



Queen Margaret University
EDINBURGH

**Programme Specification:
BA (Hons) Business Management (Graduate
Apprenticeships)**

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Queen Margaret University
3	Professional body accreditation	N/A
4	Final Award	BA (Hons) Business Management (Graduate Apprenticeships)
	Subsidiary exit awards	BA Business Management (Graduate Apprenticeships) Certificate in Higher Education Diploma in Higher Education
5	Programme Title	Business Management
6	UCAS code	N100 BA/BMGT; others TBC
7	SCQF Level	7-10
8	Mode of delivery and duration	Taught, full time, FT 3 or 4 years
9	Date of validation/review	June 2018

10. Educational Aims of the Programme

Programme Aims

The aims of the Business Management programme are:

1. To prepare and develop graduates for a management career in the private, public or voluntary sector from a perspective that includes social justice and responsibility
2. To examine a range of organisations – private, public, voluntary and international – in order to understand their purposes, conditions of operation and the way in which the external environment impacts upon the business and management of organisations
3. To develop students' intellectual capabilities: analysis and interpretation, critical evaluation, selection and synthesis, reasoned argument, research and problem-solving with an underpinning philosophy that includes social justice and responsibility
4. To develop graduates who can demonstrate effective management, technical, numerical, communication and research skills underpinned by a philosophy that includes social justice and responsibility
5. To produce graduates who have a range of generic transferable attributes enabling them to communicate effectively, work individually and in teams to deadlines, be innovative and adaptable to change, to be entrepreneurial in their approach, to manage and reflect on their learning; and who can contribute and respond effectively to the demands of their chosen profession
6. To provide the student with a range of both "hard" and "soft" skills which are required of the contemporary business manager

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The additional aims of the *Graduate Apprenticeships* dimension of the programme are:

1. To enhance students' intellectual capabilities through applied learning opportunities in the workplace
2. To enhance students' skills acquired and demonstrated through continuous professional development in the workplace
3. To develop industry-ready graduates who understand their employer's business goals and objectives

11. Benchmark Statements/Professional and Statutory Body Requirements Covered By The Programme

Relevant QAA Subject Benchmarks (See <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.WpalP5q7LZ4>)

Scottish Credit Qualifications Framework (See <http://scqf.org.uk/the-framework/>)

12. Learning Outcomes of the Programme

Programme Outcomes

A. Knowledge and Understanding

On completion of the programme, the students will have demonstrated knowledge and understanding of:

1. The diverse nature and structure of organisations in the private, public and voluntary sector, their purpose, function, processes and operations and their role in the development of social justice and corporate responsibility
2. Individual and organisational behaviour within the context of different frameworks, cultures and structures
3. The impact of organisations on a range of external factors, including legal, economic, political, environmental, social justice, corporate responsibility and technological development
4. A range of theories, models and conceptual frameworks which serve to underpin the processes and practices of business management
5. Research methods and methodologies appropriate to the analysis and evaluation of business management
6. The management of resources, including finance, operations, human resources and technology with a focus upon social justice and corporate responsibility
7. The application of information technology and systems of communication in business management
8. Contemporary issues surrounding the growth of innovation, social and environmental responsibility, globalisation, internationalisation, sustainability and enterprise development and their role in the development of social justice and corporate responsibility
9. The strategic operation and functioning of markets at a local, national and international level to meet customer needs and expectations

B. Intellectual Skills

On completion of the programme, the students will be able to:

1. Apply theoretical, business and management knowledge to the analysis of organisations
2. Research and assess subject specific theories, concepts, trends, paradigms, principles and practices
3. Select, summarise and synthesise evidence in order to analyse business management from both disciplinary and multi-disciplinary perspectives with a focus on social justice and corporate responsibility
4. Identify, question and critique assumptions and identify underlying values and principles
5. Critically interpret data and text from a range of academic and empirical sources
6. Identify business and management problems and apply appropriate methods and methodologies to offer solutions.
7. Critically appraise academic literature and other sources of information
8. Develop rational arguments based upon evidence and challenge conventional assumptions on business management and to help to inculcate social justice and corporate responsibility within mainstream business and management thinking
9. Assume responsibility for own learning and continuing professional development

C. Practical Skills

On completion of the programme, the students will be able to:

1. Plan, design and execute practical activities and business solutions using appropriate techniques and procedures
2. Operate effectively as an individual and within a team context and demonstrate effective leadership skills
3. Demonstrate numerical competence in the analysis and interpretation of financial and economic information
4. Apply communications and information technology within business management context
5. Apply the practical elements of business management within different organisational contexts and cultures
6. Plan, conduct and present the results of independent investigations and develop autonomous, reflective and self-learning skills that embed social justice and corporate responsibility within a mainstream business management context

D. Transferable Skills

On completion of the programme, the students will be able to:

1. Communicate and present information effectively in oral, written and electronic formats
2. Apply information skills, numeracy and quantitative skills accurately and effectively
3. Successfully interact with others and work as a team
4. Identify and address complex problems

5. Take innovative approaches and adapt to changing circumstances
6. Develop time management, project planning, listening, influencing, negotiation and leadership skills
7. Apply leadership skills within a variety of organisational contexts
8. Provide motivation and inspiration to colleagues to promote social justice and corporate responsibility

13. Teaching and Learning Methods and Strategies

The ethos that informs our learning, teaching and assessment derives from the wider mission of QMU and the philosophy and focus of the School of Arts, Social Science and Management. Our ambition is that our graduates will be distinctive agents of change; leaders and managers who are ethical, entrepreneurial, flexible, problem solvers, confident and internationally aware, and who will go out into their wider organisations and communities to learn and to make a difference. By increasing the focus on the economic, environmental and social sustainability of business and the practices of responsible business, we have developed an approach to business and management learning in its broadest context that is in tune with events in the wider environment within which our graduates will work. Further, we focus in our programme on the development of knowledge and skills that equip our graduates for employment and self-employment.

To implement this strategy, a variety of learning, teaching and assessment methods allow students to demonstrate their mastery of theory, practice and to celebrate achievement in as wide a variety of contexts as possible. Students will be encouraged to develop confidence in and demonstrate mastery of selecting, transforming and applying theory in a range of different situations. This includes, for level four students, a placement opportunity.

One of the key goals of our approach is to place the student at the centre of the learning experience and to empower them to take ownership of the learning process. This approach encourages the practice of critical thinking and reasoning, encourages challenges to claims and assumptions and encourages understanding of the limits and uncertainties of knowledge. It is also used to provoke an attitude of enquiry and the development of personal qualities such self-management, self-reflection, initiative, enterprise and team-working.

As is evident from the module catalogue, we follow the standard teaching delivery patterns of our School. This means that across four years of study, the balance of activity shifts from the classroom based to the directed and independent, self-directed learning.

14. Assessment Strategies

The assessment strategy is designed to provide students with practice and opportunities to demonstrate their mastery of learning outcomes, provide feedback for improved learning, and offer diagnosis of strengths and weakness to develop reflective practice.

As can be seen in more detail from the module catalogue, assessment throughout the programme is both formative and summative and is designed to encourage deep rather than superficial learning. Examinations take a number of forms including unseen questions, case study analysis, MCQs (online and paper), and open book. Other forms of assessment include essays, management reports, individual and group presentations, video recorded role plays, poster presentations, reflective portfolios, business plan, project proposals and the Honours project. These assessment tools allow students to demonstrate their acquisition of knowledge and understanding through a variety of

approaches. They also allow students both to develop and be tested on a range of transferable skills.

Graduate Apprenticeships: Work-based Learning

Over the duration of the programme, learners will be expected to be on campus 1 day per week. A blended learning delivery model is used to enable students to study at their own pace and also to keep students engaged in the programme. Learners will be encouraged throughout the programme to draw on, and share their workplace experience and insights, and apply this to their individual assessment submissions. Learners will use a range of academic theory and research to underpin their analysis of their practical experience. Where appropriate modules will adopt a flexible assessment approach designed to demonstrate student achievement, and the assessment pattern will be constructed to offer a varied and demanding set of challenges for learners to evidence their mastery of the range of subjects studied. This flexible assessment approach is designed to enable the Apprentice to co-create their assessment by drawing on their workplace experience.

Reflective practice will be embedded across the programme to support individual and professional development, through integration of theory and practice. The programme will use a mixture of formative and summative assessment, and varied assessment patterns. Summative assessments will be via coursework designed to encourage Graduate Apprentice learners to critically reflect on their own work-based practice as well as the theories and concepts of business and management subjects; in the form of individual essays, learning portfolios, reflective reports, contributions to online discussion boards, personal development portfolios, presentations, online and written exams/reports. Individual essays/reports will be submitted electronically, whilst online exam or discussion board participation will be facilitated through our Virtual Learning Environment (VLE). Written exams will take place on campus, whilst presentations and portfolios may be workplace, online or campus-based.

We recognise the importance of employer engagement in design and delivery of the programme to enhance employability and ensure our Graduate Apprenticeships programme addresses identified skills shortages. Our employer partnership agreement will cover arrangements for employers' involvement and contribution to assessment design, alongside arrangements for successful mentoring of employers. We have experience in collaborative programmes with local authorities, who are responsible for the delivery of content and marking assessments, with QMU academic staff internally moderating to ensure marks and feedback comments are in line with QMU undergraduate grade descriptors.

Our programme will be grounded in a reflexive pedagogy aimed at developing students into critical and reflective learners through the continuous interaction between theory and practice. This will ensure learners emerge from the programme with a balanced range of professional, experiential and theoretical knowledge. For each module, content will be introduced either in the classroom setting, or via webinars or virtual classrooms facilitated through VLE and Adobe Connect. These introductory sessions will outline the purpose and structure of the module and provide a space for learners to share their work-based experiences and learn from each other's' perspectives. Consequently, the module will provide a funnel for translating theory and conceptual constructions into a practical context.

Delivered through a blended approach, our focus is student-centred experiential learning, where the learner is facilitated to develop the knowledge, skills and understanding required of their workplace through engagement with real life, project-based work. The key factor in supporting the learning will be through critical reflection on their own practice, their work environment and on specific work, issues and challenges faced by their organisation specifically or the sector more generally. This is centred on Kolb's Experiential Learning Model, which involves learning from a concrete experience

(feeling), reflective observation (watching), abstract experimentation (thinking) and active experimentation (doing), based upon their own workplace. To ensure this pedagogic development occurs, module assessments will be designed, in collaboration with employers, to ensure they are work relevant and incorporate elements of reflections.

Work-based Learning and the Role of Employers

Graduate Apprenticeships are built on a partnership between employers and learning providers. The work-based learning component of the programme is a significant and central part of the degree. This is based on real life experience in the workplace. Their work setting will be central to the contextualisation of their learning. Employers have a central role in the delivery and assessment of the programme. It is the role of the employer to provide Apprentices with suitable opportunities for the type of experience in the workplace that will support their learning and skills development. It is the role of the Employer Mentor to liaise with the Graduate Apprenticeships Tutor on the content and practical activities in the Apprentice's individual learning and development plan, and provide the necessary information that will support the Apprentice in their module assessment. Employers will also have a role in the ongoing support such as mentoring and in the range of quality assurance processes.

15. Programme Structure and Features, Curriculum Units (modules), Credits and Award Requirements (including any periods of placement)

Level One

B1128	Introduction to Marketing	20 credits	Sem 1
B1127	Introduction to Economics	20 credits	Sem 1
B1126	Introduction to Finance and Accounting	20 credits	Sem 2
B1116	Introduction to Management	20 credits	Sem 2
B1025	Work-Based Learning and Management Development 1	40 credits	Year Long

Level Two

B2084	Business Law	20 credits	Sem 1
B2083	Operations Management	20 credits	Sem 1
B2082	Human Resource Management	20 credits	Sem 2
B2112	Digital Business & E-Commerce Futures	20 credits	Sem 2
B2XXX	Work-Based Learning and Management Development 2	40 credits	Year Long

Level Three

B3192	Research Methods and Skills	20 credits	Sem 1
B3133	New Enterprise Creation	20 credits	Sem 1
B3149	Project Management	20 credits	Sem 2
B3137	Organisational Behaviour	20 credits	Sem 2
B3XX	Work-Based Learning and Management Development 3	40 credits	Year Long

Level Four

B4XXX	Strategy as Practice	20 credits	Sem 1
B4XXX	Critical Issues in International Management	20 credits	Sem 2
B4134	Honours Business Project	40 credits	Year Long
B4XX	Work-Based Learning and Management Development 4	40 credits	Year Long

17. Criteria for Admission

A key aspect of the Graduate Apprenticeships programme is that all students are employed. Therefore, all applicants must be able to demonstrate that they have employment and an appropriate job role to afford them access to the levels of responsibility required for effective completion of the work-based projects. This means having responsibility for either people or processes and being able to demonstrate the support and commitment of their employers.

Students are admitted to the Undergraduate programmes within the Division of Business, Enterprise and Management from a diverse variety of academic backgrounds. Typically, these include:

- 1 Entrants who apply directly from school
- 2 Mature students who have typically devoted time to employment and/or caring responsibilities prior to entry.
- 3 Entrants from Further Education in the UK or its equivalent in mainland Europe

In general, the standard precepts of the University Admissions Regulations apply to all applicants, including those which pertain to non-standard entry and accreditation of prior learning. The standard precepts of the University Admissions Regulations are summarised below, but further detail is available at:

<https://www.qmu.ac.uk/about-the-university/quality/quality-a-z-index/>

Year 1 Highers BBBC or A Level BCC

Year 2 2 Advanced Highers (BC), 2 Highers (BBC) or Higher National Certificate

The minimum IELTS score for students whose first language is not English is 6.0 with a minimum of 5.5 in each language skill. Applicants whose first language is English are normally expected to have studied English and mathematics to SQA Standard Grade or equivalent.

Graduate apprenticeship entry requirements are designed to recognise a candidate's skills and experience, as well as qualifications and applications from relevant *Foundation* and *Modern Apprenticeships* are considered. If you do not have the formal qualifications listed, this is not necessarily a barrier to entry. Those individuals who do not meet the normal entry requirements will be considered by the Programme Leader on an individual, case by case, basis.

Admissions process

The admissions follows the following four stages: (1) employers identify suitable candidates working in business-related roles; (2) employers submit an expression of interest in the number of places; (3) employers nominate existing or newly recruited candidates; and (4) candidates submit an application form.

Apprenticeship Agreement

The Apprenticeship Agreement is signed by the Apprentice and Employer and defines the contract between the two parties. This then forms part of the contractual arrangement between the Employer and the University.

18. Support for students and their learning

The programme team prides itself on being approachable and attentive to all our students. This ethos blends well with the range of structured student support available, which includes:

- a) Personal Academic Mentors
- b) Student handbooks
- c) Access to Effective Learning Services, LRC, Hub and IT support
- d) Access to Student Services: careers, counselling, disability advice
- e) Representation through Student-Staff Consultative Committees

19. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>