Course Handbook
BA (Hons) Business Management Top-Up by eLearning
2019/20
Course Leader: Karl Lester
Lancashire School of Business and Enterprise

Please read this Handbook in conjunction with the University’s Student Handbook.
All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
# Contents

1. Welcome to the Course
2. Structure of the Course
3. Approaches to teaching and learning
4. Student Support
5. Assessment
6. Classification of Awards
7. Student Feedback
8. Appendices
   8.1 Programme Specification(s)
Dear Student,

Welcome to the University of Central Lancashire! More specifically, welcome to the BA (Hons) Business and Management Top-Up Degree Course.

We hope that during your time with us here at the University of Central Lancashire and that your time working with us proves to be a stimulating and rewarding experience.

The first few weeks of your course will probably be quite testing as you make the transition to university and online study. You will begin to work with software platforms that will support your learning and some of this may, initially, be tricky to master. You will also be asked to complete some initial exercises that begin your interactions with the wider group – a crucial element of your learning. Finally, you will need to structure your time so you get the most out of flexible and distributed online learning.

The course is a mix of business and management theory and practice. It aims to build on your previous knowledge and experience and develop your understanding of contemporary business issues. You will be encouraged to consider the professional vocational skills that will enable you to progress in your preferred business area. You will also have the opportunity to complete a research project directly related to your job and choose a module from a range of options relevant to the contemporary world of business. By the end of the programme we hope that you will be an independent learner with the skills, knowledge and experience to make informed decisions about your future career.

It is important to stress that the programme will involve you in a great deal of hard work. Some of the challenges you will encounter will be very much along the lines that you might expect of an undergraduate programme. Some may be more of a surprise!

We would offer you the following as examples of some of the challenges you might face:

- Confronting your own personal strengths and weaknesses.
- Maintaining motivation and managing your time.
- Sharing insights, experience and knowledge with others to extend community learning.
- Reflecting on experience in order to develop an enhanced understanding of the principles of business and management and opportunities for further learning and development.
- Preparing to test out theoretical principles in the real world of business, rather than just in the safety of the classroom.

The course team will work with you in the development of these abilities. They will provide theoretical frameworks, cases and practical examples for you to explore. They will also lead you in discussions and provide opportunities for you to test ideas. However, it is important to understand that within this programme we operate as a learning community. This means that you are also responsible for your own and others’ development. This is achieved through interaction and sharing of knowledge, so it is important that you are confident and prepared to engage as an active participant.

It is part of our University’s philosophy to involve students in the running of their courses as much as possible. Quite soon therefore, we will be asking you to nominate representatives to serve on the Course Staff/Student Liaison Panel (SSLP). So, perhaps at this early stage, you might like to be thinking about whether you personally would like to be a Student Representative.
Whatever part you play in student life, we would like to take this opportunity to wish you every success here at the University of Central Lancashire and to encourage you to strive to achieve your full potential.

Best wishes for your success.

Regards,

Karl Lester
Course Leader (On behalf of the Course Team)

1.1 Rationale, aims and learning outcomes of the course

The BA (Hons) Business Management final year top-up programme is an 18-month part-time course delivered entirely online. It is specifically designed for students who have completed a Foundation Degree or HND (or an equivalent programme of study) in a business related discipline and allows you to progress to honours degree level.

The course is specially designed to allow you to:

• Convert a business and management related Foundation Degree or Higher National Diploma to a BA (Hons) in Business Management degree.
• Study in a way that's tailored to your needs - any time, any place without the need to attend lectures on campus.
• Study at home or at work or anywhere in the world that has a connection to the Internet.
• Have regular tutor support, using multimedia technology, so you can learn in an interactive and stimulating way.
• Participate with fellow learners in online group discussions and experience the support of a learning community that is not available in conventional distance learning courses.

The programme of study will be directed towards the attainment, assessment and evaluation of knowledge and skills required by you for your personal and on-going career development.

The intention is to create an intellectually challenging course of study that will prepare you as a graduate to progress your career in the field of business and management, or for further academic study. Hopefully both!

Aims

Through the curriculum the course team have designed a programme of study that aims to:

• Provide a programme that has a vocationally orientated curriculum which utilizes different domains of knowledge to understand the practice of business management.
• Provide a learning experience which students find challenging and stimulating and which enables them to enhance their career potential and employability through the development of their own learning capabilities.
• Provide a context in which independent thinking and critical awareness is enhanced allowing a richer appreciation of the complexities of contemporary business management.
• Encourage engagement in business/management research in general.

Learning outcomes
Over the duration of the course you will acquire a diverse range of skills. By the end of the programme you should be able to demonstrate the following abilities:

Knowledge and Understanding.
The ability to:
• Evaluate principles underpinning business management and critically evaluate related concepts and theories.
• Select business management concepts to apply to a range of creative problem solving methods drawing appropriate conclusions.
• Plan a range of strategies and approaches that can be adopted to become a more reflective and active learner.
• Compose, assemble and communicate innovative responses to organisational problems and issues.
• Critique strategy and policy development within the business management context.

Thinking Skills.
The ability to:
• Select, collate, analyse and synthesise information from a range of sources.
• Interpret and critically review theoretical, research and experiential data.
• Critically and creatively relate conceptual material to practical applications and developments.
• Plan and conduct individual research projects and communicate the outcomes.

Other Skills Relevant to Employability and Personal Development.
The ability to:
• Apply a range of communication methods and abilities appropriately and in context.
• Collate, evaluate and transfer knowledge and information.
• Work independently and as an effective member of a team.
• Manage own and contribute to others’ personal and professional learning, development and growth.

1.2 Course Team
The BA (Hons) BA (Hons) Business Management Top-Up Degree is located in The Lancashire School of Business and Enterprise within the Division of Strategy and Enterprise.

The Course Team consists of the following people:
The Course Leader will be responsible for the following aspects of course management:

- Organising course delivery.
- Promoting good practice in learning, teaching and curriculum development.
- Fostering the development of staff contributing to the course.
- Encouraging student feedback and responding to it.
- Producing reports and information required for university quality enhancement procedures.
- Formulating proposals for further development or amendment of the course.
- Acting as Module Leader for those taught by SPH staff.

If you have any programme specific problems or general queries, Karl Lester will be your first point of contact. Enquiries about specific modules should be addressed to each module tutor. Contact details for module tutors are provided below.

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>Email</th>
<th>Module Responsibility/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Mitchell J. Larson</td>
<td><a href="mailto:MJLarson@uclan.ac.uk">MJLarson@uclan.ac.uk</a></td>
<td>Module Leader</td>
</tr>
<tr>
<td>Karl Lester</td>
<td><a href="mailto:KRLester@uclan.ac.uk">KRLester@uclan.ac.uk</a></td>
<td>Module Leader</td>
</tr>
<tr>
<td>Dr Nadia Rattoo</td>
<td><a href="mailto:NRattoo@uclan.ac.uk">NRattoo@uclan.ac.uk</a></td>
<td>Module Leader</td>
</tr>
<tr>
<td>Mark Rees</td>
<td><a href="mailto:MRees1@uclan.ac.uk">MRees1@uclan.ac.uk</a></td>
<td>Module Leader</td>
</tr>
<tr>
<td>Barrie Roberts</td>
<td><a href="mailto:BRoberts@uclan.ac.uk">BRoberts@uclan.ac.uk</a></td>
<td>eLearning Facilitator</td>
</tr>
</tbody>
</table>

Further contact details for each of your tutors will be provided through individual module Blackboard sites.

1.3 Expertise of staff

The course team delivering the programme have a wide range of expertise in their own subject disciplines and in the delivery of high quality learning and teaching experiences. The team have spent several years developing online learning strategies and course materials particularly relevant to this mode of delivery.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might
have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details
Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Greenbank Building
Sport and Wellbeing
Lancashire School of Business and Enterprise
telephone: 01772 891998/891999 email: greenbankhub@uclan.ac.uk

1.6 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Staff will communicate with you directly using email. It is therefore very important that you keep your contact details up to date. It is also very important that you regularly check your UCLan email account as well as your personal/preferred account for new messages.

Module tutors will define their own preferred modes of communication, usually through their module Blackboard sites in the Contact Information area.

To contact Karl Lester (Course Leader/Personal Tutor) you should apply the methods that follow. This approach is necessary due to the volume of communication your Course Tutor deals with in the administration of an online course.

The hierarchy of communication methods with your Course/Personal Tutor can be described thus:

- First line of communication: Skype/FaceTime/Google Chat.
- Second line of communication: Telephone.
- Third line of communication: Email.

You will also have access to a Google+ Community resource that should be checked for answers to your query before contacting the Course Tutor.

1.7 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below.

Dr Yvonne Latham
Lecturer
If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

2. Structure of the course
2.1 Overall structure
The BA (Hons) Business Management Top-Up programme consists of:
• Five compulsory modules.
• One optional module.

Each of the modules (compulsory and optional) is worth 10, 20 or 30 credits. To successfully achieve the award, you must complete 120 credits at level six to graduate.

The following core modules must be successfully completed to qualify for the award:

- MD3060 Digital Literacies and Professional Practice
- MD3056 Contemporary Issues in Management Theory and Practice
- MD3059 Business Strategy
- MD3061 Research Methods
- MD 3058 Extended Research Project

One **optional** module must be taken from the four below:
2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

**MD 3060 Digital Literacies and Professional Practice (20 Credits)**
This module prepares the student for online learning and consolidates personal competencies in a wide range of areas associated with work activity and professional practice. Initially the module aims to induct the student within the technological framework adopted by the course team. This includes a series of exercises, readings and reflections about technology, learning and user interaction. The second part of the module concentrates on developing the students’ abilities, providing opportunities for students to audit and further develop professional capabilities. The module therefore combines digital literacies with professional practice to prepare students for the modern workplace. The module develops several themes with a focus on reflective practice:

- Digital literacies and digital engagement.
- Creative problem solving and innovation.
- Professional learning and development.
- Group development and the individual.
- The individual in the organisation.

**MD 3056 Contemporary Issues in Management Theory and Practice (20 Credits)**
This module aims to explore how management practice has evolved. It adopts a critical approach to management practice in organisational settings considering, in particular, how management has responded to contemporary drivers. Students will be encouraged to explore management theory through a critical lens with a view to challenging accepted managerial dogmas. Initially, the module will chart the development of management theory throughout industrial history and will identify the main tenets of this role. Later, the module will seek to deconstruct these ideas and explore alternative theories of management theory and practice.

- Management as an organisational role.
- The history and development of management.
- Management and leadership.
- Alternative approaches to interpreting management.
- Managing in contemporary settings.

**MD3059 Business Strategy (20 Credits)**

This module aims to provide students with an introduction to business strategy. Business strategy is a core element within business management. An understanding of internal and external business environments, utilisation of resources and the creation of competitive advantage are key factors for business management students to appreciate. This module will consider the main aspects of business strategy, thus preparing students for future careers in the business sector.

The module covers strategic issues such as:

- An introduction to strategy.
- The business environment.
- Internal strategic capability.
- Mission and vision.
- Culture and climate.
- Strategic planning.
- Managing change.
- Managing risk.
- Success and metrics.
- International dimensions of strategy.

**MD3061 Research Methods (10 Credits)**

This module is a prerequisite for MD3058 Extended Research Project. The aim of the module is to introduce students to the theories, techniques and methods needed to prepare, conduct and write up a research-based project in an area of business of their own choice.

The research methods module aims to prepare the student for their dissertation or work-based project. Specifically, this module will prepare you in:

- Choosing a project.
- Developing research aims and objectives.
- Sculpting literature reviews, citations, and bibliography.
- Carrying out empirical studies - research methods and techniques.

**MD 3058 Extended Research Project (30 Credits)**

The aim of the module is to enable students to pursue an extended research project within a self-defined business management area of interest. The Extended Research Project module is informed by work already completed in MD 3061 Research Methods.

A research topic should normally meet the following criteria:

- It should be deemed appropriate within the Business Management context of the course.
- It should be capable of drawing on one or more modules studied within the course.
- It should be restricted in scope so as to make possible treatment in depth, subject to the availability of adequate sources of information.
- It should be of interest to the student and offer the opportunity to contribute to their personal and professional development.
Optional modules:

MK3034 Electronic Marketing (20 Credits)

The module aims to provide students with a sound understanding of both theory and practice of electronic marketing; the confidence and ability to discuss the use of the Internet and other information and communication technologies in marketing; an ability to make marketing decisions using case study material and an appreciation of the practical issues concerned with electronic marketing.

This area of study is extremely dynamic at present. The following syllabus typifies issues and concepts for study and development within this module but is not exhaustive:

- Key elements of Digital Marketing.
- Internet usage and site design considerations.
- Internet User Characteristics and Behaviour – Consumer Personas.
- On-line marketing research.
- Business-to-business Digital Marketing.
- Business-to-consumer Digital Marketing.
- The Digital Marketing mix.
- E-CRM.
- Ethical, Legal and Societal Issues of Digital Marketing.

MD3057 Contemporary Issues in the Global Digital Environment (20 Credits)

Contemporary Issues in the Global Digital Environment will seek to explore the approaches business organisations have adopted to respond to challenges from developments in e-commerce and virtual organisations. The modern business world is an enormously complicated place. For example, many organisations now find that their boundaries are less clear and the extent of their operations is difficult to define. Networks are crucial the way business organisations achieve their objectives. The location and role of intangible resources, such as knowledge and intellectual property have become important considerations. The module will consider several dimensions of the new digital economy adopting a global view of change, competition and risk.

During the module students will engage with the following indicative themes:

- An introduction to the Digital Economy.
- The future of work.
- The evolution of business priorities.
- Changing organisational forms and organisational development.
- Knowledge and knowledge organisations.
- Network Organisations in the Digital Economy.
- Security and surveillance.
- Competition in the global digital economy.
- Sustainability and social responsibility.

HR3007 Human Resource Management in Contemporary Organisations (20 Credits)

Human Resource Management is an evolving and changing concept. The aim of this module is to provide a general critical introduction to the key areas of debate within the context of conceptual and theoretical frameworks informed by management theory, organisational sociology and psychology. It aims to encourage students to undertake a reflexive analysis of HRM and to question the claims, rationales and practices with which HRM is associated.
The first part of the module establishes the conceptual and theoretical framework against which the claims of HRM will be assessed. It provides students with an understanding of the development of HRM as an approach to labour management set within an international economic, social and political context.

Topics can include:
- Theoretical and practical development of HRM
- HRM - Japanese and American influences
- The Employment Relationship - the problem at the heart of HRM
- HRM, strategic partnership and the role of line management
- Change and Continuity at Work – flexibility and work-life balance

The second section of the module builds upon the critical and reflexive framework established in section one to explore in detail key elements of the HRM agenda and examine the evidence for the claims made for HR interventions.

Topics can include:
- HRM & managing Corporate Culture
- HRM & Commitment - the High-Performance Workplace
- Employee Involvement and Participation - concepts and changes.
- Empowering employees?
- HRM & the Management of ‘Knowledge’.

*It is a requirement that any student choosing this option has completed level 5 studies in HRM related areas prior to attempting this module.

AC3410 Financial Management for Business (20 Credits)

The aim of this module is to provide students with a concise understanding of fundamental concepts in financial management as well as introduce them to special topics in financial management.

Specifically, this module will focus on aspects of:
- The Finance Function
- The Time Value of Money
- The term Structure of Interest rates
- Risk and Rates of Return
- Stocks and Their Valuations
- Derivatives and Risk Management
- Multinational Financial Management
- Mergers and Acquisitions
2.3 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.4 Study Time

2.4.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.2 Expected hours of study

The normal amount of work expected is 10 hours per credit you need to achieve – this includes attendance at online classes and time spent in private study. For a 20-credit module you will therefore be expected to commit to 200 hours of study time. This time will be divided between contact time, directed learning, personal research and scholarship.

To qualify for the award, you will study 6 modules, thus studying 1,200 hours.

2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to Greenbank Hub.

The course team recognise that at times studying part-time using blended methods sometimes requires flexibility. To facilitate this need we aim to record all online sessions and make directed learning tasks as flexible as possible. However, it is the responsibility of each student to attend as many online sessions as possible and to interact in discussions and activities. Without this level of participation, the extent of the learning experience can be compromised.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

3. Approaches to learning and teaching

3.1 Blended Learning

As stated in the welcome statement of this handbook, the BA (Hons) Business Management Top-Up Degree explores a mix of theory and practice building on your previous knowledge and experience of business and management. Your tutors will support you through their specialist subject knowledge and reflective exercises when you will be able to integrate theory with practice.

The BA (Hons) Business Management Top-Up Degree employs blended learning as its primary mode of delivery. This mode of delivery differs from the traditional notion of distance learning in that you will have regular contact with your peers and module tutors.
Traditionally, distance learning adopted a postal system where the student received a package of learning resources and was then ‘left to their own devices’ in the execution of their studies. Assessment was often administered by associate tutors of the university who also ran seminars over the course of the module.

This type of learning is often described as *asynchronous*; in other words, each party was ‘out of time’ with each other. This meant that communication was extended and sometimes the meaning of what was being communicated was lost.

We like to think that the model adopted by The Lancashire School of Business and Enterprise differs from the traditional approach. We utilise the latest technologies to reduce the distance between tutors and students. By doing this we aim to create a *near synchronous* learning environment where tutors and students are able to communicate in real time thus enhancing educational outcomes.

You will have regular face-to-face contact with each of your module tutors through the Adobe Connect platform. Your tutors will use this resource to deliver mini-lectures and promote discussion around learning themes. You will be able to ask questions, both of your tutors and your peer group, in real time.

This platform is supported by Blackboard, which is our online learning system. This platform acts as a central point for learning resources, assessment and discussions (as well as a multitude of potential tools which your tutor may choose to employ at different stages of your learning).

Through the combination of these technologies we feel we can deliver a learning experience that is as rich as the traditional mode of face to face learning, if not richer. You will experience a wide variety of challenges to assist your learning and development and often these will draw upon your own experiences in business and management.

By means of example, the course team will use lectures, seminars, discussion groups, guided readings, web-resources, reflective writing and creative problem solving methods to further your learning and critical ability. These themes will be assessed in ways that include traditional essays and reports, as well as group writing assignments and research projects.

We maintain that when combined our approach is innovative in the way it combines technology with learning. We also hope that it provides the flexibility you need as people who are studying part-time.

### 3.2 Study skills

You may be approaching this course after taking a break from Higher Education, or in transition from workplace CPD or study in Further Education. You may also have some reservations about studying online for the first time. The Course Team are very experienced in supporting students making this transition and are aware of the challenges you might face.

As stated earlier, there are modules within the degree that will assist you in developing your approach to the use of technology, academic writing and scholarship, reflective practice and research capabilities. There are also many electronic resources available to you that the course team build into their modules. You will be introduced to these at the start of each module and within the Module Information Packs.

**WISER** [http://www.uclan.ac.uk/students/study/wiser/index.php](http://www.uclan.ac.uk/students/study/wiser/index.php)
3.4 Learning resources
3.4.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You will find that your tutors include most resources on their Blackboard site for you, but for illustrative purposes, some examples are included in the following section.

3.4.2 Electronic Resources
LIS provide access to a huge range of electronic resources: e-journals and databases, e-books, images and texts. You can use the links below to begin accessing some of these resources.

Link: Subject Specific Resources for Business and Management
Link: Discovery

3.5 Personal development planning
We often find that many of our students are in employment and they have decided to complete the top-up degree for personal or professional development. The module MD3060 deals specifically with Digital Literacies and Professional Practice from an individual, group and organisational perspective, but this should not be considered to be the only opportunity for personal development. Essentially, every module on the programme is concerned with your personal and professional development and the feedback we receive from students is that they appreciate the applied nature of module materials and the relevance to their personal and professional development.

4. Student Support
Your Course Leader and Academic Advisor will support you throughout your studies. There is also a Student Support Office you are encouraged to seek advice and support from.

4.1 Academic Advisors
The Course Leader and Academic Advisors are available to give guidance or advice as to where to get that guidance, to students about both the academic part of their course and in counselling for more personal matters.

The 'i' is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the 'i' shop and UCLan Financial Support Bursary (first year students only).

4.2 Students with disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.
4.3 Students’ Union
The Students’ Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5. Assessment

5.1 Assessment Strategy
Assessment is an important part of your development as a student both to test understanding and knowledge and as ever developing base upon which to build. The learning achieved from completing an assessment and from the feedback received, especially about how to improve are very valuable.

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

Each learning outcome of the course has to be assessed and this is achieved in the various modules. The level of difficulty increases each year. There is scope for modules to have more formative work or more summative work to be assessed as befits the module. Most modules are assessed purely by course work, but some modules have examinations at the end of semesters; some have time-constrained assessments during semester.

Assessment covers four areas:

Knowledge and Understanding.
A variety of assessments are used including essays, examinations, presentations, case study analysis, business and market analysis including plans and reports. Essay-type questions and problem solving exercises are used in addition to written coursework projects, including both group and individual based assessment and presentations.

Subject Specific Skills.
This may take the form of skills audits, reflective portfolios, case studies and learning contracts. Group based problem solving activities are assessed from both a process and output perspective. Presentations and reflective reports, in addition to Management plans assist in the assessment of transferable skills.

Thinking Skills.
A variety of assessments are used including essays, examinations, exercises in problem solving including the use of case studies and business and market reports, presentations, dissertations and live project work.

Other Skills Relevant to Employability and Personal Development.
A variety of methods are used including critical essays, examinations, presentations, short tests, case study work and projects. If chosen, the dissertation provides students with a means to apply thinking skills on a more theoretical level.

5.2 Notification of assignment arrangements
Students will be notified on Blackboard of the requirements for individual assessments and the deadlines for submission.

Your respective Module Leaders will do so through the Module Information Packs and Assessment Briefs, which may be contained within the MIP or published separately.
Students are advised to take note of any special or separate communication from individual module leaders as announcements by e.g. e-mail or in lectures. Assessments will always be notified in writing.

Students should take note that some pieces of work have to be submitted by or on a particular day and sometimes by a particular set time on that day e.g. 17.00 hrs.

5.3 Referencing

It is important when writing in assessed work that you adopt the correct academic style used at the University. This may be very different from what you are used to from pre-degree study and especially if you are an international student. The following is given as a brief review of this important area. The most important point to remember is that you are expected to write in your own words, yet give reference to your source as you write within the text of your report. It is a common misunderstanding that it is all right to use your sources' words so long as you give the source – no it isn’t acceptable. Generally, you should not use the words of your source at all and if you do, you must identify this as such by putting the words exactly as originally written and within quotation marks. These should be short and form a very minor part of the overall work that you present. You are expected to build arguments not from your opinion but from your sources, using these as evidence to build up your points and citing their work i.e. giving references to them as the original source, but using your own words.

You are required to use the Harvard system of referencing when you write. You cite the short reference within your text of author, date and page and given the full reference in a listing at the end of your work. See the Lancashire School of Business and Enterprise Referencing Guide.

Writing in the correct style is very important and not doing so is often the cause of plagiarism that is considered to be against the university regulations and carries severe penalties. It is thus to be avoided.

5.4 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 7.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
• Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.

• Re-presentation is an attempt to gain credit twice for the same piece of work. You may be interested in this website if you are unclear about plagiarism.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

• The penalty will be 0% for the element of assessment, and an overall fail for the module.
• The plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
• When it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

• The appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.
responded to feedback in the past is the Google+ Community Resource. This was developed following research into online communities and blended learning as well as feedback and discussions with students on the programme. So, if you have any ideas for improvement, please contact your Course Leader directly.

The Students’ Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. It is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting:

- Update on actions completed since the last meeting.
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience.
- Course organisation and management (from each individual year group, and the course overall).
- Experience of modules - teaching, assessment, feedback.
- Experience of academic support which may include e.g. personal development planning or personal tutoring arrangements.
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library.
  - Any other issues raised by students or staff.

Course SSLCs will be held online each semester. The meetings will take place using Adobe Connect and will be recorded. The recording will be distributed to students on the course using the Google+ Community Resource along with action points and responsibilities.
### Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Awarding Institution / Body</strong></td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td><strong>2. Teaching Institution and Location of Delivery</strong></td>
<td>University of Central Lancashire (Preston Campus)</td>
</tr>
<tr>
<td><strong>3. University School/Centre</strong></td>
<td>School of Management</td>
</tr>
<tr>
<td><strong>4. External Accreditation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5. Title of Final Award</strong></td>
<td>BA (Hons) Business Management</td>
</tr>
<tr>
<td><strong>6. Modes of Attendance offered</strong></td>
<td>Part Time e-learning</td>
</tr>
</tbody>
</table>
| **7. UCAS Code** | BZBUMN550 (September Entry)  
BZBUMN555 (January Entry) |
| **8. Relevant Subject Benchmarking Group(s)** | QAA Business and Management Benchmarks 2015 |
| **9. Other external influences** | None |
| **10. Date of production/revision of this form** | March 2016 |
| **11. Aims of the Programme** | To provide a programme that has a vocationally orientated curriculum, which utilises different domains of knowledge to understand the practice of business management.  
To provide learning experience which students find challenging and stimulating and which enables them to enhance their career potential and employability through the development of their own learning capabilities.  
To provide a context in which independent thinking and critical awareness is enhanced allowing a richer appreciation of the complexities of contemporary business management.  
To encourage engagement in business/management research in general. |
### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

An ability to:


A2. Select business management concepts to apply to a range of creative problem solving methods drawing appropriate conclusions.

A3. Plan a range of strategies and approaches that can be adopted to become a more reflective and active learner.

A4. Compose, assemble and communicate innovative responses to organisational problems and issues.

A5. Critique strategy and policy development within the business management context.

**Teaching and Learning Methods**

Particular emphasis is placed on active learning and reflective practice with students participating in a range of online teaching and learning methods. Acquisition of core knowledge and understanding (A1–A5) is mainly from online lectures and guided activities including: structured reading (online and books), formative exercises, discussions and online postings that will encourage formal, informal independent and social learning.

**Assessment methods**

For outcomes A1 - A5 a variety of assessments will be used including: essay-type questions, case studies, reports, group work and problem solving exercises in addition to written coursework projects, research proposals and online presentations.

#### B. Subject-specific skills

An ability to:

B1. Categorize the main activities of business management.

B2. Appraise internal and external factors which impact upon business organisations.

B3. Critically appraise operational and strategic techniques within business organisations.

B4. Identify and analyse business management issues in relation to international environments, sustainability and social responsibility.

**Teaching and Learning Methods**

Subject-specific theories, models and methodologies will be explained via online materials and guided activities. Learners will apply this knowledge to appropriate cases, exercises, related online activities and demonstrate ideas in structured and unstructured discussions.

**Assessment methods**

For outcomes B1 - B4 a variety of assessments will be used including: essay-type questions, case studies, reports, self-assessments, quizzes and problem solving exercises, in addition to written coursework projects, research proposals and online presentation.

#### C. Thinking Skills

An ability to:

C1. Select, collate, analyse and synthesise information from a range of sources.

C2. Interpret and critically review theoretical, research and experiential data.

C3. Critically and creatively relate conceptual material to practical applications and developments.

C4. Plan and conduct individual research projects and communicate the outcomes.

**Teaching and Learning Methods**


For learning outcomes C1 – C4, critical perspectives and case study problem examples will be used in online sessions. This will be supported by online activities in which students have the opportunity to apply principles and perspectives, and to analyse and solve problems through the use of case studies, online discussion and self-report inventories.

**Assessment methods**

For outcomes C1 - C4 a variety of assessments will be used including: essay-type questions, case studies, reports, self-assessments, quizzes and problem solving exercises, in addition to written coursework projects, research proposals and online presentation.

**D. Other skills relevant to employability and personal development**

An ability to:

- D1. Apply a range of communication methods and abilities appropriately and in context.
- D2. Collate, evaluate and transfer knowledge and information.
- D3. Work independently and as an effective member of a team.
- D4. Manage own and contribute to others’ personal and professional learning, development and growth.

**Teaching and Learning Methods**

Experiential learning and learner-centred activities such as online presentations, together with encouraging both peer self-analysis and evaluation will enable continuous personal and professional development.

**Assessment methods**

For outcomes B1 - B4 a variety of assessments will be used including essay-type questions, case studies, reports, self-assessments, quizzes and problem solving exercises, in addition to written coursework projects, research proposals and online presentation.

### 13. Programme Structure

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>MD3060</td>
<td>Digital Literacies and Professional Practice</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MD3056</td>
<td>Contemporary Issues in Management Theory and Practice</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MD3059</td>
<td>Business Strategy</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MD3061</td>
<td>Research Methods</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>MD3058</td>
<td>Extended Research Project</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>MD3057</td>
<td>Contemporary Issues in the Global Digital Environment</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>HR3007</td>
<td>Human Resource Management in Contemporary Organisations</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MK3034</td>
<td>Electronic Marketing</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>AC3410</td>
<td>Financial Management for Business</td>
<td>20</td>
</tr>
</tbody>
</table>

### 14. Awards and Credits*

**BA (Hons) Business Management**

Requires 120 credits including a minimum 100 at Level 6

### 15. Personal Development Planning

Personal Development Planning exists as a formal strand of the programme in which the student ability to reflect upon his/her skills base and plan for future personal development is developed, practiced, monitored and assessed. This is accommodated in the module MD3060 Digital Literacies and Professional Practice that will draw together elements of PDP, inter and intra module in addition to drawing upon student experiences within the workplace and other extra curricular scenarios. There
will be a strong focus on developing the individual in terms of digital literacies, employability and lifelong learning skills.

16. Admissions criteria

The University’s minimum standard entry requirements for degree level study on a top up programme is completion of study up to a level that is equivalent to the first two years of a university degree programme in that topic e.g.:

- HND Business
- FDA Business studies
- Diploma of Higher Education (following two years of advanced study)
- Or Equivalent UK or Overseas award.

Applications from individuals with non-standard qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from this degree-level programme will be welcome, but these applicants will be interviewed and will need to be able a propensity to complete the course. If applicants have not studied recently they may need to undertake an access programme before entry.

17. Key sources of information about the programme

- Applicant Letter: [http://bit.ly/1jCOQPg](http://bit.ly/1jCOQPg)
- Prospectus: [http://www.uclan.ac.uk/study_here/undergraduate_study.php](http://www.uclan.ac.uk/study_here/undergraduate_study.php)
- University Admissions Department: email uadmissions@uclan.ac.uk
- Advice about applications [http://www.uclan.ac.uk/courses/ug/applying.htm](http://www.uclan.ac.uk/courses/ug/applying.htm)
- Open Days and Campus Tours [http://www.uclan.ac.uk/opendays/index.htm](http://www.uclan.ac.uk/opendays/index.htm)
- Information about the University [http://www.uclan.ac.uk/about_us/index.php](http://www.uclan.ac.uk/about_us/index.php)
- Information about the City of Preston [http://www.uclan.ac.uk/visit/about_preston.php](http://www.uclan.ac.uk/visit/about_preston.php)
- Information about Student Life at UCLan: [http://www.uclansu.co.uk](http://www.uclansu.co.uk)
# 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
</tr>
<tr>
<td>LEVEL 6</td>
<td>MD3060</td>
<td>Digital Literacies and Professional Practice</td>
<td>Comp</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>MD3056</td>
<td>Contemporary Issues in Management Theory and Practice</td>
<td>Comp</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>MD3059</td>
<td>Business Strategy</td>
<td>Comp</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>MD3061</td>
<td>Research Methods</td>
<td>Comp</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>MD3058</td>
<td>Extended Research Project</td>
<td>Comp</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>MD3057</td>
<td>Contemporary Issues in the Global Digital Environment</td>
<td>O</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>HR3007</td>
<td>Human Resource Management in Contemporary Organisations</td>
<td>O</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>MK3034</td>
<td>Electronic Marketing</td>
<td>O</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>AC3410</td>
<td>Financial Management for Business</td>
<td>O</td>
<td>X</td>
</tr>
</tbody>
</table>