Programme Specification
Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University – connected and located
1.4 Final Award Title:	MSc
1.5 FHEQ Level:	7
1.6 Programme Title:	Business, Management and Enterprise
1.7 Mode and Duration of Study:	Full Time – 1 year Part Time – 2 Years
1.8 School:	Arts, Humanities and Social Sciences
1.9 HECoS Code:	100078
1.10 Collaborative Provision Arrangement:	N/A
1.11 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). A 2:2 undergraduate degree in any subject discipline, or equivalent professional experience and qualification. International students will be expected to meet the English language requirements of IELTS 6.5 or equivalent. Please note applicants will also be required to complete a short-written exercise as part of the application process.
1.12 Accrediting Professional Body/PSRB	N/A
1.13 QAA Subject Benchmarking Group(s):	Business and Management (2015)
1.14 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ), Masters Degree Characteristics, QAA Enterprise and Entrepreneurship Education (2018).
1.15 Language of Study (for learning, teaching and assessment):	English
1.16 Work-Based Learning Arrangements:	BMEM03
1.17 Arrangements for Distance Learning:	None - Students will be expected to attend located sessions and engage with connected learning.
1.18 Original Date of Production:	April 2022
1.19 Date of Commencement:	September 2023
1.20 Review Date:	By August 2029

2. Programme Outline

The programme is designed for students who wish to expand their skills and knowledge in business, management and enterprise. The idea of this one-year masters is to offer students who have a contextual subject undergraduate background the opportunity to develop business, management and enterprising skills to spring-board them into the graduate employment market. This accessible, one-year (two years part time) masters is open to students from non-business undergraduate backgrounds will build on contextual undergraduate experience to support the development of business and graduate employability skills, whilst providing the unique Marjon learning experience of small class sizes and individualised, tailored support. There will be flexibility in the major project; students could undertake a traditional research dissertation, consultancy, or business project (including business start-up), allowing students to embed their contextual backgrounds within their business and management study, and tailor their learning experience.

The hybrid-model approach to the learning programme, with opportunities for connected and located learning tackles a new-age in learning and working, offering graduates the chance to develop skills in these new ways of working, and building enterprising skills. Integrating with this the use of our high-quality teaching and learning platforms enhanced by located learning in bespoke Business facilities, students will benefit from a rich and diverse learning environment. Finally, there is a personal and professional development programme that sits along-side the academic study to build students' networks and ongoing opportunities to gain support from business mentors.

2.1 Integrating Sustainability into the Curriculum
Sustainability and sustainable development are key concepts for the 21st Century and a central theme for business. The role of business in providing a sustainable future is evidenced through its impact on the environment and society, with ecological and social responsibilities high on business agendas. Sustainability and sustainable development therefore transcend all aspects of business, and as such feature across the teaching and learning within the programme. A number of practices will therefore feature within the programme:

- The core teaching team are equipped with the skills and knowledge to impart knowledge on the role of sustainable development within business.
- The University have been awarded the Social Enterprise mark, and Marjon Business lead on our accreditation.
- Guest speakers with subject specific sustainability knowledge will be invited to share practice experience across different areas of business.

3. Distinctive Features

- An accessible, one-year (two years part time) masters open to students from non-business undergraduate backgrounds; building on contextual undergraduate experience to support the development of business and graduate employability skills. Taking advantage of Marjon's exceptional student learning environment with smaller classes, individualised learning and an action-centred approach, students will learn in a supportive environment that can offer tailored support and guidance to fit with their career aspirations.
- Flexibility in the major project - traditional research dissertation, consultancy, or business project (including business start-up) – allowing students to embed their contextual

backgrounds within their business, management and enterprise study and demonstrate the practical skills that fit with their career aspirations

- A hybrid-model approach to the learning programme, with opportunities for connected and located learning . Integrating the use of our high-quality teaching and learning platforms enhanced by located learning in bespoke Business facilities. This will mirror the new business working environments that students can expect to experience in their future careers.
- A personal and professional development programme that sits along-side the academic study (The Enhancement Series) to build students' study skills, develop professional networks, and give opportunities hear experiences from industry experts and gain support from business mentors.

4. Programme Aims

This programme fits within the QAA Subject Benchmark Statement Master's Degree in Business and Management (June 2015) Type 2 Business masters degree. This is typified as being a 'generalist' degree for those potential students who are 'pre-experience' in business and management.

The aims of this programme are
- To provide graduates with the opportunity to develop a sound understanding of business/organisational contexts and be able to make an early and significant contribution to their current and future employers.
- To equip graduates with the ability to systematically understand new knowledge, assess its validity, and evaluate its usefulness.
- To equip graduates with expertise in creativity and problem solving within the business context, to manage complex decision making, provide solutions to business challenges or create business success.
- To allow graduates to develop personal and professional skills suitable for the workplace, considering business, management and enterprising scenarios.
- To equip graduates with skills in academic and practical research methods.

5. Programme Learning Outcomes

Knowledge & understanding:
By the end of this programme students should be able to demonstrate:
1. A systematic theoretical and practical understanding of the broad areas of business, management and enterprise.
2. Comprehensive knowledge of internal and external business environments from local to global, the effects on societies and environments, and how they are managed.
3. Thorough understanding of business research methods and how these are applied in theoretical and practical settings.

Intellectual skills:
By the end of this programme students should be able to demonstrate:
4. A critical awareness of the current issues in the business and management field informed by leading research and practice.
5. Skills to evaluate published research and apply to new situations or identify new approaches.

6. The ability to collect, analyse and synthesise relevant information from a range of leading sources.
7. Effective and comprehensive decision making and problem solving conducted autonomously and with others.

Practical skills:
By the end of this programme students should be able to demonstrate:
8. Advanced techniques of research and enquiry to evaluate and create knowledge in the business, management and enterprise field.
9. Creatively apply knowledge to manage complex decision making, provide solutions to business challenges or create business success.
10. An analytical approach to addressing complex business situations and their effects across other areas of the business.

Transferable / key skills:
By the end of this programme students should be able to demonstrate:
11. Effective communication using a rage of modes and media.
12. Effectiveness in a variety of team roles and be able to take leadership roles.
13. Clear decision making that considers ethical implications for business.
14. Ability to reflect and act on personal professional development within business and entrepreneurial contexts.
15. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in English language, using criteria developed for specialist audiences in unpredictably complex contexts.

6. Learning and Teaching Methods

The taught elements of this programme centre on providing students with a range of learning experiences pertinent to their future professional roles and settings. Students will benefit from located and connected learning, in synchronous and asynchronous formats, to reflect the real-world business environment that graduates can expect to work within. Within taught sessions, students will be encouraged to work both collaboratively and independently, sharing practice and experience as well as developing independence skills. Guided independent study will also support this activity.

Method	Description
1-2-1 tutorials	Held between students and module teaching staff allow students to receive formative feedback and discuss areas of difficulty at their own pace.
Action Research	Self-reflective enquiry where information is gathered and evaluated to render practical solutions to real-world business problems.
Connected and Located Workshops	Students will be encouraged to facilitate student led workshops in which the can problem solve, provide peer feedback, and share knowledge and experience.
Contextual Work-Based Tasks	Students work on practice-based tasks in their own working environment, enabling them to develop practical skills of leadership and innovation. Reflection on these tasks is encouraged.

Creativity and innovation tasks	Students will be supported to unlock their creativity and innovation potential through a range of practical in class, activities.
Critical Reflection	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and development. Some reflection is encouraged through online discussion forums.
Digital Learning and Digital Literacy	Students are expected to engage with the full extent of online resources, tasks, and opportunities for interaction/ collaboration.
Directed Study and Reading	Specific reading task set by the lecturer for students.
Guided Independent Study	Students work independently drawing upon resources provided by the teaching staff such as reading lists and the virtual learning environment materials.
Group Work	Students work in small online groups (or in local clusters where feasible) to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group. Sharing results and peer/tutor feedback on the discussion forum is an important element of the process.
Lectures and Webinars	A lecture is an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories and equations. The tutor uploads or presents core knowledge to the Distance Learning Platform through video, podcast, or webinar. This might be delivered at a specific time (a synchronous webinar, for example) and core lectures and resources are also available to download at the start of a module (asynchronous videos or podcasts). A full transcript and workbook accompanies video/podcast resources.
Located and Connected Lectures	Scheduled lectures will allow learners to access curriculum content. Active learning will be encouraged to provide learners with a dynamic environment in which to explore the materials.
Located and Connected Seminars	Seminars will check understanding and analyse and evaluate the content delivered in the lectures through discussion and debate.
Pre-Recorded Lectures	Pre-recorded lectures will allow learners to access curriculum content.
Practice-based, Informal Learning Communities	Learning 'conversations' initiated by and with other students either through their local professional community or through informal social media, such as Twitter and Facebook.
Supervision	Students undertaking the final 60-credit module will be allocated a supervisor, who will oversee the progress of the student through a mutually agreed schedule of independent research and writing.

Tutorials	A tutorial is a small class of one, or only a few students, via Skype or web-conferencing (or telephone), in which the tutor, a lecturer, or other academic staff member, gives individual attention to the students. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.

6.1 Learning Enhancement

The main learning enhancement in this programme will come in the Enhancement Series. The enhancement series runs the length of the programme and combines professional and practical skill development within the business and enterprise world. Sessions will be offered to students throughout the programme, and a plan for activities each semester will be published.

Students will benefit from:
- Regular guest speaker slots, where business and industry experts will share career experiences, leadership practices and business insights directly linked to the subject area being studied.
- Networking opportunities and events
- Academic development sessions designed to support students as they start, progress through, and complete their postgraduate study – in partnership with the Study Skills and Futures teams.
- Personal development tutoring that supports student's personal journeys throughout their postgraduate study.

While these sessions will be optional, students will be strongly advised to attend as much of the programme as possible to benefit from the opportunities it will bring.

The subject masters statement also indicates for Type 2 Generalist master's degrees that students' knowledge and skill acquisition should be enhanced by practical application in some form of work-based learning. This programme allows students to explore this through BMEM03 Practical and Contemporary Research for Business, where students will work with existing organisations to apply their knowledge to offer solutions or innovate for business success through a consultancy project.

6.2 e-Learning

A key component of this programme is the hybrid approach to teaching and learning. There will be opportunities for connected and located learning through the core teaching and learning structure intended for all taught modules. This is with the exception of MFAM02 Sustainable Finance and Strategy, where the module is delivered fully online. Where possible, a located session will be offered for this.

7. Modes of Assessment

Students will submit summative assessments for each module, based on the module descriptors for each module. Work will be marked and second marked in accordance with university policy. Students will be provided with opportunities for formative feedback on each module which will allow them to develop skills and knowledge to feed into their summative assessment activities. Comprehensive feedback, in accordance with university policy, will be provided to students, and students will be encouraged to reflect on feedback to develop skills for future work. A range of

feedback modes will be used (written, recorded aural, face to face aural) to support inclusive practice and develop the impact of feedback.

Method	Description
Case study	Case studies will be used as a basis to enable learners to practically apply knowledge and understanding.
Consultancy Project	Learners will undertake a consultancy project with an organisation; using industry, market, and business data to solve a problem, realise an opportunity or innovate.
Industry Report	Analytical report in which learners explore and evaluate industries, markets and business environments.
Major project	Learners will undertake an individual project in an area of business, management or enterprise of their choosing. Students will identify the project (a research dissertation, a practical management project, or a business proposal or development plan), plan, design and enact the project, completing and submitting a written dissertation/report on their project and findings. Students will demonstrate their acquired skills in data acquisition, evaluation and critical analysis through the project and written dissertation/report.
Presentation	Live and recorded presentations enable students to work together in groups and individually to hone their presenting skills, developing skills in delivering material in different ways.
Product Design and Promotion Campaign	A practical project in which learners will design a product and produce a promotional campaign to successful market the product to suitable stakeholders.
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 Proposal	Learners will produce a research proposal which outline the scope of a suitable business-related research project. The proposal will identify the area to be researched, the research question(s), and how these will be answered.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

In module BMEM03 Practical and Contemporary Research for Business students will work with existing organisations to apply their knowledge to offer solutions or innovate for business success through a consultancy project.

10. Programme Structure

Full Time

Level 7

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
BMEM01	The Business Environment	15	100% coursework	Semester A	Compulsory	Condonable
BMEM02	Marketing	15	100% coursework	Semester A	Compulsory	Condonable
MFAM02	Sustainable Finance and Strategy	30	100% coursework	Semester A	Compulsory	Condonable
BMEM03	Practical and Contemporary Research for Business	30	70% coursework 30% Practical	Semester B	Compulsory	Condonable
BMEM04	People, Culture and Entrepreneurship	30	70% coursework 30% Practical	Semester B	Compulsory	Condonable
BMEM05	Major Project	60	100% coursework	Semester C	Compulsory	Non-condonable

Key: Semester X = A & B

Part Time

Level 7-Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
BMEM01	The Business Environment	15	100% coursework	Semester A	Compulsory	Condonable
BMEM02	Marketing	15	100% coursework	Semester A	Compulsory	Condonable
BMEM04	People, culture and entrepreneurship	30	70% coursework 30% Practical	Semester B	Compulsory	Condonable
BMEM03	Practical and Contemporary	30	70% coursework 30% Practical	Semester B	Compulsory	Condonable

Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
MFAM02	Sustainable Finance and Strategy	30	100% coursework	Semester A	Compulsory	Condonable
BMEM05	Major Project	60	100% coursework	Semester B/C	Compulsory	Non-condonable

Key: Semester X = A & B

Delivery Pattern

Full-time (12 months)

Duration	Taught Input	Module
September – October	September, October	BMEM01 – The Business Environment
November – December	November, December	BMEM02 - Marketing
September – December	September, October, November, December	MFAM02 – Sustainable Finance and Strategy
January – May	January, February, March, April, May	BMEM03 – Practical and Contemporary Research for Business
January – May	January, February, March, April, May	BMEM04 – People, Culture and Entrepreneurship
May – August	May, June, July, August	BMEM05 – Major Project

Part-time (24 months)

Year 1

Duration	Taught Input	Module
September – October	September, October	BMEM01 – The Business Environment
November – December	November, December	BMEM02 – Marketing
January – May	January, February, March, April, May	BMEM03 – Practical and Contemporary Research for Business BMEM04 – People, Culture and Entrepreneurship

Year 2

Duration	Taught Input	Module
September – December	September, October, November, December	MFAM02 – Sustainable Finance and Strategy
May – August	May, June, July, August	BMEM05 – Major Project

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Level 7

Module Code	Module Title	Thread
BMEM01	The Business Environment	1, 2, 5
BMEM02	Marketing	1,2,4
MFAM02	Sustainable Finance and Strategy	1,2,3,5
BMEM03	Practical and Contemporary Research for Business	3,4,5
BMEM04	People, Culture and Enterprise	1,2,4,5
BMEM05	Major Project	1,2,3,4

1: Knowledge and understanding of business
2: Decision making and problem solving
3: Research
4: Employability, personal and professional development
5: Leadership

Structure and Points of Progression

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
BMEM01	The Business Environment	15	1	MAB – Feb PAB – Feb	
BMEM02	Marketing	15	2	MAB – Feb PAB – Feb	
MFAM02	Sustainable finance and strategy	30	3	MAB – Feb PAB – Feb	Exit award available PGCert
BMEM03	Practical and Contemporary Research for Business	30	3	MAB – June PAB – July	
BMEM04	People, Culture and Enterprise	30	4	MAB – June PAB – July	Exit award available PGDip
BMEM05	Major Project	60	5	MAB – September PAB - September	Exit award available MSc

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

N/A

12. Professional Advisory Group

The Professional Advisory Group provides a consultative forum to allow an exchange of ideas between relevant Faculty, industry, professionals, and community members. It provides a forum for discussion on and contributions to the sustainable development of the business programmes, how they can remain professionally relevant and state-of-the-art, and a place to discuss new initiatives.

13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University, or other institutions.

14. Employability and Career Progression Opportunities

On completion of this programme, the following are potential careers and roles for graduates:
- Human resource management
- Project management

- Marketing
- Strategic management
- Start-up and entrepreneurship
- Management consultancy

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:
- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panels. In addition, students will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

17. Other Stakeholder Feedback

Initial feedback on the programme design was collected from the Pro-Vice Chancellor (Student Success), Head of the Library, the Marjon Business teaching team, Head of Careers and Employability, and existing Undergraduate Programme leads, and was requested from external business partners and existing undergraduate students. This feedback was collated and significantly supported the development of the programme. Significant points of feedback that

have been integrated include the development of the Enhancement Series and the provision of resources. Moving forward, feedback from students (as highlighted in section 16 above) will be utilised to ensure the programme continues to be successful. External feedback will be sought through mechanisms such as the Professional Advisory Group and consultancy placement providers.

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.

Appendix 1. Graduate and Digital Skills

Graduate skills are embedded across all aspects of the programme. A table outlining how and where these are developed is below.

Career/employability attribute	Details	Evidence within the programme
Analytical thinking and innovation	students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.	BMEM03 Practical and Contemporary Research for Business BMEM04 People, Culture and Entrepreneurship
Active learning and reflective practice	students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance	All modules
Creativity, originality and initiative	students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.	BMEM02 Marketing BMEM03 Practical and Contemporary Research for Business BMEM05 Major Project
Critical thinking and analysis	students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgement to reach an answer or conclusion	All modules
Complex problem-solving	students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.	BMEM01 The Business Environment BMEM03 Practical and Contemporary Research for Business BMEM05 Major Project
Leadership and social	students are able to	BMEM03 Practical and

influence	motivate others to act towards achieving a common goal	Contemporary Research for Business BMEM04 People, Culture and Entrepreneurship
Emotional intelligence	students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.	BMEM04 People, Culture and Entrepreneurship
Reasoning, problem-solving and ideation	students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions	All modules
Systems analysis and evaluation	students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way.	All modules

Digital skills are also identified below:

Digital attribute	Details	Evidence within the programme
ICT Proficiency and Productivity	students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)	Assignment production in all modules.
Digital Collaboration, Participation, Communication	students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital	Pedagogical approach to the programme means students will need to build resilience to using connected and located learning, including the use of technology to facilitate learning and engagement.

	teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).	
Finding Digital Information and Data Management	students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).	Students should build knowledge and awareness of this through use of Marjon digital platforms.
Digital Learning and Teaching	students are able to identify and use digital learning resources, apps and services (e.g. LearningSpace, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin)	Pedagogical approach to the programme means students will need to build resilience to using connected and located learning, including the use of technology to facilitate learning and engagement.
Digital Problem Solving, Creation & Development	students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners,	Pedagogical approach to the programme means students will need to build resilience to using connected and located learning, including the use of technology to facilitate learning and engagement.

	creating recorded presentations, creating an Edublog).	
Digital Security, Well-being and Identity	students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).	The Enhancement Series, Personal and professional development training, and support services at Marjon will allow students to develop skills in digital environments.