



Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University and validated franchise partners
1.3 Locus of Delivery:	Plymouth Marjon University and validated franchise partners
1.4 Final Award Title:	BSc (Hons)
1.5 FHEQ Level:	3, 4, 5 and 6
1.6 Programme Title:	Business with Foundation Year
1.7 Mode and Duration of Study:	Full Time – 4 years Part Time – 8 years
1.8 School:	Sport, Business and Media
1.9 HECoS Code:	100079
1.10 Collaborative Provision Arrangement:	Franchise
1.11 UCAS Code(s):	BUS4
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB:	Chartered Management Institute
1.14 QAA Subject Benchmarking Group(s):	Business and Management (2023)
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ) UK Professional Standards Framework
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	Work-based learning takes place within module BSND55 Business Consultancy
1.18 Foundation Degree Progression Routes:	n/a
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	23/10/2024
1.21 Date of Commencement:	January 2025
1.22 Review Date:	January 2030

2. Programme Outline

The BSc (Hons) Business with Foundation Year is a comprehensive four-year undergraduate degree programme designed to equip students with the essential knowledge, skills, and experiences needed to thrive in the dynamic world of business. This programme goes beyond traditional classroom teaching by integrating practical learning opportunities that emphasise real-world applications and problem-solving.

Throughout the course, students are exposed to a curriculum that covers key business disciplines such as marketing, finance, management, entrepreneurship, and strategic planning. By participating in a range of activities including case studies, industry projects, internships, and interactive workshops, students gain hands-on experience that bridges the gap between academic theory and practical business operations.

The programme is ideal for those aiming to launch their own businesses as entrepreneurs, providing the tools and strategies to develop, manage, and scale enterprises effectively. It is equally valuable for individuals aspiring to excel as employees within diverse organisations, as it builds core competencies in leadership, decision-making, and teamwork.

With a strong focus on real-world business challenges, the BSc (Hons) Business with Foundation Year prepares students to adapt to fast-changing market conditions, solve complex problems, and think innovatively, positioning graduates for a successful career in the global business environment.

2.1 Integrating Sustainability into the Curriculum

A systematic approach has been taken to embed sustainability across the programme in a manner that goes beyond simply discussing the concept. Students will actively apply their learning through opportunities to experience sustainable practices and develop skills for sustainable business operations. This will be further enriched by teaching and learning activities, including guest lectures, work-based learning opportunities, and reflective exercises focused on business ethics and values.

The integration of Corporate Social Responsibility (CSR) into the programme equips students with a deeper understanding of how organisations can balance profitability with environmental stewardship and social equity. This involves addressing global challenges such as climate change, resource scarcity, and social inequality while maintaining accountability to stakeholders.

Of particular significance to the programme is the role of Social Enterprise, which demonstrates practical applications of sustainable business models that prioritise social and environmental goals alongside financial objectives. Through these multiple approaches, the programme aims to produce graduates who are not only aware of sustainability challenges but also capable of leading impactful initiatives within organisations to drive responsible and ethical business practices.

3. Distinctive Features

1. Bespoke learning opportunities – In several modules in the programme, students are given the opportunity to tailor their assessment and practice to specific business areas of interest. This includes practices such as placement opportunities, business planning assessments, and co-creation of assessment briefs.
2. Real world assessment and learning environments mean that students acquire practical business activity skills as well as knowledge and expertise in the field, preparing them for graduate employment.
3. Innovative Collaboration and Networking Opportunities
The programme emphasises interaction with industry leaders, alumni, and peers through workshops, guest lectures, and networking events. Students can collaborate on live business projects with real world organisations, fostering teamwork and gaining insights into real-world challenges while expanding their professional network.

4. Programme Aims

The programme aims to allow learners to...

1. Develop understanding and awareness of business organisations, their cultures, structures, economic, social and environmental contexts; how they are led and managed.
2. Acquire and reflect on responsible leadership.
3. Prepare for a range of business and management careers, developing skills and attributes to enhance employability and empower graduates.

These reflect the 'Purposes and Characteristics of a Business Management Degree' QAA Business and Management Subject Benchmark Statement March 2023.

5. Programme and Level Learning Outcomes

Level 3 Learning Outcomes

Knowledge & understanding:

By the end of this level students should be able to demonstrate:

1. An awareness of theoretical frameworks in business and management and how they are practically applied.
2. The ability to identify the different types of businesses (micro, small, medium, large) and discuss their basic functions and roles in society.
3. A familiarity with fundamental business research concepts and simple data collection methods.
4. The ability to recognise key components necessary for starting and operating small-scale business activities.

Intellectual skills:

By the end of this level students should be able to demonstrate:

5. The ability to review and summarise simple and relevant business materials.
6. The ability to identify and describe basic data related to business and draw preliminary, supported conclusions.
7. The ability to recognise straightforward business problems and suggest basic solutions.
8. An initial understanding of common business theories with examples that illustrate their relevance.

Practical skills:

By the end of this level students should be able to demonstrate:

9. The ability to formulate simple business ideas and outline basic steps for their initial setup.
10. Basic listening and communication skills that can be used in classroom settings or introductory business contexts.
11. The ability to perform simple calculations and demonstrate an ability to use basic data evaluation techniques.
12. An understanding of global social responsibility values through basic examples.
13. The ability Apply basic learnt knowledge in guided activities or projects to complete simple business tasks.

Transferable / key skills:

By the end of this level students should be able to demonstrate:

14. The ability to present basic business information through simple verbal and non-verbal communication formats appropriate for classroom discussions.
15. The ability to participate effectively in small group activities with guidance.
16. The capacity for independent learning with some guidance and make simple decisions within structured environments.
17. The ability to reflect on current knowledge, skills, and experiences to identify initial strengths and areas for development.

Level 4 Learning Outcomes

Knowledge & understanding:

By the end of this level students should be able to demonstrate:

1. An understanding of the core theoretical frameworks and practical applications within key areas of business and management.
2. The ability to identify and describe the characteristics of different business types (micro, small, medium, and large) and their basic impacts on society and the environment.
3. Familiarity with fundamental business research methodologies and apply basic methods to gather and interpret data.
4. An understanding of essential business components and processes needed to start and operate small-scale organisations.

Intellectual skills:

By the end of this level students should be able to demonstrate:

5. The ability to review and summarise basic literature and research methodologies relevant to core business and management concepts.
6. The ability to identify and interpret straightforward data sets related to business, providing basic conclusions supported by evidence.
7. The ability to analyse simple business problems by identifying relevant facts and suggesting basic solutions.
8. An understanding of established business theories and provide elementary examples illustrating their application in a global context.

Practical skills:

By the end of this level students should be able to demonstrate:

9. The ability to develop simple, innovative business ideas and outline the initial steps needed to set up a business.
10. Basic listening, negotiation, persuasion, and networking abilities that support effective communication in academic and professional settings.
11. The ability to apply basic numeracy skills to perform straightforward calculations, manipulate basic data, and make initial evaluations and estimates.
12. An understanding of global social responsibility values through practical examples and discussions.
13. The ability to use learnt concepts to complete practical tasks and solve problems in simulated or guided business environments.

Transferable / key skills:

By the end of this level students should be able to demonstrate:

14. The ability to present and explain simple business information through verbal and non-verbal means to peers and instructors.
15. The ability to participate effectively in group activities and show initial leadership qualities in small-scale, guided business projects.
16. The ability to engage in basic independent learning and make simple decisions in structured tasks.
17. The ability to reflect on and discuss current knowledge, skills, and experiences with guidance, identifying areas for development in the context of employability or entrepreneurship
18. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing.

Level 5 Learning Outcomes

Knowledge & understanding:

By the end of this level students should be able to demonstrate:

1. The ability to analyse and apply theoretical frameworks within core business and management areas, explaining the interactions between these elements.
2. The ability to compare and contrast internal and external factors affecting various business types, discussing their implications on society and ecosystems.
3. The ability to apply a range of business research methodologies to design and conduct research, interpreting findings in the context of theoretical and practical questions.
4. A comprehensive understanding of strategic elements for managing and developing businesses, including risk analysis and growth strategies

Intellectual skills:

By the end of this level students should be able to demonstrate:

5. The ability to review and synthesise a wider range of literature, evaluating the relevance and appropriateness of various research methodologies in the context of contemporary business practices.
6. The ability to perform analysis on a variety of business-related data, interpreting findings and drawing intermediate-level, evidence-based conclusions.
7. The ability to analyse business problems with more complex factors, determining causes and evaluating different solutions to identify the most appropriate responses.
8. The ability to analyse and evaluate established theories related to the global business environment and responsible leadership, creating case studies or examples that demonstrate applied understanding.

Practical skills:

By the end of this level students should be able to demonstrate:

9. The ability to develop more comprehensive business ideas and outline the processes and strategic steps necessary for successful business implementation.
10. Developed skills in listening, negotiation, persuasion, and networking, enabling more effective participation in collaborative and business-oriented activities.
11. The ability to use more advanced numeracy techniques to manipulate and evaluate complex data, showing proficiency in analysing data for business decisions.
12. The ability to implement practices that align with global social responsibility values, showing awareness of ethical considerations in business projects and activities.
13. The ability to apply acquired knowledge effectively to real-world business problems and case studies, demonstrating practical problem-solving skills.

Transferable / key skills:

By the end of this level students should be able to demonstrate:

14. The ability to communicate more complex business information effectively using both verbal and non-verbal formats, adapting to different types of business audiences.
15. Effective teamwork and the ability to lead medium-scale projects, contributing to project success and team goals.
16. Improved independent learning skills and the ability to make more complex, informed decisions in academic and practical business tasks.

17. The ability to engage in deeper critical reflection on knowledge, skills, and experiences, evaluating their application and areas for improvement relevant to future career goals
18. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity

Programme Level Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. A critical understanding of the theoretical frameworks and practical applications within the key areas of business and management, and the interaction between them.
2. A deep comprehension of the diverse internal and external business landscapes spanning micro, small, medium, and large organisations, their impacts on societies and ecosystems, and strategies for effective management.
3. Familiarity with, and deep understanding of, contemporary business research methodologies and their practical implementation in both theoretical exploration and real-world scenarios
4. A critical understanding of the key business components for starting, running, and developing successful organisations.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

5. The ability to review, synthesise and critically evaluate relevant and appropriate literature and research methodologies relevant to contemporary business methods, leadership and management.
6. The ability to critically analyse a range of data related to business, with the ability to interpret, interrogate and draw meaningful conclusions.
7. The ability to analyse facts and circumstances to determine the cause of the problem and identify and select appropriate solutions.
8. The ability to critically interrogate established theories – and create robust examples – on the global business environment and responsible leadership

Practical skills:

By the end of this programme students should be able to demonstrate:

9. The ability to formulate innovative business ideas and implement the necessary steps to set up a successful business.
10. Effective listening, negotiation, persuasion, and networking skills for an effective career as a valued employee or successful entrepreneur.
11. Highly effective numeracy skills with the ability to use a range of methods to manipulate, evaluate, and estimate from a range of data sources.
12. The capacity to practise the values of global social responsibility.
13. The refined skills and abilities to apply learnt knowledge successfully in a contemporary business environment.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

14. The ability to articulate and explain complex information through verbal and non-verbal formats appropriate to a business environment and to a range of audiences.
15. Highly effective team working and leadership skills, with the ability to direct successful business projects on a variety of scales.
16. The capacity for independent learning and decision-making and ability to work autonomously for lifelong learning.
17. Critical reflection upon current knowledge, skills and experience and applicability for operating as an employee or entrepreneur.
18. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing.

6. Learning and Teaching Methods

The learning and teaching methods affords students with the opportunity to showcase their knowledge and understanding in practical and meaningful ways. Where possible and appropriate, modes of learning and teaching are selected to develop students' abilities in presentation skills that match with likely graduate requirements.

Method	Description
1-2-1 tutorials	1-2-1 tutorials between students and module teaching staff will allow students to receive formative feedback and discuss areas of difficulty at their own pace.
Action Research	Self-reflective enquiry where information is gathered and evaluated to render practical solutions to real-world business problems.
Connected and Located Workshops	Students will be encouraged to facilitate student led workshops in which they can problem solve, provide peer feedback, and share knowledge and experience.
Contextual Work-based Tasks	Students work on practice-based tasks in their own working environment, enabling them to develop practical skills of leadership and innovation. Reflection on these tasks is encouraged.
Creativity and innovation tasks	Students will be supported to unlock their creativity and innovation potential through a range of practical in class, formative, and summative activities.
Critical Reflection	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and development.
Group Work	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group. Sharing results and peer/tutor feedback on the discussion forum is an important element of the process.
Guided Independent Study	Students work independently drawing upon resources provided by the teaching staff such as reading lists and the virtual learning environment materials.
Located and Connected Lectures	Scheduled lectures will allow learners to access curriculum content. Active learning will be encouraged to provide learners with a dynamic environment in which to explore the materials.
Located and Connected Seminars	Seminars will check understanding and analyse and evaluate the content delivered in the lectures through discussion and debate.
Pre-recorded Lectures	Pre-recorded lectures will allow learners to access curriculum content.
Supervision	Students undertaking the final 40-credit module will be allocated a supervisor, who will oversee the progress of the student through a mutually agreed schedule of independent research and writing.

6.1 Learning Enhancement

The QAA Business and Management 2023 benchmark statement states that “Not every graduate will engage subsequently in a business and management career, nor will have entered directly from secondary education. Therefore, 'skills and attributes' should be understood to include the development and enhancement of a range of transferable academic and professional skills, which, while being highly appropriate to a career in business and management, are not restricted to this”.

6.2 e-Learning

There will be opportunities for connected and located learning through the core teaching and learning structure intended for all taught modules. This may include activities to complete in peer groups, independently, or lecturer led. The programme will make use of developing e-learning tools that are applicable to business studies, in both learning and assessment.

7. Modes of Assessment

The assessment strategy affords students with the opportunity to showcase their knowledge and understanding in practical and meaningful ways. Where possible and appropriate, modes of assessment are selected to develop students’ abilities in presentation skills that match with likely graduate requirements.

Method	Description
Annotated Bibliography	Students will curate a relevant list of citations to books, documents and other sources, accompanying them with descriptive and evaluative annotation to review a specific topic.
Business Plan	Business plans produced, both traditional in report form and visual using the Business Model Canvas template.
Case study	Assessing students using case studies involves evaluating their ability to critically analyse complex scenarios, apply theoretical knowledge to real-world situations, and propose innovative solutions. Assessments may include evaluating the depth of their understanding, the coherence of their arguments, and the originality of their insights within the context of the case study. Additionally, assessing their ability to communicate effectively, both in writing and orally, to present their findings and recommendations can be integral to evaluating their proficiency at this level.
Dissertation	Written dissertation examining chosen area of Business theory.
Essay	Essays will critically examine theory in relation to practice. Short essays will be set in class as formative exercises.

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Foundation year project	Students will conduct their own independent short project, where they plan, conduct and evaluate a short project.
Group Podcast	Students will work together to create an engaging podcast on a subject or topic area in which they demonstrate interaction and debate.
Group Report	Students will work in groups to produce business reports. Formative feedback will be provided in sessions where micro-reporting activities are set.
Interview	Students will lead interviews with entrepreneurs and business owners to elicit information and opinion.
Literature review	Students will explore, collate and review the literature of a chosen subject area.
Panel Debate	Groups of students will participate in an organised panel discussion where students will take positions as 'experts' in a chosen subject area or topic. Students will be assessed on their participation, and quality and research and theoretically informed arguments.
Pitch	Students will work individually to construct a business pitch to deliver to a individuals and panels. Formative feedback will be provided through practice pitch sessions
Podcast	Students will create an engaging podcast on a subject or topic area.
Presentation	Presentations given synchronously face to face, and asynchronously pre-recorded, will enable students develop their presenting skills. Formative feedback will be provided through practice presentation sessions.
Referencing Exercise	Students will evidence their understanding of the referencing process through completing a set referencing exercise.
Reflective Portfolio	Reflective portfolios will enable students to reflect upon and evaluate their learning in relation to practical activities such as undertaking consultancy work with employers or a placement, and previous professional and personal experience.
Report	Students will work individually to produce business reports. Formative feedback will be provided in sessions where micro-reporting activities are set.
Research Poster	Students will present research ideas, research projects and business subjects. Formative feedback will be provided on mini-poster presentation sessions.
Research Proposal	Students will present research ideas, research projects and business subjects.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

In module BSND55 Business Consultancy, students will work with existing organisations to apply their knowledge to offer solutions or innovate for business success through a live consultancy project. Partner providers and the Marjon Business team have a wide network of existing organisations that regularly engage with the university. Students will therefore be able to select from a range of pre-arranged projects or will be encouraged to seek their own project providers (support from the module team will be provided on this).

10. Programme Structure

Full Time

Level 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
BSNF51	Academic Skills	40	100% coursework	Semester A	Compulsory	Condonable
BSNF52	Introduction to Organisations	20	100% coursework	Semester A	Compulsory	Condonable
BSNF53	Business Information and Data	20	100% coursework	Semester B	Compulsory	Condonable
BSNF54	Principles of Business	20	100% coursework	Semester B	Compulsory	Condonable
BSNF55	Foundation Year Project	20	100% coursework	Semester B	Compulsory	Condonable

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
BSNC51	Business Environment	20	100% coursework	Semester A	Compulsory	Condonable
BSNC52	Academic, Personal and Professional Development	20	100% coursework	Semester A	Compulsory	Condonable
BSNC53	Marketing	20	100% coursework	Semester A	Compulsory	Condonable
BSNC54	Accounting and Finance	20	100% coursework	Semester B	Compulsory	Condonable
BSNC55	People Management	20	100% coursework	Semester B	Compulsory	Condonable
BSNC56	Enterprise Creation	20	100% coursework	Semester B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
BSND51	Intrapreneurship and Innovation	20	100% coursework	Semester A	Compulsory	Condonable
BSND52	Advertising and Promotion	20	100% coursework	Semester A	Compulsory	Condonable
BSND53	Financial Management and Investment	20	100% coursework	Semester A	Compulsory	Condonable
BSND54	Organisational Behaviour	20	100% coursework	Semester B	Compulsory	Condonable
BSND55	Business Consultancy	20	100% coursework	Semester B	Compulsory	Condonable
BSND56	Research Methods	20	100% coursework	Semester B	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
BSNH51	Leadership and Management	20	100% coursework	Semester A	Compulsory	Condonable
BSNH52	Business Reality	20	100% coursework	Semester A	Compulsory	Condonable
BSNH53	Contemporary Business Issues	20	100% coursework	Semester B	Compulsory	Condonable
BSNH54	Operations and Strategy Management	20	100% coursework	Semester B	Compulsory	Condonable
BSNH55	Honours Project	40	100% coursework	Semester X	Compulsory	Condonable

Part Time

Level 3 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
BSNF51	Academic Skills	40	100% Coursework	A	Compulsory	Condonable
BSNF52	Introduction to Organisations	20	100% Coursework	A	Compulsory	Condonable
BSNF54	Principles of Business	20	100% Coursework	B	Compulsory	Condonable

Level 3 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
BSNF51	Academic Skills	40	100% Coursework	A	Compulsory	Condonable
BSNF53	Business Information and Data	20	100% Coursework	B	Compulsory	Condonable
BSNF55	Foundation year Project	20	100% Coursework	B	Compulsory	Condonable

Level 4 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
BSNC51	Business Environment	20	100% coursework	Semester A	Compulsory	Condonable
BSNC52	Academic, Personal and Professional Development	20	100% coursework	Semester A	Compulsory	Condonable
BSNC56	Enterprise Creation	20	100% coursework	Semester B	Compulsory	Condonable

Level 4 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
BSNC53	Marketing	20	100% coursework	Semester A	Compulsory	Condonable
BSNC54	Accounting and Finance	20	100% coursework	Semester B	Compulsory	Condonable
BSNC55	People Management	20	100% coursework	Semester B	Compulsory	Condonable

Level 5 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
BSND51	Intrapreneurship and Innovation	20	100% coursework	Semester A	Compulsory	Condonable
BSND54	Organisational Behaviour	20	100% coursework	Semester B	Compulsory	Condonable
BSND55	Business Consultancy	20	100% coursework	Semester B	Compulsory	Condonable

Level 5 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
BSND52	Advertising and Promotion	20	100% coursework	Semester A	Compulsory	Condonable
BSND53	Financial Management and Investment	20	100% coursework	Semester A	Compulsory	Condonable
BSND56	Research Methods	20	100% coursework	Semester B	Compulsory	Condonable

Level 6 – Year 7

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
BSNH52	Business Reality	20	100% coursework	Semester A	Compulsory	Condonable
BSNH54	Operations and Strategy Management	20	100% coursework	Semester B	Compulsory	Condonable
BSNH55	Honours Project	40	100% coursework	Semester X	Compulsory	Condonable

Level 6 – Year 8

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
BSNH51	Leadership and Management	20	100% coursework	Semester A	Compulsory	Condonable
BSNH53	Contemporary Business Issues	20	100% coursework	Semester B	Compulsory	Condonable
BSNH55	Honours Project	40	100% coursework	Semester X	Compulsory	Condonable

Key: Semester X = A & B

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Threads Level 3

Module Code	Module Title	Thread
BSNF51	Academic Skills	5; 7; 8; 9
BSNF52	Introduction to Organisations	3; 6
BSNF53	Business Information and Data	1; 7; 8
BSNF54	Principles of Business	2; 4; 5; 6
BSNF55	Foundation Year Project	1; 2; 5; 7; 8; 9

Threads Level 4

Module Code	Module Title	Thread
BSNC51	Business Environment	5; 6;
BSNC52	Academic, Personal and Professional Development	4; 5; 6
BSNC53	Marketing	2; 9
BSNC54	Accounting and Finance	1; 6
BSNC55	People Management	3; 5
BSNC56	Enterprise Creation	7; 8; 9

Threads Level 5

Module Code	Module Title	Thread
BSND51	Intrapreneurship and Innovation	7; 8; 9
BSND52	Advertising and Promotion	2; 9
BSND53	Financial Management and Investment	1; 8
BSND54	Organisational Behaviour	3; 6
BSND55	Business Consultancy	4; 5; 9
BSND56	Research Methods	7; 8; 9

Threads Level 6

Module Code	Module Title	Thread
BSNH51	Leadership and Management	4;
BSNH52	Business Reality	7; 8; 9
BSNH53	Contemporary Business Issues	5; 6; 7
BSNH54	Operations and Strategy Management	1; 2; 3; 8
BSNH55	Dissertation	7; 8; 9

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|-----------------------------|-----------------------------------|
| 1. Finance | 6. Global citizenship |
| 2. Marketing | 7. Research and enquiry |
| 3. People and teams | 8. Data literacy |
| 4. Leadership and influence | 9. Creative and critical thinking |
| 5. Employability | |

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

n/a

12. Professional Advisory Group

A professional advisory group, drawn from industry professionals and business partners, meets four times a year to advise on the ongoing development of the programme, global business initiative and matters of academic importance.

13. Academic Progression Opportunities

On successful completion of the programme to level 6, students would be able to pursue academic opportunities at Level 7 in Business, Enterprise, Leadership and Management. Students would also be able to consider specialised areas of Business for progression to Level 7, such as People Management, Finance, and Marketing.

14. Employability and Career Progression Opportunities

Students will have gained advanced knowledge and skills in areas such as management, finance, marketing, and strategic planning, making them highly employable across a range of industries. This qualification opens up opportunities for roles such as business analyst, project manager, marketing executive, or operations manager. Additionally, it provides a strong foundation for career progression into management positions or specialised roles.

The qualities, skills and attributes which enhance employment opportunities for students and which are evident within the modules will include:

- **Analytical thinking and innovation** – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- **Creativity, originality and initiative** – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- **Critical thinking and analysis** - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- **Complex problem-solving** – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- **Leadership and social influence** - students are able to motivate others to act towards achieving a common goal

- **Emotional intelligence** – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- **Reasoning, problem-solving and ideation** – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- **Systems analysis and evaluation** – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

Digital Skills:

- **ICT Proficiency and Productivity** – students are able to use devices and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- **Digital Collaboration, Participation, Communication** – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using docs, group forums, social media, file sharing applications).
- **Finding Digital Information and Data Management** – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- **Digital Learning and Teaching** – students are able to identify and use digital learning resources, apps and services. They are also able to participate in digital assessment such as online quizzes and receive and reflect on digital feedback (e.g. Turnitin).
- **Digital Problem Solving, Creation & Development** – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations).
- **Digital Security, Well-being and Identity** – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seeks to develop positive relationships with students through ongoing and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel.

17. Other Stakeholder Feedback

Feedback from the business sector, business partners, current and past students, External Examiners, professional guest practitioners and academia has been utilised in the development of this programme.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards is managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

