



Course Specification
Part B: Course Design

Bachelor in Business Administration (BBA)
FBLU083

Faculty of Business & Law
School of Strategy & Leadership
Business & Management Cluster

From Academic Year: 2023/2024

Part B: Course Design

Bachelor in Business Administration (BBA)

1. Rationale for Course Design

1.1 Overview

The Bachelor in Business Administration (BBA) Course delivers teaching and learning which is active, applied, social and inclusive in approach. Modules are global in nature and make use of case studies that broaden students' understanding of both theory and practice. The activities students engage in promote a sense of belonging to The Bachelor in Business Administration Course and the Collaborative Online International Learning projects will help students engage with fellow students from Coventry University partners from around the world.

The BBA has been designed to ensure a seamless transition into HE as possible. Level four provides students with an immersive introduction to Entrepreneurial Thinking; Entrepreneurial Ideation; Foundation of Management; Marketing, Digital, and Social Media; Business Decision-Making Using Data Analysis; and Organisational Behaviour. These modules expose them to the fundamental aspects of the discipline. Taking such an inclusive approach means that, at the end of level four, students will have the opportunity to reflect on and review their progress on their chosen course. Students can switch course should they wish, choosing from a list of alternative courses, they will be able to move into level five confident in their abilities to succeed.

Students on the BBA Course will have immediate access, to a team of academic support experts and student success coaches that will guide them through their Coventry University journey. Our commitment to providing a tailored and individualised learning journey for all students regardless of their background or experience aims to ensure that all students fulfil their potential.

Fulfilling your potential is not just about getting great results, it is also important that all students think carefully about where they want to go and what they want to do after they graduate. We encourage students to do this throughout their three years of study, by offering a range of guest lectures from industry experts, teaching in our immersive authentic learning environments, and always applying theory to practice. Our Talent Team are also on hand to encourage students to explore their career aspirations. They offer virtual and in-person specialist advice and guidance on preparing for internships and placements and how to best approach graduate placement scheme applications in both national and international contexts.

Being a Coventry University graduate means that you will enter the world of work prepared, not only with the knowledge, skills, and behaviours to make you competitive but also with a set of graduate attributes designed to impress employers. All our courses and our approach to student experience is designed to nurture an international mindset, an ability to think critically and an appreciation of the importance of how strong communication skills are fundamental to good leadership.

Students on the BBA Course will receive between 15-to-18 contact hours at Level Four, 12-to-15 at Level Five and 9-12 at Level Six with a maximum of a third of these hours being online. In addition, a BBA course hour will be timetabled weekly. This session will bring all students in a year together, create a sense of community and provide a range of support and activities as well as providing an opportunity for students to raise any concerns relating to the course.

Normally, a 20-credit module will consist of two – 1 hour long interactive lectures weekly, delivered synchronously online or on campus, followed by a range of active learning sessions such as seminars and workshops, typically being two-hours long. The assessment strategy is designed to be efficient and manageable and consists of authentic assessments, very similar to those tasks students will have to complete in their future careers.

The learning on the BBA Course will incorporate, through examples and case studies, the Principles for Responsible Management Education (PRME): sustainability, social responsibility, responsible leadership, and ethics.

The BBA Course is distinct from other courses in the Faculty of Business and Law in that it provides students with in-depth knowledge on the key aspects of running and leading successful businesses. Key elements of business such as supply chain management, disruptive technologies, project management, and global logistics management are offered as modules at levels 5 and 6. Learning on these modules can enable our students to adapt and thrive in unknown territories that may arise in future. Therefore, the suite of modules offered on the BBA Course are future proof because they enable the development of risk resilience learners and future professionals. Graduates of this course will have the requisite knowledge and skills for entry into local, regional, national, and international graduate careers and/or postgraduate education.

1.2 Industry and Employability

Learning within the BBA Course is facilitated by dialogic feedback whereby lecturer-student, and peer-to-peer student engagement is encouraged during lectures and seminars. This enables detailed and probing dialogue that can hone relevant transferable skills such as communication, critical thinking, leadership, reflection, teamworking, and project management skills which will be useful in professional practice.

To ensure that students understand how the theoretical aspects of business administration may be enacted in professional practice, Guest Lecturers from industry are invited to speak to students during class lectures, seminars, and/or special targeted events organised for this purpose. These activities enable course authenticity, validity, and transferability by presenting students with opportunities to appreciate the importance of their course and visualise the role of their academic journey in shaping their professional career.

Additional opportunities to garner and hone employability skills are provided via the provision of industry-based projects that allow students to research and tackle real like challenges in professional practice, analysis of live case studies and contemporary global issues, a 12-month UK or international work placement, and/or internship opportunities.

2 Relationship to the National Qualifications Framework, Subject Benchmarks and Professional, Statutory or Regulatory Body (PSRB) requirements

2.1 Higher Education Qualifications

Higher Education Qualifications The intended learning outcomes for the course are aligned to the qualification descriptor in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland at levels 4, 5, and 6.

The course satisfies the requirements of the FHEQ by:

- Enabling students to learn fundamental business administration concepts from level 4, and progressively develop specialised and advanced knowledge and skills in this area as they advance to levels 5 and 6. Enabling students to be familiar with relevant business administration theories and knowledge and understand their role and application in professional practice.
- Equipping students with relevant transferable skills to enable them to:
 - effectively communicate oral and/or written information to non-specialist and specialist audiences.
 - systematically apply relevant knowledge and skills to make informed decisions and/or solve contemporary local and global business administrative problems.

Furthermore, this Course is designed to adhere to the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education

2.2 Subject Benchmark

Considering the Subject Benchmark Statement for Business and Management Courses, this course has been designed to:

- Enhance students' understanding of businesses and organisations, including their administration, and the context and environments in which they operate
- Prepare and develop students for a business administration career
- Hone a range of transferable skills and attributes to ensure that students can evolve into successful global citizens

2.3 Professional, Statutory or Regulatory Body (PSRB)

Not applicable

2.4 Other External Bodies/Industry Panels

Employer engagement in teaching and learning occurs through a number of different activities supported by the Talent Team. This includes activities such as guest lectures, employer visits, employability sessions on key skills such as LinkedIn & Networking, Internship support, preparing for and finding graduate roles and university wide and faculty specific organised employer events and fairs.

3 Teaching & Learning and Assessment Strategies

Students on the BBA course will experience teaching, learning and assessment that is active, applied, social and inclusive. They will be co-creators of their experiences through engagement with the curriculum as partners in the academic community. The following two sections set out the strategies for the BBA course relating to teaching and learning followed by assessment.

3.1 Teaching and Learning

Students will benefit from teaching and other activities that are inclusive and develops a sense of belonging to the Coventry University community. Students will engage in activities that promote belonging within the Faculty of Business and Law, the School of Strategy and Leadership as well as their course. Inclusive teaching for the Bachelor in Business Administration Course means not just making all the teaching and learning resources available for students on Aula but other aspects of our approach. It is important that we deliver our course in a flexible way that supports personalised learning for our students.

The teaching and learning design adopted on the BBA course will offer a flexible and personalised approach to learning, where students can conveniently engage with high quality online learning materials, supplemented with synchronous 'live' sessions, regardless of the mode of study, i.e., face to face or hybrid. These sessions will be recorded and uploaded to the Aula learning environment for students to support student learning and personal reflection. Although there are a range of academic support available to students during lectures, seminars, Course and Module Team, including Student Success Coach and Progress Coach drop-in sessions, this approach develops autonomous, self-motivated learners because students are encouraged to be responsible for their own learning. Similarly, provision is made to support learning and teaching for disabled students. This will be context specific and can include assistive technology, personal exam arrangements, and/or one to one study skills tuition. Through a structured series of lectures, "live" discussions with industry giants, tutorials, seminars, workshops and independent learning activities, students will gain relevant business knowledge and develop useful skills (such as values difference, agile thinkers, collaborative communicators, motivated contributors, socially responsible) that align with the Coventry University Graduate Attributes framework. They will develop critical awareness through small group discussions following engagement with primary study materials which include essential and additional reading, and research databases.

Intercultural and International Engagement

Teaching and learning activities on the BBA course are global in nature and make use of the diverse student body input to bring knowledge to life from different perspectives. The curriculum draws on a broad range of literature and ideas to ensure theories and examples reflect the global environment in which (course name) operates. Additionally, the use of global case studies in teaching and as part of assessment helps students to contextualise their learning in different environments.

Derived from the diversity of the student body and teaching team, the international focus of the course is closely aligned to the global vision of Coventry University's 2030 Corporate Strategy. To provide students a wide range opportunity to prepare for international careers, and enhance their intercultural competence as a responsible global citizen, we will effect an expanded understanding of global issues through:

- The adoption of internationally focused teaching materials and case studies.
- Embedding of COIL (Collaborative Online International Learning) projects into the curriculum to offer students the opportunity to work in global virtual teams. Skills developed and honed during COIL projects include teamwork, leadership, critical thinking, project management, communication, and presentation skills.
- Optional international field trips at all three-year levels to deliver educational, business and inter-cultural experiences.
- The promotion of student engagement in global activities (such as Virtual World Tour, World Languages and the Global Leaders Programme, as well as language and internationally oriented modules and partner institutes' summer/winter schools).

The course will embed aspects of sustainability within the curriculum during a Sustainability Week. This will be a week set aside for ensuring that some aspects of discussions during lectures, seminar activities, quizzes, and tutorials touch on elements of sustainability in business administration, and supply chain management. Student well-being, throughout their studies, is a key aspect that the course team considers in their teaching and learning approaches. We promote this via Student Success Coaches who reach out to students at different levels to ensure that they engage and cope well with their studies. Depending on individual needs, these coaches signpost students to relevant support services, including progress coaches, mental and health counselling, disability support, welfare, safety, and the spirituality/faith centre.

Achievement of course learning outcomes, including student success and progression are achieved by addressing student comments retrieved from Student Representatives, Module Evaluation Questionnaires, and the National Student Survey. These comments underpin the development of context specific vehicles to encourage student engagement and effective communication with students. An example of such vehicle is the 'Knowing Me Knowing You' Course Party for all BBA students, the Course Team, and Module Teams. Other examples include Academic Writing Workshops, and Academic Conduct Sessions.

3.2 Assessment

Assessment methods and criteria are aligned to learning outcomes and teaching activities through constructive alignment. Module descriptors define the assessment methods, outcomes and activities which are further enhanced and then outlined in the Module Guides, for each module, to support students' understanding of the linkages.

Assessments are a central part of the students' learning journey and the BBA course has a balance of assessment types that both test students understanding of essential concepts and their ability to apply that knowledge. Assessments, where practicable, are designed to offer an authentic experience for the students, allowing them to demonstrate skills and attributes expected of graduates in BBA. Within their final year, students have a chance to demonstrate a more holistic grasp of their discipline through an extended module that utilises skills and knowledge from their course in a project or dissertation. Assessments have been designed to build on learning from one level to the next, developing students' assessment literacy and testing their abilities in line with the outcomes required from the Framework for Higher Education Qualifications. Assessments are designed to encourage academic integrity minimising opportunities for students to commit academic misconduct, including plagiarism, self-plagiarism, and contract cheating. Examples include modules in Levels 4,5, and 6 assessed through individual reports, group reports and presentations).

Assessments have been designed so that they are reliable, consistent, fair and valid. All summative assessments have an individual assignment brief which clearly outlines the expectations of the assessment to the students. This includes:

- the purpose of the assessment in relation to the module Learning Outcomes
- the assessment category
- the requirements of each assessment task
- the timescale for the assessment
- the standards expected through a rubric setting out the assessment criteria or, for quantitative assessments a Marking Scheme
- The tutor and support dates/hours available during the assessment period

Additional information relating to avoiding academic misconduct, marking timelines, release of marks and extensions/deferrals are included in the assignment briefs. All assessments, before being given to students, are internally moderated and where required are reviewed by the External Examiner.

Assessment design is approached holistically, ensuring that a variety of assessments are experienced by the students, but also that there are opportunities for feedforward to be used to develop assessment literacy. For example, comments are provided during seminar group activities and presentations at levels 4, 5 and 6, which provide opportunity to apply feedback. Any changes to module assessments are by the Course Director to ensure that they are in line with the overall course assessment strategy. Assessments are designed to ensure they are achievable and do not disadvantage students across all modes of delivery including face-to-face, online and hybrid. Assessments align with the course learning outcomes and the Graduates Attributes underpinning the course and are mapped in Section 5.

A variety of assessments is used to allow students with different strengths to demonstrate their ability. Assessments are designed to be inclusive and equitable giving every student an equal opportunity to demonstrate their achievement through the assessment process, with no group or individual disadvantaged. Assessment types are

defined by their category (below) and the assessment strategy on the BBA Course uses a variety of assessment types to promote inclusivity and equity for students.

- Written
- Live
- Artefact
- Time Constrained Assessment (TCA) including Exams
- Composite – combination of no more than 2 different single element categories
- Portfolio – either a Professional Development Portfolio or a Portfolio of Professional Practice

The course utilises digital assessment opportunities to enhance the students' learning experience and where possible to create authentic assessments. For example, Mentimeter and Kahoot in class seminars and during lectures for formative assessments. Padlet and Turnitin are used for formative and summative assessments. Similarly, the Business Simulation Suites (BSS) are used for formative assessments for teamwork presentation during seminars. The BSS has been useful in the past as it helps students to train for national learning competitions such as the University Business Challenge (UBC) for universities in the UK. Learning via the BSS will equip students with skills in entrepreneurship, innovation, teamwork, and decision making. In the past, BBA students have been part of the Coventry University Team who occupied the 2nd place in 2021 and 4th place in 2022 out of 100 universities in the UK.

As indicated in Section 5, Students will take a number of core assessment to test their basic knowledge and/or skills as a pre-cursor to more applied assessments, where students can demonstrate a deeper understanding and apply their knowledge to the subject area. The assessment loading for students is designed to be efficient and manageable. There are a maximum of two summative assessment points per module and if there are two one is scheduled mid-module. There are a maximum of three summative assessments scheduled at the end of each semester spread across teaching weeks 11, 12 and 13. Students will have one summative assessment from their modules, per week, in this period and there is always at least one submission in teaching week 13.

Students are supported and prepared for an assessment through regular formative assessments which are embedded in modules as part of the learning process. Students get early formative, developmental feedback on both content and mode of assessment. This on-going, dialogic feedback, including the development of students' assessment literacy ensures students know how they are progressing on the course and areas that they need to develop. Feedback, both formative and summative, is purposeful and supports the learning process and feedforward on student work is regarded as a key part of a student's learning development. To enhance feedback/feedforward criteria and rubrics are designed for each assessment to provide the basis for students to actively engage with their feedback/feedforward throughout their studies. Students will be provided with specific grade scales for each assessment criteria ranging from 0-19%, 20 – 39%, 40-49%, 50-59%, 60-69%, 70-79%, and 80-100%. In addition, comprehensive feedback will be provided relating to areas of strength and areas of improvement via the general comments section of the rubric, as well as in-text comments using quick marks. One-to-one meetings with the module leader and seminar tutors can be arranged to provide in-depth explanation regarding areas of improvement.

Marking/moderation of completed assessments complies with University turnaround times of a maximum of three weeks at levels 4 and 5 and two weeks at level 6 to ensure feedback/feedforward can be used to help in subsequent assessments. All assessments are designed to help students achieve the course learning outcomes and well as the defined module level outcomes. All assessments are mapped to demonstrate achievement of the course learning outcomes in Section 5 of this document.

The Course Director oversees the development of a semester-based assessment which outlines when students will be taking assessments ensuring that assessments are not bunched for students both during the module and in the assessment period at the end of the semester. The assessment schedule is made available to students prior to the start of a semester and any exceptional changes to the course assessment schedule, once issued to students, must be agreed by the Associate Head of Quality Assurance, School of Strategy and Leadership.

3.3 Graduate Attributes

Coventry's Graduate Attributes are those skills, attributes and characteristics which will inform successful transition into, and lifelong engagement with a student's chosen career. The attributes are informed by the University Group Strategy 2030 values and define a Coventry graduate as: Communicate Effectively, Act with Integrity, Adapt Approach, Think Creatively, Get Things Done.

The attributes form a framework (Graduate Attributes Framework – GAF) which addresses multiple purposes. In the first case, the GAF enables students to identify the attributes they have developed during their programme of study. The GAF provides potential employers with a clear understanding of what to expect from a Coventry graduate.

The GAF informs curriculum design and assessment strategy at each stage of a programme of study. In practice, the five attributes are embedded in all courses and each level, informing teaching and learning, and evidenced within the assessment strategy. Students may also develop attributes through engagement with extra-curricular activities.

Tables in Sections Five and Six illustrate the contextualised mapping of all Graduate Attributes within this course including where and how they will be assessed.

4 Student Experience and Support

The Faculty of Business and Law are committed to education which creates better futures for a diverse range of students from within the United Kingdom and across the world. We are proud of our mission of widening access while endeavouring to provide an excellent educational experience which leads to successful outcomes and creates a range of graduate opportunities. We do so across a wide spectrum of educational levels from foundation years through undergraduate, graduate and doctoral programmes. The faculty supports the teaching and learning principles of active, applied, social and inclusive learning and embedding Coventry University's Graduate Attributes.

The student support mechanisms are consistent with the University policies on Equality and Diversity. Student support mechanisms are detailed in the University Code of Practice on the Personal Support of Students. In addition, students studying for this degree will be supported through the following:

- Access to Aula, a dedicated online learning environment and all the online materials for the course. The course team also run assessment surgery sessions and bookable 1-1 slots (online or face to face) for participants throughout the course. Ongoing course specific support from the course team. This will be through one-to-one face to face or virtual meetings. Depending on the situation, students can also be invited to the weekly course meetings.
- Overall support provided by trained and highly specialised Student Success Coaches who will be allocated to each student. As mentioned previously, these coaches will sign post students to relevant support services.
- Academic support provided by Progress Coaches allocated to each level. The coach will provide relevant support and guidance to support academic progression and development, especially in relation to upcoming assignments, test and exams where necessary.

Introduction to a peer (mentor/buddy), where possible, at Coventry University to encourage peer conversations and support across the globe.

4.1 Course induction

A six-week induction to the course will be provided, and support in terms of teaching and learning, and particularly academic writing, good practice of academic conduct, will continue throughout the programme. The induction will include vital information about the course administration and management, course ethos, learning styles, how to use the VLE and the Library facilities, reflective learning, assignment preparation and socialisation to encourage cohesion and a positive student experience within the cohort. All the induction sessions will be recorded and rolled out to the later enrollers to ensure all the students have equal opportunity to access the induction information.

Similarly, Aa one-day event aimed at preparing outgoing Level 6 students for employability, professional practice, and life post-graduation will be arranged in week 13 after the last assignment has been submitted. BBA Alumni and the Talent Team would feature in these events to discuss matters relating to employability. The Alumni and Talent Team would notify Level 6 students of upcoming CV and cover letter writing workshops. The SSL Postgraduate Marketing and Recruitment Team would educate them on postgraduate opportunities within Coventry Universities, how to access discounts and scholarships and any additional support available for CU graduates and alumni. The Course Team would be available to provide reference letters to support outgoing BBA students.

4.2 Course specific physical resources

Students in FBL have access to a range of bespoke, innovative authentic learning spaces. These include:

- The Academic Trading Floor

- The DigiComm Lab
- The Business Simulation Suite
- The Moot Room

The Business Simulation Suite and the software it utilises in order to give an authentic and practical learning experience. Students are also encouraged to take part in simulation challenges with peers and other universities to further enhance their student experience. An example is the University Business Challenge (UBC) where students competed with national universities on a live business case to improve their business acumen and networking skills. Similarly, BBA students who are part of the Investment Society use the academic trading floor.

4.3 Faculty and University wide student support

We pride ourselves on having dedicated academic staff allocated to support all our students' academic and social needs with the aim of increasing the student's overall performance. In particular, in FBL students will be allocated a Student Success Coach and will also have access to a wide range of academic support coaches available for both online and on-campus support sessions.

The course team will schedule coursework deadlines in a manner to avoid clustering and excessive pressure on students. Student engagement will be carefully monitored via attendance and non-attending students will be individually contacted and informed about the importance of attendance and reminded of the strong correlation between attendance and academic success. Students will be encouraged to actively participate in all class exercises and will be reminded of how active participation will enhance their learning experience. Regular student forum meetings will be held whereby students can voice any concerns and be appropriately dealt with by the course team.

At the University level the range of student support can be found on the 'Students Portal', which has been designed as a 'one stop' to deal with the vast majority of academic issues that might arise. The main on-campus student support services are located in the Student Centre. Full information on these services can be found on the University's web site but include:

- Academic Registry
- Careers and Employability (Talent Team)
- Counselling
- Finance
- International Office
- Medical Centre
- Mental Health
- Nursery
- Recruitment and Admissions
- Spirituality and Faith
- Student Funding
- Students' Union Advice Centre
- Student Wellbeing
- Welfare and Disability

At Faculty and School level, additional student support include:

- Academic and Pastoral Support
- Faculty Student Handbook
- Module Information Directory
- Student Course Handbook: provide information on course structure, assessment and regulation

Reasonable adjustments can be made to the teaching, learning, assessment and support of the course to maximise accessibility to students with disabilities. This will be done on an individual basis in consultation with the University Disabilities' Support Team. Reasonable adjustments can be made to the teaching, learning assessment and support of course to maximise accessibility to students with disabilities. Students may discuss their needs with the course director, Faculty Learning Support Coordinator or any other member of staff with whom they feel comfortable. Support for students with specific learning difficulties is provided by the Welfare Disabilities Team.

4.4 Specific support for students on placement/professional training

Students on work placements/internships, both national and international, will be provided with proactive, personalised engagement and support through one-to-one appointments. Central to our work is making sure that

students have good access to placement and job opportunities and all the support students need to secure these opportunities.

Throughout the course, students will have access to the Talent Team to develop their professional competence, which is their personalised, online environment to engage with career enhancing activities and resources with Graduate Talent Team's professionally qualified team.

4.5 Research Enriched Learning

Research Enriched Learning (REL) is a thread that runs throughout FBL courses at every level and opportunities for students to engage with ongoing projects will bring an added dimension to student learning. Several members of the teaching team are active academic researchers. Opportunities for students to learn about conducting academic or business research are available throughout the course as follows:

- Students will participate in research-led seminars.
- Certain modules include guest speakers who can effectively integrate the theoretical aspects of business administration with the practical aspects during their lectures
- Subject Librarians will show students how to identify, access, and interpret relevant information. This will be achieved via dedicated sessions targeted at educating students on how to critically access information from peer reviewed articles. For example, how to identify relevant scholarly materials via Google scholar and Locate, as well as using relevant grey literature.
- Modules may utilise case studies from the Centre for Business in Society as part of their teaching materials.
- Students have the opportunity to take part in multiple research-based assessments.
- Support is available to students who wish to go on to pursue research careers.

Section 5 Course Assessment Strategy Mapping by Module -

Level 4

Module	Module Title	Brief assessment details	Assessment type*	Core/Applied Core	Credits	Graduate Attributes assessed**	Course Learning Outcomes								Submission***
							1	2	3	4	5	6	7	8	
															Semester 1
4005ICTE	Entrepreneurial Thinking	Padlet Activity – displaying the observations and images of the local, social, economic, or environmental challenges	Formative												Week 6
		Photo analysis on a local social, economic, or environmental challenge (200 words maximum per image)	Formative												
		Peer review and feedback on three images	Formative												
		Poster/ infographic template check and peer review of enterprising traits and competencies	Formative												Week 11
		Assessment 2 – Infographic/ Poster representing the photo analysis (minimum 3 images) on the local social, economic, or environmental challenge identified, and the personal experiences gained identifying the chosen challenge (i.e., entrepreneurial traits and competencies utilised)	Artefact	AC	20	AI, VBA, ATC, CLCE, MCGD		✓	✓	✓			✓		Week 3
4023SSL	Foundation of Management	Assessment 1 – Test	TCA	C	5				✓	✓	✓	✓	✓		Week 8
		Assessment 2 – Individual Report	Written	AC	15	AA, TC, CE		✓	✓	✓	✓	✓	✓		Week 13

		Formative assessment point															Week 5
4000HRM	Organisational Behaviour	Assessment 1 - individual multiple choice test on team working and leadership skills	Written	C	5			✓	✓		✓		✓	✓			Week 7
		Assessment 2 - individual coursework (2000 words) annotated bibliography	Written	AC	15	C CE, GD, AI		✓	✓		✓		✓	✓			Week 12
		Formative assessment point															Week 4
																	Semester 2
4006ICTE	Entrepreneurial Ideation	Assessment 1 – Group digital storyboard	Artefact	C	5	AA, TC, GD		✓	✓	✓	✓				✓		Week 6
		Assessment 2 – Video pitch	Live	AC	15	AI, CE		✓	✓	✓	✓				✓		Week 11
		Formative assessment point															Week 3
4024SSL	Business Decision-Making Using Data Analysis	Assessment 1 – Multiple choice test (45 minutes)	Written	C	5	TC		✓				✓					Week 7
		Assessment 2 – individual report (1,500 words) on the use of data analytics in decision making using a case study	Written	AC	15												
		Formative assessment point															Week 12
4007MKT	Marketing, Digital and Social Media	Assessment 1 - individual multiple choice test on the role of marketing and the impact of marketing decisions	Written	C	5				✓		✓		✓	✓			Week 8
		Assessment 2 - individual composite assignment (2000 words)	Composite	AC	15	CE, TC AI			✓		✓		✓	✓			Week 13
		Formative assessment point															Week 5

Level 5

Module	Module Title	Brief assessment details	Assessment type*	Core/Applied Core	Credits	Graduate Attributes assessed**	Course Learning Outcomes								Submission***
							1	2	3	4	5	6	7	8	Semester 1
5007ICTE	Innovation in Practice	Assessment 1 – Individual Vlog	Artefact	AC	10	TC, GD		✓	✓	✓	✓	✓			Week 6
		Assessment 2 – Group poster or infographic presentation	Artefact	AC	10	AA, CE, AI			✓	✓	✓	✓			Week 11
		Formative assessment point													Week 3
5022ACC	Principles in Business Accounting	Assessment 1 – Individual coursework	Written	AC	5	AA, TC, CE, AI		✓	✓	✓		✓			Week 7
		Assessment 2 – Time constrained test	TCA	AC	15			✓	✓	✓		✓			Week 12
		Formative assessment point													Week 4
5024SSL	Managing People in a Global Context	Assessment 1 – Individual report	Written	AC	10	AA, TC	✓	✓	✓			✓			Week 8
		Assessment 2 – Individual Poster	Artefact	AC	10	AA	✓	✓	✓			✓			Week 13
		Formative assessment point													Week 5
															Semester 2
5006ICTE	Designing a Research Proposal	Assessment 1 – Individual Presentation	Live	AC	5	TC, GD	✓	✓	✓	✓	✓		✓	✓	Week 6
		Assessment 2 – Research proposal	Written	AC	15	AA, AI	✓	✓	✓	✓	✓		✓	✓	Week 11
		Formative assessment point													Week 3
5041SSL	Exploring Strategy	Assessment 1 – An individual 2,000 word written assignment	Written	AC	10	AA, TC, CE, GD, AI	✓	✓	✓		✓	✓	✓		Week 8
		Assessment 2 – An individual 2,000 word written assignment	Written	AC	10	AA, GD, AI	✓	✓	✓		✓	✓	✓		Week 12
		Formative assessment point													Week 4
5047SSL	Supply Chain Management	Assessment 1 - On-line MCQ test, 45 min	Written	C	5		✓	✓	✓	✓	✓	✓	✓		Week 13
		Assessment 2 - An individual 2,500 word written report	Written	AC	15	AA, TC, AI	✓	✓	✓	✓	✓	✓	✓		
		Formative assessment point													Week 5

5049SSL	UK Work Placement	Assessment – Individual 500 word reflective journal, or a 5-10 minute video summary or equivalent (such as an online blog, a dedicated web-page etc)	Artefact	AC	0	AA, TC, CE, AI	✓	✓	✓	✓	✓	✓	✓	✓	Week 13
5050SSL	International Study/Work Placement	Assessment – Individual 500 word reflective journal, or a 5-10 minute video summary or equivalent (such as an online blog, a dedicated web-page etc)		AC	0	AI, TC, CE, AI	✓	✓	✓	✓	✓	✓	✓	✓	Week 13

Level 6

Module	Module Title	Brief assessment details	Assessment type*	Core/Applied Core	Credits	Graduate Attributes assessed**	Course Learning Outcomes								Submission***
							1	2	3	4	5	6	7	8	Semester 1
6057SSL	Disruptive Technologies	Assessment 1 – Individual presentation	Live	AC	5			✓	✓	✓	✓	✓		✓	Week 8
		Assessment 2 – Cw - An individual 2,500 word written business report	Written	AC	15	AI		✓	✓	✓	✓	✓		✓	Week 13
		Formative assessment point													Week 5
6060SSL	Strategic Entrepreneurship	Assessment 1 – Cw - 1,500 word written case study analysis	Written	AC	10	TC	✓	✓	✓	✓	✓	✓	✓	✓	Week 6
		Assessment 2 – Individual Presentation	Live	AC	10	CE	✓	✓	✓	✓	✓	✓	✓	✓	Week 11
		Formative assessment point													Week 3
6047SSL	Project Management	Assessment 1 – Online test	TCA	C	5		✓	✓	✓	✓	✓	✓	✓	✓	Week 7
		Assessment 2 – Group report	Written	AC	15	AA, CE	✓	✓	✓	✓	✓	✓	✓	✓	Week 12
		Formative assessment point													Week 4
6066SSL	Critical Issues in Globalisation	Assessment 1 – Individual report	Written	AC	20	AA		✓	✓	✓	✓	✓	✓	✓	Week 12
		Formative assessment point													Week 4

6052SSL	Purchasing and Procurement	Assessment 1 – Individual report	Written	AC	20	AA, TC, AI	✓	✓	✓	✓	✓	✓	✓	✓	Week 13
		Formative assessment point													Week 9
6055SSL	Business Process Management	Assessment 1 – Tst - On-line MCQ test 45 min	TCA	C	5		✓	✓	✓	✓	✓	✓	✓	✓	Week 8
		Assessment 2 – Cw - An individual 2,500 word written business report	Written	AC	15	TC	✓	✓	✓	✓	✓	✓	✓	✓	Week 13
		Formative assessment point													Week 5
6058SSL	Managing Global Organisations	Assessment 1 – Individual presentation around a case study analysis	Live	AC	5			✓	✓	✓	✓	✓	✓	✓	Week 7
		Assessment 2 – Cw - An individual 2,500 word written business report	Written	AC	15	AA		✓	✓	✓	✓	✓	✓	✓	Week 12
		Formative assessment point													Week 4
															Semester 2
6048SSL	Final Year Project	Assessment 1 – Research proposal presentation	Live	AC	10	CE, GD			✓			✓			Week 4
		Assessment 2 – Project output	Written	AC	30	AA, TC, AI	✓	✓	✓	✓	✓	✓	✓	✓	Week 13
		Formative assessment point													Week 8
6059SSL	Global Logistics Management	Assessment 1: Individual Postal Presentation	Live	AC	5		✓		✓	✓	✓	✓	✓	✓	Week 7
		Assessment 2: Cw - An individual 2,500 word written business report	Written	AC	15	AA, TC, AI	✓		✓	✓	✓	✓	✓	✓	Week 12
		Formative assessment point													Week 4

*Assessment type to be selected from list of assessment categories in the '[Curriculum Transformation – Assessment Design](#)' guidance.

These are: Written; Live; Artefact; TCA; Composite; Portfolio

** All attributes must be assessed at all levels (4, 5 and 6)

Adapt approach (AA)

Think creatively (TC)

Communicate effectively (CE)

Get things done (GD)

Act with integrity (AI)

***Indicative as the running order is subject to change

FBLU083 BBA

- Condonement applies to all courses from September 2023, in alignment with the inclusion of condonement to the Academic Regulations 2023-2024.

Section 6 Graduate Attributes Mapping

University Graduate Attribute *	Graduate Attribute outcomes – by level	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
Adapt Approach	<p>Level 4 Can identify how key principles of business development, management and operation are impacted by the global environment. Can identify global challenges and how people can impact on challenges through their actions.</p>	<p>4005ICTE Entrepreneurial Thinking Students will identify the unique approaches entrepreneurs in different countries employ Assessment - Photo analysis on a local social, economic, or environmental challenge and Infographic or poster representing the personal experiences gained identifying the local social, economic, or environmental challenge</p> <p>4006ICTE Entrepreneurial Ideation Students will identify global and local trends impacting ideation Assessment - Individual digital storyboard and 6-minute group video pitch</p> <p>4023SSL Foundations of Management Students will identify theories, concepts and approaches to business and management and how they apply to a wide context of cultures and international settings. Assessment - Business report on global operations</p>
	<p>Level 5 Students can adapt business concepts and ideas to different and changing cultural contexts</p>	<p>5007ICTE Innovation in Practice Students will work together within a team to assess the consequences and impact of innovation on the target community, the market, society, and the environment. Assessment - Group infographic or poster with accompanying 10-minute presentation where students will work in diverse teams across different subject disciplines</p> <p>5006ICTE Designing a Research Proposal Depending on the research topic selected, students will be exposed to global critical issues, sustainability challenges e.g., SDG goals Assessment - 2000-word research proposal on a contemporary, global issue or challenge</p> <p>5022ACC Principles of Business Accounting In groups and using the relevant International Accounting Standards (IAS), students will be asked to evaluate the performance of the company from financial perspective (e.g., profit, Assets, Equity, Cash flows etc.). Assessment - A group presentation will be conducted about selected company (using financial data) regarding different types of financial reports as stated by relevant IAS. This step will enable students to use advanced technique of financial analysis later.</p>

		<p>5024SSL Managing People in a Global Context Global competencies are central to this module - Students will critically appraise, in teams, globalisation and its impact on HRM strategies through secondary research and cases presented in class Assessment - Cw1 - 1800-word individual report on strategic IHRM theory; Cw2 (Prs) - Individual research-based poster on a case of strategic IHRM</p> <p>5041SSL Exploring Strategy Students will develop a strategic perspective of business, by taking an integrated view of the global environment in which business operates. Students will understand the impact of internal & external diversity on the strategic decisions. Assessment - CWK1, they will evaluate the impacts of internal & external diversity on the strategic decisions. In CWK2 they critically discuss these impacts on the strategy formulation at the corporate and business levels.</p> <p>5047SSL Supply Chain Management Supply Chain Management (SCM) by its very nature covers the entire value chain of a product or service and hence Global competencies are integral to this module. Students will critically appraise and discuss in teams the impact of globalisation on SCM, sustainability challenges and ethical challenges through case studies and secondary research Assessment - CWK2 2500-word individual report will cover sustainability, dealing with diverse cultures and ethics in the supply chain</p>
	<p>Level 6 Students can analyse and evaluate strategic and ethical implications of business decision-making in local and global contexts</p>	<p>6048SSL Project Students will work on a globally relevant research problem Assessment - Project - students will undertake a globally relevant research project which may be aligned to PRME or the UN SDGs</p> <p>6059SSL Global Logistics Management This module is truly global (title is Global Logistics Management) in nature and teamworking and communication skills are integral to this module. Students will critically appraise and discuss in teams the impact of globalisation on Logistics, become aware of global sustainability challenges, cultural and ethical challenges in Logistics through case studies and secondary research Assessment – CWK1 - Group video presentation and CWK2 2500-word individual report by covering sustainability and ethics - being aware of environment, cultures and diverse regulations pertaining to logistics</p>

		<p>6047SSL Project Management – Option Module Students will work as a group on creating a project plan for their second assessment. This is based on linking theoretical knowledge to practical application through understanding group members cultural and diverse differences. Assessment - 4000-word group report evaluating the impact of management skills required in a variety of global projects</p> <p>6052SSL Purchasing & Procurement – Option Module Helps students improve their knowledge and appreciation of global partnerships and cultures. Students will critically appraise and discuss in teams the impact of globalisation on Purchasing and Procurement, sustainability challenges Assessment - CWK1 - Group video presentation and CWK2 2500-word individual report by covering global procurement challenges, diverse regulations and sustainability and ethics</p> <p>6066SSL Critical Issues in Globalisation – Option Module Students will learn about the complexities of globalisation, focussing on contemporary issues and events then develop their concepts into a detailed report Assessment - 3000 words individual report assessing the global business environment and geopolitical dynamics</p> <p>6058SSL Managing Global Organisations – Option Module Students will learn about and develop an in depth understanding of global organisational contexts. They will critique the impact of operational and global value on management decisions, using of real-world business problem Assessment - CWK 1 Prs - Individual presentation based around a global case study analysis CWK2 2,500-word individual report will critique the integrated approach to managing global organisations</p>
<p>Think Creatively</p> <ul style="list-style-type: none"> • 	<p>Level 4 Can demonstrate knowledge of how markets are developed through concepts such as ideation and entrepreneurship. Can identify problems and propose solutions to a range of business-related issues.</p>	<p>4006ICTE Entrepreneurial Ideation Students will be introduced to the entrepreneurial ideation process. Assessment - individual digital storyboard and 6-minute group i video pitch</p> <p>4005ICTE Entrepreneurial Thinking Students will discuss the importance of adopting an entrepreneurial mind-set and how to recover from setbacks. Assessment - Photo analysis on a local social, economic, or environmental challenge and Infographic or poster representing the personal experiences gained identifying the local social, economic, or environmental challenge</p>

	<p>4023SSL Foundations of Management Students will explore the impact decision making has in a variety of cultural and organisational contexts through real world business cases. Assessment - business report looking at variety of real-world cases</p> <p>4024SSL Business Decision-Making Using Data Analysis Theory Development Knowledge Sharing, Tools, Techniques and Methods related to Data Analytics Different subject areas can be covered e.g., marketing, accounting/finance, HR, SCM, project management, etc. Assessment - Report identifying financial and non-financial data for forecasting purpose</p>
<p>Level 5 Students can analyse qualitative and quantitative data, solve complex problems and make business decisions</p>	<p>5007ICTE Innovation in Practice students will reflect upon and learn from both success and failure Assessment - 5-minute individual vlog on an identified issue from the selected organisation where students will analyse, and problem solve issues/ challenges presented by the entrepreneurs and guest speakers that will present on the module</p> <p>5006ICTE Designing a Research Proposal students will review key research and data within their chosen area of study Assessment - 5 - 8-minute individual presentation on the critical issue/ global contemporary issue students wish to focus on</p> <p>5022ACC Principles of Business Accounting Students will be aware of financial analyses and techniques to evaluate and judge the performance of the company and making decisions accordingly. Assessment - Students will be required to submit individual coursework to identify and discuss to what extent the 'studied company' performs well according to global and local criteria. They will be asked to determine the weakness (to suggest solutions) and strengths (to propose improvements).</p> <p>5024SSL Managing People in a Global Context Students will examine IHRM examples set in a variety of cultural and national contexts and will have access to a database of examples to select and critique them Assessment - 1800-word individual report which demonstrates knowledge of strategic IHRM theory</p> <p>5041SSL Exploring Strategy Students are encouraged to adopt a critical perspective to strategic decision making and being alert about the impact of changes in the internal and external business environment. They are learning the importance of agility, resilience and creativity and responsiveness in anticipating the changes and responding to them in a proactive manner. They learn about the significance of innovation and agility</p>

		<p>in maintaining and improving competitive positions of the firms in their global market. They learn the importance of these characteristics at organisational, functional, and individual level.</p> <p>Assessment - CWK1 - 2000-word individual written assignment. Students are asked to evaluate the changes and trends in the industry and global macro environment and discuss strategic options and recommendations to deal with the challenges or benefit from opportunities coming from the changes. They discuss the importance of agility, resilience and creativity and responsiveness in anticipating the changes and responding to them as part of the internal analysis of the firm.</p> <p>5047SSL Supply Chain Management Students will examine SCM examples and cases set in various cultural and geographical regions. Students will critique, suggest tools and techniques, new innovative technologies used in SCM to improve business performance.</p> <p>Assessment - CWK 2500-word individual report which demonstrates knowledge of strategic SCM theory and principles, innovation, and resilience in the supply chain. Students will also be expected to analyse problems and propose solutions.</p>
	<p>Level 6 Students can engage in theoretical understanding and research data collection and evaluation to explore the complexities of business management</p>	<p>6048SSL Project Students will use the project module to critically analyse research data to present their findings</p> <p>Assessment - students will critically analyse and evaluate primary or secondary data to answer their research questions</p> <p>6059SSL Global Logistics Management Students will examine SCM examples and cases set in various cultural and geographical regions. Students will critique, suggest tools and techniques, new innovative technologies used in Logistics Management to improve business performance and resilience to change.</p> <p>Assessment – CWK2 2500-word individual report by covering innovative practices and resilience in global logistics</p> <p>6052SSL Purchasing & Procurement – Option Module Students will examine global Purchasing and Procurement examples and cases set in various cultural and geographical regions. Students will critique, suggest tools and techniques, new innovative technologies used in Purchasing and Procurement to improve business performance.</p> <p>Assessment - CWK1 - Group video presentation and CWK2 2500-word individual report by covering innovative practices, resilience in terms of maintaining continuity in global Procurement</p> <p>6055SSL Business Process Management – Option Module Students will be presented with a holistic view of how organisations can enhance their business processes i.e., focusing on end-to-end analysis, simulation and modelling of different scenarios whereby recommending execution of improvements, continuous monitoring all those process that have been improved, and optimising.</p>

		<p>Assessment - Report - students through the coursework will be able to demonstrate their skills and understanding on the main activities of business process management i.e., designing, modelling, execution, monitoring and optimisation. They will be required to demonstrate critical analysis of existing business processes and suggest strategies for further improvement.</p> <p>6060SSL Strategic Entrepreneurship – Option Module Using a range of strategic tools and insight, students will critically assess the entrepreneurial strategy of an organisation and design innovative implementation plans for organisational development, growth, and sustainability. Their approach to strategic management will be underpinned by the principles of social responsibility, responsible leadership, and ethics.</p> <p>Assessment – CWK1 – A 1500-word case study analysis in which students will be required to explore and explain how the company's approach to the market and their strategy for growth could or does address issues of sustainability (commercial and environmental).</p>
<ul style="list-style-type: none"> • Communicate Effectively • 	<p>Level 4 Can recognise key aspects relating to how people communicate and build effective teams. Has the ability to communicate in an appropriate and professional manner for a given audience.</p>	<p>4005ICTE Entrepreneurial Thinking Students will peer assess each other on the EntreComp framework - entrepreneurial competencies. Assessment - Photo analysis on a local social, economic, or environmental challenge and Infographic or poster representing the personal experiences gained identifying the local social, economic, or environmental challenge</p> <p>4006ICTE Entrepreneurial Ideation Students will be introduced to team working and collaborating to identify the global and local trends impacting ideation. Assessment - individual digital storyboard and 6-minute group video pitch</p> <p>4023SSL Foundations of Management Students will work together in teams or pairs to critique and share ideas about their proposed ideas for CW2. Assessment - Peer assessment</p> <p>4007MKT Marketing, Digital & Social Media Students will be taught in the Digi-Comms lab and will utilise and learn about relevant tools and software to communicate ideas. Assessment - Artefact</p> <p>4000HRM Organisational Behaviour Content includes group work. Students will be undertaking presentations and be involved in discussions around communication Assessment - Test related to team working & leadership skills</p>

	<p>Level 5 Students can professionally present ideas, both individually and as part of a team</p>	<p>5007ICTE Innovation in Practice Students investigate and analyse how to organise for continuous innovation and practise effective communication, persuasion, negotiation, and leadership Assessment - Group poster/ infographic accompanying a 10-minute presentation (normally 3 – 5 students) detailing the solution to the selected organisation</p> <p>5022ACC Principles of Business Accounting Students will work together to analyse and compare the financial performance of companies, usually two or more companies. They will use specific tools (accounting techniques), working small teams, to evaluate a firm's financial performance, and identify reasons for any differences in performance between case firms. While only one leader would be required per group, students will be required to communicate with group/team members and the lecturer, to adapt, and to have good working relationship with other group members. Assessment - CWK 1 & 2 - A group coursework which requires students to produce a 2000-word group report. Participation of, and input from, every member of the group is expected. The report will be based on each group's evaluation of the financial performance of two case companies. Each group would also submit a group participation sheet which acknowledges the participation of each group member.</p> <p>5041SSL Exploring Strategy Students will understand the importance of knowledge sharing, effective communication and idea generation and sharing, common goal and purpose, and constructive listening and feed backing as part of internal capability evaluation. They will learn that these capabilities can form the strengths of individual and organisations and lead to competitive advantages. Assessment - Although both assessments are individual written report, students have allocated seminar sessions working on the CWKs in group, discussing their progress, ideas and key understandings within group setting. They have one session when they can present their draft in the class and receive feedback from the tutor and other students. Also, the importance of knowledge sharing, effective communication and idea generation and sharing, common goal and purpose, and constructive listening and feed backing are getting assessed as part of the internal capability evaluation in CWK1.</p>
	<p>Level 6 Students can be effective and influential communicators within authentic and real-world business contexts</p>	<p>6048SSL Project Students will share their ideas and progress throughout the module with their supervisor and colleagues Assessment - Prs - this core assessment will require students to present their research proposal and share their knowledge to date</p> <p>6047SSL Project Management – Option Module</p>

		<p>Students will work as a group on creating a project plan for their second assessment. Working as a team, practicing communication skills and creativity are essential skills for preparing a project plan.</p> <p>Assessment – 4000-word group report evaluating the impact of management skills required in a variety of global projects.</p> <p>6060SSL Strategic Entrepreneurship – Option Module Students will work in groups and present their thoughts and ideas back to the wider group gaining feedback and developmental ideas.</p> <p>Assessment - CWK 2 Prs - An individual consultancy style presentation (10 minutes) for an organisation, in which a proposed strategy is presented and justified, with recommend entrepreneurial actions and strategic choices.</p>
<p>Gets Things Done</p> <ul style="list-style-type: none"> • 	<p>Level 4 Has the ability to identify their personal growth requirements relating to the world of business and management. Demonstrates an ability to take ownership for their own learning.</p>	<p>4005ICTE Entrepreneurial Thinking Students will assess their own entrepreneurial skills and needs for development and reflect on their potential entrepreneurship growth path within their own discipline.</p> <p>Assessment - Photo analysis on a local social, economic, or environmental challenge and Infographic or poster representing the personal experiences gained identifying the local social, economic, or environmental challenge</p> <p>4006ICTE Entrepreneurial Ideation Students to present futuristic ideas supported by business research</p> <p>Assessment - individual digital storyboard and 6-minute group video pitch</p> <p>4000HRM Organisational Behaviour Theories on leadership and features of working in a team or group, - reflection on leadership self-evaluation questionnaires</p> <p>Assessment -Test related to leadership & team working</p>
	<p>Level 5 Students can confidently communicate change, appropriate to different business and cultural contexts.</p>	<p>5007ICTE Innovation in Practice students will reflect upon and learn from both success and failure</p> <p>Assessment - 5-minute individual vlog on an identified issue from the selected organisation where students will analyse, and problem solve issues/ challenges presented by the entrepreneurs and guest speakers that will present on the module</p> <p>50006ICTE Designing a Research Proposal Students will design their own small-scale research proposal</p> <p>Assessment - 5 - 8-minute individual presentation on the critical issue/ global contemporary issue students wish to focus on</p>

		<p>5041SSL Exploring Strategy Throughout the module delivery and assessment, students are encouraged to see outside of box, be critical evaluator and recommend strategic options and solutions based on the data obtained in different analytical activities. This helps them to become purpose driven, confident, and build entrepreneurial traits. They develop their leadership skills and capabilities to recommend ideas for positive change and improvements in both their career and community in general. Assessment - Both CWK1 and CWK2 have a section with a considerable proportion of the marks on offering strategic recommendations and solutions to the organisations. Students are asked to recommend solutions and strategic options for better strategic positioning of the firms they are evaluating in their CWKs. They are encouraged to see outside of box, be critical evaluator, confident, and build entrepreneurial traits.</p>
	<p>Level 6 Students can demonstrate they are self-starters, intrinsically motivated, resilient, purpose driven, reflexive and adaptable learners, able to take ownership when exploring complex areas of investigation in business and management</p>	<p>6048SSL Project Students will present their research proposal Assessment - Prs - this core assessment will require students to present their research proposal</p>
<p>Act with Integrity</p> <ul style="list-style-type: none"> • 	<p>Level 4 Can interpret data and make ethical business decisions based on research and evidence. Is conscious of how business decisions impact on wider society and the need for sustainable solutions to both global and local challenges.</p>	<p>4005ICTE Entrepreneurial Thinking Students will discuss the role and importance of entrepreneurship in society. Assessment - Photo analysis on a local social, economic, or environmental challenge and Infographic or poster representing the personal experiences gained identifying the local social, economic, or environmental challenge</p> <p>4006ICTE Entrepreneurial Ideation Students will determine the potential value their ideas can contribute to society. ethical and sustainable thinking and value vs. venture creation is covered in indicative content Assessment - individual digital storyboard and 6-minute group video pitch</p> <p>4007MKT Marketing, Digital & Social Media Students will cover external analysis (political, economic, social, technological, environmental, legal) Assessment - Identify impacts of external factors.</p> <p>4024SSL Business Decision-Making Using Data Analysis Students will cover the ethical use of data for making business decisions.</p>

	<p>Assessment - Identifying financial and non-financial data for forecasting purpose and ethical use of data</p>
<p>Level 5 Students can evaluate business decisions and make recommendations for businesses, which are ethical, sustainable and socially responsible</p>	<p>5007ICTE Innovation in Practice Indicative content will cover responsible innovation and sustainable resource mobilization Assessment - Group infographic or poster with accompanying 10-minute presentation where students will work in diverse teams and assess the risk involved with introducing innovations to the selected organisation and implications for wider society</p> <p>5006ICTE Designing a Research Proposal Case study examples of global issues/ problems and attempts to propose sustainable solutions Assessment - 2000-word research proposal where students will need to identify a current, critical issue and analyse the possible impact on businesses - this will include economic, social and environmental impact</p> <p>5022ACC Principles of Business Accounting The impact of SDG on businesses' performance, the loyalty with the company, key stakeholders, how the SDG programme is embedded and integrated into company's activities, following up the introduced programs and reporting. The difference between considering the social and environmental practices, on one hand, and (for example) greenwashing on the other hand. Assessment – Students will be required to write an assignment to identify and discuss whether the 'studied company' meet social and environmental practices. Some points could be introduced to students with suggested solutions (or questions) to help students support their discussion</p> <p>5041SSL Exploring Strategy Business ethics and CSR are an integral part of the module content. Students will learn about the importance of these matter as part of strategic purpose and performance of the organisations and their impacts on the business growth, reputation, and image. The lecture contents and seminar activities and assessment tasks encourage them to develop a sustainable outlook and become ethically and environmentally conscious. Assessment - Both CW1 and CW2 assess students understanding about the importance of Business ethics and CSR. In CWK1 they need to evaluate the stockholders' expectations for sustainability, CSR and Business ethics. In CWK2, they discuss how these elements should be incorporated in the strategy for better strategic positioning.</p> <p>5047SSL Supply Chain Management Sustainable and ethical SCM Assessment - CWK 2500-word individual report which demonstrates knowledge of SCM sustainability, CSR and ethics</p>

	<p>Level 6 Students can demonstrate they can evaluate and utilise appropriate research methodologies and methods to collect and analyse data in an ethical way and critically apply the principles of effective and ethical research practices</p>	<p>6048SSL Project Students are expected to conduct their research project in line with ethical standards Assessment - Students must ensure that the relevant ethical approval has been sought for their project by the required deadline</p> <p>6052SSL Purchasing & Procurement – Option Module Sustainability, CSR and ethics will be discussed in the module Assessment - CW will attest to this attribute; CW1 - Group video presentation and CW2 2500-word individual report by covering sustainability and CSR challenges in global Procurement</p> <p>6057SSL Disruptive Technologies Students will understand the meaning, evolution, and impact of different disruptive technologies by exploring disruption theory, innovation strategy, and, how these technologies can be applied to improve organisational performance, generate competitive advantage, and create business value. Assessment - Via presentation and an individual 2,500 word written report evaluating contemporary and ethical best practices and applications of disruptive technologies in organisations</p> <p>6059SSL Global Logistics Management Innovative technology, sustainability and ethics will be discussed in the module Assessment – CWK2 2500-word individual report by covering sustainable logistics, CSR and ethics in logistics</p>
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[Framework for Higher Education Qualifications]

*The Graduate Attributes are detailed in section 3.3 above and on the university website.