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   Based upon the profile of our typical student profile, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Developing independent study skills is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor and academic skills team. There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage.

14. 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 sector plan, time constrained tests, etc.

15. Employability

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 and as a result, employment prospects / posts of further responsibility are enhanced. This may be through enhanced skills development or further (professional) accreditation for example.

16. Entry Requirements

- 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 a personal statement (of between 350-500 words) or interview taking into account:
- their motivation for undertaking the programme
- relevant work experience
- prior qualifications
- references

17. Programme Structure

Level 3

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
	Developing Academic Skills	20	C	Portfolio of tasks
	Using Numeracy, Data & IT	20	C	Portfolio of 2-3 tasks
	Research Skills and Using Information	20	C	Portfolio including PowerPoint slides with speaker notes and a research report
	Values, Ethics & Working Collaboratively	20	C	Portfolio of 3-4 tasks
	Structure of Business	20	C	Portfolio of tasks
	Technology in Organisations	20	C	Portfolio of tasks

Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
HRM4001	Developing Personal and Management Skills	20	Core	Portfolio of Personal Development Tasks
BUS4001	Understanding the Business Environment	20	Core	Assignment
MKT4001	Principles of Marketing	20	Core	Case Study based Assignment
FIN4001	Introduction to Finance	20	Core	24 hr Time Constrained Assessment
HRM4002	People and Organisations	20	Core	Assignment
MKT4002	Marketing Communications	20	Core	Marketing Plan

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method

BUS5001	Managing Across Cultures	20	Core	Report
BUS5002	Business Processes	20	Core	Case Study
BUS5003	Enterprise and Entrepreneurship	20	Core	Business Plan and Business Idea Pitch
BUS5004	Business Analysis	20	Core	Individual Assignment
MKT5001	Market Intelligence	20	Core	Market Research Report and Narrated PowerPoint
MKT5002	Marketing Planning	20	Core	Marketing Plan

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
BUS6001	Contemporary Management Issues	20	Core	Report
BUS6002	Strategic Management	20	Core	Case Study
HRM6001	Managing Self and Others	20	Core	Career Development Strategy
MKT6001	International Marketing	20	Core	Formal Report
RES6001	Research Methods and Dissertation	40	Core	Major Project (Dissertation)

18. Subject: N500 Marketing	*Select* *from:* https://www.hesa.ac.uk/component/content/article?id=1787

Last Updated: 03.06.19

Mapping of Programme Learning Outcomes and Modules – Level 3

	Modules	Module Type	A1/0	B1/0	C1/0	C2/0	D1/0
Level 3	Developing Academic Skills	C	√		√	√	√
	Using Numeracy, Data & IT	C			√		
	Values, Ethics & Working with Others	C	√	√			√
	Research Skills and Using Information	C	√		√	√	√
	Structure of Business	C	√	√		√	√
	Technology in Organisations	C	√	√		√	√

	Modules	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Level 4	Developing Personal and Management Skills						x	x	x	x	x		x	x	x	x	x		x	x	x
	Understanding the Business Environment	x	x	x		x	x	x	x	x	x	x	x		x	x	x		x	x	x
	Principles of Marketing	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Introduction to Finance	x	x	x				x	x	x	x	x	x		x					x	x
	People and Organisations						x	x	x	x	x		x	x	x	x	x	x		x	x
	Marketing Communications	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Level 5	Managing Across Cultures				x	x		x				x		x	x	x	x		x		x
	Business Processes	x	x	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			x	x	x
	Business Analysis	x	x	x			x	x	x		x	x	x	x	x	x			x	x	x
	Market Intelligence		x	x		x	x		x	x	x	x	x		x					x	x
	Marketing Planning	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Level 6	Contemporary Management Issues		x		x		x	x	x		x	x	x	x	x	x			x	x	x
	Strategic Management	x	x	x	x	x	x	x	x		x	x	x	x		x	x		x	x	x
	Managing Self and Others						x	x	x	x	x		x	x	x	x	x		x	x	x
	International Marketing	x	x	x	x	x	x	x	x	x	x	x		x	x			x	x	x	x
	Research Methods and Dissertation	x	x			x	x	x	x	x	x	x	x	x	x				x	x	x

BA (Hons) Business (Tourism) with Foundation Year

1. Target Award	BA (Hons)
2. Programme Title	BA (Hons) Business (Tourism) with Foundation Year
3. Exit Awards	Foundation Certificate Certificate of Higher Education in Business with Foundation Year Diploma of Higher Education in Business (Tourism) with Foundation Year BA (Ordinary) Business (Tourism) with Foundation Year
4. Programme Leader(s)	Paulette Wisdom
5. Delivery Model	Online Blended Learning
6. Start date	September 2019
7. Programme Accredited by *(PSRB or other, if applicable)*	
8. UCAS Code *(If applicable)*	
9. Relevant QAA subject benchmark statement	General Business Management (2007) Hospitality, Leisure, Sport and Tourism (2008)

10. Programme Aims

The overall aim of the Arden University BA (Hons) Business (Tourism) with Foundation Year is to enable students to acquire knowledge, understanding and a range of practical skills relating to key tourism disciplines which are applicable to a range of commercial and non-commercial sectors, and in a variety of geographical and cultural settings. More specifically it is the aim to develop skills and understanding specific to tourism management and to enable managers to respond to changes in the external environment through effective decision making. Simultaneously they will develop a range of transferrable skills that will aid them as they pursue business careers or further relevant study.

More specifically at Level 3 it will:
- enable learners to confidently identify and use relevant understanding, methods and skills to complete tasks and address problems.
- equip learners with basic numeracy, academic and research skills in preparation for future undergraduate study.
- enable learners to take responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters.
- reflect awareness of different perspectives or approaches when collaborating with others within an area of study or work.
- enable learners to develop a basic understanding across a range of management and technology disciplines.

At Levels 4-6 it will:
- enable students to build upon their areas of strength, existing knowledge and prior experience, career aspirations and current challenge using innovative and flexible distance learning strategies.
- facilitate students in developing professional level skills in tourism, supplemented by an understanding of a range of associated business disciplines. For example, Hospitality
- develop knowledge of the nature of the tourism environment and students will be able to recognise the strategies and decision-making processes required to manage changes effectively.

- promote understanding of the key aspects of current practice in the field of tourism while acknowledging current and emerging developments in related disciplines.
- equip students with the essential skills and tools to work professionally in a tourism business situation and to be effective and professional practitioners, when working independently and when collaborating with others as part of multidisciplinary teams.
- enable students to communicate effectively through a variety of media and presentational forms to specialist and non-specialist audiences.
- prepare students to work within diverse settings and to appreciate the complexity of decision making in such contexts, local, national and international.
- develop an awareness of those entrepreneurial skills which best encourage the growth of enterprise and support the creation of new businesses.
- provide a stimulating online academic environment in which students can develop confidence as practitioners, and as individuals who are part of a highly engaged community of learners and thereby to inspire students to become lifelong learners.

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
At Level 3: With due regard to the QAA Recognition Scheme for Access to HE: The Access to Higher Education Diploma specification 2018, the intended programme learning outcomes are for students at Level are to: A1/0 Use factual, procedural and theoretical understanding to complete tasks. At Levels 4-6: A1 Recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct. A2 Utilise research to evaluate the tourism environment, and analyse and interpret written, visual and graphical data with a view to improving business performance. A3 Demonstrate an understanding of the domestic and international nature and dimensions of tourism and apply knowledge to the solution of familiar and unfamiliar problems. A4 Analyse leading issues in tourism and have a clear view of the contemporary issues facing modern	Learning and Teaching methods and strategy: Acquisition of knowledge and understanding (A1 – A5) at all levels is 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 VLE - Guided group / project-based work - 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 - Online seminars facilitated by VOIP's where theory and practice are integrated. - Live chats - Classroom based teaching (lectures, seminars & tutorials) 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.	Assessment strategy: Knowledge and understanding are assessed through in-module assessments of portfolio submissions, presentations, time-constrained examinations, essay and report-based assignments.

tourism managers in diverse contexts. A5 Apply a range of theoretical concepts to practical organisational or industry sector issues or problems, displaying sensitivity to local, national and globally diverse and ethical contexts in decision making.	Independent study is the cornerstone of the learner experience supported by engagement with the specialist tutor and peer engagement.	
11b. Intellectual (thinking) skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
At Level 3 B1/0 Apply knowledge and understanding to basic, non-complex situations to solve problems. At Levels 4-6: B1 Identify issues and formulate appropriate methods of investigation and evaluation. B2 Research, select and assess paradigms, theories, principles, concepts and factual information, and apply such skills in explaining and solving problems. B3 Plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of appropriate data. B4 Critically interpret data of different kinds and appraise the strengths and weaknesses of approaches adopted.	Intellectual skills (B1 – B5) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development (B3) 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 rational thinking and problem solving, analysis, informed judgement and self-reflection in the development of solutions, and a willingness to engage with a range of media. Throughout, the learner is encouraged to develop intellectual skills further by undertaking independent study and research.	Intellectual skills are assessed through a combination of in-course formative exercises and summative assignments, including the submission of portfolios of self-reflective evidence, live case studies, qualitative judgements, and research reports/dissertation.

B5 Self appraise and reflect on practice and their own impact and effectiveness in a variety of inter- and intra- personal contexts.		
11c. Practical skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
Level 3 C1/0 Demonstrate a range of core academic skills to support study at undergraduate level. C2/0 Identify, access and evaluate a range of information sources for currency, scope and credibility. At Levels 4-6: C1 Select effective information collection methods and analytical tools. C2 Describe, synthesise, interpret, analyse and evaluate information and data relevant to a professional or vocational context C3 Plan, design, manage and execute practical activities using appropriate techniques and procedures whilst demonstrating high levels of relevant skills. C4 Articulate reasoned evidence and conclusions. C5 Demonstrate flexibility in adapting to different tourism and business contexts, locally, nationally and globally.	Practical skills (C1 – C5) are developed throughout the programme by the methods and strategies outlined in section A, above. Practical and professional skills are employed in the production of solutions to real life situations developed through set briefs, exercises and practical activities. The important modern-day skills of managing projects, working within differing organisational and national contexts are provided by specific modules, as are specific inputs with an emphasis upon practical functional decision-making skills related to decision making and reporting; managing others and managing knowledge. Practical skills are further developed and integrated through a series of in-course online activities and projects intended to test skills acquired. (C1 - C3). Group discussion forums provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented and particularly support the development of C4. 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 in the final year particularly emphasised the acquisition of C5 with specific modules devised to highlight the practical differences in tourism development and management skills required in differing contexts.	To support the development of practical skills students must supply worked materials and evidence in support 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 settings. Students receive formative feedback on all activities and assignments, this includes practical examples for improvement in the application of theory to practice to help them improve their skill base.

11d. Transferable skills	The means by which these outcomes are achieved and demonstrated	The means by which these outcomes are demonstrated
D1/0 Use effective written communication skills in a variety of tasks which are suitable for a specified audience. At Levels 4-6: D1 Demonstrate effective communication and presentation skills and use of a variety of media. D2 Utilise appropriate IT software and critically evaluate internet sources. D3 Work effectively independently and with others in the spirit of critical and self-reflective enquiry and demonstrate understanding of being part of a global virtual team, taking personal responsibility for their own efforts and outputs. D4 Utilise problem-solving skills in a variety of theoretical and practical situations including the areas of enterprise and entrepreneurship. D5 Manage time effectively by learning to plan and prioritise work in order to meet specified deadlines.	Personal responsibility (D3) becomes an increasingly important skill as students Progress, culminating in the writing of the Dissertation. Modules in level 5 promote the development of entrepreneurial skills that a student may develop further in their Dissertation topic at level 6 if they wish. The Managing Across Cultures module at level 5, combined with the Contemporary Management Issues module at level 6 provide a focus for the increased internationalisation of the programme that is also evidence in the supporting materials and assessments used throughout the programme. As work becomes more complex at levels 5 and 6, students are tested on their abilities to respond positively to formative feedback from a variety of audiences, as well as to manage increasingly large workloads. (D5). Students are required to complete a number of assignments and a Dissertation in level 6 that reward independence and originality, and critical enquiry, and which further enhance communication and self-reflective skills. (D3 – D5)	To develop transferable skills all assignments must meet time deadlines and word count guidelines. 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 adopt a spirit of critical enquiry and self-reflection which is rewarded in marking guides. These guides are shared with students

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, especially, E01, E02, E04 and E05.
The means by which these outcomes are achieved and demonstrated
The achievement of these attributes is integrated into all programmes of study curriculum, unit study tasks (individual and group work) and through summative assessment tasks.

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. **For Online Learners:** 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   **For Blended Learners:** Synchronous   - Face to face activity workshops and 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   Based upon the profile of our typical student profile, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Developing independent study skills is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor and academic skills team. There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage.

14. 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 sector plan, time constrained tests, etc.

15. Employability

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.

16. Entry Requirements

- 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 a personal statement (of between 350-500 words) or interview taking into account:
- their motivation for undertaking the programme
- relevant work experience
- prior qualifications
- references

17. Programme Structure

Level 3

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
	Developing Academic Skills	20	C	Portfolio of tasks
	Using Numeracy, Data & IT	20	C	Portfolio of 2-3 tasks
	Research Skills and Using Information	20	C	Portfolio including PowerPoint slides with speaker notes and a research report
	Values, Ethics & Working Collaboratively	20	C	Portfolio of 3-4 tasks
	Structure of Business	20	C	Portfolio of tasks
	Technology in Organisations	20	C	Portfolio of tasks

Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
HRM4001	Developing Personal and Management Skills	20	C	Portfolio of Personal Development Tasks
BUS4001	Understanding the Business Environment	20	C	Assignment
MKT4001	Principles of Marketing	20	C	Case Study based Assignment
FIN4001	Introduction to Finance	20	C	24 hr Time Constrained Assessment
HRM4002	People in Organisations	20	C	Assignment
TRM4001	Understanding the Tourism Environment	20	C	Portfolio of Tasks

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
BUS5001	Managing Across Cultures	20	C	Report
BUS5002	Business Processes	20	C	Case Study
BUS5003	Enterprise and Entrepreneurship	20	C	Business Plan and Business Idea Pitch
BUS5004	Business Analysis	20	C	Individual Assignment
TRM5001	Contemporary Issues in Tourism Management	20	C	Coursework: Research Report
TRM5002	Sustainable Tourism Management	20	C	Case Study Analysis

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
BUS6001	Contemporary Management Issues	20	C	Report
BUS6002	Strategic Management	20	C	Case Study
HRM6001	Managing Self and Others	20	C	Career Development Strategy
TRM6001	International Destination Management	20	C	Coursework: Destination Plan
RES6001	Research Methods and Dissertation	20	C	Major Project (Dissertation)

18. Subject: **N832 Tourism Management**	*Select from:* https://www.hesa.ac.uk/component/content/article?id=1787

Last Updated: 03.06.19

Mapping of Programme Learning Outcomes and Modules – Level 3

	Modules \ Programme Learning Outcomes	Module Type	A1/0	B1/0	C1/0	C2/0	D1/0
Level 3	Developing Academic Skills	C	√		√	√	√
	Using Numeracy, Data & IT	C			√		
	Values, Ethics & Working with Others	C	√	√			√
	Research Skills and Using Information	C	√		√	√	√
	Structure of Business	C	√	√		√	√
	Technology in Organisations	C	√	√		√	√

Annex – Mapping of Intended Programme Learning Outcomes and Modules

Level	Modules	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Level 4	Developing Personal and Management Skills	x				x	x						x	x			x		x		x
Level 4	Understanding the Business Environment	x	x					x		x	x	x	x	x	x	x			x	x	x
Level 4	Principles of Marketing	x			x	x	x	x	x	x		x	x		x					x	
Level 4	Introduction to Finance		x	x		x	x	x	x			x						x	x		x
Level 4	People and Organisations	x									x	x		x		x	x		x		x
Level 4	Understanding the Tourism Environment	x	x	x	x	x	x	x			x	x	x	x	x			x	x	x	x
Level 5	Managing Across Cultures	x		x	x				x	x		x	x		x	x	x		x	x	x
Level 5	Business Processes	x	x	x	x		x	x	x			x		x		x				x	x
Level 5	Enterprise and Entrepreneurship		x		x	x		x	x			x		x	x	x	x		x	x	x
Level 5	Business Analysis			x			x	x	x	x		x	x		x		x	x	x	x	x
Level 5	Contemporary Issues in Tourism Management	x	x	x	x	x	x	x	x	x	x	x		x	x			x	x	x	x
Level 5	Sustainable Tourism Management	x	x	x	x	x	x	x	x	x	x	x		x	x			x	x	x	x
Level 6	Contemporary Management Issues	x		x		x	x	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
Level 6	Managing Self and Others				x	x	x					x	x	x	x		x	x	x		x
Level 6	International Destination Management	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x
Level 6	Research Methods and Dissertation	x	x			x	x	x	x	x	x	x	x	x	x			x	x	x	x

BA (Hons) Business with Foundation Year

1.	Target Award	BA (Hons)
2.	Programme Title	BA (Hons) Business with Foundation Year
3.	Exit Awards	Foundation Certificate Certificate of Higher Education in Business with Foundation Year Diploma of Higher Education in Business with Foundation Year BA (Ordinary) Business with Foundation Year
4.	Programme Leader(s)	Paulette Wisdom
5.	Delivery Model	Online Blended Learning
6.	Start date	September 2019
7.	Programme Accredited by *(PSRB or other, if applicable)*	CMI
8.	UCAS Code *(If applicable)*	
9.	Relevant QAA subject benchmark statement	General Business Management (2007) subject to consultation October 2014.

10. Programme Aims

The overall aim of the Arden University BA (Hons) Business with Foundation Year is to enable students to acquire knowledge, understanding and a range of practical skills relating to key and inter-connected business and management disciplines which are applicable to a range of commercial and non-commercial sectors, local, national and global, and in a variety of geographical and cultural settings. Simultaneously students will develop a range of transferrable skills that will assist them in as they pursue business and management careers or further relevant study.

More specifically at Level 3 it will:
- enable learners to confidently identify and use relevant understanding, methods and skills to complete tasks and address problems.
- equip learners with basic numeracy, academic and research skills in preparation for future undergraduate study.
- enable learners to take responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters.
- reflect awareness of different perspectives or approaches when collaborating with others within an area of study or work.
- enable learners to develop a basic understanding across a range of management and technology disciplines.

At Levels 4-6 it 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 organizations 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 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 in business.
- 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.

The programme provides for a Level 6 (Honours level) only. Entrants into it will possess a Business related a Diploma, for example an HND, and will join with 240 credits. The programme is designed to provide opportunities for students to develop their knowledge and skills in business in a flexible way. Learning materials have been developed which allow students to maximise the time they have available for study and the programme structure allows students to determine the pace at which they learn. The programme also provides a range of supports for distance learning students thereby allowing international access.

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
At Level 3: With due regard to the QAA Recognition Scheme for Access to HE: The Access to Higher Education Diploma specification 2018, the intended programme learning outcomes are for students at Level are to: A1/0 Use factual, procedural and theoretical understanding to complete tasks At Levels 4-6: 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	Acquisition of knowledge and understanding (A1 – A5) at all levels is achieved 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 VLE ▪ Guided group / project-based work ▪ 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 ▪ Online tutorials facilitated by VOIP's where theory and practice are integrated ▪ Classroom based teaching (lectures, seminars & tutorials) 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 peer engagement and regular engagement with the tutor.	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 subject-specific plan, etc.

organisations and their influence upon the external environment. 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.	There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, times examinations, etc., and our formative assessment policy informs how feedback is supplied by tutors at the formative and summative assessment phase. Critical analysis is encouraged at all levels culminating in a Dissertation. 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**
At Level 3 B1/0 Apply knowledge and understanding to basic, non-complex situations to solve problems. At Levels 4-6: B1 Engage in critical thinking and be able to accurately identify issues and formulate	Intellectual skills (B1 – B5) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development (B6) 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	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

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. 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.	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.	case study analysis, written essay, critical self-reflection, portfolios of evidence, sector report production, preparation of a targeted plan, etc.
11c. Practical skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
Level 3 C1/0 Demonstrate a range of core academic skills to support study at undergraduate level.	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.	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

C2/0 Identify, access and evaluate a range of information sources for currency, scope and credibility. At Levels 4-6: C1 Select appropriate business and management analytical tools processes and models in the construction of business and management projects, plans and decision-making C2 Engage with a variety of communication methodologies and apply them to practice. C3 Effectively self-manage their time, planning, learning behaviours and motivation. C4 Demonstrate flexibility in adapting to different business contexts and articulate reasoned evidence and conclusions.	Practical skills are further developed and integrated through a series of in-course online activities and projects intended to test skills acquired. (C1 - C3). Group discussion forums provide opportunities for 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 C4. 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 in the final year particularly emphasise the acquisition of C4 with specific modules devised to highlight the practical differences in business and management skills required in differing contexts.	contextual setting. Students receive formative feedback on all tasks, activities and assessment which includes practical examples towards improvement.
11d. Transferable skills	**The means by which these outcomes are achieved and demonstrated**	**The means by which these outcomes are demonstrated**
D1/0 Use effective written communication skills in a variety of tasks which are suitable for a specified audience. At Levels 4-6:	Transferable skills (D1 – D6) 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 D3) are integral to coursework at all levels. Independent study (D3) becomes an increasingly important skill as students' progress, culminating in the writing of the Dissertation.	To embed transferable skills all assignments must meet time deadlines and word count guidelines as guided by our policies All assessed work must be submitted independently even where group activity has been an element of the process. Students must take

D1 Use diverse communication and information technologies effectively for business and management applications	All modules promote practical application and employability that a student may develop further in their Dissertation topic at level 6 if they wish.	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.
D2 Critically self-reflect including self-awareness, openness and sensitivity to diverse cultures and contexts in business and management activity.	Modules increasingly include content with regard to the global business environment and matters of culture. The Managing Across Cultures module at level 5, combined with the Contemporary Management Issues module at level 6 provide a targeted focus for these aspects in also evidenced in the supporting materials and assessments used throughout the programme.	
D3 Work effectively as an independent learner while demonstrating understanding of being part of a global virtual team, taking personal responsibility for their own efforts and outputs.	As work becomes more progressively more complex at levels 5 and 6, students are required to draw upon their skill sets to manage increasingly large workloads. (D3, D5). Students are required to complete a number of assignments and a Dissertation in level 6 that demonstrate independence and originality, and critical enquiry, and which further enhance communication and self-reflective skills. (D3 – D6)	
D4 Utilise problem-solving skills in a variety of theoretical and practical situations including the areas of enterprise and entrepreneurship and management.		
D5 Develop interpersonal skills of effective listening, negotiating, persuasion and presentation.		

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.
The means by which these outcomes are achieved and demonstrated
The achievement of these attributes is integrated into all programmes of study curriculum, unit study tasks (individual and group work) and through summative assessment tasks.

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. **For Online Learners:** 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   **For Blended Learners:** Synchronous   - Face to face activity workshops and 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   Based upon the profile of our typical student profile, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Developing independent study skills is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor and academic skills team. There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage.

14. 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 sector plan, time constrained tests, etc.	

15. Employability

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.

16. Entry Requirements

- 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 a personal statement (of between 350-500 words) or interview taking into account:
- their motivation for undertaking the programme
- relevant work experience
- prior qualifications
- references

17. Programme Structure

Level 3

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
	Developing Academic Skills	20	C	Portfolio of tasks
	Using Numeracy, Data & IT	20	C	Portfolio of 2-3 tasks
	Research Skills and Using Information	20	C	Portfolio including PowerPoint slides with speaker notes and a research report
	Values, Ethics & Working Collaboratively	20	C	Portfolio of 3-4 tasks
	Structure of Business	20	C	Portfolio of tasks
	Technology in Organisations	20	C	Portfolio of tasks

Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
HRM4001	Developing Personal and Management Skills	20	Core	Portfolio of Personal Development Tasks
BUS4001	Understanding the Business Environment	20	Core	Assignment
MKT4001	Principles of Marketing	20	Core	Case Study based Assignment
FIN4001	Introduction to Finance	20	Core	24 hr Time Constrained Assessment
HRM4002	People in Organisations	20	Core	Assignment
BUS4002	Management Information Systems	20	Core	Case Study

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
BUS5001	Managing Across Cultures	20	Core	Report
BUS5002	Business Processes	20	Core	Case Study
BUS5003	Enterprise and Entrepreneurship	20	Core	Business Plan and Business Idea Pitch
BUS5004	Business Analysis	20	Core	Individual Assignment
BUS5005	Managing Knowledge	20	Core	Report
BUS5006	Managing Change in Organisations	20	Core	Case Study

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
BUS6001	Contemporary Management Issues	20	Core	Report
BUS6002	Strategic Management	20	Core	Case Study
HRM6001	Managing Self and Others	20	Core	Career Development Strategy
BUS6003	International Management	20	Core	Group Presentation with Individual Report and Written Assignment Tasks
RES6001	Research Methods and Dissertation	40	Core	Major Project (Dissertation)

18. Subject: N100 Business Studies	Select from: https://www.hesa.ac.uk/component/content/article?id=1787

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Mapping of Programme Learning Outcomes and Modules – Level 3

	Modules	Module Type	A1/0	B1/0	C1/0	C2/0	D1/0
Level 3	Developing Academic Skills	C	√		√	√	√
	Using Numeracy, Data & IT	C			√		
	Values, Ethics & Working with Others	C	√	√			√
	Research Skills and Using Information	C	√		√	√	√
	Structure of Business	C	√	√		√	√
	Technology in Organisations	C	√	√		√	√

Annex – Mapping of Intended Programme Learning Outcomes and Modules

	Modules	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
Level 4	Developing Personal and Management Skills			x	x	x					x	x	x		x	x	x	x	x
	Understanding the Business Environment	x			x	x		x	x		x		x	x				x	x
	Principles of Marketing	x	x	x	x	x	x	x		x	x		x	x		x		x	x
	Introduction to Finance	x	x			x		x	x		x		x	x	x			x	x
	People in Organisations	x			x			x	x			x	x	x				x	x
	Management Information Systems		x			x	x	x	x	x	x			x	x			x	x
Level 5	Managing Across Cultures	x			x	x	x	x		x	x		x	x	x		x	x	x
	Business Processes	x	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
	Business Analysis	x	x	x		x		x	x	x	x						x	x	x
	Managing Knowledge			x	x			x	x	x	x		x	x			x	x	x
	Managing Change in Organisations	x	x					x	x	x	x		x					x	x
Level 6	Contemporary Management Issues	x		x	x	x	x		x		x	x	x	x		x	x	x	x
	Strategic Management	x	x	x	x	x	x	x		x	x	x	x	x				x	x
	Managing Self and Others			x	x	x	x			x		x	x	x	x	x	x	x	x
	International Management	x	x		x	x	x			x		x		x	x	x	x		x
	Dissertation	x	x			x	x	x	x	x	x	x	x			x		x	x