



Course Specification

A. Course Information															
Final award title(s)	BA (Hons) Business Management (Accelerated)														
Intermediate exit award title(s)	BA Business Management Diploma in Higher Education Business Management Cert HE Business Management														
UCAS Code		Course Code(s)	5786												
	London South Bank University														
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input checked="" type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS														
Division	Business and Enterprise														
Course Director	Susie Wolstenholme														
Delivery site(s) for course(s)	<input type="checkbox"/> Southwark <input type="checkbox"/> Havering <input checked="" type="checkbox"/> Croydon <input type="checkbox"/> Other (Please Specify)														
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Other please specify														
Length of course/start and finish dates	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>2</td> <td>September</td> <td>September</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	2	September	September				
Mode	Length years	Start - month	Finish - month												
Full time	2	September	September												
Is this course generally suitable for students on a student sponsored visa?	Please complete the International Office questionnaire Yes X Students are advised that the structure/nature of the course is suitable for those on a student 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	October 2021													
Professional, Statutory & Regulatory Body accreditation	<ul style="list-style-type: none"> Institute of Enterprise and Entrepreneurs Certificate and/or Diploma in Enterprise Management[IOEE] 														
Reference points:	Internal	<ul style="list-style-type: none"> LSBU Corporate Strategy 2020-2025 LSBU Academic Regulations for Taught Courses LSBU Academic Quality and Enhancement Website 													
	External	<ul style="list-style-type: none"> 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 													

B. Course Aims and Features

<p>Distinctive features of course</p>	<ul style="list-style-type: none"> ❖ Offers opportunity for students to study various subject disciplines in the area of Business and Management with professional accreditation; ❖ Development of student social capital via a strong network of professional bodies, industry specialist 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; ❖ Advanced entry for suitably qualified applicants; ❖ Clear progression routes to professional qualifications or post graduate study; ❖ Digital skills embedded throughout the curriculum ❖ Located in the heart of one of the most vibrant, diverse and one of the business capital cities in the world.
<p>Course Aims</p>	<p>The overarching vision of the BA (Hons) Business Management degree is a high quality academic programme that provides professional opportunities in a business context</p> <p>The course 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.</p> <p>The programme provides students with a broad-based education in business with the themes of ‘Enterprise’, ‘Management’ and ‘Professional Practice’ running through the core of its structure.</p> <p>The aim of the Business Management course is to equip students for a variety of future careers, with a subject specialism in the area of Business and Management.</p> <p>The curriculum provides a broad and integrated academic foundation at level 4 with increasing specialisation opportunities at levels 5 and 6.</p> <p>BA Business Management aims to:</p> <ol style="list-style-type: none"> 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 mindset, 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 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.

<p>Course Learning Outcomes</p>	<p><i>Upon successful completion of this course students should be able to:</i></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>LO7: Explain the key drivers for organisational success and the development of customer and stakeholder relationships and strategic priorities in an environment reshaped by digital technologies.</p> <p>LO8: Analyse the development, management and characteristics of the SME and the business within domestic and international markets and ways in which they can secure and deploy resources effectively to ensure growth.</p>
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C. Teaching and Learning Strategy

While this course of study embraces a wide range of learning and teaching strategies, the delivery of the BA (Hons) Business Management is underpinned by several central themes:

1. Learning is an active process benefiting from the engagement of the students, their peers and staff alike; to provide academic challenge through activities such as debate and discussion; through to academic support and guidance. This is achieved through lectures, seminars, and computer labs.
2. Teaching is intellectually driven but always with close reference to the world of work to enhance the delivery of a range of transferable skills. Much of the seminar work involves practical problem-solving using mini case studies replicating real-life business scenarios.
3. Information technology is used where relevant and appropriate to enhance the learning and teaching process. Digital technology such as Panopto lecture capture software is used to increase academic support for students and improve the efficiency of the teaching and assessment processes
4. Skills in the use of industry standard software are developed and assessed through various modules of the course.
5. Assessment and feedback, both formative and summative, is designed to be varied, progressive and challenging in its form, and integrated into the curriculum to aid and support learning and the development of skills.
6. Skills needed to enhance independent learning are developed over the course of the programme to ensure that students are prepared to take responsibility for their own personal development and autonomous learning. Self-managed study to supplement and consolidate classroom learning constitutes about 75% of student study hours. These include prescribed reading, reviewing of material covered in the classes, practicing the application of technical knowledge and skills to problem-based exercises, researching and working on coursework assignments, group discussion, blogs and reflective journals. Many of these activities are supported by the virtual learning environment (VLE).
7. Opportunity for accessing learning is available to all students from all socio-economic backgrounds and the teaching team are responsive to the diversity of an individual's learning needs.
8. A variety of experienced academic staff teach on the course, almost all of whom have relevant professional qualifications in addition to academic qualifications. Some teaching staff have considerable industry experience which they bring to the classroom, others are actively engaged in relevant real world research which they use to inform their teaching.
9. The Business School has introduced a revamped personal tutoring system, which has bedded in and is providing much needed support to students. The system includes both group and one-to-one personal tutoring. Group personal tutoring, scheduled on the timetable, enables supportive and regular conversations to address common pastoral challenges. One-to-one personal tutoring, available from 9am to 8 5pm during term time, enables individual support and signposting to address individual pastoral challenges. Each student will receive a specialist 2-year degree personal tutor with whom they will have a touch point once a month. Specialist personal tutors will provide expert advice on progress

and guidance on navigating the milestones of completing a two-year degree. One-to-one personal tutoring is available from 9am to 5 pm during term time and enables individual support, signposting to address individual pastoral challenges, and guidance on the student's personal development.

D. Assessment

Formative

Formative assessment activities provide opportunities for developmental feedback and reflective learning and are a key 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.

In-class testing and questioning are key 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.

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 and delivery and ensure that learning is meaningful.

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, feed forward into future delivery and 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's 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) academic research reports (at level 5 - 6), group work (at levels 4 - 5), and individual essays (at levels 4 - 6).

Examinations are compulsory for any optional modules that embed professional body exemptions. The examinations incorporate a wide variety of question types and assess a broad range of the syllabi content.

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

E. Academic Regulations

The University's Academic Regulations apply for this course.

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 BBC [112 UCAS points] **or**:
- BTEC National Diploma DMM [112 UCAS points] **or**:
- Access to HE qualifications with 15 Distinctions and 30 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 a previous experience of 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.

Structure

The two-year accelerated degree will be taught at the same standard and content as three-year degree, however the pace of study is more intensive comprised on three, 10 week long semesters and reduced holiday periods across the years. Students will be required to work with an increased level of contact hours, including an extra summer term, where students may be required to work 8-10 hours a day over 10 weeks. Students considering two-year degrees are expected to be highly self-motivated to complete the course within two years but academics and specialist personal tutors will be there to support students along the way.

G. Course structure(s)

Course overview

Students study sixteen 20 credit modules and one 40 credit dissertation, totalling 360 Credits, 120 at Level 4; 120 at Level 5 and 120 at Level 6. The programme can be studied in the full-time mode only.

At each level all full-time students study for 120 credits. The options offered are contingent on sufficient student demand. All options may not be available in any one year, and new options may be added.

BA Honours Business Management (Accelerated)

[Of the 17 modules, 15 are compulsory – there are only 1 optional module, to be chosen at levels 5 and 6]

Semester 1	Semester 2	Semester 3
Finance and the Economy (L4)	Data for Decision Making (L4)	Responsible Business (L5)
The LSBU Discovery Project (L4)	Management and Organisations (L4)	Digital Transformation (L5)
Principles of Marketing (L4)	Principles of Strategy (L4)	Option 1 * (L5)
Semester 1	Semester 2	Semester 3
The Business Professional (L5)	Leadership, Strategy and Change (L6)	Small Business Management (L6)
Operations, Logistics and Supply Chain Management (L5)	Comparative International Management (L6)	Option 2** (L6)
Effective Business Negotiations (L5)	Research Project (L6)	

*** Level 5 Optional modules (1 to be chosen from the following list):**

1. The Digital Economy
2. Entrepreneurial Mindset: Business Discovery & Development
3. Finance in a Digital World
4. Learning and Talent Development
5. Media Relations
6. Fundamentals of Project Management
7. Practical Analytics

**** Level 6 Optional modules (1 to be chosen from the following list):**

1. Business Intelligence
2. New Technology Innovations
3. Global Finance and Technology
4. Contemporary Issues in HR
5. Strategic Market Channels
6. PRINCE2 - Methodologies for Project Management
7. Retail Boutiques and Shopper Behaviour (Option)
8. Volunteering

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
	Finance and the Economy	4	1	20	100% coursework
	Principles of Marketing	4	1	20	100% coursework
	The LSBU Discovery Project	4	1	20	100% coursework
	Data for Decision Making	4	2	20	50% time constrained assignment; 50% Excel case study
	Management & Organisations	4	2	20	100% coursework
	The Principles of Strategy	4	2	20	100% coursework
	Responsible Business	5	3	20	100% coursework
	Digital Transformation	5	3	20	100% coursework
	The Digital Economy *	5	3	20	100% coursework
	Entrepreneurial Mind-set: Business Discovery & Development *	5	3	20	100% coursework
	Finance in a Digital World *	5	3	20	60% coursework; 40% exam
	Learning and Talent Development *	5	3	20	100% coursework
	Media Relations *	5	3	20	100% coursework
	Fundamentals of Project Management *	5	3	20	100% coursework
	Practical Analytics *	5	3	20	100% coursework
	The Business Professional	5	1	20	100% coursework
	Operations, Logistics and Supply Chain Management	5	1	20	100% coursework
	Effective Business Negotiations	5	1	20	100% coursework
	Leadership, Strategy and Change	6	2	20	100% coursework
	Small Business Management	6	2	20	100% coursework
	Comparative International Management	6	3	20	100% coursework
	Research Project	6	2/3	40	100% coursework
	Business Intelligence *	6	3	20	100% coursework
	New Technology Innovations *	6	3	20	100% coursework
	Global Finance and Technology*	6	3	20	100% coursework
	Contemporary Issues in HR *	6	3	20	100% coursework
	Strategic Market Channels *	6	3	20	100% coursework
	PRINCE2 - Methodologies for Project Management *	6	3	20	50% coursework; 50% exam

	Retail Boutiques and Shopper Behaviour *	6	3	20	100% coursework
	Volunteering*	6	3	20	100% coursework

*Option modules

I. Timetable information

The timetable will generally require students to attend classes on three days of the week – however, this may be subject to change due to unavoidable circumstances. The timetable for each semester will be made available before the semester begins.

Outside of classroom hours students are expected to engage in private study and revision, work on their assignments, and also participate in extracurricular activities.

J. Costs and financial support

Course related costs

- Students will be expected to read the prescribed textbooks for all modules on the course. Other learning materials will generally be provided on the VLE site of each module, but hard copies of these materials will not necessarily be provided to students – students desiring hard copies of the online materials will be required to print the materials themselves.

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. *(Asterisk indicates option modules)*

Module Title	Level	L1	L2	L3	L4	L5	L6	L7	L8
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
Effective Business Negotiations	5	TD	TDA		TDA		TDA	TD	
Responsible Business	5	TDA		TDA		TDA			TDA
Digital Transformation	5		TDA	TD	TDA	TDA	TDA	TDA	TD
Options (no pre requisite required)									
The Digital Economy	5	TD	TD		TDA	TD		TDA	TD
Entrepreneurial Mindset Business Discovery	5		TDA	TDA	TD	TDA	TDA		

Module Title	Level	L1	L2	L3	L4	L5	L6	L7	L8
Options (no pre requisite required)									
Finance in a Digital World	5	TDA	TD		TDA			TDA	
Learning and Talent Development	5	TD		TDA	TDA	TDA		TD	TD
Media Relations	5	TD			TDA	TD		TDA	
Fundamentals of Project Management	5		TD		TDA	TDA	TDA		
Practical Analytics	5	TD	TDA		TDA				
Level 6 [Core Modules]									
Leadership, Strategy, and Change	6	TDA	TD	TD	TD	TDA	TDA	TDA	
Small Business Management	6	TDA		TD		TDA	TD	TDA	TDA
Comparative International Management	6	TDA		TDA		TDA	TD		TDA
Research Project	6	TD	TDA	TD	TDA	TD			
Options (no pre requisite required)									
Business Intelligence	6		TDA		TDA	TDA		TDA	
New Technology Innovations	6				TDA	TDA		TDA	TDA
Global Finance and Technology	6	TDA	TD		TDA			TDA	TD
Contemporary Issues in HRM	6	TD		TDA		TDA	TD	TDA	
Strategic Market Channels	6	TDA	TD		TDA	TD		TD	TD
PRINCE2 - Methodologies for Project Management	6	TDA	TDA		TDA		TDA		TD
Retail Boutiques and Shopper Behaviour	6				TDA	TDA		TDA	TDA
Volunteering	6			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 Times and The Sunday Times Good University Guide 2018* 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.

Dimensions of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u></p> <p>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.</p>	<p>This course will be accredited with Professional Body accreditation from the IOEE.</p> <p>The professional body requirements inform the course content and design.</p> <p>This accreditation provides affirmation that students completing the course develop the correct level of skills knowledge and attributes necessary for successful transition into the profession on graduation.</p> <p>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</p> <p>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.</p>
Embedded learning development	<p><u>Support for transition and academic preparedness</u></p> <p>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 learning development to aid in the transfer of learning.</p>	<p>All modules at Level 4 are designed to support student transition into Higher Education and academic preparedness.</p> <p>The LSBU Discovery Project module has a specific focus on learning support and has the BE coaching programme embedded within it.</p> <p>Principles of Marketing and Data for Decision Making have a particular focus on analytical thinking.</p> <p>The Principles of Strategy module develops reflection.</p> <p>Academic writing is explored across all modules and The LSBU Discovery Project Module has a focus on critical reading.</p>

		All modules make cross reference to each other and reinforce learning and development throughout the students' journey.
High impact pedagogies	<p><u>Group-based learning experiences</u> 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.</p>	<p>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.</p> <p>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 mind-set and skills in addition to ethnicity, gender and age.</p> <p>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.</p>
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u> 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.</p>	<p>All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle are provided in an accessible format.</p> <p>All the modules across the course how have lecture capture.</p>
Assessment for learning	<p><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</p>	<p>All modules have formative assessment and feedback throughout delivery. Often feedback is face to face in class feedback from tutors and peers.</p> <p>Students always have the opportunity to use the feedback to feed forward into the final summative assessment.</p>

	(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 .	
High impact pedagogies	<p><u>Research and enquiry experiences</u></p> <p>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.</p>	<p>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.</p> <p>Examples of this can be seen in the LSBU Discovery Project module challenge and the Final Year Project at the end of level 6.</p>
Curricula informed by employer and industry need / Assessment for learning	<p><u>Authentic learning and assessment tasks</u></p> <p>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</p>	<p>Focus on real life case studies and development of the employability skills expected in a work-ready graduate are integral to the course.</p> <p>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</p>

	<p>and deliver outputs to an agreed specification and deadline.</p> <p>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.</p>	<p>department and LSBU societies and the Enterprise Centre.</p>
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u></p> <p>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.</p>	<p>All of our modules are delivered with a commitment to the inclusive curriculum.</p> <p>All case studies, images and resources are drawn upon to reflect the diversity of our cohort.</p>
<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u></p> <p>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 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.</p>	<p>We deliver Applied Character Based education whereby student work on case study, live briefs from employers, they can go on internships, undertake volunteering and work on simulations.</p>

<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u></p> <p>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.</p>	<p>Writing in the discipline is embedded throughout the programme and builds from level 4 upwards.</p> <p>Students will develop their understanding of business report writing, client briefs, presenting information in number and format across the programme.</p> <p>Example include:</p> <ul style="list-style-type: none"> • Finance & the Economy [L4] – Business Report • The LSBU Discovery Project [L4] – Reflective Report • Management and Organisations [L4] – Portfolio • The Business Professional [L5] – Reflective Careers Report • Comparative International Management [L6] – Business Report <p>Many of the modules are assessed via Presentation and pitching which are essential skills for the business professional.</p> <p>Example include:</p> <ul style="list-style-type: none"> • Principles of Marketing [L4] – Structured presentation • The LSBU Discovery Project [L4] – Group Presentation • Effective Business Negotiations [L5] – Group negotiation activity • Responsible Business [L5] – Individual Presentation
<p>High impact pedagogies</p>	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p>	<p>Students have the opportunity to work in our Business Solutions Centre, an externally facing consultancy working on cross disciplinary projects with live customer briefs.</p>

	<p>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 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.</p>	<p>In addition, they all have the opportunity to take up an internship or volunteering.</p> <p>All students have the opportunity to work in the curricular on live briefs supplied by employers.</p>
<p>Assessment for learning</p>	<p><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. A 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.</p>	<p>Modules are assessed using a wide variety of methodologies, these include:</p> <p>Group work Individual work Presentations Pecha Kucha Essay Report Reflection Spreadsheet Pitching Posters Examination Test</p> <p>Most course works are built around case study and alternate assessments are made available where necessary.</p> <p>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.</p>
<p>Curricula informed by employer and industry need</p>	<p><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</p>	<p>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.</p> <p>At level 5 all students receive in-curricular an Employability module (12 x 2 hours), in which they receive guidance</p>

	<p>career development, develop resilience and manage the career building process. This should be designed to inform the development of excellence and professionalism.</p>	<p>on the job market, CVs, online profile and social media, interviews, elevator pitching industries, professionals, entrepreneurs, networking, assessment centres.</p> <p>This is supported by industry and professional body guest lectures and alumni</p> <p>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.</p> <p>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.</p>
<p>Curricula informed by employer and industry need / Assessment <i>for</i> learning / High impact pedagogies</p>	<p><u>Final Year Project</u></p> <p>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.</p>	<p>At level 6 students have the opportunity to work on a Research Project bringing together the knowledge and skills learnt across the course.</p>

Appendix C: Course Calendar

Course weeks	University weeks	Activity	Months
Semester One of Accelerated Degree's First Year (Semester 1 of L4)			
Weeks 1-11	9-19	S1 Teaching Weeks	September - December
Week 12	20	S1 Revision / Recess week	December
Week 13	21	S1 Exam week	December
	22	S1 Subject Area Boards [SABs] + Award & Progression Boards [APBs]	December
	22-23	Christmas vacation	December
Semester Two of Accelerated Degree's First Year (Semester 2 of L4)			
	24	S1 Resit Exams (L4)	January
Weeks 1-11	25-35	S2 Teaching Weeks	January – March / April
	25	S1 Resit boards	January
Week 12	36	S2 Revision / Recess week	March
	37-38	Easter Vacation for Accelerated Degree	March / April
Weeks 13 - 14	39	S2 Exam Week	April
	40 - 44	Summer vacation	April / May
	41	Subject Area Boards S2 (L4)	May
	42	S2 Resit exam week (L4)	May
	43	L4 Award and Progression Boards	May
Semester Three of Accelerated Degree's First Year (Semester 1 of L5)			
Weeks 1-11	45-52 and 1-3	S3 Teaching Weeks (L5)	June - August
Week 12	4	Revision / Recess Week	August
Week 13	5	S3 Exam Week (L5)	August
	6-8	Late summer break	August / September
	7	S3 Subject Area Board (L5)	September
	8	S3 Resit Exams (L5)	September
Semester One of Accelerated Degree's Second Year (Semester 2 of L5)			
Weeks 1-11	9-19	S1 Teaching Weeks	September - December
Week 12	20	Revision / Recess week	December
Weeks 13	21	S1 Exam Weeks (L5)	December
	22	S1 SABs + APBs	December
	22-23	Christmas vacation	December

	24	S1 Resit Exams (L5)	January
	25	S1 Resit APB (L5)	January
Semester Two of Accelerated Degree's Second Year (Semester 1 of L6)			
Weeks 1-11	25-34	S2 Teaching Weeks (pre-Easter)	January - March
Week 12	35	S2 Revision week	March
	36	Exam Week (1)	
S2	37-38	Easter Vacation for Accelerated Degree	March / April
Weeks 13	39	S2 Exam Week	April
	40 - 44	Summer vacation	April / May
	41	Subject Area Boards S2 (L6)	May
	43	S2 Resit exam week (L6)	May
Semester Three of Accelerated Degree's Second Year (Semester 2 of L6)			
Weeks 1-11	45-52 and 1- 3	S3 Teaching Weeks (L6)	June - August
Week 12	4	Revision Week	August
Week 13	5	S3 Exam Week (L6)	August
	6-8	Late summer break	August / September
	7	S3 Subject Area Board (L6)	September
	8	S3 Resit Exams (L6)	September
	9	S3 Resit APBs (L6)	September

*Exams are only applicable on some options

As in the case of 3-year degree students, an accelerated degree student who has not met all the requirements to pass one or more modules may still progress to the next stage of study provided s/he has accumulated sufficient credits to remain eligible for the award for which they are enrolled and the examination board has permitted the student to repeat one or two modules.

As accelerated students effectively take 3 semesters / terms of study in one calendar year in order to complete their degree over 2 rather than 3 years, the next "stage" of study for Level 5 and Level 6 will occur inside the same calendar year as the previous stage of study, as shown in the course calendar above.

POU (Pass with Outstanding Units) will therefore operate in the same way as for 3-year students in terms of being allowed to carry one failed unit per semester / term following a first sit and resit into the next stage of study.

Accelerated students who fail more than one unit per semester / term will be entitled to RYA (Repeat Year Attend) the stage or semester as normal at the next available opportunity. That opportunity may occur when the relevant semester / term is repeated as shown in the course calendar above.

Accelerated students who wish to exit the accelerated degree to change to the 3-year version of the degree will be counselled and considered on a case by case basis, with modules completed to date considered for APEL onto the 3-year version of the degree either at Croydon or Southwark according to student preference and places available at the time. Such students will be required to complete the relevant course change form.

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

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 learning
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