Course Specification

A. Course Information				
Final award title(s)	BA (Hons) Business Management with Project Management BA (Hons) Business Management with Project Management[placement]			
Intermediate exit award title(s)	Cert HE (Business Management) Dip HE (Business Management)			
UCAS Code			**Course Code(s)**	4692 Full Time
	London South Bank University			
School	☐ ASC ☐ ACI ☐ BEA ☒ BUS ☐ ENG ☐ HSC ☐ LSS			
Division	Business & Enterprise			
Course Director	Dr Sara Hasani			
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐Other:			
Mode(s) of delivery	☒Full time ☒Part time ☐other please specify			
Length of course/start and finish dates				

Mode	Length years	Start – month	Finish - month
Full time	3 years	September and January	June and January
Full time with placement/ sandwich year	4 years	September and January	June and January

Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire **Yes** ~~No~~ Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.		
Approval dates:	Course(s) validated / Subject to validation		2020
	Course specification last updated and signed off		2015
Professional, Statutory & Regulatory Body accreditation	Institute of Enterprise and Entrepreneurs Certificate and/or Diploma in Enterprise Management[IOEE]		
Reference points:	Internal	• LSBU Corporate Strategy 2015-2020	

		• LSBU Academic Regulations for Taught Courses • LSBU Academic Quality and Enhancement Manual
	External	• QAA Quality Code for Higher Education 2018 • Framework for Higher Education Qualifications • QAA Business & Management Benchmark Statement, 2019 • Chartered Management Institute • Competitions and Markets Authority • SEEC Level Descriptors 2016

B. Course Aims and Features

Distinctive features of course	❖ Offers opportunity for students to study various subject disciplines in the area of Business, Management and Marketing with professional accreditation; ❖ Development of student social capital via a strong network of professional bodies, industry specialists and alumni; ❖ Opportunity for fully supported entrepreneurial activity; ❖ Innovative blended learning to support student attainment; ❖ Development of coaching skills to support personal and professional development; ❖ Optional work placement in year 3 within an established workplace or via an enterprise start-up; ❖ Advanced entry for suitably qualified applicants; ❖ Clear progression routes to professional qualifications or postgraduate study; ❖ Digital skills embedded throughout the curriculum; ❖ Located in the heart of one of the world's most vibrant and diverse business capital cities.
Course Aims	The overarching vision of the BA (Hons) Business Management suite of courses is a high quality academic programme that provides professional opportunities in a business context. These courses aim to ensure that students from any socio-economic background have an effective route to a career of their choice via a programme that integrates academic, professional and vocational opportunity. The programme provides students with a broad-based education in business with the themes of 'Enterprise', 'Management', 'Marketing' and 'Professional Practice' running through its core. The aim of the Business Management with Marketing course is to equip students for a variety of future careers, with a subject specialism in the area of Business and Management. The curriculum provides a broad and integrated academic foundation at level 4 with increasing specialisation opportunities at levels 5 and 6. BA Business Management with Project Management aims to:

	1. Provide a holistic, supportive and nurturing learning environment that develops self-confident, independent, competent business graduates.
	2. Develop the capacity for independent thought, critical reflection, analytical and problem solving skills, entrepreneurial spirit, academic curiosity, creativity and strategic thinking in a business context.
	3. Facilitate a learning journey that encompasses an in-depth understanding of business management disciplines, theories and issues, and the opportunity to apply this learning in a real-world context, developing and utilising a range of digital skills, in a safe environment.
	4. Embed a balance of professional and academic skills that enhance graduate employability. Providing career support whilst making opportunities for short and long term placements and internships, volunteering and networking available.
	5. Provide opportunities for learners to enhance their soft skills such as leadership, teamwork and communication in order to develop reflective, self-aware business practitioners.
	6. Optimise the professional body accreditation available to students.
Course Learning Outcomes	*Upon successful completion of this course students should be able to:* LO1: Compare organisational and business management concepts, theories, methodologies, and sustainable practices together with their application to the study of business, management and enterprise at a local, national and global level. LO2: Synthesise, appraise and evaluate traditional and big data to develop arguments, conclusions and recommendations applying sound judgements in accordance with theories and concepts of business processes and management. LO3: Demonstrate employment potential and an ability to manage future personal, social and professional development as part of a lifelong learning strategy supported by an openness to diversity of people and cultures and an awareness of their own digital footprint. LO4: Apply relevant digital and information technologies to present information and persuasive arguments to a variety of audiences using business formats, communication technologies and negotiation skills which are appropriate within an international knowledge-based economy. LO5: Demonstrate critical thinking, innovation, creativity and enterprise in the application of theory to practice in order to develop and implement appropriate business strategies, organisational policies, operational plans and digital

solutions for business sustainability and growth within rapidly changing contexts in order to meet stakeholder interests.

LO6: Use coaching skills/techniques to be effective and self-aware in a team environment with respect to leadership, influencing and project management within an uncertain organisational and business environment.

LO7: Develop a range of practical skills for managing different aspects of projects including project business case, progress, risk, change, scope, quality and organization.

LO8: Demonstrate the ability to perform effectively and ethically within a project management context through the development of a variety of skills including leadership, communication management, negotiation, teambuilding and conflict management.

For all Students Undertaking Placement
LO9: Apply business concepts and theories to practice in order to actualise graduate skills and develop confidence in business environment.

C. Teaching and Learning Strategy

Lectures, seminars and workshops:

Lectures will deliver key topic areas across the academic levels. Guest speakers from business and academia will bring specialist knowledge into the classroom.

Interactive seminars and workshops support the lectures with a strong focus on small-group activities to encourage the active participation of students, develop peer learning, and the sharing of knowledge and support amongst our diverse student body.

An integrated formative and summative assessment and feedback process is a key component to a student's independent acquisition of knowledge and understanding in every module on this course.

Seminars and workshops encourage student development in this area with the application of knowledge to business case studies and practitioner-driven live cases to develop critical evaluation of relevant information and problem-solving skills. In-class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body to enable students to develop and evaluate logical argument. At Level 4 in particular, support is given to development of basic cognitive skills and student research practice via the *Management & Organisations* module. Research skills are further developed at Levels 5 via coursework application and extensively through live case study analysis and the core modules at Levels 5 and 6.

The key practical skills are embedded in module delivery and built throughout each level demonstrating progressive development. There is a series of workshops at Level 4 developing enterprise awareness and the entrepreneurial mind-set. As students move through the programme, their ability to evaluate and synthesise information and their problem-solving skills are developed through their application to more complex case study problems through which independence of thought and practice are developed.

Methods are to be interactive and practical by nature, for example, group work based upon case study and in-class presentations are used across all levels. Spreadsheet, planning and problem-solving techniques are delivered in workshops and taught via application to case study problems and

the synthesis of data, and emphasis is placed at all levels on the presentation and communication of data with a storyline.

Where possible teaching, learning and assessment is applied using case studies and practitioner-driven live cases to develop real life problem-solving skills, ideas and solutions.

Self-managed & independent learning:

Self-managed learning activities to supplement and consolidate classroom-based activity constitutes about 70% of the study hours, and these include reading recommended texts and relevant journal articles, application of knowledge to additional problem-based exercises, engaging in coursework, group discussion, review of key topics, and where appropriate. Many of these activities are supported by the virtual learning environment (VLE).

The development of intellectual skills will be delivered via a structured and progressive strategy of support, delivered over the length of the programme.

The self-managed learning activities supplement in-class learning and include the reading and critique of academic journals and, especially at Level 6, their application to problem-based exercises and peer debate. Links to core journals will be available via the VLE to encourage debate and discussion of key issues. Engagement with coursework are also key strategies to develop these skills.

Learning support:

LSBU's well-stocked library provides a range of study environments for individual and group/social learning, course materials, online information resources as well as library staff who are dedicated to the Business School to provide support for effective researching.

Free computer access is available for all students across the University, and a Bloomberg lab with 12 Bloomberg terminals is available for the dedicated use of the School's students. Printing, scanning, photocopying, and wireless internet access facilities are available, along with specialist online support and training. The library provides bookable group rooms and laptop computers for loan. Part-time students receive additional support from the library. Current students can find more information on https://my.lsbu.ac.uk.

Teaching staff:

A variety of experienced academic staff teach on the course, some who have considerable industry experience which they bring to the classroom, others who are actively engaged in relevant real-world research which they use to inform their teaching. Please refer to the appendices of the Resources Document for staff CVs.

Virtual learning environment:

Digital technology is used to increase academic support for students and improve the efficiency of the teaching and assessment processes - eventually to transform student learning so that the student experience becomes truly 'blended' and extends well beyond the use of the VLE as merely a document repository.

Research and enterprise:

The school's Student Enterprise Strategy details the enterprise engagement opportunities available to all students, which will help develop and demonstrate skills in innovation, creativity, and enterprise initially in the following areas:

- *Business Solutions Centre*, a student led consultancy service for clients within the university, student-run start-ups and small businesses within the local area.
- *Links withsocieties,* in particular student membership of the Institute of Directors and the Enterprise Society and the Student Advisory Committee.
- *Induction,* the Business School supports the Enterprise Centre in a range of activities for induction, including the fresher's fair.
- *Extra-curricular activities,* the school runs a series of extra-curricular activities centred around developing the entrepreneurial capability and entrepreneurial effectiveness of student

Reflective Work

Reflective practice is an important component of the academic journey, enabling students to evaluate a situation, gain insight and consider multiple perspectives in order to develop and learn. Throughout their course, students will be provided with opportunities to reflect on their experience from both a personal and professional perspective. Students will be supported to make decisions and resolve uncertainty, critically review their own behaviour and contributions to group work and consider the process of their own learning. They have a variety of mechanisms to support them with this, including coaching which has been embedded within the curriculum as well as the use of reflective frameworks in assignment components to consider their learning and contribution within various modules. Students are encouraged to develop a growth mind-set to establish a foundation for life-long learning.

D. Assessment

Formative:

Formative assessment activities provide opportunities for developmental feedback and reflective learning and are a crucial teaching and learning strategy throughout the course to ensure students engage in a process of continuous learning. Workshop and seminar activities and feedback is a key formative assessment method throughout the programme, supported by back up material as provided on the University's VLE.

The use of in-class testing and questioning are important formative assessment methods at lower levels of the degree. This testing is supported by additional on line tests via the VLE, which provide students with automatic feedback on performance. At Level 4 student will also have the opportunity for study support including academic writing and research skills to enhance employability and career development in the field of Business Management as particularly supported in the LSBU Discovery Project.

As students progress through the course, in class debate, presentations on responses to case studies and discussion provides students and staff with an understanding of the knowledge gained and areas of syllabi needing further reinforcement to ensure that learning is meaningful. In addition, students will have opportunities for formative assessment and feedback to inform their work prior to submission. Advice will also be provided to students in relation to development, further areas for research and guidance on how to enhance their knowledge of business and management theories.

Feedback from the lecturer on these formative assessments will help build positive lecturer-student relationships as well foster a sense of competence. Frequent formative assessments also help to drive a sense of learning autonomy as well as being vehicles for practice that support mastery

orientation. This will also allow staff to reflect on student performance and feed forward into future delivery.

Summative:

The types of coursework assessments used are diverse and aim to assess student knowledge and understanding of topic areas in a wider business context.

Examples of the range of assessment types are multiple choice tests (at level 4), business reports (at levels 5 and 6), individual and group presentations (at levels 4-6), academic research reports (at level 5 - 6), group work (at levels 4 - 5), individual essays (at levels 4 - 6) and practical activities. An essential part of the assessment is to encourage both learning and the development of skills as well as preparing students for the requirements of the workplace.

Elementary research skills are primarily assessed via coursework. As students progress through the course, assessment methods will reflect the expectation that students will exhibit greater autonomy in their learning, refine their intellectual skills, and approach their work in a more evaluative manner.

The summative assessment of transferable skills is delivered through a variety of methods:

- Group work based on case study is used to assess team working, leadership, communication and reflective skills.

- Written communication is developed through report writing of both academic and business genres.

- Verbal communication skills are developed through presentations at each level.

- Numeracy skills are embedded throughout all core Analytical / Business Management modules.

- IT skills are necessary to produce each piece of coursework

Assessment Criteria

Having a clearly defined assessment criterion will ensure that students clearly understand what is expected of them in each assignment, on each module and at each level of the course, as well as ensuring that feedback to students is focused around this.

Within teaching teams, colleagues' feedback in drafting criteria to ensure the components that are being used to evaluate students' performance are reflected within this; and that the criteria are sufficiently robust to ensure reasonable parity between the judgements of different assessors.

To support parity in marking and feedback, teaching teams meet to mark and provide feedback for a sample of assessments prior to undertaking the marking of the submitted student work.

At level 4 students are assessed on their ability to provide evidence that they can work alone or in teams to order to demonstrate a broad knowledge base and their understanding of the theories and concepts taught across the course.

At level 5 students should be able to demonstrate their ability to think critically and identify strengths and/or weaknesses in a given argument. Assessment should therefore allow students to analyse information at an abstract level, exercise judgement and generate ideas to solve a problem.

At level 6 students should be able to expand these skills by applying previous knowledge to the development of ideas and theories. Students should be able to demonstrate their ability to critically evaluate concepts and evidence from a range of sources and use this to exercise judgement. This might also include the requirement that students use original ideas to explain and present previously learned theories in a variety of business contexts.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course-specific protocols will be identified here.

F. Entry Requirements

General
In order to be considered for entry to the course(s) applicants will be required to have the following qualifications:

Entry Requirements

- A Level BCC [104 UCAS points] **or**:
- BTEC National Diploma DMM [112 UCAS points] **or**:
- Access to HE qualifications with 9 Distinctions and 36 Merits **or**:
- Equivalent Level 3 qualifications worth 112 UCAS points
- Applicants must hold 5 GCSEs A-C including Maths and English, or equivalent (reformed GCSEs grade 4 or above).
- We welcome equivalent qualifications from around the world. English language qualifications for international students: IELTS score of 6.0 or Cambridge Proficiency or Advanced Grade C.

Accreditation of Prior Learning (APL)

All awards for APL will be in line with the University's policy and current academic regulations.

Transfer credit

Transfer credit allows credit awarded by another HE Institution to contribute to the credit required for a London South Bank award. Credit may also be transferred from previous learning at LSBU.

Applicants will be considered on a case-by-case basis. Consideration of any request for transfer credit will only be confirmed against a transcript of credit or award certification and particular attention will be paid to grades achieved and number of attempts at the assessments.

Applicants for whom English is a foreign language should either hold a recognised qualification in English e.g. British Council IELTS (minimum 6.0) or the TOEFL equivalent.

G. Course structure(s)

Course overview

The course is structured around 360 CATS points/credit or seventeen 20-credit modules and one 40 credit Final Year Project.

The programme offers two main award names: Business Management with Project Management and Business Management with Project Management [placement].

The degrees are offered as a three-year full time course, and can be taken in the full-time mode as a sandwich course with a work placement year between level 5 and level 6. Those students who do not wish to take the work placement year will progress to final year.

Programme requirement information is provided as a series of tables to show the structure of each semester's core modules. This is followed by an options module listing for each level.

At each level all full-time students study for 120 credits over a traditional academic year. Options offered are contingent on sufficient student demand. Options may not all be available in any one year and new options may be added via School Academic Standards Committees (SASC).

The tables below show the modules offered in each semester.

The semester of delivery of all the modules may change in the future due to timetabling and resourcing requirements.

BA (Hons) Business Management with Project Management
BA (Hons) Business Management with Project Management[placement] – Full time (September start)

	Semester 1 [September – January]		**Semester 2 [January – June]**	
Level 4	Finance & the Economy (core)	20	Data and Decision Making (core)	20
	Principles of Marketing (core)	20	Management and Organisations (core)	20
	The LSBU Discovery Project (core)	20	Principles of Strategy (core)	20
Level 5	The Business Professional (core)	20	Responsible Business (core)	20
	Operations, Logistics and Supply Chain Management (core)	20	Digital Transformation (core)	20
	Projects and People(core)	20	Fundamentals of Project Management (core)	20
Placement Year [Optional]				
Level 6	Leadership, Strategy and Change(core)	20	Research Project Or Applied Project	40
	Comparative International Management (core)	20		
	Strategic Project Management (core)	20	Project Risk, Sustainability Management (core)	20

BA (Hons) Business Management with Project Management
Business Management with Project Management [placement] – Full time (January start)

	Semester 1 [January – June]		Semester 2 [September – January]	
Level 4	The LSBU Discovery Project (core)	20	Finance & the Economy (core)	20
	Management and Organisations (core)	20	Principles of Marketing(core)	20
	Data for Decision Making(core)	20	Principles of Strategy (core)	20
Level 5	Responsible Business(core)	20	The Business Professional (core)	20
	Digital Transformation (core)	20	Operations, Logistics and Supply Chain Management(core)	20
	Fundamentals of Project Management(core)	20	Projects and People(core)	20
	Placement Year [Optional]			
Level 6	Leadership, Strategy and Change(core)	20	Research Project Or Applied Project	40
	Comparative International Management (core)	20		
	Project Risk, Sustainability Management (core)	20	Strategic Project Management (core)	20

Placements information

Students have the opportunity to find and carry out a year-long placement between levels 5 and 6 (years 2 and 3) of their course.

H. Course Modules

Whilst every effort will be made to make all option modules available there may be instances when for operational or academic reasons that a particular module will not run. In this case students will be counselled and an appropriate alternative agreed.

Module Code	Module Title	Level	Semester	Credit value	Assessment
TBA	Finance and the Economy (core)	4	1	20	100% Coursework
TBA	Principles of Marketing(core)	4	1	20	100% Coursework
TBA	The LSBU Discovery Project (core)	4	1, 2	20	100% Coursework
TBA	Data for Decision Making (core)	4	2	20	50% time constrained assignment; 50% Excel case study
TBA	Management and Organisations (core)	4	2	20	100% Coursework

TBA	Principles of Strategy (core)	4	1, 2	20	100% Coursework
New module	The Business Professional(core)	5	1	20	100% Coursework
New module	Operations, Logistics and Supply Chain Management(core)	5	1	20	100% Coursework
New module	Projects and People (core)	5	1	20	100% Coursework
New module	Responsible Business(core)	5	2	20	100% Coursework
New module	Digital Transformation (core)	5	2	20	100% Coursework
New module	Fundamentals of Project Management(core)	5	2	20	100% Coursework
New module	Leadership, Strategy and Change(core)	6	1, 2	20	100% Coursework
New module	Comparative International Management (core)	6	1, 2	20	100% Coursework
New module	Strategic Project Management(core)		1	20	100% Coursework
New module	Project Risk, Sustainability Management (core)	6	2	20	100% Coursework
New module	Research Project	6	2	40	100% Coursework
New module	Applied Project	6	2	40	100% Coursework

I. Timetable information

The course is usually delivered over three days per week but this may be subject to change if needed to enhance student experience.

Outside of the standard delivery, we expect students to engage in extracurricular activities and private study. Work placement opportunities will also be available

Students can expect to receive a confirmed timetable during Welcome Week and will be kept informed of any changes.

J.   Costs and financial support
Course-related costs

All course notes and learning materials are provided via our VLE, however students will be expected to purchase the core texts for each module and to supply their own stationery.

The university does have IT resources in the library (PCs & laptops) which can be used, however it would be beneficial for students to have their own lap top device which can be used both in the classroom and for private study.

 If a student spends time away from the University on a placement or an internship then the cost of travel and suitable business attire is not included within the fee.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

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Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Module Title	Level	L1	L2	L3	L4	L5	L6	L7	L8	L9
Finance and the Economy	4	TDA	TDA		TDA					
Principles of Marketing	4	TDA	TD		TDA					
The LSBU Discovery Project	4	TDA		TDA		TDA	TDA			
Data for Decision Making	4		TDA	TD	TDA	TD				
Management and Organisations	4	TDA		TDA		TDA	TDA	TDA	TDA	
Principles of Strategy	4	TD	TD	TD		TDA		TDA		
Level 5										
The Business Professional	5	TD		TDA		TD	TDA			
Operations, Logistics and Supply Chain Management	5	TDA	TDA		TD	TDA		TD	TDA	
Responsible Business	5	TDA		TDA		TDA			TDA	
Digital Transformation	5		TDA	TD	TDA	TDA	TDA	TDA	TD	
BA (Hons) Business Management with Project Management										
Projects and People	5	TD		TDA	TDA	TD	TDA	TDA	TDA	
Fundamentals of Project Management	5		TD		TDA	TDA	TDA			
Business Management Placement										TDA
Placement Year	5	TD		TDA			TDA			

Module Title	Level	L1	L2	L3	L4	L5	L6	L7	L8	L9
Level 6 [Core Modules]										
Leadership, Strategy, and Change	6	TDA	TD	TD	TD	TDA	TDA	TDA		
Comparative International Management	6	TDA		TDA		TDA	TD		TDA	
Research Project	6	TD	TDA	TD	TDA	TD				
Applied Project	6	TD	TDA	TD	TDA	TD				TDA
BA (Hons) Business Management with Project Management										
Strategic Project Management	6	TD	TDA	TD	TDA	TD	TDA	TDA	TDA	
Project Risk, Sustainability and Continuity	6	TD	TD	TD	TDA	TDA		TDA	TDA	

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Timesand The Sunday Times Good University Guide for 2018 and for 2019* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:
- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	**Outcomes focus and professional/employer links** All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	On validation this course will be accredited with Professional Body accreditation from the IOEE. The professional body requirements inform the course content and design. This accreditation provides affirmation that students completing the course develop the correct level of skills knowledge and attributes necessary for successful transition it the profession on graduation. We teach using an applied character based education model, developing the whole student via the practical application of knowledge and skills to live scenarios wherever possible To support this aim we work as one networked community with our stakeholders to provide opportunity to students through guest lectures, employer panels and live case studies, this thread runs throughout the course and throughout each module.
Embedded learning development	**Support for transition and academic preparedness** At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the	All modules at Level 4 are designed to support student transition into Higher Education and academic preparedness. The **LSBU Discovery Project** module has a specific focus on learning support and has the Be coaching programme embedded within it. **Principles of Marketing** and **Data for Decision Making** have a particular focus on analytical thinking. **The Principles of Strategy** module develops reflection. Academic writing is explored across all modules and The **LSBU Discovery**

	learning development to aid in the transfer of learning.	**Project** Module has a focus on critical reading. All modules make cross reference to each other and reinforce learning and development throughout the students' journey.
High impact pedagogies	Group-based learning experiences The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	All Courses and each level has at least one element of group coursework. At Level 4 this is embedded within The **LSBU Discovery Project** module and the Principles of Strategy module. Students are allocated groups for The **LSBU Discovery Project** module to ensure diversification. During this module they complete a Belbin analysis of group skills so that they are reflecting on diversity of mindset and skills in addition to ethnicity, gender and age. Values are explored in this module and we also discuss the benefits of alternative lenses and respecting boundaries, and work in partnerships and the setting up of a partnership agreement. On the level 5 module **People and Projects** students will work together, to produce a pop-up book development built around the group work.
Inclusive teaching, learning and assessment	Accessible materials, resources and activities All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle are provided in an accessible format. Four modules at Level 4 have lecture capture.

Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	All modules have formative assessment and feedback throughout delivery. Often feedback is face to face in class feedback from tutors and peers. Students always have the opportunity to use the feedback to feed forward into the final summative assessment.
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	Research enquiry is embedded in the teaching and assessment across the programme. Moreover, learning and application of research methods begins right from the start of the course and continues throughout. The aim is to enable students to see the linkage between theories and methods and their practical application within a real world context. Examples of this can be seen in the **LSBU Discovery Project** module challenge at level 5, Fundamentals of **Project Management** at level and the Final Year Project at the end of level 6.

Curricula informed by employer and industry need / Assessment *for* learning	Authentic learning and assessment tasks Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	Focus on real life case studies and development of the employability skills expected in a work-ready graduate are integral to the course. Alongside the teaching programme we will run a series of HEAR badged extracurricular activities focusing on enhancement of student employability, designed in partnership with employers, professional bodies, our LSBU careers department and LSBU societies and the Enterprise Centre.
Inclusive teaching, learning and assessment	Course content and teaching methods acknowledge the diversity of the student cohort An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	All of our modules are delivered with a commitment to the inclusive curriculum. All case studies, images and resources are drawn upon to reflect the diversity of our cohort.
Curricula informed by employer and industry need	Work-based learning Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and	We deliver Applied Character Based education whereby student work on case study, live briefs from employers, they can go on placements, internships and work on simulations.

		integrity. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	
Embedded learning development	Writing in the disciplines: Alternative formats The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	Writing in the discipline is embedded throughout the programme and builds from level 4 upwards. Students will develop their understanding of business report writing, client briefs, presenting information in number and format across the programme. Many of the modules are assessed via Presentation and pitching which are essential skills for the business professional. Examples include: **Projects and People** [L5] – Case Study **Fundamentals of Project Management** [L5] – Research Report **Strategic Project Management** [L6] - Strategic Project Plan and Report **Project Risk & Sustainability Management** [L6] – Report	
High impact pedagogies	Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in	Students have the opportunity to work in our Business Solutions Centre, an externally facing consultancy working on cross disciplinary projects with live customer briefs. In addition, they all have the opportunity to take up an internship or placement.	

	groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	All students have the opportunity to work in the curricular on live briefs supplied by employers.
Assessment *for* learning	<u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	Modules are assessed using a wide variety of methodologies, these include: Group work Individual work Presentations Pecha Kucha Essay Report Reflection Spreadsheet Posters Test Most course works are built around case study and alternate assessments are made available where necessary. A mix of assessments are used at each level and on each programme and are appropriate to each discipline. Some are guided by professional body requirements.
Curricula informed by employer and industry need	<u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	Core values of students are explored at Level 4 , enabling them to consider careers that give them happiness and satisfaction and that align to whom they are and what they want to be, how they want to live their lives. At level 5 all students receive in curricular an Employability module (12 x 2 hours), in which they receive guidance on the job market, CVs, online profile and social media, interviews, elevator pitching industries, professionals, entrepreneurs, networking, assessment centres.

		This is supported by industry and professional body guest lectures and alumni
		We run a series of extra-curricular events and workshops to support and run our annual employability day which all students can engage in, culminating in an alumni networking session.
		At level 6 we have a Leadership club to support self-selecting students to network at a higher level and to provide further 'leadership' development and we develop their ability to narrate their own journey.
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	Final Year Project The level 6 project is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	At level 6 students have the opportunity to work one of two types of project bringing together the knowledge and skills learnt across the course. These include the Research Project and Applied Research Project

Appendix C: Terminology

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree- awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance- based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
Written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

Appendix D: UN Sustainability Goals

Un Sustainability Goals	Modules
3. Good Health and Well-Being	**Level 4 Core:** **The LSBU Discovery Project:** *Principles of coaching will be introduced to support the development of personal and professional characteristics that contribute to effective leadership and management of self and others;* **Management and Organisations:** *Understand and apply the key principles of human resource management in the key functional areas of employee resourcing, development, rewards and relations.* *Have the ability to work with others to solve problems, exercise initiative and take personal responsibility, while working through uncertainty and change.*
4. Quality Education	**Level 4:** **Management and Organisations:** *Working in groups/teams in a diverse workplace.* **Level 5:** **The Business Professional:** *Facilitate the development of career development and career management skills necessary to secure graduate employment and thrive in successful long-term careers;*
5. Gender Equality	**Level 4:** **Management and Organisations:** *Working in groups/teams in a diverse workplace.*
8. Decent Work and Economic Growth	**Level 4 Core:** **Finance and the Economy:** *Scarcity, work and choice;* *The firm: owners, managers and employees* **Management and Organisations:** The external environment and the *future of work;* *Strategy, corporate social responsibility and ethics in business.*

	Level 5 Core: **Responsible Business:** *Analyse the implications of business decisions on society.*
9. Industry, Innovation and Infrastructure	**Level 4 Core:** **The LSBU Discovery Project:** *Sustainable business models*
10. Reduced Inequalities	**Level 4 Cores:** **Finance and the Economy:** *The firm and its customers; Business finance, raising finance and financial analysis.* **Management and Organisations:** *Managing people through employee resourcing, development, rewards and relations.*
12. Responsible Consumption and Production	**Level 4:** **Finance and the Economy:** *Supply and demand: price-taking and competitive markets.* **Principles of Marketing:** *Marketplace ethics.* *Marketing research including the consideration of big data and the basics of analytics.* **Level 5:** **Responsible Business:** *Importance of effective corporate governance, ethical theories to a specific dilemma in business*
13. Climate Action	**Level 4:** **Finance and the Economy:** *Social Interactions* **Level 5:** **Operations, Logistics and Supply Chain Management:** *Sustainable Logistics and Reverse Logistics* **Responsible Business:** *Analyse the implications of business decisions on society.* **Level 6:** **Leadership, Strategy & Change:**

	Ethics, corporate social responsibility; <u>sustainability</u> and risk management
17. Partnerships for the Goals	**Level 4 Core:** **Finance and the Economy:** *Banks, money and the credit market*

Module	Group / Individual	Report	In class test	Group Activity	Exam	Project	Presentation	Reflection	Case Study	Portfolio	Learning & Development	Essay	Business Cane	Idea Generation	Business Plan	Strategic Review	Business Model Canvas	Learning & Development	IT Skills Assessment
Level 4																			
Finance and the Economy	I					x													
Principles of Marketing	I		x				x												
The LSBU Discovery Project	G / I	x					x												
Data for Decision Making	I		x						x										
Management & Organisations	I									x									
Principles of Strategy	I									x									
Level 5																			
The Business Professional	I							x											
Effective Business Negotiations	G / I			x				x											
Responsible Business	I	x					x												
Digital Transformation	G / I	X					x												
Projects and People /	G / I			x				x											
Fundamentals of Project Management	I	X							x										

Module	Group / Individual	Report	In class test	Group Activity	Exam	Project	Presentation	Reflection	Case Study	Portfolio	Learning & Development	Essay	Business Cane	Idea Generation	Business Plan	Strategic Review	Business Model Canvas	Learning & Development	IT Skills Assessment
Level 6																			
Leadership, Strategy & Change	I															x			
Comparative International Management	I	X											x						
Small Business Management	I	X															x		
Strategic Project Management	I	X												x					
Project Risk & Sustainability Management	I	X												x					
Research Project	I					x													
Applied Project	I					x													