Course Specification

A. Course Information			
Final award title(s)	BA (Hons) Business Management With Business Practice	**Course Code(s)**	5048
Intermediate award title(s)	CertHe Business Management DipHE Business Management		
Awarding Institution	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☒ BUS ☐ ENG ☐ HSC ☐ LSS		
Division	ILSM		
Course Director	Dr Katrin Franke		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify		
Mode(s) of delivery	☐Full time ☒Part time ☐ Both		
Length of course	Part time 3 years		
Approval dates:	Course(s) validated		
	Course specification last updated and signed off		
	Version number		
Professional, Statutory & Regulatory Body accreditation	Chartered Management Institute		
Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan (Apprenticeship only)	https://www.instituteforapprenticeships.org/apprenticeship-standards/chartered-manager-degree/ Reference: ST0272		
Reference points:	Internal	• London South Bank University Corporate Plan 2015-20 • LSBU Academic Regulations for Taught Courses • LSBU Guidelines for Writing Programme Specifications • LSBU Assessment Load Equivalence Guidelines • LSBU Assessment Good Practice Guidelines • Developing our structure. Response to consultation feedback and next steps. Dave Phoenix, LSBU, 3/2/14	

	External	• QAA Business & Management Benchmark Statement, 2012
		• QAA: Enterprise and entrepreneurship education; Guidance for UK higher education provider,2012
		• SEEC Credit Level Descriptors for Higher Education , 2010
		• The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, August 2008
		• Credit for Prior Learning – Guidance for Higher Education Initial Professional Development – Professional Skills. Proposed International Education Standard (IES)3 – Exposure
		• Apprenticeship standard: chartered manager degree apprenticeship (https://www.gov.uk/government/publications/apprenticeship-standard-chartered-manager-degree-apprenticeship)

B. Course Aims, Features and Outcomes	
Distinctive features of course	• A part time degree delivered over three years; • Advanced entry for suitably qualified applicants; • A wide range of current & relevant modules; • Opportunities for work based learning; • Personal development coaching; • Chartered Management Institute membership from the start of your studies; • Preparation for final apprenticeship assessment; • Located in the heart of London.
Course Aims	*The BA(Hons) Business Management with Business Practice aims to:*

	1. Develop academically confident graduates through the provision of a supportive learning environment that nurtures understanding of Business Management disciplines, theories and issues.
	2. Develop the capacity for independent thought critical reflection analytical and problem solving skills, entrepreneurial spirit academic curiosity creativity and strategic thinking in a broad business context
	3. Enhance student employability through the embedding of a cohesive blend of professional and academic skills whilst simultaneously providing the opportunity to contextualise our academic provision within the work place thus to develop occupation competency at a professional level in specific job roles**.
	4. Deliver a future fit curriculum that is responsive to the rapidly changing needs of the enterprise and business world.
	5. Optimise professional body exemptions; providing the development of a successful career of choice within business.
	6. Encourage students to enhance their leadership, team work and communication skills within a Business and management environment.
Course Outcomes	a) **Students will have knowledge and understanding of:** 1) Contemporary theories and methodologies concerning business and related subjects and their application to the study of business, management and enterprise at a local and global level; 2) An appreciation of the key concepts of business and management as an aid to the process of strategy development and problem-solving in a business context; 3) Organisations, the external environment in which they operate, how they are managed and the future needs of organisations,

4) The economic, social, legal, cultural and ethical impact of business and management decisions on both the organisation and its environment;

5) The main functional areas of business, how they inter-relate and integrate with each other;

6) The application of digital technologies to the development and implementation of effective business and communication processes;

7) A breadth of business operations and decision support processes together with their strategic drivers.

Teaching and learning strategy

The acquisition of knowledge and understanding will be delivered through a variety of strategies.

In-class

Lectures will deliver key topic areas across the academic Levels. Where possible, guest speakers from business and academia will bring specialisms and real world contextualisation.

Interactive seminars and workshops will support the lectures and have a strong focus on small group activities to encourage the active participation of students throughout the academic year, developing peer learning, the sharing of knowledge and support amongst the diverse student body.

Examples of activities students will engage with during seminars are: question practice and case study analysis to reinforce and contextualise key lecture topics, debate and discussion.

At level 4 there is greater emphasis on acquisition of knowledge of process thus question practice and repetition of process are key to learning. At level 5 the application of knowledge to case study and debate and discussion of current issues support and enhance student learning.

An integrated formative and summative assessment and feedback process are a key component to a student's independent acquisition of knowledge and understanding.

Self-managed learning
Self-managed learning activities to supplement and consolidate classroom based activity include: reading texts and relevant journals, application of knowledge to additional problem based exercises and **in the work place,** engaging in coursework, group discussion, review of key topics and examination preparation where appropriate. Many of these activities are supported by the virtual learning environment (VLE).

Throughout the suite of Business Management courses the School intends to expand its use of technology for learning and assessment at undergraduate level through the common first year initially and then through core modules across this undergraduate suite of courses. Although there is already an expectation the every module will have a set of core materials available to students via the VLE, the School aims to use digital technology to increase academic support for students particularly at level 4; to improve the efficiency of our teaching and assessment processes; and eventually to transform student learning so that the student experience becomes truly 'blended' and extends well beyond the use of the VLE as merely a document repository.

Assessment:

Formative
Formative assessment activities provide opportunity for developmental feedback and reflective learning and are a key feature of teaching and learning strategy throughout the course, to ensure students engage in a process of continuous learning.

In-class testing with peer marking and feedback is a key formative assessment method throughout the programme; this testing will be supported by additional on line tests via the VLE which provide students with automatic feedback as to performance.

As students' progress through the course, in class debate and discussion will provide students and staff with an understanding of the knowledge gained and areas of syllabi needing further reinforcement and delivery. This will allow staff to reflect on student performance and feed-forward into future delivery.

Summative

The summative coursework assignments used to assess knowledge and understanding are diverse and set within a wider business context. Normally students will be able to draw upon real world issues within their work place to contextualise and apply their learning to be assessed.

Examples of the range of assessment types are multiple choice tests (at level 4), business reports (at levels 5 and 6) academic research reports (at level 5 - 6), group work (at levels 4 - 6), and individual assignments (at levels 4 - 5).

Examinations are only included for modules that embed professional body exemptions. They incorporate a variety of question types and assess a broad range of the syllabi content.

b) _**Students will develop their intellectual skills such that they are able to:**_

1) Select and apply theoretical knowledge to identify, formulate and solve business problems and generate recommendations;

2) Undertake independent research into business and management issues either individually or as part of a team for projects and

3) Synthesise, appraise and evaluate data/evidence to develop argument and make sound judgements in accordance with basic theories and concepts of business and management;

4) Question orthodox/received opinion from a position of knowledge and develop own criteria and judgement in a range of business situations;

5) Apply a breadth of knowledge and business perspectives to the management of businesses and business processes.

Teaching and learning strategy

The development of intellectual skills will be delivered via a structured and progressive strategy of support and delivered over the length of the programme.

In-class
Seminars and workshops encourage student development in this area with the application of knowledge to business case studies and real life problems to develop critical evaluation of relevant information, and problem solving skills. In class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body to enable students to develop and evaluate arguments.

At level 4 in particular, support is given to basic cognitive skills development and student research practice via the Professional Competencies module.

The theories underpinning the cognitive process and elementary research techniques are delivered through lectures and supported via interactive seminars applying the theory to case study and discussion of issues arising.

As students move through the programme their ability to evaluate and synthesise information, and their problem solving skills are developed through their application to more complex case study problems through

which independence of thought and practice are developed.

Research skills are introduced via the Professional Competencies module at level 4, but are predominantly developed at levels 5 and 6 via coursework application and in class case study analysis. Research is further developed via the Managing Business and Innovation module.

Self-managed learning

Self-managed learning activities supplement in-class learning and will include the reading and critique of academic journals and their application to problem based exercises and peer debate. Links to core journals will be available via the VLE and on-line fora will be used to encourage debate and discussion of key issues.

Engagement with coursework and the examination preparation are also key strategies to develop these skills.

Assessment:

Formative

The VLE and in-class presentations can provide formative feedback to both staff and students as to the development of key intellectual skills.

Summative

At level 4, intellectual skills are mainly assessed through coursework as examinations tend to assess knowledge and understanding of basic processes. As students move through the academic levels examinations are also used to assess the application of knowledge to scenarios and assess their evaluation and problem solving techniques. These skills are also assessed via coursework on all core Business Management module. Elementary research skills are primarily assessed via coursework. As students' progress through the course, assessment methods will reflect the expectation that students will exhibit greater autonomy in their learning, refine their intellectual skills, and approach their work in a more evaluative manner. Normally students will be able to draw upon real world issues within their work place to contextualise and apply their learning to be assessed.

c) *Students will acquire and develop practical skills such that they are able to:*

1) Demonstrate the application of knowledge through the production of a coherent business plan;
2) Present information to a variety of audiences in a structured business form;
3) Demonstrate innovation, creativity and enterprise in the application of theory to practice within business or commercial settings;
4) Be effective in the use of information and communication technology (ICT) for business applications.

Teaching and learning strategy

In-Class

Practical skills development is delivered via lectures and interactive seminars and workshops. Processes and techniques are demonstrated during lectures and are then developed and applied to questions and exercises during seminars to reinforce learning.

The key practical skills are then continually developed throughout each level demonstrating progressive development. As students' progress through the Programme, there is a move away from the ability to perform practical skills to a greater emphasis on application in a business context. There are also a series of workshops at level 4 developing enterprise awareness and the entrepreneurial mind-set as we engage in curriculum development around enterprise education.

Self-managed learning

The school's Student Enterprise Strategy details the enterprise engagement opportunities that students will have made available to them which will help them develop and demonstrate innovation, creativity, and enterprise skills and these activities have been developed under the following headings.

- Business Solutions Centre, a student led consultancy service for clients within the university, student run start-ups and small businesses within the local area.

- Links with societies, in particular student membership of the Institute of Directors, work as part of the Bright Futures society, the Enterprise Society and the Student Advisory Committee.

- Induction, the School of Business supports the Enterprise Centre in a range of activities for induction, including the fresher's fair.

- Extra-curricular activities, the school runs a series of extra curricula activities focused around developing the entrepreneurial capability and entrepreneurial effectiveness of students.

Application of practical skills within the workplace is a key part of the learning process on this degree course.

Assessment
Formative
Formative assessment via in-class tests, observation, peer review and debate can inform students and staff concerning the progress that has been made in areas of skill development.

Summative
Summative assessment will be via individual and group coursework through which practical skills can be demonstrated. IT skills are necessary to produce each piece of coursework. **There will be an emphasis on summative assessment being drawn from real world case studies within the work place.**

d) *Students will acquire and develop transferrable skills such that they are able to:*
1) Plan, manage and evaluate the acquisition of new knowledge and skills as part of a lifelong learning strategy;

2) Demonstrate both employment potential and ability to manage future professional development;

3) Communicate clearly, fluently and effectively in a range of styles appropriate to the context;

4) Engage effectively in academic discussion and present arguments in a professional manner;

5) Select, apply and evaluate appropriate numerical and statistical methods for complex and open-ended tasks;

6) Be effective within a team environment including leadership, teambuilding, influencing and project management skills;

7) Be self-aware, sensitive and open to the diversity of people, cultures, business and management issues.

Teaching and learning strategy:

These are specifically taught and developed through dedicated modules; the Professional Competencies module at level 4 and the Business & Innovation modules at level 5. Additionally, transferable skills development is embedded within all other modules through an integrated teaching and learning strategy.

In class

Methods are to be interactive and practical by nature, for example, group work based upon case study and in class presentations are used across both levels.

Spread sheet, planning and problem solving techniques are delivered in workshops and taught via application to case study problems and the synthesis of data.

Negotiating, influencing and presentation skills will be further developed via role play within the Business & Innovation module at level 5.

In addition transferable skills are developed throughout the teaching and learning seminars using small group discussions, student led presentations, exercises and case studies.

Self-managed learning

Reflective practice and work planning are all skills expected to be developed out of class hours. As above, elements of the school's Student Enterprise Strategy will assist in helping students to develop a range of transferable skills as well as developing a network of business contacts. Key activities are:

- Business Solutions Centre, a student led consultancy service for clients within the university, student run start-ups and small businesses within the local area.

- Links with societies, in particular student membership of the Institute of Directors, work as part of the Bright Futures society, the Enterprise Society and the Student Advisory Committee.

- Induction, the School of Business supports the Enterprise Centre in a range of activities for induction, including the fresher's fair.

- Extra-curricular activities, the school runs a series of extra curricula activities focused around developing the entrepreneurial capability and entrepreneurial effectiveness of students.

Application of transferable skills within the workplace is a key part of the learning process on this degree course.

Assessment
Formative
Peer and staff review on a variety of in-class activities can provide formative feedback to students on the development of their transferable skills. This will allow staff to reflect on student performance and feed forward into future delivery.

Summative
The summative assessment of transferable skills is delivered through a variety of methods. Group work based on case study is used to assess team working, leadership, communication and reflective skills. Written communication is developed through report writing of both academic and business genres. Verbal communication skills are developed through

presentations at each level. Numeracy skills are embedded throughout all core Analytical / Business Management modules. **There will be an emphasis on summative assessment being drawn from real world case studies within the work place.**

C. Entry Requirements

Pre-requisites for this course	None
Co-requisites for this course	Students must normally be registered on a recognised apprenticeship contract with an employer.
Qualifications required for this course	The normal qualifications required for entry to Level 4 are GCSE passes at Grade C or above in five subjects. Note: **All** students HAVE to have passed English and Mathematics GCSE Grade C and above. Plus one of the following: • 240 UCAS tariff points (subject to annual review) • BTEC National Diploma – MMM/DD (subject to annual review) • Relevant recognised Access Courses with Pass +24 Merits • Any other Level 3 qualification which is of equivalent standard. Accreditation of <u>relevant experiential learning</u> will be considered on a case by case basis.

D. Additional Information

Course structure(s)	

YEAR 1 (120 credits)	
September – December	
Concepts of Management (Level 4)	Principles of Marketing (Level 4)
January – April	
Management and Information Systems (Level 4)	Business Economics (Level 4)
May – August	
Financial Accounting Fundamentals (Level 4)	People and Organisations (Level 4)

YEAR 2 (120 credits)	
September – December	
Managing Business Logistics and Negotiations (Level 5)	The Principles of Managing E- Business (Level 5)
January – April	
Business Ethics Today: (Level 5)	Fundamentals of Project Management (Level 5)
May – August	
Managing Innovation & Growth (Level 5)	Managing Business Relationships (Level 5)

YEAR 3 (120 credits)	
September – December	
Marketing Strategy & Planning (Level 6)	Resourcing & Reward (Level 6)
January – April	
Contemporary Issues (Level 6)	Business Research (Level 6)
May – August	
Strategic Management & Leadership (Level 6)	Managing & Leading SMEs (Level 6)

E. Course Modules

Module Code	Module Title	Level	Trimester	Credit value
BBS-4-COM	Concepts of Management	4	1	20
BBM-4-PRM	Principles of Marketing	4	1	20
BBS-4-MIS	Management and Information Systems	4	2	20
BBS-4-ECO	Business Economics	4	2	20
BBM-4-PEO	People and organisations	4	3	20
BAF-4-FAF	Financial Accounting Fundamentals	4	3	20
BBS-5-MBL	Managing Business Logistics and Negotiations	5	1	20
BBS-5-MPB	Managing the Principles of E-Business	5	1	20
BBM-5_BET	Business Ethics Today: Social and Legal Foundations	5	2	20
BBS-5-FPM	Fundamentals of Project Management	5	2	20
New Module	Managing Business Relationships	5	3	20
New Module	Managing Innovation and Growth	5	3	20

BBM-6-MSP	Marketing Strategy and Planning	6	1	20
BBM-6-RER	Resourcing and Reward	6	1	20
New Module	Contemporary Issue in the Business World	6	2	20
BBS-6_REM	Business Research Methods	6	2	20
BBM-6-SML	Strategic Management and Leadership	6	3	20
BBM-6-MLS	Managing & Leading SMEs	6	3	20

List of Appendices
Appendix A: Curriculum Map
Appendix B: Personal Development Planning

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Core Modules	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7
Level 4																							
Concepts of Management							TD			D			D				TDA	TDA	TDA	D	TDA	TD	TD
Financial Accounting Fundamentals		TDA	D	TD	TDA	D	D	TDA		TDA	D	TDA	TD	TDA	D	DA					D	TDA	
Principles of Marketing	TDA	TDA	D	TD	TDA		TDA	TDA	TD	TD	D	D			TD								TD
People & Organisations			TDA	TDA			TD							TD	TD		TDA	TDA	TDA	TD		TDA	TDA
Business Economics	TDA	TDA	TDA	TDA		TDA	TDA	TDA		TDA	TDA	TDA	TD	TDA	TDA	DA			DA	DA	TDA		
Management & Information Systems		TDA	DA			TDA	DA		DA	DA		DA				TDA						DA	
Level 5																							
Business Ethics Today: Social & Legal Foundations		D	TDA	TDA				DA		TDA	DA	DA			DA				DA	DA			TDA
Managing Business Logistics & Negotiations	TDA	TDA	D		TDA		DA	TDA		TDA		TDA	D	D	DA							TDA	TDA
The Principles of Managing E-Business	TDA	TDA	TDA	TDA		TDA	D	TDA					DA	TD	TDA	TDA			DA			DA	DA
Managing Business Relationships		D	TDA	TDA	DA		DA	TDA	TDA	TDA		DA	TDA		TDA		TDA	TDA			DA	TDA	
Fundamentals of Project Management							TDA					TDA											
Managing Innovation & Growth	TDA	TDA	TDA	TDA			TD	TDA	TDA	TDA	TDA	TDA	D	TDA	TDA	DA	TDA	TDA	TDA	TDA		TDA	TDA
Level 6																							
Resourcing & Reward	TDA	TDA	TDA	TDA	TDA		TDA	TDA	DA	DA	TDA	TDA	TDA		TDA		TDA	TDA	TDA	TDA			TDA

Marketing Strategy & Planning	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	DA	DA	DA	TDA	TDA	TDA	TDA	DA	DA	DA
Business Research Methods	TDA	TDA	D	D	DA			TDA	TDA	TDA	TDA	DA	DA	D	D	TDA	DA	DA	DA	DA	TDA	DA	DA
Contemporary Issues	TDA	TDA	TDA	TDA	TDA		DA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	D	TDA	TDA	TDA	TDA	DA	DA	D
Strategic Management & Leadership	DA	TDA	TDA				DA	TDA	TDA	TDA	TDA	DA		D	TDA		D	D	DA				
Managing and Leading SMEs	DA	TDA	TDA	TDA			DA	TDA	TDA	TDA	TDA	D		D	DA		D	D		TDA		TDA	DA

Appendix B: Personal Development Planning

A variety of terms are used in higher education to describe a process undertaken by individuals to gather evidence on, record and review their own learning and achievement, and identify ways in which they might improve themselves academically and more broadly. The term Personal Development Planning (PDP) is proposed to describe a structured process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development. The purpose of this tool is to help HE teaching staff to explain where PDP is being used within a course or portfolio of modules.

Approach to PDP	Level 4	Level 5	Level 6
i. Supporting the development and recognition of skills through the personal tutor system.	This is a compulsory process to support student's transition into Higher Education. Students will meet their personal coach at least once in semester 1 and once in semester 2. If needed the number of these meetings can be increased to suit individual needs. In partnership, personal coach and the student will work through the diagnostic test results from the Professional Competencies module, the personal statement of the student and any other information provided and to sign post learning needs and areas for additional student support. They will then develop together the Personal Development Plan for the student in the semester. In semester 2 the personal tutoring will be embedded into the People and Organisations module with additional focus being made on extra curricula opportunities for students to increase student engagement and to enhance their CVs. The division will work more closely with support services and societies and the student to ensure opportunities for personal development are supported.	Personal coaching will be administered via the course team led by the Course Director. Students are encouraged to seek personal coaching with a focus on the development of their CV and supporting the seeking of work placement opportunities. The process will also require students to reflect on their performance during the academic year. Students are encouraged and processes put in place to ensure they make an effective use of the personal coaching opportunity to discuss challenges in the work-place in relation to their studies.	Continued support will be provided via the course team and Course Director.

ii.	**Supporting the development and recognition of skills.**	• Personal Coaching • Professional Competencies module at Level 4 • Diagnostic testing within Professional Competencies module • Signposting to necessary support functions via the Professional Competencies module and personal coaching • Assessment of a wide range of skills (see assessment matrix) • Extra curricula activity programme running alongside core academic programme • Development of CV; PDS; PDP and reflection within the Professional Competencies module • Strategic and documented development of spread sheet and presentation skills across the programme	• Personal Coaching • The Managing Innovation & Growth module and Business Ethics & Law modules will enhance students career development • Assessment of a wide range of skills (see assessment matrix) • Extra curricula activity programme running alongside core academic programme • Development of CV; PDS; PDP and reflection in the Business & Innovation module • Strategic and documented development of spread sheet and presentation skills across the programme	• The Strategic Management & Leadership, Managing & Leading SMEs and Contemporary Issues modules will enhance students: career development, with all of these modules strongly linked with their work-place activities. • Assessment of a wide range of skills (see assessment matrix) • Extra curricula activity programme running alongside core academic programme • The Contemporary Issues module, in particular, will further focus the Students' development on practical work-based issues.
iii.	**Supporting the development and recognition of skills through purpose designed modules and assessments**	***Specific modules at Level 4 are:*** • Professional Competencies (PDP and portfolio) • People & Organisations (Group work) • Introduction to Economics (Research skills)	***Specific modules at Level 5 are:*** • Business Ethics Today: Social & Legal Foundations (Business Report) • Managing Business	***Specific modules at Level 6 are:*** • Strategic Management and the Managing & Leading SMEs modules (integrated assignment)

	• Introduction To Economics (report writing)	Logistics & Negotiations (individual essay) • The Principles of Managing E-Business (Research Report & Group Presentation) • Managing Innovation and Growth (Business Plan & Presentation) • Managing Business Relationships (new)	• Contemporary Issues module
iv. **Supporting the development and recognition of skills through research**	• Research techniques developed; referencing, bibliography, sources of information; academic journals, structure if a research report introduced in Professional Competencies module • Basic research areas/ideas assessed in the Professional Competencies and the Business Economics module PDP coursework.	• Research skills are needed to complete all coursework assignments. E.g. internet research, referencing and bibliography. Research and referencing skills and reintroduced in the Managing Innovation and Growth module. • Individual essays • Academic writing • Business Plan	• In-depth research skills are required to complete all coursework assignments. E.g. internet research, referencing and bibliography. Research and referencing skills and reintroduced in the Core Modules: Business Research Methods, Strategic Management and Managing & Leading SMEs, Contemporary Issues modules. • Research Reports • Academic writing • Presentations
v. **Supporting the development and**	• Support via personal coaching system; sign posting to extra	• Continued support to the Student	• Coach Student to embed the need for taking responsibility

recognition of career management skill through work experience	curricula activity and student societies and encouragement to apply for voluntary work and part time work. • Work closely with employer to maximise impact of class-room delivery in the progression of the Student in the work-place. • Utilise coaching/mentoring sessions to discuss and tackle challenges the Student may face in the work-place.	through Student Life Centre and Job Shop to continuously develop Student's work-based professional and interpersonal skills through available work-shops. • Additional support will also be provided by our pool of Alumni mentors.	for own continuous professional development. • Additional support will also be provided by our pool of Alumni mentors.
vi. Supporting the development of skills by recognising that they can be developed through extracurricular activities and activities and experiences gained in the work-place	*A programme of extracurricular employability seminars and workshops will run alongside the degree programme.* This programme may include: • Discipline specific guest speakers from commerce, industry and practice • Professional body input • Job hunting skills training and networking including CV development; Interview and assessment centre training • Group exercise and competitions to develop team working skills and offer CV development • Academic English for Overseas students *Additionally Students are advised and directed to relevant central University support services such as:* • Academic research and referencing skills (Library) • Basic numeracy and English Skills (Skills for Learning – Caxton House) • Microsoft Office (Library) • Employability and Entrepreneurship (Enterprise Centre) *Communication of opportunities for extra curricula skills development will be through:* • VLE • Personal Coaching/ Student Support • Announcements in lectures and seminars (coordinated team communication approach for academic staff) • Posters and various student led societies *Work-place activities* • There will be opportunities within the work-place to attend job-specific training, networking events and other related activities.		

vii. Supporting the development of their skills and attitudes as a basis for continuing professional development	• Student Support • PDP • Professional Body contact • Work-place activities	• Student Support • Business Ethics Today: Social & Legal Foundations and • Managing Business and Innovation module • Work-place activities	• Student Support • Managing & Leading SMEs Modules • Alumni Mentoring • Work-place activities
viii. Other approaches to PDP	• Alumni • Lecturers exemplar of best practice • Industry Speakers • Professional bodies • Volunteering opportunities • Institute of Directors	• Alumni • Lecturers exemplar of best practice • Industry Speakers • Professional bodies • Volunteering opportunities • Institute of Directors	• Alumni • Lecturers exemplar of best practice • Industry Speakers • Professional bodies • Volunteering opportunities • Institute of Directors
ix. The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper based learning log or diary	• Professional Competencies - Learning through reflection and coursework via the development of a portfolio • PDP/ Learning log part of the personal coaching process • Semester 2 Personal Coaching will require students to reflect on performance during the academic year.	• Managing Innovation & Growth - Learning through reflection and coursework and the development of a Business Plan	• Strategic Management and Managing & Leading SMEs through reflection of the integrated assessment • Contemporary Issues module

Appendix I

Mapping
Chartered Manager Degree Apprenticeship against LSBU's BA (Hons) in Business Management

Area of the Standard: Knowledge & Skills	CMI Internal Reference	Learning Outcomes	5048 Module Mapping	IfA-set requirement on standard relevant to KSB
Operational Strategy (Knowledge)	A1	Understand how to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance.	Business Ethics Today: Social & Legal Foundations (BBM-5-BET) Contemporary Issues (BBM-6-COI) Fundamentals of Project Management (BBS-5-FPM) Managing Business Logistics and Negotiations (BBS-5-MBL) Managing Business Innovation & Growth (BBS-5-MIG) Management & Information Systems (BBS-4-MIS) Managing the Principles of E-Business (BBS-5-MPB) Marketing Strategy & Planning (BBM-6-MSP) Strategic Management & Leadership (BBM-6-SML)	Organisational Performance – delivering a long-term purpose
	A2	Know how to manage change in the organisation.	Fundamentals of Project Management (BBS-5-FPM) Managing & Leading SMEs (BBS-6-MLS) Managing the Principles of E-Business (BBS-5-MPB) Strategic Management & Leadership (BBM-6-SML)	
Operational Strategy (Skills)	A3	Support the development of organisational strategies and plans.	Business Research Methods (BBM-6-REM) Strategic Management & Leadership (BBM-6-SML)	Organisational Performance -– delivering a long-term purpose
	A4	Develop and deliver operational plans; being able to set targets and KPIs, manage resources, and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence.	Business Economics (BBS-4-ECO) Managing Business Logistics and Negotiations (BBS-5-MBL) Managing Business Innovation & Growth (BBS-5-MIG) Business Research Methods (BBM-6-REM)	
	A5	Produce reports that clearly present information and data, using a range of interpretation and analytical processes.	Business Research Methods (BBM-6-REM)	
	A6	Gain wide support to deliver successful outcomes.	People & Organisations (BBM-4-PEO) Business Research Methods (BBM-6-REM)	
Project Management (Knowledge)	B1	Know how a project moves through planning, design, development, deployment and evaluation.	Fundamentals of Project Management (BBS-5-FPM)	Organisational Performance – delivering a long-term purpose
	B2	Understand risk management models and reporting, risk benefit analysis and H&S implications.	Fundamentals of Project Management (BBS-5-FPM)	

Project Management (Skills)	B3	Plan, organise and manage resources in order to achieve organisational goals.	Fundamentals of Project Management (BBS-5-FPM)	Organisational Performance -– delivering a long-term purpose
	B4	Identify key outcomes, develop and implement plans and monitor progress, and provide reports as required.	Fundamentals of Project Management (BBS-5-FPM)	
	B5	Proactively identify risk and create plans for their mitigation.	Fundamentals of Project Management (BBS-5-FPM)	
	B6	Able to initiate, lead and drive change within the organisation, identifying barriers/challenges and how to overcome them.	Fundamentals of Project Management (BBS-5-FPM)	
	B7	Ability to use widely recognised project management tools.	Fundamentals of Project Management (BBS-5-FPM)	
Business Finance (Knowledge)	C1	Understand financial strategies, including budgets, financial management and accounting, and how to provide financial reports.	Accounting & Finance for Managers (BAF-4-AFM)	Organisational Performance – delivering a long-term purpose
	C2	Understand approaches to procurement and contracting, and legal requirements.	Accounting & Finance for Managers (BAF-4-AFM) Managing Business Logistics and Negotiations (BBS-5-MBL)	
	C3	Understand commercial context in an organisational setting and how this changes over time.	Accounting & Finance for Managers (BAF-4-AFM)	
Business Finance (Skills)	C4	Managing budgets, controlling expenditure and production of financial reports.	Accounting & Finance for Managers (BAF-4-AFM) Strategic Management & Leadership (BBM-6-SML)	Organisational Performance -– delivering a long-term purpose
Sales and Marketing (knowledge)	D1	Know how to create marketing and sales strategies.	Managing Business Innovation & Growth (BBS-5-MIG) Managing & Leading SMEs (BBS-6-MLS) Principles of Marketing (BBM-4-PRM) Marketing Strategy & Planning (BBM-6-MSP) Strategic Management & Leadership (BBM-6-SML)	Organisational Performance – delivering a long-term purpose
	D2	Know how to segment and target relevant markets and customers (global and local), analysis of opportunities and ways to market.	Managing Business Innovation & Growth (BBS-5-MIG) Managing & Leading SMEs (BBS-6-MLS) Principles of Marketing (BBM-4-PRM) Marketing Strategy & Planning (BBM-6-MSP)	
	D3	Understand the need for innovation in product and service design.	Managing Business Innovation & Growth (BBS-5-MIG) Principles of Marketing (BBM-4-PRM) Marketing Strategy & Planning (BBM-6-MSP)	

Sales and Marketing (skills)	D4	Use of customer insight and analysis of data to determine and drive customer service outcomes and improve customer relationships.	Managing Business Logistics and Negotiations (BBS-5-MBL) Managing Business Innovation & Growth (BBS-5-MIG) Managing the Principles of E-Business (BBS-5-MPB) Principles of Marketing (BBM-4-PRM) Marketing Strategy & Planning (BBM-6-MSP)	Organisational Performance -– delivering a long-term purpose
	D5	Creative approaches to developing solutions to meet customer needs.	Managing Business Innovation & Growth (BBS-5-MIG) Principles of Marketing (BBM-4-PRM) Marketing Strategy & Planning (BBM-6-MSP)	
Digital Business & New Technologies (knowledge)	E1	Understand approaches to innovation and digital technologies and their impact on organisations, and how their application can be used for organisational improvement and development.	Managing Business Innovation & Growth (BBS-5-MIG) Managing the Principles of E-Business (BBS-5-MPB) People & Organisations (BBM-4-PEO)	Organisational Performance – delivering a long-term purpose
	E2	Understand innovation and digital technology's impact on data and knowledge management for analysing business decision-making.	Managing the Principles of E-Business (BBS-5-MPB) People & Organisations (BBM-4-PEO)	
Digital Business & New Technologies (skills)	E3	Able to identify service/organisational improvements and opportunities for innovation and growth, using qualitative and quantitative analysis of information and data and benchmarking against others.	Managing the Principles of E-Business (BBS-5-MPB)	Organisational Performance -– delivering a long-term purpose
Communication (knowledge)	F1	Understand different forms of communication (written, verbal non-verbal, digital) and how to apply them.	Concepts of Management (BBS-4-COM)	Interpersonal Excellence – leading people and developing collaborative relationships
	F2	Know how to maintain personal presence and present to large groups.	Concepts of Management (BBS-4-COM)	
	F3	Awareness of interpersonal skills of effective listening, influencing techniques, negotiating and persuasion.	Concepts of Management (BBS-4-COM) Managing Business Logistics and Negotiations (BBS-5-MBL)	
Communication (skills)	F4	Communicate clearly, effectively and regularly using oral, written and digital channels and platforms.	Concepts of Management (BBS-4-COM)	Interpersonal Excellence – leading people and developing collaborative relationships
	F5	Use active listening and open questioning to structure conversations and discussions, and able to challenge when appropriate.	Concepts of Management (BBS-4-COM)	
	F6	Manage and chair meetings and clearly present actions and outcomes.	Concepts of Management (BBS-4-COM)	
	F7	Ability to apply influencing and persuading skills, to the dynamics and politics of personal interactions.	Concepts of Management (BBS-4-COM)	

Leading People (knowledge)	G1	Understand different inclusive leadership styles and models, how to develop teams and support people using coaching and mentoring approaches.	Concepts of Management (BBS-4-COM) Managing Business Innovation & Growth (BBS-5-MIG) Managing & Leading SMEs (BBS-6-MLS) People & Organisations (BBM-4-PEO) Strategic Management & Leadership (BBM-6-SML)	Interpersonal Excellence – leading people and developing collaborative relationships
	G2	Understand organisational culture and diversity management.	People & Organisations (BBM-4-PEO) Strategic Management & Leadership (BBM-6-SML)	
Leading People (skills)	G3	Able to articulate organisational purpose and values.	Business Ethics Today: Social & Legal Foundations (BBM-5-BET) Concepts of Management (BBS-4-COM) Strategic Management & Leadership (BBM-6-SML)	Interpersonal Excellence – leading people and developing collaborative relationships
	G4	Support the creation of an inclusive, high performance work culture.	Business Ethics Today: Social & Legal Foundations (BBM-5-BET) Concepts of Management (BBS-4-COM) Strategic Management & Leadership (BBM-6-SML)	
	G5	Enable others to achieve by developing and supporting them through coaching and mentoring.	Business Ethics Today: Social & Legal Foundations (BBM-5-BET) Concepts of Management (BBS-4-COM) Strategic Management & Leadership (BBM-6-SML)	
Managing People (knowledge)	H1	Know how to recruit, manage and develop people, using inclusive talent management approaches.	People & Organisations (BBM-4-PEO) Resourcing & Reward (BBM-6-RER)	Interpersonal Excellence – leading people and developing collaborative relationships
	H2	How to use HR systems and processes to ensure legal requirements, H&S, and well-being needs.	People & Organisations (BBM-4-PEO) Resourcing & Reward (BBM-6-RER)	
	H3	Know how to set goals and manage performance.	People & Organisations (BBM-4-PEO) Resourcing & Reward (BBM-6-RER)	
Managing People (skills)	H4	Able to build teams, empower and motivate others to improve performance or achieve outcomes.	Concepts of Management (BBS-4-COM) People & Organisations (BBM-4-PEO)	Interpersonal Excellence – leading people and developing collaborative relationships
	H5	Able to delegate to others, provide clear guidance and monitor progress.	Concepts of Management (BBS-4-COM) People & Organisations (BBM-4-PEO)	
	H5	Ability to set goals and accountabilities.	Concepts of Management (BBS-4-COM) People & Organisations (BBM-4-PEO)	
Developing Collaborative Relationships (knowledge)	I1	Understand approaches to stakeholder, customer and supplier management, developing engagement, facilitating cross functional working and negotiation.	Business Ethics Today: Social & Legal Foundations (BBM-5-BET) Managing Business Logistics and Negotiations (BBS-5-MBL) Managing Business Relationships (BBS-5-MBR) Managing Business Innovation & Growth (BBS-5-MIG) Strategic Management & Leadership (BBM-6-SML)	Interpersonal Excellence – leading people and developing collaborative relationships

	I2	Know how to shape a common purpose, as well as approaches to conflict management and dispute resolution.	Strategic Management & Leadership (BBM-6-SML)	
Developing Collaborative Relationships (skills)	I3	Able to build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels.	Managing Business Relationships (BBS-5-MBR) People & Organisations (BBM-4-PEO)	Interpersonal Excellence – leading people and developing collaborative relationships
	I4	Able to contribute within a team environment.	Managing Business Relationships (BBS-5-MBR) People & Organisations (BBM-4-PEO)	
	I5	Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback.	Managing Business Relationships (BBS-5-MBR) People & Organisations (BBM-4-PEO)	
	I6	Work collaboratively with internal and external customers and suppliers.	Managing Business Relationships (BBS-5-MBR) People & Organisations (BBM-4-PEO)	
Awareness of Self and Others (knowledge)	J1	Know how to be self–aware and recognise different learning styles.	Concepts of Management (BBS-4-COM)	Personal Effectiveness – managing self
	J2	Know how to use emotional and social intelligence, and active listening and open questioning to work effectively with others.	Concepts of Management (BBS-4-COM)	
Awareness of Self and Others (skills)	J3	Able to reflect on own performance, identifying and acting on learning and development needs.	Concepts of Management (BBS-4-COM)	Personal Effectiveness – managing self
	J4	Ability to understand impact on others.	Concepts of Management (BBS-4-COM)	
	J5	Can manage stress and personal well-being, and confident in knowing core values and drivers.	Concepts of Management (BBS-4-COM)	
Management of Self (knowledge)	K1	Know how to manage time, set goals, prioritise activities and undertake forward planning in a business environment with a focus on outcomes.	Concepts of Management (BBS-4-COM) Business Economics (BBS-4-ECO)	Personal Effectiveness – managing self
Management of Self (skills)	K2	Able to create a personal development plan, and use widely recognised tools and techniques to ensure the management of time and pressure effectively, and prioritisation and strategic alignment of activities.	Concepts of Management (BBS-4-COM)	Personal Effectiveness – managing self
Decision Making (knowledge)	L1 / L2	Know how to undertake research, data analysis, problem solving and decision-making techniques, and understand the values, ethics and governance of your organisation.	Business Ethics Today: Social & Legal Foundations (BBM-5-BET) Concepts of Management (BBS-4-COM) Business Economics (BBS-4-ECO) Managing Business Innovation & Growth (BBS-5-MIG) People & Organisations (BBM-4-PEO)	Personal Effectiveness – managing self

Decision Making (skills)	L3	Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making.	Managing Business Innovation & Growth (BBS-5-MIG) Strategic Management & Leadership (BBM-6-SML)	Personal Effectiveness – managing self

Area of the Standard: Behaviours	CMI Internal Reference	Learning Outcomes	5048 Module Mapping	IfA-set requirement on standard relevant to KSB
Takes Responsibility	M1	Drive to achieve in all aspects of work. Demonstrates resilience and determination when managing difficult situations. Seeks new opportunities underpinned by commercial acumen and sound judgement.	Business Ethics Today: Social & Legal Foundations (BBM-5-BET) Contemporary Issues (BBM-6-COI) Concepts of Management (BBS-4-COM) Business Economics (BBS-4-ECO) Accounting & Finance for Managers (BAF-4-AFM) Fundamentals of Project Management (BBS-5-FPM) Managing Business Logistics and Negotiations (BBS-5-MBL) Managing Business Relationships (BBS-5-MBR) Managing Business Innovation & Growth (BBS-5-MIG) Management & Information Systems (BBS-4-MIS) Managing & Leading SMEs (BBS-6-MLS) Managing the Principles of E-Business (BBS-5-MPB) Marketing Strategy & Planning (BBM-6-MSP) People & Organisations (BBM-4-PEO) Principles of Marketing (BBM-4-PRM) Business Research Methods (BBM-6-REM) Resourcing & Reward (BBM-6-RER) Strategic Management & Leadership (BBM-6-SML)	Takes Responsibility
Inclusive	M2	Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity internally and externally.	Concepts of Management (BBS-4-COM) People & Organisations (BBM-4-PEO)	Inclusive

| Agile | M3 | Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responding well to feedback and need for change. Open to new ways of working and new management theories. | Business Ethics Today: Social & Legal Foundations (BBM-5-BET)
Contemporary Issues (BBM-6-COI)
Concepts of Management (BBS-4-COM)
Business Economics (BBS-4-ECO)
Accounting & Finance for Managers (BAF-4-AFM)
Fundamentals of Project Management (BBS-5-FPM)
Managing Business Logistics and Negotiations (BBS-5-MBL)
Managing Business Relationships (BBS-5-MBR)
Managing Business Innovation & Growth (BBS-5-MIG)
Management & Information Systems (BBS-4-MIS)
Managing & Leading SMEs (BBS-6-MLS)
Managing the Principles of E-Business (BBS-5-MPB)
Marketing Strategy & Planning (BBM-6-MSP)
People & Organisations (BBM-4-PEO)
Principles of Marketing (BBM-4-PRM)
Business Research Methods (BBM-6-REM)
Resourcing & Reward (BBM-6-RER)
Strategic Management & Leadership (BBM-6-SML) | Agile |
| Professionalism | M4 | Sets an example, and is ethical, fair, consistent and impartial. Operates within organisational values and adheres to the requirements of relevant professional bodies. | Business Ethics Today: Social & Legal Foundations (BBM-5-BET) | Professionalism |

Mapping of Common Course Learning Outcomes to the QAA Business and Management Benchmark Statement

Knowledge and Understanding	Knowledge And Understanding	Intellectual	Practical	Transferable
Markets: the development, access and operation of markets for resources, goods and services.	A1, A2, A5			
Marketing and sales: different approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design.	A1, A2, A5			
Customers: management of customer expectations, relationships and development of service excellence.	A7			
Finance: the sources, uses and management of finance and the use of Finance and other information systems for planning, control, decision making and managing financial risk.	A1, A2, A5			
People: leadership, management and development of people and organisations including the implications of the legal context.	A3, A4			
Organisational behaviour: design, development of organisations, including cross-cultural issues, change, diversity and values.	A2, A3, A4			
Operations: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems.	A1, A2, A5			
Information systems and business intelligence: the development, management, application and implementation of information systems and their impact upon organisations.	A7			
Communications: the comprehension and use of relevant communications for application in business and management, including the use of digital tools.	A1, A2, A6			
Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.	A6 & A7			
Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help maximise achievement of strategic objectives.	A1, A2, A5			
Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations including the identification of Intellectual Property and appreciation of its value.	A1, A7			
Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues.	A4			
Specific Skills and Practice				
People management: to include communications, team building, leadership and motivating others.				D3, D6, D7
Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions.		B1, B3, B4, B5	C3	D5, D7
Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making.		B2, B3, B4	C2, C4	D5
Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty.		B1, B2, B3, B4, B5	C1, C3	

Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes.		B3, B4	C3	D3, D4, D6, D7
Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.		B3	C2	D5
Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts.				D3, D6, D7
Generic Skills				
Ability to work collaboratively both internally and with external customers and an awareness of mutual interdependence.				D2, D3, D6, D7
Ability to work with people from a range of cultures.				D3, D6, D7
Articulating and effectively explaining information.				D3, D4, D7
Building and maintaining relationships.				D2, D6, D7
Communication and listening including the ability to produce clear, structured business communications in a variety of media.			C1, C2	D3, D6, D7
Emotional intelligence and empathy.				D6, D7
Conceptual and critical thinking, analysis, synthesis and evaluation.		B3, B4		D5
Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time.				D1, D2
Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. This includes a continuing appetite for development.				D1, D2