## Section 1: BASIC INFORMATION

| | | |
|---|---|---|
| 1.1 | **Awarding Institution:** | Plymouth Marjon University |
| 1.2 | **Teaching Institution:** | Plymouth Marjon University |
| 1.3 | **Locus of Delivery:** | Delivery is dependent on cohort and location |
| 1.4 | **Final Award Title:** | BA (Hons) |
| 1.5 | **FHEQ Level:** | 4, 5 and 6 |
| 1.6 | **Programme Title:** | Leadership and Management for Business |
| 1.7 | **Mode and Duration of Study:** | Full Time – 3 years, Part Time – 6 years  Level 5 and 6 of this programme is also  available campus based at other locations |
| 1.8 | **UCAS Code(s):** | LMFB |
| 1.9 | **Admission Criteria:** | Normal University entrance criteria apply (please refer to the website for further details).  In addition applicants must have GCSE Math's Grade C/Level 4 or above and GCSE English Language Grade C/Level 4 or above.  APCL from the military (200 credits) will be accepted. All applicants will considered on an individual basis.  International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent. |
| 1.10 | **Accrediting Professional Body/ PSRB:** | N/A |
| 1.11 | **QAA Subject Benchmarking** | Business and Management, 2015 |

| | Group(s): | |
|---|---|---|
| 1.12 | **Other External Points of Reference:** | Framework for Higher Education Qualifications (FHEQ); Quality Assurance Agency Guidelines for Enterprise Education, 2018 |
| 1.13 | **Language of Study (for learning, teaching and assessment):** | English |
| 1.14 | **Work-Based Learning Arrangements:** | Work based learning takes place within modules at Level 5 (20 credits, Applied Coaching and Mentoring) and 6 (20 credits, Advanced Coaching and Mentoring). WBL approaches are embedded throughout the programme through university- employer partnerships and collaborations including |
| | | guest speakers, field trips and networking events. |
| 1.15 | **Foundation Degree Progression Routes:** | N/A |
| 1.16 | **Arrangements for Distance Learning:** | Teaching resources will be made available online using the Plymouth Marjon digital learning environment. Students will also be able to communicate with staff remotely using the University email system, by phone, or using a secure teleconferencing facility. |
| 1.17 | **Original Date of Production:** | 08/03/2018 |

| 1.18 | Date of Commencement: | September 2018 |
|------|------------------------|----------------|
| 1.19 | Review Date: | By August 2024 |

## 2. Programme Outline

BA (Hons) Leadership and Management for Business is a programme that has leadership, management and enterprise at its core thereby reflecting the aims of the University to encourage closer relationships between the university and the business community, bolster employability rates and encourage ambitious and autonomous graduate leaders.

Taking a thought and action approach, this programme aims to enhance students' understanding of organisations, the economy and the global business environment. It is designed to bolster student's leadership and management skills whether that is an employee or an entrepreneur. Strong links with the local and regional business community enhance the practical focus of this degree. Students can network with leading business names in the community using these opportunities to further their career ambitions and hone their leadership capabilities.

### 2.1 Integrating Sustainability into the Curriculum

A systematic approach has been taken to embed sustainability across the programme in a manner that goes beyond simply talking about sustainability. Students will apply learning through opportunities to experience sustainable practice and using skills for sustainable business practice. This will be enhanced by teaching and learning activities such as: visiting lecturers with subject specific sustainability knowledge, work-based learning with the Corporate Social Responsibility arm of organisations and reflection on business values. Of significance to the programme and integrating sustainability is Social Enterprise. Staff members with expertise in this area, coupled with strong relationships with significant boards and Social Enterprises enable a real-world approach to sustainability in business to be integrated into the curriculum.

## 3. Distinctive Features

- Leadership and Management Focus – Students knowledge, understanding and application of leadership and management skills is embedded and progressed throughout the levels. The coaching and mentoring modules at Levels 4-6 enable students to gain valuable coaching and mentoring knowledge, skills and experience for application in leadership, management and business contexts. The Business Leadership module at Level 6 enables the study of leadership and management techniques including coaching and mentoring approaches in a business specific context.

- A thought and action approach – Theory is discussed in relation to practice to enable an action based approach to learning. The programme provides students with the opportunity to acquire and develop entrepreneurial competencies, based upon academic research (Morris et al., 2013) that will significantly enhance their employability and self- employment prospects on completion. The action approach includes work based learning activities, scenario work and software that simulates the business context.

- Two key themes within the degree programme – entrepreneurship and intrapreneurship. Students learn about how to set up their own business alongside engaging in work-based learning with an employer. The Reflective Business Portfolio module allows students to reflect upon their learning in relation to their future ambitions, either as an entrepreneur running their own business or as an innovative leader with their existing employer. Neither theme is preferential and is the choice of the student.

- No exams – Assessment is diverse and designed to be inclusive of differing learner needs.

## 4. Programme Aims

- To provide a critical overview of leadership and management for business.
- To prepare students for a career in business, leadership or management either in an employment or self-employment context
- To enable students to apply their knowledge, skills and experience within a real world business environment.

These reflect the QAA subject benchmark Business and Management (2015).

## 5. Programme Learning Outcomes

**Knowledge & understanding**:

By the end of this programme students should be able to demonstrate:

1. Comprehensive and detailed knowledge and understanding of the sources, uses and management of financial accounting.

2. Comprehensive and detailed knowledge and understanding of strategies for effective people management.

3. Comprehensive and detailed knowledge and understanding of strategies for effective coaching and mentoring.

4. Comprehensive and detailed knowledge and understanding of different approaches for marketing including market segmentation, targeting, positioning and generating sales alongside customer satisfaction and loyalty.

5. Comprehensive and detailed knowledge and understanding of the process of developing enterprising and innovative ideas for new or existing products/services recognising the ethical responsibilities in a business context.

6. Comprehensive and detailed knowledge and understanding of the process of leadership and managerial effectiveness.

**Intellectual skills:**

By the end of this programme students should be able to demonstrate:

7. The ability to review, synthesise and critically evaluate relevant and appropriate literature and research methodologies.

8. Critical engagement with a range of data related to business management.

9. The ability to analyse facts and circumstances to determine the cause of a problem and identify and select appropriate solutions.

**Practical skills:**

By the end of this programme students should be able to demonstrate:

10. The utilisation of effective listening, negotiation, persuasion and networking skills for an effective leadership career either as an employee or entrepreneur.

11. The utilisation of coaching and mentoring techniques.

12. Effective numeracy and literacy skills through the use of quantitative and qualitative methods to analyse, evaluate and estimate from a range of data sources.

**Transferable / key skills:**

By the end of this programme students should be able to demonstrate:

13. The ability to articulate and explain information through verbal and non-verbal formats appropriate to a business environment.

14. Effective team working and collaboration as an employee or in a business context.

15. The capacity for independent learning and decision-making and ability to work autonomously for lifelong learning.

16. Critical reflection upon current knowledge, skills and experience and applicability for employment.

17. The capacity for self-leadership, leadership of others and managerial effectiveness.

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## 6. Learning and Teaching Methods

The programme and curriculum design have been informed by the latest QAA Subject Benchmark Statement for Business and Management (2015) and the QAA (2018) guidelines for effective enterprise and entrepreneurial education.

The entrepreneurship research specialisms of the programme staff align with the outcomes of the programme and the curriculum will be underpinned by the latest research and best practice informed by programme staff's membership of enterprise education boards and entrepreneurship Institutes

Teaching staff will encourage and support students to develop their leadership behaviour and competencies through hands on practical learning opportunities. Real world experience is fundamental to the programme's learning outcomes and students will be afforded opportunities

in work based learning modules at Levels 5 and 6 to engage in 'hands on' practical learning opportunities. Guest speakers will be brought in at Levels 4, 5 and 6 to ensure an industry perspective and networking opportunities.

### 6.1 Learning Enhancement

| Method | Description |
|---|---|
| **1-2-1 tutorials** | 1-2-1 tutorials between students and an assigned will enable students to discuss development of their research ideas at both Levels 5 and 6. |
| **Business Simulation Game** | Use of online business games such as the 'Business Strategy Game' at Level 5 will simulate the business start-up environment and require students to work in groups to solve problems and apply their initiative. |
| **Field Trips** | Students will have the opportunity to visit local businesses and relate theory to practice. |
| **Guest Lectures** | Academics will draw upon their strong links with the regional |
| | business community to provide guest lectures from entrepreneurs and enable students to network with leading business people in the area thereby strengthening their knowledge and understanding of business alongside their practical and transferable skills. All lectures will be captured and available online. |
| **Guided Independent Study** | Students work independently drawing upon resources provided by the teaching staff such as reading lists and learning space materials. A virtual forum on the Learning Space, accessible to all students and the tutors, will be used to stimulate discussion and debate outside of scheduled teaching time. |
| **Hack-a-thons** | Half and full day long workshops that includes students, tutors, inspirational leaders and entrepreneurs to provide an intensive learning environment for students. |
| **Lectures** | All modules will have scheduled lectures to ensure curriculum |

| | content is discussed. Lectures will not take a traditional format but instead have a workshop format whereby facilitative teaching approaches and working in small groups encourage active learning. All lectures will be captured and available online. Some cohorts will receive lectures face to face while others will have them delivered online. |
|---|---|
| **Networking events** | Students will attend networking events introduce a hands on opportunity to develop networking skills. Networking is embedded at Levels 5 and 6 through the opportunities for networking at the hack-a-thons. |
| **Seminars** | Seminars and/or online webinars will check understanding and analyse and evaluate the content delivered in the lectures. |
| **Work Based Learning** | Students will undertake a group consultancy project with a business in their second year. They will also undertake a semester long placement in their final year. |

A blended learning approach which combines online digital media and traditional classroom methods will be taken. This enables the programme to be delivered in multiple locations. The Programme handbook and each module handbook will be available on the virtual learning environment. Each module will have its own DLE page which will contain captured lectures, additional resources and tasks to be completed after the online sessions have been viewed. Virtual forums will enable students to work in groups and also ask questions to the module leader.

For students undertaking modules that are shared with BSc Business, they will be in separate seminar groups to strengthen cohort identity. There will also be separate Student Staff Liaison Committees for BA Leadership and Management for Business and BSc Business.

### 6.2 e-Learning

The programme will utilise the Marjon digital learning environment to its full potential to provide blended and distance learning options. Staff will support student's digital literacy using virtual forums to stimulate discussion and debate outside of scheduled teaching time.

The Programme Leader will encourage and support staff in their digital literacy development to enable the University to differentiate itself on the use of technology in its academic offer. All module leaders will be trained on Learning Space, and will utilise it to communicate with students and provide resources such as lecture notes, reading lists and online assessment hand in. All members of the programme team will be encouraged to undertake further staff training and development in the use of the new digital learning environment to maximise the use of digital technologies.

## 7. Modes of Assessment

| Method | Description |
|---|---|
| Business Plan | Production of a business plan. |
| Dissertation | Written dissertation examining chosen area of Business theory. |
| Essays | Essays will critically examine theory in relation to practice. |
| Individual/Group Presentation | Presentations given in class and uploaded online will enable students to work together in groups, or individually, to practice their presenting skills. Formative feedback will be provided through practice presentation sessions. |
| Individual/Group Report | Students will work individually and in groups following an employer brief to deliver a piece of consultancy work in report format. Formative feedback will be provided when reports are in draft stages. |
| Literature Review | Students will produce a literature review related to their dissertation topic and receive feedback through a summative assessment. |
| Reflective Portfolio | Reflective portfolios will enable students to reflect upon and evaluate their learning in relation to specific practical activities such as undertaking consultancy work with employers or a placement. |
| Research Poster | Students will present in class on their research ideas for the honours project. Formative feedback will be provided through a practice poster presentation session. |

Where assessment is completed in groups, careful consideration is given to the amount of group work within a programme and the attribution of group versus individual marks.

## 8. Exemptions to University Regulations

N/A

## 9. Work-Based Learning / Placement Learning

| Level | Module | Description |
|---|---|---|
| 5 | Applied Coaching and Mentoring | Group consultancy project to deliver on a brief designed by a Coaching and/or Mentoring business client. Students will be able to add the consultancy work they have undertaken to their C.V. and will forge links with that employer during the process. The client may act as a referee for the student when applying for jobs. |
| 6 | Advanced Coaching and Mentoring | Students will undertake a semester long placement with an employer. Placement providers will be sourced by the academic team and students provided with a list to apply ensuring it a competitive process. Once a placement provider has been assigned, a member of staff will be assigned as the liaison point. Students can undertake the placement at any time in Semester A scheduled around taught sessions. The placement work can be added to student's C.Vs and the placement provider may act as a referee for the student when applying for jobs. Placement providers will be encouraged to think about longer term positions that they could offer to students upon graduation. |

## 10. Programme Structure

| | Module Code[1] | Module Title | Credits | Assessment | | | Semester/ Term^ | C/O* | Non- condonable# |
|---|---|---|---|---|---|---|---|---|---|
| | | | | %age Course work | %age Exam | %age Practical | | | |
| Level 4 | BSNC01 | Introduction to Enterprise | 20 | 50 | 0 | 50 | A | C | |
| | BSNC02 | Academic, Personal and Professional Development | 20 | 100 | 0 | 0 | A | C | |
| | BSNC03 | Introduction to Marketing | 20 | 60 | 0 | 40 | A | C | |
| | BSNC04 | Introduction to Accounting and Finance | 20 | 100 | 0 | 0 | B | C | |
| | BSNC05 | Introduction to People Management | 20 | 100 | 0 | 0 | B | C | |
| | LBUC01 | Introduction to Coaching and Mentoring | 20 | 50 | 0 | 50 | B | C | |
| Level 5 | BSND01 | Intrapreneurship and Innovation | 20 | 100 | 0 | 0 | A | C | |
| | BSND02 | Marketing for Enterprise | 20 | 50 | 0 | 50 | A | C | |
| | BSND03 | Accounting and Finance for Enterprise | 20 | 100 | 0 | 0 | A | C | |
| | BSND04 | People Management for Enterprise | 20 | 50 | 0 | 50 | B | C | |
| | LBUD01 | Applied Coaching and Mentoring | 20 | 100 | 0 | 0 | B | C | |
| | BSND06 | Research Methods | 20 | 40 | 0 | 60 | B | C | |
| Lev | BSNH01 | Business Leadership | 20 | 70 | 0 | 30 | A | C | |
| | LBUH01 | Advanced Coaching and | 20 | 70 | 0 | 30 | A | C | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Mentoring | | | | | | | |
| BSNH03 | Contemporary Business Issues | 20 | 50 | 0 | 50 | B | C | |
| BSNH04 | Reflective Business Portfolio | 20 | 100 | 0 | 0 | B | C | |
| BSNH05 | Honours Project | 40 | 100 | 0 | 0 | X | C | |

Key:

^   For modules delivered by semester:

- A, B or C = Semester A, B or C (trimester)
- X = modules delivered across Semesters A and B

\*   C = compulsory; O = optional

#   A √ indicates that the module is non-condonable on this

programme.

The delivery model of the programme will vary dependent upon the cohort and locus point. For those students who directly enter onto the programme at Level 5 or 6 – a blended learning approach will be taken whereby content will be uploaded each semester online and face to face delivery will either take place one week per semester on campus or via flying faculty at other sites.

Attendance will be measured through a register taken during face to face delivery and online tasks attached to the online delivery. Students who do not complete the online tasks for each session will be marked as a non-attendee.

## 11. Accrediting Professional Body / Professional Regulatory and Statutory Body (PSRB)

N/A

## 12. Professional Advisory Group

A Professional Advisory Group has been formulated for Marjon Business School comprising of representatives from:

- Devon and Cornwall Business Council
- Local Business Owners
- Plymouth and Devon Chamber

- Federation of Small Businesses

- Plymouth City Council

- Heart of the South West Local Enterprise Partnership

- Cornwall and Isles of Scilly Local Enterprise Partnership

- Social Enterprise Mark

- Plymouth Women in Business Network

- Plymouth Marjon University Student Union

The criteria for membership of the PAG are that the chosen individual must either; be considered a business leader, own a business, be responsible for designing and/or delivering business support services or represent Marjon's student voice.

The PAG will meet on a quarterly basis and will be responsible for:
- Feeding back on the design and delivery of the teaching and learning activities they become involved in (such as consultancy projects or guest speaking)

- Providing advice on the relevance of the programme's content for the current job market, regional economic needs and graduate needs.

- Required to give at least one guest talk to students during their time on the PAG.

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## 13. Academic Progression Opportunities

Students will be able to progress onto a broad range of postgraduate programmes in Business, including MBA Business Administration, MSc in Business Management, PGcert Coaching and Mentoring and teacher training (PGCE).

## 14. Employability and Career Progression Opportunities

The programme aligns with Plymouth Marjon University's Strategic Plan 2014-2024 and Marjon's 'The Edge' – the Enterprise and Employability hub which aims for higher levels of employable and enterprising graduates.

The programme affords career progression opportunities through the subject specific knowledge and skills gained through taught content but also the variety of practical learning opportunities that are in conjunction with employers. Consultancy projects, fieldtrips, placements and

networking events integrate employer partnerships into the programme and enable students to build up experience for their C.V.

Employment types anticipated from this degree are in; coaching and mentoring, management, marketing, finance, HR, small business ownership and consultancy.

## 15. Support for Students and for Student Learning

Each student will be paired with a Personal Development Tutor whom will act as a consistent point of contact throughout the academic year. Regular contact between personal tutors and academic staff will enable tailored support strategies for individual students. A 'students as partners' approach also informs the design and delivery of teaching activities ensuring clear lines of communication between staff and students and a supportive inclusive learning environment.

A facilitative pedagogical approach will encourage a supportive inclusive learning environment. Extracurricular business and enterprise activities provided by The Edge, Marjon's Enterprise and Employability Hub, will support student learning and development outside of the curriculum. Curriculum activities will also be supported by online resources enabling students to access materials prior to taught sessions but also access remotely if necessary.

## 16. Student Feedback Mechanisms

Mid-Module evaluation forms will be available on Learning Space for students to complete alongside end of Module Evaluation Forms enabling students to directly feedback their experiences and also suggestions for future improvements.

Programme committee meetings, with student representatives, will enable students to input annually to the discussion of teaching and learning activities and a programme leader open door policy will encourage continued feedback throughout the academic year.

Student Satisfaction rates will be obtained using nationally recognised metrics such as the NSS.

## 17. Other Stakeholder Feedback

Employer partnerships will be embedded in the programme and the programme team will regularly seek feedback from industry in relation to students' development of entrepreneurial behaviour

and competencies. Employers can feedback on student work through the consultancy project reports and placement provision reports and make recommendations for design and delivery of teaching and learning activities.

An alumni database housed within The Edge, the Enterprise and Employability hub, will enable links to be made between alumni and students whereby graduates can mentor current students on the programme particularly in relation to business start-up.

## 18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed, and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

**Learning Outcomes Mapping Matrix template**

| | Knowledge and Understanding | | | | | | Intellectual Skills | | | Practical Skills | | | Transferable/Key Skills | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Module Code | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| BSNC01 | | | | | x | | | | | x | | | x | x | | | |
| BSNC02 | | | | | | | | | x | x | | | | | | x | |
| BSNC03 | | | | x | | | | | x | | | | x | x | | | |
| BSNC04 | x | | | | | | | | x | | | x | x | x | | | |
| BSNC05 | | x | | | | x | | | x | | | | x | x | | | x |
| LBUC01 | | x | x | | | x | | | x | | | | x | x | | | x |
| BSND01 | x | x | | x | x | | x | x | x | x | | x | x | x | x | | |
| BSND02 | | | | x | x | | x | x | x | x | | x | x | x | x | | |
| BSND03 | x | | | | x | | x | x | x | x | | x | x | x | x | | |
| BSND04 | | x | | | x | | x | x | x | x | | | x | x | | | |
| LBUD01 | | | x | | x | x | x | x | x | x | x | x | x | x | x | | x |
| BSND06 | | | | | | | x | x | x | | | x | x | | x | | |
| BSNH01 | | x | x | | x | x | x | | | x | x | | x | x | x | x | x |
| LBUH01 | | | x | | x | x | x | x | x | x | x | x | x | x | x | x | x |
| BSNH03 | x | x | | x | x | | x | x | x | x | | | x | x | x | | x |
| BSNH04 | x | x | | x | x | | x | x | x | | | x | x | | x | x | |
| BSNH05 | x | x | | x | x | | x | x | x | | | x | x | | x | x | x |

BA (Hons) Leadership and Management for Business