

## QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION

<b>1. Target Award</b>	Diploma of Higher Education
<b>2. Programme Title</b>	Business
<b>3. Exit Awards</b>	Certificate of Higher Education in Business
<b>4. Programme Leader(s)</b>	Paulette Wisdom
<b>5. Delivery Model</b>	Blended Learning
<b>6. Start date</b>	September 2015
<b>7. Programme Accredited by</b> <i>(PSRB or other, if applicable)</i>	N/A
<b>8. UCAS Code</b> <i>(If applicable)</i>	
<b>9. Relevant QAA subject benchmark statement</b>	General Business Management (2007) subject to consultation October 2014. QAA QC section A Frameworks for HE qualifications of UK degree-awarding bodies 2014

### 10. Programme Aims

The overall aim of the Arden University Diploma of Higher Education in Business is for students to develop a sound understanding of the principles and inter-connectedness of business and management disciplines which are applicable to a range of commercial and non-commercial sectors, local, national and global. The inter-disciplinary and integrative set of modules will both support students in their workplace including a vocational orientation enabling them to perform effectively in their chosen field, and prepare them for further undergraduate study. Programme content is intended to develop students' academic and personal skills, and their understanding of the theory and practice of management at an operational level. The programme also develops the student as an autonomous learner.

More specifically the programme aims are to enable students to:

- critically understand the well-established principles of their area(s) of study, and of the way in which those principles have developed
- apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- know and understand the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

- apply knowledge and skills and reflect on them and their application to decision-making
- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- develop existing skills and acquire new competences that will enable them to assume significant responsibility within an organisation

<b>11. Intended programme learning outcomes and the means by which they are achieved and demonstrated</b>		
<b>11a. Knowledge and understanding</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are demonstrated</b>
<p>With due regard to the QAA Framework for Higher Education Qualifications (FHEQ)2014 and the General Business Benchmark Statement 2007 (Subject to consultation in October 2014), the intended programme learning outcomes are for students to:</p> <p>A1 Have an informed awareness of the key concepts and perspectives underpinning the study of business and management and their inter relationship</p> <p>A2 An understanding and appreciation of the range, scope and historical &amp; cultural contexts of business and management including business globalisation, diversity and cross cultural business</p> <p>A3 Have a critical awareness of the process involved in business administration</p> <p>A4 To take into consideration risk management as it applies to stakeholder groups, business operations, reputation, intellectual properties and the environment.</p> <p>A5 Integrate theory and practice in a</p>	<p>Acquisition of knowledge and understanding (A1 – A5) at all levels is achieved through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:</p> <p><b>Asynchronous</b></p> <ul style="list-style-type: none"> <li>• Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our VLE</li> <li>• Guided group / project based work</li> <li>• Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves</li> <li>• Podcasts and narrated PowerPoints</li> </ul> <p><b>Synchronous</b></p> <ul style="list-style-type: none"> <li>• Online tutorials facilitated by VOIP’s where theory and practice are integrated.</li> <li>• Classroom deliver: lectures, seminars, workshops and tutorials</li> </ul> <p>Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Independent study is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor.</p>	<p>Assessment methods and strategies:</p> <p>Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills, including those required for the workplace. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include business and management case study analysis, written essay, critical self-reflection, production of a written reflective journal, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.</p>

<p>wide range of situations, local, national and global generating contextually appropriate solutions</p>	<p>There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, times examinations, etc., and our formative assessment policy informs how feedback is supplied by tutors at the formative and summative assessment phase. Critical analysis is encouraged at all levels culminating in a Dissertation.</p> <p>All students complete an induction module prior to starting on subject discipline units of work. The Induction Module requires students to undertake a range of tasks that both test and develop subject specific and online pedagogical knowledge, understanding and skills.</p>	
<p><b>11b. Intellectual (thinking) skills</b></p>	<p><b>The means by which these outcomes are achieved</b></p>	<p><b>The means by which these outcomes are demonstrated</b></p>
<p>Students will be expected to:</p> <p>B1 Engage in critical thinking and be able to accurately identify issues and formulate an articulate response in given contexts.</p> <p>B2 Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.</p> <p>B3 Apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context in the area of business and management.</p>	<p>Intellectual skills (B1 – B4) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development (B4) is further encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers (in online forums/debates).</p> <p>Specific modules support the development of quantitative and qualitative analysis, and the development of self-reflective skills. In addition, the student’s thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis, judgement and self-reflection in the development of solutions.</p> <p>Throughout, the learner is encouraged to develop intellectual skills by undertaking further independent study and research in order to further consider a range of perspectives.</p>	<p>Assessment methods and strategies:</p> <p>Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, critical self-reflection, portfolios of evidence, sector report production, preparation of a targeted plan, narrated PowerPoint presentations, etc.</p>

<p>B4 Use a range of established techniques to initiate and undertake critical analysis of information in the area of business administration, and to propose solutions to problems arising from that analysis</p>		
<p><b>11c. Practical skills</b></p>	<p><b>The means by which these outcomes are achieved</b></p>	<p><b>The means by which these outcomes are demonstrated</b></p>
<p>Students will be expected to:</p> <p>C1 Select appropriate business and management analytical tools processes and models in the construction of business and management projects, plans and decision-making.</p> <p>C2 Develop research skills relevant to business and management.</p> <p>C3 Work effectively independently and as a member of a group utilising effective analytical, interpersonal and communication skills.</p> <p>C4 Manage business administration as a service activity in the economy, and the appreciation of how its theory and evidence can be employed to interpret these services.</p>	<p>Practical and professional skills are employed in the production of solutions to real life business and management situations developed through exercises and practical case study type activities from a variety of settings. These culminate in summative assessment tasks as noted in end of programme assessment briefs. The important modern day skills of managing or leading projects and/or teams working within differing organisational and national cultures are both provided by specific module as well as being a strand throughout, as are specific inputs with an emphasis upon practical functional decision making skills related to business and management knowledge.</p> <p>Practical skills are further developed and integrated through a series of in-course online activities and projects intended to test skills acquired. (C1 - C3). Group discussion forums provide opportunities for peer to peer discussion of ideas, progress, the work of others and the strengths and weakness in the work and ideas presented and particularly support the development of C3. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. The in-course activities and assessment process in the final year particularly emphasise the acquisition of C4 with specific modules devised to highlight the practical differences in business and management skills</p>	<p>To support the development of practical skills, students must supply worked materials and evidence in completion of their assignments. Critical reasoning, good presentation and sound evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial business, management and geographical contextual settings. Students receive formative feedback on all tasks, activities and assessment which includes practical examples towards improvement.</p>

<p>C5 The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.</p>	<p>required in differing contexts.</p>	
<p><b>11d. Transferable skills</b></p>	<p><b>The means by which these outcomes are achieved and demonstrated</b></p>	<p><b>The means by which these outcomes are demonstrated</b></p>
<p>Students will be expected to:</p> <p>D1 Develop consistent command of subject specific skills including sourcing information and application of knowledge, as well as a proficiency in intellectual skills.</p> <p>D2 Demonstrate independence and initiative, relevant for employment in the sector</p> <p>D3 Gain knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.</p> <p>D4 Consider business and management globalisation, diversity and cross-cultural business</p> <p>D5 Develop interpersonal skills of effective listening, negotiating, persuasion and presentation.</p>	<p>Transferable skills (D1 – D5) are developed throughout the programme. The skills of communication, critical use and acknowledgement of source material especially the internet, and self-management (D1, D2, D3) are integral to coursework at all levels. Independent study (D2) becomes an increasingly important skill as students’ progress, culminating in the writing of the Dissertation.</p> <p>All modules promote practical application and employability that a student may develop further in their Dissertation topic at level 6 if they wish.</p> <p>Modules increasingly include content with regard to the global business environment and matters of culture. The Managing Across Cultures module at level 5, provides a targeted focus for these aspects but this is also a strand and in evidence in the supporting materials and assessments used throughout the programme.</p> <p>As work becomes more progressively more complex at levels 5, students are required to draw upon their skill sets to manage increasingly large workloads and the need for prioritisation.)</p>	<p>To embed transferable skills all assignments must meet time deadlines and word count guidelines as guided by our policies All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to engage in critical enquiry and self-reflection which is rewarded in marking guides. These guides, in line with good practice are available to students and are included with every assignment brief.</p>

## 12. Graduate Attributes and the means by which they are achieved and demonstrated

### Graduate Attributes

The concept of the Arden University Graduate, based upon the definition of 'graduate attribute' by Bowden et al (2000) has been developed around 6 attributes.

E01 –Discipline Expertise

E02 – Effective Communication

E03 – Responsible Global Citizenship

E04 - Professional Skills

E05 - Reflective Practitioner

E06 - Lifelong Learning

All six attributes are relevant to this programme, particularly EO1, EO2, EO4 and EO6.

### The means by which these outcomes are achieved and demonstrated

The achievement of these attributes is integrated into all programmes of study curriculum, unit study tasks (individual and group work) and through summative assessment tasks.

## 13. Learning and teaching methods and strategies

Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:

### Asynchronous

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our VLE
- Guided group / project based work
- Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves
- Podcasts and narrated PowerPoints

### Synchronous

- Online tutorials facilitated by VOIP's where theory and practice are integrated.
- Classroom delivery: lectures, seminars, workshops and tutorials

Based upon the profile of our typical student body, our strategy enables students to engage with a variety of

learning tools that best meet their learning styles, overall objectives and personal circumstances.

Independent study is the cornerstone of the learner experience, supported by engagement with the subject specialist tutor and peer engagement.

There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage. Critical analysis is encouraged at all levels.

#### **14. Assessment methods and strategies**

Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills, especially with regard to the modern workplace and the global business environment. Assessments are contextualised so that the assessment is directly relevant to each subject area and assessment methods include business and management workplace case study analysis, written essay, critical self-reflection, portfolios of evidence, reflective journals, sector report production, preparation of a targeted sector plan, time constrained tests, etc.

#### **15. Employability**

Our approach pays due regard to the UKCES report 'The Employability Challenge' (2009a) definition of employability, 'the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require.' Employability is an important strand integrated into the curriculum, learning tasks and summative assessment.

#### **16. Entry Requirements**

- Two Subjects at GCE A level or equivalent, plus passes at grade C or above in three subjects at GCSE level or equivalent; or
- Completion of a recognised Access Programme or equivalent.
- IELTS 6.0 or equivalent for students whose medium of prior learning was not English.
- Candidates who demonstrate an ability to study the programme as evidenced through a personal statement (of between 350-500 words) that addresses their motivation for undertaking the programme; including their references, relevant prior experience and qualifications.

## 17. Programme Structure

### Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)
	Developing Personal and Management Skills	20	Core
	Understanding the Business Environment	20	Core
	Principles of Marketing	20	Core
	Introduction to Finance	20	Core
	People in Organisations	20	Core
	Management Information Systems	20	Core

### Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)
	Managing Across Cultures	20	Core
	Business Processes	20	Core
	Enterprise and Entrepreneurship	20	Core
	Business Plan Mini Project	20	Core
	Managing Knowledge	20	Core
	Management Accounting	20	Core

18. Subject:

N100 Business Studies

*Select from:*

<https://www.hesa.ac.uk/component/content/article?id=1787>

Last Updated:

08 January 2015

## Annex – Mapping of Intended Programme Learning Outcomes and Modules

Programme Learning Outcomes		A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2
		Modules															
Level 4	Developing Personal and Management Skills		x	x		x	x	x	x	x	x		x		x		x
	Understanding the Business Environment	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Principles of Marketing		x		x	x	x	x		x		x	x		x	x	
	Introduction to Finance			x	x	x		x		x	x	x			x	x	
	People in Organisations		x	x		x	x	x	x	x	x		x		x	x	
	Management Information Systems			x	x	x		x		x	x	x			x	x	
Level 5	Managing Across Cultures		x			x	x	x	x	x	x	x	x			x	
	Business Processes	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Enterprise and Entrepreneurship	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Business Analysis	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Managing Knowledge			x	x	x		x		x	x				x	x	
	Financial Reporting			x	x	x		x		x	x	x			x	x	

