

Programme Handbook

Programme Title: BA (Hons) Business Management

Academic year of entry: 2022/23

This document is intended for online publication and when printed becomes uncontrolled. Students should refer to their programme page on the Virtual Learning environment (VLE) for the most up to date version.

Any revisions to the handbook will be documented below.

| | |
|-------------------------------|-----------------|
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Gellir bod y llawlyfr hwn ar gael yn Gymraeg ar gais / This handbook can be made available in Welsh on request.

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1. Welcome to Wrexham Glyndŵr University

We hope that you will enjoy your time at Wrexham Glyndŵr University.

Wrexham Glyndŵr University is a student-centred university providing high quality higher education and research in a welcoming, friendly and supportive environment. Programmes seek to be employment relevant, and many programmes have strong links with industry and commercial organisations.

This Programme Handbook is designed to provide you with specific information about your programme and complements the programme information provided on the Virtual Learning Environment (VLE - Moodle), the Student Guide and the Academic Regulations appropriate to your award. The Student Guide contains a wide range of important information that is relevant to all students at the University, and the Academic Regulations set out the 'rules' which govern your programme of study, in particular the rules governing assessment and determination of degree classification. You should ensure that you have some familiarity with the contents of all these documents, as you are likely to need to refer to them on occasions throughout your time here at Wrexham Glyndŵr University. In addition, you should refer to the Student Guide to the Active Learning Framework (ALF) for information about the delivery of learning and teaching of programmes at the University.

The Student Intranet is a key source of information for additional information and guidance throughout your student journey:

Student Administration – includes information about academic regulations, policies and procedures, Student Guide, Student Charter.

Student Support – includes information about student support available through the self-referral system, welcome week, the active learning framework, careers and employability, counselling and mental health support, health and wellbeing, inclusion, learning skills, personal tutors, library, student funding and money advice, student reps, accommodation, chaplaincy.

Student News - Campus Talk is your monthly round up on news from across your campuses. If you have a story to tell or would like to be a case study, please contact the Communications Team on: communications@glyndwr.ac.uk

Your student record - You can check your student record at any time by accessing this link: <https://evision.glyndwr.ac.uk/>

2. Welcome to Bloomsbury Institute London (BIL)

A warm welcome to our BA (Hons) Business Management degree programme at Bloomsbury Institute London. The programme is offered by the School of Business and Accounting at Bloomsbury Institute, in partnership with Wrexham Glyndŵr University.

The BA (Hons) Business Management is designed to equip you with the knowledge and skills necessary to excel in a competitive and dynamic contemporary business environment. You will develop understanding of how business is shaped by new realities of the changing business management landscape and organisational contexts from ethical, social, political, environmental and economic perspectives. That equips our graduates with critical understanding of ethical principles and practice, including the ability to recognise ethical issues and dilemmas that require new ways of thinking and offering solutions as more responsible and effective global citizens.

Our programme is structured to provide you with a vocationally relevant and academically rigorous educational experience that helps to ensure our graduates are equipped with the key transferable skills that are required by employers. This is informed by developments within business management, both as an area of professional knowledge and as an academic discipline. Taking cognisance of this, our programme is designed to provide students with an innovative, rigorous and coherent study of theory and practice in substantive areas of business and management.

With options that include 4 Year with Foundation, 3 Year Accelerated with Foundation, 3 Year Standard, 2 Year Accelerated and 1 Year (Top Up), our BA (Hons) Business Management programme covers a wide range of business and management modules that prepare students for specialisation in areas including Marketing, Human Resource Management and Entrepreneurship. All the modules on the programme are designed to develop academic knowledge, practical skills and understanding of the contemporary aspects of Business Management. The broad areas covered by the programme provide you with opportunities for academic and professional growth through a variety of methods, techniques and approaches designed to develop essential skills needed by graduates and sought by employers.

The programme will develop your skills in areas including independent research, critical analysis, synthesis, evaluation, effective communication, decision-making and problem-solving to excel and thrive in complex, dynamic, unpredictable and competitive business management contexts. In this way, the programme helps to transform our students into more confident, independent graduates with transferrable skills that will enhance employability, while expanding options for career pathways especially in areas of business management. This is an important feature of our programme that helps to prepare graduates who are ready for the world of employment, including development of skills and expertise needed in setting up more sustainable and thriving post-pandemic business organisations as well as readiness for study at postgraduate level.

The option to take internship provides students with opportunities to draw on their own work and entrepreneurship experience. This practical workplace and entrepreneurship focus enables students to apply the academic knowledge and understanding acquired from classroom activities and use of authentic case study examples to real-life practice and work experience. Through a process of Personal Development Planning, delivered through our 'Lets Grow' initiative, our programme helps to empower in developing essential skills that enable students to reflect on their own learning, performance, experiences, and achievements from their academic journey.

Our BA (Hons) Business Management programme is accredited by Chartered Management Institute (CMI). This is another distinctive feature of the programme that adds value to the academic and professional development, by offering our students opportunity to gain a professional body qualification in addition to the academic degree qualification.

You have joined an academic community that values you and will support you to achieve your career ambitions. Bloomsbury Institute London and its devoted staff are dedicated to your academic development. The Institute and the programme team would like to wish you every success in pursuit of your degree programme and career development.

Anna Krajewska

Director, Centre for Excellence in Teaching and Learning; Head of Schools

3. People you need to know

| Staff Name | Job title | Email address | Location | Notes |
|-----------------------|--|--|----------|---|
| Anna Krajewska | Head of the School of Business and Accounting | anna.krajewska@bil.ac.uk | GPS | Contact: By email & during office hours |
| Dr Achila Amarasinghe | Deputy Head of the School of Business and Accounting /Course Leader BA | achila.amarasinghe@bil.ac.uk | GPS | Contact: By email & during office hours |
| Dr Marcus MA. Astley | Principal Lecturer & Course Leader MBA/Msc | Marcus.Astley@bil.ac.uk | GPS | Contact: By email & during office hours |
| Dr Knowledge Mpofu | Senior Lecturer (Strategy) & Module Leader | knowledge.mpofu@bil.ac.uk | GPS | Contact: By email & during office hours |
| Ahmed Junaid | Academic Registrar | ahmed.junaid@bil.ac.uk | GPS | Contact: By email & during office hours |
| Sarah Bailey | Director, Student Engagement, Wellbeing & Success (SEWS) | sarah.bailey@bil.ac.uk | GPS | Contact: By email & during office hours |

Roles and responsibilities

Programme Leader

The Programme Leader is responsible for maintaining an overview of the delivery and administration of your programme of study. The Programme Leader is assisted by the other members of the Programme Team.

Module Leaders

Module Leaders are responsible for the delivery and administration of individual modules. The Module Leader will lead the teaching on the module and is primarily responsible for tracking student progress and providing academic support on the module.

Personal Tutors

Students are allocated a personal tutor during induction, whose role is to provide pastoral and academic support.

Student Representatives

Every programme has a nominated student representative, who will work on behalf of their fellow students to ensure that the student voice is heard, and that issues and concerns that students raise are satisfactorily resolved with programme teams and the University. There is a student representative area on the Virtual Learning Environment (VLE -Moodle) which includes the contact details of all student representatives.

This is a voluntary role, and one which the University encourages students to become involved

with. If you would like to find out more about the role, please contact the Student Voice Coordinator located in the Students' Union building or email katie.taffinder@glyndwr.ac.uk . Should you feel that your nominated student representative is not representing the views of the student group as a whole, you are advised to raise this with the representative and/or speak with the Students' Union. You should remember that the representative is not expected to resolve any personal issues, but they may be able to refer you to the appropriate member of staff or department that could help you further.

External Examiner

External Examiners are independent, impartial subject experts from a different institution, who are appointed to assure the quality and standards of academic programmes. It is not part of an External Examiner's remit to communicate with individual students and therefore it is not appropriate for students to make direct contact with them in respect of your assessed work or performance. Students are given access to the External Examiner annual report for their programme.

4. Your programme of study

4.1 Programme aims

The following are the specific aims of the programme:

1. Provide students with an innovative, rigorous, and coherent study of the theory and practice of substantive areas of business management.
2. Develop students understanding of how business is shaped by and impacts on ethical, social, political, environmental and economic norms.
3. Develop students critical understanding of ethical principles and practice, and their ability to readily identify ethical questions and dilemmas and supply appropriate solutions, thus equipping graduates to become effective global citizens.
4. Transform students into independent and critical learners, and to develop their subject-specific skills of independent research, enquiry, analysis, synthesis, critical evaluation, devising and sustaining arguments, decision-making in complex and unpredictable contexts, and problem-solving.
5. Develop students transferable skills that will enhance and augment their personal, educational and career development.
6. Through a process of Personal Development Planning (delivered through the Let's Grow Programme), empower students to reflect upon their own learning, performance, experiences and achievements, and to plan for their personal, educational and career development.
7. Prepare and provide support for students to secure an internship.
8. Provide employers (nationally and globally) with adaptable and transformative graduates who possess the specialist and practical business management knowledge and skills needed in their sector.
9. Provide students with a programme which is accredited by the Chartered Management Institute.
10. [For the Level 3 Foundation Year] Provide students with the basic understanding of interdisciplinary and disciplinary themes for study at HE level, and develop the key knowledge and understanding to enable them to engage and perform successfully in both a work and academic environment.

Distinctive features of the programme

The programme addresses Glyndŵr University's Vision and Strategy (2020-2025) and Bloomsbury Institute's Strategic Framework (2021-24) in respect of having an applied/vocational focus that will ensure graduates are equipped with the key transferable skills that are required by employers.

All modules on the BA (Hons) Business Management cover academic knowledge and understanding. The practical workplace/entrepreneurship focus will require students to apply that academic knowledge and understanding to real-life practice. Students will be required to complete classroom activities and formative and summative assessments which will 'mimic' workplace/entrepreneurship-type scenarios. Whenever possible, students will be asked to draw on their own work experience and work with authentic, occasionally 'live', case studies.

Students will be able to specialise in: Marketing, Human Resource Management or Entrepreneurship. Students may also choose not to specialise (by taking optional modules 'belonging' to two different specialisations).

Students have the option of undertaking an internship module, to further broaden their work experience, however this module is not available to international sponsored students.

The rationale for a BA (Hons) Business Management with a practical workplace/entrepreneurship focus is set out below:

- The course will cover academic as well as practical and contemporary aspects of Business Management which will prepare our students for work in (and/or setting up of) modern (post-pandemic) business organisations and/or for study at postgraduate level.
- The course will allow students to draw on their own work/entrepreneurship experience.
- The course will also be beneficial to students who work while studying. Students will be able to implement the skills and knowledge they gain in the classroom in their workplaces/own businesses in 'real time'

4.2 Overview of programme structure, including module options

Programme Structure Diagram, including delivery schedule

Programme Structures

Level 3 – 4 Core modules

Level 4 – 4 Core modules

Level 5 – 4 Core modules

Level 6 – 1 Core and 3 Option modules

BA (Hons) Business Management

| Mod Code | | Mod title | | Credit value | | Core/Option | Delivery (Term 1 or 2) |
|----------|---------|-----------|--|--------------|----|-------------|------------------------|
| Mod Code | BUS392 | Mod title | Study and Research | Credit value | 30 | Core | |
| Mod Code | BUS393 | Mod title | Contemporary World | Credit value | 30 | Core | |
| Mod Code | BUS394 | Mod title | Communication | Credit value | 30 | Core | |
| Mod Code | BUS395 | Mod title | Introduction to Business Management | Credit value | 30 | Core | |
| Mod Code | BUS4A3 | Mod title | Contemporary Business Environment | Credit value | 30 | Core | |
| | BUS4A4 | Mod title | Marketing Principles and Practice | Credit value | 30 | Core | |
| Mod Code | BUS4A5 | Mod title | People and Talent | Credit value | 30 | Core | |
| Mod Code | BUS4A6 | Mod title | Financial Knowledge and Skills for Modern Businesses | Credit value | 30 | Core | |
| Mod Code | BUS5A22 | Mod title | Organisational Leadership and Culture | Credit value | 30 | Core | |
| Mod Code | BUS5A23 | Mod title | Business Intelligence | Credit value | 30 | Core | |
| Mod Code | BUS5A24 | Mod title | Operations and Project Management | Credit value | 30 | Core | |
| Mod Code | BUS5A25 | Mod title | Business Ethics, Sustainability and Social Impact | Credit value | 30 | Core | |
| Mod Code | BUS6A3 | Mod title | Applied Business Strategy | Credit value | 30 | Core | |
| Mod Code | BUS6A4 | Mod title | Digital Marketing | Credit value | 30 | Core/Option | |
| Mod Code | BUS6A5 | Mod title | Human Resources and the Business | Credit value | 30 | Core/Option | |
| Mod Code | BUS6A6 | Mod title | Innovation and Business Planning for Entrepreneurs | Credit value | 30 | Core/Option | |
| Mod Code | BUS6A7 | Mod title | Advanced Marketing with Consumer Behaviour | Credit value | 30 | Core/Option | |
| Mod Code | BUS6A8 | Mod title | Applied Human Resource Management | Credit value | 30 | Core/Option | |
| Mod Code | BUS6A9 | Mod title | Business Development for Entrepreneurs | Credit value | 30 | Core/Option | |
| Mod Code | BUS6A10 | Mod title | Business Project | Credit value | 30 | Core | |
| Mod Code | BUS6A11 | Mod title | *Internship (Business) | Credit value | 30 | Core | |
| Mod Code | BUS6A12 | Mod title | Independent Learning Module | Credit Value | 30 | Core | |

*The Internship module is not available to international sponsored students

If a student opts to specialise, the modules will be core. If a student opts not to specialise, they may choose any of the modules marked as Option and/or Core/Option.

BA (Hons) Business Management (Marketing)

| Module Code | | Level | | Module title | | Credit value | |
|-------------|-------------------------------|-------|---|--------------|--|--------------|----|
| Mod Code | BUS392 | Level | 3 | Mod title | Study and Research | Credit value | 30 |
| Mod Code | BUS393 | Level | 3 | Mod title | Contemporary World | Credit value | 30 |
| Mod Code | BUS394 | Level | 3 | Mod title | Communication | Credit value | 30 |
| Mod Code | BUS395 | Level | 3 | | Introduction to Business Management | Credit value | 30 |
| Mod Code | BUS4A3 | Level | 4 | Mod title | Contemporary Business Environment | Credit value | 30 |
| Mod Code | BUS4A4 | Level | 4 | Mod title | Marketing Principles and Practice | Credit value | 30 |
| Mod Code | BUS4A5 | Level | 4 | Mod title | People and Talent | Credit value | 30 |
| Mod Code | BUS4A6 | Level | 4 | Mod title | Financial Knowledge and Skills for Modern Businesses | Credit value | 30 |
| Mod Code | BUS5A22 | Level | 5 | Mod title | Organisational Leadership and Culture | Credit value | 30 |
| Mod Code | BUS5A23 | | 5 | Mod title | Business Intelligence | Credit value | 30 |
| Mod Code | BUS5A24 | Level | 5 | Mod title | Operations and Project Management | Credit value | 30 |
| Mod Code | BUS5A25 | Level | 5 | Mod title | Business Ethics, Sustainability and Social Impact | Credit value | 30 |
| Mod Code | BUS6A3 | Level | 6 | Mod title | Applied Business Strategy | Credit value | 30 |
| Mod Code | BUS6A4 | Level | 6 | Mod title | Digital Marketing | Credit value | 30 |
| Mod Code | BUS6A7 | Level | 6 | Mod title | Advanced Marketing with Consumer Behaviour | Credit value | 30 |
| Mod Code | BUS6A10 BUS6A11 BUS6A12 | Level | 6 | Mod title | Option: <ul style="list-style-type: none"> • Business Project • *Internship (Business) • Independent Learning Module | Credit value | 30 |

*The Internship module is not available to international sponsored students

BA (Hons) Business Management (Human Resource Management)

On this specialised programme, students will take the following modules (all are core modules unless otherwise stated):

| Module Code | | Level | | Module title | | Credit value | |
|-------------|-------------------------------|-------|---|--------------|--|--------------|----|
| Mod Code | BUS392 | Level | 3 | Mod title | Study and Research | Credit value | 30 |
| Mod Code | BUS393 | Level | 3 | Mod title | Contemporary World | Credit value | 30 |
| Mod Code | BUS394 | Level | 3 | Mod title | Communication | Credit value | 30 |
| Mod Code | BUS395 | Level | 3 | | Introduction to Business Management | Credit value | 30 |
| Mod Code | BUS4A3 | Level | 4 | Mod title | Contemporary Business Environment | Credit value | 30 |
| Mod Code | BUS4A4 | Level | 4 | Mod title | Marketing Principles and Practice | Credit value | 30 |
| Mod Code | BUS4A5 | Level | 4 | Mod title | People and Talent | Credit value | 30 |
| Mod Code | BUS4A6 | Level | 4 | Mod title | Financial Knowledge and Skills for Modern Businesses | Credit value | 30 |
| Mod Code | BUS5A22 | Level | 5 | Mod title | Organisational Leadership and Culture | Credit value | 30 |
| | BUS5A23 | | 5 | Mod title | Business Intelligence | Credit value | 30 |
| Mod Code | BUS5A24 | Level | 5 | Mod title | Operations and Project Management | Credit value | 30 |
| Mod Code | BUS5A25 | Level | 5 | Mod title | Business Ethics, Sustainability and Social Impact | Credit value | 30 |
| Mod Code | BUS6A3 | Level | 6 | Mod title | Applied Business Strategy | Credit value | 30 |
| Mod Code | BUS6A5 | Level | 6 | Mod title | Human Resources and the Business | Credit value | 30 |
| Mod Code | BUS6A8 | Level | 6 | Mod title | Applied Human Resource Management | Credit value | 30 |
| Mod Code | BUS6A10 BUS6A11 BUS6A12 | Level | 6 | Mod title | Option: <ul style="list-style-type: none"> • Business Project • *Internship (Business) • Independent Learning Module | Credit value | 30 |

*The Internship module is not available to international sponsored students

BA (Hons) Business Management (Entrepreneurship)

On this specialised programme, students will take the following modules (all are core modules unless otherwise stated):

| Module Code | | Level | | Module title | | Credit value | |
|-------------|-------------------------------|-------|---|--------------|--|--------------|----|
| Mod Code | BUS392 | Level | 3 | Mod title | Study and Research | Credit value | 30 |
| Mod Code | BUS393 | Level | 3 | Mod title | Contemporary World | Credit value | 30 |
| Mod Code | BUS394 | Level | 3 | Mod title | Communication | Credit value | 30 |
| Mod Code | BUS395 | Level | 3 | | Introduction to Business Management | Credit value | 30 |
| Mod Code | BUS4A3 | Level | 4 | Mod title | Contemporary Business Environment | Credit value | 30 |
| Mod Code | BUS4A4 | Level | 4 | Mod title | Marketing Principles and Practice | Credit value | 30 |
| Mod Code | BUS4A5 | Level | 4 | Mod title | People and Talent | Credit value | 30 |
| Mod Code | BUS4A6 | Level | 4 | Mod title | Financial Knowledge and Skills for Modern Businesses | Credit value | 30 |
| Mod Code | BUS5A22 | Level | 5 | Mod title | Organisational Leadership and Culture | Credit value | 30 |
| Mod Code | BUS5A23 | | 5 | Mod title | Business Intelligence | Credit value | 30 |
| Mod Code | BUS5A24 | Level | 5 | Mod title | Operations and Project Management | Credit value | 30 |
| Mod Code | BUS5A25 | Level | 5 | Mod title | Business Ethics, Sustainability and Social Impact | Credit value | 30 |
| Mod Code | BUS6A3 | Level | 6 | Mod title | Applied Business Strategy | Credit value | 30 |
| Mod Code | BUS6A6 | Level | 6 | Mod title | Innovation and Business Planning for Entrepreneurs | Credit value | 30 |
| Mod Code | BUS6A9 | | 6 | Mod title | Business Development for Entrepreneurs | Credit value | 30 |
| Mod Code | BUS6A10 BUS6A11 BUS6A12 | Level | 6 | Mod title | Option: <ul style="list-style-type: none"> • Business Project • *Internship (Business) • Independent Learning Module | Credit value | 30 |

*The Internship module is not available to international sponsored students

Delivery Schedules

Full-time delivery [4-year with Foundation Year]

| Mod Code | | Mod title | | Credit value | | Core/ Option | June Intake (i.e. Term 1 or 2) | October Intake (i.e. Term 1 or 2) | February Intake (i.e. Term 1 or 2) |
|----------|---------|-----------|--|--------------|----|--------------|-----------------------------------|--------------------------------------|---------------------------------------|
| Mod Code | BUS392 | Mod title | Study and Research | Credit value | 30 | Core | June (Year 0) | Oct (Year 0) | Feb (Year 0) |
| Mod Code | BUS393 | Mod title | Contemporary World | Credit value | 30 | Core | June (Year 0) | Oct (Year 0) | Feb (Year 0) |
| Mod Code | BUS394 | Mod title | Communication | Credit value | 30 | Core | Oct (Year 0) | Feb (Year 0) | June (Year 0) |
| Mod Code | BUS395 | Mod title | Introduction to Business Management | Credit value | 30 | Core | Oct (Year 0) | Feb (Year 0) | June (Year 0) |
| Mod Code | BUS4A3 | Mod title | Contemporary Business Environment | Credit value | 30 | Core | June (Year 1) | Feb (Year 1) | Feb (Year 1) |
| Mod Code | BUS4A4 | Mod title | Marketing Principles and Practice | Credit value | 30 | Core | June (Year 1) | Feb (Year 1) | Feb (Year 1) |
| Mod Code | BUS4A5 | Mod title | People and Talent | Credit value | 30 | Core | Oct (Year 1) | Oct (Year 1) | June (Year 1) |
| Mod Code | BUS4A6 | Mod title | Financial Knowledge and Skills for Modern Businesses | Credit value | 30 | Core | Oct (Year 1) | Oct (Year 1) | June (Year 1) |
| Mod Code | BUS5A22 | Mod title | Organisational Leadership and Culture | Credit value | 30 | Core | June (Year 2) | Feb (Year 2) | Feb (Year 2) |
| Mod Code | BUS5A23 | Mod title | Business Intelligence | Credit value | 30 | Core | June (Year 2) | Feb (Year 2) | Feb (Year 2) |
| Mod Code | BUS5A24 | Mod title | Operations and Project Management | Credit value | 30 | Core | Oct (Year 2) | Oct (Year 2) | June (Year 2) |
| Mod Code | BUS5A25 | Mod title | Business Ethics, Sustainability and Social Impact | Credit value | 30 | Core | Oct (Year 2) | Oct (Year 2) | June (Year 2) |
| Mod Code | BUS6A3 | Mod title | Applied Business Strategy | Credit value | 30 | Core | June (Year 3) | Oct (Year 3) | Feb (Year 3) |
| Mod Code | BUS6A4 | Mod title | Digital Marketing | Credit value | 30 | Core/ Option | June (Year 3) | Feb (Year 3) | Feb (Year 3) |
| Mod Code | BUS6A5 | Mod title | Human Resources and the Business | Credit value | 30 | Core/ Option | June (Year 3) | Feb (Year 3) | Feb (Year 3) |
| Mod Code | BUS6A6 | Mod title | Innovation and Business Planning for Entrepreneurs | Credit value | 30 | Core/ Option | June (Year 3) | Feb (Year 3) | Feb (Year 3) |
| Mod Code | BUS6A7 | Mod title | Advanced Marketing with Consumer Behaviour | Credit value | 30 | Core/ Option | Oct (Year 3) | Oct (Year 3) | June (Year 3) |
| Mod Code | BUS6A8 | Mod title | Applied Human Resource Management | Credit value | 30 | Core/ Option | Oct (Year 3) | Oct (Year 3) | June (Year 3) |
| Mod Code | BUS6A9 | Mod title | Business Development for Entrepreneurs | Credit value | 30 | Core/ Option | Oct (Year 3) | Oct (Year 3) | June (Year 3) |
| Mod Code | BUS6A11 | Mod title | *Internship (Business) | Credit value | 30 | Core | Oct (Year 3) | Feb (Year 3) | June (Year 3) |
| Mod Code | BUS6A12 | Mod title | Independent Learning Module | Credit Value | 30 | Core | Oct (Year 0) | Feb (Year 0) | June (Year 0) |
| Mod Code | BUS6A10 | Mod title | Business Project | Credit value | 30 | Core | Oct (Year 3) | Feb (Year 3) | June (Year 3) |

*The Internship module is not available to international sponsored students

Full-time delivery [3-year Accelerated with Foundation Year]

| Mod Code | | Mod title | | Credit value | | Core/ Option | June Intake (i.e. Term 1 or 2) | October Intake (i.e. Term 1 or 2) | February Intake (i.e. Term 1 or 2) |
|----------|---------|-----------|--|--------------|----|--------------|-----------------------------------|--------------------------------------|---------------------------------------|
| Mod Code | BUS392 | Mod title | Study and Research | Credit value | 30 | Core | June (Year 1) | Oct (Year 1) | Feb (Year 1) |
| Mod Code | BUS393 | Mod title | Contemporary World | Credit value | 30 | Core | June (Year 1) | Oct (Year 1) | Feb (Year 1) |
| Mod Code | BUS394 | Mod title | Communication | Credit value | 30 | Core | Oct (Year 1) | Feb (Year 1) | June (Year 1) |
| Mod Code | BUS395 | Mod title | Introduction to Business Management | Credit value | 30 | Core | Oct (Year 1) | Feb (Year 1) | June (Year 1) |
| Mod Code | BUS4A3 | Mod title | Contemporary Business Environment | Credit value | 30 | Core | Feb (Year 1) | Oct (Year 2) | Oct (Year 1) |
| Mod Code | BUS4A4 | Mod title | Marketing Principles and Practice | Credit value | 30 | Core | Feb (Year 1) | Oct (Year 2) | Oct (Year 1) |
| Mod Code | BUS4A5 | Mod title | People and Talent | Credit value | 30 | Core | June (Year 1) | June (Year 1) | Feb (Year 2) |
| Mod Code | BUS4A6 | Mod title | Financial Knowledge and Skills for Modern Businesses | Credit value | 30 | Core | June (Year 1) | June (Year 1) | Feb (Year 2) |
| Mod Code | BUS5A22 | Mod title | Organisational Leadership and Culture | Credit value | 30 | Core | Oct (Year 2) | June (Year 2) | June (Year 2) |
| Mod Code | BUS5A23 | Mod title | Business Intelligence | Credit value | 30 | Core | Oct (Year 2) | June (Year 2) | June (Year 2) |
| Mod Code | BUS5A24 | Mod title | Operations and Project Management | Credit value | 30 | Core | Feb (Year 2) | Feb (Year 2) | Oct (Year 2) |
| Mod Code | BUS5A25 | Mod title | Business Ethics, Sustainability and Social Impact | Credit value | 30 | Core | Feb (Year 2) | Feb (Year 2) | Oct (Year 2) |
| Mod Code | BUS6A3 | Mod title | Applied Business Strategy | Credit value | 30 | Core | June (Year 3) | Oct (Year 3) | Feb (Year 3) |
| Mod Code | BUS6A4 | Mod title | Digital Marketing | Credit value | 30 | Core/ Option | June (Year 3) | Feb (Year 3) | Feb (Year 3) |
| Mod Code | BUS6A5 | Mod title | Human Resources and the Business | Credit value | 30 | Core/ Option | June (Year 3) | Feb (Year 3) | Feb (Year 3) |
| Mod Code | BUS6A6 | Mod title | Innovation and Business Planning for Entrepreneurs | Credit value | 30 | Core/ Option | June (Year 3) | Feb (Year 3) | Feb (Year 3) |
| Mod Code | BUS6A7 | Mod title | Advanced Marketing with Consumer Behaviour | Credit value | 30 | Core/ Option | Oct (Year 3) | Oct (Year 3) | June (Year 3) |
| Mod Code | BUS6A8 | Mod title | Applied Human Resource Management | Credit value | 30 | Core/ Option | Oct (Year 3) | Oct (Year 3) | June (Year 3) |
| Mod Code | BUS6A9 | Mod title | Business Development for Entrepreneurs | Credit value | 30 | Core/ Option | Oct (Year 3) | Oct (Year 3) | June (Year 3) |
| Mod Code | BUS6A11 | Mod title | *Internship (Business) | Credit value | 30 | Core | Oct (Year 3) | Feb (Year 3) | June (Year 3) |
| Mod Code | BUS6A12 | Mod title | Independent Learning Module | Credit Value | 30 | Core | Oct (Year 0) | Feb (Year 0) | June (Year 0) |
| Mod Code | BUS6A10 | Mod title | Business Project | Credit value | 30 | Core | Oct (Year 3) | Feb (Year 3) | June (Year 3) |

*The Internship module is not available to international sponsored students

Full-time delivery [3-year standard]

| Mod Code | | Mod title | | Credit value | | Core/ Option | October Intake (i.e. Term 1 or 2) | February Intake (i.e. Term 1 or 2) |
|----------|---------|-----------|--|--------------|----|--------------|--------------------------------------|---------------------------------------|
| Mod Code | BUS4A6 | Mod title | Financial Knowledge and Skills for Modern Businesses | Credit value | 30 | Core | Oct (Year 1) | June (Year 1) |
| Mod Code | BUS4A5 | Mod title | People and Talent | Credit value | 30 | Core | Oct (Year 1) | June (Year 1) |
| Mod Code | BUS4A3 | Mod title | Contemporary Business Environment | Credit value | 30 | Core | Feb (Year 1) | Feb (Year 1) |
| Mod Code | BUS4A4 | Mod title | Marketing Principles and Practice | Credit value | 30 | Core | Feb (Year 1) | Feb (Year 1) |
| Mod Code | BUS5A24 | Mod title | Operations and Project Management | Credit value | 30 | Core | Oct (Year 2) | June (Year 2) |
| Mod Code | BUS5A25 | Mod title | Business Ethics, Sustainability and Social Impact | Credit value | 30 | Core | Oct (Year 2) | June (Year 2) |
| Mod Code | BUS5A22 | Mod title | Organisational Leadership and Culture | Credit value | 30 | Core | Feb (Year 2) | Feb (Year 2) |
| Mod Code | BUS5A23 | Mod title | Business Intelligence | Credit value | 30 | Core | Feb (Year 2) | Feb (Year 2) |
| Mod Code | BUS6A3 | Mod title | Applied Business Strategy | Credit value | 30 | Core | Oct (Year 3) | Feb (Year 3) |
| Mod Code | BUS6A4 | Mod title | Digital Marketing | Credit value | 30 | Core/ Option | Feb (Year 3) | Feb (Year 3) |
| Mod Code | BUS6A5 | Mod title | Human Resources and the Business | Credit value | 30 | Core/ Option | Feb (Year 3) | Feb (Year 3) |
| Mod Code | BUS6A6 | Mod title | Innovation and Business Planning for Entrepreneurs | Credit value | 30 | Core/ Option | Feb (Year 3) | Feb (Year 3) |
| Mod Code | BUS6A7 | Mod title | Advanced Marketing with Consumer Behaviour | Credit value | 30 | Core/ Option | Oct (Year 3) | June (Year 3) |
| Mod Code | BUS6A8 | Mod title | Applied Human Resource Management | Credit value | 30 | Core/ Option | Oct (Year 3) | June (Year 3) |
| Mod Code | BUS6A9 | Mod title | Business Development for Entrepreneurs | Credit value | 30 | Core/ Option | Oct (Year 3) | June (Year 3) |
| Mod Code | BUS6A11 | Mod title | *Internship (Business) | Credit value | 30 | Core | Feb (Year 3) | June (Year 3) |
| Mod Code | BUS6A12 | Mod title | Independent Learning Module | Credit Value | 30 | Core | Feb (Year 0) | June (Year 0) |
| Mod Code | BUS6A10 | Mod title | Business Project | Credit value | 30 | Core | Feb (Year 3) | June (Year 3) |

*The Internship module is not available to international sponsored students

Full-time delivery [1-year Top-up]

| Mod Code | | Mod title | | Credit value | | Core/ Option | June Intake (i.e. Term 1 or 2 or 3) | October Intake (i.e. Term 1 or 2 or 3) | February Intake (i.e. Term 1 or 2 or 3) |
|----------|---------|-----------|--|--------------|----|--------------|---|--|---|
| Mod Code | BUS6A3 | Mod title | Applied Business Strategy | Credit value | 30 | Core | June | Oct | Feb |
| Mod Code | BUS6A4 | Mod title | Digital Marketing | Credit value | 30 | Core/ Option | June | Feb | Feb |
| Mod Code | BUS6A5 | Mod title | Human Resources and the Business | Credit value | 30 | Core/ Option | June | Feb | Feb |
| Mod Code | BUS6A6 | Mod title | Innovation and Business Planning for Entrepreneurs | Credit value | 30 | Core/ Option | June | Feb | Feb |
| Mod Code | BUS6A7 | Mod title | Advanced Marketing with Consumer Behaviour | Credit value | 30 | Core/ Option | Oct | Oct | June |
| Mod Code | BUS6A8 | Mod title | Applied Human Resource Management | Credit value | 30 | Core/ Option | Oct | Oct | June |
| Mod Code | BUS6A9 | Mod title | Business Development for Entrepreneurs | Credit value | 30 | Core/ Option | Oct | Oct | June |
| Mod Code | BUS6A10 | Mod title | Business Project | Credit value | 30 | Core | Oct | Feb | June |
| Mod Code | BUS6A11 | Mod title | *Internship (Business) | Credit value | 30 | Core | Oct | Feb | June |
| Mod Code | BUS6A12 | Mod title | Independent Learning Module | Credit Value | 30 | Core | Oct | Feb | June |

*The Internship module is not available to international sponsored students

Full-time delivery [2-year Accelerated]

| Mod Code | | Mod title | | Credit value | | Core/ Option | October Intake (i.e. Term 1 or 2) | February Intake (i.e. Term 1 or 2) |
|----------|---------|-----------|--|--------------|----|--------------|--------------------------------------|---------------------------------------|
| Mod Code | BUS4A6 | Mod title | Financial Knowledge and Skills for Modern Businesses | Credit value | 30 | Core | Oct (Year 1) | June (Year 1) |
| Mod Code | BUS4A5 | Mod title | People and Talent | Credit value | 30 | Core | Oct (Year 1) | June (Year 1) |
| Mod Code | BUS4A3 | Mod title | Contemporary Business Environment | Credit value | 30 | Core | Feb (Year 1) | Feb (Year 1) |
| Mod Code | BUS4A4 | Mod title | Marketing Principles and Practice | Credit value | 30 | Core | Feb (Year 1) | Feb (Year 1) |
| Mod Code | BUS5A24 | Mod title | Operations and Project Management | Credit value | 30 | Core | June (Year 1) | Feb (Year 2) |
| Mod Code | BUS5A25 | Mod title | Business Ethics, Sustainability and Social Impact | Credit value | 30 | Core | June (Year 1) | Feb (Year 2) |
| Mod Code | BUS5A22 | Mod title | Organisational Leadership and Culture | Credit value | 30 | Core | Oct (Year 2) | Oct (Year 1) |
| Mod Code | BUS5A23 | Mod title | Business Intelligence | Credit value | 30 | Core | Oct (Year 2) | Oct (Year 1) |
| Mod Code | BUS6A3 | Mod title | Applied Business Strategy | Credit value | 30 | Core | Feb (Year 2) | June (Year 2) |
| Mod Code | BUS6A4 | Mod title | Digital Marketing | Credit value | 30 | Core/ Option | Feb (Year 2) | Oct (Year 2) |
| Mod Code | BUS6A5 | Mod title | Human Resources and the Business | Credit value | 30 | Core/ Option | Feb (Year 2) | Oct (Year 2) |
| Mod Code | BUS6A6 | Mod title | Innovation and Business Planning for Entrepreneurs | Credit value | 30 | Core/ Option | Feb (Year 2) | Oct (Year 2) |
| Mod Code | BUS6A7 | Mod title | Advanced Marketing with Consumer Behaviour | Credit value | 30 | Core/ Option | June (Year 2) | June (Year 2) |
| Mod Code | BUS6A8 | Mod title | Applied Human Resource Management | Credit value | 30 | Core/ Option | June (Year 2) | June (Year 2) |
| Mod Code | BUS6A9 | Mod title | Business Development for Entrepreneurs | Credit value | 30 | Core/ Option | June (Year 2) | June (Year 2) |
| Mod Code | BUS6A11 | Mod title | *Internship (Business) | Credit value | 30 | Core | June (Year 2) | Oct (Year 2) |
| Mod Code | BUS6A12 | Mod title | Independent Learning Module | Credit Value | 30 | Core | June (Year 2) | Oct (Year 2) |
| Mod Code | BUS6A10 | Mod title | Business Project | Credit value | 30 | Core | June (Year 2) | Oct (Year 2) |

*The Internship module is not available to international sponsored students

4.3 Programme timetable

Your personal timetable will reflect the modules you have enrolled on, including any optional modules you have chosen to study.

The generic programme timetable displays all modules which are part of your programme. Enquiries regarding timetables can be emailed to timetable@bil.ac.uk.

There may occasionally be unavoidable changes to scheduled teaching where classes have to be cancelled at short notice due to staff illness or other unforeseen circumstances. Whenever possible, under such circumstances, the relevant Faculty will try to contact students as soon as possible, by email to students' university email addresses, by text message or via the VLE. When classes do have to be cancelled at short notice the University will provide students with a replacement learning opportunity at a future time, but this will not necessarily be a direct rescheduling of the affected session. For example, lecture notes may be made available on the VLE, or additional tutorial sessions offered.

4.4 Learning and teaching

Students will experience a variety of learning and teaching methods. Most modules are delivered through lectures, seminars and workshops.

Lectures provide a broad outline structure for each topic to be covered. Lectures offer a good way of covering a lot of information and, more importantly, of conveying ideas to many people at once.

Seminars enable students to undertake directed self-study and to answer questions and solve problems which are set by the lecturer. Students will present their answers and solutions within the seminar group. Seminars enable students to explore further the topics introduced in the lectures.

Workshops follow on from lectures and seminars. They are designed to enable students to work within a small group to perform set tasks (e.g. working on an exercise or case study). They reinforce proactive learning by providing opportunities for discussion and interaction.

The seminar/workshop groups are small, thereby enabling students to develop a deep understanding.

Learning and teaching approaches and resources support increasing independence and critical learning across the levels. Such approaches include technology-based learning, designed to offer a holistic learning experience for students by embedding the development of student Digital Literacies (DL). The definition of the term DL is adopted from JISC: 'the capabilities which fit someone for living, learning and working in a digital society'. The programme employs IT Infrastructure to create an educational environment in which students are in control of their learning experience during contact hours and beyond.

At the centre of the DL agenda is the provision of Learning Technology services and a range of activities that enable students to develop a range of skills and experience in using information systems and tools that can be useful beyond the boundaries of the programme. Outside of face-to-face teaching, student interaction and engagement continues through the Virtual Learning Environment (VLE). Driven by the Centre for Excellence in Teaching and Learning (CETL) and the Learning Technology team, the DL

agenda is applied through a range of activities such as using MS Teams and other learning technology applications as a forum for classroom discussions and (a)synchronous activities.

More specifically, the programme includes the use of:

- Online libraries and databases for gaining access to full-text journal articles and eBooks.
- Communication means provided through the VLE and learning technology applications.
- Online group-work, for planning, developing, improving, submitting and reflecting on collaborative work completed as part of the programme.
- Assessment and feedback tools such as Multiple Choice Tests/Quizzes, Turnitin and the VLE's Gradebook – enabling timely and detailed feedback on student work.
- Web-based Office 365 for creating and sharing documents, utilising the calendar, storing files, communicating with peers and teachers.

It is through Bloomsbury Institute's Let's Grow programme, as well as within the curriculum, that students develop the practical, professional and employability skills.

Let's Grow is embedded within the curriculum (i.e. it forms a part of specified modules). In addition, it takes place outside the curriculum through the provision of personal, academic and career development opportunities.

The aims of the Let's Grow programme are:

- To enable students to communicate their skills and experiences effectively to a range of audiences from employers to investors.
- To actively encourage students to take on opportunities, provided by the Institute, to develop and apply a wide range of employability skills.
- To provide students with a global outlook, international opportunities and up-to-date analysis of the UK and international job market.
- To promote, encourage and reward work-related learning.
- To continue to build and create new key partnerships with employers, professional bodies and postgraduate study providers.
- To reward students taking ownership of their career development and student-centred interventions.

Bloomsbury Institute's Centre for Community Engagement and Learning connects the Institute (and staff and students) with local communities and global partners through experiential learning, research and civic engagement.

Some of the Centre's activities link into the Let's Grow programme, and provides students with the opportunity to participate in Bloomsbury Institute's in-house Law Clinic and Radio.

4.5 Assessment strategy

There is alignment between the learning and teaching strategy (see Section 10 above), summative assessment methods, and programme and module learning outcomes.

Bloomsbury Institute's assessment strategy provides that:

- Students are clearly informed about the learning outcomes for an individual module, together with the learning outcomes for each level (where appropriate) and the course as a whole
- Appropriate learning and teaching methods are used which are likely to ensure that the learning outcomes are achieved
- Students demonstrate the achievement of learning outcomes through summative assessment, and students are assessed in a clear, fair and transparent way.

The assessment methods vary according to modules being studied at core and option level. Each summative assessment requires evidence that the student has achieved the specific learning outcomes of the module and the broader learning outcomes of the course.

Formative assessment is used to inform students on their individual performance, and to inform academic staff on how students within a particular group are performing individually and collectively. This qualitative data enables module tutors to adapt their teaching and learning methods as required, and also enables additional academic skills and learning support to be provided as required.

Summative assessment includes a mix of the types below (depending on a student's chosen options):

- Coursework
- Report
- Individual/group presentation/pitch
- Digital poster presentation
- Case study
- Portfolio
- Reflective learning paper/learning log/reflective practice
- In-class test
- Oral assessment
- Project
- Simulation
- Podcast
- Literature review
- Discussion forum

Note: A portfolio is divided into a number of tasks that could take one or more formats, e.g. in-class test, essay, report, presentation, simulation, podcast etc.

| Module code & title | Assessment type and weighting | Indicative submission date |
|---|---|----------------------------|
| BUS392 Study and Research Skills | 20% Coursework 30% Presentation 50% Portfolio | Wk 5 Wk 9 Wk 12 |
| BUS393 Contemporary World | 20% Oral Assessment 30% Report 50% Learning logs/journals | Wk5 Wk6 Wk11 |
| BUS394 Communication | 30% Oral Assessment 50% Project 20% Group Project | Wk5 Wk10 Wk11 |
| BUS395 Introduction to Business Management | 40% In-class Test 60% Portfolio | Wk6 Wk11 |
| BUS4A3 Contemporary Business Environment | 40% Portfolio 60% Poster Presentation | Wk 8 Wk 11 |
| BUS4A4 Marketing Principles and Practice | 50% Portfolio 50% Group Project | Wk 6 Wk 11 |
| BUS4A5 People and Talent | 50% In-class Test 50% Simulation | Wk 8 Wk 12 |
| BUS4A6 Financial Knowledge and Skills for Modern Businesses | 70% Portfolio 30% Report | Wk 9 Wk 12 |
| BUS5A22 Organisational Leadership and Culture | 70% Case Study 30% Reflective Practice | Wk 8 Wk 12 |
| BUS5A23 Business Intelligence | 50% Report 50% Presentation | Wk 9 Wk 12 |
| BUS5A24 Operations and Project Management | 50% In-class Test 50% Project | Wk 7 Wk 12 |
| BUS5A25 Business Ethics, Sustainability and Social Impact | 70% Portfolio 30% Project | Wk 8 Wk 12 |
| BUS6A3 Applied Business Strategy | 40% Literature Review 60% Report | Wk 7 Wk 12 |
| BUS6A4 Digital Marketing | 40% Written Assignment 60% Simulation | Wk 8 Wk 12 |
| BUS6A5 Human Resource and the Business | 70% Portfolio 50% Presentation | Wk 8 Wk 11 |
| BUS6A6 Innovation and Business Planning for Entrepreneurs | 50% Report 50% Portfolio | Wk 8 Wk 11 |
| BUS6A7 Advanced Marketing with Consumer Behaviour | 50% Portfolio 50% Group Project | Wk 8 Wk 12 |
| BUS6A8 Applied Human Resource Management | 50% Coursework 50% Portfolio | Wk 7 Wk 12 |
| BUS6A9 Business Development for Entrepreneurs | 50% Portfolio 50% Report | Wk 7 Wk 12 |
| BUS6A10 Business Project | 10% Research Proposal 90% Project | Wk 0 Wk 12 |
| BUS6A11 Internship (Business) | 70% Written Assignment 30% Reflective Practice | Wk 10 Wk 12 |
| BUS6A12 Independent Learning Module | 20% Written Assignment 80% Written Assignment | Wk 8 Wk 12 |

N.B. These submission deadlines are indicative and although not expected to change, please refer to your module leader for the confirmed details of submission.

Arrangements for submission of your assessed course work

Assessed course work must be submitted electronically via Turnitin on Canvas on or before the submission deadline, unless stipulated otherwise by the module leader.

Criteria against which your work will be marked

Level 4

| Grading & Marking Criteria for BA (Hons) Business Management | |
|---|--|
| 80 + | Excellent work of substantial merit which is original in content or approach and well structured. There is clear evidence of extensive reading and an ability to organise material effectively. |
| 70 – 79 | Work which is clearly articulated, based on reading, and demonstrates a very good grasp of the concepts, methodology and content appropriate to the subject and to the assessed task. |
| 60 – 69 | Work which demonstrates a very good level of understanding of the concepts and content appropriate to the subject. There is clear evidence of judgement in selecting and ordering material. The work demonstrates some ability to construct responses which reveal some originality. |
| 50 – 59 | Work derived from a solid basis of reading and which demonstrates a grasp of relevant material and key concepts. The performance may be rather routine but the work will be accurate, clearly written and include some analysis. There will be no serious omissions or irrelevancies. |
| 40 - 49 | Competent and suitably organised work which demonstrates a reasonable level of understanding with minimal interpretation. It covers the basic subject matter adequately and is very descriptive. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material so that the work may be flawed by some omissions and irrelevancies. There will be some evidence of reading. |
| 30 - 39 | Work lacks evidence of knowledge relevant to the topic and. Some of the work is irrelevant to the assignment set. Inappropriate choice of references. Invalid conclusions based on anecdote and generalisation only, or no conclusions at all. Lacks thought and reference to theory. |
| 0 - 29 | Insufficient level of understanding and knowledge base unacceptably weak. No evidence of structure and poorly presented. Referencing is absent. |

Level 5

| Grading & Marking Criteria for BA (Hons) Business Management | |
|---|--|
| 80 + | Excellent work of substantial merit which is original in content or approach allowing a novel perspective, based on a broad range of literature. |
| 70 – 79 | Work which is clearly articulated and well substantiated, based on substantial reading, and demonstrates a good grasp of the concepts, methodology and content appropriate to the subject and to the assessed task. There is clear evidence of originality and an ability to synthesise material effectively. |
| 60 – 69 | Work which demonstrates a very good level of understanding of the concepts, methodology and content appropriate to the subject and which draws on a good range of referenced sources. There is clear evidence of judgement in selecting, ordering and analysing content. The work demonstrates some ability to synthesise material and to construct responses which may offer some occasional originality. |
| 50 – 59 | Work derived from a good basis of reading and which demonstrates a grasp of relevant key concepts and an ability to structure and organise material. The performance may be rather routine but the work will be accurate, clearly written and include some analysis. There will be no serious omissions or irrelevancies. |

| | |
|---------|--|
| 40 - 49 | Competent and suitably organised work which demonstrates a reasonable level of understanding with minimal analysis and interpretation. It covers the basic subject matter adequately but is too descriptive and insufficiently analytical. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material so that the work may be flawed by some omissions and irrelevancies. There will be some evidence of appropriate reading. |
| 30 - 39 | Work lacks evidence of knowledge relevant to the topic and/or significantly misuses terminology. There is either no evidence of literature being consulted or irrelevant to the assignment set. Inaccurate or inappropriate choice of theory. Unsubstantiated/invalid conclusions based on anecdote and generalisation only, or no conclusions at all. Lacks critical thought and reference to theory. |
| 0 - 29 | Insufficient level of understanding and knowledge base unacceptably weak. No evidence of logical structure and poorly presented. Referencing is unsystematic or absent. |

Level 6

| Grading & Marking Criteria for BA (Hons) Business Management | |
|---|--|
| 80 + | Outstanding work of exceptional merit which is original in content or approach allowing a novel perspective, going beyond what is available in the literature. |
| 70 – 79 | Work which is clearly articulated and well substantiated, based on extensive reading, and demonstrates an authoritative grasp of the concepts, methodology and content appropriate to the subject and to the assessed task. There is clear evidence of originality and insight and an ability to sustain an argument, to think analytically and/or critically and to synthesise material effectively. |
| 60 – 69 | Work which demonstrates a very good level of understanding of the concepts, methodology and content appropriate to the subject and which draws on a wide range of properly referenced sources. There is clear evidence of critical judgement in selecting, ordering and analysing content. The work demonstrates some ability to synthesise material and to construct responses which reveal insight and may offer some occasional originality. |
| 50 – 59 | Work derived from a solid basis of reading and which demonstrates a grasp of relevant material and key concepts and an ability to structure and organise arguments. The performance may be rather routine but the work will be accurate, clearly written and include some critical analysis and a modest degree of original insight. There will be no serious omissions or irrelevancies. |
| 40 - 49 | Competent and suitably organised work which demonstrates a reasonable level of understanding with minimal analysis and interpretation. It covers the basic subject matter adequately but is too descriptive and insufficiently analytical. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material so that the work may be flawed by some omissions and irrelevancies. There will be some evidence of appropriate reading but it may be too narrowly focussed. |
| 30 - 39 | Work lacks evidence of knowledge relevant to the topic and/or significantly misuses terminology. There is either no evidence of literature being consulted or irrelevant to the assignment set. Inaccurate or inappropriate choice of theory. Unsubstantiated/invalid conclusions based on anecdote and generalisation only, or no conclusions at all. Lacks critical thought, analysis and reference to theory. |
| 0 - 29 | Insufficient level of understanding and knowledge base unacceptably weak. No evidence of logical structure and poorly presented. Referencing is unsystematic or absent. |

These marking criteria will also be made available on the VLE under the Assessment and Feedback section of your module pages.

Arrangements for feedback on your work

Students are entitled to expect their assignments to be marked electronically on Turnitin via Gradebook within three weeks of the submission date. Work will be returned by their module tutor on a date specified by them.

Students will receive formal written feedback via Gradebook on Turnitin on assessed work within the timescales laid down by the University/Institute. Such feedback will be provided on a standard form, which includes feedback on performance and identifies feedforward areas for improvement and development.

Unconfirmed results for your summative work will normally be given to you within three working weeks from the date of submission. If unexpected events result in that deadline not being met, you will be informed of the likely date that feedback will be received. You can expect to receive evaluative feedback on your assignments, designed to help you learn and to further improve your performance on future work.

All results are provisional until they have been formally agreed by an assessment board and therefore are subject to change. Please note that as all results are unconfirmed until the Assessment Board, you should not undertake any re-assessments until your results have been formally confirmed.

Formative assessment and feedback

Formative assessment is used to inform students on their individual performance, and to inform academic staff on how students within a particular group are performing individually and collectively. This qualitative data enables module tutors to adapt their teaching and learning methods as required, and also enables additional academic skills and learning support to be provided as required.

Formative Assessment Feedback: Students can email their written assignment at least 5 days before the due date, and written feedback will be provided on how to improve.

The University Formative and Assessment Feedback Guidelines can be found on the [Student Administration support pages](#).

Welsh medium provision

The programmes will be delivered through the medium of English and all students will submit assessments in the medium of English.

Assessment and award regulations

Derogations

There will be no derogations. However, amendments will be applied to Glyndŵr University's Regulations to reflect the proposed 30 credit modular framework.

Non Credit Bearing assessment

N/A

Borderline Classifications (Undergraduate programmes)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at Level 6 fall within the higher classification.
- All Level 6 modules must have been passed at the first attempt.
- The mark achieved for the substantive module, Applied Business Strategy, is within the higher classification.

Ordinary Degrees

Successful completion of 120 credits at Level 4, 120 credits at Level 5 and 60 credits at Level 6 entitles the student to the exit award of BA (Ord) Business Management.

There are no specific requirements with regards to the modules that must be completed.

4.6 Placements

Students have the option of completing a 30-credit Internship module, however this is not available to international sponsored students.

General

The Internship module creates a framework to help students gain the type of skills and experience which are required to undertake work in an organisation.

Students are required to complete 200 hours of work experience.

Bloomsbury Institute will help students in the search for an internship, but it is ultimately the student's responsibility to finally secure a place. The nature of the role needs to be of relevance to the degree and a Workplace Supervisor will be appointed in order to facilitate the assessment. Consequently, the proposed internship needs to be evaluated and approved by Bloomsbury Institute before it can start.

The Internship Proposal and Learning Agreement

A contract of expectations (an Internship Proposal and Learning Agreement) will be arranged between the student, the student's internship employer and Bloomsbury Institute. This will be based upon the type of experience the student will gain from the internship. It can take the form of wide experience in a small business or departmental work within a larger organisation. In either situation, the emphasis will be on a relationship which has positive outcomes for both the student and the student's internship employer.

The student is expected to become fully involved in the operational work of an organisation and to be received as a team member in a work situation. Where possible, the student will be offered training opportunities by their internship provider.

The Internship Proposal and Learning Agreement will be constructed around the internship which will detail the internship tasks and responsibilities for each party.

The approval process

Bloomsbury Institute needs to approve the proposed internship before it starts. This is because the Institute has a responsibility for:

- (i) ensuring the learning opportunities provided to the student during their internship will enable the student to demonstrate achievement of the learning outcomes; and
- (ii) undertaking a due diligence exercise to ensure the student's employer is suitable.

The internship approval process requires the student and their proposed employer to complete the Internship Proposal and Learning Agreement Form. The student's proposed employer is also required to submit documentation as part of the due diligence exercise. The required documentation is set out in the Form.

The student is required to send the completed form and documentation to the Bloomsbury Institute Employability Support Officer at least four weeks before the start of the internship. Bloomsbury Institute will evaluate the proposed internship to decide whether or not to approve it.

Employers and Bloomsbury Institute have a legal duty under the Equality Act 2010 to ensure that students on an internship are not discriminated against. As part of the due diligence exercise, Bloomsbury Institute asks the student's proposed employer if they are aware of this duty and if they will ensure they comply with it.

Bloomsbury Institute will respond to any formal complaint which a student makes about any form of discrimination that takes place whilst undertaking an internship.

In addition, employers have a legal obligation to provide students with a safe working environment. As part of the due diligence exercise, Bloomsbury Institute asks for a copy of the proposed employer's Health and Safety Policy and a copy of their employer's liability insurance policy. Bloomsbury Institute also asks the proposed employer to confirm that their insurance policy will cover the student during their internship.

Bloomsbury Institute support

- An Introductory Workshop is held outlining what the module involves, the relevant paperwork required and explanations of assessment
- A personal meeting structure is built between the student, the Bloomsbury Institute Module Lead and the Bloomsbury Institute Employability Support Officer, to attain and setup the internship
- The level of Bloomsbury Institute Module Lead contact time will be determined by the student's proposal and their internship employer's requirements, and will be designed to meet both professional and academic needs
- A study plan will be produced by the student and agreed by the Bloomsbury Institute Module Lead at the commencement of the module
- The student will be visited by the Bloomsbury

Institute Module Lead during their internship in order to ensure that expectations around the internship contract are being fulfilled.

Support and monitoring

Once the internship starts, the Bloomsbury Institute Module Lead will monitor and support the student during their internship. The student will also be supported throughout their internship by the Bloomsbury Institute Employability Support Officer.

The student's internship employer will appoint a Workplace Supervisor.

Bloomsbury Institute Module Lead

The Bloomsbury Institute Module Lead will be responsible for:

- Reading and commenting upon the student's reflective log
- Offering guidance and advising in the preparation of the final report
- Maintaining contact as necessary to discuss the student's progress and any problems that may arise
- Being available to respond to additional email enquiries and for short meetings if needed
- Discussing the report with the student - the Bloomsbury Institute Module Lead will be responsible for marking the work on completion

Visits

The Bloomsbury Institute Module Lead will visit the student's workplace to guide the student in setting and measuring personal objectives, to discuss progress and to help with any difficulties that may arise. If the student is working overseas, the visit will be replaced by a Teams conference call.

Bloomsbury Institute Employability Support Officer

The Bloomsbury Institute Employability Support Officer will be the student's first point of contact for any queries or issues regarding the internship, or if the student is in need of any support or guidance.

Workplace Supervisor

The student's internship employer will be briefed on their role and on the learning outcomes. They will allocate an appropriate mentor for the student while completing their internship (referred to as the Workplace Supervisor).

The Workplace Supervisor's role is:

- To help the student understand the business/organisation
- To help the student in their role, to provide mentoring and to assist in the development of their skills
- To provide an assessment of work experience attributes, which is an important part of their degree. The student can arrange regular short meetings with their Workplace Supervisor throughout their internship and ask about his/her comments with regards to their progress.

4.7 Assuring the quality of your learning experience

Wrexham Glyndŵr University regards its students as partners in managing the quality of the learning experience offered by the University and is committed to working with the Students' Union to ensure that the student voice is represented in the quality assurance processes. Student participation is a very important feature of Wrexham Glyndŵr University's approach to assuring and enhancing the quality of the student experience, in order for staff to:

- involve students in the decision-making processes relating to the curriculum, teaching and learning, and many other aspects of their higher education experience;
- engage with students to obtain feedback and insights in order to learn how to enhance delivery for the future;
- engage in a dialogue about the learning experience, in order to develop a partnership between staff and students in solving any problems that may arise;
- support and encourage students to become more active learners.

Student views are sought in a number of different ways, for example:

- student surveys and questionnaires at module/programme, University and national level, such as the National Student Survey for final year undergraduates;
- a Student Representative system;
- Student Voice Forums (SVFs);
- meetings with internal programme approval and review panels and external quality agency panels;
- task and finish groups ('working groups') convened to focus on a specific issue;
- membership of Academic Board and its sub-committees.

We would encourage you to participate in the above activities, so your voice can be heard, and we can make real changes based on what you tell us.

Student Voice Forums 2022/23

Every programme must provide the opportunity for students to comment on the quality of their learning experience through Student Voice Forums (SVFs). Information about other feedback mechanisms, including Student Evaluation of Module surveys (SEMs), and the online feedback systems are provided in the Student Voice section of your online programme pages in the VLE.

SVFs should be held at least twice each academic year, and the dates will be advertised to all students via the VLE at the beginning of the academic year and 3 weeks prior to the meeting. If available already, the SVF dates are given below. Please check with your programme leader, or your Student Representative if you have not been advised of the dates of the SVF meetings for the year.

Student Voice Forums Dates – 2022/23

| Date | Time | Location |
|-------------------------------|------|----------|
| To be confirmed and published | | |
| | | |

Quality Management

All provision will comply with Glyndŵr University's regulations, policies and procedures for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme.

The University uses the following mechanisms to help evaluate, enhance and review programme delivery:

- Student Evaluation of Module forms
- Student Voice Forum
- Individual student feedback
- Student representatives
- Annual Monitoring reports
- Periodic review and re-validation process
- External Examiner reports
- PSRB requirements and accreditation activities
- National Student Survey (NSS) Bloomsbury Institute has several methods for the monitoring and evaluation of academic quality and standards, and enhancing the students' educational experience, which will supplement rather than replace those of Glyndŵr University.

These methods (that also includes specific reference to those of Glyndŵr University) include:

Student Representatives

Student Representatives are central to Bloomsbury Institute's student voice mechanisms. Student Representatives receive training in how to carry out their duties and there is a Student Representatives Training Manual. As well as their formal input being listened to in Bloomsbury Institute's Board of Directors, Academic Committee, Quality Assurance and Enhancement Committee, Course Committees, and Student Staff Consultative Forum, there is also on-going 'informal' interaction with the Student Representatives. Bloomsbury Institute has drop-in sessions and allows matters to be raised, and dealt with, more promptly.

Collective student voice: committee representation

Bloomsbury Institute has a formal committee structure which is supported by the Senior Management and Leadership Team (SMLT). The SMLT meets every month (except August and either December or January) to ensure effective operational and strategic management and leadership.

Bloomsbury Institute's committee structure comprises the following:

- Academic Committee, the senior committee, with external academic representation and student representation
- Quality Assurance and Enhancement Committee (QAEC), the intermediate committee with external academic representation and student representation
- Course Committees, which have student representation
- Student Staff Consultative Forum

The Academic Committee is the parental committee. The QAEC undertakes a supervisory role on behalf of the Academic Committee, and is under the direct control of the Academic Committee.

Individual student voice: Student Module Evaluation Questionnaires (SMEQs)

One key element of Bloomsbury Institute's annual academic evaluation cycle is the Student Module Evaluation Questionnaires (SMEQs). The results from the SMEQs are collated and commented on by

Module Leaders in the Module Monitoring Reports (MMRs) and then subsequently, by Course Leaders, in Annual Monitoring and Evaluation Reports (AMERs).

Individual student voice: additional student surveys

Besides the SMEQs, Bloomsbury Institute conducts additional student surveys throughout the year.

AMERs

The Annual Monitoring and Evaluation Report (AMER) is the principal instrument for the routine monitoring of the programme. The AMER provides comprehensive and reliable evidence on the quality and standards of Bloomsbury Institute's academic provision, and on factors that impact upon that provision. It provides intelligence on current and possible future developments within a Course Team's academic or professional community and across the college.

Standardisation, moderation and grade distribution analysis

Mechanisms are in place to ensure reliable standardisation, moderation and grade distribution analysis on the programme.

Glyndŵr University's Assessment Regulations and any associated policies and procedures will be fully applicable.

Bloomsbury Institute holds standardisation meetings at module level. Through these meetings, Module Leaders and Module Tutors agree grades for a sample of scripts before the marking starts. At the end of each academic year, Module Leaders analyse the grade distribution of each assessment and the overall module grades in Module Monitoring Reports and set relevant actions (when/if required).

For modules at Level 5 and above and for specified Level 4 modules (as required by the professional bodies), formal feedback is obtained from the External Examiners that are appointed and managed by Glyndŵr University. The External Examiners will visit at least once per academic year to examine various aspects of the programme and submit a written report at the end of each academic year. The external examiner element is not only for moderation and evaluation; it is also developmental.

Glyndŵr University's policies and procedures (and those of Bloomsbury Institute) ensure adherence to the following processes:

- Assessment briefs are designed internally, and moderated and internally verified by an internal academic member of staff. For modules at Level 5 and above the briefs are subject to approval by an external examiner appointed by Glyndŵr University. The same applies to the assessment briefs for specified Level 4 modules, as required by the professional bodies.
- Assessments are internally marked and moderated. Prior to commencing marking, the internal marking team hold a markers' meeting to clarify standards (the standardisation process); this involves marking a sample of scripts to ensure consistency and accuracy of marking across the team.
- External examiners moderate a sample of assessments for modules at Level 5 and Level 6, and also at Level 4 if required by a professional body.

External examiner reports are submitted to Glyndŵr University and will be considered by Glyndŵr University's Teaching Quality Committee. The external examiner reports are also considered by Bloomsbury Institute quality and academic committees for consideration and action as required.

The Programme Team review and revise modules to ensure alignment with the QAA Framework for Higher Education Qualifications (FHEQ), appropriate QAA Subject Benchmarks and professional body requirements. Any proposed revisions are subject to the approval of Glyndŵr University.

Academic staff develop their subject knowledge and pedagogic expertise through attendance at conferences and in-house staff-development events. Staff also undertake a proactive role in the

development of learning, teaching and assessment strategies. Staff also attend and contribute to Bloomsbury Institute's annual Teaching and Learning Conference.

Full-time and fractional academic staff are members of Advance HE and (where applicable) other professional bodies. Staff undertake the role of external examiner at other higher education institutions. Staff also engage in research through Bloomsbury Institute's Centre for Research and Enterprise. All academic staff engage in scholarship.

External Indicators of Quality

- Regular evaluation of the programme to ensure alignment with the QAA Framework for Higher Education Qualifications, appropriate QAA Subject Benchmarks and professional body requirements.
- Bloomsbury Institute is regulated by the Office for Students.
- The programme is reviewed annually and periodically.
- External examiners are appointed by Glyndŵr University to assure the quality of the assessment process.
- The National Student Survey enables final year undergraduates to provide quality feedback on the Programme.

Internal Indicators of Quality

- Annual monitoring and evaluation of the Programme and modules against a number of internal indicators of quality, in accordance with Glyndŵr University's Annual Programme Monitoring procedures (and in addition to those of Bloomsbury Institute).
- Data in relation to student continuation and achievement, equality and diversity, and student satisfaction are considered throughout the year. The data is analysed in relation to trends, averages and any known competitor performance to ensure that standards are being maintained.
- Academic Committee which includes external academic members and student representation.
- Quality Assurance and Enhancement Committee which includes external academic members and student representation.
- Course Committees which include student representation.
- Feedback provided through the Student Staff Consultative Forum.
- Other student feedback mechanisms throughout the student journey, from enrolment through to graduation.
- Assessment Boards (that are convened by Glyndŵr University) which include external examiners.
- Assessment processes including standardisation and moderation.
- Processes for the approval and modification of the programme and modules.
- Processes for monitoring teaching quality including peer observation, managed observation, and staff induction and training.

4.8 Programme specifications

All programmes have a distinctive 'Programme Specification' which summarises the main features of the programme, this can be located in the [Undergraduate Programme Specification directory](#) or [Postgraduate Programme Specification directory](#).

4.9 Module handbooks

Students will be provided with separate module handbooks containing specific details about module aims, outcomes, assessment and syllabus etc.

5. Additional Information about your programme

Institutional support for students

- Bloomsbury Institute's corporate value of 'be inclusive': Corporate values
- Teaching facilities available to students: Teaching, library and IT facilities: Birkbeck College and Bloomsbury Institute
- Student introduction to all sources of support: Induction programme
- Embedding student Digital Literacies within the curriculum: Digital Literacies
- General sources of support: Academic Support and Professional Services Support
- Employment, enterprise and personal success for life: Let's Grow programme and the Centre for Community Engagement and Learning

Corporate values

One of Bloomsbury Institute's five corporate values is 'Be inclusive: Welcome difference as a source of strength and enrichment'.

Depending on their individual circumstances and needs, each student will have access to a variety of sources of support for learning, career and progression opportunities.

Many of these sources of support are formally accessed by students as part of the Let's Grow programme, although students have access to such support within or outside the Let's Grow programme.

Teaching, library and IT facilities:

Birkbeck College and Bloomsbury Institute Bloomsbury Institute's teaching takes place within Birkbeck College and within Bloomsbury Institute's own buildings.

Students at Level 4 and above have access to Birkbeck College's library.

All students have access to Bloomsbury Institute's online library that includes full-text journal articles and eBooks.

Bloomsbury Institute provides students with access to IT and printing facilities.

All students are provided with WiFi access (through Eduroam) and an @bil.ac.uk email address.

Induction programme

Students participate in an induction programme. This introduces them to the requirements of the programme and provides an opportunity to receive all the relevant programme documentation, to acquaint themselves with the available facilities and environs, and to discuss requirements and expectations of the programme.

The induction programme includes:

- Information about Bloomsbury Institute, including Bloomsbury Institute's values
- Introduction to Glyndŵr University and its regulations, policies and procedures
- Introduction to Birkbeck College facilities
- Campus tours
- Meetings with academic and professional support services teams
- IT and Learning Technology inductions
- Signposting of ongoing support and information sources

Digital Literacies

The programme is designed to offer a holistic learning experience for students by embedding the development of student Digital Literacies (DL). The definition of the term DL is adopted from JISC: 'the capabilities which fit someone for living, learning and working in a digital society'.

The programme employs IT Infrastructure to create an educational environment in which students are in control of their learning experience during contact hours and beyond. At the centre of the DL agenda is the provision of Learning Technology services and a range of activities that enable students to develop a range of skills and experience in using information systems and tools that can be useful beyond the boundaries of the programme.

Outside of face-to-face teaching, student interaction and engagement continues through the Virtual Learning Environment (VLE). Driven by the Centre for Excellence in Teaching and Learning (CETL) and the Learning Technology team, the DL agenda is applied through a range of activities such as using MS Teams and other learning technology applications as a forum for classroom discussions and (a)synchronous activities.

More specifically, the programme includes the use of:

- Online libraries and databases for gaining access to full-text journal articles and eBooks.
- Communication means provided through the VLE and learning technology applications.
- Online group-work, for planning, developing, improving, submitting and reflecting on collaborative work completed as part of the programme.
- Assessment and feedback tools such as Multiple Choice Tests/Quizzes, Turnitin and the VLE's Gradebook – enabling timely and detailed feedback on student work.
- Web-based Office 365 for creating and sharing documents, utilising the calendar, storing files, communicating with peers and teachers.

Academic Support

- *Course Leader, Module Leader and Module Tutor support*

Academic support is provided outside of formal contact hours by academics who teach and manage the programme.

- *Personal Tutoring*

The Personal Tutoring (PT) scheme provides additional guidance and support to students. Students have an opportunity to regularly meet with their peers and staff members in a less formal atmosphere than the classroom. PT includes a combination of group and one-to-one sessions in which students discuss their course, their experiences at Bloomsbury Institute, raise issues, ask questions and receive pastoral support.

- *Learning Enhancement*

Learning Enhancement provides students with free support, guidance and tuition in all areas of academic skills and English language. The service is aimed to improve academic performance, regardless of existing level: good students who want to be excellent ones are catered for equally as struggling students who want to achieve a pass level result.

The following services are available:

One-to-Ones: Students can book a one-to-one to discuss specific study skills areas (e.g. paraphrasing, using references), or for help to prepare for an assessment.

- **Presentation Feedback:** Designed to build students' confidence and provide friendly feedback on a presentation before an assessment.
- **Assessment Feedback:** Students can email their written assignment at least 5 days before the due date, and written feedback will be provided on how to improve.
- **Tea & Chat:** This weekly informal session provides students with the opportunity to discuss current affairs in a friendly atmosphere. Students can develop critical thinking, become a more confident speaker, and meet students from other classes.
- **Request a Workshop:** If a few students would like some help on a particular issue, then they can request a workshop on their chosen study skills topic.
- **Online Study:** Students can improve their academic ability by visiting the Learning Enhancement VLE page. Students can also request for a mini online course to be created on a specific area.

Professional Services

Support Centre for Student Engagement, Wellbeing and Success: pastoral support Bloomsbury Institute's

Centre for Student Engagement, Wellbeing and Success (SEWS) ensures that throughout their studies, students are engaged and successful. SEWS provides advice on housing, finance, disability support and career development. SEWS provides a good opportunity for students to reflect on what skills they may need to acquire in order to progress in their studies and to find employment at the end of their degree.

Equal opportunities and disability support

Bloomsbury Institute takes into account the needs of individual students and the diversity of the student body with regards to enabling student development and achievement. This is articulated in Bloomsbury Institute's Equality, Diversity and Inclusion Policy, and the Disability Policy. Bloomsbury Institute ensures that those with a disability, specific learning difficulty or long-term health condition are not prevented from benefitting from higher education. Bloomsbury Institute's Disability Team works closely with academics and professional support services to ensure students with a disability, specific learning difficulty or long-term health condition have access to the same opportunities as their peers.

IT support

Bloomsbury Institute's IT Helpdesk provides students with face-to-face IT support. Students can also use the online portal (www.bil.ac.uk/itsupport) to submit support requests through a digital ticketing system. Every support request is assigned a unique ticket number that can be used to track the progress and responses online. Online IT Help and Support Guides are available at: www.bil.ac.uk/itsupport/kb. These Help and Support Guides cover areas such as email access, wireless internet access, password changes and problems, printing, scanning, online library access and VLE access.

Let's Grow programme

The Let's Grow programme for employment, enterprise and personal success for life is designed to promote a person-centred approach to personal and professional development.

This ensures that students are well-prepared to take on the challenges of postgraduate study, employment, self-employment or entrepreneurship, and lead lives that are rewarding and constructive.

The aims of the Let's Grow programme are:

- To enable students to communicate their skills and experiences effectively to a range of audiences from employers to investors.
- To actively encourage students to take on opportunities, provided by the Institute, to develop and apply a wide range of employability skills.
- To provide students with a global outlook, international opportunities and up-to-date analysis of the UK and international job market.
- To promote, encourage and reward work-related learning.
- To continue to build and create new key partnerships with employers, professional bodies and postgraduate study providers.
- To reward students taking ownership of their career development and student-centred interventions.

Let's Grow is embedded within the curriculum (i.e. it forms a part of specified modules). In addition, it takes place outside the curriculum through the provision of personal, academic and career development opportunities.

These extra-curricular opportunities include the following:

Enhancing academic knowledge

Extramural lectures Bloomsbury Institute's location in the centre of London's university district provides a stimulating context for student learning. Students can greatly benefit from the experience of attending online lectures, talks and presentations by accomplished academics from other places of learning and from fields beyond their own subject area.

By engaging with these extramural lectures, students will discover how their own studies can relate to the wider world and how their own learning can be enhanced by exposure to the ideas of others.

Bloomsbury Institute External Speakers Programme

Bloomsbury Institute's External Speakers Programme offers students the opportunity to hear from leading figures from their areas of study to enhance their learning and build networks in the fields in which they may one day be employed.

Skills development

Peer Assisted Learning (PAL)

Peer Assisted Learning (PAL) is an internationally recognised scheme based on research indicating that students benefit academically from peer learning. Bloomsbury Institute's trained and accredited members of staff train students to lead supplementary study sessions for students studying in the year below themselves.

These study sessions are offered on selected modules in addition to regular classes and are focused on helping students to master the material they study during lectures, workshops and seminars.

Becoming one of Bloomsbury Institute's trained students, and leading a study session, is an excellent way for students to develop graduate employability skills such as group working, autonomy, communication and problem-solving.

Employability

Internship (Business) module

Students can elect to take an Internship module. Students will gain a beneficial experience of carrying out practical activities in a workplace or by working virtually.

Learning supports the placement experience which involves carrying out work-based activities and reflecting on the benefits of the activities to the business and to the student.

It is expected that students will be supervised in the workplace or when working virtually in addition to the supervision provided by Bloomsbury Institute.

Volunteering

Volunteering enables students to gain excellent professional experience and can boost their career options by enhancing their team-working, networking, communication and organisation skills.

Bloomsbury Institute's Let's Grow advisors, based in the Centre for Student Engagement, Wellbeing and Success, can assist students to find a suitable volunteering opportunity.

Employability Mentoring

Bloomsbury Institute students are offered the opportunity to be mentored by external professionals on the External Employer Mentoring Scheme.

The scheme has the following objectives:

- To help students define their own success and set down strategies for reaching their goals.
- To raise student aspirations and increase their self confidence in relation to progression into professional employment or postgraduate study.
- To enhance the students' level of communication, helping them to communicate authentically and confidently with potential employers.
- To encourage students to be resilient in the face of setbacks and to keep trying on their road towards personal and professional fulfilment.

There are many benefits to student participation in the scheme including the opportunity to:

- Gain advice, encouragement and support.
- Develop confidence and enhance communication skills.

- Gain valuable insight into their chosen area of professional interest.
- Begin building their personal and professional network, and develop skills to become a proficient networker.

General employability skills

The development of general employability skills is delivered both through the curriculum and through the Let's Grow programme.

Activities include the Bloomsbury Institute External Speakers Programme, specialist seminars and courses in communications skills, leadership, finance and business, and visits to employers or other educational institutions.

The aim is to equip students with sought after employability skills such as:

- Self-belief
- Learning to learn
- Communication
- Group work
- Self-management
- Problem solving
- Use and application of information technology
- Processing of numerical data

The Centre for Student Engagement, Wellbeing and Success provides a wide range of information, advice, guidance, training and workshops for students on how to start and develop their careers. Students can talk to an advisor who specialises in employability matters.

Students who participate in Let's Grow employability events will be eligible to gain a certificate upon proven attendance at 5 extra-curricular activities over the course of an academic year. In addition, students who participate in 7 Let's Grow activities, e.g., Enneagram, peer assisted learning, peer mentoring, attendance at extra-curricular events, and who complete corresponding reflective logs, will be eligible for an enhanced reference.

Student Guild societies and clubs Students will have access to Glyndwr University's Students' Union and will also be a member of Bloomsbury Institute's Student Guild. Through participating in the Student Guild's societies and clubs, students will get the most out of their student experience both during and after their academic journey.

Bloomsbury Institute's Student Guild creates opportunities for students to extend their learning beyond the classroom and share and acquire knowledge in a social and friendly environment. Central to this is participation in the different societies and clubs, or in setting up a new society or club.

If students decide to set up a club or society or become involved in the running of an existing one, they can enhance their employability skills through activities such as event planning, organisation, fundraising, budgeting and marketing.

Networking

Networking is a daily activity which involves engagement with friends, fellow students, family members, academics, mentors, former colleagues and managers.

Students can also network through social media (e.g. LinkedIn) and through joining a professional, statutory or regulatory body.

Networking involves building relationships, seeking advice, sharing information and using connections in personal and career development.

Staff from the Centre for Student Engagement, Wellbeing and Success can provide students with advice on networking opportunities.

Developing leadership skills

By undertaking the leadership roles below, students develop transferable skills such as leadership, team working, self-management, communication and organisation, all of which are valued in the workplace.

All student leaders are offered the opportunity to attend an extra-curricular 'Student Leadership CPD Programme' of activities which will further enhance their employability skills and enable them to market these to future employers and investors.

Student Representatives Student representatives play an important role in the life of Bloomsbury Institute by providing feedback on course delivery and by representing the views of other students on several important committees. Student views are essential to the running of the Course Committees (see above).

Peer Advisors

Glyndŵr University Students' Union and Bloomsbury Institute's Student Guild are the official representative bodies for all students. Bloomsbury Institute works with the Student Guild to train newly selected Peer Advisors to provide a Peer Advice Service.

This friendly and supportive service includes disseminating information, helping with Bloomsbury Institute systems access/usage, and signposting where applicable.

Peer Assisted Learning (PAL)

PALs are students who lead study groups on subjects they have already demonstrated success and competence.

Centre for Community Engagement and Learning

Bloomsbury Institute's Centre for Community Engagement and Learning connects the Institute (and staff and students) with local communities and global partners through experiential learning, research and civic engagement.

Some of the Centre's activities link into the Let's Grow programme (see above), and provides students with the opportunity to participate in Bloomsbury Institute's in-house Law Clinic and Radio.

Bloomsbury Law Clinic

The mission and purpose of the Bloomsbury Law Clinic is two-fold:

- Social justice: to provide free legal advice to people who are not eligible for legal aid and cannot afford to pay.
- Student learning: to provide law students with clinical experience, and non-law students with the opportunity to develop their transferrable skills.

- Through the Law Clinic, law students are offered invaluable clinical experience, and non-law students will have the opportunity to develop transferrable skills through, for example, undertaking administrative tasks associated with the running of the Clinic.

External practising solicitors (acting on a pro bono basis) supervise students when interviewing clients and providing written legal advice.

Bloomsbury Radio

Bloomsbury Institute's radio station is broadcast from the Institute's campus. Culture, society, education and employment all come under the spotlight alongside an interesting mix of music and chat each week.

The radio station provides opportunities for students who wish to train as presenters as well as off-air in production, scheduling and compliance.

6. General supporting information

General information to support you during your programme of study is provided through the [Student Intranet](#).

6.1 The University's commitment to the Welsh Language

Wrexham Glyndŵr University is committed to the Welsh language standards set out by the Welsh Language Commissioner since 2017. Students are entitled to any service or academic support through the medium of Welsh. Students can also present assessments - academic and practical through the medium of Welsh, whilst still having the freedom to revert to English. *Y Coleg Cymraeg Cenedlaethol* can support the team with additional resources and external subject specific assessors. Students can request personal tutorials through the Welsh language as well as attend their work-based learning placements in Wales and through the Welsh language.

Note that students who receive an incentive scholarship for their studies from *Y Coleg Cymraeg Cenedlaethol* need to follow 40 credits and above of their studies through the medium of Welsh.

6.2 Student Charter

The Student Charter, developed jointly by the University, Students and the Students' Union, is an important part of how we establish and maintain clear mutual expectations for the experience of all undergraduate and postgraduate students. The Charter outlines the expectations for both the University's and your commitments during your programme, including; responsibilities and conduct towards your studies, communication, Welsh Language, welfare, representation and dealing with your concerns.

6.3 Academic Regulations, Policies and Procedures

Academic Award Regulations – these are the authorised rules relating to your programme and are published by award type eg, 'Award Regulations Bachelors and Foundation Degrees', You should refer to these to find out about the rules relating to how you progress through your programme and how your award is calculated etc.

Student Policies and Procedures – these documents set out the intentions, processes and information relating to various situations or circumstances which may occur during your programme of study. These include the processes to follow if you wish to make a complaint or an academic appeal, and also the steps the University will take, and possible penalties which may be imposed, if there are concerns about your actions or behaviour.

6.4 Changes to your programme

The University will seek to deliver your programme in accordance with the description set out in your Programme Specification, however, there may be situations when it is desirable or necessary for the University to make changes to the programme content or delivery, for example;

- to meet the requirements of an accrediting, professional, statutory and/or regulatory body;
- to respond to sector good practice or quality enhancement processes;
- to keep programmes contemporary by updating practices or areas of study;
- because of circumstances outside the reasonable control of the University, such as a key member of staff leaving the University or being unable to teach (where the programme or module is reliant on that person's expertise);
- enhancement to the University's Estate and Facilities and planned relocation of Faculties or Departments;
- other circumstances outside the reasonable control of the University including industrial action, severe weather, fire, civil disorder, political unrest, government restrictions or serious concern about the transmission of serious illness making a programme unsafe to deliver.

If changes to your programme are made after you have enrolled, the University will take reasonable steps to notify you of those changes as soon as possible and give you an opportunity to ask any questions in relation to any changes made. The University will also attempt to minimise any disruption to you and will work with you to ensure that you understand the impact of the changes

Please Note:

Whilst we make every effort to keep the information contained in programme handbooks up to date, some changes to staffing, timetables, etc. may occur during the course of your studies.