Programme Specification

Programme Title and Name of Award	BA (Hons) Business Management (Top-Up)		
Academic Level	6	**Total Credits**	120
Professional Body Accreditation / Qualification	Not applicable		
Date of Professional Body Accreditation	Not applicable	**Accreditation Period**	Not applicable
UCAS Code	N115		
HECoS Code	100738		
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/business-management-top-up/		
Teaching Institution	University of Cumbria		
Owning Institute	Institute of Business, Industry, and Leadership		
Programme delivered in conjunction with	n/a		
Principal Mode of Delivery	Face to Face		
Pattern of Delivery	Full time, with multiple start dates (e.g., September and January). This programme may also be made available on an infill part-time basis at the discretion of the academic programme leader. In such cases, you will study modules alongside the full-time cohort(s) that are running at the time.		
	Total weeks of study:		24 weeks

	Delivery pattern:	2x 12 week semesters
	Standard semester dates:	Yes
Delivery Site(s)	EIDR; Fusehill Street Carlisle; Lancaster Campus	
Programme Length	The standard full time registration period is 1 year The maximum registration period is 4 years	
Exit Awards	You may be awarded the following Exit Award if you fail to achieve the requirements of the full programme: BA Business Management (60 credits)	
Period of Approval	From August 2023 Continued approval is determined through Periodic Review which takes place every six years.	

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:

https://www.cumbria.ac.uk/study/courses/undergraduate/business-management-top-up/

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

Programme Framework

The organising principle for this programme is built from the QAA Benchmark statement and the idea that these requirements could potentially be grouped and distilled into the following groups which are then reflected in the modules for each year, progressing from: managing the self and teams, to leading teams and organisations, to influencing organisations and systems. This programme is a final year top-up programme and you will have addressed a number of these areas with some degree of detail in your Level 5 qualifications which give you access to this programme. The Top-Up will build on this prior learning and develop certain areas of your knowledge and skills to the next level.

This programme is part of a suite of business programmes with others in the suite requiring a greater focus of study on specific areas of business, such as human resource management or marketing. This programmes provides you with general business foundation although does give you some limited optionality to focus on a particular area e.g., applied digital marketing or business psychology. You will also be specialising in an area of your choice within the capstone project.

- Your knowledge and skills will be built on through the modules you will study and the opportunities you will be given to apply your knowledge. We have varied approaches to learning and like to bring realistic contexts to learning through case studies, problem solving exercises, business simulations and games. The programme integrates theory and practice by providing inputs to the student learning from guest speakers, lectures, practicing managers and through supporting assessment. Students will have opportunities to give and receive peer review on formative assessment and will be guided throughout in developing their skills in this vocational aspect of their personal development.

- Primarily, delivery is face to face. However, good use is made of the University's VLE and other learning resources such as e-portfolio to support teaching and learning. The team uses a wide range of teaching methods including lectures, seminars, workshops, field work, work-based learning including placements, employer-based case studies, live projects, guided learning, simulations, discussion groups including virtual forums and other digital formats. You will also be asked to work in small groups which encourage collaborative learning.

- Embedded into the curriculum are research methods, employability and academic skills. Research skills are developed and practiced in all modules at Level 6 but this is a key element of the UCML6011 (Captstone Project) which requires you to design and undertake your own research project. The Level 6 project can be a traditional dissertation, but it might also be the foundation of a new start-up or a practical project with a partner organisation.

- The programme is designed to be **research-led, research-oriented**, **research-tutored** and **research-based**. Fundamental to the programme is that research is made meaningful to students so they understand the personal, professional, intellectual and importantly, the practical relevance of research.
  - **Research-led:** the curriculum emphasises the teaching of the subject content from an academically robust stance i.e. students learn about the latest research in the subject field where the emphasis is on understanding research findings, rather than the research process, and research is presented as information content. Academic depth and rigour is achieved through ensuring the design incorporates current research literature in the field of study. It includes embedding current research. Students will be engaged in locating, collecting, referencing, critiquing, applying evidence, challenging assumptions, questioning and interpreting contemporary research articles, conference papers and case studies.

  - **Research-oriented:** the curriculum emphasises the process of knowledge construction in the subject. In research-oriented mode, students learn about the research process by which knowledge is produced. This will be embedded through: the teaching of research methods together with embedding context specific research knowledge construction in specific modules.

  - **Research-tutored:** The programme and curriculum emphasises learning focused on students writing and discussing research papers or essays. Students are actively engaged in

evaluating and critiquing the research of others. This will be a focus in all modules across the programme.

- o **Research-based:** The programme and curriculum emphasises students undertaking inquiry-based and problem based learning. The learning division between lecturer and student is minimised and the teaching mode is based on cooperation/dialogue. This research may involve primary research within an organisation.

Throughout your programme we aim to motivate you through your learning and engagement in the following ways:

- providing multiple opportunities to apply your learning to 'real life' examples and develop and practice the skills you will need in employment.
- supplementing the support you receive from our classroom teachers, with our personal tutoring system
- providing you with a range of opportunities to engage with business leaders and professionals, through, for example, guest speaker, trips and conferences
- balancing out the assessment calendar the best we can so that you (and your tutors) reduce the stress points created by the "bunching" of assignments in the calendar.
- Developing you through tutorials and seminars, we aim to engage you and encourage your ability to make informed judgements in relation to your own work;
- In our feedback to you we provide you with both feedback and feed forward i.e. looking ahead to the next assignment you do;
- We have procedures in place to ensure that you are not unfairly disadvantaged in any way, so if you have particular learning needs we will work closely with you and student services to ensure you get the support you need.

The BA (Hons) Business Management Top-Up is aimed at providing students with a broad exposure to many areas of business. This programme is ideal if you want to leave yourself open to many career choices within business. It provides you with an element of flexibility to study within various business disciplines whilst customizing a plan of study that works with your interests and career goals.

Programme Learning Outcomes

By the end of this Programme learners will be able to demonstrate:

1. a broad, analytical and integrated understanding of business and management in a range of contexts
2. detailed knowledge and skill set associated with working in and managing business, people and teams in a range of sectors
3. knowledge, skills and behaviours associated with employability and career progression to management level
4. an understanding of impact, ethical and sustainable business practices
5. a commitment to continual learning and development within a business environment

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and

achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you can:

- critically review, consolidate and extend a systematic and coherent body of knowledge.

- critically evaluate concepts and evidence from a range of resources.

- transfer and apply subject-specific, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems.

- communicate solutions, arguments and ideas clearly and in a variety of forms.

- exercise considerable judgement in a range of situations.

- accept accountability for determining and achieving personal and group outcomes.

- reflect critically and analytically on personal and workplace experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (BA Hons) you will be able to demonstrate:

K1. a critical understanding of inclusive, transformational leadership and people management approaches (people)

K2. an in-depth knowledge of how to develop and implement organisational strategy that responds to change and contributes to the success of organisations and the communities in which they are situated, including considerations of sustainability, the environment, and corporate social responsibility

K3. an analytical understanding of the need for effective decision making and the application of thinking and problem-solving skills

K4. a critical knowledge of successful and collaborative relationships both within and between organisations and communities

K5. an accomplished familiarity of research and data to understand challenges and develop and implement solutions

K6. A critical understanding of theories and concepts in general business management

Programme Outcomes – Skills and other Attributes (including Employability Skills) The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (BA Hons) you will be able to demonstrate skills in:

S1. leading people, teams and organisations

S2. analysing challenges systematically and systemically, responding with creativity and innovation whilst recognising the importance of sustainability

S3. strategy setting and decision making

S4. self-management and reflection

S5. global citizenship, social responsibility and awareness of the potential contribution of your work to the cultural and economic wellbeing of the community and its significance and impact in terms of sustainability and the environment

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

- QAA Subject Benchmark Statements: Business and Management (2019)
- https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881_5
- CMI https://www.cim.co.uk/qualifications/cim-accredited-degree/
- CIM https://www.cim.co.uk
- CIPD https://www.cipd.co.uk/#gref

Other internal reference include:

- UoC Strategic Plan
- UoC Learning, Teaching and Assessment Strategy
- UoC Academic Regulations and Academic Procedures and Processes

Graduate Prospects

A business management degree prepares you for a variety of careers in the business. Whether working for a large, multi-national company or small, independent business in sectors as diverse as defence, utilities, fashion, health, marketing, I.T., education – all require well equipped managers with a clear understanding of systems, efficiency and operational issues and skills in leadership, teamwork and communication. Opportunities for business graduates are numerous and exist both in the private, public and voluntary sectors. The skills you will gain from a business degree will allow you to contribute to your chosen organisation quickly and effectively. Some examples of our past graduates' employment include:

- Managers in health care organisations
- Marketing officers and managers
- HR managers
- FandB Managers
- Teaching (secondary schools and colleges)
- CEOs

- Accountants
- Financial Analysts
- Financial Advisors
- Entrepreneurs
- Bank managers

Graduates may also progress to further study on a variety of Masters programmes (including the MBA and specialist business degrees e.g. in Marketing, Project Management and HRM) and or research degrees including MPhil, PhD, DBA or DProf.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

The University of Cumbria's Learning, Teaching and Assessment Strategy sets out clear aspirations and commitments for and to our students. The students who graduate from this institution are enquiring and self-reliant, confident and capable, professionally ready, responsible individuals that are ambitious and proud.

In line with this strategy the underpinning philosophy of our business programmes is to create a learning and teaching culture where you feel welcome, a valued and active member of your learning community, enjoy learning, applying and testing your knowledge and skills and are comfortable challenging, debating and engaging in the business discipline and with your tutors and peers. You will have many opportunities to learn by interacting with others in collegiate, facilitative and dynamic learning environments and have many opportunities to bring together theory and practice and apply your learning to 'real-life' business issues. We will also seek to enhance your learning by providing inputs from guest speakers, practising managers and offering you workplace opportunities. We will also support your particular learning needs by working closely with you and our support services to identify any support needs you might have and/or adjustments which need to be made to our teaching or assessment practices.

At the heart of our curriculum is our commitment to the values and ethics underpinning contemporary business organisations and practices, a recognition of diversity and difference, promotion of inclusivity, sustainability and social responsibility. These attributes are encouraged and practiced at every year of study as we support you to become one of our graduates. We hope that through your time with us you will find your place in learning environments that will both support and challenge you, explore ideas in and around your discipline and enable you to grow and develop to become an adaptable, innovative, knowledgeable graduate.

Practice and Application

The core business and management programme is designed to provide students with a theoretical understanding and practical skills related to:

- managing and leading themselves and others
- using innovation and creativity to develop solutions for customers, organisations and communities
- analysing, understanding and influencing the internal and external environments and systems within which they will work, live and volunteer

Module Size and Structure

Each module of the degree is either a 20 or 40 credit module. 20 credit modules typically run over a single semester and cover various aspects of the business studies discipline (e.g., business theory, management or strategy, leadership, organisational behaviour, marketing). In each module your learning will focus on a specific area of Business Studies, and you will be encouraged to develop and practice study and research skills, research the subject, apply your knowledge to business problems and simulations and develop skills which will prepare you for employment. At each successive level you will build on your knowledge, skills and understanding.

Modules are typically assessed by asking you to apply your knowledge and understanding to a business problem or scenario. Alongside the formal assessments and feedback, you receive (known as summative assessments and feedback) there will also be opportunities within the module to practice and apply your knowledge and understanding and receive feedback which will help you progress (known as formative feedback). There will also be occasions when you receive feedback from your peers (e.g., in presentations). It is important that you take note of all types of feedback as they can all help you develop.

In all modules we will introduce you to and develop professional and employability skills (often known as *key, transferable or graduate skills*).

In level 6 there will be an opportunity for you to undertake an independent piece of work such as a research or client project or to develop the start-up plans for a business or other form of organisation business plan. This gives you the opportunity to focus on your chosen specialism and draw together the knowledge and skills you have gathered over the course of your degree. It will also be an excellent opportunity for you to demonstrate your independent study and research skills.

Learning and Teaching

We use a variety of approaches to learning and teaching to make sure you develop an appropriate clevel of understanding of concepts, knowledge, theories and practices, alongside academic and work-related skills. On your programme you can expect to participate in all the following: lectures, group projects, problem solving exercises, practical workshops and masterclasses, seminars, one-to-one tutorials:

- **Lectures** are used by both practice and theory tutors using a variety of media as support. You will be expected to take notes, ask questions and contribute to any group discussions that ensue. Typically, you will be recommended reading to prepare you for lectures and extend what has been delivered.
- **Seminars** will explore issues in greater depth with both tutor and student-led formats. These will require you to engage in research and background reading and will consider the relation of theory to practice and help develop wide ranging transferable skills.
- **Tutorials** provide individually tailored feedback to you. They can range from one-to-one to small group situations. They will be scheduled into timetabled sessions and as the course progresses you will be encouraged to request tutorials with specialist tutors for more involved feedback reflecting the advanced level at which you are working.
- **Practical Workshop Sessions** will provide the opportunity for you to develop and apply skills and knowledge. They normally take the form of tutor-led session, designed to allow you to focus on, experiment with, develop and personalise specialised skills, techniques and concepts.
- **Problem based learning** is a key element of your learning as 'problem solving' is an important skill for those working in business. Either as an independent trader, a small or large business employer or leader or as a member of a large multi-national organisation, you are likely to be faced with a range of business problems to 'solve'. There will never be only one answer or response to an o problem and professionals need to resolve the demands of the situation within the resources and knowledge available to them, but also needs to work out the most effective way to respond to a brief and communicate efficiently with an audience. Over the course you will be given a number of 'business problems' to solve, either independently or as a team, and these will require thorough research, synthesising the information you have discovered and developing and presenting an appropriate response.
- **Simulations** are a great opportunity for you to apply their knowledge and skills to a 'real-life' scenario. For example, you might be asked to draw up a business plan for a new business or develop a digital marketing strategy for a struggling high street business. In the simulation you may be given a briefing by members of the company and be asked to report back.
- **Group work** is very important in business, as teamwork, getting input from different voices, the demands of different bodies and situations require that you develop skills in working with others, communication, trust, responsibility, flexibility and reliability. Many of the projects and tasks that you will be given will allow you to experience, consider and develop your team-working skills.
- **Research** throughout your programme you will be asked to read and research various topics, both independently and with your peers (this is often called *secondary research* as you are identifying and reading material which already exists in books and papers). However, whilst on the programme you will also develop skills to enable you to carry out your own research and data collection. For example, in setting up a website you might want to find out what sort of images 'attract' people and set up a focus groups to get people's thoughts and ideas.

- **Independent Learning** forms a natural and expected extension of the formal aspects of the course. Your ultimate success will be dependent on your willingness to develop, experiment with and extend the concepts and approaches introduced by project briefs. It is only with continued application that lasting and valuable progress can be made.
- **E-learning and Blackboard** is the portal to access to project briefs, timetables and lecture notes, to submit module assessments and receive summative feedback. Learning packages which can be completed at your own pace are also a feature in some modules.

Assessment

On the programme we use a variety of assessments. These are designed to test not only your knowledge but also your academic and key skills. Where possible, across the programme we have designed *authentic* and *applied* assessments. This means that we have designed assignments to reflect the demands of 'business' and the workplace and which will require you to apply your learning to 'real life' business problems and scenarios. Examples of the types of assessments you are likely to encounter include:

- **Written work** is central to a degree course and many of the learning approaches and emphasis is put upon clarity of style and argument as well as presentation. Different forms of written language will be explored to ensure appropriate critical skills and creative authorship are examined. Written work can be either formatively or *summatively* assessed and this is always made clear in the assessment brief.
- **Portfolios** are a method of presenting a collection of your work. For example, you might be asked to develop a 'professional development' portfolio whilst you are on programme. In the portfolio you might be encouraged to record examples of academic and professional training and development courses you have completed, application forms and an up-to-date C.V.
- **Mock Interviews** give you a real-world experience where we bring in careers specialists who will conduct interviews with you. You will have a chance to practice interview skills and prepare before the interview. This process aims to take away a lot of the stress of being interviewed and allows you the chance to reflect on how you could improve before applying for a job.
- **Presentations** provide an alternative way of conveying research and offer an opportunity for all learning types to develop their verbal communication skills. Confidence in being able to speak about your work is absolutely necessary in the workplace. Practicing these skills will contribute to your confidence and personal development.
- **Posters** are one method to share your ideas with a wider audience. In each year of your degree you will be invited to produce a poster.
- **Self-Assessment** is an important method of assessment. You will be given an opportunity to assess your work against the assessment criteria and rubric before the module tutor assesses your work. This process allows for a useful feedback tutorial about your sense of success and how well you are achieving your aspirations. Your involvement in the process means that you have the opportunity to devise, with your tutor, a bespoke achievement route to follow.
- **Assessment Criteria and Rubrics** are connected to each individual module and respond to the learning outcomes. As part of a group you will work with a module tutor to moderate an assessment rubric where you can see what is being assessed, what you need to achieve for each grade band and the weighting attached to each criterion. This process gives you a clearer picture of how your work will be marked and you will gain a sense of involvement in the assessment process.
- **Anonymous Marking** is employed where possible, usually in contextual modules against written assignments. Your work is submitted anonymously so that first and second markers can assess your work without influence or bias.

As well as testing what you know and can do through a range of formal assessments where your mark will contribute towards your degree (*Summative Assessment*) you will get regular advice, guidance and feedback while your work is in progress (*Formative Feedback*) through one-to-one, peer-to-peer and group tutorials. It is important that you recognise these more 'informal' feedback

opportunities to discuss and develop strategies to develop your work and achieve the best possible results.

In planning our assessments we will review and scrutinise individual module assessment criteria to enhance clarity and objectivity. We will also ensure that assessment criteria reviewed with you early in the module delivery, as part of individual and group assessment tutorials, and at a follow-up, in-class session prior to final submissions.

Transferable skills

The range of learning, teaching and assessment methods used in your programme also enables different aspects of your learning to be developed and tested. These include study skills, research methods, critical and analytical abilities, and your ability to manage your time and plan your work, work in a team, communicate through a range of mediums. Our learning and teaching methods allow you to develop both social and independent learning techniques.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

Induction takes place during Welcome Week prior to the start of the programme with opportunities to meet with staff and students from the programme. The Welcome Week also includes introductions to key services and a campus tour. Learning and support services contribute to the Welcome Week programme.

Students will share a common induction programme to provide the opportunity for you to meet with other students in your subject area. In the induction week you will have lots of opportunities to get to know about your course, meet your tutors and ask lots of questions. You will undertake a serious of activities designed to form cohesion amongst the student group, to familiarise you with the university and introduce you to a range of support services and staff who are there to help you settle into university life and help you progress through your studies. You will be shown how to use our Virtual Learning Environment (VLE) which is called 'Blackboard' and how to submit assessments using 'Turn it In'. All students will attend centrally organised sessions, Student Life and Help is at Hand and will be introduced to services provided by the Student Union and also clubs, societies and sports groups.

During the induction week you will be allocated a Personal Tutor (PT) and there will be an opportunity in the week to meet with them.

You will also receive a programme handbook which will clearly explain the programme you are studying on, how it will run and the people involved and how to contact them. In addition, the handbook will provide hyper-links to more information on, for example, academic regulations, submitting assignments, applying for extensions, where to get help etc.

If you are an international student you will also be supported by colleagues from the international office. In addition to your programme induction you will also be invited to attend induction and orientation sessions specific to international students. These will address issues ranging from visa

requirements to how to access the National Health Service to some of the wonderful arts, culture, landscapes and heritage that is found in north Lancashire and Cumbria.

Induction portfolios are available from the New Students My.Cumbria page:

- https://my.cumbria.ac.uk/Student-Life/New-Students/
- Undergraduate Induction Portfolio
- International Induction Portfolio

Personal Tutoring

You will be allocated a Personal Tutor at the start of your programme. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

Personal Development Planning

Engagement with Personal Development Planning (PDP) happens in a variety of ways, for example in our personal tutor sessions, programme and module learning and assessments we incorporate several PDP exercises and activities such skills audits and development opportunities (e.g., leadership, teamwork, work experience). These are all excellent ways of you finding out more about yourself and your career aspirations and supporting you in developing the skills and materials you need to apply and be successful in a range of professional roles. We also liaise closely with the Careers service colleagues to provide resources to support you and your career aspirations and planning.

University is the ideal time to try new things, develop new skills and make plans. In first year, UCML4001 Understanding self and others will look at how we learn and encourage you to reflect on why you want to learn and where you want that learning to take. Part of the assessment for this module will be to consider where you want your university journey to take you. The first year, UCML6004 Career Management will come back to some of the ideas explored in UCML4001 and developed through other models to reflect on what you've learnt across your time at university and to make plans for the future.

Library Services and Academic Skills

The Library home page can be accessed here: https://my.cumbria.ac.uk/Student-Life/Learning.

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current, and items are available via the library discovery tool OneSearch. To maximise access, availability and usefulness, eBooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using OneSearch and you can find out more about key texts, databases, and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading, and resource lists will be made available to you electronically on Blackboard using the University's online reading and resource list system.

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/

An Ask a Librarian service runs from 17:00 - 09:00 on weekdays and round the clock on weekends and holidays. This means you can get professional help using library services, finding information, referencing, and searching, even when the library is closed. https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/

The Skills@Cumbria service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site.

The Student Enquiry Point is a simple way to contact Library and Skills@Cumbria Services. Additional skills support for students is offered via:

- Workshops
- Appointments
- Webinars
- Learn Well at Cumbria
- Study from Home Webpage
- Digital Capabilities and LinkedIn Learning Pathways

Headstart: Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for your transition into university and to start to develop the academic skills that will help them become successful students. library, academic and digital skills that will help you become successful students. Learning at university, academic writing and referencing are key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

The module is accessible via Blackboard on a self-enrol basis, where you receive badges and certificate of completion, or there is a non-certificated open access version available via the Head Start webpage.

Head Start Plus: Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

The module is accessible via Blackboard on a self-enrol basis, where you receive badges and certificate of completion, or there is a non-certificated open access version available via the Head Start webpage.

Student Support Services

The Student Enquiry Point is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- Careers and Employability
- Chaplaincy for faith and spiritual wellbeing
- Mental Health and Wellbeing
- Digital Skills
- Disability and Specific Learning Difficulty (SpLD)
- International Student Support
- Library
- Money Matters
- Safeguarding
- Skills@Cumbria
- Sports and Fitness Facilities

Further support and guidance, including EDI and Safeguarding: We are an inclusive community, committed to supporting and learning from each other, find out more about Equality,

Diversity and Inclusion (EDI). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: Safeguarding.

Student Voice

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent IT facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all University systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the IT Services website and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

University Cumbria Students' Union (UCSU) Student Support

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at www.ucsu.me/support.

Programme Curriculum Map

Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
6	UCML6001	Coaching, Mentoring and Empowering	20	Compulsory	K1; K4; S1; S4
6	UCML6003	International Marketing	20	Option	K2; K5; K6; S2; S3; S5
6	UCML6004	Career Management	20	Compulsory	K3; K5; S3; S4
6	UCML6006	Global to Local Business Futures	20	Compulsory	K2; K3; K4; K6; S2, S3, S5
6	UCML6008	Applied Digital Marketing	20	Option	K5; K6; S2; S3; S5
6	UCML6011	Capstone Project	40	Compulsory	K3; K5; K6; S2, S3, S4
6	UCML6013	Business Psychology	20	Option	K1; K5; K6; S2; S3; S4

Notes
Optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected 3 - 5 months in advance. Where a student has not succeeded in their programme, they not be permitted to re-register on the same programme

* Key to Module Statuses	
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).

Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).

Programme Delivery Structure: Full Time				
Module Code	**Module Title**	**Delivery Pattern** **Sept – Dec** **Jan – May**	**Method(s) of Assessment**	**Indicative week number of Assessment Deadline**
UCML6001	Coaching, Mentoring and Empowering	Sept -Dec	Portfolio (3000 word equivalent)	12
UCML6003	International Marketing	Sept -Dec	Written Assignment (1500 words) (40%) Written Assignment (2000 words) (60%)	10 14
UCML6004	Career Management	Jan-May	Portfolio (3000 word equivalent)	35
UCML6006	Global to Local Business Futures	Jan-May	Written Assignment (3000 words)	36
UCML6008	Applied Digital Marketing	Jan-May	Written Assignment (3000 words)	36
UCML6011	Capstone Project	Sept -Dec Jan-May	Dissertation (10,000 words)	12 34
UCML6013	Business Psychology	Sept -Dec	Written Assignment (3000 words)	13
Students exiting at this point with 120 credits would receive a BA (Hons) Business Management				

Students existing with 60 Level 6 credits would receive a BA Business Management

Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	- Module Evaluation - Programme Validation and Periodic Review - Annual Monitoring - Peer Review - External Examiner Reports - Student Success and Quality Assurance Committee
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	- Staff Student Forum - Module Evaluation Forms - Programme Evaluation: National Student Survey, UK Engagement Survey - Module/Programme/Personal tutorials - Meetings with External Examiners

Date of Programme Specification Production:	April 14th 2022
Date Programme Specification was last updated:	08.07.2022
For further information about this programme, refer to the programme page on the University website	

The following information has implications for potential international applicants who require a Student Visa to study in the UK

Is the placement requirement more than 50% of the programme?	No
If yes, what % of the programme is the placement requirement?	Not applicable

If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	Not applicable