Programme Specification

1. Overview / Factual Information

Programme/award title(s)	BSc (Hons) Business Management (Human Resources Management)
Teaching institution	The University Centre Peterborough
Awarding institution	The Open University (OU)
Date of first OU validation	May 2021
Date of latest OU (re)validation	N/A
Next revalidation	May 2026
Credit points for the award	360
UCAS Code	N270
HECoS Code	100085
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Business and Management
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Chartered Institute of Personnel Development (CIPD) Local Enterprise Partnership or equivalent: Cambridgeshire & Peterborough Independent Economic Review.
Professional/statutory recognition	Chartered Institute of Personnel Development (CIPD)
For apprenticeships fully or partially integrated assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT, PT
Duration of the programme for each mode of study	3 years in full time mode 4 years in part time mode
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	May/July 2021

Please note: This specification provides a concise summary of the main features of the programme and the 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, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student handbook.

The accuracy of the information contained in this document is reviewed by the university and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

- To provide a comprehensive foundation in business management practice, based on QAA benchmarks and professional standards, for students wishing to pursue a career in specialised or general business careers.
- To meet local, and national need for skills in business management.
- Support students in developing a range of transferable skills and competencies needed to cope with a rapidly changing environment.
- Encourage a systematic approach to problem solving.
- Develop the student as an independent learner capable of sustaining project work both individually and in team settings.
- Provide the student with a knowledge-base that will enable them to develop a career within business and management.
- To promote access to further progression within Higher Education.

2.2 Relationship to other programmes and awards

The four BSc (Hons) Business pathways sit alongside a Foundation Degree (FD) at our Stamford campus. The FD has been designed to include important work-based elements, but also provides a natural and scaffolded progression to level 6 and independent study should students wish to 'top-up' to BSc (Hons) Business Management.

Students completing the BSc programmes can progress onto a range of level 7 programmes including but not limited to; Human Resources, Marketing, Finance, Economics, Leadership and Management.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards
- Certificate of Higher Education (Cert HE) in Business Management upon successful completion of a minimum of 120 credits at Level 4.   - Diploma of Higher Education (Dip HE) In Business Management upon successful completion of a minimum of 240 credits at Levels 4 and 5.   - Ordinary Degree (BSc) in Business Management upon successful completion of a minimum of 300 credits (60 credits at Level 6).

3. Programme structure and learning outcomes					
BSc (Hons) Business Management (Human Resources Management)					
Programme Structure - Level 4 Full-Time					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Academic and Professional Skills	15			Yes	Sem 1
Global Business Context	30			No	Sem 1
Accounting for Managers	15			No	Sem 1
Insight into Marketing	15			Yes	Sem 2
People, Planet & Profit	15			Yes	Sem 2
Human Resources in Context	15			No	Sem 2
Insight into Economics	15			Yes	Sem 2
Programme Structure - Level 4 Part-Time					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Academic and professional Skills	15			Yes	Y1 S1
Global Business Context	30			No	Y1 S1
Insight into Marketing	15			Yes	Y1 S2
People, Planet & Profit	15			Yes	Y1 S2
Human Resources in Context	15			No	Y1 S2
Accounting for Managers	15			No	Y2 S1
Insight into Economics	15			Yes	Y2 S2

Intended learning outcomes at level 4 are listed below:

Learning Outcomes – Level 4	
3a. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy / assessment methods
A1 Describe and explain organisations in terms of their internal functions and processes and diverse nature, size, structure, markets within which they operate and the external factors that influence and exert influence upon them. A2 Describe and explain the principles of marketing in order to influence stakeholders. A3 Evidence a broad understanding of Human Resource Management, the management and development of people in order to meet organisational goals and the legal implications in HR management. A4 Explain management and leadership theories, models and frameworks and recognise that these are knowledge bases that are open to ongoing debate and reformulation. A5 Describe and explain the sources, uses, and management of financial information for planning, control, decision making and managing financial risk.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include: ● Traditional methods of lectures supported with seminars. ● Practical workshops. Lectures provide the guiding theme for subject areas within the discipline, directing and coordinating learning as well as responding to student needs for detailed explanation and demonstration. Lectures also provide an opportunity for students to develop a sense of community and establish the learning culture of the cohort. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject. A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These will include traditional assessment methods like course work essays, presentations, and exams; to forms of assessment that align with or simulate, those found in industry e.g. reports, product demonstrations and group assessments / appraisals. The programme also utilises formative assessment with a view to supporting students take responsibility for their learning.

3b. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Integrate resilient business strategies into a holistic and cohesive understanding of the blueprints for the businesses that they will manage in the future. B2 Can identify the concepts and principles underlying the business theoretical framework and strengths and weaknesses to solve business related problems. B3 Research business topics, making critical judgements based on a sound knowledge base, and design appropriate reports from the analysed and synthesised data.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level. These include traditional lectures and seminars but also practical workshops. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies. A broad range of assessment methods are utilised at this level to assess cognitive learning outcomes. These include traditional assessment methods like course work essays, presentations, and exams; to forms of assessment that align with or simulate, those found in industry e.g. product demonstrations, group evaluations. Exams and in-class tests are utilised for testing and developing students' problem-solving abilities under pressure. Formative assessment methods are used to enable learners to reflect on their academic progress and their career aspirations.

3c. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1 Select information from a variety of authoritative sources, analyse and evaluate data, sources of information and methodologies for evidenced-based decision making. C2 Work collaboratively with others to create effective teams and recognise the factors that affect team performance C3 Can communicate effectively including the ability to produce clear, structured business communications in a variety of media	A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to practical workshops and group learning environments. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies. A broad range of assessment methods are utilised in this course to assess practical and professional skills from traditional essays and exams to reports and product demonstrations. Technical areas such as analysis, design and networking are assessed within modules through a variety of techniques that are appropriate to the subject area and provide feedback on subject specific skills.

3d. Key / transferable skills	
Learning outcomes:	**Learning and teaching strategy / assessment methods**
D1 Work independently, acting on their own initiative on a project where they are responsible for setting realistic goals, meeting deadlines, responding to feedback, and taking appropriate remedial action where necessary. D2 Digest feedback and criticism and reflect on their own career aspirations through a widening knowledge of business career options. D3 Use interpersonal and communication skills to clarify tasks and identify issues in a range of contexts.	A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. All modules are supported by a VLE which helps to disseminate material and encourages feedback through discussion groups. This also helps to establish a wider sense of audience and the skills needed for interaction in a virtual environment. Students of different abilities can gain from taking different paths through material and can get instant feedback through online tests and peer review. A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include demonstrations, presentations and group assessments.

Certificate of Higher Education (Cert HE) in Business Management upon successful completion of a minimum of 120 credits at Level 4

BSc (Hons) Business Management (Human Resources Management)

Programme Structure - Level 5 Full-Time					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Career Management & Employability Skills	15			No	Sem 1
Management & Leadership Today	30			No	Sem 1
Project and Operations Management	15			Yes	Sem 1
International Trade & Labour Dynamics	15			No	Sem 2
Research Project Preparation	15			Yes	Sem 2
Managing People	15			No	Sem 2
Data Interpretation for Managers	15			No	Sem 2

Programme Structure - Level 5 Part-Time					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Career Management & Employability Skills	15			No	Y3 S1
Management & Leadership Today	30			No	Y2 S1
Project and Operations Management	15			Yes	Y3 S1
International Trade & Labour Dynamics	15			No	Y2 S2
Research Project Preparation	15			Yes	Y3 S2
Managing People	15			No	Y2 S2
Data Interpretation for Managers	15			No	Y3 S2

Intended learning outcomes at level 5 are listed below:

Learning Outcomes – Level 5	
3a. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy / assessment methods
A1 Understand supply chain strategy frameworks and the allocation of resources for operations management for an organisation. A2 Demonstrate knowledge of the influence culture, politics and power have on the behaviour of others in an organisational context. A3 Critically evaluate the development of appropriate strategies and policies within Human Resource Management in organisations within a changing local, national and international environment to meet stakeholder interest and engage with the complexities of the sustainability agenda in its broadest sense. A4 Analyse the theory of the development of individuals and teams and how that can support organisational growth. A5 Establish a project with aims, objectives and timeframes based on the chosen theme and conduct small-scale research, to be able to draw meaningful conclusions to be communicated in appropriate format.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include: ● Traditional methods of lectures supported with seminars. ● Practical workshops. Lectures provide the guiding theme for subject areas within the discipline, directing and coordinating learning as well as responding to student needs for detailed explanation and demonstration. Lectures also provide an opportunity for students to develop a sense of community and establish the learning culture of the cohort. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject. A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These will include traditional assessment methods like course work essays, presentations, and exams; to forms of assessment that align with or simulate, those found in industry e.g. reports, product demonstrations and group assessments / appraisals. The programme also utilises formative assessment with a view to supporting students take responsibility for their learning.

3b. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy / assessment methods**
B1 Recognise competing perspectives of principles and concepts of business management and analyse and communicate these to appropriate target audiences	A diverse and dynamic range of teaching and learning strategies are utilised to meet the intellectual learning outcomes of this level. These include traditional lectures and seminars but also practical workshops.
B2 Undertake research with limited supervision to provide new information and data or explore existing information and data to analyse patterns and relationships in business management.	Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject.
B3 Selects, synthesises, analyses and compares alternative information / data / evidence in order to inform a choice of solutions to unfamiliar business management contexts.	Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies.
B4 Use a variety of techniques and methodologies to critically evaluate and discriminate between relevant and significant data / evidence appropriate to complex business management concepts.	A broad range of assessment methods are utilised at this level to assess cognitive learning outcomes. These include traditional assessment methods like course work essays, presentations, and exams; to forms of assessment that align with or simulate, those found in industry e.g. product demonstrations, group evaluations. Exams and in-class tests are utilised for testing and developing students' problem-solving abilities under pressure. Formative assessment methods are used to enable learners to reflect on their academic progress and their career aspirations.

3c. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy / assessment methods**
C1 Develop appropriate informed policies and strategies in a changing business environment, to meet stakeholder needs and use risk management techniques to maximise business achievement of strategic objectives. C2 Recognise the importance of the use of digital technology in support of business information systems and demonstrate their ability to engage with digital technology to aid business objectives and work in a collaborative digital environment. C3 Engage with practical and professional skills and be aware of ethical issues in business management. C4 Review feedback and future personal development in career options to develop future strategies for employment in business management.	A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to practical workshops and group learning environments. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies. A broad range of assessment methods are utilised in this course to assess practical and professional skills from traditional essays and exams to reports and product demonstrations. Technical areas such as analysis, design and networking are assessed within modules through a variety of techniques that are appropriate to the subject area and provide feedback on subject specific skills.

3d. Key / transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Adapt communication methods with peers, experts and /or senior colleagues in different situations and environments. D2 Create, use, share and repurpose digital content as appropriate for communication while adopting a responsible and ethical approach in industry. D3 Demonstrates the ability to independently find, critically evaluate and use a wide range of information, data or tools accurately in a variety of varying complex contexts.	A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. All modules are supported by a VLE which helps to disseminate material and encourages feedback through discussion groups. This also helps to establish a wider sense of audience and the skills needed for interaction in a virtual environment. Students of different abilities can gain from taking different paths through material and can get instant feedback through online tests and peer review. A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include demonstrations, presentations and group assessments.

Diploma of Higher Education (DipHE) in Business Management upon successful completion of a minimum of 240 credits at Levels 4 and 5.

BSc (Hons) Business Management (Human Resources Management)

Programme Structure – Level 6 Full Time					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Modern Leadership Concepts	15			No	Sem 1
Responsible Recruitment & Employment Law	15			Yes	Sem 1
Applied Strategic Management	15			No	Sem 1
Leadership for Sustainability	15			Yes	Sem 2
Employee Engagement	15			Yes	Sem 2
		Undergraduate Major Project (a. Research)	30	No	Sem 1 & 2
		Undergraduate Major Project (b. Practical)	30	No	Sem 1 & 2
		Professional Placement	15	Yes	Sem 2
		Preparation for Postgraduate Study	15	Yes	Sem 2

Students must choose one Undergraduate Major Project and one Research Skills module

Programme Structure - Level 6 Part-Time					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Modern Leadership Concepts	15			No	Y3 S1
Responsible Recruitment and Employment Law	15			Yes	Y4 S1
Applied Strategic Management	15			No	Y4 S1
Leadership for Sustainability	15			Yes	Y3 S2
Employee Engagement	15			Yes	Y4 S2
		Undergraduate Major Project (a. Research)	30	No	Y4 S1 & 2
		Undergraduate Major Project (b. Practical)	30	No	Y4 S1 & 2
		Professional Placement	15	Yes	Y4 S2
		Preparation for Postgraduate Study	15	Yes	Y4 S2

Students must choose one Undergraduate Major Project and one Research Skills module

Intended learning outcomes at level 6 are listed below:

Learning Outcomes – Level 6	
3a. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy / assessment methods
A1 Produce a systematic, coherent and detailed portfolio of knowledge and understanding of competing leadership paradigms within global contexts. Critically apply knowledge and understanding of a range of leadership models and methods to their own and other's leadership practice. A2 A systematic understanding of the complexities of effective strategies employed by organisations when critically assessing the opportunities for growth and the risks involved. A3 Produce a portfolio of evidence that has a systematic critique of the issues and concepts of organisational psychology and sociology and their impact on organisations and individuals. A4 Produce a systematic critique of key theories, concepts and issues in international entrepreneurship, with a focus on the analysis of the global business environment in which international entrepreneurs operate.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include: ● Traditional methods of lectures supported with seminars. ● Practical workshops. Lectures provide the guiding theme for subject areas within the discipline, directing and coordinating learning as well as responding to student needs for detailed explanation and demonstration. Lectures also provide an opportunity for students to develop a sense of community and establish the learning culture of the cohort. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject.

A5	Consistently demonstrates a business specialist area in depth on a research project with minimal supervision, showing systematic understanding of business theory, concepts and frameworks interrelated with other fields of study to identify complex business issues, synthesise and evaluate to make recommendations and solutions and present their project.	A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These will include traditional assessment methods like course work essays, presentations, and exams; to forms of assessment that align with or simulate, those found in industry e.g. reports, product demonstrations and group assessments/appraisals.
A6	Realise intentions through awareness of ethical and professional standards, including an understanding of responsible and sustainable business.	The programme also utilises formative assessment with a view to supporting students take responsibility for their learning.
A7	Critically evaluate and debate theory and practice, related to a business or organisational issue and present a coherent set of recommendations based on an evaluation of the arguments, assumptions and concepts specialising in Human Resource Management.	

3b. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy / assessment methods**
B1 Synthesise, critically evaluate and challenge information, arguments and assumptions from different sources, including current research and scholarship, in accordance with the theories, concepts and principles of business management.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level. These include traditional lectures and seminars but also practical workshops. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject.
B2 Select and apply your knowledge and understanding to a wide range of the principal professional skills, techniques, practices and / or materials associated with business management, including in contexts with a degree of unpredictability and / or specialism.	Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies.
B3 Appreciate the potential uncertainty, ambiguity and limits of knowledge in business management.	A broad range of assessment methods are utilised at this level to assess cognitive learning outcomes. These include traditional assessment methods like course work essays, presentations, and exams; to forms of assessment that align with or simulate, those found in industry e.g. product demonstrations, group evaluations. Exams and in-class tests are utilised for testing and developing students' problem-solving abilities under pressure. Formative assessment methods are used to enable learners to reflect on their academic progress and their career aspirations.
B4 Select and use accurately established techniques of analysis and enquire outside the context in which they were first studied and be aware of their limitations.	

3c. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy / assessment methods
C1 Critically engage, as appropriate, with practical and professional skills and demonstrate an awareness of relevant responsible and ethical issues in business management. C2 Regularly review current situation and future personal development, career and work options, and develop strategies to address factors that may limit choices. C3 Recognise the importance of developing both technical and non-technical skills and of learning from feedback and self-reflection. C4 Work collaboratively and determine team / leadership structures in order to achieve business management objectives in a variety of complex contexts.	A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to practical workshops and group learning environments. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies. A broad range of assessment methods are utilised in this course to assess practical and professional skills from traditional essays and exams to reports and product demonstrations. Technical areas such as analysis, design and networking are assessed within modules through a variety of techniques that are appropriate to the subject area and provide feedback on subject specific skills.

3d. Key / transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Identify, interpret and solve complex problems appropriate to business management.	A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course.
D2 Reflect on the appropriateness and effectiveness of the problem-solving processes used and identify some key principles which may be relevant in future situations.	All modules are supported by a VLE which helps to disseminate material and encourages feedback through discussion groups. This also helps to establish a wider sense of audience and the skills needed for interaction in a virtual environment. Students of different abilities can gain from taking different paths through material and can get instant feedback through online tests and peer review.
D3 Use a combination of formal, logical planning processes and an understanding of context to identify relevant information and risks and be able to identify alternative strategies and resources.	
D4 Present or communicate, formally or informally, information about specialised topics in a way which is appropriate to the purpose and audience and which encourages the sharing of ideas and different perspectives.	A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include demonstrations, presentations and group assessments.
D5 Critically and effectively engage in the use of academic language and literacy practices in order to effectively engage with the academic knowledge and skills of Level 6 study.	

Ordinary Degree (BSc) in Business Management upon successful completion of a minimum of 300 credits (60 credits at Level 6).

4. Distinctive features of the programme structure

Where applicable, this section provides details on distinctive features such as:
- Where in the structure above a professional / placement year fits in and how it may affect progression.
- Any restrictions regarding the availability of elective modules.
- Where in the programme structure students must make a choice of pathway / route.

In the first year of any degree programme, students learn a lot about their strengths, weaknesses and aspirations. In maintaining a common core at level 4, we can permit students to transfer between the Business Management, Marketing and HR pathways on completion of level 4. All students study Academic and Business Skills, alongside Global Business Context, Insight into Economics, Insight in to Marketing and People Planet and Profit.

There are, in total, 135 credits with a distinct Finance focus, 60 credits with a marketing focus and 105 credits with an HR focus. In line with UCP's vision of an interdisciplinary curriculum that encourages innovation and collaboration, the business school is adopting a 'matrix' approach that has worked well within our social science school. Students from different pathways mix to share ideas during lectures before being split into smaller seminar groups to reflect on module content in a more focussed way related to their specialism.

Throughout each pathway there is a skills development focus, which enables us to scaffold learners towards becoming independent and autonomous learners and skilled employees. At level 4 this includes Academic and Professional Skills, a module designed to help students adjust to higher education culture and develop good academic practice. At level 5 the Career Management and Employability Skills module requires students to audit their skillset and encourages engagement with an online employability portal with content including CV and interview preparation, psychometric testing and commercial awareness.

At level 6 we prepare students for progression via two modules:
1) The Undergraduate Major Project – students can choose a practical or research focus for their capstone project.
2) Professional Placement / Preparing for Postgraduate Study – a taught module during which students further explore and deploy research skills for professional practice or prepare for postgraduate research practice.

Taken together these modules comprise the professional skills and work-related components of the programme.

* Where transfer away from, or onto, the Management Accounting pathway is necessary, transfer should be undertaken prior to commencement of level 5. This is the point at which there is a distinct differentiation of course content. Any student transferring onto Management Accounting should study

Fundamentals of Financial and Management Accounting in order to align to CIMA requirements. Deferring at least one level 5 module will then be necessary to prevent an overloaded module 'diet': Transfer must only take place after full consultation with the Student Support and Academic teams, and within the bounds of the Academic Regulations.

5. Support for students and their learning.

Whilst studying at UCP, students are provided with academic support through a variety of mechanisms. Regular tutorial sessions are built into all courses delivered at UCP to provide students with the opportunity to access specialist support from their lecturers. Sessions provide both group and one to one assessment support for students, allowing them to gain formative feedback on work and discuss their overall performance on the course and address any welfare concerns. Each tutorial scheme has learning partnership as its core theme, with the level 4 tutorial scheme focussing on preparing to study and academic skills, level 5 on developing skills and autonomy and level 6 on progression and transferrable skills. Tutors have an open office policy and the HE Managers host a daily student surgery so that concerns can be addressed promptly.

UCP also offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills. A series of optional lunch-time sessions covers issues such as developing academic writing techniques, undertaking effective academic research to support dissertations, and forming coherent and well-structured arguments.

To further underline the importance that UCP places on the development of these skills, the institution used the revalidation of the ARU provision to introduce a new approach to developing Academic Skills into each year of the revised courses, either as stand-alone modules or through embedding the content into other relevant modules. The module aims to formalise the topics delivered within the Study Excellence programme, providing students with academic credit for completing the modules.

Commencing for all new entrants in 2019, modules at level 4 introduce and develop the underpinning skills required for Higher Education study, with each year that follows providing a more contextual focus on the academic skills required in the discipline. An example of a distinct module which has been developed to achieve this is the Academic and Professional Skills for Social Scientists which is a core module for all students on social science degrees.

UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. In common with Study Excellence, these sessions are available to any student who wishes to improve their grades; not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP has adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance. The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, level 6 students mentored level 4 students over lunch times. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to levels 4, 5 and 6. Qualitative feedback revealed improved engagement in activities on and off campus. Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme was introduced into a variety of other undergraduate courses in 2019 and has been formally recognised as an area of focus within the UCP Teaching and Student Outcomes Strategy.

A dedicated Student Support Team ensures that there is easy access to a variety of services which can support students throughout their studies at UCP. The Student Support Officer and Student Advisor ensure that the evolving needs of students in academic, pastoral and professional contexts can be supported. The team, working closely with the Student Officer, provide information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management, via a range of activities from one to one advice sessions to large scale organised events. Issues surrounding the support of students are carefully considered at a number of institutional committee meetings, with updates and statistical reporting (on elements such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, an Employer and Community Consultative Group was established in March 2019. The group, which evolved from the HE Steering Group, provides crucial input into how the curriculum will develop to ensure that UCP is producing employment-ready students, in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the senior authority at UCP, ensuring that the voice of employers is carefully considered when planning new courses or initiatives.

6. Criteria for admission
72 UCAS points with at least one qualification in a computing related subject: • A-levels (CDE or BC) • BTEC (MPP) • Cambridge Technicals (MPP) • Access to HE (45 credits) GCSE English Language and Mathematics at a minimum of grade C or grade 4. If English is not your first language you will require a recognised Level 2 English Language qualification or an IELTS score of 6.0 (with 5.5 minimum in each skill) or an equivalent English Language qualification. Admission to the programme is also possible for mature students without formal qualifications but with equivalent professional experience. This is called Accreditation of Prior Experiential Learning and it is demonstrated through the production of a portfolio of your experiential learning. Full details are available at the following link; https://www.ucp.ac.uk/policies/

7. Language of study
English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

Students on the Management Accounting pathway study a 30 credit Fundamentals of Financial and Management Accounting module, whereas students on all other pathways study the introductory Accounting for Managers module plus Human Resources in Context. This is so that the course is aligned to CIMA for a possible future accreditation. Thus students who intend to study Management Accounting should commit to this pathway from the outset.*

The Business Management programme is accredited by the Chartered Management Institute (CMI). The programme has been designed to fulfil the requirements of the CMI, and on completion of Level 6 students can apply for a L5 Diploma in Management in Leadership. CMI requirements are articulated through 11 modules that run across the programme (and also the FD Business Management). Typically, a student must complete 8 of the 11 modules according to CMI's rules of combination (below).

Programme Name	CMI Qualification	CMI Units
FD Business Management	CMI L5 Certificate in Management and Leadership 5C30	501 or 526 (rules of combination), 513, 521, 523, 525
BSc (Hons) Business Management	CMI L5 Diploma in Management and Leadership 5D30	501 or 526 (rules of combination), 513, 514, 517, 521, 523, 524, 525

The Marketing pathway is accredited by the Chartered Institute of Marketing (CIM). One third of module learning outcomes on the Business Management (Marketing) are related directly to marketing, as per our agreement CIM. 17% of the marketing pathway features group work assessment, below CIM's 30% threshold. Students are thus able to apply for two exemptions towards their Certificate in Professional Marketing. The course is differentiated from the 'core pathway' by the inclusion of Integrated Marketing Communications (level 5) and Public Relations and Marketing in the Digital Age (level 6) modules.

(See table in Annexe 2 for existing PSRB and PSRB that the programmes are mapped to and that we are in the process of applying for).

9. For apprenticeships in England End Point Assessment (EPA).
N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

The University Centre Peterborough has 25 years' experience of delivering HE courses. Where the delivery team are not appropriately qualified at the level they will be teaching, they have many years of previous professional experience in their specialist field and some work part time as consultants.

Each member of staff has consistently been graded in observations as good or better by the UCP Quality Department over the last 5 years. The department performs annual inspections for all subjects and also offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision.

When a module is delivered across two campuses there will be an identified Module Leader. This will ensure quality assurance processes are robust and any issues identified by the External Examiner can be managed effectively. The identified Module Leader will then convey any updates changes to any other delivery staff linked / responsible for the same module at the other campus.

The Module Leader will ensure marking and feedback is of the same standard by the internal moderation processes. The Module Leader will share creation of learning resources etc with the other tutor delivering the same module at the other campus and they will collectively write assessments which will be the same across campuses. There may be a separate VLE page due to timetabling etc. Library resources are purchased for all on the programme so this will ensure consistency of the student experience. The course team will also have regular planning meetings and ensure that any issues, training needs, quality matters and student feedback is responded to in a timely and documented manner. This will be closely monitored by the Academic Office and HE Managers. Student feedback is also monitored via our committee structures.

Staff development is available at UCP least three times a year and staff actively take part in training events (e.g. ethics, scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice.

UCP has a Learning and Teaching lead for Higher Education to oversee the training needs of staff and to mentor and support applications for Higher Education Academy fellowship.

All the team attend the annual UCP HE Learning and Teaching Conference which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester, however the team regularly ask for feedback on modules in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way modules can be constantly adapted to student feedback if appropriate.

11. Changes made to the programme since last (re)validation
NA

Annexe 1 - Curriculum Map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✔) particular programme learning outcomes.

BSc Business Management (Human Resources Management)

Level	Study module/unit	Programme Outcomes													
		A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	D1	D2	D3
4	Academic and Professional Skills	✔							✔			✔		✔	
	Global Business Context	✔			✔				✔			✔			✔
	Accounting for Managers					✔		✔		✔			✔		
	Insight into Marketing		✔					✔			✔				✔
	People, Planet & Profit				✔		✔				✔				✔
	Human Resources in Context			✔			✔					✔	✔		
	Insight into Economics	✔					✔			✔				✔	

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3
5	Career Management & Employability Skills		✔					✔					✔	✔	✔	✔	
	Management & Leadership Today		✔		✔	✔								✔	✔		
	Project and Operations Management		✔		✔			✔				✔			✔		
	International Trade & Labour Dynamics	✔				✔	✔	✔			✔				✔		
	Research Project Preparation				✔			✔			✔		✔		✔		
	Managing People			✔			✔				✔		✔		✔		
	Data Interpretation for Managers					✔	✔		✔	✔		✔					✔

Level	Study module/unit	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
6	Modern Leadership Concepts	✔	✔		✔		✔		✔			✔	✔				✔		✔	
	Responsible Recruitment and Employment Law	✔	✔				✔		✔			✔			✔					
	Leadership for Sustainability	✔					✔		✔	✔			✔		✔		✔			✔
	Employee Engagement		✔			✔			✔		✔		✔		✔					✔
	Applied Strategic Management	✔	✔	✔					✔					✔	✔	✔				
	Undergraduate Major Project (a. Research) Undergraduate Major Project (b. Practical)					✔	✔	✔			✔	✔						✔		✔
	Preparation for Postgraduate Study						✔		✔			✔			✔					
	Professional Placement	✔					✔	✔					✔		✔				✔	

Annexe 2 – Programme Structure with Pathways and Mapping to PSRBs
The table below indicates the PSRB Accreditations already obtained by the existing programme (marked in bold) and the PSRB accreditation that we are currently in the process of applying for.

	FD Business Management	BSc(Hons) Business Management	BSc(Hons) Business Management (Marketing)	BSc(Hons) Business Management (Management Accounting)	BSc(Hons) Business Management with HR
Chartered Management Institute (CMI)	Level 5 Certificate in Management and Leadership on completion of Level 5	Level 5 Diploma in Management and leadership on completion of Level 6			
Chartered institute of Marketing (CIM)			Exemptions from L4 Certificate in Professional Marketing modules 'Marketing' and 'Integrated Communications' on completion of level 6		
Chartered institute of Management Accountants (CIMA)				*Diploma in Management on completion of Level 5* *Advanced Diploma in Management on completion of Level 6*	
Chartered Institute of Personnel and Development (CIPD)					CIPD Level 5 Diploma in Human Resource Management