



PROGRAMME SPECIFICATION

1. Programme Title(s) and UCAS Code(s):

BA (Hons) Business Management (BBM), UCAS Code N120

2. Available Awards:

- BA (Hons) Business Management
- BA Business Management
- Diploma of Higher Education in Business Management
- Diploma of Higher Education
- Certificate of Higher Education in Business Management
- Certificate of Higher Education

3. Entry Requirements:

Direct Entry into Level 4:

- Students must achieve at least 112 UCAS points including a minimum of CC at A level or equivalent (e.g. MM at BTEC Diploma; MPP at BTEC Extended Diploma) towards the total tariff.
- Access Students can achieve the requirements with the following combination of Distinction, Merit and/ or Pass grades at level 3 achieved from a completed Access course. 96 UCAS Points: D21-M3-P21; D18-M9-P18; D15-M15-P15; D12-M21-P12; D9-M27-P9; D6-M33-P6; D3-M39-P3; D0-M45-P0.
- Five GCSEs at grade 4 (or C) or above (or recognised equivalents), including English Language, are also required.
- Mature applicants with relevant professional qualifications are also welcomed. This will be dealt with on an individual basis and may require an interview. Students may be admitted through Recognition of Prior (Experiential) Learning (RPeL) or Recognition of Prior (Certificated) Learning (RPcL) processes, or through an approved articulation agreement. Please contact the Admissions office for further advice before applying.

Direct Entry into Level 5:

Direct entry into Level 5 is available to students that have completed:

- Either a relevant Foundation Degree, BTEC Higher National Diploma or other equivalent qualification comprising 120 credits at level 4 in Business and Management (or equivalent titles). Foundation Degree can be exempted based on academic performance in Level 4.
- Or Level 4 of a Combined Honours in Business &/or Management component and who have achieved average grades of 60% or above from a recognised Higher Education Institution.

As Level 4 of the BA (Hons) Accounting and Finance (BAF) programme is aligned with the same of the BA (Hons) Business Management (BBM) programme, internal transfer from the former to the latter in Level 5 would be accepted, upon successful completion of level 4 in BAF. However, suitability of transfer between programmes will be assessed on a case by case basis.

Direct Entry into Level 6:

- Direct Entry into Level 6 is available to students who have completed Level 5 of a Combined Honours in Business &/or Management component and who have achieved average grades of 60% or above from a recognised Higher Education Institution.
- Candidates with either a BTEC Higher National Diploma or other equivalent qualification comprising 120 credits at level 4 and 120 credits at level 5 in Business and Management (or equivalent) need to see the BA Business Management (Top-up) specification.

4. Aims of the Programme:

The programme aims to provide students with the knowledge and expertise to thrive in the world of 21st century business. The programme seeks to develop within students a range of relevant skills and capabilities such as academic and leadership skills, report writing, analytical skills and employability skills and these will enable them to pursue a range of careers in business in the private, public or third/voluntary sectors. During their studies, students will have the opportunity to meet with business practitioners through guest lectures & other special events such as field trips, outreaches, job fair, etc., and have valuable professional experience in the industry through work placement. Graduates from this programme will have demonstrated their ability to utilise both structured and unstructured data and information as well as ethical reflections to make sustainable decisions and realise the potential effects of those decisions on themselves and on others in local and international communities.

In specific, the BA (Hons) Business Management (BBM) programme aims to:

1. provide a coherent, engaging and decolonising curriculum exposing students to essential theories and practices of business organisations and their management.
2. develop the knowledge, skills and capabilities graduates require to respond proactively and creatively to the challenges of the contemporary business environment.
3. foster an enquiring, critical and reflective approach to ideas and issues as well as use of ethical and sustainability perspectives in a range of organisations and sectors.
4. provide students with the opportunity to specialize in a functional area of business within a broad, analytical and integrated business context
5. provide structured opportunities for work-related learning including work placement to enable students to develop their career aspirations and enhance their employability
6. equip graduates with the professional attributes and academic skills as well as transferable skills to enable graduate employability or progress to post-graduate study.
7. develop the spirit of intellectual curiosity and enquiry, an ability to tackle problems and the capacity for creativity to scale up business or emerge as an innovative entrepreneur.
8. promote engagement with social, ethical and moral issues in order to prepare students to take their responsibilities as informed and wise national and global citizens.

The core mission of Newman University, Birmingham (NUB) is to provide a value-based education ([Strategic Plan 2014-2020, p.6](#)) and the university indeed ranked top in the Midlands for the 'value added' to a student's experience ([The Economist](#), 12th August 2017). The programme aims of developing students' intellectual, academic skills & transferable skills and professional attributes are therefore aligned with the espoused values of Newman University (relating to the characteristics of its graduates):

- Open and innovative mindedness
- Confidence and pro-active attitude
- Independence and autonomy
- Respect for others and understanding of diverse points of views
- A clear set of values, ethical and moral integrity
- Concern for truth, justice and fairness
- Leadership traits.
- An ability to work with and through others
- Lifelong learning commitment
- Sustainable approach in decision making
- Global mindset to make a positive difference in the world

5. Education for Sustainable Development (ESD)

Newman University Strategic Plan commits us to the Brundtland definition of sustainable development: 'Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.' (World Commission on Environment and Development, 1987, Part One, Chapter 2, paragraph 1). The UN world summit in 2005 established the idea that sustainable development is not confined merely to environmental sustainability, but also encompasses economic and social sustainability. (United Nations World Summit, 2005, p.2)

QAA guidance on Education for Sustainable Development (ESD) in HE, built on the Brundtland and World Summit ideas, defines it as: 'the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations.' (QAA, 2014, p.5) and goes on to establish four core themes of ESD in HE, encouraging students to:

1. consider what the concept of **global citizenship** means in the context of their own discipline and in their future professional and personal lives;
2. consider what the concept of **environmental stewardship** means in the context of their own discipline and in their future professional and personal lives;
3. think about issues of **social justice, ethics and wellbeing**, and how these relate to ecological and economic factors;
4. develop a **future-facing** outlook; learning to think about the **consequences** of actions, and how systems & societies can be adapted to ensure **sustainable futures**.

Given the wide definition of ESD implied by Brundtland, it is apparent that these broad outcomes of ESD can be supported through the curriculum of any subject in HE and that sustainable development is a part of good curriculum design. The BA (Hons) Business Management (BBM) does support the ESD through the curriculum due to a number of reasons:

- a) The importance of the notion of 'sustainability and social justice' at Newman University:
 - The University's Environmental Policy to: 'Encouraging and supporting the teaching and research of environmental sustainability within the University',
 - The University's espoused values relating to the characteristics of its graduates who are not only educated to be the future business leaders but also to ensure that they are people who do the right thing, not just do things right ([Bennis, 1989](#)).
 - The University's commitment to support ESD and the L&T and Assessment Strategy's objectives to address the QAA's the above core themes, culminating in objective 6.6 to equip students 'to live in ways that safeguard environmental, social and economic wellbeing, both in the present and for future generations.'
- b) Top employers such as ANZ Bank, BMW, IKEA, H&M, Nestlé, Nike, Toyota, Unilever, etc., have adopted sustainability as a business approach. As [Haanaes \(2016, p.2\)](#) suggested, "62% of executives consider a sustainability strategy necessary to be competitive today, and another 22% think it will be in the future".
- c) Our recent communications with industry experts reiterated the same: "Sustainability and Ethics have never been more important - you only need to switch on the news to see that this is a hot topic with businesses now needing to do more than bolt on CSR policy as part as a marketing effort and build sustainability and ethical practices into the core of their business model" ([Daniel Evans](#), Founder of BEC and a Newman graduate in Business Management, 13th November 2019).

Table a below explicitly highlights where the ESD (Column 2) sits within our programme and how we provision the QAA's four core themes of ESD (Column 3). The Table also indicates how we address the UN Sustainable Development Goals (SDG) in our programme (Column 4).

Table 1. Education for Sustainable Development (ESD)

	Core themes of ESD:	ESD in the programme	Sustainable Development Goals (SDG) in the programme
1	[Students encouraged to:] Consider what the concept of global citizenship means in the context of the discipline and in their future professional and personal lives?	<ul style="list-style-type: none"> • International case studies used • External business analysis considers global context and implications (even for SME UK based industries) • Hofstede's theories on culture are considered and applied both in classroom settings and business case studies. • Ethics to consider own and organisations impact on the world • BEU610 International Business (new module) now has a special focus on this 	<p>SDG 4. Quality Education By constantly striving to provide the opportunity to all students to discuss, challenge, debate contemporary issues in business management. For further information, see Section 12. Learning, Teaching and Assessment Methods.</p> <p>SDG 10. Reduced inequalities Through our catholic ethos and social justice which underpins all education at NUB</p> <p>SDG 5. Gender equality Through awareness of gender issues, to ensure full fairness and equality in the programme, for example by using gender neutral language.</p> <p>SDG 8. Decent work and economic growth Through embedding the university ethos of widening participation and inclusiveness across our programme, with the objective of promoting inclusive and sustainable economic growth, employment and decent work for all.</p>
2	[Students encouraged to:] Consider what the concept of environmental stewardship means in the context of the discipline and in their future professional and personal lives?	<ul style="list-style-type: none"> • Teaching the students to consider who the 'doers', 'donors' and 'practitioners' are in any situation. The impact each one has and who they could and should be in the future. 	<p>SDG 11. Sustainable cities and communities Through the curriculum, addressing issues of environmental stewardship, corporate social responsibility and business ethics, particularly at levels 5 and 6 of BBM.</p>

		<ul style="list-style-type: none"> • BEU613 Corporate Social Responsibility and Sustainability (new module) address the above issues. 	
3	<p>[Students encouraged to:] Think about issues of social justice, ethics and wellbeing, and how these relate to ecological and economic factors?</p>	<ul style="list-style-type: none"> • BEU613 Corporate Social Responsibility and Sustainability (new module) specifically consider these issues. • All modules in the business management department incorporate discussion and reflection around issues in ethics and sustainability in their teaching material, case studies, assignment tasks and debates. 	<p>SDG 16. Peace, justice and strong institutions. SDG 10. Reduced inequalities Through the underlying ethos of all our programmes which is influenced and informed by the Catholic ethos of NEWMAN UNIVERSITY promoting social justice, widening participating and inclusiveness.</p>
4	<p>[Students encouraged to:] Develop a future-facing outlook; learning to think about the consequences of actions, and how systems and societies can be adapted to ensure sustainable futures?</p>	<ul style="list-style-type: none"> • The environmental analysis skills the students develop with us, will ensure that they are able to predict potential outcomes and therefore make business and personal decisions which look to benefitting society, rather than personal gain. • Final year modules, particularly Leadership, Strategic Management and the International Business module focus on developing and enhancing these skills. 	<p>SDG 11. Sustainable cities and communities SDG 8. Decent work and economic growth Through the curriculum:</p> <ul style="list-style-type: none"> • embedding the university ethos of widening participation and inclusiveness across our programme. • addressing issues of environmental stewardship, corporate social responsibility and business ethics, particularly at levels 5 and 6. <p>SDG 5. Gender equality Through raising awareness of gender issues and ensuring equality and fairness in the programme, e.g., use of gender-neutral language and references.</p>

6. Summary of Programme (for HEAR and Key Fact Sheet):

Structure

The Business Management degree at Newman provides students with principal knowledge and skills in the thematic pathways of business, management & marketing, decision making, research & legislation, thus enabling them to thrive in the world of 21st century business. At the end of the course, students will not only be proficient in a variety of Business Management areas but also have a much deeper understanding of how they impact on the lives and welfare of others. With our focus on student-centred learning and the Catholic ethos, students will be developed into a successful entrepreneur or a business executive &/or leader with the capacity and vitality to make a difference reflecting strong sense of moral & ethical values and social responsibility.

Skills

Business Management expertise is in demand across all sectors of the global economy from multinational corporations to public sector management, ensuring that students' skills are needed by employers in whatever direction their career takes them. There is an increasing need for business leaders who can navigate their way through the economic, political, environmental, and ethical issues facing organisations today. The course's employability-focused approach of learning ensures that students will have both the practical understanding and the critical thinking skills to become a dynamic, confident and effective professional and address these issues in today's organisations. By the end of this course, students will have developed the ability to communicate effectively, listen to advice, work both independently and as a team player, think and act logically, self-reflect critically, weigh evidence and construct an argument. More importantly, the decolonised and internationalised nature of the curriculum and its synchronisation with the sustainable development goals (SDGs) of the United Nations and the professional body qualifications such as Chartered Management Institute (CMI) will enable the business students to evolve as a "whole person" that the corporate world has been in dire need in the rapidly changing and increasingly competitive business world in the post-Millennium eras.

Destinations

There are many careers to which a degree in business management leads. The transferable skills mean that management in any industry is viable. The completions of work placement, research methods, leadership & change management, innovation & entrepreneurship, international business, strategic management (capstone module), corporate social responsibility and industry-focused research projects puts the student in a strong position to undertake postgraduate study and/or graduate level jobs in home-grown businesses or multinational corporations. Graduates who have undertaken significant work experience such as a mandatory placement in level 5 and opted 'negotiated work-based research project' in level 6 are more likely to enhance their employability prospects in an expected professional role. Alternatively, those who are inspired from their learning in the 'Entrepreneurship' module may pursue a self-actualising career of developing and running their own business upon graduation.

7. Intended Learning Outcomes for the Programme:

The intended learning outcomes identify the knowledge, skills and attributes developed by the programme. These include reference to subject knowledge and understanding, cognitive skills, practice/professional skills, and key (transferable) skills. The outcomes are clearly relevant to fulfilling the aims of the programme.

In Table 2, we present how the intended learning outcomes are mapped with the programme aims, teaching methods and assessments. In the mapping exercise, we have used subject benchmark statement for Business (2019) as a point of comparison, a stimulus to reflection, and a reference against which individual outcomes would be demonstrated. We have also taken the QAA's Framework for Higher Education Qualification (FHEQ) descriptors into consideration.

Table 2. Indicative List of Teaching and Assessments to Attain Intended Learning Outcomes and Programme Aims:

A. Knowledge and Understanding

INTENDED LEARNING OUTCOMES	PROGRAME AIMS	TEACHING METHODS	HOW DEMONSTRATED
A1. Internal aspects of organisations: their functions and processes including their diverse nature, purposes, structures, governance, operations and management.	1, 4	A range of teaching and learning methods will be employed, including: <ul style="list-style-type: none"> • context bound approaches • group discussions and presentations • case studies • workshops • formal input and • use of external practitioners to provide up-to-date advice on current issues and practices. 	<ul style="list-style-type: none"> • Formal assessment processes • Classroom discussions • Questions and answers • Student presentations. • Case studies. • Exploration of current & past issues in the media • Debates. • Team-based projects in university and the workplace. • Reflective practice. • ILPs • Self and peer appraisal • Reflexive practice
A2. The individual and corporate behaviours and cultures which exist within and between organisations.	2		
A3. External environment encompassing a wide range of factors, including economic, environmental, ethical, legal, political, sociological and technological.	2		
A4. Ethical Leadership and Management – analyse and evaluate the qualities of effective, sustainable and ethical management practice across a range of situations.	3, 8	Action learning sets and mentoring support and tutorials will be used to develop reflexive practice.	
A5. Establish an awareness of personal strengths & weaknesses in preparation for the development of a career in their chosen field.	5, 7	E-learning is an integral element of all teaching and learning.	

B. Subject Specific Skills, including practical and professional skills

INTENDED LEARNING OUTCOMES	PROGRAME AIMS	TEACHING METHODS	HOW DEMONSTRATED
B1. Markets, marketing and sales - the development and operation of markets for resources, products and services including social	4, 7	<i>Context bound teaching and learning methods:</i> <ul style="list-style-type: none"> • formal lectures 	<ul style="list-style-type: none"> • Formal assessment processes <ul style="list-style-type: none"> – Written exam – Class test and exercise

goods; different marketing and sales as well as innovative design approaches on goods & services.		<ul style="list-style-type: none"> • seminars (small group teaching) • group discussions and presentations • case studies • video clips and discussion • Tutorials, workshops (classroom based practical classes) • Group or pair work (flipped classroom) • formal inputs and feedback • guided learning and mentoring to develop reflexive practice & projects. <p><i>Experiential approaches:</i></p> <ul style="list-style-type: none"> • Problem-solving sessions • field work and study trip • work-based learning, including placements and internships • employer or organisation-based case studies • live or 'real world' projects • discussion groups • guest speakers from industry • action learning sets • mentoring on business start-up. 	<ul style="list-style-type: none"> – Online submissions • Classroom discussions with Q&A • Presentations: individual/group <ul style="list-style-type: none"> – Oral – Poster • Case studies • Parliamentary debate • Coursework: individual/group <ul style="list-style-type: none"> – strategy paper – essay – business plan – literature review – reflective report or – personal development plan • Demonstration of alignment of actions with espoused values (e.g. when working in teams or in recommending actions in writing) • Demonstration of ability to critique status quo, provide alternative ideas based upon theory & practice • Student case presentations • Peer assessment & feedback.
B2. Customers – management of customer expectations & relationships, and development of service excellence.	1, 2		
B3. Finance - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications & ethical implications.	4		
B4. People and organisational management - the ethical management and development of people & organisations including cross-cultural issues, equality & diversity, change & values, communications, etc.	3, 8		
B5. Operations - the sustainable management of resources and operations in logistics & supply chain management activities.	3, 4		
B6. Policy and strategy - development of appropriate policies and strategies in dynamic & competitive business environments.	2, 3		
B7. Business innovation, intelligence and entrepreneurship - development of creative ideas to introduce business in a digital world and of strategic priorities to deliver business.	6, 7		
B8. Pervasive issues - sustainability, globalisation, corporate social responsibility, information systems, knowledge & risk management, digital communications.	1, 3, 4, 8		

C. Advanced Skills and Experience

INTENDED LEARNING OUTCOMES	PROGRAME AIMS	TEACHING METHODS	HOW DEMONSTRATED
C1. Cognitive and intellectual skills of critical thinking, analysis and synthesis and evaluation.	3, 7	<ul style="list-style-type: none"> • Formal assessment • Class exercises in groups or pairs. • Cross-cultural case materials and solutions. • Flipped classroom approach. • Debate and conceptual development. • Decolonised teaching materials (delivered by a team of diverse cultural heritage). • Questioning assumptions, evaluating statements in terms of evidence to detect false logic or reasoning. • Identifying implicit values, to define terms adequately and to generalise appropriately. • Emphasis upon quantitative and qualitative analysis for identifying, formulating and solving business problems. • Formal inputs / feedback. • Instruction and feedback on oral and written presentation requirements. • Instruction and support in using appropriate software packages. 	<ul style="list-style-type: none"> • Personal, social and spiritual growth • Intellectual satisfaction • Engaged citizenship • Appropriate employment • Economic contribution • Arrive at realistic and potentially workable solutions substantiated by evidence • Business reports, essays, presentations. • Generating solutions to problems using digital, diagrammatic, schematic, written and numerical methods. • Professional standards of written forms and supporting evidence in the form of graphs, charts, spreadsheets, and other electronically generated materials. • ILPs • Satisfactory grades • Positive and constructive feedback • Self-esteem on realising capabilities
C2. Effective problem solving and evidence-based decision making: applying ideas and knowledge to a range of situations.	5, 7		
C3. Effective communication, oral and in writing, using a range of media which are widely used in business such as research, networking (eg, personal & interpersonal skills), articulation & effective dissemination of information or preparation and presentation of business reports.	6		
C4. Numeracy and quantitative skills including data analysis, interpretation and extrapolation.	6		
C5. Effective use of digital literacy, communication and information technology for business applications.	6		
C6. Effective self-management & self-reflection in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise.	2, 7		
C7. Work collaboratively with & through others, build & maintain relationships, emotional intelligence & empathy and effective listening to achieve shared goals and outcomes.	6		
C8. Cross-cultural awareness, knowledge of businesses in national & international contexts.	2, 8		

		<ul style="list-style-type: none"> • By reference to appropriate materials such as Covey's "Seven Habits" framework. 	<ul style="list-style-type: none"> • A questioning and critical mind – someone who strives to find out more.
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8. Curriculum Map

		Level 4	Level 5	Level 6
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N O	SUMMARY OF OUTCOME	A c a d e m i c & E m p l o y a b i l i t y s k i l l s	P r i n c i p l e s o f M a r k e t i n g	P e o p l e M a n a g e m e n t	F i n a n c i a l M a n a g e m e n t	B u s i n e s s a n d E c c o n o m i c E n v i r o n m e n t	C o r p o r a t e a n d B u s i n e s s L a w	S a l e s a n d C u s t o m e r S e r v i c e E x p e r i e n c e	O p e r a t i o n s a n d S e r v i c e M a n a g e m e n t	L o g i s t i c s a n d S u p p l y C h a i n M a n a g e m e n t	I n n o v a t i o n a n d E n t r e p r e n e u r s h i p	W o r k P l a c e m e n t	C o r p o r a t e S o c i a l R e s p o n s i b i l i t y a n d S u s t a i n a b i l i t y	I n t e r n a t i o n a l B u s i n e s s	L e a d e r s h i p a n d C h a n g e M a n a g e m e n t	S t r a t e g i c H R M	S t r a t e g i c M a n a g e m e n t	S p e c i a l i s a t i o n E l e c t i v e 1	S p e c i a l i s a t i o n E l e c t i v e 2
		BEU 410	BEU 417	BEU 416	AFU 423	BEU 412	AFU 424	BEU 516	BEU 512	BEU 515	BEU 514	PLU 512	BEU 517	BEU 610	BEU 611	BEU 613	BEU 614	BEU 6xx	BEU 6xx

A.1	Critically appraise the fundamental functions of how Business Management operates	X			X			X	X	X	X	X	x	X		X		X	X
A.2	Evaluate contemporary theories and empirical evidence in the operation of Business Management	X	X	X		X	X	X	X	X	X	X	x	X		X		X	X
A.3	Exhibit an understanding of the impact of legislation regarding business	X	X	X			X				X	X	x	X		X	X	X	X
A.4	Demonstrate an appropriate depth of analysis by undertaking research in Business Management		X					X	X	X	X	X	x	X	X		X	X	X
A.5	Demonstrate an ability to critically evaluate relevant data in the areas of Business Management		X	X	X	X		X	X	X	X	X	x	X	X	X	X	X	X
B.1	Markets, marketing and sales - the development and operation of markets for resources, products and services including social goods; different marketing and sales as well as innovative design approaches on goods and services.		X			X			X	X	X	X	x	X			X	X	X
B.2	Customers – management of customer expectations & relationships, and development of service excellence		X					X	X		X	X	x	X				X	
B.3	Finance - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications & ethical implications.				X	X					X	X	x	X		X		X	

B.4	People and organisational management - the ethical management and development of people & organisations including cross-cultural issues, equality & diversity, change & values, communications, etc.			X				X					x		X	X		X	X	
B.5	Operations - the sustainable management of resources and operations in logistics & supply chain management activities.		X							X	X	X		X			X			
B.6	Policy and strategy - development of appropriate policies and strategies in dynamic & competitive business environments.			X			X		X	X					X	X	X	X	X	
B.7	Business innovation, intelligence and entrepreneurship - development of creative ideas to introduce business in a digital world and of strategic priorities to deliver business.		X	X		X				X					X		X	X		
B.8	Pervasive issues - sustainability, globalisation, corporate social responsibility, information systems, knowledge & risk management, digital communications.		X	X						X			x					X	X	
C.1	Demonstrate cognitive and intellectual skills of critical thinking, analysis and synthesis and evaluation.	X	X	X	X	X	X	X	X	x							X	X	X	X
C.2	Demonstrate excellent knowledge and ability of effective problem solving and evidence-based decision making: applying ideas and knowledge to a range of situations.	X	X	X	X	X	X	X	X	X	X	X	x	X		X	X	X	X	

C.3	Demonstrate evidence of effective communication, oral and in writing, using a range of media which are widely used in business such as research, networking (eg, personal & interpersonal skills), articulation & effective dissemination of information or preparation and presentation of business reports.	X	X	X	X			X	X	X						X	X	X	X
C.4	Demonstrate numeric and quantitative skills including data analysis, interpretation and extrapolation				X	X			X				x		X			X	X
C.5	Demonstrate effective use of digital literacy, communication and information technology for business applications.	X	X		X			X	X	X							X	X	X
C.6	Demonstrate evidence of effective self-management and self-reflection in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise.	X		X				X		X							X	X	X
C.7	Demonstrate the ability to work collaboratively with & through others, build & maintain relationships, emotional intelligence & empathy and effective listening to achieve shared goals and outcomes.		X	X	X			X		X			x		X	X			
C.8	Demonstrate cross-cultural awareness, knowledge of businesses in national & international contexts.		X	X				X		X					X	X	X	X	X

For further discussion of the Learning, Teaching and Assessment methods please refer to section 11 of the Programme Specification.

9. Programme Structure and Requirements:

There are three strands to this programme. Students will progress through this course following a three-part learning strategy with each part equivalent to one-year of full-time study as follows:

Level 4	Knowledge building: The creative techniques and practical elements of business will develop skills for assessment of the theory behind these techniques, underpinning level 5 studies. It will also provide a broader knowledge and understanding of subject areas, eg, business environment and finance. Holders of qualifications at this level will have a sound knowledge of the basic concepts of a subject and different approaches to solving problems.
Level 5	Application of knowledge: Developing a sound understanding of the principles in the subject area as well as creative, analytical and evaluative approaches to 'real world' business contexts. Holders of level 5 qualification will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making in various functional areas of business.
Level 6	Evaluation and Synthesis: Development of individual expertise in creativity and business knowledge. Holders of the BA degree will have developed an understanding of a complex body of knowledge. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in various types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements in situations requiring the exercise of personal responsibility, decision-making in complex and unpredictable circumstances, and communicating them effectively.

The aim of this approach is to continue to integrate across subjects and system levels to produce a coherent and comprehensive experience.

Level 4 Semester 1	Level 4 Semester 2
BEU410 (20 credits) Academic and Employability Skills	AFU423 (20 credits) Financial Management
BEU412 (20 credits) Business and Economic Environment	BEU417 (20 credits) Principles of Marketing
BEU416 (20 credits) People Management	AFU424 (20 credits) Corporate and Business Law

A solid foundation for ongoing and future study will be created and developed in level 4 / year 1 of this programme in which students will learn the basics of the business environment and the creativity and business acumen needed to operate successfully in the world of work. Rather, more specifically, they will undertake some of the more fundamental aspects of business in a range of organisational settings including private sector, public sector and third sector.

Students will learn the context in which all business specialisms (accounting, finance, economics, business law) play a role in all areas of business, the strategy, the operational context and the pressure which businesses face in considering the financial implications of decisions. They will also become aware of the need for creative, artistic and developmental skills alongside the need for them to understand some core areas of business environment, and from an academic point of view, the need to be able to research, to write at an academic level and to reference their learning from range of textbooks, Journals and other sources.

Total student study hours have been set at a total of 200 hours for a 20-credit module and it is with reference to the University's Key Information Sets (KIS).

EXIT AWARD: Certificate in Higher Education

Level 5 Semester 1	Level 5 Semester 2
BEU515 (20 credits) Logistics and Supply Chain Management	BEU517 (20 credits) CSR and Sustainability
BEU516 (20 credits) Sales and Customer Service Experience	BEU514 (20 credits) Innovation and Entrepreneurship
BEU512 (20 credits) Operations and Services Management	PLU512 (20 credits) Work Related Learning

Level 5 will further develop the core area of business building on the basic business concepts from accounting, finance, economic & business environments, and business law which were introduced in Level 4 and now seek to develop a range of applied learning in the teaching activities that students will engage in. A range of learning and teaching activities will be designed and introduced with the aim of supporting the range of learning styles that exist within the student cadre with the aim of encouraging and allowing the students to undertake a number of modules that will develop a much broader understanding of the business environment.

In part this will further develop their learning in management, focusing on the legalities behind human resource management and business in general while also exploring important topics such as marketing, entrepreneurship and managing operations. This will include a mixture of lectures and tutorials that will involve considerable formative feedback to students who will be working towards researching and developing their final project investigation.

One further and important compulsory feature of this programme and all at Newman University, at Level 5 is the mandatory Work Placement (as part of the Work Related Learning module) which represents of 100 hours (approximately 15 working days) usually undertaken during semester 2 of the second year of study. The students have fed back this as an invaluable experience that helped them to apply their learning in their final year and may provide an avenue for further experience at the Level 6 assessments and prepare them for their career.

Total student study hours have been set at a total of 200 hours for a 20-credit module and it is with reference to the University's Key Information Sets (KIS).

EXIT AWARD(S): Diploma in Higher Education (Dip HE).

Level 6 Semester 1	Level 6 Semester 2
BEU610 (20 credits) International Business	BEU614 (20 credits) Strategic Management
BEU613 (20 credits) Leadership and Change Management	BEU618(20 credits) Strategic HRM
BEU6xx Specialisation Elective 1	BEU6xx Specialisation Elective 2

At Level 6, students will become involved in using a range of more conceptual tools and techniques, models and frameworks to develop both critical thinking as well as strategic thinking. The development of students' knowledge and skills in the areas of presentation and communication, critical thinking, analysis and synthesis, numeracy, reasoning, presentation, computing, report writing, problem solving, research, data collection and analysis, interactive and group skills which is needed in the professional practice, industry or the public sector.

Students will now study some of the important and higher level management modules that include topics such as Strategic Management, Leadership and Change Management, International Business, with each of these modules aiming to help the students to learn more and to develop their ability to think and analyse critically, plan and lead teams and projects, and also reflect and develop both personally and professionally with the aim of considering the role and career which they wish to undertake when they graduate and leave University.

In addition to the last four (4) 20 credit core modules, the students will choose two elective modules corresponding to one of the specialisation routes – Innovation Management, International Business and Marketing. These will help students to develop a deeper knowledge and understanding of a specialisation area and investigate issues of specific interest in much greater depth than they have experienced so far.

On successful completion of 360 credits including all core modules and two elective modules, a Bachelor of Arts (BA) Honours Degree will be awarded. The BA (Hons) Business Management (BBM) is informed by developments within business management in general and members of the team are chartered fellows or members of the Chartered Management Institute (CMI) – the professional body which focuses on integrating management professionals with management educators and researchers. Following the award, graduates will be expected to seek employment either in general business roles in the private sector, public sector or third sector and in SME's or multinational corporations (MNC's).

Total student study hours have been set at a total of 200 hours for a 20-credit module and it is with reference to the University's Key Information Sets (KIS).

EXIT AWARD(S): Bachelor of Arts (Hons) Business Management

Table 3. BA Hons. Business Management (BBM) Programme: At A Glance

Level	Module Code	Module Title	Credits	Semester
6	BEU610	International Business	20	1
	BEU613	Leadership and Change Management	20	1
	BEU614	Strategic Management	20	2
	BEU618	Strategic HRM	20	2
	BEU6xx	<i>Specialisation elective (Choose 1):</i> BEU611 Digital Marketing BEU615 Global Economic and Financial Systems	20	1
	BEU6xx	<i>Specialisation elective (Choose 1):</i> BEU612 Strategic Marketing BEU616 Global Innovation Management	20	2

10. Assessment Strategy:

The programme follows the [University's General Academic Regulations](#) related to assessments and incorporates different methods of assessment in line with the broad range of subject areas which is appropriate to the topic being assessed. These methods were planned carefully in order to offer formative experiences for students and appropriate summative assessments of their knowledge and understanding, especially in subject specific skills and generic key skills. The formative and summative assessments give students the opportunity to demonstrate they are able to meet the learning outcomes for each module, achieve the programme aims and fully engage with the learning opportunities outlined in Module Data Sets.

The assessment portfolio contains a diverse range of tasks and activities which will address different learning and sensory styles. This includes case study analysis, formal examinations, individual self-reflection, individual and group business reports, oral and poster presentations, multiple choice questions, business plan submission, individual research project, among others.

Whilst the assessment types and tasks contained in the Module Data Sets are worded in generic terms, students will, of course, be provided with full assignment briefs.

Group work is an important component of Business Management education as recognised by the Benchmark Statements for Business developed by the QAA. The marking criteria will give an opportunity to individual marks in addition to group marks.

Students' work will be marked according to published criteria with group and/or individual feedback by module tutors that include an identification of strengths of the work and areas for development. These assessment criteria have been developed in accordance with the University-wide assessment criteria and practices detailed in the general academic regulations 2017/18 ([Newman University, 2018](#)).

The diverse range of assessments that are used throughout the programme will ensure that graduates are able to meet potential professional body requirements and also the University is well placed to apply for exemptions as the programme progresses.

In light of the taxonomy relating to digital learning to assist HEIs that the QAA has published, the programme will adopt the following ways to engage themselves and the students with digital teaching and learning, as part of the mixed mode learning and assessment approaches:

computer-based and online assessments

An assessment will be conducted using a desktop computer, laptop, tablet or mobile device, either offline or online. Typically, the assessment will both be delivered and marked by an algorithm included in the assessment software loaded on the device. This term can also encompass automatic online assessment. In case of online assessments, the algorithm which is included in the assessment software will be hosted on a remote server (or alternate device).

Digital assessments

Assessment activities that involve students digitally creating, submitting or completing work. Staff will review this work and then either assess it using digital or analogue means to assess the work. Examples include digital examinations, plagiarism-detection software, virtual reality simulations, video performances or digital portfolios.

E-portfolio

It refers to situations where students may have to develop a body of digital work or evidence in order to demonstrate their skills in a given area, for example, games design or digital media. As with physical portfolios, e-portfolios can consist of several different types of evidence such as documents, reflective logs, images, videos, websites, blogs.

Digital proctoring

When required, invigilation for digital examinations can be done through the use of artificial intelligence (for instance, using face or voice recognition) or through using staff to proctor via a real-time video link. This can encompass the term digital or online proctoring.

Digital assessment methods will also monitor digital cheating that occurs in a digital environment. It refers to any action which is intended to enable a student to achieve an unfair academic advantage or to assist another student to do so. This includes, for example, plagiarism, collusion, use of 'contract cheating' services, examination cheating (for example, through accessing unauthorised materials in an exam), or falsification of research data.

10.1 Expected Standards of Works in Assessments:

The guidelines below reflect the standards of work expected at undergraduate level and apply to coursework & projects and written exams.

10.1.1 Coursework and Projects:

Mark range	Criteria to fulfil:
80+ (First Class)	• shows clear evidence of wide and relevant reading and an engagement with the conceptual issues

	<ul style="list-style-type: none"> • develops a sophisticated and intelligent argument • shows a rigorous use and a confident understanding of relevant source materials • achieves an appropriate balance between factual detail and key theoretical issues • provides evidence of original thinking
70-79 (First Class)	<ul style="list-style-type: none"> • engages closely with the question • shows some evidence of wide and relevant reading and an engagement with the conceptual issues • shows some sophistication of argument • shows an intelligent use and a good understanding of relevant source materials
60-69 (Upper Second Class, 2:1)	<ul style="list-style-type: none"> • offers critical insights and shows evidence of critical thinking • shows a good understanding of the major factual and/or theoretical issues, and addresses the relevant literature on the topic • develops a focused and clear argument and articulates a sustained train of logical thought • gives a clear exposition of models/diagrams, with derivation, where appropriate • shows clear evidence of planning in the formulation of the written answer and includes a judicious choice of sources and methodology
50-59 (Lower Second Class, 2:2)	<ul style="list-style-type: none"> • shows some understanding of relevant major theoretical and/or factual issues • shows evidence of planning in the formulation of the written answer, makes selective use of appropriate sources, and demonstrates some knowledge of the literature • shows, at various points if not throughout the entire text, examples of a clear train of thought or argument • presents basic models / diagrams, where appropriate • provides an appropriate conclusion to the textual argument(s)
40-49 (Third Class)	<ul style="list-style-type: none"> • shows some awareness and understanding of the factual and/or theoretical issues, but demonstrates limited ability to develop these • provides clear evidence of misunderstandings • shows some, albeit limited, evidence of planning in the formulation of the written answer, but also includes material or arguments which are irrelevant or unrelated to the question • fails to develop a clear or coherent response to the question, but shows occasional knowledge or insight
20-39 (Fail)	<ul style="list-style-type: none"> • fail to answer the question or develop an argument • fail to demonstrate knowledge of the key issues or arguments • contain clear conceptual or factual errors or misunderstandings • are poorly organised and/or poorly written
0-19 (Fail)	<ul style="list-style-type: none"> • fail to answer the question even in part • show no knowledge of the question or topic • contain blatant conceptual or factual errors • are very poorly organised and/or very poorly written
<i>Source: Adopted from SOAS, University of London.</i>	

10.1.2 Written Examinations:

Mark range	Criteria to fulfil:
80+ (First Class)	<ul style="list-style-type: none"> • shows clear evidence of wide and relevant reading and an engagement with the conceptual issues • develops a sophisticated and intelligent argument • shows a rigorous use and a confident understanding of relevant source materials • achieves an appropriate balance between factual detail and key theoretical issues

	<ul style="list-style-type: none"> • provides evidence of original thinking • shows outstanding ability of synthesis under exam pressure
70-79 (First Class)	<ul style="list-style-type: none"> • engages closely with the question and its conceptual issues • shows some evidence of independent reading • shows some sophistication of argument • shows an intelligent use and a good understanding of relevant source materials • shows significant ability of synthesis under exam pressure
60-69 (Upper Second Class, 2:1)	<ul style="list-style-type: none"> • offers critical insights and shows evidence of critical thinking • shows a good understanding of the major factual and/or theoretical issues relating to the question • cites some relevant literature on the topic • develops a focused and clear argument and articulates a sustained train of logical thought • gives a clear exposition of models/diagrams, with derivation, where appropriate • shows clear evidence of planning in the formulation of the written answer under exam pressure
50-59 (Lower Second Class, 2:2)	<ul style="list-style-type: none"> • shows some understanding of relevant major theoretical and/or factual issues • shows evidence of planning in the formulation of the written answer, • makes selective use of appropriate sources, and demonstrates some knowledge of the literature • shows, at various points if not throughout the entire text, examples of a clear train of thought or argument • presents basic models / diagrams, where appropriate • provides an appropriate conclusion to the textual argument(s)
40-49 (Third Class)	<ul style="list-style-type: none"> • shows some awareness and understanding of the factual and/or theoretical issues, but demonstrates limited ability to develop these • provides clear evidence of misunderstandings • shows some, albeit limited, evidence of planning in the formulation of the written answer, but also includes material or arguments which are irrelevant or unrelated to the question • fails to develop a clear or coherent response to the question, but shows occasional knowledge or insight • produces an incomplete answer
20-39 (Fail)	<ul style="list-style-type: none"> • fail to answer the question or develop an argument • fail to demonstrate knowledge of the key issues or arguments • contain clear conceptual or factual errors or misunderstandings • are poorly organised and/or poorly written
0-19 (Fail)	<ul style="list-style-type: none"> • fail to answer the question even in part • show no knowledge of the question or topic • contain blatant conceptual or factual errors • are very poorly organised and/or very poorly written
<i>Source: Adopted from SOAS, University of London.</i>	

10.2 Subject Assessment Marking Criteria:

In all levels, marking criteria grids are used for all assignments to enable students to “evaluate their progress and identify how they may improve further” (Subject Benchmark Statement for Business Management, [QAA, 2019](#)) and develop sufficient knowledge of the items of incorporation in their assignments. As each assignment requires its own specific criteria, tutors can be certain that no bias is given and that fair and consistent marks are awarded by applying the marking criteria consistently to all of the papers. The assessment criteria below characterise the level of complexity, demand and relative autonomy expected of the students at each level of the curriculum. The ‘by level’ structure maps to [Qualifications and Credit Framework](#) (QCF)

curriculum levels, and is underpinned by the need for students to progress from one level to the next. These criteria draw on the UK Quality Code for Higher Education ([QAA, 2018](#)) guidelines.

10.2.1 Generic Criteria for Assessment – Level 4:

	80%-100%	70%-79%	60%-69%	50%-59%	40%-49%	20%-39%	0-19%
Knowledge & Understanding of Subject	Highly detailed knowledge and understanding of material, concepts and theories at this level. Awareness of the ambiguities and limitations of knowledge.	Detailed knowledge and understanding of the main concepts/ theories at this level. Beginning to show awareness of the limitations of the knowledge base.	Good, consistent knowledge and understanding of the material, main concepts and key theories at this level.	Sound, routine knowledge and understanding of the material, main concepts and key theories. Some flaws may be evident.	Threshold level. Broadly accurate knowledge and understanding of the material. Some elements are missing and flaws evident.	Gaps in knowledge and superficial understanding. Some inaccuracies.	Major gaps in knowledge and understanding. Significant inaccuracies.
Cognitive/ Intellectual Skills	Logical, articulate analysis is a consistent feature. Persuasive points made throughout the work within a highly articulate, balanced argument. Judiciously selected evidence, drawn from relevant research. Convincing conclusions	Very good analysis throughout. Perceptive and persuasive points made within a given area. Explicit acknowledgement of other stances. Arguments well-articulated, and logically developed with a range of evidence. Strong conclusions.	Good analytical ability. Acknowledgement of the views of others. Arguments generally logical, coherently expressed, well organised and supported. Sound conclusions.	Issues identified within given areas. An emerging awareness of different stances and ability to use evidence to support a coherent argument. Broadly valid conclusions.	Threshold level. Some awareness of issues. Sense of argument emerging though not completely coherent. Some evidence to support views, but not always consistent. Some relevant conclusions	For the most part descriptive. Views/ findings are sometimes illogical or contradictory. Generalisations/ statements made with scant evidence. Conclusions lack relevance and/or validity	Brief and irrelevant. Descriptive. Only personal views offered. Unsubstantiated generalisations. Little or no attempt to draw conclusions
Use of Research-informed Literature	Exceptionally wide range of relevant literature used critically to inform argument, balance discussion and/or inform problem-solving. Consistently accurate and assured use of academic conventions.	Critical engagement with appropriate reading. Knowledge of research-informed literature embedded in the work. Consistently accurate use of academic conventions.	Knowledge of the field of literature appropriately used to support views. Research-informed literature integrated into the work. Good use of academic conventions.	Knowledge of literature beyond core text(s). Literature used accurately but descriptively. Academic skills generally sound.	Threshold level. Some evidence of reading, with superficial linking to given text(s). Some academic conventions evident and largely consistent, but with some weaknesses	Evidence of little reading appropriate for the level of study, and/or indiscriminate use of sources. Academic conventions used weakly.	No evidence of reading. Views are unsupported and non- authoritative. Academic conventions largely ignored.
Graduate Skills for Life and Employment	Research skills: Can collect and interpret appropriate data/ information and undertake research tasks with autonomy	Research skills: Can collect and interpret appropriate data and successfully undertake research tasks with a degree of autonomy.	Research skills: Can collect and interpret appropriate data/ information and successfully	Research skills: Can collect and interpret appropriate data/ information and undertake	Research skills: Some evidence of ability to collect appropriate data/ information and	Limited evidence of skills in the range identified for the assessment at this level. Significant	Little or no evidence of the required skills in any of the skills areas.

	<p>and exceptional success. Can communicate highly effectively in a range of formats, including orally, appropriate to the discipline(s). Can work exceptionally well with others as a key member of a group, showing leadership skills where appropriate, negotiating and meeting all obligations to others (e.g. tutors and peers). Can apply methods accurately and highly effectively to address a well-defined problem, appreciating the complexity of a range of issues in the discipline. Able to show insight and autonomy in evaluating own strengths and weaknesses in relation to professional and practical skills.</p>	<p>Can communicate very effectively in a range of formats, including orally, appropriate to the discipline(s). Can work very effectively with others as a member of a group, showing leadership skills where appropriate, and meet all obligations to others (e.g. tutors and peers). Can apply methods accurately and very effectively to address a well-defined problem, appreciating the complexity of the issues in the discipline. Able to show insight and autonomy in evaluating own strengths and weaknesses in relation to professional and practical skills.</p>	<p>undertake straightforward research tasks with limited external guidance. Can communicate well and consistently in a range of formats, including orally, appropriate to the discipline(s). Can work very effectively with others as a member of a group, and meet all obligations to others (e.g. tutors and peers). Can apply methods accurately to address a well-defined problem, appreciating the complexity of the issues in the discipline. Able to take initiative in evaluating own strengths and weaknesses in relation to professional and practical skills identified by others.</p>	<p>straightforward research tasks with external guidance. Can communicate effectively in a range of formats, including orally, appropriate to the discipline(s). Can work effectively with others as a member of a group, and meet obligations to others (e.g. tutors and peers). Can apply methods accurately to address a well-defined problem, and begin to appreciate the complexity of the issues in the discipline. Able to evaluate own strengths and weaknesses in relation to professional and practical skills identified by others.</p>	<p>undertake straightforward research tasks with external guidance. Can communicate in a range of formats, including orally, appropriate to the discipline(s), but with evident weaknesses. Can work effectively with others as a member of a group, and meet most obligations to others (e.g. tutors and peers). Some evidence of ability to apply methods appropriately to address a well-defined problem. Able to recognise own strengths and weaknesses in relation to professional and practical skills identified by others, but lacking insight in some areas.</p>	<p>weaknesses evident, which suggest that the candidate is not on course to gain skills necessary for graduate-level employment. Research skills: Some evidence of ability to collect appropriate data/information and undertake straightforward research tasks with external guidance. Can communicate in a range of formats, including orally, appropriate to the discipline(s), but with evident weaknesses. Can work effectively with others as a member of a group, and meet most obligations to others (e.g. tutors and peers). Some evidence of ability to apply methods appropriately to address a well-defined problem. Able to recognise own strengths and weaknesses in relation to professional and practical skills identified by others,</p>	
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						but lacking insight in some areas.	
<i>Source: Adopted from the Teaching Quality Assurance Manual, University of Exeter, UK</i>							

10.2.2 Generic Criteria for Assessment – Level 5:

	80%-100%	70%-79%	60%-69%	50%-59%	40%-49%	20%-39%	0-19%
Knowledge & Understanding of Subject	Exceptional knowledge and understanding of material, main concepts/theories at this level. Awareness of the limitation of their knowledge, and how this influences any analyses and interpretations based on that knowledge	Very good, detailed knowledge and understanding of material, main concepts/theories at this level. Awareness of the limitation of their knowledge, and how this influences any analyses and interpretations based on that knowledge.	Very good knowledge and understanding of material, of well-established principles of area(s) of study, and of the way in which those principles have been developed.	Broad knowledge and understanding of material, of well-established principles of area(s) of study, and of the way in which those principles have been developed	Threshold level. Some knowledge and understanding of material, of well-established principles of area(s) of study, and of the way in which those principles have been developed.	Gaps in knowledge and only superficial understanding of the well-established principles of area(s) of study. Some inaccuracies.	Major gaps in knowledge and understanding of material at this level. Significant inaccuracies.
Cognitive/ Intellectual Skills	Exceptional analysis and synthesis are consistent features. Perceptive, logically connected points made throughout the work within an eloquent, balanced argument. Evidence selected judiciously and thoroughly analysed. Persuasive conclusions.	Excellent analysis and synthesis. A range of perceptive points made within a given area for this level of study. Arguments logically developed, supported by a range of relevant evidence. Explicit acknowledgement of other stances. Strong conclusions.	Good level of analysis and synthesis. An awareness of different stances and ability to use evidence convincingly to support an argument. Ability to apply concepts/ principles effectively beyond context of study. Valid conclusions	Issues identified and critically analysed within given areas. An awareness of different stances and ability to use evidence to support an argument. Ability to apply concepts and principles outside the context of study context. Generally sound conclusions.	Threshold level. Awareness of main issues. Structure of argument effective, but with some gaps or weaknesses. Some evidence provided to support findings, but not always consistent. Some relevant conclusions.	Views/ findings largely irrelevant, illogical or contradictory. Generalisations/ statements made with scant evidence. Conclusions lack relevance and/or validity.	Unsubstantiated generalizations, made without use of any credible evidence. Lack of logic, leading to unsupportable conclusions or missing conclusions. Lack of analysis and relevance.
Use of Research-informed Literature	Exceptionally wide range of relevant literature evaluated and used critically to inform argument, balance discussion and/or inform problem-solving. Consistently accurate and assured use of academic conventions.	Critical engagement with a range of reading. Knowledge of research-informed literature embedded in the work. Consistently accurate use of academic conventions.	Knowledge of the field of literature used consistently to support findings. Research-informed literature integrated into the work. Very good use of academic conventions.	Knowledge and analysis of a range of literature beyond core text(s). Literature used accurately and analytically. Academic skills generally sound.	Threshold level. Evidence of reading relevant sources, with some appropriate linking to given text(s). Academic conventions evident and largely consistent, with minor weaknesses.	Evidence of little reading appropriate for this level and/or indiscriminate use of sources. Academic conventions used weakly.	No evidence of reading. Views are unsupported and non- authoritative. Academic conventions largely ignored.

Graduate Skills for Life and Employment	<p>Research skills: Evidence of exceptional success in undertaking a range of research-like tasks with a high degree of autonomy for the level.</p> <p>Can communicate highly effectively, with professionalism, in a range of formats, including orally, appropriate to the discipline(s).</p> <p>Can work exceptionally well with others as a key member of a group, showing leadership skills where appropriate, negotiating and meeting all obligations to others.</p> <p>Can identify key areas of problems confidently and choose, with autonomy and exceptional effectiveness, appropriate methods for their resolution in a considered manner.</p> <p>Able to show insight and autonomy in evaluating own strengths and weaknesses, showing outstanding judgement.</p>	<p>Research skills: Can successfully complete research-like tasks, drawing on a range of sources, with a significant degree of autonomy.</p> <p>Can communicate very effectively and confidently in a range of formats, including orally, appropriate to the discipline(s).</p> <p>Can work very effectively and confidently with others as a member of a group, showing leadership skills where appropriate, and meet all obligations to others.</p> <p>Can identify key areas of problems confidently and choose, with autonomy and notable effectiveness, appropriate methods for their resolution in a considered manner.</p> <p>Able to show insight and autonomy in evaluating own strengths and weaknesses re professional and practical skills, showing excellent judgement</p>	<p>Research skills: Can successfully complete research-like tasks, drawing on a range of sources, with limited external guidance.</p> <p>Can communicate well, confidently and consistently in a range of formats, including orally, appropriate to the discipline(s).</p> <p>Can work very effectively and confidently with others as a member of a group, meeting obligations to others, modifying responses appropriately.</p> <p>Can identify key areas of problems and choose, with autonomy, appropriate methods for their resolution in a considered manner.</p> <p>Able to take initiative in evaluating own strengths and weaknesses in relation to professional and practical skills identified by others and develop and effectively apply</p>	<p>Research skills: Can undertake research-like tasks, drawing on a range of sources, with limited external guidance.</p> <p>Can communicate effectively and confidently in a range of formats, including orally, appropriate to the discipline(s).</p> <p>Can work effectively with others as a member of a group, meeting obligations to others, modifying responses appropriately.</p> <p>Can identify key areas of problems and choose appropriate methods for their resolution in a considered manner.</p> <p>Able to evaluate own strengths and weaknesses in relation to professional and practical skills, and to develop own evaluation criteria</p>	<p>Research skills: Some evidence of ability to collect and interpret appropriate data/information and undertake research tasks with limited external guidance.</p> <p>Can communicate in a range of formats, including orally, appropriate to the discipline(s), but with some weaknesses.</p> <p>Can work with others as a member of a group, meeting most obligations to others, modifying responses appropriately.</p> <p>Can identify key areas of problems and generally choose appropriate methods for their resolution.</p> <p>Able to recognise own strengths and weaknesses in relation to professional and practical skills, but with limited insight in some areas.</p>	<p>Limited evidence of skills in the range identified for assessment at this level. Significant weaknesses evident, which suggest that the candidate is not yet on course to gain skills necessary for graduate-level employment.</p>	<p>Little or no evidence of the required skills in any of the areas identified for assessment at this level.</p>
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			their own evaluation criteria.				
<i>Source: Adopted from the Teaching Quality Assurance Manual, University of Exeter, UK</i>							

10.2.3 Generic Criteria for Assessment – Level 6:

	80%-100%	70%-79%	60%-69%	50%-59%	40%-49%	20%-39%	0-19%
Knowledge & Understanding of Subject	Highly detailed knowledge and understanding of the main theories/concepts of the discipline(s), and an awareness of the ambiguities and limitations of knowledge.	Excellent knowledge and understanding of the main concepts and key theories/ concepts of the discipline(s). Clear awareness of the limitations of the knowledge base	Good understanding of the field(s) of study; coherent knowledge, in line with subject benchmark, at least in part informed by current research in the subject discipline.	Systematic understanding of field(s) of study, as indicated by relevant QAA subject benchmark statements for the degree programme	Threshold level. Understanding of key aspects of the field of study; coherent knowledge, at least in part informed by current research in the subject discipline.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.
Cognitive/ Intellectual Skills	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions.	Thoroughly logical work, supported by judiciously selected and evaluated evidence. High quality analysis, developed independently or through effective collaboration.. Ability to investigate contradictory information and identify reasons for contradictions. Strong conclusions	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions.	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions	Threshold level. Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings are sometimes illogical and contradictory. Generalized statements made with scant evidence. Conclusions lack relevance	Unsubstantiated generalizations, made without use of any credible evidence. Lack of logic, leading to unsupportable/ missing conclusions. Lack of any attempt to analyse, synthesise or evaluate. Poor communication of ideas.
Use of Research-informed Literature	Outstanding knowledge of research-informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently and professionally applied.	Excellent knowledge of research informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently applied.	Knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently with accuracy and assurance. Good academic skills, consistently applied.	Knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently. Academic skills consistently applied.	Threshold level. References to a range of relevant sources. Some omissions and minor errors. Academic conventions evident and largely consistent, with minor lapses.	Evidence of little reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Academic conventions used inconsistently.	Little evidence of reading. Views and findings unsupported and non-authoritative. Academic conventions largely ignored.

Graduate Skills for Life and Employment	<p>Research skills: Exceptionally successful in a wide range of research-like tasks, including evaluation, with a high degree of autonomy. Can communicate with an exceptionally high level of professionalism, in a range of formats, including orally, appropriate for graduate-level employment. Can work exceptionally well and professionally within a team, showing leadership skills as appropriate, managing conflict, and meeting all obligations. Is exceptionally professional and flexible in autonomously defining and solving a range of complex problems and applying knowledge and methods to their solution. Outstanding ability to evaluate own strengths and weaknesses, showing outstanding attributes for graduate-level employment.</p>	<p>Research skills: Can very successfully complete a range of research-like tasks, including evaluation, with a significant degree of autonomy. Can communicate professionally and confidently in a range of formats, at a high standard appropriate for graduate-level employment. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Is professional and flexible in autonomously identifying and defining a range of complex problems and applying knowledge and methods to their solution. Able to show insight and autonomy in evaluating own strengths and weaknesses and developing professional and practical skills needed for graduate-level employment.</p>	<p>Research skills: Can successfully complete a range of research-like tasks, including evaluation, with very limited external guidance. Can communicate well, confidently and consistently in a range of formats, including orally, at a standard appropriate for graduate-level employment. Can consistently work very well within a team, leading & negotiating in a professional manner and managing conflict. Is confident and flexible in identifying and defining a range of complex problems and applying knowledge and methods to their solution. Able to take initiative in evaluating own strengths and weaknesses in relation to graduate-level professional and practical skills, and act autonomously to develop new areas of skills as necessary</p>	<p>Research skills: Can competently undertake reasonably straightforward research tasks with minimum guidance. Can communicate effectively in a range of formats, including orally, at a standard appropriate for graduate-level employment, and with limited weaknesses. Can consistently work effectively within a team, negotiating in a professional manner and managing conflict. Is confident and flexible in identifying and defining complex problems and applying knowledge and methods to their solution. Able to evaluate own strengths and weaknesses in relation to graduate employment.</p>	<p>Research skills: Can competently undertake reasonably straightforward research tasks with minimum guidance, but with minor weaknesses. Can communicate in a range of formats, including orally, at a standard appropriate for graduate-level employment, and with limited weaknesses. Can generally work effectively within a team, negotiating in a professional manner and managing conflict. Is largely confident and effective in identifying and defining complex problems and applying knowledge and methods to their solution. Able to recognise own strengths and weaknesses in relation to graduate employment, with minor areas of weakness.</p>	<p>Limited evidence of the graduate skills identified in the programme specification. Significant weaknesses evident, which suggest that the candidate has not gained the skills necessary for graduate-level employment.</p>	<p>Little or no evidence of the required skills in any of the graduate skills identified in the programme specification at this level.</p>
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Source: Adopted from the Teaching Quality Assurance Manual, University of Exeter, UK

10.3 Quality Assurance of Assessment and Marking

The assessment and marking of the Business Management modules are quality assured, in adherence to the UK Quality Code for Higher Education ([QAA, 2018](#)) and the Subject Benchmark Statement ([QAA, 2019](#)). The assessments are marked using the marking criteria, as outlined in the assessment briefs which are posted on Moodle prior to the beginning of a semester. This approach ensures consistency among the degree level outcomes among different academic years. As part of the quality assurance procedure, all modules including level 4 are internally moderated. In the first instance, academic tutors who are delivering a module in a particular semester will set, guide [including consultations and feed forward] and mark assessments of that module. An internal moderator, who has not been involved with the teaching or marking of that module for that semester, will then moderate 20% (unless suggested otherwise in the university's internal moderation form) of the total number of scripts by randomly selecting marked assessments in three categories, based on top, mid and low scores. If a module is co-delivered by all members of the team, then someone from another subject area will act as the internal moderator. If there is involvement of more than one marker in a module, the internal moderator will select a moderation sample from across the range of marks and an even split between the markers. This ensures that feedback and grades given are comparable and fair across all markers. In cases where the internal moderator and marker cannot agree on a specific range of mark (not varying by more than 5 marks on assessment marked out of 100), a third marker will blind mark the concerned assessment. If the issue is not resolved at this stage, the work will be flagged up to the external examiner for final comment. In addition to the internal moderation procedure, the moderated samples in levels 5-6 will be forwarded to the external examiners for inspection and a written report. The external examiners will however be able to view all assignments which are submitted and marked online.

11. Learning, Teaching and Assessment Methods:

The [University Learning, Teaching and Assessment Strategy \(2015\)](#) reflects the underlying principles that have guided the development of all of the department programmes from their conceptual stage. The implied aim stemming from these principles is to embed ethical, reflective behaviours into business and marketing practice, for the attainment of sustainable and ethical businesses. Consequently, the learning and teaching strategy (LTS) is designed to operate at three levels of an integrated system, akin to the rings of an onion and comprising:

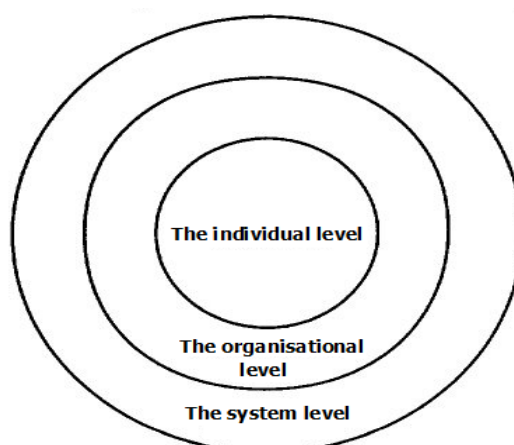


Figure 1. The Learning and Teaching Strategy (LTS) Onion

1) **The individual level:**

The Business Management programme aims to produce high quality graduates with the knowledge, skills and understanding for an effective and valued career in a specific specialism (e.g. marketing or operations management) or more general management situations. However, it will develop knowledge, concepts and skills in the major academic disciplines of business and management as a sound basis for practice, study and training in the graduate's chosen profession. It will help develop the concepts, approaches and ethical

thinking necessary for management problem solving, including through individual experience while out on placement. This will enable the students to develop a positive attitude to change, a desire for excellence, a visionary and positive approach to future developments and openness to new ideas.

2) The organisational level:

All modules are underpinned by an exploration of the values and value systems inherent to different approaches. The programme provides a robust foundation in business while extending their preparedness for a range of different careers in various areas of management. It also develops students' awareness of current issues within business, economics, politics and industries to enable critical evaluation of the literature and current practice in order to develop a distinctive and holistic approach that has the necessary integrity and global perspective to make a positive impact in a business environment regardless of sector.

3) The system level:

The curriculum explores core disciplines of business set in a business context and also provides students with an awareness of the conceptual issues within business. It will enable students to acquire knowledge of contemporary issues in ethical business and practice and relate this knowledge to practical Business problems, demonstrating how they are affected by individuals, organisations, markets, societies and other disciplines. This offers each participant the chance to work independently on a topic of direct relevance to their own career/ research while developing the skills to locate, critically evaluate, present and analyse relevant theories & data to support conclusions & recommendations.

The three levels outlined above will be undertaken simultaneously throughout the three years of the course and the development of the thematic pathways will allow for the student learning and development to be a highly contextualized endeavour rather than as a generic practice, which can lead to good decision making in organisations. Students will also be required to undertake group discussions and presentations, formal input and the use of external speakers, Visiting Lecturers, business practitioners and other selected professionals who will provide up-to-date advice on contemporary issues and practices in this field.

There are several approaches which will be undertaken in order to achieve the criteria stated above.

- At the start of the programme at level 4 students will be supported to identify and understand the differences from their previous educational experiences to the one provided at Newman.
- Students will be shown how to appraise their own learning and needs, and they will be given opportunities to undertake this each semester.
- The team will draw upon the knowledge and understanding brought by students from different backgrounds, by encouraging them to share and discuss personal knowledge and experiences in tutorial/seminar groups
- Discussion groups used within tutorials and seminars to enable all students to be able to participate. This will help to identify areas where the group, or individuals are having difficulties and enable tutors to provide additional knowledge in the area.
- Provide learning materials in different formats (written, online, audio, video podcast, etc.) to support key concepts/knowledge. Particularly at the start of a programme/module or for key areas, providing online or hard copy notes before classes can aid comprehension and accessibility.
- Include group work, with groups representing diverse cultures and nationalities.
- Utilise examples and case studies for each group which correspond with the group or individual's business interests.
- Draw upon the experience and expertise of staff from other countries and/or visiting academics

Overall, the QAA Subject Benchmark Statement for Business Management (2019) has been used as a guide to design the LTS and assessment methods of this programme. Independent mode of delivery, teaching and assessment in business management includes some combination of a

number of methods (Table 4). In order to render teaching, learning and assessment services with more flexibilities and enable students to work at their own pace and develop self-directed learning skills and digital literacies, we prefer to increasingly adopt mixed/hybrid/blended modes of learning, by combining face-to-face interactions, computer-based instructions & assessments and online activities (eg, live &/or pre-recorded lectures, YouTube videos, Moodle exercises, online marking and feedback, etc.). In reality, “the balance between the classroom elements and digitally enabled activity varies depending on the design and implementation of the learning” (Advance-HE, as of 7th June 2020). In our case, the balance will be module-specific and accordingly a tutor will decide the degree of blends.

Table 4. Teaching, learning and assessments: At a glance

Teaching and learning methods (indicative only)	Assessment methods (Indicative only)
<ul style="list-style-type: none"> • Lectures (in-class and/or virtual) • Seminars (in-class or virtual) • Tutorials (in-class or virtual) • Workshops (in-class or virtual) • Problem-solving sessions (in-class or virtual) • Project supervision • Work-based learning, including placements and internships • Employer or organisation-based case studies • Live or 'real world' projects • Study trips, field work, etc. • Simulations and/or practicals • Discussion groups, virtual forums, etc. • Business mentoring, business start-up, etc. • Guided learning (in-class or virtual) • Office hours publicised to students 	<ul style="list-style-type: none"> • coursework reports, reviews and essays • examinations (closed or open book, in person and online) • presentations • dissertations and projects • posters • learning journals and portfolios • practicals • simulations
<p><i>Source: QAA Subject Benchmark Statement for Business Management (2019), pp.8-9; and Principles for Learning and Teaching for the Coming Semester; and Further Terminology Guidance and Definitions, Newman University.</i></p>	

Among the items listed in Table 4, the delivery of the following activities are allowed virtually (provided the sessions/activities have a specific timetable scheduled) or in person as 'scheduled' under HESA rules: Lectures, Tutorials, Seminars, Demonstrations, Practical, Sessions / Workshops, Project supervision, Fieldwork, External Visits, Office hours publicised to students. The online and digital means of conducting the above listed assessments (Column 2, Table 4) were discussed in Section 10: Assessment Strategy. Column 2 is therefore not elaborated here.

Any further information on learning, teaching and assessment methods can be obtained from the presentation of the employability strategy below.

Table 5. Assessment Map for BA Hons. Business Management (BBM)

METHODS (BY TYPE)	LEVEL 4		LEVEL 5		LEVEL 6	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Report (Individual / Group)		BEU417 (80%)		BEU514 (70%)		BEU614 (100%)
		BEU424 (30%)				BEU616 (80%)
Digital resource and rationale				PLU512 (40%)		
Work placement e-Portfolio						
Case Analysis						
Examination		AFU423 (70%)				BEU615 (100%)
		AFU424 (70%)				
Presentation (Individual / Group)						BEU616 (20%)
Portfolio	BEU410 (100%) BEU412 (100%) BEU416 (100%)		BEU512 (100%) BEU515 (100%) BEU516 (100%)	BEU517 (100%)	BEU611 (100%)	BEU612 (100%) BEU618 (100%)
Coursework		BEU417 (20%)		BEU514 (30%)	BEU610 (100%)	
				PLU512 (60%)	BEU613 (30%) BEU613 (80%)	
Online assessment						
Class Test		AFU423 (30%)				

12. Accessibility and Inclusivity Practices:

At Newman University, in line with the university's [accessibility and inclusivity policy](#), anyone is afforded the right to education, assuming that once a student fulfils the academic acceptance criteria, no other restrictions will be placed on their learning. To ensure that this continues throughout the course, the inclusive practice will be followed, from the development of the programme to the execution level, till an individual completes her/his student journey with an exit award. Also, an audit will be undertaken by the programme leader annually to fine-tune approaches, based on information from various sources, eg, annual student surveys, end of module surveys, focus groups, etc.

12.1 Accessibility Practice:

The HE data in the UK shows the persistence of differences in degree outcomes for specific student groups, even when other background characteristics and prior attainment are taken into account ([HEFCE, 2015](#)). Therefore, to minimise the adjustments needed by individual students, universities are required to integrate inclusive approaches to teaching, learning *and* support that consider the diverse needs of students throughout their study experience ([Pearson et al., 2019, p.4](#)). We are no exception in this regard. Some of our arrangements are highlighted below:

- 1) Conducive teaching and assessment approaches: Considerations will be given to facilitate conducive teaching and assessment approaches to ensure that a fair and inclusive learning is made accessible for all students. The following approaches will be considered:
 - Teaching approaches will be flexible so that each year they can be adapted to the needs of that cohort.
 - Making lectures and teaching materials fully accessible by students.
 - Giving text alternatives for the key teaching points in images, tables, graphics, videos and audio.
 - Considering relevant issues when writing module specifications, that:
 - Modules have been developed to consider not only future business needs, but also to provide students with the ability to reflect on their own development and put into place their developmental opportunities.
 - Global and cultural considerations are integrated into each module, in addition to the specific inclusion of a Global Business Environment module at level 4 and an International Business module at level 6.
 - Consideration of the opportunities for guest speakers and off-site visits are made and options explored.
 - Variations in assessment methods (Formative and Summative) and their appropriateness to learning outcomes are ensured.
 - Knowledge, skill and understanding are assessed, not disability is assessed and accordingly SEN support provisions are made.
- 2) Maximise electronic resources: Print material needs more work to make it accessible, and can take days or sometimes weeks to convert whereas digital material can instantly be made easy to access with assistive technology. As a reflection of inclusive design good practice, we will choose electronic/digital resources over print material when creating reading lists and recommending academic resources, to the extent possible. In this way, we will be able to share learning resources online in a timely way and this will help part-time, distance and commuting students in particular. As a standard practice, we will ensure:
 - Posting module outlines on Moodle at least 1 week before the module starts.
 - Posting lecture/seminar slides online at least 24 hours before the session. This will particularly help students with notetaking difficulties.
 - Making prioritised reading lists available at least 4 weeks in advance. This will give time to make alternative formats if needed, and support slower readers. In the priority list, we will clearly show the importance of readings e.g. core (must read), recommended (should read) and background (could read). This will help those with reading difficulties to prioritise.

- Recording a live lecture and uploading it as a digital video or podcast for students to view, either in real-time or after the lecture has finished. This will help with note taking, especially for students with relevant ILPs.
- Making documents easy to navigate and understand (due to a clear structure) which can be understood by screen readers and other assistive technologies. This will be done in collaboration with the e-learning team.

12.2 Inclusivity Practice:

In order to ensure that this programme has been revalidated with full inclusivity in mind, a diverse range of investigations, consultations and discussions were made. For example:

1. A number of consultations were done with internal stakeholders of the university:
 - a. the in-house experts in Accounting, Finance and Business subjects to: (i) introduce Accounting, Financial Management, etc. in Business Management degree, and more importantly (ii) look into the possibility of aligning the level 4 modules between BA Business Management and BA Accounting and Finance programmes, and offer students a unique option to switch between the programmes after the successful completion of level 4.
 - b. the Associate Deans in FASPS on 12th November 2019 & 3rd December 2019, Head of Sports on 25th November 2019, Interim Head of WWCYPF on 28th November 2019 and, Head of Work-Based Learning and Enterprise & Employability Manager on 30th January 2020 to discuss selection and adoption of interdisciplinary modules as specialization electives.
 - c. the administrative units of the university such as Quality Office, Registry, Planning and Systems Development (PSD), Employability team, Finance, Marketing, etc. to plan resources and timely executions of the revised course.
 - d. the students in all levels of the Business Management programme, by organising a couple of Focus Group Discussion (FGD) sessions on 13th November 2019 and 14th November 2019, in presence of the Business team.
 - e. the student reps and STARs in the Business Management programme during the SSCC meeting on 28th November 2019, to discuss the proposed modules and possible specialization electives and record their feedback for consideration in designing the final version of the revalidated programme.
2. Consultations/opinion surveys were also done with various external stakeholders of the university. For example:
 - a. In collaboration with the Employability team, 39 executives from the industry were contacted by email on 25th October 2019, requesting their feedback on a questionnaire with potential pathways, followed by a POLITE REMINDER on 13th November 2019. Some valuable feedback and suggestions were received from 21 of them (that includes a Business graduate from Newman University) via emails.
 - b. Visitors at the Open Days on 12th October 2019 and 8th November 2019 at Newman University were consulted and their subject area preferences were recorded.
 - c. Meetings with management representatives of South and City College, and Christ the Redeemer College, London on 29/10/19 and 8/11/19 respectively, discussing students subject area preferences for undergraduate study following HNC, HND and BTEC Extended courses. The introduction of new modules were identified to put Newman University in a better position to compete against West Midlands competitors.

- d. The Business team had a series of ongoing communications with the officials of Chartered Management Institute (CMI) and also had a formal Skype meeting with the Partnership Manager on 11th November 2019 to discuss adoption of relevant pathway modules from CMI level 6 diploma and set the timeline for mapping the Business Management curriculum with the CMI diploma programme in Leadership and Management.
3. Document consultations:
 - a. Published data, reports and analysis from internal and external sources were also considered. For example, NSS and ISS survey outcomes, AER Statistical Data for 2018-19 from PSD, University's Access and Participation Plan 2020-2025, University's General Academic Regulations, OfS (2019), TEF Scorecards for 2019 and 2018 from Paul Yates, SDGs of the United Nations, among others.
 - b. Reports that contain the recommendations of the Newman University Students Union in the University policy formulation and develop awareness of the experiences of BAME and mature students to help them overcome hurdles to their engagement, continuation and achievements at Newman University.
 4. Other considerations:
 - a. Outcomes of the routine online surveys by Student Support Services to identify new students' development needs, aspects of university life that they may find challenging or need support with and signposts them to sources of assistance. This knowledge helped the Business team to address students' needs at the programme level.
 - b. Ongoing general conversations with students and colleagues during tutorial sessions and coffee times, sharing updates on progress made and receiving their comments and thoughts about modules, in complement to the above approaches.

13. Decolonising Curriculum:¹

Research [findings](#) of the Chartered Association of Business Schools (CABS) suggest that in management education diversity is more prevalent in the glossy pictures of websites and brochures than in the curriculum. This is perverse since UK and US business schools have the most popular (and lucrative) university courses with highly diverse students. [Universities UK \(2017\)](#) reported that management courses had the third highest proportion of students of colour, after medicine and law. However, [Left of Brown \(2018\)](#) pointedly reminded us that British business management undergraduates of colour are significantly less likely to gain a 2:1 or a First class degree ([HEFCE, 2018](#)). This is despite them having the same prior attainment as white counterparts. As Contu (2018) emphasised, this discrepancy does not necessarily reside in some student "deficit" (e.g., socio-economic disadvantage, poor schooling, etc.) as 15-point attainment gap between white and BME students remained unexplained even after adjusting for other factors (including prior attainment). This raised questions about what business schools must do to reduce this gap and how, and much of the answer to this problem lies in decolonizing the curriculum. According to the [Learning and Teaching Hub @Bath](#), decolonisation considers how we challenge perspectives through critical engagement and challenges power and hierarchies in our learning and teaching. It is not therefore something that can be 'done' in one unit or in one lecture or overnight, but is an ongoing process and, ideally, one that will be adopted across a course, and in meaningful partnership with students. As a programme team, we concur this viewpoint.

13.1 Our understanding of the decolonising curriculum:

Our team research suggests that the process of decolonising curriculum requires change in mindsets, complemented by a set of actions. Below we discuss what it would mean for us to decolonise a curriculum in two categories: mindsets and actions.

Mindsets:

¹ Conceptually influenced by [Keele Manifesto for Decolonising Curriculum](#) (as of 20 June 2020), [Learning and Teaching Hub @Bath](#) and [Keele Manifesto for Decolonising Curriculum](#) and Responses to freedom of information (FoI) requests from 128 UK universities ([The Guardian FOI, 2020](#)).

1. Acknowledging that knowledge is a cumulative and shared resource that is available to all. It is collectively produced and human beings of all races, ethnicities, classes, genders, sexual orientations, and disabilities have as much right as elite white men to understand what our roles and contributions have been in shaping intellectual achievements and shifting culture and progress.
2. Recognising that knowledge is inevitably marked by power relations and we exist in a global economy of knowledge, with a definite hegemonic centre, reflecting hierarchies of race, class and gender. Also, at the top of this hierarchy sit the knowledge institutions of the global North, databanks and research centres supported by the wealth of European and North American powers.
3. Not letting one specific group claim sole custodianship in which non-white and white academics and students would be counted together. This will involve conscious, deliberate, non-hypocritical and diligent interest by both non-white and white members of the team/university in all knowledge systems, cultures, peoples and languages.
4. Thinking about how students with diverse race, gender, disability and class all demonstrably impact their attainment and experiences of exclusion from the university environment. These are linked to the university's historic identity and mission, as well as wider structural inequalities within society.
5. Decolonising requires the courage to admit that any knowledge could and should be open to challenge and question; regardless of its original power relations. This is the only way to avoid the mere 'displacement' of one curriculum colonised by another.

Actions:

6. Rethinking, reframing and reconstructing the current curriculum in order to make it better, and more inclusive. It is about expanding our notions of good literature so it doesn't always elevate one voice, one experience, and one way of being in the world. It is about considering how different frameworks, traditions and knowledge projects can inform each other, how multiple voices can be heard, and how new perspectives emerge from mutual learning.
7. Not just about bringing in minority ethnic writers and texts, but also how we read 'traditional mainstream' texts. Decolonising is far more nuanced than just replacing authors and focusing on just the topics covered in a course. It also concerns how contents are delivered and how academic literacies are experienced.
8. Creating spaces and resources for a dialogue among all members of the team on how to imagine and envision all cultures and knowledge systems in the curriculum, and with respect to what is being taught and how it frames the world.
9. Requiring sustained collaboration, discussion and experimentation among groups of teachers and students, who themselves have power to make things happen on the ground and think about what might be done differently. The change will take different forms in different universities and disciplines. There is no one-size-fits-all solution.
10. Ensuring a system where all those who engage with the university to make their living, or to study, can do so under conditions of dignity, respect and security.

13.2 How we plan to decolonise our curriculum:

In the business management programme, decolonising curricula will be part of our active promotion of an inclusive curriculum and supporting the needs of all learners, especially through the cultural inclusion lens. It will link to our empowerment of students in their role as global citizens and our commitment to fostering a culture of inclusion and belonging. By decolonising curriculum, we would mean looking at *what we teach*, *how we position* what we teach in its context, and *how we are positioned* as teachers and learners, especially in relation to others who may not share this position and privilege. Our position is elaborated below:

- 1) In terms of decolonising curriculum delivery, the most obvious points to consider are the composition of the teaching staff, the kinds of knowledge taught by them, and the pedagogical methods employed. Beyond questions around the diversity of teaching staff in terms of gender, race, class, disciplinary, geographical and cultural backgrounds, there are issues around what kinds of knowledge are being privileged. At Newman University, the Business team holds pride

to have a diverse cultural heritage with global academic and professional backgrounds. In terms of ethnic composition, the team comprises staff with African, Caucasian, Chinese and South Asian descents. This enables the team to make an exception to the unidirectional sharing of knowledge and information from (often Northern) teacher to (Southern and Northern) students as well as promote and nurture the notion of “internationalisation” in a number of ways, by:

- Offering all students global perspectives within the programme.
 - Providing opportunities for student engagement with 'cultural others' in broader local community.
 - Exposing students to global customs and practices through the experience of the rich heritage that the diverse teaching staff holds.
- 2) The business curriculum is known to be largely based on knowledge produced by white men from North America and other Anglophone countries of the Global North ([Learning and Teaching Hub @Bath](#)). We take a careful note of this information and recognise Anglo- and Eurocentric bias in 'traditional' syllabuses, and accordingly work to 'decolonise' our curriculum to reflect the incredible diversity of the student body (having a large proportion of students with BAME background) and the wide range of academic interests of students and expertise of staff. In our courses, we intend to bring a critical eye to the European texts that we teach and at the same time search for suitable texts from across geographical regions and theoretical positions, including texts from Asia, Latin America and the Caribbean, and the Black radical tradition. We will remain engaged in revising and expanding our curricula to be more inclusive.
 - 3) [Gopal \(2017\)](#) pointed out students' concerns about the narrowness of their curriculums, based on the overwhelming majority of white male authors in the works referenced in class and on module reading lists. This can favour hegemonic knowledge in terms of content and perspective, and the where and how of production and publication, and introduce a systematic distortion to the material, ignoring excellent scholarship produced by BAME scholars. In this connection, we will review our reading lists in regular intervals and add black and non-western scholars to the lists.
 - 4) Besides re-thinking the content of our teaching, we will make effective use of our personal tutoring system (PTS) in gaining a deeper understanding of the challenges faced by many of our students. These concerns will play a central role in interrogating power, addressing marginalisation, and thinking through identities and differences.
 - 5) We aim to keep working with students to build a balanced curriculum, diversify our curricula in response to our students' cultural heritages and better tackle bias in scholarly traditions. Most modules will rely on a global, comparative, non-Western focus, and specifically consider race, diversity, intersectionality and minoritarian and marginal perspectives. We will encourage coursework or written submissions' focus on understudied communities; social justice, sustainable and ethical practices in business; social entrepreneurship, etc. We will continue to collaborate with the Careers team and Progression Coaches to facilitate career opportunities through work placements, workshops and both credit- & non-credit-bearing skills training every year. We will encourage our tutors to address diversity and inclusions in guest lectures.

Decolonizing the curriculum is, however, just one step – we also need to address the everyday experiences of students, whether they are BAME, women, LGBTQI+ students, students from working class backgrounds, students with disabilities, those with specific and non-specific learning difficulties, who identify as neurodivergent, and students with caring responsibilities, combined with supportive networks and resources. We want to do this work effectively, progressively and inclusively, based on inputs and interaction from our students, as explained in Section 12 above.

14. Employability Strategy:

The UK Higher Education Academy (HEA, 2013) opined that graduates are prepared to be able to contribute to the economy and society. Therefore, they should be equipped with the relevant attributes, skills and knowledge that will prepare them for employment. However, the common challenges related to ensuring employability in graduates are linked to three key areas which are:

- Providing access to quality work based and work-related learning (WRL) opportunities
- Engaging students in work related opportunities
- Developing effective links with employers

These challenges have featured in the HEA's employability theme which aims to support institutions to enhance the academic, personal and professional development of students in order to meet the changing needs of employers, the economy and society (HEA, 2013). At Newman University, we work in light of the HEA Employability Framework that emphasises the tasks of embedding employability into the curriculums as collaborative and flexible (as per relevance). We also have an understanding that employability is a University-wide responsibility that requires a combined effort, working in partnership with institutional services & departments and including all stakeholders such as alumni, students, employers, professional bodies & all school staff.

As per the employment metrics in the 2018 TEF scorecard, the results for Business Management as compared to the overall averages at Newman University were encouraging. Graduate employability or progression to further study (92%) was very impressive in 2018, compared with the earlier figures (eg, 88% in 2016) and Newman's score in 2018 (95%). The employability of Business graduates in high skilled jobs or further study (60%) has shown a drastic improvement from 2016 (47%). It's inspiring to see that the employability in high skilled jobs or progression to further study has matched the Newman University average (60%) for the first time in the last few years. However, there is scope to further improve and we expect that the redesigned programme with more employability features in the delivery and assessment of modules would result in a positive impact in this regard.

In view of the Strategic Plan 2014-2020 (p. 9) and the External Examiner's 2018/2019 report, embedding employability in the curriculum as well as co-curricular and extra-curricular activities has been seriously considered in the redesigned programme. Some examples are highlighted below:

14.1 Embedding employability in the curriculum:

- 1) The Business Management programme has been designed to help students make the link between theory and the real world. Activities that allow students to develop abilities that will be useful in a wide range of professional situations have been built into the curriculum through teaching methods and assessments. Also, the curriculum addresses core issues of Business that will equip graduates for a wide range of roles in the public, private and third sectors as professionals in business management. The course also provides a critical appreciation of the structure and strategy of organisations and functional activities such as sales and marketing, operations management, or finance and accounting. This robust grounding will provide an ideal base from which students may either enter a business function, or progress to further study at Newman University or at another UK HEI. The learning & teaching (L&T) and assessment methods will be ensured as part of the revalidation task by:
 - a) Incorporating active and experiential L&T methods that included problem solving, role playing, open discussions, debates, team activities, real-world activities (e.g., projects), creating & pitching of ideas, etc.
 - b) Enriching subjects using real world examples, research projects and opportunities to see how the subject & its methods are applied in practice or in a simulated setting.
 - c) Decolonising & internationalising curriculum and creating space within the curriculum for students to gain career management skills & insights for timely career planning.
 - d) Recruiting and developing academic staff with diverse cultural heritage, global professional experience and industry backgrounds.
 - e) Supporting research-led L&T and professional networking opportunities for staff that expose students to contemporary business & management developments & practices.

- f) Incorporating enterprise education in the curriculum, not just for those that wish to set up their own business. For example, at Newman University, we've incorporated an "Innovation and Entrepreneurship" module in level 5 of the BA Business Management programme. Leading universities, e.g., Oxford, Reading, Warwick, Sheffield, etc. have a similar practice.
- 2) WORK-BASED LEARNING (WBL). As an approach to develop employability skills in a real-life work setting, we will continue to support the mandatory Work Related Learning (PLU512) module in the undergraduate second year, with *a priori* preparatory support work in the final semester of the first year. We will continue to seek support on placements and embedding employability in our programmes from the WBL and the Careers teams.
- 3) WORK-RELATED LEARNING (WRL) approaches. We will incorporate 'authentic' activities and assessments in the curriculum based as closely as possible on real work situations (e.g. case studies, research projects, simulations, outreaches, and enquiry-based learning). We will remain in constant touch with the Careers Office and integrate WRL in the curriculum by providing various opportunities such as voluntary works, part-time industry jobs, project works for employers, Internships Scheme, on-Campus work experience, among others. We will also retain our relationships with the employability team and the Careers Progression Coaches to develop our students with up-to-date information, advice and guidance towards effective employability. We are aware that the University is building many desirable connections with local SMEs through the EU-funded Higher Level Skills Match programme and we intend to make good use of this.
- 4) DUAL ACCREDITATIONS: The professional accreditation of the university programmes strengthens the 'employability' features of the graduates in a number of ways, by providing access to exclusive networking events, opportunity to attend lectures from top level industry-expert members and fast-track to become Chartered Executives. For the Business Management programme, professional accreditation will be secured via formal course mapping exercise.

14.2 Embedding employability in the curricular activities:

In light of the above mixed observations with a number of positive outcomes of the current efforts related to graduate employability, as analysed in the [Annual Enhancement Round \(AER\) for 2018-19](#), the Business team will continue to address relevant employability issues in the following ways:

- 1) collaborating with employers and alumni through regular communications and networking activities in order to ensure their involvement not just as guest speakers and providers of placements but also to help inform the curriculum, get involved with student assessment, provide case studies and project ideas; to ensure that students benefit directly from their knowledge, insight and contacts.
- 2) offering personal tutoring and motivating tutees to participate in skill formation activities, offered by the Newman University Students Union, Careers Office, etc.
- 3) encouraging students to participate in curricular and extra-curricular events that have a focus on employability and enterprise and relevant transferable skills (in view of the disappointing attendance by students).
- 4) encouraging pupils to participate in schemes, eg, BSEEN, and giving them the opportunity to demonstrate leadership, organisation & management initiatives.
- 5) ensuring active involvement of staff in the ESF funded Higher Skills Gap project, in collaboration with Birmingham City University (BCU) and Aston University and providing opportunities for students to gain valuable experience in companies as well as creating further opportunities in terms of networking.
- 6) looking for opportunities to showcase student works directly to employers by participating in events like Innovation Fest, Inspired Festival or graduate shows.
- 7) looking into possibilities of extending Business programmes globally & creating opportunities for international exposure through a "study abroad" scheme.
- 8) motivating staff to engage in research, raising university profile and also creating graduate job opportunities for students in the university.

15. Retention and Progression Strategy:

We acknowledge that it is critical for us to provide students with ample opportunities for success, setting high but achievable expectations and helping students to achieve those. Due to relevance, some of the strategies that were highlighted above, as part of the revalidation process, can be cited below:

- 1) One of the most efficient ways to improve student retention is to reach at-risk students before they leave the university. We like to do this by implementing an early alert student referral program following procedures involved in the early withdrawal procedures within 1st November and using personal tutoring system. As part of the first approach, we will identify students who have been inactive in the first few weeks of Semester 1, suspected to be experiencing academic, personal, financial or social issues, and make communications informing them of the university's resources and available support systems that can help them.
- 2) Throughout the year, student attendance will be monitored to identify students who are less engaged in learning and such students will be supported using the academic support in the programme level and the Personal tutorial system, complemented by central support services on the university level (when required). Further details can be obtained from the Attendance Policy, as presented below.
- 3) Students' needs and problem issues such as financial difficulties, feeling of isolation, trouble in integrating into a social group or making friends, unclear academic and personal expectations, etc. will be identified and referral to relevant services (eg, central services, student support services, library services, counselling, Newman University Support Fund, etc.) will be made accordingly.
- 4) A subject-specific academic and employability skills module (BEU410) is embedded as the first module of the programme so that students may develop an early understanding of how to make use of the full range of academic skills and learning development support at Newman University including Library services.
- 5) The Business team will continue to collaborate in the HE Academic Development suite of programmes to support higher continuation and attainment rates of freshmen. For example, we will include elements of HEADs in subject-led induction activities and provide freshman students early opportunities to engage with teaching staff and form cohort identity. In relation to the Top-up programme in level 6, we will actively encourage the students to undertake the Heads Up Plus programme in September before semester starts.
- 6) An employability skills provision, internationalised and decolonised approaches, and enterprise education are also embedded in the modules across all levels so that students may develop readiness for the job market as a graduate.
- 7) Level 4 modules in Business Management are now aligned with those of the Accounting and Finance programme. This will now enable mobility of students between these programmes and retention rate will be improved.
- 8) Where students identify issues to tutors throughout their study, which may impact their successful progression, tutors will contact the ASA, or advise the counselling service or refer them to other support services, as per relevance.
- 9) As the team is small, individual student achievement can be shared; so that issues identified one semester are not forgotten later, as the teaching staff changes. For example, if a student was identified as a potential struggler in the application stage, both academic and personal tutors will then be notified for extra care during class activities and planning improvements in their learning.
- 10) Mandating a bridging module for the direct entrants to the final year of study in the fortnight prior to Welcome Week. This will include academic skills topics such as referencing system, academic writing, the virtual learning environment and an introduction to research methods, and provide students with the opportunity to understand the level of study required for the final year at Newman University. Moreover, as part of induction and ongoing messaging from the programme team, students are reminded about the various academic and professional support facilities that are available on campus.

16. Attendance Policy

At Newman University, capturing and responding to attendance and/or engagement information is viewed as a key component in supporting the retention, progression and success of our students.

Attendance is understood as either (i) physical presence at a campus based timetabled event or (ii) virtual presence at an online scheduled event as part of a programme of study. Engagement is defined as being active across the physical and/or digital campus. For example: using systems such as the library, VLE, mynewman and/or involvement in curriculum-based or wider institutional activities.

The University requires each programme to articulate their own local Attendance and Engagement policy to support retention associated activities and where applicable, professional accreditation regarding attendance and engagement criteria. The Student Attendance and Engagement Policy has therefore been developed at the programme level, as part of our commitment to well-being and human flourishing: one that enables contributions to a learning community that respects individuals and promotes their growth into valuable members of society. It is intended to comply with the relevant sections of the Quality Assurance Agency (QAA) UK Quality Code for Higher Education, Advice and Guidance; and adhere to the Using Student Engagement Data Policy (June 2018).

The programme will be using the following attendance policy (draft version). It applies to Home/EU undergraduate students within the Business Programmes at Newman University and is designed to precede referral to the Programme Assessment Board (PAB). In cases where Professional Bodies or Tier 4 Immigration requirements specify levels of attendance and/or engagement, these will take precedence over this policy.

Weeks 1-4: Cause for Concern meeting

Students with an average attendance level of below 80% (or who display other regular patterns of non-attendance which give a cause for concern) by the end of the initial 3-week period of the semester will be invited to a meeting with their module tutor to identify any circumstances which may be impacting their attendance. The meeting will take place in week 4 and no later than week 5.

The module tutor should record details of the invitation to the meeting on the student's profile, which should then be updated following the meeting to indicate whether the student did or did not attend. In the meeting, the tutor should explain the importance of attending classes and the impact this is likely to have on the student's performance. Tutors can also make referrals to various University services in the event of any relevant issues that may be affecting the student's attendance. As the student will have seen their Personal Tutor (PT) in the meantime, the module tutor will coordinate with the PT and the referrals will be made through the PT.

In case of level 4, if the students don't respond to the invitation for a meeting or fail to attend without valid reasons, they may be referred to the Registry for withdrawal, following the University's early withdrawal process.

Weeks 4-8: Referral to Course Leader or Subject Head

Students who continue to maintain an acceptable level of attendance by the end of Week 7 (and who have already met with their module tutor following the Week 4 meeting and monitoring) will be invited to a meeting with their Personal Tutor (PT) in week 8. The PT will agree a Personal Improvement Plan (PIP) with clear targets for improvement by the end of Week 12. Details of the meeting and these requirements should be noted in the personal tutoring record.

Any students who were not identified with low attendance at the end of Weeks 3-4, but whose attendance has since dropped below 80% by the end of Week 7, should be invited to a first-stage meeting with their PT and the four-weekly process (weeks 8-12) should be implemented as above.

Weeks 8-12: Referral to Programme Assessment Board (PAB)

Students who fail to meet the requirements of their PIP (and who do not have any officially pending or approved mitigating circumstances) by the end of Week 12 will be referred to the end-of-semester Programme Assessment Board (PAB).

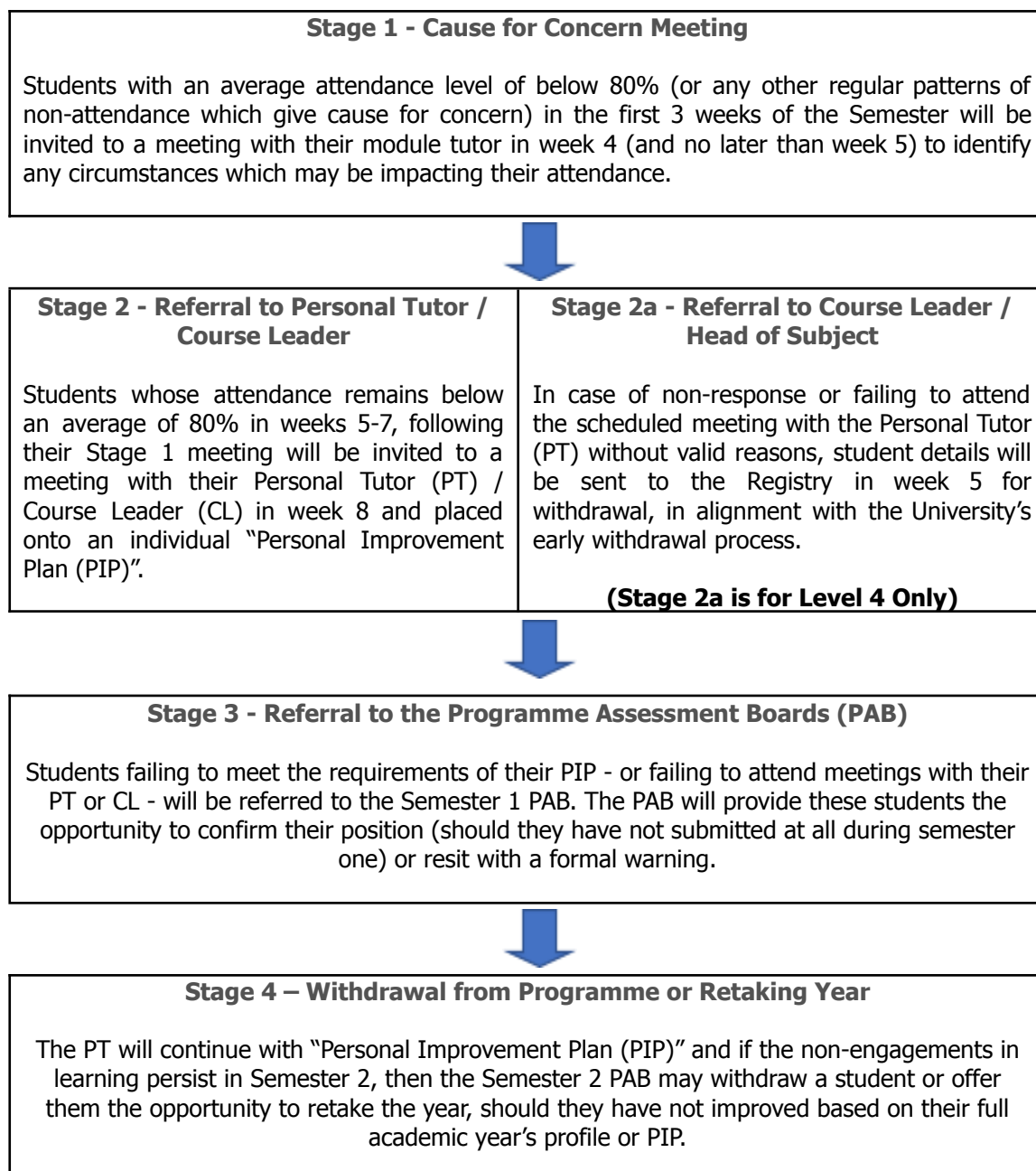


Figure 1. Attendance monitoring and programme level actions

We do recognise the emotional and financial commitment students and their sponsors make when they enrol on a programme of study. As a conscientious student-centred University, we believe that we should respond when aware of student absence and limited engagement. This enables us to employ supportive strategies for facilitating student completion of their programme of study.

17. Student Support

The quality expectation of the UK Quality Code for Higher Education ([QAA, 2018](#)) is that "from admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education". We concur this opinion and take the notion of supporting our students throughout their student journey very seriously. Our success in this regard has been evident in published documents. For example, the [2019 TEF Scorecard](#) suggested that the students' continuation rate at Newman University (94%) has surpassed the rates of both England and the UK (ie, 93.7%, according to the [HESA data](#), as of 7th March 2019). The rate looks more impressive when compared with the HESA data for some other universities in the Midlands, eg, 90.2% at Birmingham City

University (BCU), 87.8% at the University of Wolverhampton and 91.7% at the University of Worcester, as well as the other two Catholic universities in England, ie, Leeds Trinity University (89.8%) and St. Mary's University, Twickenham (91.7%). Moreover, the current difference between the subject rate and the Newman University rate has plunged from 8% in 2018 to 5% in 2019. In order to close any further difference, we will continue to offer student support services on an individual and group basis, with particular emphasis on level 4 and develop independence for the rest of the programme. For example, the academic tutors will support students on a one-to-one basis, based on appointments and during set office hours. At the university level, our students who are struggling with their studies are advised to seek case-specific help from an expert team of Academic Support Advisors (ASA).

The provisioning of personal tutoring for all students will be ensured as part of the institutional priority. Following the Department level [Academic Personal Tutoring Policy 2019-20](#), our dedicated team of personal tutors will motivate and support students in the way that personal development plan (PDP) is handled, career discussions are enabled and further opportunities & services are promoted. As part of their tasks, the tutors will identify students' needs and refer to relevant various service options (the list is provided below). To facilitate engagement data-informed personal tutoring, we will adopt SEATs in all modules in 2020/21 AY. Also, for effective personal tutoring outcomes, we will advise personal tutors to grab early training opportunities on relevant topics at Newman University or outside, when required.

On the university level, Student Support Services team renders a wide range of areas of services such as academic writing, careers & volunteering, disability support, dyslexia advice, IT mentoring, mental health, peer mentoring, pastoral and academic advice, welfare & counselling, etc., on a case by case basis. Besides the programme level support, we will refer students to avail general support and guidance such as ASA (as mentioned above), central services, student support services, finance, accommodation, library services, counselling, etc.² These are designed to meet demands of the degree course, encourage independent learning, help students grow in confidence (both academically and personally) and support them in reaching their full potential.

In order to enhance students' employability and develop effective career management and informed decision-making skills, we will connect our students and recent graduates with the careers services team to access one-to-one personalised guidance sessions and progression coaches, workshops and events such as the careers summer schools, fairs, and access to opportunities from employers and organisations. In particular, we will collaborate with the Career Progression Coaches and connect our level 6 students with them to enhance their graduate level and highly skilled employability or career-focused further studies at Newman University or other HEI in the UK or abroad.

Newman University has an active Students' Union (SU) that offers a range of support services for students. Students registering for the BA (Hons) Business Management (BBM) will be introduced to the SU and will be encouraged to play an active part making the union work for them. We will continue to liaise with the SU to improve on our services and encourage student participation in a variety of volunteering opportunities, either through the University or within their own communities by recognising the committed hours through the Newman Volunteering Award or the HE Achievement Record. On the policy planning and implementation levels, we will communicate with the SU to access reports that contain their recommendations in the University policy formulation and develop our awareness of the experiences of mature and BAME students to help them overcome hurdles to their engagement, continuation and achievements at Newman University.

The Newman Students' Union provides students with career development opportunities and helps them to have a positive impact on their time at the university. Students automatically become members of the Union upon their enrolments. The Union provides a wide range of services that cover (for more, see the [SU site](#)):

- Societies
- Participation Sports
- Course Representation

² <https://newman.ac.uk/article-categories/student-support/> provides details of all services.

- Events
- Welfare
- Campaigns
- Support
- NUS Cards

Other areas of services that are/will be provided as part of the co-curricular and extra-curricular activities can be seen in our discussions above on learning, teaching and assessment strategies and employability strategy of the business team at Newman University.

18. Access and Participation Plan

The access and participation plans of the [OfS \(as of 28th December 2019\)](#) set out how HE providers will improve equality of opportunity for underrepresented groups to access, succeed in and progress from the HE level. These predominantly include:

- the provider's ambition for change
- what it plans to do to achieve that change
- the targets it has set
- the investment it will make to deliver the plan.

With reference to the HESA figures used by the [UK Progressive University](#) rankings, the Newman University [Access and Participation Plan \(2020/21 - 2024/25\)](#) confirms that we have the second most diverse student body in the country and over 80% of our current students belong to under-represented groups of the society who are either BAME, mature or disabled. The OfS reiterates that "students from disadvantaged backgrounds are less likely to complete their studies than their more advantaged peers" ([OfS, 2019](#)) and asks universities for corrective measures accordingly. In this connection, a number of commendable achievements on continuity are highlighted for these groups in the Newman Access and Participation Plan. For example, the proportion of our full-time white students has reduced from 57% in 2013-14 to 50% in 2017-18 whereas the proportion of Asian students simultaneously increased from 26% to 30% and 'mixed' rose from 5% to 7%, the Black full-time student population remaining relatively stable at 11%. Like 2012/13, the difference in continuation between white and BAME full-time students was 1% in 2017/18. The gap in continuity between full-time students of all ethnicities except black students and black students has decreased since 2014-15 from 14% to 5% due to a sustained increase of the latter @6% in the last two years to 81%. The continuation rate of part-time non-white students also saw a significant increase @15% in 2015-16, resulting in a continuation gap of -10% between white and BAME, indicating 10% more part-time BAME students continue than do white students.

Currently, we practice various approaches to address the access and participation issues in the programme level, for example:

- Office hour policy: the programme follows an open-door policy. Tutors post their weekly availability on the Moodle pages and insert the same beneath their email signatures. Besides this, students can request for face to face meeting appointments via emails.
- APT: All students are informed and actively encouraged to arrange one to one tutorials in addition to scheduled tutorial sessions.
- Colleagues from Student support Learning support and Employability are regularly invited to talk to students about services and facilities on offer. Referrals to them are made based on the APT sessions.
- Guidance is provided to students while working on their assessments, drafts are read and written feedback/forward are provided, besides one to one discussions throughout as per student requirements.

The data above certainly indicates our achievements on the list of activities we do to ensure access and participation. However, we can't ignore the fact that our success in widening participation has obvious implications for the challenges faced by many of our students in their academic progressions, eg, social and economic pressures, family and other ongoing commitments, and lack of family experience of HE or traditional social capital, requiring further works to sustain our accomplishments. Therefore, at the

programme level, we will focus on collective efforts to maintain our success and improve continuation of matured and disabled students by continuous monitoring and reviewing service provisions to cater to the changing needs. While the reasons for hampering individual student journey or university life may be varied, a number of common challenges such as socio-economic difficulties, isolation in studies, academic and personal expectations at the university, etc. will be spotted and addressed based on their nature and type. By understanding these, we intend to implement contemporary HE practices and also develop innovative and efficient programs, as cited in the above sections, to boost students' access, retention and success rate at Newman University.

In particular, we will coordinate with the university's Planning and Systems Development (PSD) unit for an assessment of performance across the student lifecycle. Based on the outcome, we will be targeting the following underrepresented groups (indicative list, based on the Newman [Access and Participation Plan 2020/21 - 2024/25](#)) in our access and participation work:

- 1) Those living in areas of low HE participation – access, non-continuation and progression.
- 2) Those from lower household income - non-continuation and attainment.
- 3) Those from lower socio-economic status groups - access, attainment, progression.
- 4) Mature students - non-continuation and attainment.
- 5) Those with a declared disability - access, non-continuation and attainment.
- 6) Care leavers - all stages of lifecycle.
- 7) Intersectionality - all stages of lifecycle.
- 8) Other groups who experience barriers in HE sector - forced migrants.

19. Programme Quality Indicators and Results:

The quality expectation of the UK Quality Code for Higher Education ([QAA, 2018](#)) is that courses should be "well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed"). In consideration of this, we designed the BA Business Management (BBM) single honours programme in line with the benchmarking statements for Business Management ([QAA, 2019](#)). In this process, we have a number of internal quality procedures, as listed below:

- 1) *Learning & teaching strategies and assessment methods, the curriculum and delivery standards:*
 - Annual Enhancement Round (AER)
 - Annual staff appraisal
 - Cyclical review and revalidation
 - End of module evaluations (MEQs)
 - Mid-Point Module reviews
 - Staff Student Consultative Committees (SSCC)
- 2) *Monitoring and evaluating quality and standards:*
 - Learning, Teaching and Academic Quality Committee
 - Subject Assessment Board
 - Progress Assessment Board (PAB)
 - Minor Amendments Panels.
- 3) *Student feedback on the quality of learning and teaching (L&T) experience:*
 - SSCCs
 - MEQs
 - Internal Student Satisfaction Survey (ISS)
- 4) *External standards and surveys:*
 - Chartered Management Institute (CMI)
 - External examiner reports
 - National Student Survey (NSS).

20. Special Features of the Programme:

"Newman University is one of a small number of genuinely distinctive universities within the sector", "combined with high quality staff at all levels who believe in the values and mission of our University and a willingness to embrace change, and adapt to the challenges of the future, gives Newman University great confidence in what will undoubtedly remain a dynamic time in Higher Education" ([Strategic Plan 2014-2020](#), p.15). In 2012, Newman University's transformational redevelopment process "encompassed a review of the undergraduate portfolio to ensure a suite of demand focused and academically coherent learning programmes are in place" ([Strategic Plan 2014-2020](#), p. 5). Later, in alignment with the Strategic Plan (p.9), the [Learning, Teaching and Assessment Strategy \(2015\)](#) set an aim to "maintain an attractive and engaging range of undergraduate courses, taking strategic opportunities to increase recruitment of well-qualified students" (p.7). In view of the strategic importance, we had consultations with the internal and external stakeholders of the university and reviewed similar programmes by leading HE providers in the UKs to redesign the BA Business Management programme reflecting the strategic plan and its theme as well as the [Learning, Teaching and Assessment Strategy \(2015\)](#), as pointed above.

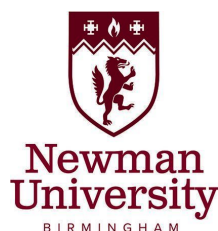
The programme now has the following features:

- Programme aligned with Newman University's mission 'to serve our diverse communities by making high quality education accessible to all who are able to benefit from it' ([Working at Newman University](#), June 2019, p.3).
- Top 50 rank for 'student satisfaction' in the Complete University Guide, 2021 for Universities across England and Wales.
- Key elements of subject area knowledge and skills:
 - Choice of elective modules in one of the following strands of specialisation:
 - Innovation Management
 - International Business
 - Marketing
 - Business theory, management, economics, entrepreneurship, marketing, accounting, and business law (According to the [UCAS](#), as of 8th April 2020, these are the key elements that are covered in most business courses).
 - Global-facing curriculum and modules emphasizing global approaches in business such as International Business and Global Business Environment.
 - Career and employability-focused modules such as academic & employability skills, innovation & entrepreneurship, leadership & change management and work-related learning (that includes work placement).
 - A dedicated module on corporate social responsibility and sustainability, as advocated by industry experts and influenced by our Catholic ethos.
 - Modules on management, enterprise and leadership (70% employers want these modules for university students, as CMI reports in [21st Century Leaders](#), 2018, p.6).
 - Areas of marketing, finance, people management, operations management, policy & strategy, innovation & entrepreneurship, social responsibility, etc. (the Subject Benchmark Statement for Business Management [[QAA, 2019](#), pp.5-6] emphasised demonstrating graduates' knowledge and understanding in these areas)
- Learning environment:

- o Conducive virtual learning environment (VLE) that facilitates blended/mixed mode learning opportunities and assessment activities.
- o Learning fully supported by a combination of academic tutoring and personal tutoring systems, complemented by the Central Support Services on the university level.
- o Work-based and work-related learning opportunities supported by the Careers and Employability teams as well as mentored by the Progression coaches.
- Programme focus on ethical and sustainability perspectives in learning & assessments and developing mindsets to 'do the right thing, rather than do things right'
- Option to switch to BA Accounting and Finance, upon successful completion of year 1 requirements in BA Business Management, should you decide to do so.
- Programme delivered by an academic team with diverse cultural heritage, BAME backgrounds (80% of the team) and professional experiences & qualifications.
- Programme [to be] accredited by the UK's premier professional body for leaders and managers, Chartered Management Institute (CMI) to enhance employability.

Date of Production/Revision: 30th June 2020

Required Appendices: Assessment Map, Curriculum Map and Module Data Sets



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³ Some of the references were hyperlinked in the main body, therefore may not be seen in the list here.

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