# PROGRAMME SPECIFICATION
## BSc (Hons) Business Management with Law

| 1. | Awarding Institution: | The University of Law |
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| 2. | Final Award: | Bachelor of Science in Business Management with Law with Honours |
| 3. | Exit / Intermediate awards | Diploma of Higher Education<br>Certificate of Higher Education |
| 4. | Programme Title(s): | BSc (Hons) Business Management with Law |
| 5. | Accredited by: | NA |
| 6. | Total Credits: | BSc (Hons) Business Management with Law - 360<br>Diploma of Higher Education - 240<br>Certificate of Higher Education - 120 |
| 7. | Level: | BSc (Hons) Business Management with Law - Level 6 within the FHEQ<br>Diploma of Higher Education - Level 5 within the FHEQ<br>Certificate of Higher Education - Level 4 within the FHEQ |
| 8. | Mode of Study: | Full-time Face-to-Face<br>Full-time Online Streaming |
| 9. | Language of Study: | English |
| 10. | Length of Programme: | BSc (Hons) Business Management with Law - 3 years<br>Maximum 5 years |
| 11. | Criteria for admission: | The minimum qualification for admission to the programme is three 'A' levels at Grade BBC or equivalent and GCSE A-C or 9-4 in Maths and English Language, or equivalent qualifications.<br>Or<br>Foundation Year<br><br>International students whose first language is not English will be required to pass the IELTS test at 6 with no one component below 5.5. |
| 12. | Prior Credits considered for RPL | The Programme follows the University's RECOGNITION OF PRIOR LEARNING POLICY (Q6.1) and RECOGNITION OF PRIOR LEARNING PROTOCOL (Q6.1.3b) that states on para 7.6 "For the University's Business Courses, the Panel may accept up to a maximum of 66% of prior credit towards an award." |
| 13. | UCAS code (if relevant): | N2M1 |
| 14. | HECOS codes (if relevant): | 100078 - Business and Management<br>100485 - Law |
| 15. | Date of Production/Revision: | September 20 |

Director of Academic Enhancement, the Head of Design and Assessment, the Disability Service Support Manager, and the Head of Access & Participation.
The document is itself aligned to the Learning and Teaching Strategy 2018-2021, the Learning Framework 2019-2021, the Digital Strategy 2019-

| | | For example, on the **assessment design stage**, designers will ensure that: |
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| | | - Summative assessment reflects student diversity<br>- Assessments allow students to draw upon their own background<br>- A range of assessment methods is employed as learners should be able to demonstrate that they have met the learning outcomes in a variety of ways: in-class presentations, internet tasks, group reports, individual self-reflection journals, examinations, etc.<br>- Assessment ensures students are involved in real-world tasks that demonstrate meaningful application of knowledge, skills, and behaviour (e.g. working with real companies and on current and relevant issues)<br>- Assessments emphasise process, effort, improvement in behaviour towards collaborative learning (e.g. through group reports and group presentations)<br><br>Students on this programme with any impairment, disability, medical condition, injury, or those requiring adjustments for other reasons (e.g. pregnancy or trans students in medical transition) will be entitled to receive support from the University's Disability Support and Inclusion Services in accordance to the University's Disability Support and Inclusion Policy in areas such as:<br>- Campus visits<br>- Funding<br>- Specific learning differences, such as dyslexia<br>- Inclusion Plans<br>- Non-medical helpers (e.g. specialist study skills tuition or specialist mentoring)<br>- Personal emergency evacuation plans (PEEPS)<br><br>Prospective students to the programme receive a specific Programme Demands Document that explain the demands of the course in order that applicants with disability support requirements can assess their ability to undertake the course. |

## 18. Aims and Rationale of the Programme

Overall, the programme is designed to enable students to learn in a practical context with a focus on employability, whilst achieving appropriate academic standards and developing critical intellectual skills.

The aims of the programme are as follows:

- To develop students' knowledge and understanding of the key aspects of business management and law appropriate to organizations in the modern world.
- To inculcate in students, through the learning experiences offered, many of the skills and competences which allow for effective managerial behaviour in today's complex organizations and turbulent business environment.
- To provide students with the key intellectual skills (analysis, synthesis, problem-solving) and practical skills necessary for the practice of management in a wide range of organisations.

- understand the broader environment in which the law operates and be able to critically explain ethical concepts and issues.

### *Intellectual Skills*

- analyse and evaluate relevant primary and secondary management and legal sources using a variety of data types including textual, numerical and statistical information.
- analyse complex actual or hypothetical problems, evaluate a range of solutions in the light of the management and legal issues raised and make critical judgments on the merits of particular decisions.
- demonstrate intellectual independence including ability to ask and answer clear questions about management and legal systems, identify gaps in own knowledge and acquire new knowledge, and engage in critical analysis and evaluation.
- devise and sustain management strategies and actions and legal arguments through the use of evidence and data, recognising ambiguity and challenges

- have a view of business and management which is influenced by a wide range of learning sources, based on a proactive and independent approach to learning
- have developed an enhanced capacity to develop and apply their own perspectives to their studies, to deal with uncertainty and complexity, to explore alternative solutions, to demonstrate critical evaluation and to integrate theory and practice in a wide range of situations.
- awareness of principles and values of law and justice, and of ethics
- knowledge and understanding of theories, concepts, values, pri

| 21. Programme Outcomes, Learning & Teaching and Assessment Strategies | |
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| • devise and sustain management strategies and actions and legal arguments through the use of evidence and data, recognising ambiguity and challenges, and being able to communicate these both orally and in writing. | undertake the tasks.<br><br>The programme is also designed to provide incremental and demonstrable progression over its duration.<br><br>**Assessment Methods**<br><br>For the intellectual skills, these outcomes will be formatively assessed through the regular workshop activities, the resolution of case studies, |

## 21.  Programme Outcomes, Learning & Teaching and Assessment Strategies

- Communication and listening
- Emotional intelligence and empathy
- Conceptual and critical thinking, analysis, synthesis and evaluation
- Self-management (accept responsibility, be resilient, assertive, to plan, organise and manage time), self-reflection and self-analysis
- Awareness and sensitivity to diversity in terms of people and cultures.

• apply legislation, case law and rules of procedure and ethical practice to provide structured responses in the context of academic and problem-based learning.

• create and deliver evidenced solutions to basic legal issues, tailored to client and market needs, including identifying alternative solutions where appropriate.

The use of a flipped approach to learning will require students to assume responsibility for their learning and the following assumptions are in place:

• Learning arises from student activity rather than passivity
• Students must assume increased responsibility and accountability for the learning, leading to an increased sense of autonomy
• The development of a reflective approach to the learning process on the part of the student
• The tutor acts as a facilitator not instructor.

Comprehensive guidance will be given to students during induction and in the Student Handbook on the student-centred learning model and what is expected of them.

A significant amount of class contact time during the face-to-face programme will be spent in workshops for which comprehensive prior preparation is required, followed by active participation in tasks and group work. Students will be expected to act upon the comprehensive feedback received by identifying and working

## 22. Assessment System

A set of guidelines has been implemented in order to offer a logic and coherent assessment system. The Law modules that are common to the LLB programme follow specific rules.

**Coursework type** – the following assessment types are considered
o Group coursework
- Report
- Report + Presentation
- Presentation
o Individual coursework
- Report/Essay
- Portfolio/Case Study
- Learning Journals
- Presentation
- In-class test (during the term)
- Exam (at the end of the term)

Within these categories module leaders are left with the flexibility to decide which type of assessment is the more suitable for each module, for example reports, essays, case studies, posters, simulations. The type of assessment will be explained on the assignment brief of each module.

**Number of words equivalent** (maximum – no +10% allowed)
o      Level 4 modules – 3000 words
o      Level 5 modules – 3500 words
o      Level 6 modules – 4000 words (8000 words for 40 credit modules)

**Examinations/Tests duration**
o      10% weight – 30 minutes
o      20% weight – 60 minutes
o      25% weight – 75 minutes
o      30% weight – 90 minutes
o      40% weight – 120 minutes
o      50% weight – 150 minutes
o      70% weight – 210 minutes

**In-class presentations (as part of group reports)**
o      30% weight – 10 minutes
o      40% weight – 15 minutes
o      50% weight – 20 minutes

**In-class presentations (with no reports)**
o      20% weight – 10 minutes
o      25-30% weight – 15 minutes

All modules' assessments are aligned with the above guidelines.

**Version history:**

| Version No. | Amended by | Notes | Date |
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| 1.0 | Head of Quality Assurance | First iteration of the programme post academic approval. | September 2021 |