

PROGRAMME SPECIFICATION
BSc (Hons) Business Management with Marketing

1.	Awarding Institution:	The University of Law
2.	Final Award:	Bachelor of Science in Business Management with Marketing with Honours
3.	Exit / Intermediate awards	Diploma of Higher Education Certificate of Higher Education
4.	Programme Title(s):	BSc (Hons) Business Management with Marketing
5.	Accredited by:	Students registered and studying in the UK should be able to get full accreditation and receive exemptions against both the Professional Certificate and the Professional Diploma offered by the Chartered Institute of Marketing.

17. **Inclusive Considerations**

The Programme follows the University's **Universal Design for Inclusive Learning** Guidance approved in November 2019

This guidance was designed with the contribution of the 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 2019-2021 and the Equality, Diversity and Inclusion policy 2019-2021.

The programme will promote an inclusive learning environment by following three main principles in content design, teaching delivery, and assessment of learning, which are:

- 1) Multiple methods of representation
- 2) Multiple means of student action and expression
- 3) Multiple modes of student engagement

These principles will be put in practice when designing new materials and when delivering the modules.

For example, on the **design stage**, designers will be asked to:

- Offer ways to customise the display of information (e.g. size of text, contrast, colours used, sound volume)
- Offer alternatives for auditory information (e.g. written transcripts for videos or auditory clips)
- Offer alternatives for visual information (e.g. provide descriptions (text or spoken) for all images and graphics)
- Provide options for language, expressions, and symbols (e.g. avoid terms with adverse or offensive connotations)
- Provide options for increasing student engagement (e.g. allow students to select which tools to use for information gathering or production of thought; allow learners to participate in the design of classroom activities and academic tasks, involve learners in setting their own personal academic goals)
- Optimise relevance, value, and authenticity (e.g. ensure that case-studies and reading lists reflect the diversity in the learning community; design activities so that learning outcomes reflect a purpose that is clear to the participants; design activities that are structured to promote cross-cultural interaction and the value of working with people from diverse backgrounds; provide tasks that allow for active participation, exploration and experimentation; design content to extend understanding of diversity and allow student to recognise their own potential to make a difference in a rapidly changing international context)

For example, on the **delivery stage**, tutors will be asked to:

- Provide options for comprehension (e.g. linking to and activating relevant prior knowledge; bridge any concepts with relevant professional cases, analogies and metaphors; make explicit cross-curricular connections to materials being presented)

models how to incorporate evaluation, including identifying

21. Programme Outcomes, Learning & Teaching and Assessment Strategies

- have a broad, analytical and highly integrated understanding of business and management (3.1)
- demonstrate relevant knowledge and understanding of organisations, the dynamic and changing nature of the business environment in which they operate, and their management (3.2)
- be capable of understanding, responding and shaping the future of organisations (3.3)
- understand the internal aspects, functions and processes of organisations, including their diverse nature, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures (3.4)
- understand the business environment, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological aspects, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations (3.5)
- understand the various processes, procedures and practices for effective management of organisations, including theories, models, frameworks, tasks and roles of management, with particular emphasis on corporate social responsibility, decision-making, and the management of people (3.6)
- be able to demonstrate knowledge and understanding related to (3.7)
 - Markets
 - Marketing and sales
 - Customers
 - Finance and accounting
 - People and leadership

experience is that of helping the student become an independent learner and a person with a good and up to date range of transferable management and marketing skills.

The Learning and Teaching strategy is to provide students with an up-to-date, vibrant, and internationally related learning experience that applies management and marketing theory to practice.

For all modules, the learning model incorporates a blend of learner-centred activities. This includes workshops of up to 25 students, each of 2 hours' duration. Workshops will be primarily used for the performance of intellectual and skills-related activities with students often working within small groups of 3/4. The length of workshops enables comprehensive feedback to be given.

Substantial preparation and research will be required from secondary sources. Students also have access to comprehensive online resources.

For the online programme, for all modules, the learning model incorporates a blend of learner-centred activities. Learners will be part of an online community with many opportunities for peer learning including participation in

21. Programme Outcomes, Learning & Teaching and Assessment Strategies

- Organisational behaviour and change management
- Communications and digital technology and tools
- Strategy
- Innovation and entrepreneurship
- Social responsibility
- in-class tests

21. Programme Outcomes, Learning & Teaching and Assessment Strategies

above will ensure that students have ample opportunities to demonstrate all of the intellectual skills outcomes across a range of testing environments. Application of knowledge and understanding of complex situations can be demonstrated in coursework. Demonstration of intellectual independence, recognising and dealing with ambiguity and uncertainty and the

21. Programme Outcomes, Learning & Teaching and Assessment Strategies

- Awareness and sensitivity to diversity in terms of people and cultures.

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 on areas of development.

For online programmes, students will be expected to complete all of the tasks and to act upon the comprehensive feedback received by identifying and working on areas of development.

Assessment Methods

The Transferable and Professional Skills will generally be assessed within the formative and summative assessment methods outlined in paragraph A. above.

The output of the skills (for example the product of the research, ability to formulate and communicate the results and the output of the group work within

22. Assessment S

