

## PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

### SECTION A: DETAILS OF THE COURSE AND AWARD

<b>Programme Title</b>	<b>BA (Hons) Business and Finance</b>
<b>Awarding Body</b>	<b>Buckinghamshire New University</b>
<b>Teaching Institution</b>	<b>Buckinghamshire New University City of London College</b>
<b>Faculty</b>	<b>Design, Media &amp; Management</b>
<b>School</b>	<b>Applied Management &amp; Law</b>
<b>Name of Final Award</b>	<b>Bachelor of Arts with Honours, BA (Hons)</b>
<b>NQF/FHEQ Level of Qualification</b>	<b>Level 6: Bachelor's degree with honours</b>
<b>QAA Benchmark Statement(s)</b>	<b>General Business and Management (2007) Finance (2007)</b>
<b>UCAS Code</b>	<b>NN13</b>
<b>Course Code(s)</b>	<b>BB1BAF1 BB1BAF1LC</b>
<b>Mode and Length of Study</b>	<b>3 years Full Time</b>
<b>Number of Intakes</b>	<b>1; September</b>
<b>Regime of Delivery</b>	<b>Attendance</b>
<b>Language of Study</b>	<b>English</b>
<b>Details of Accreditation</b>	<b>n/a</b>
<b>Publication Date</b>	<b>September 2013</b>

#### **Potential Student Profile / Criteria for Admission:**

*What the award is about and who the programme is aimed at:*

Students with an interest in pursuing a career in the general business or finance industry would benefit from undertaking this degree. The course also aims to develop an individual's entrepreneurial capabilities and offers opportunities for students to develop and launch business ideas and provide flexible opportunities for undertaking work experience through modules such as Graduate Challenge, Enterprise Project and Consultancy Project. The course will provide students with a thorough grounding in general business and finance in preparation for employment or higher level study.

*Why students should choose this award:*

Students attending this programme will be joining a dynamic School and Department within the University and will be working with a team of highly experienced and professional academics and practitioners. The programme blends both academic study and skills development in order to enhance the employability of our graduates. Additionally, students acquire a wide range of skills and competences useful for dealing competently with real-life, practical problems. The course will focus on the ability to think critically and will therefore enable students to analyse and evaluate solutions to complex, real-life problems.

*Opportunities available for students after completion of the award:*

This programme will prepare the students for a career in general business and finance through the development of knowledge and skills across several business and finance disciplines, such as business information systems, marketing, human resource management, accounting and financial management. On completion of the programme, students will not only be able to progress to a range of paid opportunities and careers in related fields, but will be equally equipped to develop and manage their own businesses, be they sole proprietorships, partnerships or companies.

Students who graduate from this course will be able to apply for further study at post-graduate level, including our full time or part time programmes, such as MSc International Accounting and Finance and MBA

*Expected knowledge and skills that the entrant will have on entry to the programme:*

Students will be expected to have passes in at least 5 GCSE/GCE subjects, of which two must be Advanced Level, or equivalent (BTEC National, GNVQ Level 3 at Merit, International Baccalaureate, Abitur etc.), GCSE passes in Mathematics and English Language, or equivalent, at grade C or above. All applicants will be expected to have a UCAS Tariff score of 200-240. International students will be expected to have an IELTS score of 6.0 with a minimum of 5.5 scores in all areas.

Mature students without formal qualifications, but with appropriate experience, may be admitted to the course under University and Faculty APL and APEL procedure and policy. This is in-line with the university's admission statement regarding mature students.

For students progressing by entry with advanced standing to Level 6 an overall Merit profile in an HND, a Foundation Degree or a recognised overseas equivalent is required. In other cases, applications for advanced entry with specific credits towards the degree will be dealt with under CATS/APEL regulations and procedures.

Applicants for whom English is not the first language should also hold IELTS 6.0 or equivalent. International students who do not directly meet the entry requirements will have to do the 'International Foundation Programme'.

## **SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS**

### **Programme Aims**

The following have been designed as part of the general aims for all undergraduate programmes offered by the Business Management Department.

The main educational aims of the programme are to:

- Prepare students for a career in the general business and finance sector or in any finance-related area through the development of knowledge, skills and understanding of essential accounting and financial management principles and practices;
- Produce graduates with the level of skills, knowledge and analytical abilities that equip them for professional or post-graduate study;
- Enhance the employability of graduates through the blend of academic study and skills development. The course aims to develop enterprise and entrepreneurial skills and offers students opportunities to link their studies with work experience, internships and study abroad.
- Develop the confidence and transferable skills in areas that are sought by employers, such as communications, problem solving, critical thinking, and professional development.

## Programme Learning Outcomes

### A. Knowledge and Understanding

On successful completion of the programme a graduate will be able to:

1. Demonstrate a comprehensive understanding and substantial fundamental knowledge in general business and finance;
2. Demonstrate knowledge and understanding of how business organisations function and are managed within the context of their environment and the inter-relationships between these elements;
3. Apply and analyse the principles of management relating to customer service and markets, people in business organisations, the sources and uses of finance, and the logistics and operations of a business.

### B. Intellectual/Cognitive Skills

On successful completion of the programme a graduate will be able to:

1. Create, evaluate and assess options to enable effective problem solving and decision-making;
2. Critically analyse and appraise business and financial information.

### C. Practical Skills

On successful completion of the programme a graduate will be able to:

1. Actively engage in activities that encourage enterprise, innovation and entrepreneurial capability.

### D. Key/Transferable Skills

On successful completion of the programme a graduate will be able to:

1. Research information about complex business situations using appropriate qualitative, quantitative and ICT techniques and skills.
2. Display a range of personal and interpersonal skills, including the capacity for continuous learning, taking initiatives, performing to deadlines, working in a team, communicating effectively and persuasively, skills which are necessary to enter a career in business organisations or undertake further study.

**Table 1: Programme Skills Matrix – Assessment**

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
BM412	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BM413	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BM415	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MG405	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MG408	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
MG410	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BM517	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BM518	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BM521	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BM522	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BM523	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BM525	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BM526	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MG513	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MG516	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MG520	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BM616	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BM617	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BM618	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BM619	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BM620	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BM622	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BM625	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MG614	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MG615	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MG622	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

Throughout the award the objective is to develop students' knowledge, skills and analytical ability to enable them to enter successful careers in business organisations. This objective is met by a

combination of tutor and student-led inputs, workshops, self-study and directed research and investigation. Students are required to work both individually and in groups. The assessment tasks include individual assignments, group work, examinations, reflective portfolios and project work in a combination designed to assess and meet the stated aims and the required learning outcomes.

The assessment strategy is designed to ensure that learning outcomes are achieved and that there is a progressive development of knowledge and skills. At level 4, students are expected to describe, explain and review concepts theories and models; at level 5, students apply, analyse and evaluate; at level 6, independent learning is more embedded and students develop a depth of understanding via synthesis, critical analysis and evaluation.

Formative assessment is a key feature of the programme enabling early feedback to be given on progress and to help students improve performance. Assessment at all levels is by coursework, practical tasks and examination with some modules being assessed by 100% coursework. The course is designed to give students opportunities to undertake work-based learning and enterprise activities which can form part of the learning and assessment of the programme.

At Level Six, students may choose to undertake one of the following research-based options (alongside other optional modules):

- Dissertation
- Consultancy Project
- Negotiated Work Based Learning

The dissertation is a research project which is based around a topic to be investigated and the outcome is likely to be answers to a set of research questions. The dissertation is expected to be submitted in the form of a thesis. This thesis will demonstrate research data gathering and analysis skills as well as depth of understanding of the topic area. Formative feedback is provided by regular discussions with the dissertation supervisor and through comments received on draft chapters.

The consultancy project is based around a business problem to be solved or an opportunity to be explored. The outcome of a consultancy project is likely to be solution(s) identified and/or implemented by the student. The final outcome is submitted in the form of a consultancy report. This report will explain and justify the steps taken throughout the project and the outcomes achieved. On-going formative feedback will be provided throughout by the organisational contact/sponsor as well as by the university tutor.

The Negotiated Work Based project is a means to address a learning and development issue rather than solving a problem or exploring a research question. The outcome will primarily be learning gained and practices improved. The final report is likely to revolve around a reflective learning process explaining, justifying and analysing learning projects. For example, it could follow an experiential learning cycle several times to critique and evaluate learning gained from various experiences. Formative feedback will be gained from organisational contacts as well as university tutors – with the emphasis throughout being learning achieved rather than tasks achieved.

## SECTION C: PROGRAMME STRUCTURE(S) AND MATRIX MAPPING

**Table 2: Programme Structure Table**

**Programme Structure for the course delivered at High Wycombe**

Course Title		BA (Hons) Business and Finance							
Course Code		BB1BAF1							
Mode of Study		Full Time							
Credit Value		UK	360 credits		ECTS		180 credits		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
Level Four									
BM412	Accounting Systems and Business Organisations	4	1	C	30	60	40		SB
MG405	People and Organisations	4	1	C	30		100		SB
BM413	Business Environment	4	1	C	15	70		30	S1
MG408	Graduate Challenge	4	1	C	15		100		S1
BM415	Management Accounting	4	1	C	15	50	50		S2
MG410	Career Viewpoint	4	1	C	15		100		S2
Level Five									
BM517	Advanced Management Accounting	5	2	C	30	50	50		SB
BM518	Enterprise Project	5	2	C	30		100		SB
BM522	Project Management	5	2	C	15	50	50		S1
BM526	Economic Analysis	5	2	C	15	50	50		S2
Students should choose <b>one</b> of the following 15 credit options from Semester 1:									
BM521	Small Business	5	2	O	15		50	50	S1
BM523	Contemporary Issues in Accounting and Finance	5	2	O	15			100	S1
MG516	Resourcing & Reward	5	2	O	15	50		50	S1
Students should choose <b>one</b> of the following 15 credit options from Semester 2:									
BM525	Business Analytics	5	2	O	15		100		S2

MG520	Future of Work	5	2	O	15		100		S2
Level Six									
BM617	International Finance	6	3	C	30	50	50		SB
BM622	Strategic Decision Making	6	3	C	15		100		S1
BM625	Business Information Systems	6	3	C	15	100			S2
Students should choose <b>two</b> of the following 30 credit options (but may only undertake <b>one</b> module from BM616, BM620 or MG615):									
BM618	UK Taxation	6	3	O	30	50	50		SB
BM619	Financial Reporting & Management	6	3	O	30	50	50		SB
MG614	International Marketing Management	6	3	O	30	50	50		SB
MG622	Strategic Human Resource Management	6	3	O	30	30	70		SB
BM616	Dissertation	6	3	O	30		100		SB
BM620	Consultancy Project	6	3	O	30		100		SB
MG615	Negotiated Work Based Learning	6	3	O	30		100		SB

### Programme Structure for the course delivered at City London College, London

Course Title		BA (Hons) Business and Finance								
Course Code		BB1BAF1LC								
Mode of Study		Full Time								
Credit Value		UK		360 credits		ECTS		180 credits		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught	
						Written Exam %	Coursework %	Practical %		
Level Four										
BM412LC	Accounting Systems and Business Organisations	4	1	C	30	60	40		SB	
MG405LC	People and Organisations	4	1	C	30		100		SB	
BM413LC	Business Environment	4	1	C	15	70		30	S1	
MG408LC	Graduate Challenge	4	1	C	15		100		S1	
BM415LC	Management Accounting	4	1	C	15	50	50		S2	
MG410LC	Career Viewpoint	4	1	C	15		100		S2	

Level Five									
BM517LC	Advanced Management Accounting	5	2	C	30	50	50		SB
BM518LC	Enterprise Project	5	2	C	30		100		SB
BM522LC	Project Management	5	2	C	15	50	50		S1
BM526LC	Economic Analysis	5	2	C	15	50	50		S2
MG513LC	B2B and Service Marketing	5	2	C	15		100		S1
BM525LC	Business Analytics	5	2	C	15		100		S2
Level Six									
BM617LC	International Finance	6	3	C	30	50	50		SB
BM622LC	Strategic Decision Making	6	3	C	15		100		S1
BM625LC	Business Information Systems	6	3	C	15	100			S2
BM618LC	UK Taxation	6	3	C	30	50	50		SB
MG622LC	Strategic Human Resource Management	6	3	C	30	30	70		SB

Table 3: Mapping of Programme Outcomes to Core Modules

Programme Outcome	Level 4	Level 5	Level 6
<b>A1</b> Demonstrate a comprehensive understanding and substantial fundamental knowledge in general business and finance.	BM412, BM413 BM415	All L5 modules	BM617
<b>A2</b> Demonstrate knowledge and understanding of how business organisations function and are managed within the context of their environment and the inter-relationships between these elements	All L4 modules	All L5 modules	All L6 modules
<b>A3</b> Apply and analyse the principles of management relating to customer service and markets, people in business organisations, the sources and uses of finance, and the logistics and operations of a business	MG405 BM415 BM413	All L5 modules	All L6 modules
<b>B1</b> Create, evaluate and assess options to enable effective problem solving and decision-making, using appropriate qualitative, quantitative and ICT techniques and skills	MG410 MG408 BM413	BM518 BM517	All L 6 modules
<b>B2</b> Critically analyse and appraise business and financial information.	MG410 MG408	BM518 BM517	All L 6 modules
<b>C1</b> Actively engage in activities that encourage enterprise, innovation and entrepreneurial capability.	MG408	BM518	(BM616, MG615, BM620) BM625



Programme Outcome	Level 4	Level 5	Level 6
<b>D1</b> Research information about complex business situations and apply qualitative and quantitative techniques to it, in a project context, using ICT as appropriate.	MG408 BM415 BM412	MG408	BM622 BM617 BM625
<b>D2</b> Display a range of personal and interpersonal skills, including the capacity for continuous learning, taking initiatives, performing to deadlines, working in a team, communicating effectively and persuasively, skills which are necessary to enter a career in business organisations or undertake further study.	All L4 modules	All L5 modules	All L6 modules

## SECTION D: CONTACT HOURS

Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will study 120 credits in an academic year which is therefore equated to 1200 notional hours. Module Descriptors provide detailed breakdowns of the categories given below.

**Table 4: Breakdown of Contact Hours**

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year 1	312 (26%)	888 (74%)		<b>1200</b>
Year 2	363 (30%)	837 (70%)		<b>1200</b>
Year 3	289 (24%)	911 (76%)		<b>1200</b>
<b>Total</b>	<b>964 (27%)</b>	<b>2636 (73%)</b>		<b>3600</b>

*Note: The above breakdown is dependent on module choice and so actual hours for an individual student may vary slightly from the numbers shown.*

## SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website

The calculation of this award will be as follows: Level 5 33% / Level 6 67%.

The following modules may not be condoned:\*

- BM616 Dissertation
- BM620 Consultancy Project
- MG615 Negotiated Work Based Learning

This programme will be covered by the following University regulations: *University Framework and Assessment Regulations*

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## APPENDIX 1: MAPPING TO THE UK QUALITY CODE OF HIGHER EDUCATION – CHAPTER B3

### Chapter B3: Learning and Teaching (December 2011): Section 2 – Work-based and placement learning

Indicator	Indicator Explanation	Course Response
1	Where work-based or placement learning is part of a programme of study, awarding institutions ensure that its learning outcomes are: <ul style="list-style-type: none"> <li>clearly identified</li> <li>contribute to the overall and coherent aims of their programme</li> <li>assessed appropriately.</li> </ul>	The Learning Outcomes for the Negotiated Work-based Learning (WBL) module are clearly defined and included in the Module Descriptor. This module is offered as an alternative to the Dissertation or Consultancy Project and takes their place in terms of contribution to the overall Programme aims and outcomes. The Negotiated WBL module is assessed in a similar way as the Dissertation: a Learning Contract (instead of the Proposal document) and a finished reflective report at the end.
2	Awarding institutions are responsible for the academic standards of their awards and the quality of provision leading to them, and have in place policies and procedures to ensure that their responsibilities, and those of their partners involved in work-based and placement learning, are clearly identified and met.	Irrespective of where the WBL occurs, Bucks New University tutors will still be responsible for the agreement and assessment of the Learning Outcomes. Students can obviously obtain help from work-based or placement staff, but the overall responsibility remains with the university.
3	Awarding institutions ensure that all partners providing work-based and placement learning opportunities are fully aware of their related and specific responsibilities, and that the learning opportunities provided by them are appropriate.	Where appropriate, university staff can meet with work-based staff to clarify and explain the requirements. However, part of the student learning from the module is to recognise that learning occurs in a variety of different ways and activities and to recognise and take advantage of those opportunities when they arise.
4	Awarding institutions inform students of their specific responsibilities and entitlements relating to their work-based and placement learning.	Students undertaking Negotiated WBL will receive a comprehensive briefing and documentation regarding the module. This will involve both tutor contact and use of the university VLE system (Blackboard).
5	Awarding institutions provide students with appropriate and timely information, support and guidance prior to, throughout and following their work-based and placement learning.	The module will be 'front-loaded' with much of the tutor contact occurring in the early stages to ensure that students are fully equipped for their WBL project. In addition, they will have the ongoing support of a tutor who will perform a similar role to that of the Dissertation Supervisor.

Indicator	Indicator Explanation	Course Response
6	Awarding institutions ensure that work-based and placement learning partners are provided with appropriate and timely information prior to, throughout and following the students' work-based and placement learning.	A briefing guide will be provided for work-based and placement providers to map out the different roles and responsibilities in supporting the students. This can, for example, include mentor briefing or training as well as access to continuing university support to address queries or problems that arise.
7	Awarding institutions ensure that: <ul style="list-style-type: none"><li>• their staff involved in work-based and placement learning are appropriately qualified, resourced and competent to fulfil their role(s)</li><li>• where applicable, other educational providers, work-based and placement learning partners have effective measures in place to monitor and assure the proficiency of their staff involved in the support of the relevant work-based and placement learning.</li></ul>	All tutors involved in the Negotiated WBL module will have received a thorough pre-briefing and ongoing support from the Module Leader. The Module Leader has successfully performed similar roles and provided similar support in other institutions for many years.
8	Awarding institutions have policies and procedures for securing, monitoring, administering and reviewing work-based and placement learning that are used effectively and reviewed regularly.	The module will be monitored and reviewed through the normal university Quality Assurance processes making use of information provided by students and work-based/placement learning providers as appropriate.