

Programme Specification

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

BSc (Hons) Business & Enterprise (Top Up)

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	Pearson College London (PCL)
3. School responsible for management of the programme	Kent Business School
4. Teaching Site	Pearson College London (PCL)
5. Mode of Delivery	Full-time Part-time
6. Programme accreditation being sought for:	
7. Final Award	BSc (Hons) BSc
8. Programme	Business & Enterprise
9. UCAS Code (or other code)	N101
10. Credits/ECTS Value	120 (60 ECTS)
11. Study Level	6
12. Relevant QAA subject benchmarking group(s)	Business and Management 2015 (SBS)
13. Date of creation/revision (<i>note that dates are necessary for version control</i>)	April 2017
14. Intended Start Date of Delivery of this Programme	September 2017

15. Educational Aims of the Programme

The programme aims to:

- To develop students with the relevant knowledge and skills to develop careers in a business environment, whether that be commercial or charitable, UK-based or international, and whether with in a large blue chip listed company, a small-to-medium-sized enterprise, or as self-employed entrepreneurs
- To integrate academic knowledge and understanding with workplace relevance and application
- To develop skills appropriate to, but not restricted to, graduate careers in business with the potential for management positions and employment more generally, including self-employment

16 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

The programme outcomes have references to the subject benchmarking statement for Business and Management (2015).

By the end of the programme you should have acquired:

A. Knowledge and Understanding of: *(i.e. subject-specific knowledge and understanding)*

	Learning Outcome
A1	The nature of business organisations, the external environment in which they operate, and how they are managed, and how these three elements interconnect;
A2	Essential concepts underpinning core business functions of marketing, customers, finance, human resources, operations, communication and information systems;
A3	Strategic management, entrepreneurship, innovation, and the international business environment;
A4	A range of pervasive and ethical issues such as sustainability, corporate social responsibility, and diversity;
A5	Contemporary issues within the UK, European and international business environment;
A6	How all of the above can be applied in a practical way to the contemporary workplace either to resolve problems, improve processes or to capitalise on opportunities.

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

For further information refer to programme learning, teaching and assessment strategy.

Teaching/Learning

Lectures and staff-led seminars; academic clinics; workshops and industry days; annual residential; problem based learning scenarios, role play exercises and debates. Independent learning facilitated by on-line learning environment.

Assessment

Practice related coursework, problem solving case-studies, reports, reflective assignments, seminar contribution, presentations, business reports and written examination papers (time-constrained).

Skills and Other Attributes

B. Intellectual Skills: *(i.e. subject-specific intellectual skills)*

B1	Cognitive skills of critical thinking, analysis and synthesis;
B2	Effective problem solving and decision making skills, using appropriate quantitative and qualitative frameworks;
B3	The ability to identify and analyse business problems and opportunities, articulate same, and develop proposals to resolve problems or capitalise on opportunities;
B4	Numeracy and quantitative skills including data analysis, interpretation and extrapolation;
B5	The ability to conduct research into business and management issues, both individually and as part of a team, including the ability to: identify appropriate and useful research problems; evaluate a range of business data; identify suitable sources of information and methodologies; carry out research and analysis; present results in a suitable format, and develop recommendations;

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

For further information refer to programme learning, teaching and assessment strategy.

Teaching/Learning

Lectures and staff-led seminars; academic clinics; workshops and industry days, simulated placements incorporating visiting speakers; annual residential; problem based learning scenarios, role play exercises and debates. Independent learning facilitated by on-line learning environment.

Assessment

Practice related coursework, problem solving case-studies, reports, reflective assignments, seminar contribution, presentations, business reports and written examination papers (time-constrained).

C. Subject-specific Skills: *(These will include practise and professional skills)*

C1	Apply the knowledge and understanding set out above to the solving of complex and multi-faceted real-life practical problems in the modern globalised business and managerial environment.
C2	Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty.
C3	Interpersonal skills of listening, negotiating, persuasion, collaboration, confidence and presentation and a sensitivity to diversity in terms of people, cultures, business and management issues;
C4	Effective team working, including: leadership, teambuilding, influencing and project management skills, and being able to manage successfully upwards and downwards within a management hierarchy;

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

For further information refer to programme learning, teaching and assessment strategy.

Teaching/Learning

Lectures and staff-led seminars; academic clinics; workshops and industry days; annual residential; problem based learning scenarios, role play exercises and debates. Independent learning facilitated by on-line learning environment.

Assessment

Practice related coursework, problem solving case-studies, reports, reflective assignments, seminar contribution, presentations, business reports and written examination papers (time-constrained).

D. Transferable Skills: (Non-subject specific key skills)

D1	Effective communication skills, oral and written, live ('synchronous') and non-live ('asynchronous'), using a range of media which are widely used in business;
D2	Present themselves in a way which maximises their personal impact, demonstrating an awareness of different business cultures and environments and adaptability in meeting the challenges posed.
D3	Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present and negotiate.
D4	Channel creative thinking into commercial opportunities
D5	Demonstrate the numeracy and literacy (including IT literacy) skills necessary to function effectively in the modern business environment.
D6	Work autonomously and independently on projects with minimal guidance from others.
D7	Work with resilience under pressure, producing set outputs within a definite time-limited period with minimal access to external resources.
D8	An ability to take responsibility for one's own learning, and to become an independent, reflective and adaptable life-long learner.

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

For further information refer to programme learning, teaching and assessment strategy.

Teaching/Learning

Lectures and staff-led seminars; academic clinics; workshops and industry days, simulated placements incorporating visiting speakers; annual residential; problem based learning scenarios, role play exercises and debates. Independent learning facilitated by on-line learning environment.

Assessment

Practice related coursework, problem solving case-studies, reports, reflective assignments, seminar contribution, presentations, business reports and written examination papers (time-constrained).

Learning, Teaching and Assessment Strategy

The learning and teaching strategy has been designed to facilitate the acquisition by students of the knowledge and understanding, skills and attributes which learners should develop during their time on the programme.

The learning and teaching strategy is based on a blended pedagogy and is designed to be flexible, allowing students to choose the approach that best suits their circumstances and learning needs.

All students are provided with the same resources on the OLE, which is the backbone of the programme and ensures a minimum level of consistency. The programme is based on a blended pedagogy that allows students to experience primarily face to face teaching over the programme while also developing the capacity to learn online, which is becoming increasingly the norm for workplace learning to take place. Modules can either be studied in the interactive classes model or the mentored independent study model and we expect students to experience a mix of these models during their time on the programme.

The following learning and teaching interventions have been designed to enable students to achieve the learning outcomes:

Learning intervention	Content and learning outcomes	Mode of experience
Lectures	<p>These provide an introduction to each topic area, contextualising students' pre-reading and drawing out interesting points of academic interest in a practical, business context.</p> <p>As such, lectures relate mainly, though not exclusively, to the knowledge outcomes A1-4 set out above.</p>	These may be experienced live (face to face or streamed online, with the facility to ask questions in both) or pre-recorded.

Seminars	<p>These provide a forum for students to explore practise techniques, and explore and apply theory to problems and case studies, developing their skills and deepening their knowledge in the process.</p> <p>They are often premised upon the flipped classroom approach, with students expected to have reviewed the lecture, done the reading, and prepared exercises in advance.</p> <p>The focus is on the cognitive and business skills set out above at B1-3 and C1-3.</p>	These may be experienced live (face to face) or synchronously online in a virtual classroom).
Feedback Clinics	<p>These provide an opportunity for students to develop their individual learning through individual or small group contact with their lecturer.</p> <p>There is no formal teaching structure for these sessions. Students might use these to i) revisit topics covered in lectures, seminars or their own individual study ii) develop their understanding of topics covered in lectures and seminars iii) obtain formative feedback on work or coursework assessments. There is a clinic each week for every module.</p>	These may be experienced live (face to face or synchronously online in a virtual classroom).
Workshops and Industry Days	<p>These provide a forum for students to apply the knowledge and skills that they have developed in the context of highly practical sessions, usually facilitated by industry professionals. For students in a relevant job, work experience can replicate and replace workshops.</p> <p>The focus here is on the general transferable skills set out at D1-7 above.</p>	These may be experienced live (face to face or online, using appropriate technology).
One-on-one support	<p>This provides the opportunity for students to clarify issues arising from their reading / any of the above activities, as well as to seek guidance on how to develop and improve their skills.</p> <p>As such, there is both a knowledge and skills component to this support, albeit tailored to the specific needs of the individual students.</p>	Students will have open access to their module tutor for advice by a range of communication methods (face to face, telephone, email, chat etc.). For modules without regular taught sessions, students will have a timetabled weekly meeting with their module tutor.

Annual Residential

Every summer at Pearson College London there is an annual residential event away from the Pearson Business School campus. The cost of the residential event is included in student fees and students are expected to attend. This provides an opportunity for the entire School to come together, in much the same way as the team in a FTSE 100 might convene to reflect and then refocus for the challenges ahead. Activities typically include: team-building exercises; assessments; industry workshops; social activities and the conference dinner. The annual residential event builds upon the termly industry conferences, which are either held at external industry premises or in Pearson on the Strand, the aim of which is to contextualise in the real world the academic study of the foregoing term.

Lectures, seminars and clinics may be timetabled at any time during the working week between the hours of 9am to 9pm. This flexibility is designed both to replicate the workplace and to ensure that we can use tutors who can only teach in the evenings because of other commitments e.g. Eric Linin, Senior Talent and Learning Manager at Lloyd's of London, who has in the past taught the organisational behaviour module on another programme.

Workshops are also scheduled at appropriate points in the term covering a variety of topics. These may include industry speakers or industry related activities. They will vary in length depending on topics (up to one day) and maybe specific to a particular module or pathway or be applicable to the whole programme.

Assessment Strategy

A variety of modes of assessment are used on the programme. These are designed to be the most appropriate assessment vehicles for each of the modules in question in terms of their learning outcomes. Assessments are designed to replicate the kind of activity students would be expected to undertake in the workplace wherever possible.

The following tools are therefore employed:

- Written examinations;
- Group assessment;
- Peer assessment;
- Portfolio assessment (including learning logs);
- *Viva* assessment;
- Practice-related coursework (for example: Blogs, Advertising campaigns, Wireframedesign for an app, Pitches, Briefing notes for a manager / Board of Directors, Business cases, Management Reports, Presentations, Training slides).

This multi-dimensional approach has the following benefits:

- As in work, students are assessed on the basis of their performance over the entire programme;
- In the course of this assessment regime, students' written, oral and online communication skills will be tested along with their capacity to work in a team and individually under pressure.

Feedback

Students will have the opportunity to receive formative feedback, typically as part of the academic clinics during the term. During the clinics feedback will be provided in writing and orally. Mock presentations and examinations are also scheduled for which feedback is provided in advance of the summative assessment. Students will receive feedback on summative assessment at the end of the term.

The Online Learning Environment

Students are supported by a wide range of learning resources made available via the Online Learning Environment enabling them to study wherever and whenever they want, on their laptop, tablet or smartphone.

Through our Online Learning Environment students can access a variety of high quality study materials designed to support their learning. These include all essential reading including textbooks, articles and multimedia content such as videos. In addition:

- Recommended reading is available in electronic format which can be read online or downloaded on to student devices for offline reading.
- All lectures are recorded and available online so that students can watch them on their laptops, tablets or smartphones, pause and review subject matter that they find difficult to understand and watch them again as revision.
- Interactive topic reviews are provided to help students self-assess their understanding of a subject either at the start or end of a topic in order to help embed learning.
- Discussion forums for online discussion and debate are provided.

In addition to learning resources the Online Learning Environment also provides students with a gateway to a wide range of other resources to help them with their studies including news and announcements, timetables, support and guidance.

In addition to the provision of all essential reading in electronic format students also have access to a wide range of online library resources via the Online Learning Environment using their Athens account which is provided at the start of the programme.

Library resources include full access to DawsonEra, an online library that contains access to over 250,000 academic books across all disciplines and databases like EBSCO Business Source Complete which contain a wide range of full text academic journals and FT.com, which includes an electronic subscription to the business newspaper Financial Times and access to the archives including market reports and interactive business tools.

Talent Development information

Pearson College London has a Talent Development service and every student has access to a Talent Coach to support the development of their skills and competencies throughout their degree.

During the induction students will be introduced to the Skills Audit and the process of drawing up a Personal Development Plan. The plan is tailored to their individual career needs and following the induction students are advised to book an appointment with the Talent Development team. The Personal Development Plan ensures that the student develops the right skills to help them to achieve

their career goals and will be revisited at regular intervals during the programme through the appraisal process.

The College's Talent Coach can provide a range of careers advice, guidance and support. Examples of the type of support and guidance includes preparation for interviews, guidance on how to apply for jobs and internships, advice on how best to promote yourself on LinkedIn, review and feedback on your CV and general guidance on how to research and target employers.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification.

17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

Introduction to the Programmes

The programme has been designed to enable students from the Business HND and other study routes to enhance their base of learning through the attainment of an honours degree through an intensive year of study.

The programme is designed around enhancing the employability of students and their long term career prospects. It aims to provide a solid theoretical and academic foundation, enabling students to solve commercial problems and capitalise on opportunities within a business context. The programme also aims to make students aware of their social responsibilities to the community as much as to the needs of their investors, shareholders or employers. In the digital age of pervasive social media, this is a commercial as well as an ethical imperative, and one with which students on the programme will be fully acquainted.

The programme aims to socialise students into the professional world, paying equal attention to the development of those capacities crudely labelled as "employability skills" (though mindful of the fact that they may not seek to be employed in today's fluid business environment) as to their business knowledge. This includes developing attributes in students such as resilience and an appreciation of cultural diversity and its impact on commercial entities and decision-making, particularly in a global business environment. The programme is taught within Pearson's main corporate offices in Holborn and on the Strand by business professionals as well as academics. Students will learn about business and entrepreneurialism – learning how to make maximum impact in a global corporate environment with word and deed, by applying their developing knowledge to the solution of realistic business problems.

The programme has been designed with the needs of the modern learner in mind. As such it is flexible both in mode and duration. Students would usually take the traditional full time route through the top up degree, attending regularly at the College for face to face contact sessions.

However they could choose to take a less conventional pathway, for example by electing to experience the programme online, mentored by academics as they progress. Either way their journey through what is an extremely demanding programme will be tracked and monitored closely, to ensure all students achieve all of the learning outcomes expected.

Upon successful completion of the programme, students will emerge equipped with the knowledge, skills and mind-set to maximise their chances of making the kind of impact in the business world which their talents, inclinations and ambition dictate.

All learners on the programme will study seven core level 6 modules; Strategic Management (15 credits), Entrepreneurship (15 credits), Operations & Project Management (15 credits), Contemporary Management Challenges (15 credits), International Business 1 & 2 (each 15 credits), and a Major Project (30 credits).

Running through all of the programmes are a number of key themes; collaboration, entrepreneurship, innovation, sustainability, strategy, and ethics.

This programme is studied over one year full-time or two years part time. Pearson College runs a start date in September of each year.

The programme consists of one stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 120 credits, including at least 90 credits at level 6 or above.

For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#fallbackawards>.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

Code	Title	Level	Credits	Term (s) (Indicative)
Stag				

Compulsory Modules (all students)				
	Strategic Management	6	15	Any term
	Entrepreneurship	6	15	Any term
	Operations & Project Management	5	15	Final term
	Contemporary Management Challenges	6	15	Any term
	International Business 1	6	15	First term
	International Business 2	6	15	Second term
	Final Project	6	30	Any term
			120	

18 Work-Based Learning

Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

19 Support for Students and their Learning

- Pearson College London induction programme
- Programme/module handbooks
- Learning resources & support - <https://www.pearsoncollegelondon.ac.uk/student-experience/undergraduate/learning-support.html>
- Student Support & Wellbeing
<https://www.pearsoncollegelondon.ac.uk/study/postgraduate/student-support.html>
- PCL Student Association <https://www.pearsoncollegelondon.ac.uk/student-experience/undergraduate/pcsa.html>
- Careers and Employability <https://www.pearsoncollegelondon.ac.uk/working-with-business/career-coaching.html>

Academic and pastoral support

- At programme commencement, students will be allocated a Personal Tutor, who will effectively act as their academic mentor. Students will be allocated a Personal Tutor at each level of the programme.
- Personal Tutors will provide ongoing advice on academic and pastoral matters (in partnership with academic tutors in other modules). They will act as students' first port of call for support during their studies at the relevant level.
- Students will have an initial one-to-one meeting with their Personal Tutor in the first few weeks of their studies at the relevant level as part of a settling in process, in which any early issues of an academic or pastoral nature may be addressed.
- Students' academic progress will be formally reviewed twice per academic year by their Personal Tutor.
- If a student experiences issues or problems which their Personal Tutor the student may contact the Programme Leader.

Learning support

Students with specific learning support needs will be directed to the Registry to obtain advice and guidance on how to progress through their studies. This includes addressing any special needs requirements through appropriate Learning Contracts. Further information is available in the Student Handbook.

20 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

20.1 Entry Route

For fuller information, please refer to the University prospectus

The entry requirements for this programme are an Edexcel Higher National Diploma (HND) in Business plus an academic interview for external candidates who have not completed the HND at Pearson College Ltd.

Non-Native English Speakers

Non-native English speakers must demonstrate their proficiency with appropriate qualifications or evidence of having been taught English previously. Typical English Language Level: Average 6.5 IELTSs, minimum 6.0 reading and writing or Pearson Test of English 61 overall, with reading and writing 54 and no other sub score lower than 51.

Diversity

Pearson College welcomes applications from people of all backgrounds and abilities. Those with a disability are encouraged to discuss the nature of their disability with the College during the application process. The College has a process to assess additional learning needs, providing support and where appropriate 'reasonable adjustments' in assessment.

APECL

Students may be admitted at Stage 2 or Stage 3 of the programme, or may gain exemptions from particular modules, based on APECL. Such cases are subject to prior approval by the University of Kent according to its APECL process see:

<http://www.kent.ac.uk/teaching/qa/codes/taught/annexr.html>.

20.2 What does this programme have to offer?

Key features of the programme

Students on the programme will have the opportunity:

- To study at a pace (full-time or part-time) and place (face to face in the classroom or online) of their choosing
- To study modules designed and delivered with direct employer input
- To progress from HND programmes to a degree

20.3 Personal Profile

A typical applicant might be expected to demonstrate at the commencement of his/her studies the following:

- a general interest in business and managing organisations
- a strong interest in developing a career in business and/or management
- a willingness to be good at working with others
- good oral and written communication skills
- a willingness to build knowledge across all aspects of business management
- appropriate levels of numeracy and/or a willingness to develop them
- a willingness to acquire relevant IT skills

21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student module evaluations
- Annual programme and module monitoring reports, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- External Examiners system, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Periodic programme review, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- Annual staff appraisal
- Peer observation
- Quality Assurance Framework, see <http://www.kent.ac.uk/teaching/qa/codes/index.html>

<ul style="list-style-type: none"> • QAA Higher Education Review, see http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx • External accreditation being sought from the ACCA, CMI and CIM.
<p>21.2 Committees with responsibility for monitoring and evaluating quality and standards</p>
<p>Committees at the University of Kent include:</p> <ul style="list-style-type: none"> • School Learning and Teaching Committee • Faculty Education Committee • Faculty Board • Education Board • Board of Examiners <p>Committees at Pearson College London include:</p> <ul style="list-style-type: none"> • Staff-Student Liaison Committee • Admissions, Progression, Retention and Achievement Committee • Review and Enhancement Committee • Academic Board
<p>21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience</p>
<ul style="list-style-type: none"> • Staff-Student Liaison Committee <ul style="list-style-type: none"> • Annual NSS (from 2017 onwards) and PCL internal annual student surveys • Student module evaluations • Student representation system
<p>21.4 Staff Development priorities at PCL include:</p>
<p>Staff Development Programme that includes:</p> <ul style="list-style-type: none"> • PGCHE requirements • HEA (associate) fellowship membership • Annual appraisals • Institutional Level Staff Development Programme • Professional body membership and requirements (where appropriate) • Programme team meetings • Research seminars • Conferences • Study leave • Opportunities to return to practice and engage with industry
<p>22 Indicators of Quality and Standards</p>
<ul style="list-style-type: none"> • PCL QAA Higher Education Review Plus report May 2014 (http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Pearson%20College/Pearson-College-HER-Plus-14.pdf) • QAA Educational Oversight Report May 2015 (http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Pearson%20College/Pearson%20College-EO-AM-15.pdf) <p>Future indicators after the commencement of the programmes will include:</p> <ul style="list-style-type: none"> • Annual External Examiner reports

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| <ul style="list-style-type: none">• Annual programme and module monitoring reports (UoK and PCL)• Result of PCL periodic review• Result of University of Kent Periodic Review• Professional Accreditation• Graduate Destinations |
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22.1 The following reference points were used in creating these specifications:
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| <ul style="list-style-type: none">• QAA UK Quality Code for Higher Education• QAA Benchmarking statement/s for Business and Management (2015)• PCL Plan/Learning and Teaching Strategy |
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October 2015