

<b>Section 1 - General Course Information</b>	
<b>Course Title</b>	<b>Business Studies – General Pathway</b>
<b>Qualification</b>	BA (Hons)
<b>Intermediate Qualification(s)</b>	Cert HE Dip HE
<b>Awarding Institution</b>	University of Bedfordshire
<b>Location of Delivery</b>	AA University Square Campus
<b>Mode(s) of Study and Duration</b>	Full time over 3 Years
<b>Core Teaching Pattern</b>	Sept and February (accelerated) Start
<b>FHEQ Level</b>	6
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement</b>	
<b>PSRB Renewal Date</b>	
<b>University of Bedfordshire Employability accreditation</b>	
<b>Route Code (SITS)</b>	BASUB-S
<b>Subject Community</b>	Strategy and Management
<b>UCAS Course Code</b>	
<b>Relevant External Benchmarking</b>	QAA Quality Code section A1 (The Framework for Higher Education Qualifications) – QAA Quality Code section A2 Subject benchmark statement Business and Management February 2015

## Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

### Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
BBS001-1	4	90	Business Pod	C
BBS014-1	4	15	Management & Economics	C
AAF002-1	4	15	Financial Accounting for Business	C
BSS015-2	5	15	Strategic Thinking	C
BSS008-2	5	15	Practice Weeks: Career Planning	C
MAR008-2	5	15	Marketing	C
BSS009-2	5	15	Management & Development of People	C
AAF002-2	5	15	Management Accounting for Business	C
BSS010-2	5	15	Research Skills	C
BSS013-2	5	15	Business Systems and Operations Management	C
BSS011-2	5	15	Project Management	C
BSS040-3	6	15	Strategy & Creativity	C
BSS028-3	6	30	Business Dissertation	C
BSS021-3	6	30	Business Practice Portfolio	C
BSS039-3	6	30	Specialist Business Project	C
BSS023-3	6	15	Practice weeks: The future you	C

### Why study this course

This course offers practice based education applied to a core of general business knowledge. You will have a rigorous practice based experience which integrates academic theory and real world business projects and which develops your understanding of how to tackle business problems, the self-awareness to fit into organisations. Together these areas of learning and self-development will help you become a rounded and capable potential manager.

### Course Summary – Educational Aims

The course builds your knowledge and skills systematically throughout the three years.

In the first year you will be introduced to a wide spectrum of subjects in our Business Pod, which simulates a real world office environment from the outset and which will also give you experience of working in collaborative groups; exactly as you would be expected to do in industry.

The second year builds your academic subject knowledge and teaches you skills of project and operations management which will be essential for managing projects in the final year.

In the final year you will address real live business problems brought to us by our partner employers. This practice based approach develops a professional attitude and skills of evaluating and analysing problems and suggesting solutions in real world conditions where often there is no textbook solution.

You will be ready for work, ready for continued study, ready for your future life.

### Entry requirements

280 UCAS points

### PSRB details

### Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Grasp the complexity of business and are able to analyse and interpret information in an uncertain world
- Be effective in a wide variety of organisational contexts by giving them the necessary confidence and personal skills through problem-solving exercises
- Apply academic knowledge and creativity to develop new approaches in different cultures and in rapidly changing environments

- Understand some of the real challenges of business and how to tackle them with a rigorous approach to practice informed by relevant theory and learning.
- Communicate persuasively and effectively to a wide range of audiences

### Higher Education Achievement Report - Additional Information

TBA

#### Learning and Teaching

The teaching you will experience expresses the Business School's commitment to practice-based education. Much of the course is built round real projects for real businesses. The *practice* of business and management is at the heart of the teaching, combining the technical and academic business knowledge with skills such as communication, problem-solving and teamwork to make your experience as much like real business as we can make it. You will experience, for example:

- The first year Business Pods: integrated, project based units which will set Business Studies in the context of business as a whole and give you the chance to work with students on other business-related courses. Your main tasks on these units come from our business partners and are often real questions they want to get answered.
- Practice Weeks: each year you have three practice weeks where the whole timetable focuses explicitly on aspects of business practice of or on securing a job. These include company visits, talks from business practitioners, workshops and personal advice on developing a good CV, an intensive assessment centre exercise and, at the end of your course, activities to prepare you for entering the workplace.
- Project Management: you learn through managing a project, perhaps raising money for your favourite charity or organising an event for one of our business partners. You cover the principles through reading and lectures. Your other classes help you put the principles into practice and prepare for the practice projects of your final year.
- Final Year Practice Units: you do at least three projects. One will be your specialist individual project. Another is an integrated project which explicitly extends across more than one business discipline which means that you work with one of more students bringing different areas of expertise, learning to collaborate and work across functional boundaries. In all cases projects address real problems or tasks brought to us by our business partners. You act as consultants, gathering data, developing and applying your analytical skills and using your knowledge to address the problem. There are few formal classes for the projects but you have the advice and support of a tutor available each week.

To provide this focus on practice, you will need to do reading and preparation outside class so that you gain maximum benefit from the tutors who will be helping you apply your learning in practical ways. There will be a number of ways in which this happens:

- Seminars; tutors help you clarify your understanding and apply it to a case, an exercise or a topical debate.
- Advice and support for projects; individual or group sessions to provide direction, feedback and advice.
- Workshops: practical sessions working on projects or task.
- Lectures: to supplement your own reading with a summary and explanation of key points.

#### Developing your employability

This course uses leading edge techniques of practice based education to develop and enhance transferrable skills and hence your employability. This means that whilst you are gaining academic knowledge, you are also developing practise expertise. You will also develop a wide range of communication skills, both as an individual and as a group. Working on major tasks such as an individual dissertation and real world projects for companies gives you a broad opportunity to apply both your academic knowledge and your process and people skills. You will find that this practical experience combined with a strong base of academic knowledge makes you a very attractive potential employee.

#### Department (s)

Management & Business Systems

## **Assessment**

A wide range and variety of assessment methods are used throughout the course. This is deliberate so that you have the chance to maximise your chances of doing well by playing to your strengths. Some of the different kinds of assessment are listed below:-

- Reports: you analyse a business problem and propose solutions.
- Presentations: present proposals as if to your boss, a board or a client.
- Time-limited tasks: on a set day, you will be given a task which you will need to complete in a set time, such as 48 hours or five days.
- Academic writing: used to demonstrate clear, critical thinking, you might be asked to write an essay or a short summary of a theoretical debate.
- Appraisals: just as in business, you use appraisals to assess your own learning and to set your personal and academic development objectives.
- Projects: these are assessed in a number of ways depending on the task defined by our business partner. Typically, you will need to prepare an analysis, report or presentation which is suitable for the business partner and a longer piece of work which sets out the “behind the scenes” work which underpinned the output for business. It is in the longer work that we expect to see explicitly your application of theory and critical thinking which underpin good practice. You will usually also prepare a project review.
- Project reviews: you analyse and evaluate the way you worked on a project and set out how you would work more effectively on a similar task in future.
- Exams: as well as conventional exams using set questions and case studies, exams can be the outcome of a group task. You might work on a large task together and then sit an exam to show your individual learning from the task.

For all assignments you will have an assignment brief which clearly sets out what is required and you will be given the criteria which your tutors will use to mark your work. In some cases you will be involved in developing the criteria used to assess work, to grade your own work and to grade the work of your fellow students: this is all part of developing your understanding of the assessment standards and what is needed to do well at a task.

You will receive prompt constructive feedback on all your assessments which is designed to help you improve your work

## **After Graduation**

On completing this course you are likely to progress into the following areas:

### Career:

On completing this course you are likely to progress to a career in a wide variety of industries. Our aim is to produce practice based all-rounders who understand the demands and requirements of the commercial world. The experience you will gain will equip you with both the knowledge and process skills to make you highly effective. This course prepares you for the world of work and you will find that you can easily fit into a wide variety of tasks and organisations.

### Further study:

Equally, you could decide that you wish to continue your studies so that you may specialise in a particular area. Historically our students study for a wide variety of Business related MSc's both within the University of Bedfordshire and in other UK institutions

## **Student Support during the course**

We adopt a business-style approach to supporting your academic development. At each stage the primary support mechanisms for your growing independence is your Personal Academic Tutor (or mentor) and regular self-appraisals, just as in modern organisations

You will have feedback on your assessments, contact with your unit tutors and learning about how your work in a group and a range of other information to help you understand how you are doing. Your Personal Academic Tutor will help you use this feedback and information and will direct you to a wide variety of resources embedded within your course to help you develop basic or advanced skills needed for studying and for business. These materials remain available to you throughout your course and it is through all your

first year units that you become familiar with them. In your first year you will be directed to some assessment options within your course which best stretch and develop your abilities to prepare you for future study.

You will also have support from a PAL (Peer Assisted Learning). The concept here is that students from the year above are available to counsel and mentor you, giving you the benefit of their experience with the course.

In the final year, you are demonstrating independence in working on projects. You still have a Personal Academic Tutor who is supporting you in building skills for work. At the end of the year, you have a unit specifically designed to help you manage your transition into work and to help you manage your personal development as you begin your career.

In addition to the academic support, there is also the Student Information Desk (SID) which is designed to be a one-stop shop for routing you to the appropriate source of help / advice / assistance

### **Students with disabilities**

The course will follow the general guidelines set out by the University policy on disability.

<http://www.beds.ac.uk/studentlife/student-support/health/disabilities>

During the application process disabled students will be able to discuss their needs with individual members of the academic staff, as well as staff from the Disability Advice Team. It has normally been the case that disability has not provided an obstacle to students participating. Hence no major issues are envisaged concerning disability and the course. The only possible concern is in relation to field visits. However there is no proposed residential aspect to these visits – they will be on a day-visit basis only.



## Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

### Course Learning Outcomes

Upon successful completion of this course students should be able to:-

1. Evidence the practice of management in real world projects from a range of organisations
2. Collaborate as a member or leader in a professional team, proactively managing interpersonal relationships to deliver the set objective
3. Evaluate your own performance and actively seek to develop your strengths and moderate weaknesses, creating a positive impact on the workplace, society and personal career development
4. In a diverse range of professional contexts, select and employ an appropriate approach to communicate with influence and impact
5. Apply a range of creativity tools to tackle problems and propose novel, effective solutions
6. Critically investigate a situation collecting and evaluating information, and sourcing and analysing data in order to assess options and make recommendations
7. Demonstrate a rigorous understanding of management and the inter-relationships between different elements of the discipline

### Course-specific regulations

None

### Teaching, Learning and Assessment

Students will experience the Business School's commitment to practice-based education. Much of the course is built round real projects for real businesses. The *practice* of business and management is at the heart of the teaching, combining the technical and academic business knowledge with skills such as communication, problem-solving and teamwork to make your experience as much like real business as we can make it. Students will experience, for example:

- The first year Business Pods: integrated, project based units which will set Business Studies in the context of business as a whole and gives the chance to work with students on other business-related courses. The main tasks on these units come from our business partners and are often real questions they want to get answered.
- Practice Weeks: each year you have three practice weeks where the whole timetable focuses explicitly on aspects of business practice of or on securing a job. These include company visits, talks from business practitioners, workshops and personal advice on developing a good CV, an intensive assessment centre exercise and, at the end of the course, activities to prepare for entering the workplace.
- Project Management: students learn through managing a project, perhaps raising money for a favourite charity or organising an event for one of our business partners. You cover the principles through reading and lectures. Other classes help put the principles into practice and prepare for the practice projects of the final year.
- Final Year Practice Units: Students do at least three projects. One will be your specialist individual project. Another is an integrated project which explicitly extends across more than one business discipline which means that students work in groups bringing different areas of expertise, learning to collaborate and work across functional boundaries. In all cases projects address real problems or tasks brought to us by our business partners. Students act as consultants, gathering data, developing and applying your analytical skills and using your knowledge to address the problem. There are few formal classes for the projects but students have the advice and support of a tutor available each week.

To provide this focus on practice, students will need to do reading and preparation outside class so that they gain maximum benefit from the tutors who will be helping you apply your learning in practical ways. There

will be a number of ways in which this happens:

- Seminars: tutors help clarify your understanding and apply it to a case, an exercise or a topical debate.
- Advice and support for projects: individual or group sessions to have direction and advice.
- Workshops: practical sessions working on projects or task.
- Lectures: to supplement your own reading with a summary and explanation of key points.

### **Assessment**

In line with the Business School's commitment to practice-based education, part of the assessment will relate to demonstration of ability to do business in practice. We will use a wide and varied range of assessments in the knowledge that individual are not all the same with the same likes and dislikes and therefore students will find a broad range which reflect a wide range of aptitudes. We will want to see that students understand the theory and have developed critical thinking skills which help evaluate the relevance of what has been learned. All of this comes together in being able to demonstrate rigorous business practice for an organisation

Students will encounter many different kinds of assessment including the ones listed below, some of which are used in combination, for example a report might be required as an outcome of a time-limited assessment task.

- Reports: analysing a business problem and propose solutions.
- Presentations: present proposals as if to a manager, a board or a client.
- Time-limited tasks: on a set day, students will be given a task which you will need to complete in a set time, such as 48 hours or five days.
- Academic writing: used to demonstrate clear, critical thinking. Students might be asked to write an essay or a short summary of a theoretical debate.
- Appraisals: just as in business, students use appraisals to assess your own learning and to set personal and academic development objectives.
- Projects: these are assessed in a number of ways depending on the task defined by our business partner. Typically, students will need to prepare an analysis, report or presentation which is suitable for the business partner and a longer piece of work which sets out the "behind the scenes" work which underpinned the output for business. It is in the longer work that we expect to see explicitly an application of theory and critical thinking which underpin good practice. Students will usually also prepare a project review.
- Project reviews: Students analyse and evaluate the way they have worked on a project and set out how they would work more effectively on a similar task in future.
- Exams: as well as conventional exams using set questions and case studies, exams can be the outcome of a group task. Students might work on a large task together and then sit an exam to show individual learning from the task.

For all assignments students will have an assignment brief which clearly sets out what is required and will be given the criteria which tutors will use to mark your work. In some cases students will be involved in developing the criteria used to assess work, to grade their own work and to grade the work of fellow students: this is all part of developing your understanding of the assessment standards and what is needed to do well at a task.

Students will receive feedback on all assessments. If they use this feedback, and discuss this with their personal tutor, they will be able to improve their learning and grades on future assignments.

### **Additional Academic Information**

#### **Peer-assisted learning (PAL)**

Peer Assisted Learning (PAL) is implemented in years 1 &2 provided by students from years 2 & 3 respectively.

#### **Initial Assessment**

The initial assessment will take place as part of the BSS001-1 the Business Pod unit which has a regime of frequent assessment tasks. This unit has many frequent assessments which are designed to act as diagnostics in the early weeks of the unit. Pod tutors will provide regular feedback and direct students to

PAD if it is felt that there is a need for further development.

### **Improving students' learning**

The close working relationship between students and tutors in the first year pod is designed to enable tutors to gauge the learning needs of individuals and either supply additional support or direct students to the additional and supplemental teaching resources available within the university.

All units adhere to the 2Q feedback policy of the university which is designed not only to benchmark performance, but also, most importantly, to provide guidance on how work could be improved. Throughout the course unit lecturers are available through a system of "surgery hours" when students know that staff will be available for consultation and advice.

### **Academic Integrity**

Instruction and guidance on plagiarism and good academic practice is embedded into all units. The concept of good academic practice is introduced in the first year and is a theme of induction at the second and third year briefings. In addition all staff are requested to provide a brief reminder of these issues during unit lectures (and BREO Virtual Learning sites) when releasing coursework, and the issue is contained within the brief given to students in all coursework.

### ***HEAR implementation***

TBA

### **Internationalisation**

The course is mirrored at the Foreign Trade University (FTU) Vietnam and Vietnamese students attend the final year of the course in the UK.

### **Sustainability**

## Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

<b>Faculty</b>	<b>UBBS</b>
<b>Portfolio</b>	<b>Business</b>
<b>Department/School/Division</b>	<b>Management and Business Systems</b>
<b>Course Coordinator</b>	<b>Eliot Lloyd</b>
<b>Version Number</b>	1/17
<b>Approved by (cf Quality Handbook ch.2)</b>	<b>University approval panel</b>
<b>Date of approval (dd/mm/yyyy)</b>	<b>Feb 2015</b>
<b>Implementation start-date of this version (plus any identified end-date)</b>	<b>2015/16</b>

Form completed by:

Name: .....M Kennedy..... Date: 2/12/14.....

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: ..... Date:  
.....

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
27/07/17	Assessment map updated to reflect revision of assessments for BSS039-3. Reduction from 3 to two assessment points	
22/09/2017	Amended to include Feb start	