| Middlesbrough College

| BA (Honours) Business Management *[Top-up]*

| Programme Specification

April 2021

Programme Specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	BA (Honours) Business Management [Top up]
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	May 2018
Date of latest OU (re)validation	March 2021
Next revalidation	-
Credit points for the award	120
UCAS Code	N.A.
HECoS Code	CAH17
Programme start date	September 2021
Underpinning QAA subject benchmark(s)	Business and Management (2019)
Other external and internal reference points used to inform programme outcomes	Framework for Higher Education Qualifications QAA Quality Code Chartered Management Institute
Professional/statutory recognition	None
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	FT; Face-to Face PT; Face to face and blended learning
Duration of the programme for each mode of study	FT: 1 year (30 weeks) PT: 1 year (40 weeks)
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	April 2021

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 s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The overall aims of the programme are to:

- enable students to evaluate both theoretical and practical concepts in Business;

- prepare students for continuing study should they wish, through the introduction and development of post-graduate skills;

- enable students to evaluate their current and future skill set and how this can impact upon both their success during their studies as well as in the employment market;

- develop students' employability with a focus upon supporting students to prepare for graduate level employment as well as actively seek to establish links with employers;

- give students the opportunity to consider the impact of business management and marketing decision-making upon sustainable business practice as well as associated ethical considerations;

- develop fully independent learners.

2.2 Relationship to other programmes and awards
(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The BA (Honours) degree in Business Management is a natural progression route from the Foundation Degree in Business Management which the Programme Team is revalidating coterminously with this award.

On successful completion of the Foundation Degree in Business Management (an achievement of 240 credits), students applying to the BA (Honours) Business Management [Top-up] will be accepted. (The latter award was written by the Programme Team and is being validated coterminously with this programme.)

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place

N/A

2.4 List of all exit awards

Students who successfully pass all modules and achieve 120 credits will achieve the BA (Honours) Business Management.
 	
 Students who successfully achieve 60 credits from the following modules will achieve the BA Business Management.
 	
       International Business (20)
       Critical Issues in People Management (20)
       Digital Marketing (20)
       Strategic Management (20)

3. Programme structure and learning outcomes

Programme Structure - LEVEL 6					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Business Based Dissertation	30			N	Weeks 9-30 FT Weeks 9-40 PT
International Business	20			Y	Semester 2
Planning Business Research	10			Y	Semester 1 (8 weeks)
Critical Issues in People Management	20			Y	Semester 1
Digital Marketing	20			Y	Semester 1
Strategic Management	20			Y	Semester 1

Intended learning outcomes at Level 6 are listed below:

Proposed Learning Outcomes – LEVEL 6	
A: Knowledge and Understanding	
Programme Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Critically analyse a variety of ideas, contexts and models associated with Business Management and evaluate their influence on company performance in a local or global arena.	**A1**: Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity supports students to critically analyse a variety of ideas, contexts and models associated with Business Management and evaluate their influence on company performance in a local or global arena.
A2: Explore legal and ethical issues relevant to business functions and organisational operations within a local or global environment.	**A2**: Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity supports students to explore legal and ethical issues relevant to business functions and organisational operations within a local or global environment.
A3: Critically review appropriate business research methodology and methods in considering business processes.	**A3**: Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity supports students to critically review appropriate business research methodology and methods in considering business processes.

Proposed Learning Outcomes – LEVEL 6	
B: Cognitive skills	
Programme Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Critically analyse, apply and interpret data/evidence on business activity from a variety of sources.	**B1**: At Level 6, students are introduced to a range of Business and Management case studies but the expectation is that they will increasingly bring their own research findings into taught sessions. The aim of each session is increase student led/centred activity where learners can practice and develop their research skills and/or analysis of journals or provided data.
B2: Present justified reasons for, and explanations in support of, propositions and arguments through research relating to a business activity and organisational operations.	**B2**: The aim of each session is to further develop student led/centred activity where learners can practice and develop their skills at presenting justified and reasoned argument supported through discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative work.
C: Practical and professional skills	
Programme Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Operate ethically in situations of varying complexity and predictability requiring the application of a wide range of techniques in both theoretical and practical situations within a range of business functions and organisational operations.	**C1**: Learning relating to ethical matters is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative work. This activity ensures that students are in a position individually to appreciate and operate ethically in situations of varying complexity and predictability requiring the application of a wide range of techniques in both theoretical and practical situations within a range of business functions and organisational operations.
C2: Act with increasing autonomy, with reduced need for supervision and direction within defined guidelines relating to gathering information on business functions and organisational operations.	**C2**: The teaching and learning strategy is designed to encourage a progressive acquisition of subject knowledge and skills by moving

Proposed Learning Outcomes – LEVEL 6	
	from study methods that have a greater degree of support and assistance towards more independence and self-direction. Students are also provided with the task of finding, reviewing and presenting current articles based around the topics covered in each session
C3: Evaluate practical & professional skills associated with business functional areas	**C3**: Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity supports students to develop practical & professional skills associated with business functional areas.
C4: Use and evaluate appropriate research methods in considering business processes.	**C4**: Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity supports students to use appropriate research methods in considering business processes.
D: Key/transferable skills	
Programme Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Reflect systematically on performance to further critically analyse and develop learning.	**D1**: In tutorials - and in response to formative and summative feedback - students are encouraged to reflect upon their current strengths and areas for development and how each impacts upon their capacity to learn and to engage with the type of employers and opportunities in which they are interested.
D2: Select and utilise and evaluate a range of communication methods appropriate to the context.	**D2**: Tutorials to guide students with specific communication skills needs are available where necessary. Formative assessments and class work provide feedback on the skills they are developing. In

Proposed Learning Outcomes – LEVEL 6	
	addition, tutorials assist in identifying any further development needs required by the students.
D3: Demonstrate an effective range of verbal and non-verbal skills in performance, group discussion and individual presentations	**D3**: Tutorials to guide students with specific communication skills needs are available where necessary. Formative assessments and class work provide feedback on the skills they are developing. In addition, tutorials assist in identifying any further development needs required by the students.
D4: Apply and evaluate numerical and statistical skills in complex business problems.	**D4**: Tuition relating to specific numerical and statistical skills is embedded into the delivery of every module. Formative assessments and class work provide students with additional feedback. In addition, further support is available in tutorials which are available where necessary.

[Please insert here title of exit awards(s) at Level 6]

BA (Honours) Business Management [120 Credits]

BA in Business Management [60 Credits]
Students who successfully achieve 60 credits from the following modules will achieve the BA Business Management.

    International Business (20)
    Critical Issues in People Management (20)
    Digital Marketing (20)
    Strategic Management (20)

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**

- **where in the structure above a professional/placement year fits in and how it may affect progression**

- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

4.1 Business Based Dissertation
A key aspect of Level 6 study is the completion of the *Business Based Dissertation*. Students can specialise in one of the main course themes - Marketing, Management, Human Resources Management, the Business Environment – or choose their own topic. The programme is structured to maximise the time available for students to complete their *Business Based Dissertation* in Semester 2.

4.2 Part-Time Study
Part-time students can opt to study the course over one year utilising an extended academic year. In response to local market demand, the College offers part-time modes of delivery for some of its programmes that enable students to complete their studies in a 40-week period. The key features of the part-time mode are:

- Each stage of the programmes starts in September and concludes in mid-July.
- This duration allows an additional 10 weeks of delivery per academic year when compared to the full-time mode.
- The additional 10-week window is to allow an extended period of time for part-time students to complete the project or work-based element of the programme.
- All part-time students receive formal scheduled teaching sessions (FST) each week that cover all of the taught elements of the programme of study.
- Academic Support (AS) sessions for part-time students are supported via the VLE for a proportion of their learning. The approach to managing awards with PT modes is as follows:

  - each programme of study is allocated hours for FST and AS;
  - AS hours for part-time students are delivered via the VLE;
  - students are allocated tasks and activities designed to build upon the content delivered in FST sessions;
  - part-time students are expected to complete these tasks away from the College;
  - a window for completion of the tasks is set to allow students time to refer to tutors/peers as required with a specified response time allocated;
  - staff are allocated a time in the week (usually an evening) when they will be available to respond to posted requests for help as well as engage in on-line discussions.

Support for Part-Time Students
To ensure that all part-time students can engage with the delivery model, the following support is available:

- Initial support and guidance is provided during induction to ensure that part-time students are able to log-on to the VLE and understand the relevant aspects required to support their engagement in remote AS sessions.

- Information - both on the VLE and in the part-time Student Handbook – is provided to guide students through the process of log-on and use of the various sections.
- Lap-top loans and Wi-Fi dongles are available for students that encounter technical difficulties or do not have access to a computer at home.
- Technical help to support students when not at the College is available via phone, chat or email and via YouTube video tutorials.

Help for Staff supporting Part-Time Students
Staff are supported in working with part-time students as follows:

- Staff are allocated time during teaching weeks to manage AS sessions.
- Staff development is provided to ensure staff make best use of the VLE for the delivery of AS sessions.
- Mentor support from the Associate Director HE (Learning and Teaching) is available across the academic year.

4.3 Employer Engagement
Students benefit from guest lecturers from local organisations and entrepreneurs who also assist in seeding ideas for the *Business Based Dissertation*.

4.4 Additional Benefits
The Programme Team is seeking accreditation with CMI so that students can gain dual accreditation with the CMI. This accreditation provides students with the opportunity of building credits towards a full management qualification in the future, should they wish, in order to earn the post-nominals fCMgr (Foundation Chartered Manager).

---

5. Support for students and their learning

5.1 Induction
A detailed induction programme is provided to help students settle into the course and to 'gel' as a group. The programme is designed to ensure that all students get the most from their programme of study and understand the benefits of being enrolled at the College. The following activities are provided in Induction Week:

- Students are given an induction assignment to give them a feel for the course themes and assessment methods and to get them into group working as early as possible.
- Tours of resources are included to encourage early engagement with support and facilities.
- Key information relating to health and safety, safeguarding and student regulations is provided.
- Where possible, alumni speak to new students about their experience of the programme and specifically address what students can do to reach their potential.
- Students meet a representative from the Student Union which helps to elect Student Representatives.

5.2 Attendance Support

Attendance is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to email the lecturer beforehand. Where a lecturer notes that a student has not attended, without prior warning, the student is emailed at the end of the session, asking if the student is well and reminding the student that they are required to let lecturers know if they cannot attend.

Where a student misses three consecutive sessions, the Year Tutor (or Programme Leader) also contacts the student with an invitation to attend a formal meeting. Having discussed attendance issues with the student, it is possible that a student may disclose a safeguarding or wellbeing issue. In this circumstance, the Year Tutor (or Programme Leader) refers the student to the HE Head of Student Engagement who can, where necessary, direct students to the relevant confidential support (personal, financial, etc.). Where students are facing difficulties, it is vital to ensure they get the right support and where necessary, facilitated to claim extenuating circumstances for assignments, or if appropriate, suspend or withdraw from a programme.

Where a student who has missed three consecutive sessions does not respond to a formal invitation to meet with the Year Tutor (or Programme Leader), the students will also be referred to the HE Head of Student Engagement.

5.3 At Risk Process

In addition to the attendance support activities noted above, the HEO works with the Registry, Faculties, and Programme Leaders to forecast all students' end of year grades at three points across the academic known as Assessment Points 1 through 3. As part of this process, any student whose academic performance may be 'at risk' is, as with the attendance support measures noted above, encouraged to meet with the HE Head of Student Engagement College who can, where necessary, direct students to the relevant confidential support (personal, financial, etc.).

5.4 Tutorial Support

All students receive both subject and personal tutorials throughout the programme. Subject tutorials are integrated into module delivery patterns and are designed to focus upon and monitor student academic progress. The tutorials are delivered as a combination of group and individual sessions with each student having at least one 30-minute individual tutorial per term. Individual tutorials are an opportunity for the module tutor to identify any issues students may be having with the module and if necessary, signpost learners to any additional support that may be needed. Group subject tutorials are provided by the module tutor as opportunities to revisit aspects of the module and designed to reflect the students' development as independent learners.

5.5 Encouraging Completion

One the significant advantages offered by the programme is the amount of time students spend with tutors. This advantage is a function of the relatively small number of students and a mode of delivery that includes a significant amount of facilitation. There are, therefore, plenty of opportunities to encourage students to meet assignment deadlines. From Induction Week onwards staff give students feedback in both formative and written, summative feedback. Another oft-repeated comment is that students must let lectures know as soon as possible if a deadline may be missed so that, where appropriate, a deadline extension form can be completed (where such an extension is warranted.)

5.6 Summer Reassessment Period

Tutorials are provided for students offered reassessment and the facilities remain available.

5.7 Pastoral Support

The amount of *ad hoc* pastoral support noted above is greatly valued by the students. In recent years, the number of students declaring Asperger's or dyslexia has increased slightly. Students with learning issues are identified during the application process and when directed to the College HE SENCo who makes – or facilitates - assessments that result in a range outcomes and guidance for the Programme Team. In addition, the Programme Team attend annual Staff Development sessions relating to both conditions - attendance at many of these sessions is mandatory. For students with dyslexia, staff can provide dyslexia-friendly versions of their notes and include a higher-contrast background for notes projected to electronic whiteboards. The Programme Team have received many emails from students offering thanks for sensitive and timely support.

5.8 Academic Support

The delivery of many modules is based upon individual sessions that consist of two parts – topic input (lecturer led) followed by a facilitated session in which students tackle extension and development activities outlined in the first part of the session. This delivery strategy ensures that theory is always applied, that practical skills, knowledge and understanding are regularly checked, and that formative feedback is continuous rather than focussed upon specific points in academic year.

In addition to in-session help, students can also make appointments (via email) to get support from:

- Members of the Programme Team - Module leaders, lecturers and instructor/demonstrators.

- The Programme Leader & Personal Tutors.

- The Library team for help with finding literature via lrcinfo@mbro.ac.uk or live Chat.

- IT support and via the College Reboot website - https://www.rebootmbro.co.uk - which offers lots of online learning support, FAQs, help docs/videos and live chat support.

The personal tutoring system is in place to support students' full engagement with their programme of study and gain as much as possible from their time at the College. Though the emphasis is on academic support, tutorials are also an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. Tutors can offer support and advice and, if required, direct students to further support services available within the College. In the final year students are encouraged to arrange tutorials as and when required.

5.9 Programme Documentation and Online Learning Support

Students are provided with Programme and Module Handbooks which contain comprehensive information on how their degrees and modules are structured and delivered. These documents are also available to students throughout each academic year (and for the duration of their registration) via a web-based Virtual Learning Environment (VLE) and Microsoft Teams. This online resource enables all tutors to add supplementary materials including videos. All students submit assessments through the

VLE which processes assignments through *Turnitin*, a plagiarism checking system. All students attend tutorial sessions at the beginning of the course in which they learn how to use the VLE.

5.10 Library and Learning Resources
Students can access a range of resources through the College Learning Resource Centre (LRC) and students attend a number of LRC introduction and help sessions during Induction Week and in the first few weeks of term.

Open access computers are available at various locations throughout the College and in all of the buildings where teaching takes place. In addition, there is a quiet room in the College LRC exclusively for higher education students. Access is dependent upon demand but is provided on a drop-in basis. Please refer to the Section 14 Background Document for details of the College's response to Covid-19 with respect to Library support.

5.11 Virtual Learning Environment (VLE)
Every programme has its website on the College VLE which is a key resource to support student learning as well as engagement with the programme and the College in general. All teaching materials and general course information is backed up on the VLE, ensuring that students can access what they need when they need it. The VLE is also used as a portal to other sources of support. Students can access the programme of informal workshops designed to support their learning, including: improving writing style and referencing, planning assignments, developing critical thinking and other key skills. Students also interact with staff and peers via Microsoft Teams. Please refer to the Section 14 Background Document for details of the College's response to Covid-19 with respect to IT and VLE support.

5.12 Support for Part-time Students
Part-time students receive blended learning support via the College VLE which enables them to keep pace with the standard module delivery pattern experienced by the full-time students. In addition, the academic year for part-time students is extended by 10 weeks at Level 4 and Level 5 to provide additional time to complete the work-related modules. (See also Section 4.2 above.)

5.13 Additional Learning Support
Any student that considers that they have - or may have - additional learning support needs can access a range of support through the College via the HE SENCo and Student Support Services. Initial assessments are provided to support understanding of the range of support that may be needed which will then trigger the provision required.

5.14 Student Services
All students are able to access the College Student Services which are based in the Dock Street building which has its own reception and drop in facilities. As well as general advice about the College, the Student Services team also provide counselling, financial support, learning support, sign posting to additional or partner services.

5.15 HE Student Areas
All HE students have areas in the College that are exclusively for their use. A new University Centre Middlesbrough building is currently under construction and is due to open in September 2021.

5.16 The 'Job Shop'
The College provides has its own Job Shop which opened in 2013 and provides a range of support to students. As well as advertising vacancies provided by local

employers, the Job Shop also provides a range of support to students, including help with job applications, CV writing, interview preparation, job searching, writing covering letters and finding work experience. All of the support is available either through drop/bookable appointments.

5.17 The Fitness Studio
All students are entitled to free membership of the Fitness Studio. The Techno Gym equipped facility provides a range of cardiovascular and resistance exercise equipment. Together with the latest innovations in IT wellness programme monitoring, students can engage in regular exercise in a friendly and easily accessible environment. Support and guidance are available during opening hours from experienced staff.

5.18 Other facilities
The College has a wide range of other facilities which students can access either free of charge or at subsidised or nominal rates. Examples include:

- 156 seat theatre which produces a number of performances throughout the year many of which are free for students to attend;
- Hair Salon providing low cost services;
- Beauty Spa facility which offers; Jacuzzi, light therapy sauna and steam room, dry; flotation room, 39 private treatment rooms and nail bar;
- Waterside Brasserie, the award-winning College restaurant which is as well as offering excellent value for money.
- Professionally equipped Recording Studios.

6. Criteria for admission

The directly relevant entry qualification for the BA (Honours) Business Management is a Foundation Degree in Business Management (or Business). Applicants will be eligible on reaching the entry target of 240 credits at Level 4/5. However, for applicants who do not meet these minima, the Programme Team explore the applicants' Foundation Degree qualifications in relevant, related fields at Foundation Degree or HND level. All applicants are interviewed by the programme leader.

Where applicants apply with qualifications that are not directly relevant, the Programme Team looks for evidence of relevant experience. Non-standard entrants are interviewed to assess their ability to complete the course. This activity entails a review of any professional experience and training gained in the workplace to ensure that applicants are adequately prepared to cope with the academic level of study. The Programme Team explore applicants' qualifications and experience for relevance and will apply the College RPL process/policy as necessary. All applicants are interviewed by the Programme Leader.

In all cases successful candidates require qualifications in English Language and Mathematics to at least GCSE grade 4 level or have demonstrated adequate skills and competencies in an interview.

7. Language of study
English.

8. Information about non-OU standard assessment regulations (including PSRB requirements)
N/A

9. Methods for evaluating and improving the quality and standards of teaching and learning.

9.1 College HE Teaching and Learning
The College has recognised the importance of having a distinct approach to HE learning and teaching for over ten years. The first HE specific Learning and Teaching process was introduced in 2009. Subsequent reviews and updates in 2011 and 2014, have enhanced the process to reflect the aims of the UK Professional Standards Framework and prepared the College to meet the expectations of the Teaching Excellence Framework.

Many of the innovations established in the evolution of this process have been subsumed into the current Cross-College Learning and Teaching model for all levels, including a non-graded observation process. The underlying principle throughout, has been around placing the student at the centre of the process to ensure that their learning and attainment of Learning Outcomes drives the process. Underpinning this principle is a focus upon ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review.

As the College moves into 2021, the approach is being further refined to form part of the Departmental Review process which is being applied across the College. The distinct nature of HE provision however, is still reflected in the approach. A mark of the success of the approaches taken to date are reflected in the award of the GOLD standard in the June 2017 Year 2 Teaching and Excellence Framework.

9.2 Observation of Teaching and Learning (OTL)
The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model, is aligned to the expectations of the UKPSF and the TEF. Central to the process is the student as an independent learner, developing their academic skills as they progress through their academic career.

The model distinguishes between different levels of study and differing abilities of the students. At Level 4, teaching staff take a lead role in the student learning process, but as students progress, the balance gradually evolves to involve students as leaders/co-

leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an observer to see the product of the model. To work around this, the OTL process for HE lessons is based on mapping the observation of the session to the scheme of work and planned assessment tasks.

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor, as well as with members of the HE Teaching Team, to ensure that good practice is shared across the College. Any trends identified from OTL reports or staff feedback are used to inform relevant CPD activity via the *HE CPD, Research and Teaching Learning* Working Group.

9.3 Feedback from Students
Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through the Module Evaluation Questionnaires. In addition to five-point Likert scale questions, students are free to comment regarding any aspect of the module. The results and comments from the Module Evaluation Questionnaires feed into Module Reports and the OU Integrated Programme Monitoring (IPM) process. Over the past twelve years, student feedback has been vital in informing the 'minor modifications' College HE programmes have undergone. Student feedback is also collected from the HE Student Council, Programme Boards, induction surveys, the Student Reps, the NSS and in both formal and *ad hoc* tutorials.

9.4 Staff Workforce Development
Improving the quality and standards of teaching and learning is also a focus of internal and external Workforce Development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning. The academic year 19/20 saw a significant focus on developing on-line provision and learning due to the Covid 19 outbreak. The academic year 20/21 saw the introduction of Teaching Innovation Groups (TIG) which utilises the IRIS CPD system.

9.5 Staff New to HE
All staff new to teaching HE at the College are required to hold a relevant degree and a PgCE as part of the terms of their employment. A higher degree is desirable for all staff and for those teaching Level 6, holding a relevant Level 7 qualification or the commitment to study for one is essential. Staff new to teaching HE at the College receive initial tailored CPD to help them to make the transition.

9.6 Staff New to Delivering at Level 6
New staff employed for the delivery of Level 6 awards are required to hold a relevant level 7 qualification. Those staff already teaching at the College making the transition to level 6 delivery are provided with funding and support to complete a level 7 qualification at the earliest opportunity.

Programme teams new to Level 6 awards, are provided with advice and guidance from the Higher Education Office (HEO) during the programme development phase to ensure that the teams work appropriately and effectively with students at Level 6. As well as general information, which is also available via the VLE, teams are required to submit draft submissions for feedback. A process of meetings and regular reviews of the design and content of the new awards ensures that awards are aligned to the FHEQ and expectations of the UK Quality Code for Higher Education. In Programme Teams where there is no prior expertise amongst the team of delivering at Level 6, mentor support is provided by the HEO and experienced staff throughout the first year of delivery.

9.7 Ongoing Subject and Pedagogic Development

All HE Programme Teams share resources and good practice via Programme Boards, Departmental Reviews and the annual HE Conference. All teaching staff are supported by more experienced members of the team who act as mentors. In addition, the Cross-College learning and teaching mentors, made up of advanced practitioners, provide 1:1 support to teams as well as tailored CPD sessions. The College added a new post in 2018, to further support the HE team as the College develops a range of new programmes and increases the number of Level 6 awards it offers. The College has an HE Research and Scholarly Activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise. These activities are developed and monitored by the *HE CPD, Research and Teaching Learning* Working Group which reports to the *Academic Board*.

10. Changes made to the programme since last (re)validation

N.A.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	B1	B2	C1	C2	C3	C4	D1	D2	D3	D4
6	**Business Based Dissertation**	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓
6	**International Business**	✓	✓		✓	✓					✓	✓	✓	
6	**Planning Business Research**		✓	✓	✓	✓								
6	**Critical Issues in People Management**	✓	✓		✓	✓			✓	✓		✓		✓
6	**Digital Marketing**	✓	✓		✓	✓	✓		✓			✓		
6	**Strategic Management**	✓	✓		✓	✓		✓	✓		✓	✓	✓	

Annexe Three: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other then English** must have programme specifications both in English and the language of delivery.