BSc (Hons) Applied Business Management

Programme and module specifications submitted for the validation of BSc (Hons) Applied Business Management to be offered by Corndel Ltd and as part of the Chartered Manager Degree Apprenticeship.

Published June 2022

Corndel Ltd

Programme Specification

Title of Course: BSc (Hons) Applied Business Management

Date first produced	14 March 2023
Date last revised	N/A
Date of implementation of current version	June 2023
Version number	1
Faculty	Faculty of Business and Social Sciences
School	Kingston Business School
Department	N/A
Delivery Institution	Corndel Limited

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	BSc (Hons) Applied Business Management
Intermediate Awards(s) and Title(s):	BSc Applied Business Management DipHE Applied Business Management Cert HE Applied Business Management
FHEQ Level for the Final Award:	FHEQ 6
Awarding Institution:	Kingston University
Teaching Institution:	Corndel Limited
Location:	Online
Language of Delivery:	English
Modes of Delivery:	Full time
Available as:	Full field
Minimum period of registration:	30 Months
Maximum period of registration:	45 Months
Entry Requirements:	- GCSE English and Maths grade 4 – 9 (or equivalent) - Typical offers at 104 UCAS Points and/or Successfully passing Corndel's Sova suitability assessment / be nominated by an employer. – note entry requirements may vary by route. - Relevant employment
Programme Accredited by:	N/A
QAA Subject Benchmark Statements:	Business and Management (2019 & 2023, QAA)

Approved Variants:	N/A
UCAS Code:	N/A

For Higher or Degree Apprenticeship proposals only (delete if not applicable)

Higher or Degree Apprenticeship standard:	Chartered Manager Degree Apprenticeship Standard V1.1 (2015, IfATE)
Recruitment, Selection and Admission process:	Applicants will need to be nominated by an employer or be recruited by an employer having undertaken Corndel's suitability assessment. Student must meet standard ESFA eligibility requirements and undertake skills radar (prior learning assessment) prior to enrolment. In most cases prior learning is not expected to lead to RP(E)L and will instead be accounted for in the funding draw down.
End Point Assessment Organisation(s):	*Chartered Management Institute*

SECTION 2: THE COURSE

Aims of the Course

The BSc (Hons) Applied Business Management aims to:

- Provide a dynamic and practical learning environment to enable learners to acquire and apply management and leadership skills to real world contexts and situations;
- Provide an understanding of strategic management and the role of key business functions including finance, sales and marketing, operations and HR to achieving strategic organisational aims

Provide students with knowledge, skills and behaviours to enable engagement with current business issues and challenges through a lens of ethics, sustainability, and responsibility.

Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA subject benchmarks indicated, the chartered manager degree apprenticeship standard and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) And relate to the typical student. The course provides opportunities for students to develop and demonstrate

knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:
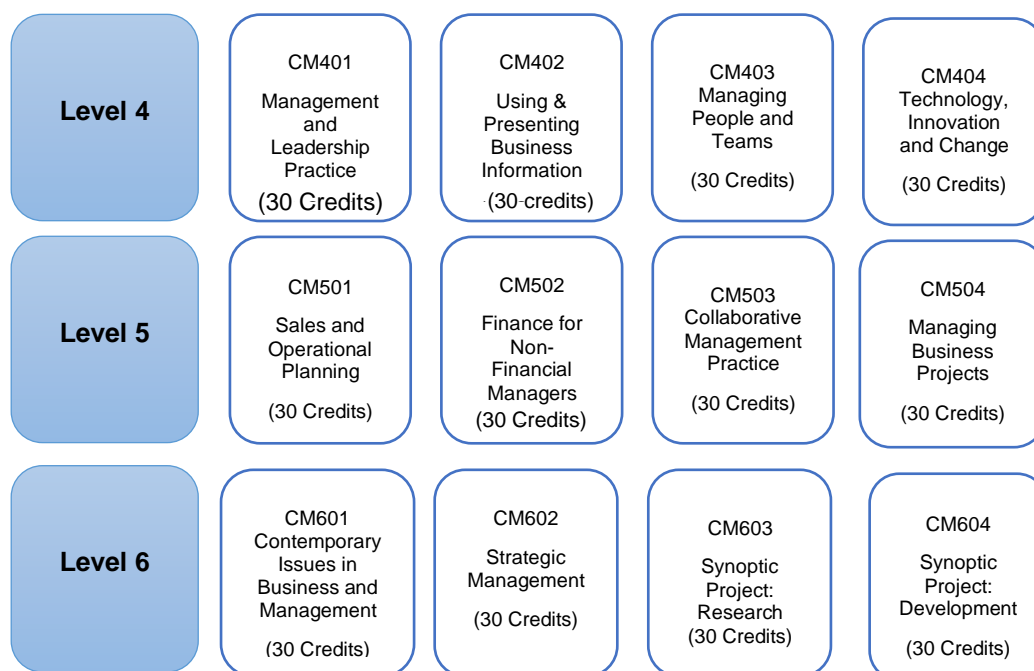
Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to:		**Subject Practical Skills** On completion of the course students will be able to:
A1	Critique and employ a wide range of Business and Management theories, theories, concepts and skills.	B1	Critically reflect upon business and management issues, concepts, theories and perspectives relevant to the subject, developing & evaluating complex arguments	C1	Critically evaluate and employ business and management theories and skills and techniques to achieve practical outcomes in real-world contexts / scenarios
A2	Employ a range of digital tools to solve complex business problems and support excellent communication	B2	Employ a range of ideas that inform evidence-based decision making within a business context.	C2	Apply collaboration processes to facilitate effective working relationships, share ideas and address complex challenges for mutual benefit
A3	Critically evaluate political, social and environmental issues related to business contexts.	B3	Communicate arguments and reasoning effectively, with a good understanding of audience and purpose within a business context	C3	Critically evaluate and employ professional and ethical working practices, acting in the best interest of the organisation
A4	Create and implement solutions to complex business problems, using a range of problem-solving tools and techniques.	B4		C4	

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

Outline Programme Structure

Level 4	CM401 Management and Leadership Practice (30 Credits)	CM402 Using & Presenting Business Information (30 credits)	CM403 Managing People and Teams (30 Credits)	CM404 Technology, Innovation and Change (30 Credits)
Level 5	CM501 Sales and Operational Planning (30 Credits)	CM502 Finance for Non-Financial Managers (30 Credits)	CM503 Collaborative Management Practice (30 Credits)	CM504 Managing Business Projects (30 Credits)
Level 6	CM601 Contemporary Issues in Business and Management (30 Credits)	CM602 Strategic Management (30 Credits)	CM603 Synoptic Project: Research (30 Credits)	CM604 Synoptic Project: Development (30 Credits)

Full details of each module will be provided in module descriptors and student module guides.

Level 4 (all core)

Core modules	Module code	Credit Value	Level
Management and Leadership Practice	CM401	30	4
Using and Presenting Business Information	CM402	30	4
Managing People and Teams	CM403	30	4
Technology Innovation and Change	CM404	30	4

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 may be trailed into level 5 and must be passed before progression to level 6. Progression is subject to agreement by the PAB (AR10, Para 103).

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education Applied Business Management

Level 5 (all core)

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above.

Core modules	Module code	Credit Value	Level
Sales and Operational Planning	CM501	30	5
Finance for Non-Financial Managers	CM502	30	5
Collaborative Management Practice	CM503	30	5
Managing Business Projects	CM504	30	5

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 may be trailed into level 6 and must be passed before consideration for an award. Progression is subject to agreement by the PAB (AR10, Para 105).

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Applied Business Management.

Level 6

Core modules	Module code	Credit Value	Level
Contemporary Issues in Business and Management	CM601	30	6
Strategic Management	CM602	30	6
Synoptic Project: Research	CM603	30	6
Synoptic Project: Development	CM604	30	6

Level 6 requires the completion of the modules.

Principles of Teaching, Learning and Assessment

The BSc (Hons) Applied Business Management programme provides an innovative and dynamic learning environment for students to enable both flexibility through asynchronous

activities and facilitated learning support in the synchronous learning activities. It combines academic learning with a level 6 Chartered Manager degree apprenticeship.

The programme is structured over 12 modules each covering a 10 week teaching and assessment block. Principles of teaching, Learning, Assessment and Support is provided below:

<u>Asynchronous e-learning materials and lectures</u>

Asynchronous learning activities for each module accessed flexibly on-demand:

- o e-Learning lessons: these weekly activities provide specialist content for each module including theory, models, tools and techniques. It incorporates regular activities and exercises applied to the learner's working environment that help to build practical understanding and provide evidence for the building of the apprenticeship portfolio.
- o Module Challenge: at the beginning of each module learners will be provided with a 'module challenge' that builds into an assignment submitted at the end of the block.
- o Lectures: there will usually be three per module and these provide an opportunity to introduce key features of a module, to deepen knowledge of a particular aspect of the module and to support assessment preparation for the Module Challenge.

Synchronous Workshops, Peer Learning Activity and Academic and Professional Skills

Synchronous learning activities for each module scheduled in advance for interactive learning:

- o Facilitated specialist workshops: these support the development of understanding of the specialist content in groups that run three times for each module (1-1.5 hours per session).
- o Peer learning activity: organised for smaller groups students to enable co-creation of learning supported by a facilitator three times per module (1 hour per session)
- o Academic and professional skills sessions: these provide specific skills that are tailored to each module to develop skills for specific activities and for the assessment. For example a session could include an activity such as: Advanced Excel spreadsheet skills, academic writing and referencing, data management dependent on the module (1 hour per session).

Additionally, all students are provided with frequent one-to-one business coaching throughout the programme.

Module Challenges and Authentic Assessment

The Course aims for each assessment where possible to reflect an 'authentic' business experience, providing opportunities for learners to build skills and experience that are valuable in the workplace.

The initial challenge set at the beginning of each module will lead to an assessment that is submitted at the end of the teaching and learning block for that module.

Examples of authentic assessment could include:

- o An in-depth personal analysis and reflection on practice, identifying key areas for personal development as a management professional, with the creation of a dynamic Personal Development Plan that will be reviewed throughout the programme
- o Using a range of theory and models, review talent management processes in your own organisation and critically discuss how this can influence organisational performance. Identify areas for development and provide recommendations with guidance on how these can be implemented within the organisation
- o Prepare presentation on the key benefits of coaching and mentoring for developing an inclusive culture that you could share with your team and include an annotated bibliography Write a Short Journalistic Article on an area of technological change that could influence future strategy in your organisation. Professional Writing Activity - provide a briefing for your team on the importance of corporate governance and ethical decision-making - use any format of your choice that addresses audience and purpose such as voice over presentation, infographic, briefing, podcast - must include storyboard or communication plan
- o Create a business canvas model to highlight requirements for a sales and operational plan, highlighting any issues that might arise and how these can be addressed using theory of operational management and monitoring processes
- o Learners will have the opportunity to use theoretical skills in the workplace and, use experience and knowledge gained while working through the formative and summative assessment which is designed to ensure it can be contextualised by the learner's employment context. Learners' Professional Development Expert (PDE) will support the acquisition and application of, skills and knowledge in the workplace as part of their regular 1:1 meetings and the quarterly reviews with employers and learners.

Support for Students and their Learning

Corndel Students are supported by:

- PDEs are the cornerstone of Corndel's personalised delivery model, each learner is allocated to a PDE who they meet frequently. The PDE supports learners to contextualise their learning within their role, providing formative feedback to support threshold and stretch attainment, and acting as the first port of call for a broad range of student support requirements. Students will develop an individual learning plan with their PDE which is regular updated and progress evaluated against.
- Students will have access to Corndel's extensive online line learning materials via the virtual learning environment, including access to e-book versions of texts within module reading lists and access to journal collections.

- PDEs also signpost additional learning and support via Corndel's support for skills and Qwell who support student mental health and wellbeing.

Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners

- Boards of study with student representation

- Annual Monitoring and Enhancement

- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)

- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)

- Moderation policies

- Feedback from employers

Employability and work-based learning

As a degree apprenticeship, the work-based learning is a core component of the course, supplementing directed online and independent study. Work-based learning allows students to contextualise and apply thermotical concepts in the workplace and explore the relationship between theory and practice.

Students must be in relevant employment in order to enrol on the award and must maintain relevant employment throughout their studies.

Students will be encouraged to use their experience within the workplace to support the completion of formative and summative assessment. They will also have the opportunity, through their regular 1:1 meetings with their PDE to explore workplace changes, relating them back to theory and receiving advice and guidance as appropriate.

The student's PDE will be the key liaison between the student, Corndel and the Employer and leads regular (as determined by Education and Skills Funding Agency guidance) tri-partite reviews of students' progress to ensure work-based setting is effectively supporting learning and to ensure employers understand the needs of their employee on the course.

In order to achieve the apprenticeship students must complete both the requirements of the degree (passing the modules) and complete the end point assessment required by the Institute for Apprenticeships and Technical Education.

Other sources of information that you may wish to consult

BSc (Hons) Applied Business Management Programme Handbook

Chartered Manager Degree Apprenticeship standard (V.1.1) - https://www.instituteforapprenticeships.org/

Quality Assurance Agency Business and Management Subject Benchmark Statement (2019, QAA)

Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Learning Outcome	Module	Level 4				Level 5				Level 6			
		CM 401	CM 402	CM 403	CM 404	CM 501	CM 502	CM 503	CM 504	CM 601	CM 602	CM 603	CM 604
Critique and employ a wide range of Business and Management theories, theories, concepts and skills.	A1	✕		✕	✕	✕	✕			✕	✕		✕
Employ a range of digital tools to solve complex business problems and support excellent communication	A2		✕		✕	✕	✕						
Critically evaluate political, social and environmental issues related to business contexts.	A3			✕	✕				✕	✕	✕	✕	
Create and implement solutions to complex business problems, using a range of problem-solving tools and techniques.	A4	✕			✕	✕			✕	✕	✕	✕	
Critically reflect upon business and management issues, concepts, theories and perspectives relevant to the subject, developing & evaluating complex arguments	B1	✕			✕	✕	✕	✕	✕	✕			
Employ a range of ideas that inform evidence-based decision making within a business context.	B2			✕	✕	✕	✕		✕	✕	✕	✕	
Communicate arguments and reasoning effectively, with a good understanding of audience and purpose within a business context	B3		✕			✕		✕	✕	✕		✕	✕

Critically evaluate and employ business and management theories and skills and techniques to achieve practical outcomes in real-world contexts / scenarios	C1	✕		✕		✕	✕	✕				✕	✕
Apply collaboration processes to facilitate effective working relationships, share ideas and address complex challenges for mutual benefit	C2			✕				✕					✕
Critically evaluate and employ professional and ethical working practices, acting in the best interest of the organisation	C3		✕	✕				✕	✕	✕			✕

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.