BA (Hons) Business (Top-up) Programme Handbook

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Introduction to the Programme

Welcome to the BA (Hons) Business (Top-up) degree programme.

As you are studying a final year top-up programme you will be required to complete the level 6 modules.

Each 20-credit module is equivalent to 200 hours of self-guided learning.

CMI

This course is accredited by the Chartered Management Institute (CMI). The Institute aims to boost career development across the management sector and connect you with like-minded professionals across diverse sectors.

As the CMI possesses a Royal Charter, they are the only organisation in the UK that can award Chartered Manager status to their members – the gold standard in management. They are also active in business policy making across the globe and ensure that their more than 140,000 members are represented in policy decision making.

As an Arden student, you'll have free CMI Membership throughout your studies, giving you access to a range of additional resources including a mentoring service and invitations to networking events both online and offline.

Upon completion of your course, you will be eligible to gain a CMI qualification, which is offered at 3 different levels: an Award, Certificate or a Diploma. The final award you receive upon completion of your degree will depend on your level and length of study, whether you entered your course with Recognition for Prior Learning (RPL) or if you accept any compensation on your modules.

Core Modules

	Module	Credits	BA (Hons) Business	BA (Hons) Business (Finance)	BA (Hons) Business (HRM)	BA (Hons) Business (Marketing)	BA (Hons) Business (Tourism)
Level 6	Contemporary Management Issues	20	x	x	x	x	x
	Strategic Management	20	x	x	x	x	x
	Managing Self and Others	20	x	x	x	x	x
	International Management	20	x				
	Financial Decision Making	20		x			
	Strategic Issues in Human Resource Management	20			x		
	International Marketing	20				x	
	International Destination Management	20					x
	Independent Study	20	x	x	x	x	X
	Project Management	20	x	x	x	x	X

Please note that modules may not be delivered in this order, please refer to the module delivery schedule on ilearn.

Programme Specifications

1.	Target Award	BA (Hons) Business
2.	Programme Title	BA (Hons) Business (Top-up)
3.	Exit Awards	BA Business
4.	Programme Leader(s)	Terfot Ngwana/Blessing Otabor-Olubor
5.	Delivery Model	Online
6.	Start date	September 2015
7.	Programme Accredited by (PSRB or other, if applicable)	N/A
8.	UCAS Code (If applicable)	
9.	Relevant QAA subject benchmark statement	General Business Management 2023

10. Programme Aims

The overall aim of the Arden University BA (Hons) Business (Top-up) is to enable students to acquire knowledge, understanding and a range of practical skills relating to key and inter-connected business and management disciplines which are applicable to a range of commercial and non-commercial sectors, local, national and global, and in a variety of geographical and cultural settings. Simultaneously students will develop a range of transferrable skills that will assist them in as they pursue business and management careers or further relevant study. More specifically it will:

- enable students to develop professional level skills and understanding across a range of business and management disciplines.
- emphasise understanding and responsiveness to change and consideration of the future of organizations and the external environment in which they operate.
- promote understanding of the key aspects of current practice and the interconnectedness of in the field of business and management while acknowledging current and emerging developments in related disciplines.
- equip students with the essential employability skills and tools to work professionally in a business environment and to be effective practitioners, when working independently and when collaborating with others as part of multidisciplinary and diverse teams.
- enable students to communicate effectively through a variety of media and presentational forms used in business.
- equip students to work within multicultural settings and to appreciate the complexity of decision making in such contexts.
- develop those entrepreneurial skills which best support the growth of enterprise and the creation of new businesses.
- provide an intellectually stimulating online academic environment in which students can develop confidence as independent learners and as members of an international community of learners and thereby inspire students to become lifelong learners.

The programme provides for a Level 6 (Honours level) only. Entrants into it will possess a Business related a Diploma, for example a HND, and will join with 240 credits. The programme is designed to provide opportunities for students to develop their knowledge and skills in business in a flexible way. Learning materials have been developed which allow students to maximise the time they have available for study and the programme structure allows students to determine the pace at which they learn. The programme also provides a range of supports for distance learning students thereby allowing international access.

11. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
11a. Knowledge and understanding	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
With due regard to the QAA General Business Benchmark Statement the intended programme learning outcomes are for students to: A1 Understand the external environment in which organisations operate, locally, nationally and internationally and its impact upon the strategy, behaviour, management and sustainability of organisations including how they are managed wherever they are. A2 Utilise a range of data sources and business tools to understand how organisations respond to change and improve business performance. A3 Recognise the importance of individual and corporate behaviours and cultures which exist within and between organisations and their influence upon the external environment. A4 Analyse the internal aspects of organisations, their functions and processes including their diverse nature, purposes, structures, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence upon the external environment. A5 Apply a range of theoretical management concepts, models and processes to decision-	Acquisition of knowledge and understanding (A1 – A5) at all levels is achieved through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is: **Asynchronous** • Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our VLE • Guided group / project based work • Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves • Podcasts and narrated PowerPoints **Synchronous** • Online tutorials facilitated by VOIP's where theory and practice are integrated. • Classroom based teaching (lectures, seminars & tutorials) Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Independent study is the cornerstone of the learner experience, supported by peer engagement and regular engagement with the tutor. There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, times examinations, etc., and our formative assessment policy informs how feedback is supplied by tutors at the formative and summative assessment phase. Critical analysis is encouraged at all levels culminating in a Dissertation.	Assessment methods and strategies: Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, critical self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc.

making in the organisation and future planning, practical organisational or industry sector issues or problems, displaying sensitivity to differing cultural and ethical contexts in decision making.	All students complete an induction module prior to starting on subject discipline units of work. The Induction Module requires students to undertake a range of tasks that both test and develop subject specific and online pedagogical knowledge, understanding and skills.	
11b. Intellectual (thinking) skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
Students will be expected to: B1 Engage in critical thinking and be able to accurately identify issues and formulate an articulate response in given contexts. This will include the selection and synthesis of information from a variety of sources, discerning between assumptions and evidence. B2 Apply theoretical concepts and practical techniques to problem solving and decision-making in order to generate solutions to complex business problems B3 Analyse, synthesise and interpret diverse quantitative and qualitative data to extrapolate important data/conclusions with which to reach a conclusion based upon logic and evidence. B4 Generalise appropriately to utilise judgement to draw appropriate conclusions and make recommendations from one context to another.	Intellectual skills (B1 – B5) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development (B6) is further encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers (in online forums/debates). Specific modules support the development of quantitative and qualitative analysis, and the development of self-reflective skills. In addition, the student's thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis, judgement and self-reflection in the development of solutions. Throughout, the learner is encouraged to develop intellectual skills by undertaking further independent study and research in order to further consider a range of perspectives.	Assessment methods and strategies: Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, critical self-reflection, portfolios of evidence, sector report production, preparation of a targeted plan, etc.
11c. Practical skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**

Students will be expected to:	Practical and professional skills are employed in the production of solutions to real life situations developed through exercises and practical case study type activities culminating in summative assessment tasks as noted in assignment briefs. The important modern-day skills of managing or leading projects and/or teams working within differing organisational and national cultures are provided by specific modules, as are specific inputs with an emphasis upon practical functional decision making skills related to business and management knowledge.	To support the development of practical skills, students must supply worked materials and evidence in completion of their assignments. Critical reasoning, good presentation and sound evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual setting. Students receive formative feedback on all tasks, activities and assessment which includes practical examples towards improvement.
C1 Select appropriate business and management analytical tools processes and models in the construction of business and management projects, plans and decision-making		
C2 Engage with a variety of communication methodologies and apply them to practice.	Practical skills are further developed and integrated through a series of in-course online activities and projects intended to test skills acquired. (C1 - C3). Group discussion forums provide opportunities for peer to peer discussion of ideas, progress, the work of others and the strengths and weakness in the work and ideas presented and particularly support the development of C4. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. The in-course activities and assessment process in the final year particularly emphasise the acquisition of C4 with specific modules devised to highlight the practical differences in business and management skills required in differing contexts.	
C3 Effectively self-manage their time, planning, learning behaviours and motivation.		
C4 Demonstrate flexibility in adapting to different business contexts and articulate reasoned evidence and conclusions.		
11d. Transferable skills	**The means by which these outcomes are achieved and demonstrated**	**The means by which these outcomes are demonstrated**
Students will be expected to:	Transferable skills (D1 – D6) are developed throughout the programme. The skills of communication, critical use and acknowledgement of source material especially the internet, and self-management (D1, D2, and D3) are integral to coursework at all levels. Independent study (D3) becomes an increasingly important skill as students' progress, culminating in the writing of the Dissertation.	To embed transferable skills all assignments must meet time deadlines and word count guidelines as guided by our policies All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to engage in critical enquiry and self-reflection which is rewarded in marking guides. These guides, in line with good practice are available to students and are included with every assignment brief.
D1 Use diverse communication and information technologies effectively for business and management applications		
D2 Critically self-reflect including self-awareness, openness and sensitivity to diverse cultures and contexts in business and management activity.	All modules promote practical application and employability that a student may develop further in their Dissertation topic at level 6 if they wish.	
D3 Work effectively as an independent learner while demonstrating understanding of being part of a global virtual team, taking personal	Modules increasingly include content with regard to the global business environment and matters of culture. The Managing Across Cultures module at level 5, combined with the Contemporary Management Issues	

responsibility for their own efforts and outputs. D4 Utilise problem-solving skills in a variety of theoretical and practical situations including the areas of enterprise and entrepreneurship and management. D5 Develop interpersonal skills of effective listening, negotiating, persuasion and presentation.	module at level 6 provide a targeted focus for these aspects in also evidenced in the supporting materials and assessments used throughout the programme. As work becomes more progressively more complex at levels 5 and 6, students are required to draw upon their skill sets to manage increasingly large workloads. (D3, D5). Students are required to complete a number of assignments and a Dissertation in level 6 that demonstrate independence and originality, and critical enquiry, and which further enhance communication and self-reflective skills. (D3 – D6)	

12. Graduate Attributes and the means by which they are achieved and demonstrated

Graduate Attributes

The concept of the Arden University Graduate, based upon the definition of 'graduate attribute' by Bowden et al (2000) has been developed around these attributes:

- Digitally literate to show confident and critical use of information and digital technologies across a range of professional, personal, and academic contexts. (This may include but is not limited to computer literacy, digital information, digital media, digital communication, and collaboration competencies).

- Contextually innovative through applying skills of critical, creative, and evidenced based analysis and/or personal reflection to current real-world situations and future challenges.

- Socially intelligent and proactively inclusive, able to effectively navigate complex (working) relationships with others from any background or culture using teamwork, communication, and leadership skills.

- Professionally knowledgeable in their subject area, with in-depth comprehension, awareness, independent research skills, and other skills associated with their subject area and discipline(s).

The means by which these outcomes are achieved and demonstrated

The achievement of these attributes is integrated into all programmes of study curriculum, unit study tasks (individual and group work) and through summative assessment tasks.

13. Learning and teaching methods and strategies

Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:

Asynchronous
- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our Virtual Learning Environment
- Guided group / project based work
- Research tasks
- Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves
- Podcasts and narrated PowerPoints

Synchronous
- Online seminars facilitated by VOIP's where theory and practice are integrated.
- Lectures, seminars & tutorials both on line and via classroom based input

Based upon the variety of student undertaking our programmes and our wishes to provide equal opportunity for engagement no matter what their preferred method of learning styles of the student, our strategy has been designed to enable students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.
Independent study is the cornerstone of the learner experience, supported by subject specialist engagement with the tutor and peer engagement.

There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage. Critical analysis is encouraged at all levels culminating in a Dissertation.

14. Assessment methods and strategies

Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, critical self-reflection, portfolios of evidence, sector report production, preparation of a targeted sector plan, time constrained tests, etc.

15. Employability

Our approach pays due regard to the UKCES report 'The Employability Challenge' (2009a) definition of employability, 'the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require.' Employability is an important strand integrated into the curriculum, learning tasks and summative assessment.

16. Entry Requirements

The criteria for admission to the BA (Hons) Business top-up programme are:

− HND in Business, Advanced Diploma in Business or equivalent
− English language competence equivalent to IELTS 6.0

In the case of an equivalent award where this was not studied in English the candidate must demonstrate an ability in English equivalent to IELTS 6.0 (no less than 5.5 in any element). The equivalent award must also be approved through the APL process. Such an award must have provided the applicant with a prior learning consistent with Level 5 of the functional areas of business underpinning the programme. These should include: finance; marketing; HRM; and Operations Management. It is expected that such students will have a familiarity with basic Microsoft Office applications and no other IT skills are required.

17. Programme Structure

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)
BUS6001	Contemporary Management Issues	20	Core
BUS6002	Strategic Management	20	Core
HRM6001	Managing Self and Others	20	Core
BUS6003	International Management	20	Core
BUS6017	Independent Study	20	Core
BUS6018	Project Management	20	Core

18. Subject: N100 Business Studies	Select from: https://www.hesa.ac.uk/component/content/article?id=1787

Annex – Mapping of Intended Programme Learning Outcomes and Modules

Programme Learning Outcomes / Modules	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
Level 6 Contemporary Management Issues	x		x	x	x	x		x		x	x	x	x		x	x	x	x
Strategic Management	x	x	x	x	x	x	x	x		x	x	x	x				x	x
Managing Self and Others			x	x	x	x			x		x	x	x	x	x	x	x	x
International Management	x	x		x	x	x			x		x		x	x	x	x		x
Independent Study	x	x			x	x	x	x	x	x	x	x			x		x	X
Project Management	x	x			x	x	x	x	x	x	x	x			x		x	X