

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	BA (Hons) Marketing BA (Hons) Marketing with Foundation Year
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Regent College London
Subject Cluster:	Business
Award Title (including separate Pathway Award Titles where offered):	BA (Hons) Marketing
Pathways (if applicable)	N/A
FHEQ level of final award:	6
Other award titles available (exit qualifications):	Certificate of Higher Education Diploma of Higher Education BA Marketing
Accreditation details:	N/A
Length of programme:	3 years Full Time 4 years with Foundation Year
Mode(s) of Study:	Full Time
Mode of Delivery:	Digital In Person, Digital Online and Digital on Demand
Language of study:	English
QAA Subject Benchmark(s):	Business and Management (2023)
Other external reference points (e.g. Apprenticeship Standard):	OfS Sector Recognised Standards (2022) Blended Learning and OfS regulation (OfS 2022)
Course Code(s):	TBC
UCAS Code(s):	N/A
Approval date:	TBC
Date of last update:	TBC

2. Programme Summary

This Marketing degree programme is designed to be both interdisciplinary and contemporary, to provide a broad foundation from which our learners will be prepared for a range of future careers and roles in a wide range of organisations. The programme is rooted in relevant and up to date marketing and business knowledge across core subjects and draws on professional practice. The programme aims to future-proof our learners and prepare them for the dynamic and evolving global business and marketing world, by developing subject knowledge and skills with cross-cutting global themes including: UN Sustainable Development Goals, equality, diversity, inclusion (EDI), corporate social responsibility (CSR), sustainability, and innovation, which are embedded throughout our programme e.g. across marketing, strategy, marketing management, entrepreneurship, contemporary and digital marketing and business management, HRM, finance and research modules.

Unique and embedded throughout the programme is Thinking into Character (TiC), a transformational programme that will support personal development and help in setting personal, educational and career goals by identifying achievements that can be built upon.

The structure is based on 20 credit modules, apart from the dissertation at level 6 which is 40 credits and 2 x 10 credit micro-modules at levels 4 and 5, which address transferable skills and knowledge across: Career and Employability, Personal Development, Sustainability, Global Citizenship, Digital Literacy, Health, and Wellbeing. These micro-modules are designed to help students to quickly build in-demand career skills and knowledge to stay up to date with relevant and emerging practices, progress in growing industries, and get ahead.

The concept of sharing some modules with the BA(Hons) Business Management programme allows for flexibility and for students to appreciate the inter-connectedness of marketing and business. It will also foster a mutually supportive eco-system of sharing perspectives across the wider business field.

To ensure the distinctiveness of the Marketing programme and to allow students to follow their interests there are a potential 70 credits at L5 and 100 credits at L6. In addition, a range of optional modules offered at Level 5 and Level 6 taught by leaders in their field will allow students to tailor the course to their interests and career plans which in addition to the compulsory core modules give a very clear marketing feel to the programme. Furthermore, L6 students are offered an opportunity to personalise their learning through a dissertation or consultancy project on a topic of their choice.

On completion of our BA (Hons) Marketing degree, our graduates will understand marketing and business impact on the wider society and be prepared and confident to add value to an organisation and contribute positively to its performance from the outset.

Our programme provides the foundation for digitally literate, socially responsible and globally aware future marketing and business professionals. Drawing on research-informed marketing and business management theory, underpinned by applied industry cases and practical tasks, our learners will be able to study and practice business without the real-world risk. By learning key concepts, skills and techniques that can be used in the world of work, our students will build their portfolio as they complete their degree to become career-ready on graduation.

Regent College recognises that contemporary education needs to be inclusive and reflect the needs of a diverse range of learners and we are proud to offer a range of flexible courses to suit modern lifestyles. BSc (Hons) Business Management is part of this flexible learning approach, offering blended learning within this course. This articulates the virtual and in-

person character of modern, post-pandemic working relationships, making use of innovative technology and management techniques, adding to enhancing the transferable skills which are required in the global and digital, contemporary business environment.

Whichever mode modules are delivered in there is a range of online support available to complement learning through forum posts, innovative material and content which will allow for synchronous and a synchronous activity for all cohorts while also maintaining a sense of community when learning remotely.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Empower learners from a variety of educational backgrounds to fulfil their academic potential through the progressive development and application of contemporary marketing, business and management knowledge and skills.
2. Foster a critical and reflexive understanding of organisations their cultures, structures, management and their wider economic, environmental and social contexts.
3. Develop learners' in depth intellectual and commercial understanding of core Business, Marketing and Management functions across dynamic and diverse contexts, including start-up, micro, small, medium, global, commercial, public and not for profit organisations.
4. Equip graduates effectively so that they are able to demonstrate a thorough understanding of ethical and sustainable marketing and business practice and become responsible business practitioners and impactful global citizens.
5. Develop learners' knowledge and skills for a wide range of careers including in marketing and business management with the ability to be reflective and identify personal and professional development needs.

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme you will be able to:

ID	Learning Outcome
K1	Demonstrate an in-depth critical understanding of different types of business organisations, their management and the complex environments and social context within which they operate
K2	Critically evaluate contemporary marketing and management theories, practice and debates across a range of business and management functional areas e.g. Marketing, Consumer Behaviour, Social Media, Leadership and Management, Human Resource Management, Project Management, Operations, Enterprise & Entrepreneurship and Finance
K3	Explain how key marketing and business concepts and contemporary themes including sustainability, equality, diversity and inclusion, responsible marketing, technological innovation and globalisation, impact organisations, stakeholders and decision-making

Analysis and Criticality (C)

On successful completion of the programme you will be able to:

ID	Learning Outcome
C1	Analyse organisations and stakeholders using relevant marketing and business theory and practice to identify issues and opportunities
C2	Evaluate key business functional areas and investigate their interrelationship and interconnectedness
C3	Carry out independent research and synthesise a variety of marketing and business data, sources and select appropriate research methods to make evidence-informed decisions
C4	Evaluate and solve complex marketing and business problems and generate effective recommendations and solutions for organisations and stakeholders

Application and Practice (P)

On successful completion of the programme you will be able to:

ID	Learning Outcome
P1	Demonstrate professional working practices as both an independent and reflective learner and as a group / team member
P2	Determine and apply relevant marketing and management strategies, tools and techniques to communicate information and ideas in an appropriate and professional manner
P3	Gather, analyse and evaluate independent research and data to identify, analyse and engage with complex ideas and information related to organisations, marketing and business management
P4	Demonstrate flexibility, creativity and criticality in applying theory and practice to propose recommendations and solutions to a variety of marketing and business scenarios

Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

ID	Learning Outcome
T1	Be self-aware and able to work both independently and collaboratively with people from a range of cultures in a professional and responsible way.
T2	Effectively utilise interpersonal skills including listening, reflecting, negotiation and communication (oral and written)
T3	Demonstrate conceptual and high-level critical thinking skills and an ability to question and problem solve
T4	Acquire and make proficient use of digital, data and computer literacy skills

T5	Display professionalism in terms of time management and organisation as well as being able to show initiative, planning skills and resilience
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Graduate Attributes and the 'Regent Thinking into Character Graduate'

The 'Regent Thinking into Character Graduate' possesses qualities, skills and understandings and attributes that include, but go beyond, the disciplinary expertise and knowledge that forms the core of the curriculum. These qualities, which align with the 'Thinking into Character' (TiC) philosophy, also prepare students as agents for social good in an unknown future.

Embedded into the course-related curriculum and reflected in both the programme, module and micro-module learning outcomes, these attributes are further developed through a skills development programme, associated enrichment activities, and through reflection on the wider learning experience that is contingent on being a Regent student.

They also provide students with:

- an explicit outcomes-focused model to benchmark their own skills development against and identify potential development needs;
- a framework and vocabulary for articulating the 'Thinking into Character' ethos and the value of their Regent learning experience to prospective employers and others;
- a framework which can help to structure self-reflection and self-assessment of progress;
- a means of understanding how learning experiences contribute to the development of the necessary skills, competencies, habits, discipline, emotional intelligence and positive growth mind-set required to achieve their personal and professional lifelong learning goals and aspirations and to become successful in all areas of their lives.

The Regent Thinking into Character Graduate will be:

Discipline Expertise	<ul style="list-style-type: none"> • An intellectually-curious subject specialist able to apply their in-depth disciplinary knowledge to identify and create opportunities and solutions.
Positive Mindset	<ul style="list-style-type: none"> • Able to display the positive mindset, emotional intelligence and self-determination required to work both independently as well as navigate complex relationships.
Proficient Communicator	<ul style="list-style-type: none"> • A confident and empathetic communicator utilising a range of formats and media according to the needs of different audiences. • Able to actively listen to, and engage, and negotiate effectively with, people of all kinds and backgrounds.
Employability and Professionalism	<ul style="list-style-type: none"> • Highly employable and resilient with a strong work ethic and an ability to connect discipline-based theory, professional values and civic responsibilities to professional practice. • Capable of being enterprising and entrepreneurial disruptors.
Global Citizenship	<ul style="list-style-type: none"> • Interculturally, internationally and ethically aware with an understanding of fundamental British values, world issues and of their social, moral and sustainability responsibilities.

Reflective and Critical Lifelong Learner	<ul style="list-style-type: none">• Able to carry out inquiry-based learning and critical analysis, independently or collaboratively, challenging their own thinking and the thinking of others, to make a positive contribution in their workplace, communities and wider society.• Digitally and information literate and able to work at the interface of creativity and technology.• Able to use feedback productively to reflect on their achievements, experiences, personal and professional development.• Competent at applying the Regent 'Thinking into Character' Graduate attributes to set aspirational goals to facilitate lifelong learning, success and wellbeing.
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4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions which have previously been agreed with BNU for Regent College London:

Standard entry requirements Level 3:

From 32 UCAS points (this can be made up of different levels of level courses)

Non-Standard Assessment Level 3:

Applicants will also be asked to attend an academic interview. Suitability for entry to our programmes can be demonstrated in several ways and is not limited to academic qualifications alone. Applicants who do not meet our published entry requirements are encouraged to contact our recruitment and admissions team for advice and will be considered on a case-by-case basis.

Foundation Year: minimum IELTS 5.0 (with no element below 4.5) or equivalent.

Standard entry requirements Level 4:

From 88 UCAS points (this can be made up of different levels of courses. For more information on the UCAS points for your qualification, go to the [UCAS tariff calculator](#)).

Non-Standard Assessment Level 4:

Applicants will also be asked to attend an academic interview. Suitability for entry to our programmes can be demonstrated in several ways and is not limited to academic qualifications alone. Applicants who do not meet our published entry requirements are encouraged to contact our recruitment and admissions team for advice and will be considered on a case-by-case basis.

Level 4: minimum IELTS 6.0 (with no element below 5.5)

If an applicant does not meet the entry requirements you may but they have relevant professional experience, they will be invited for an interview where they will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

5. Programme Structure

Pathway 1 or stand-alone course [add further tables for each additional pathway]

Level	Modules (Code, Title and Credits)	Exit Awards
Foundation Year¹	<p>Core modules:</p> <p>BAM0002 Business Essentials</p> <p>SOC0002 Academic and Personal Professional Development</p> <p>BAM0009 Digital Skills Development</p> <p>BAM0010 Career and Contemporary Employability Skills</p> <p>Option modules: No option modules are available at this level.</p> <p>Micro modules: No micro modules are available at this level.</p>	N/A. No credit is awarded at this Level.
Level 4	<p>Core modules:</p> <p>BAM4064 Global Business Context (20 credits)</p> <p>BAM4065 Introducing Inclusive People Management (20 credits)</p> <p>BAM4066 Data Analytics and Decision Making (20 credits)</p> <p>BAM4067 Accounting and Finance for Managers (20 credits)</p> <p>BAM4068 Contemporary Marketing Essentials (20 credits)</p>	Certificate of Higher Education, awarded on achievement of 120 credits at Level 4

¹ Modules on the Foundation Year only apply to learners who are enrolled on the “with Foundation Year” programme.

	<p>Option modules: No option modules are available at this level.</p> <p>Micro modules: choose 2 x 10 credit Level 4 micro modules from the available options BAM4069 Team Psychology BUS4011 (10 credits) BAM4063 Social Media Fundamentals (10 credits) BAM4070 Enterprise and Opportunity (10 credits) SOC4014 Reflection of Character Development (10 credits) BAM4072 Personal Development Plan (10 Credits)</p>	
Level 5	<p>Core modules: BAM5079 Ethical Business and Corporate Social Responsibility (20 credits) BAM5080 Market Research Skills (20 credits) BAM5084 Consumer Behaviour (20 credits) BAM5088 Strategic and Digital Marketing (20 credits)</p> <p>Option modules: Choose one module to the total of 20 credits from either: BAM5083 Digital Business and Innovative Technologies (20 credits) <i>or</i> BAM5082 Enterprise and Entrepreneurship: Commercial & Social (20 credits)</p>	<p>Diploma of Higher Education, awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5</p>

	<p>Micro modules: In addition, you must choose 2 x 10 credit Level 5 micro modules from the available options</p> <p>BAM5085 Business Negotiations in Practice (10 credits)</p> <p>BAM5078 Managing Diverse Teams (10 credits)</p> <p>BAM5086 Integrated Marketing Communication (10 credits)</p> <p>SOC5021 Climate Change: Transforming your Organisation for Sustainability (10 credits)</p> <p>BAM5089 Employability and Sustainability (10 credits)</p>	
Level 6	<p>Core modules:</p> <p>BAM6050 Global Marketing (20 credits)</p> <p>BAM6045 Research / Consultancy Proposal (20 credits)</p> <p>BAM6051 Luxury Brand Management (20 credits)</p> <p>BAM6047 Dissertation / Consultancy Project (40 credits)</p> <p>Option modules: Choose one module to the total of 20 credits from either: BAM6048 Sustainable Product Development (20 credits) <i>or</i> BAM6049 Leading Innovation and Managing Change (20 credits)</p> <p>Micro modules: No micro modules are available at this level.</p>	<p>Ordinary Degree, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5</p> <p>Honours Degree, awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6</p>

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

6. Learning, Teaching and Assessment

Learning and teaching

Micro-Modules

The micro-modules available on the programme are made up of 10 credit modules. The smaller micro-modules within the programme are designed and delivered via a flexible, blended learning approach (digital in-person and digital-online) and offer a balance of academic excellence and workplace relevance. These micro-modules enable students to gain complementary, practical skills within a range of themes which can be used as an additional credential to enhance their CV or towards further study.

These shorter micro-modules will have a shorter delivery schedule than the more traditional 20 credit modules and draw on the following five themes:

Theme 1: Personal Development

Theme 2: Employability

Theme 3: Sustainability

Theme 4: Digital Literacy

Theme 5: Health and Wellbeing

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

How will students learn?

As an innovative, technology-enabled education provider, the Regent approach to Teaching, Learning and Assessment draws on a Curriculum Continuum which is integrated with the 'Thinking into Character' educational philosophy, to ensure its programmes are flexible and support learners to grow, develop and become confident graduates.

In essence, our strategy for learning and teaching is to deliver high-quality programmes that enable students both to meet the learning outcomes for their programmes and enjoy the type of learning experience that enables them to flourish academically, personally and professionally – accessing learning at the appropriate place and time and via the device that suits them best.

Building on our recent experience and successes, this programme will be delivered through a flexible, pedagogical model attuned to the needs and characteristics of students. This model comprises four elements:

Digital-in-Person	Digital Online	Digital-on-Demand
all activities are delivered in a classroom, lecture hall, workshop or laboratory environment. Asynchronous activities are then set for further and independent study and students can access other learning resources online following a flipped classroom approach. Clear learning outcomes for all synchronous sessions are articulated and communicated to students in advance along with instructions for preparation to be completed prior to the class to promote active student engagement and better learning.	a form of learning in which learning is delivered using dedicated technology designed to deliver programmes and course materials through this medium. This will include digital synchronous delivery of classes (via MS Teams) and asynchronous activities and content.	a form of asynchronous supplementary learning which students can engage in at any place and at any time (e.g. through the VLE, Canvas). Our approach to asynchronous online learning and self-directed learning allows students to engage with materials at their own pace whenever convenient for them. Digital asynchronous delivery also enables the programme team to accommodate diverse student learning needs and allows tutors to meet accessibility requirements proactively.

Building on the above, the specific, blended approach to teaching and learning used on the Marketing programme will ensure that between 25-50% of the teaching will be delivered online and the remaining in-person.

Programme Handbooks and teaching timetables will denote which modules will be delivered digital online and which will be delivered digital in-person.

This is coherent and consistent with developing the relevant knowledge, understanding and skills detailed in the benchmark statements, FHEQ framework and the Office for Students (OfS) sector-recognised standards. In this respect, teaching and assessment effectiveness is informed by the intended learning outcomes, along with expectations of wider academic, personal and professional development and integrates theory and practice by a variety of means to develop the knowledge, skills and analytical ability of students.

Our approach is student- centred, participatory and interactive. This promotes, reinforces and rewards student learning, enhances the students' ability to reflect upon their learning, and ultimately ensures they gain the maximum benefit through effective and efficient assessment.

With reference to external reference points, inputs to student learning are provided by practitioners, entrepreneurs and other visiting speakers through guest lectures, and in supporting assessment.

Teaching methods are appropriate and supportive, inclusive in design and effectively engage students in activity-led or active learning. They take account of the diverse learning and teaching cultures that students may have experienced prior to joining the programme and provide opportunities for them to understand and appreciate the professional and global context in which they will be operating in upon graduation.

As set out above, these include synchronous and asynchronous delivery methods alongside face-to-face teaching and make good use of supporting technology and where relevant, generative artificial intelligence (AI) tools to aid student learning. Students are also required to

work and learn both individually and often in groups. They are also encouraged to learn about AI tools in order to use them wisely, responsibly and ethically.

Although meaningful learning activities will vary by module, typically synchronous delivery will comprise lectures and live interaction with teaching staff and asynchronous delivery will involve recorded lectures and presentations with pre-prepared tasks. These provide structure to the topic area in order to facilitate understanding and inspire students to think critically about the key issues and themes.

Face-to-face, digital in-person sessions will prioritise interactions with other students, formative feedback from teaching staff and the discussion of assessment tasks; while self-directed learning will mainly involve background reading and preparation for and of assessment tasks. Digital online modules will have supporting materials and content to aid and enhance learning including the use of VLE to utilise forums, blogs and collaborative tools to maintain a sense of community while learning remotely. All students will be able to access the full range of student support regardless of the mode of study.

As students progress through the programme levels, they are supported to successionally acquire and demonstrate a more in-depth and complex combination of knowledge, understanding, skills, capabilities and broader competencies, this is reflected in both the learning outcomes and the approach to teaching, learning and assessment.

For example, at level 4, the focus is on knowledge dissemination and providing a structure to key topics in order to facilitate understanding and student engagement with the subject matter as well as inspiring them to start to think critically. At level 5, students are required to acquire more in-depth knowledge and understanding at a broader strategic level and at level 6, teaching and learning activities are designed to encourage students to further develop independent learning, analytical and critical evaluation skills alongside informed application of their knowledge taking into account wider contexts and professional practice.

In summary, the guiding principles which underpin the supportive, inclusive in design approaches to teaching, learning and assessment on the programme are:

- Students learn in a variety of ways and therefore should be exposed to, and engage with, different learning activities and styles.
- Students perform differently in response to different assessment methods and therefore should be assessed via a range of assessment modes.
- Students should acquire, develop and enhance key attributes, transferable skills, knowledge and understanding progressively at each level of study and apply these throughout their learning and assessment.

Independent of the mode of delivery, teaching on the Marketing programme is detailed in the various module specifications and includes, but is not limited to, a combination of:

- lectures
- seminars, tutorials and workshops
- work-based learning and placements
- authentic or experiential learning activities
- employer or organization-based case studies and ethical dilemmas
- industry-relevant or 'real world' projects
- simulations and practical activities

- guided learning
- discussion groups, conversation rooms and virtual forums
- mentoring
- practical exercises

The College's **Virtual Learning Environment, Canvas** is an online learning platform hosting all programme and module information, content and study materials and is used to facilitate and support high quality, inclusive, digital teaching and learning experiences.

How will students be assessed?

Individual and group-based summative assessments are inclusively designed to be a reliable and diverse means of testing the achievement of the intended learning outcomes and assist in developing skills in their own right. All modules, including the themed micro-modules include formative assessments which provide students with a valuable learning resource by way of feedback from the tutors which can offer direction for improved performance on the summative assignments.

The assessment methods used across the programme are varied, formative and develop students' transferable and employability skills and creative thinking. The ability to plan, judge, communicate complex issues, solve problems logically, and develop original solutions, in appraising critically the work of others, and in managing students' own learning are all assessed summatively.

Accordingly, assessment has deliberately been designed to scaffold on oral, written, practical and analytical skills developed early in the programme with a focus on students applying their learning to real world scenarios. In this way students will fuse their theoretical learning and practical skills into authentic assessments through a variety of written and oral assessments ranging from case studies and business reports as well as essays and reports to hone critical thinking and analysis

Assessment may take place online, in situ or via other means using appropriate technologies and, where permissible and with appropriate guidance, generative artificial intelligence (AI) tools in line with the broad teaching and learning approach.

The range of summative assessment methods applied on the programme include:

- Continuous coursework and learning portfolios
- Reflective log and journals
- Case studies and written business reports
- Essay assignments
- Oral assessment and presentations
- Poster displays
- Discussion boards
- Problem solving exercises
- Professional development and achievement plans
- Investigations and creative design tasks
- Practical work and skills assessments

- Business plans
- Dissertation and applied consultancy projects

In addition, a capstone project, dissertation/applied business consultancy project represents a major piece of independent research focused on strategic business issues chosen by the student and undertaken in their final year. This will be undertaken with support from an academic supervisor and with regular meetings throughout the academic year.

Contact Hours

Learners can expect to receive up to 12 hours of scheduled learning activities per week. This may include lectures, seminars or workshops. A full breakdown of contact hours can be found in individual module descriptors.

A 20-credit module represents the equivalent of 200 notional learning hours. Each 10 credit modules represent the equivalent of 100 notional learning hours. Notional learning also includes individual self-study and preparation.

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- [BNU's Academic Assessment Regulations](#)

8. Support for Learners

RCL Students will be supported in various ways to ensure they successfully progress through the course.

Hub X

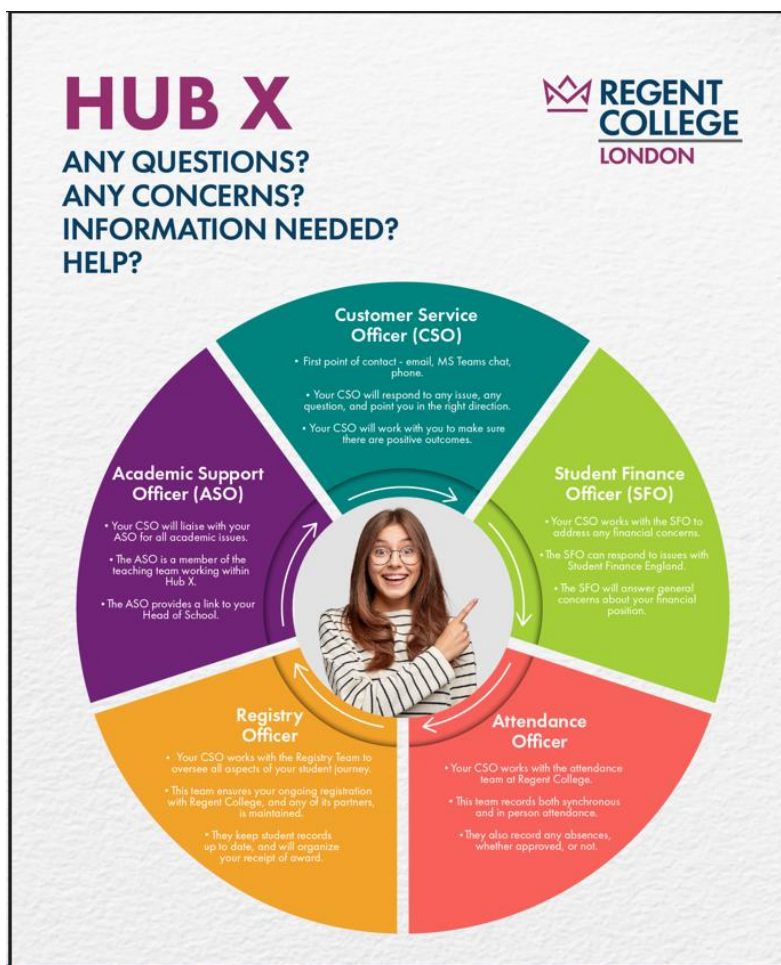
When a new student enrolls, they are assigned a Customer Service officer (CSO) who will be their first point of contact for any issues or concerns they may have during their RCL journey. CSO's will address their issues as required and where needed, involve other colleagues within the Hub X system to provide solutions.

The Hub X system operates as follows:

- **Customer Service Officer (CSO)** – initial enquiries to be directed here.

The CSO will liaise with:

- **Student Finance Officer (SFO)** – to respond to any finance related issues and guidance. This can be issues related to tuition fees, Student Finance England etc.
- **Academic Support Officer (ASO)** – to respond to course related issues, or any academic concerns that students may face.
- **Member of the Attendance Team** – to monitor any attendance related issues whether by synchronous delivery, or in class in person.
- **Member of the Registry Team** – to respond to any issues regarding enrolment, extenuating circumstances or mitigations, ongoing registration with Regent College or any of its partners.



As well as responding to communications from students, CSOs also initiate contact with students in their Hub on a range of issues. They contact students regularly to remind them about assessment deadlines, term dates, module evaluation questionnaires and other issues. They also contact individual students to follow up on specific issues such as late submission of assessments or absence from teaching sessions.

Academic and Study Skills Services:

Our Academic and Study Skills Support Policy provides details of our approach to supporting students who require additional help beyond what can be provided within their programmes. Students may access support themselves via the links in Regent Digital, or be identified and referred by staff, for example by HubX team members as part of their monitoring of student engagement.

The additional or extracurricular support we offer to students includes:

- Bookable 1-to-1 support sessions.
- Academic skills webinars
- Critical Thinking, Reading and Writing Webinars
- English for Academic Purposes and Academic Writing workshops
- English conversation classes
- The International Computer Driving Licence programme.

Careers and Employability Services:

- One to one career coaching
- maximise students' awareness of job and career opportunities.
- help to develop skills the need to be successful in the workplace.

Wellbeing Services:

- **Mental Health Support:** Through our mobile app Mind Connect – Students will have immediate access to bespoke, mental health support information and helplines whenever they need in times of difficulties.
- **General Wellbeing Support:** Confidential support is provided to help students to make most of their studies, also one to one wellbeing support sessions are provided for personal circumstances which affect studies.
- **External Support:** Liaising with external organisations on the students' behalf, such as Student Finance England for direction with Student Disability Allowance & Child Care Allowance.
- **Disability Support:** Working with students who have a registered disability to ensure reasonable adjustments and appropriate support is provided throughout their studies.

Other Support Services:

- In addition to the above RCL offers, pastoral guidance, additional support to students with disabilities/access needs.
- RCL is committed to continually enhance the support available by capturing student voice through student representation system and implementing any actions that may arise from Student President/ School Representatives/ Partner Representatives/ Classes Representatives.

9. Programme monitoring and review

RCL has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Module feedback questionnaires'
- Participation in internal and external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your module leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery with BNU
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the BNU's Education Committee
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)

- OfS Sector Recognised Standards (2022)
- Blended Learning and OfS regulation (OfS 2022)
- The QAA Subject Benchmark Statement for Business and Management (2023) – see detailed mapping below
- The QAA Microcredentials Characteristics Statement
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors

Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

Subject Benchmark Statement QAA 2023	Knowledge and understanding (K)			Analysis and Criticality (C)				Application and Practice (P)				Transferable skills and other attributes (T)				
Benchmark / Standard requirement	K1	K2	K3	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4	T5
Knowledge & understanding of a range of organisations, the wider business environment and communities in which they operate, their governance and management	X			X			X		X	X	X	X		X		X
Organisations: this encompasses the internal aspects, functions and processes of organisations, their diverse nature, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within /between different organisations and their influence upon the external environment		X		X					X			X		X		X
The business environment: this encompasses the context of organisations at a local, national and international level and includes a wide range of factors, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, that impact on organisations. These can be seen in the context of the strategy, behaviour, management and sustainability of organisations.	X			X	X				X			X		X		X
Responsible leadership and management: this encompasses the various processes, procedures and practices for responsible leadership and management. It includes a critical appreciation of theories, models, frameworks and roles of leadership and management and their application in relation to employees, the organisation and the wider business environment.			X			X	X		X			X	X	X		X
Ethics, responsibility and sustainability: managing responsibly and behaving ethically, particularly in relation to social, cultural, legal, economic and environmental issues.			X	X					X			X	X	X		X

Subject Benchmark Statement QAA 2023	Knowledge and understanding (K)			Analysis and Criticality (C)				Application and Practice (P)				Transferable skills and other attributes (T)				
Benchmark / Standard requirement	K1	K2	K3	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4	T5
Markets and economies: the development, access and operation of markets for resources, goods and services. This includes market failure, externalities and fair trade	X	X			X				X							
Marketing, sales, negotiation and customers: management of customer relationships, consumer behaviour, different approaches for segmentation, targeting, positioning, generating sales and the need for innovation in product and service design		X			X	X			X		X	X	X	X		X
Finance and accounting: the sources, practises and management of finance and the use of accounting and other information systems for planning, control, decision-making and managing financial risk		X				X			X		X	X	X	X	X	X
People and organisational behaviour: responsible, inclusive and ethical leadership, management and development of people and organisations, including employee engagement and the implications of the legal context. This requires recognition of the design and development of organisations, grounded in an understanding of cross-cultural issues, and equality, diversity and inclusion	X	X	X	X	X			X	X	X	X	X	X	X		X
Operations and business innovation: the management of resources, the supply chain, procurement, logistics, outsourcing, quality systems, development of service excellence and project management		X			X				X		X	X	X		X	X
Data analytics, statistics, digital business, information systems and business intelligence: the development of strategic priorities to deliver business at speed through the management, application and implementation of information systems and their impact upon organisations, and to enable data-driven and informed decision-making			X			X		X		X	X	X		X	X	X

Subject Benchmark Statement QAA 2023	Knowledge and understanding (K)			Analysis and Criticality (C)				Application and Practice (P)				Transferable skills and other attributes (T)				
Benchmark / Standard requirement	K1	K2	K3	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4	T5
Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk and crisis management techniques, business continuity planning and communication techniques and tools to help maximise the achievement of strategic objectives	X		X	X		X	X		X		X	X	X	X	X	X
Public and non-profit management: the distinct roles and practices of public service organisations and the voluntary and community sector, including approaches to governance, financial management, public leadership, community empowerment, coproduction, public values and ethics and hybrid organisations for public service delivery	X			X					X			X		X		X
Entrepreneurship and enterprise development: taking innovative business ideas to create or co-create new products, services or organisations that will generate a return on financial and/or social investment - this includes, but is not limited to, the identification of intellectual property and appreciation of its value		X					X		X		X	X	X	X	X	X
People management: communications, team building, resilience and well-being, leadership and motivating others, nurturing equality, diversity and inclusion		X			X			X	X			X	X	X		
Problem-solving and critical analysis: analysing facts and circumstances to determine the cause of a problem, decision-making and selecting appropriate, sustainable solutions			X				X		X		X			X	X	X
Research: the ability to analyse and evaluate a range of data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based, responsible and ethical decision-making			X			X				X	X			X	X	X

Subject Benchmark Statement QAA 2023	Knowledge and understanding (K)			Analysis and Criticality (C)				Application and Practice (P)				Transferable skills and other attributes (T)				
Benchmark / Standard requirement	K1	K2	K3	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4	T5
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 in sustainable ways	X				X		X		X		X	X	X	X		X
Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support and deliver successful and sustainable outcomes		X				X	X				X	X	X	X	X	X
Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena			X			X				X	X			X	X	
Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in cultivating business contacts		X		X				X	X			X	X			
Leadership: boundary-spanning, influencing, relational and collaborative working, including ability to work in partnerships across organisation and sectors.		X		X				X	X			X	X			X
Ability to work collaboratively and inclusively with both internal and external stakeholders			X		X			X			X	X				X
Verbal, non-verbal and digital communication			X				X		X		X		X		X	
Empathy and inclusivity			X	X				X				X	X			
Digital literacy and etiquette			X			X						X			X	
Conceptual, systemic and critical thinking, analysis, synthesis and evaluation				X			X			X				X		
Self-management: development as independent learners, a readiness to accept responsibility and flexibility, to tolerate uncertainty, handle complexity, challenge assumptions, use evidence to inform critical thinking, be resilient, self-starting and appropriately assertive	X					X				X		X		X		X

Subject Benchmark Statement QAA 2023	Knowledge and understanding (K)			Analysis and Criticality (C)				Application and Practice (P)				Transferable skills and other attributes (T)				
Benchmark / Standard requirement	K1	K2	K3	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4	T5
Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures - this includes a continuing appetite for development			X				X	X				X	X			

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)			Analysis and Criticality (C)				Application and Practice (P)				Transferable skills and other attributes (T)				
Module Code (Core)	K1	K2	K3	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4	T5
Level 3																
BUS3001 Business Essentials	X	X			X			X				X	X			
BUS3002 Academic & Personal Professional Development	X	X		X				X				X		X		
BUS3003 Digital Skills Development			X			X			X						X	
BUS3004 Career & Contemporary Employability Skills			X				X	X				X	X			X
Level 4																
BUS4001 Global Business Context	X		X		X		X		X	X		X		X		
BUS4002 Introducing Inclusive People Management		X	X			X	X	X	X			X	X	X		
BUS4003 Data Analytics & Decision Making		X	X	X		X				X	X			X	X	X
BUS4004 Accounting and Finance for Managers	X	X				X			X	X			X	X	X	
BUS4005 Contemporary Marketing Essentials	X	X		X	X			X			X				X	X
Level 5																
BUS5001 Ethical Business & CSR	X		X		X		X			X	X		X	X		X
BUS5002 Market Research Skills		X	X	X		X			X	X	X			X	X	X

Programme Learning Outcome	Knowledge and understanding (K)			Analysis and Criticality (C)				Application and Practice (P)				Transferable skills and other attributes (T)				
Module Code (Core)	K1	K2	K3	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4	T5
BUS5003 Managing Complex Projects & Sustainable Operations		X	X		X		X		X		X	X	X			X
BUS5004 Enterprise & Entrepreneurship: Commercial & Social	X	X			X	X	X	X	X			X		X		
BUS5005 Strategic and Digital Marketing		X	X		X		X	X		X	X				X	X
BUS5022 Consumer Behaviour	X		X			X	X		X	X			X	X		
BUS5021 Digital Business and Innovative Technologies		X	X	X		X	X		X		X				X	X
Level 6																
BUS6001 Leadership and Management in a Global Context		X	X	X	X		X	X	X		X	X		X		X
BUS6002 Research / Consultancy Proposal		X			X	X				X			X	X	X	
BUS6003 Dissertation / Consultancy Project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
BUS6004 Global Marketing	X		X		X	X			X	X		X		X		X
BUS6005 Luxury Brand Management		X	X		X		X	X	X		X	X		X		X
BUS6021 Leading Innovation and Managing Change		X	X	X			X		X		X	X		X	X	
BUS6032 Sustainable Product Development	X		X	X			X	X		X	X	X		X		X