KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Bournemouth University Business School

| **Final award(s), title(s) and credits** BA (Hons) Business and Management (HRM) **The Award requires 360 credits (180 ECTS)** | |

| **Intermediate award(s), title(s) and credits** A Certificate in Higher Education (Cert HE) in Business and Management is awarded to a student who exits with 120 credits (60 ECTS) achieved at Level 4. A Diploma in Higher Education (Dip HE) in Business and Management is awarded to a student who exits with 120 credits (60 ECTS) achieved at Level 4 and 120 credits (60 ECTS) achieved at Level 5. | |

| **UCAS Programme Codes** • BA (Hons) Business and Management (HRM)* NN12 * This Programme will share a common UCAS Code with other programmes within the Business and Management suite. | **HECoS (Higher Education Classification of Subjects) Codes** • BA (Hons) Business and Management (HRM) : 100078 (major), 1000085 (minor) |

| **External reference points** • The UK Quality Code for Higher Education including: o Qualifications Frameworks (incorporating the Framework for Higher Education Qualifications) (FHEQ);   o Characteristics Statements (Foundations Degrees, Master's Degrees, Doctoral Degrees)   o Credit Frameworks;   o Subject Benchmark Statement: Business and Management (Feb 15). • Professional, Statutory and Regulatory Body (PSRB) standards and guidelines (see below). • Principles for Responsible Management Education (PRME) • UN Sustainable Development Goals (UNSDG) • British Chambers of Commerce • Confederation of British Industry • Department for International Trade • Institute of Directors • World Economic Forum | |

| **Professional, Statutory and Regulatory Body (PSRB) links** • The Association to Advance Collegiate Schools of Business (AACSB International) | |

| **Places of delivery** Bournemouth University | |

| **Mode(s) of delivery** Full-Time Sandwich | **Language of delivery** English |

Full-Time	
Typical duration 4 Years (Full-Time Sandwich) 3 Years (Full-Time) Level 4: 1 year Level 5: 1 year Level P (optional sandwich placement): 1 year Level 6: 1 year	
Date of first intake September 2020	**Expected start dates** September
Maximum student numbers Not applicable	**Placements** **Full-Time Sandwich** • Compulsory 30-week (minimum) Placement in Year 3 (Level P); • Placement must be full-time, in a position of meaningful responsibility, and formally approved by BU; • Placement must normally comprise no more than two separate internships; • Students with prior work experience may be considered for exemption from Placement in accordance with BU's Policies and Procedures; • Students wishing not to undertake a Placement may transfer to the Full-Time (3-year) programme. **Full-Time** • Students undertaking this route are encouraged to secure shorter-term and/or part-time work experience through opportunities promoted via MyCareerHub.
Partner(s) Not Applicable.	**Partnership model** Not applicable
Date of this Programme Specification January 2024	
Version number V1.6-0924	
Approval, review or modification reference numbers E20181926 EC2021 01, BU2020/21 01 approved 30/09/2020, previously v1.0 BUBS2122 09 approved 17/11/2021, previously v1.1 EC 2223 02 EC2223 02 approved 20/12/2022 BUBS 2223 09, approved 14/02/2023, previously v1.2 EC 2223 02, approved 24/02/2023 EC2223 02, approved 27/03/2023	

PROGRAMME STRUCTURE

BA (Hons) Business and Management (HRM) sits within the Business and Management suite of programmes, which has been developed according to the principles of 'deferred choice' and 'personalisation', to optimise opportunities for students to tailor their studies according to their personal preferences, academic strengths and future career aspirations.

Accordingly, whilst students will be able to signal their intention to graduate with this Award, by choosing specific, specialist options at Level 5, they are not required to specify their preferred Award until after Level 5. Furthermore, students may change specialisms between Levels 5 and 6, provided they have the appropriate academic underpinning to study the desired Level 6 units.

Programme Award and Title: BA (Hons) Business and Management (HRM)									
Year 1/Level 4 • Students are required to complete the 6 core units listed below, which are fundamental to understanding business and management.									
Unit Name	**Core / Option**	**No. of Credits**	**Assessment Element Weightings**				**Expected Contact hours per unit**	**Unit Version No.**	**HECoS Code**
			Exam 1	**Exam 2**	**Cwk 1**	**Cwk 2**			
Developing Management Competencies	Core	20			50	50	30	1.0	100078
Global Business Environment	Core	20			50	50	40	1.0	100449
Introduction to Accounting	Core	20	25	75			40		100105
Organisational Behaviour and Responsible Management	Core	20	30		70		40	1.1	100085
Business Simulation	Core	20	30		70		30	1.0	100078
Fundamentals of Marketing	Core	20	30		70		40	1.0	100075
Progression requirements: To proceed to Level 5, students must normally achieve 120 Level 4 credits. **Exit qualification:** A Certificate in Higher Education (Cert HE) in Business and Management is awarded to a student who exits with 120 credits (60 ECTS) achieved at Level 4.									

Year 2/Level 5

- Students are required to complete 3 core units and 3 optional units. 1 core unit and 2 options are normally studied in Semester 1. 2 core units and 1 option are normally studied in Semester 2.
- Students have the opportunity, in Semester 2, to study abroad at an approved Partner University.

Unit Name	Core / Option	No. of Credits	Exam 1	Exam 2	Cwk 1	Cwk 2	Expected Contact hours per unit	Unit Version No.	HECoS Code
Recruiting, Selecting and Retaining Talent	Core	20			100		40	1.0	100085
Strategic Management	Core	20			100		40	1.1	100810
Fundamentals of HRM	Core	20			30	70	40	1.1	100085
Global Operations Management	Option	20	50		50		40	1.0	100093
Project Management	Option	20			100		35	1.0	100812
Consumer Behaviour and Contemporary Issues	Option	20	60		40		40	1.0	100075
Branding and Integrated Communications	Option	20			50	50	40	1.0	100075
Supply Chain Management	Option	20			100		40	1.0	100093
Globally Responsible Business Practice	Option	20			100		40	1.0	100078
Digital Marketing Fundamentals	Option	20			40	60	40	1.0	100075

Progression requirements: To proceed to Placement (Full-Time Sandwich) or Level 6 (Full-Time), students must normally achieve 120 Level 5 credits. Students who have failed 20 credits, or exceptionally 40 credits, may progress to the next stage where the Assessment Board allows the student to carry the credit into the subsequent level for the next reassessment opportunity.

Exit qualification: A Diploma in Higher Education (Dip HE) in Business and Management is awarded to a student who exits with 120 credits (60 ECTS) at Level 4 and 120 credits (60 ECTS) achieved at Level 5.

Compulsory placement year in industry/business (Full-Time Sandwich mode only)

- Compulsory 30-week (minimum) Placement in Year 3 (Level P);
- Placement must be full-time, in a position of meaningful responsibility and formally approved by BU;
- Placement must normally comprise no more than two separate internships;
- Students with prior work experience may be considered for exemption from Placement in accordance with BU's Policies and Procedures.
- Students wishing not to undertake a Placement may transfer to the Full-Time (3-year) programme.

Progression requirements: To proceed to Level 6, students must have met all Placement requirements, including successful completion of a Professional Development Portfolio.

Year 3/Level 6

- Students are required to complete 3 core units and 2 specialist HRM options (from a choice of 3). 1 core unit and the 2 HRM options are normally studied in Semester 1. 1 core unit and a 40-credit Project are normally studied in Semester 2.
- Students may select from 4 Project types:
    - Dissertation (Business and Management)
    - Reflective Practitioner Project
    - Consultancy Project
    - Hacking for Sustainability Project
- The topic area / focus of the Research Project <u>must</u> be related to HRM.

Unit Name	Core / Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code
			Exam 1	Cwk 1	Cwk 2			
Research in Business and Management	Core	20	30	70		40	1.0	100962
Organisational Leadership	Core	20		100		40	1.0	100088
Dissertation (Business and Management)	Core*	40		100		20	1.0	100962
Reflective Practitioner Project*	Core*	40		100		20	1.0	100962
Consultancy Project*	Core*	40		100		20	1.0	100962
Hacking for Sustainability Project*	Core*	40		100		20	1.0	100962
Contemporary Issues in HRM**	Option**	20		100		40	1.0	100085
SHRM in Context**	Option**	20		100		40	1.0	100085
International Management**	Option**	20		50	50	35	1.0	100085

* Students must select <u>one</u> Project type
** Students must select 2 Options from the 3 listed

Exit qualification: BA (Hons) Business and Management (HRM)

Sandwich UG award: Requires 120 (60 ECTS) credits at Level 4, 120 credits (60 ECTS) at Level 5, 120 credits (60 ECTS) and successful completion of a Placement year.

Full-Time UG award: Requires 120 (60 ECTS) credits at Level 4, 120 credits (60 ECTS) at Level 5 and 120 credits (60 ECTS).

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The Business and Management suite of programmes has been developed in accordance with the Subject Benchmark Statement for Business and Management (February 2015), which states that the purpose of business and management programmes is threefold:

- increasing understanding of organisations, their management, the economy and the business environment;
- preparation for and development of a career in business and management;
- enhancement of a wide range of skills and attributes which equip students to become effective global citizens.

The provision has been informed by a wide range of internal and external reference points, including:

- BU Business School Industry Advisory Board
- BU Business Studies Alumni LinkedIn group
- BU Business Studies Alumni Panel
- BU Centre for Excellence in Learning
- British Chambers of Commerce
- The Confederation of British Industry (CBI)
- The Department for International Trade (DIT)
- The Institute of Directors (IoD)
- Principles for Responsible Management Education (PRME)
- The UK Quality Code for Higher Education
- UN Sustainable Development Goals (UNSDG)
- The World Economic Forum

The design of the Programmes has also been informed by the expectations and requirements of the following Professional, Statutory and Regulatory Bodies:

- The Association to Advance Collegiate Schools of Business (AACSB International)
- The Association for Chartered Certified Accountants (ACCA)
- The Association for Project Management (APM)
- The Chartered Management Institute (CMI)
- The Chartered Institute of Management Accountants (CIMA)
- The Chartered Institute of Marketing (CIM)
- The Institute of Direct and Digital Marketing (IDM)
- The Institute of Chartered Accountants in England and Wales (ICAEW)

Accordingly, Bournemouth University's Business and Management programmes aim to develop critically informed, responsible, versatile, agile and resourceful graduates who:

- possess the knowledge, skills, values, behaviours and personal attributes to manage effectively in a range of dynamic organisational contexts;
- are critically aware of the wider impact of decisions on organisational stakeholders and society;
- have highly-developed team-working, communication, interpersonal, problem-solving and research skills;

- are able to independently manage their own learning, personal and professional development.

Graduates from these programmes will be able to operate professionally and effectively in a range of industrial, commercial and professional contexts, and improve an organisation's ability to perform, change and compete. Their subject-specific knowledge, combined with strong interpersonal, managerial and practical competencies will allow them to pursue management opportunities across a wide spectrum of roles, organisations and sectors, both at home and internationally.

Emphasis within all programmes is placed on the acquisition and informed application of knowledge and understanding, as well as the development of professional skills, values, behaviours, capabilities and personal qualities to act upon that knowledge. Throughout their studies, students are required to engage critically, by considering such issues as the social, ethical and political impact of decisions, managing diversity, being globally aware, and dealing with uncertainty and ambiguity. Students are encouraged to develop their full potential in a challenging, enterprising and stimulating learning environment, in which there is a strong emphasis on developing autonomy, resourcefulness and the abilities to manage themselves and others.

The development of personal and professional effectiveness, employability skills, global awareness and responsible citizenship features prominently throughout the programme, requiring students to critically reflect upon, and evidence, *inter alia*:

- ability to build and maintain relationships, and work collaboratively, both internally and with external stakeholders, with an awareness of mutual interdependence;
- ability to value diversity and work with people from a range of backgrounds and cultures;
- effective performance within a team environment, including leadership, followership, negotiation, team building, influencing and project management skills;
- effective communication and listening skills, including the ability to produce clear, structured communications in a variety of media and for a range of purposes;
- emotional intelligence and empathy;
- conceptual and critical thinking, analysis, synthesis and evaluation;
- a critical understanding of, and commitment to, ethical management, sustainability and responsible business practice;
- self-management, including a readiness to accept responsibility, become an independent learner, be resilient, proactive and appropriately assertive, and to plan, organise and manage time;
- self-awareness, self-reflection, and a commitment to personal and professional development.

Core content (business and management)

All students joining the Programme at Level 4 are required to study the following core units, which enable students to develop knowledge, understanding and skills in subject areas that are fundamental to business and management:

Level 4:

- ❖ Developing Management Competencies
- ❖ Global Business Environment
- ❖ Introduction to Accounting
- ❖ Organisational Behaviour and Responsible Management
- ❖ Business Simulation
- ❖ Fundamentals of Marketing

Level 5:

- ❖ Recruiting, Selecting and Retaining Talent
- ❖ Strategic Management

Level 6:

- ❖ Research in Business and Management
- ❖ Organisational Leadership
- ❖ Project

Subject-specific content (for more details, please refer to the relevant Unit Specifications)

In addition, the BA (Hons) Business and Management (HRM) programme aims to enable students to develop the core knowledge, understanding and skills to operate as effective human resource practitioners, both at a generalist and specialist level. The units are closely linked to CIPD standards, providing students with a broad grounding in the key aspects of people management, with a strong focus on contemporary issues facing organisations in a range of dynamic and international contexts. Students will develop a critical appreciation of the nature and character of modern Human Resource Management (HRM), exploring both operational and strategic issues, and proposing appropriate solutions. Students will develop a critical understanding of the increasingly important role that the HR function plays in engaging, supporting and developing employees, and will be able to critically evaluate the impact of this role on organisational effectiveness.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The Business and Management suite of Programmes is fully aligned with the BU 2025 Strategic Plan, BU's Fusion vision and outcomes, and its values of excellence, inclusivity, responsibility and creativity:

- All our programmes fuse relevant, inclusive and contemporary curricula with the expertise of the teaching team, as well as industry practitioners, both within and beyond the university's campus (A1-A3; B3; C1; C2; D1; D2);
- Learning, teaching and assessment are informed by the current research, education and professional practice interests of the teaching team and relevant external collaborators and partners (A1-A3; B1-B3; C1; D1; D2);
- Our programmes equip students with the intellectual, practical and transferable skills for future employment (A3; B1; C1; C2; D1; D2);
- Our students develop a critical understanding of ethical management, corporate governance and social responsibility, sustainability, and responsible business practice (C1-3; D1; D2);
- Our curricula enable students to develop cultural awareness and/or an appreciation of their subject within a global context through the study of units with an international focus, as well as through opportunities to study and/or work abroad (A1; A2; C2; D3).

Additionally, our programmes align with other key BU priorities, as follows:

- All programmes align with BU's *Common Academic Structure*;
- In accordance with BU's Academic Regulations, Policies and Procedures, all our programmes have entry and exit points at the beginning and end of each Level;
- In order to allow students to better personalise their studies, the programmes are structured according to the principle of deferred choice, enabling students to tailor their studies according to their personal preferences, academic strengths and future career aspirations;
- Our assessment strategy has been fully aligned with the *6C Principles of Assessment Design Policy,* except where PSRB requirements determine otherwise;
- Our programmes align with BU's internationalisation agenda in several ways:
  - o units are delivered by academics from all over the world;
  - o the international focus of our curricula ensures that our students understand their subject specialism in a global context;
  - o they provide opportunities for students to study and/or work abroad;
  - o direct entry onto Level 5 or Level 6 is permitted on the basis of Recognition of Prior Learning / Progression.
- Programme delivery makes full use of BU's virtual learning environment (VLE), Brightspace, through which students can remotely access programme-related materials and additional information / support, as well as submit assessment;

- Learning, teaching and assessment on these programmes are informed by BU's 'Centre for Excellence in Learning' (CEL), including the Technology Enhanced Learning (TEL) strategy. Accordingly, blended learning, flipped learning, co-creation, feedback / feed-forward, patchwork assessment, phased assessment, and other dynamic and innovative pedagogical approaches are embedded within the programmes;
- In line with BU's commitments to responsibility and sustainability, the Business and Management curriculum is delivered in accordance with the Principles for Responsible Management Education (PRME), as well as with the UN Sustainability Development Goals (UNSDG);
- The programmes have been designed in accordance with the requirements of the AACSB International, in respect of Assurance of Learning (AoL), as well as to ensure that innovation, engagement and impact are emphasised throughout the curriculum.

LEARNING HOURS AND ASSESSMENT

Bournemouth University's taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The credit value of all Business and Management units, with the exception of the Level 6 Project, is 20 credits. The credit value of the Project is 40 credits.

20 credits equates to 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 Bournemouth University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

Contact hours may take the form of timetabled / scheduled sessions, such as lectures, seminars, demonstrations, lab sessions, one-to-one tutorials, assessment feedback sessions and so on, but may also take the form of virtual contact, e.g. via email, Brightspace (VLE) and other forms of technology.

The number of contact hours for most taught Business and Management units is normally equivalent to 40 hours. However, on units with a particularly strong focus on independent learning and/or group-based assessment, and which seek to simulate real life scenarios, the number of contact hours may be fewer. For example, the following units will typically include 30/35 hours of contact:

- Developing Management Competencies (L4)
- Business Simulation (L4)
- International Management (L6)

The Level 6 Project is based on 20 hours of contact, primarily composed of individual supervision tutorials, Project Forums (Lectures) and virtual support, e.g. via email, Brightspace and other forms of technology.

The assessment workload for a unit takes into account the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20-credit unit normally consists of 3,000 words or equivalent, except where PSRB requirements determine that the assessment load must be greater. Where this is the case, the Unit Specification will specify the assessment load and associated PSRB.

Level 6 Projects are distinct from other assessment types, in that the word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff and others who have relevant expertise, including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

Since our Business and Management programmes focus significantly on the needs and expectations of employers, as well as organisational contexts and challenges, some assessments, e.g. presentations, simulations, practical exercises, may also be evaluated formatively by qualified professional practitioners, who will typically provide informal feedback at the time of the assessment.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

Level 6 presents students with a dynamic, challenging and intensive learning experience, and the opportunity to specialise in HRM. In addition to the three Core units of 'Research in Business and Management', 'Organisational Leadership' and the 'Project', students undertake two specialist, complementary HRM units, providing them with the opportunity to explore a range of concepts and themes, which they might then explore further within their Project. In order to prepare students for the Project, and enable them to develop a Proposal, the 'Research in Business and Management' unit provides students with the fundamental knowledge, understanding, theories, practices, tools and techniques required to undertake research activities. At Level 6, the steps put in place at Levels 4 and 5, to encourage an appropriate culture, with an emphasis placed on self-managed learning, should now be evident. Students will be expected to take even greater responsibility for their learning experience and show themselves to be near-autonomous learners. Level 6 students are also expected to demonstrate high levels of resilience, as well as the ability to manage information gaps, complexity, uncertainty and ambiguity.

A: Subject knowledge and understanding This Programme / Level 6 provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:
A1 organisations and the complex, diverse and dynamic contexts and environments in which they operate; **A2** business, management, organisational and leadership theories, models, frameworks, functions and processes; **A3** the scope and limitations of current knowledge, understanding and practices; **A4** pervasive, contemporary and emerging issues; **A5** tools, techniques and methods for undertaking research; **A6** the further and specific application of the above to the field of HRM.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1–A6); • seminars (A1–A6); • guided study (A1-A6); • use of the VLE (A1-A6); • independent study (A1-A6); • collaborative learning (A1-A6). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • essays / reports (A1-A6); • collaborative assessment (A1-A6); • examinations (A1-A6); • digital artefacts (A1-A6); • presentations (A1-A6);

		• simulations / role plays (A1-A6); • project (A1-A6).
B: Intellectual skills This Programme / Level 6 provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:
B1	critically evaluate and apply concepts, theories and models to analyse complex and dynamic situations;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
B2	collate and integrate evidence from a range of sources to support findings and generate proposed solutions and hypotheses;	• lectures (B1–B4); • seminars (B1–B4); • guided study (B1-B4); • use of the VLE (B1-B4); • independent study (B1-B4); • collaborative learning (B1-B4).
B3	analyse and synthesise information, identifying implicit values, detecting false logic or reasoning, and ensuring that conclusions are supported by evidence;	
B4	apply appropriate knowledge and skills, in familiar and unfamiliar contexts, to identify, define and resolve complex problems.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
		• essays / reports (B1-B4); • collaborative assessment (B1-B4); • examinations (B1-B4); • digital artefacts (B1-B4); • presentations (B1-B4); • simulations / role plays (B1-B4); • project (B1-B4).
C: Practical skills This Programme / Level 6 provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:
C1	demonstrate high levels of confidence, competence and professionalism in the use of information and digital technologies, including working effectively in an online environment;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
C2	locate, extract and interpret data from multiple sources, acknowledging and referencing sources in accordance with prescribed referencing and ethical requirements;	• lectures (C1-C4); • seminars (C1-C4); • guided study (C1-C4); • use of the VLE (C1-C4); • independent study (C1-C4); • collaborative learning (C1-C4).
C3	communicate professionally in a range of different contexts and scenarios, using a variety of media / channels;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
C4	prepare and present data in a range of appropriate formats.	• essays / reports (C1-C4); • collaborative assessment (C1-C4); • examinations (C1-C4); • digital artefacts (C1-C4);

	presentations (C1-C4);
	• simulations / role plays (C1-C4);
	• project (C1-C4).
D: Transferable skills This Programme / Level 6 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:
D1 perform professionally and sensitively when working in collaboration with others; **D2** deploy a range of high-level interpersonal skills, including effective listening, negotiating, conflict resolution, persuasion and presentation; **D3** demonstrate openness and sensitivity to diversity in terms of other people, cultures and practices; **D4** manage their own motivation, tasks and behaviour in enterprising, creative, innovative and professionally appropriate ways; **D5** evidence the ability to reflect, upon self and others, in order to improve learning and performance; **D6** demonstrate high levels of resilience, as well as the ability to manage information gaps, complexity, uncertainty and ambiguity.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (D1-D6); • seminars (D1-D6); • guided study (D1-D6); • use of the VLE (D1-D6); • independent study (D1-D6); • collaborative learning (D1-D6). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • essays / reports (D1-D6); • collaborative assessment (D1-D6); • examinations (D1-D6); • digital artefacts (D1-D6); • presentations (D1-D6); • simulations / role plays (D1-D6); • project (D1-D6)

LEVEL 5/DipHE INTENDED LEVEL OUTCOMES

Level 5 presents students with the opportunity, in addition to the three Core units, 'Recruiting, Selecting and Retaining Talent', 'Strategic Management' and 'Fundamentals of HRM', to further personalise their studies by exploring a range of different subject areas from the business and management suiteof options. The core units provide critical underpinning in respect not only of the Placement, but of Level 6 and beyond. 'Recruiting, Selecting and Retaining Talent' focuses on preparing students for the world of work, and in particular application, recruitment and selection processes, from both a practical and academic perspective. 'Strategic Management' provides students with a critical understanding of strategy in a business and organisational context. At Level 5, the culture of the course and the style of working expected of students focuses on encouraging students to further enhance their self-reliance, resilience, teamworking skills, communication skills and professionalism.

A: Knowledge and understanding Level 5 provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:
A1 theories, practices, tools and techniques associated with recruitment, selection and talent management;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):

A2 theories, practices, tools and techniques associated with strategic analysis and management; **A3** theories, practices, tools and techniques associated with HRM;	• lectures (A1–A4); • seminars (A1–A4); • guided study (A1-A4); • use of the VLE (A1-A4); • independent study (A1-A4); • collaborative learning (A1-A4).
A4 theories, practices, tools and techniques associated with at least three of the following subject areas: global operations; project management; consumer behaviour; branding and integrated marketing communications; supply chain management; responsible business practice; digital marketing.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • essays / reports (A1-A4); • collaborative assessment (A1-A4); • examinations (A1-A4); • digital artefacts (A1-A4); • presentations (A1-A4); • simulations / role plays (A1-A4); • project (A1-A4).
B: Intellectual skills Level 5 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:
B1 analyse and evaluate core and specialised business functions and processes; **B2** identify and apply appropriate concepts, theories and models to analyse situations; **B3** select, prioritise, synthesise and integrate information professionally and credibly, ensuring that conclusions are supported by evidence; **B4** deploy an array of skills to undertake business research and generate credible solutions and hypotheses.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1–B4); • seminars (B1–B4); • guided study (B1-B4); • use of the VLE (B1-B4); • independent study (B1-B4); • collaborative learning (B1-B4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • essays / reports (B1-B4); • collaborative assessment (B1-B4); • examinations (B1-B4); • digital artefacts (B1-B4); • presentations (B1-B4); • simulations / role plays (B1-B4).
C: Practical skills Level 5 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:
C1 demonstrate increasing confidence and competence in the use of information and digital technologies;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):

C2 locate, extract and interpret data from different sources, acknowledging and referencing sources in accordance with prescribed referencing and ethical requirements; **C3** communicate effectively in a range of different contexts and scenarios, using a variety of media / channels, and presenting data in a range of appropriate formats; **C4** develop a range of strategies for successful placement search.	- lectures (C1-C4); - seminars (C1-C4); - guided study (C1-C4); - use of the VLE (C1-C4); - independent study (C1-C4); - collaborative learning (C1-C4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): - essays / reports (C1-C3); - collaborative assessment (C1-C4); - examinations (C1-C3); - digital artefacts (C1-C4); - presentations (C1-C4); - simulations / role plays (C1-C4).
D: Transferable skills Level 5 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:
D1 perform professionally and sensitively when working in collaboration with others; **D2** deploy a range of interpersonal skills including effective listening, negotiating, conflict resolution, persuasion and presentation; **D3** demonstrate openness and sensitivity to diversity in terms of other people, cultures and practices; **D4** manage their own motivation, tasks and behaviour in enterprising, creative, innovative and professionally appropriate ways; **D5** evidence the ability to reflect, upon self and others, in order to improve learning and performance; **D6** increasingly demonstrate resilience, and the ability to manage complexity, uncertainty and ambiguity.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): - lectures (D1-D6); - seminars (D1-D6); - guided study (D1-D6); - use of the VLE (D1-D6); - independent study (D1-D6); - collaborative learning (D1-D6). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): - essays / reports (D1-D6); - collaborative assessment (D1-D6); - examinations (D1-D6); - digital artefacts (D1-D6); - presentations (D1-D6); - simulations / role plays (D1-D6).

LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

Most students are likely to join the course as 'occupational generalists', committed to studying business and management, but with little clear thought as to later specialisation or ultimate career pathway. Most, though not all, applicants will have studied Business Studies and/or Economics to A2 standard. Level 4 provides a broad introduction to the core business activities and the main contexts in which they operate. All students are exposed to international perspectives of business and management, as well as the importance of project management, through the Semester 1 'Developing Management

Competencies' unit. In Semester 2, students have the opportunity to integrate their learning from different units, as well as further hone their personal and professional competencies, through a dynamic, contemporary Business Simulation. From the Induction period onwards, students are expected to increasingly take greater responsibility for their own learning and work in partnership with staff to create a culture which emphasises self-management, teamwork, mutual respect and professionalism. The 'Business Simulation' unit provides a focus for students to evidence professional behaviour, a range of interpersonal skills, and the ability to integrate knowledge from the various subjects studied at Level 4.

A: Knowledge and understanding Level 4 provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:
A1 theories, practices, tools and techniques associated with the following subject areas: economics; global business; organisational behaviour; responsible management; accounting; marketing; **A2** the inter-relationships between functions, processes and the external environment; **A3** theories, practices, tools and techniques associated with learning, developing employability skills, and personal and professional development.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1–A3); • seminars (A1–A3); • guided study (A1-A3); • use of the VLE (A1-A3); • independent study (A1-A3); • collaborative learning (A1-A3).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • essays / reports (A1-A3); • collaborative assessment (A1-A3); • examinations (A1-A3); • digital artefacts (A1-A3); • presentations (A1-A3); • simulations / role plays (A1-A3); • project (A1-A3).
B: Intellectual skills Level 4 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:
B1 understand, analyse and evaluate core and specialised business functions and processes; **B2** evaluate and apply fundamental concepts, theories and models to analyse situations; **B3** effectively select, prioritise, synthesise and integrate information, ensuring that conclusions are supported by evidence; **B4** deploy appropriate skills to undertake business research and generate proposed solutions and hypotheses.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1–B4); • seminars (B1–B4); • guided study (B1-B4); • use of the VLE (B1-B4); • independent study (B1-B4); • collaborative learning (B1-B4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):

	- essays / reports (B1-B4); - collaborative assessment (B1-B4); - examinations (B1-B4); - digital artefacts (B1-B4); - presentations (B1-B4); - simulations / role plays (B1-B4).
C: Practical skills Level 4 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:
C1 demonstrate confidence and competence in the use of information and digital technologies; **C2** locate, extract and interpret data from different sources, acknowledging and referencing sources in accordance with prescribed referencing and ethical requirements; **C3** communicate effectively in a range of different contexts and scenarios, using a variety of media / channels, and presenting data in a range of appropriate formats.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): - lectures (C1-C3); - seminars (C1-C3); - guided study (C1-C3); - use of the VLE (C1-C3); - independent study (C1-C3); - collaborative learning (C1-C3).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): - essays / reports (C1-C3); - collaborative assessment (C1-C3); - examinations (C1-C3); - digital artefacts (C1-C3); - presentations (C1-C3); - simulations / role plays (C1-C3).
D: Transferable skills Level 4 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:
D1 perform effectively when working in collaboration with others; **D2** begin to develop competence and confidence in a range of interpersonal skills, including effective listening, negotiating, conflict resolution, persuasion and presentation; **D3** demonstrate openness and sensitivity to diversity in terms of other people, cultures and practices; **D4** understand and increasingly manage their own motivation, tasks and behaviour in enterprising, creative, innovative and professionally appropriate ways;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): - lectures (D1-D6); - seminars (D1-D6); - guided study (D1-D6); - use of the VLE (D1-D6); - independent study (D1-D6); - collaborative learning (D1-D6). Assessment strategies and methods (referring to numbered Intended Learning Outcomes):

D5	evidence the ability to reflect, upon self and others, in order to improve learning and performance;	• essays / reports (D1-D6);
		• collaborative assessment (D1-D6);
		• examinations (D1-D6);
D6	begin to demonstrate resilience, as well as the ability to manage a degree of complexity, uncertainty and ambiguity.	• digital artefacts (D1-D6);
		• presentations (D1-D6);
		• simulations / role plays (D1-D6).

ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admission Regulations: https://intranetsp.bournemouth.ac.uk/pandptest/3a-undergraduate-admissions-regulations.pdf

Applicants may be allowed to enter this Programme with or without advanced standing on the basis of completion of courses offered by partner providers. Details of approved partner providers, accepted qualifications and agreed entry criteria are available via the Recognition Register located here: I:\Academic Services\Collaborative\Recognition arrangements

PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes, through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the Recognition Register for a full list of approved Recognition arrangements and agreed entry criteria: I:\Academic Services\Collaborative\Recognition arrangements

In order to take advantage of exciting new approaches to learning and teaching, as well as developments in industry, the current, approved Articulation/Recognition/Progression route(s) for this programme may be subject to change. Where this happens students will be informed and supported by the Faculty as early as possible.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations: https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Full-Time Sandwich Mode

Students who opt to study the Programme in Full-Time Sandwich mode undertake a Placement in Year 3 (Level P), which must meet the following criteria:

- minimum of 30 weeks;
- full-time;
- in a position of meaningful responsibility;
- formally approved by BU;
- comprise no more than two separate internships.

The Placement helps students:

- synthesise and integrate their learning;
- enhance their personal and professional effectiveness;
- further develop their employability skills;
- develop their critical skills, through exposure to the application of tools and techniques in a variety of real scenarios;
- critically reflect upon career choices and direction;
- showcase their talents to a potential Graduate employer;
- shape the nature and subject of their final-year subject specialisation;

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- refine their ideas in respect of the Level 6 Project.

The Placements team maintains contact with a large and growing network of organisations that regularly turn to the Business School to recruit placement students. Placements can be anywhere in the world, although experience shows that the majority of students find jobs that are UK-based. Placements are carefully screened to ensure that they provide the student with an appropriate, relevant and sufficiently challenging work experience.

Students are primed to begin thinking about Placement search from Level 4 Induction, during which they undertake an Employability Skills Audit, and then within the 'Developing Management Competencies' (DMC) unit, in which they are required to develop a professional online Portfolio, as well as a conventional CV. Furthermore, within the Level 5 unit, 'Recruiting, Selecting and Retaining Talent', students are exposed to a range of contemporary recruitment and selection processes, through a series of simulated activities, so that they feel confident and equipped in respect of application procedures, interview technique, and contemporary recruitment processes, such as assessment centres.

In preparation for the Placement, specialist Placements and Careers staff support and advise students on job search, CVs, application procedures, interview techniques and self-presentation.

The Level 5 Assessment Board determines students' eligibility to progress to Placement. In the case of international students, progression is subject to UK Border Agency regulations and policies.

During their Placement, each student receives ongoing support from a specialist Placement Development Advisor (PDA), who will hold a review meeting with each student whilst they are on Placement. PDAs are crucial members of the Programme Team, as they support and advise students in the development of their Professional Development Portfolio (PDP), as well as in relation to their Level 6 Pathway and Project choices. Students also receive support via other communication channels such as e-mail, telephone and the VLE.

Having completed the Placement, the student is expected to demonstrate:

- an appreciation of organisational processes and practices;
- a critical awareness of the competencies required to manage organisational tasks;
- the ability to adapt and apply academic skills to a professional working environment;
- the ability to manage her/his own personal development and learning effectively as an individual and as part of a team;
- the ability to reflect on experience (reflection on action), personal and professional development.

Exemptions

- Students with prior work experience may be considered for exemption from Placement in accordance with BU's Policies and Procedures;
- Students wishing not to undertake a Placement may transfer to the Full-Time (3-year) programme.

Full-Time Mode

Students undertaking this route are encouraged to secure shorter-term and/or part-time work experience through opportunities promoted via MyCareerHub.

In view of the fact that Graduate employers place such great emphasis on students having undertaken a Placement as part of their Degree, students opting to not do a Placement, and to complete the Programme in Full-Time mode, will be counselled on the implications for their careers of choosing this route.

Programme Skills Matrix

	Units	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
L 6	Research in Business and Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Organisational Leadership	*	*	*	*	*	*	*	*	*	*	*	*	*	*				*		*
	Dissertation (Business and Management)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Reflective Practitioner Project	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Consultancy Project	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Hacking for Sustainability Project	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Contemporary Issues in HRM	*	*	*	*	*	*	*	*	*	*	*	*	*	*				*		*
	SHRM in Context	*	*	*	*	*	*	*	*	*	*	*	*	*	*				*		*
	International Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
L 5	Recruiting, Selecting and Retaining Talent	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Strategic Management	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Global Operations Management	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Project Management	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Consumer Behaviour and Contemporary Issues	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Branding and Integrated Communications	*	*	*	*	*		*	*	*	*	*	*	*	*				*		*
	Supply Chain Management	*	*	*	*	*		*	*	*	*	*	*	*	*				*		*
	Fundamentals of HRM	*	*	*	*	*	*	*	*	*	*	*	*	*	*				*		*
	Globally Responsible Business Practice	*	*	*	*	*		*	*	*	*	*	*	*	*				*		*
	Digital Marketing Fundamentals	*	*	*	*	*		*	*	*	*	*	*	*	*				*		*
L 4	Developing Management Competencies	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Global Business Environment	*	*	*	*	*		*	*	*	*	*	*	*	*				*		*
	Introduction to Accounting	*	*	*	*	*		*	*	*	*	*		*	*				*		*
	Organisational Behaviour and Responsible Management	*	*	*	*	*		*	*	*	*	*	*	*	*			*	*	*	*
	Business Simulation	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Fundamentals of Marketing	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*

A – Subject Knowledge and Understanding	C – Practical Skills
This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:	This programme provides opportunities for students to:
1. organisations and the complex, diverse and dynamic contexts and environments in which they operate;	1. demonstrate high levels of confidence, competence and professionalism in the use of information and digital technologies, including working effectively in an online environment;
2. business, management, organisational and leadership theories, models, frameworks, functions and processes;	2. locate, extract and interpret data from multiple sources, acknowledging and referencing sources in accordance with prescribed referencing and ethical requirements;
3. the scope and limitations of current knowledge, understanding and practices;	3. communicate professionally in a range of different contexts and scenarios, using a variety of media / channels;
4. pervasive, contemporary and emerging issues;	4. prepare and present data in a range of appropriate formats.
5. tools, techniques and methods for undertaking research;	
6. the further and specific application of the above to the field of HRM.	
B – Intellectual Skills	**D – Transferable Skills**
This programme provides opportunities for students to:	This programme provides opportunities for students to:
1. critically evaluate and apply concepts, theories and models to analyse complex and dynamic situations;	1. perform professionally and sensitively when working in collaboration with others;
2. collate and integrate evidence from a range of sources to support findings and generate proposed solutions and hypotheses;	2. deploy a range of high-level interpersonal skills, including effective listening, negotiating, conflict resolution, persuasion and presentation;
3. analyse and synthesise information, identifying implicit values, detecting false logic or reasoning, and ensuring that conclusions are supported by evidence;	3. demonstrate openness and sensitivity to diversity in terms of other people, cultures and practices;
4. apply appropriate knowledge and skills, in familiar and unfamiliar contexts, to identify, define and resolve complex problems.	4. manage their own motivation, tasks and behaviour in enterprising, creative, innovative and professionally appropriate ways;
	5. evidence the ability to reflect, upon self and others, in order to improve learning and performance;
	6. demonstrate high levels of resilience, as well as the ability to manage information gaps, complexity, uncertainty and ambiguity.