PROGRAMME SPECIFICATION

Name of Programme:		BSc (Hons.) in Business Management	
Final award (BSc, MA etc):		BSc	
Awarding institution/body:	University of Buckingham & International Business School (separate degrees)	**Teaching institution:**	International Business School
School of Study:	School of Business	**Parent Department:** (the department responsible for the administration of the programme)	Collaborations
Length of the programme:	6 semesters	**Method of study:**	Full-time, online
Framework for Higher Education Qualifications (FHEQ) Level	FHEQ Level 6	**Relevant subject benchmark statement (SBS)**	Business and Management (2023)
Professional body accreditation (if applicable):	N/A		
Criteria for admission to the programme:	− Certificate of Secondary Education − Non-native speakers: IELTS 6.0 or TOEFL 550 or TOEFL computerised 213 or a Pass mark in the Single English Test at IBS (SETI) examination	**Cohort(s) to which this programme specification is applicable**:(e.g., from 2012 intake onwards)	From September 2024
UCAS Code	N/A		

Summary of Programme
The programme offers a comprehensive and interdisciplinary approach to preparing students for successful careers in the dynamic field of business. Through a combination of rigorous academic study, practical application, and specialized training, students gain a deep understanding of key business concepts, contemporary issues.

With a focus on developing critical thinking, leadership abilities, and ethical decision-making skills, the programme equips students with the knowledge and competencies needed to excel in diverse organizational settings. Practical training in resource management, technology utilization, communication, and leadership prepares students to address real-world challenges and seize opportunities in today's global business landscape.

By promoting social and cultural awareness, as well as technology responsibility, the programme fosters a holistic understanding of the business environment and encourages students to become ethical and socially responsible leaders capable of driving sustainable growth and positive change in organizations and society at large.

Educational Aims of the Programme

The specific aims of the programme are the following:

- To foster a deep understanding of key theoretical frameworks, concepts, and principles across various areas of business management, including marketing, finance, human resource management, operations, and strategic management.
- To develop critical thinking skills to analyse contemporary issues, challenges, and trends affecting businesses in domestic and international contexts, while considering their ethical, social, and environmental implications.
- To cultivate leadership qualities, enhance self-awareness, and promote initiative among students, enabling them to navigate complex organizational dynamics and contribute effectively to shaping organizational culture, performance, and stakeholder relationships.
- To instill a commitment to sustainable business practices, corporate responsibility, and ethical decision-making, thereby enhancing organizational reputation, stakeholder trust, and long-term viability.
- To provide practical skills in resource management, technology utilization, communication, and leadership, empowering students to address real-world business challenges and opportunities with confidence and competence.
- To foster social and cultural awareness, encouraging respect for diversity, social justice issues, and the wider global context within which businesses operate.
- To promote technology awareness and responsible use of technology, ensuring students understand the impact of technology on societies and organizations while leveraging it effectively to drive innovation and growth.

Programme Outcomes		
Knowledge and understanding of:		**Teaching/Learning Strategy**
At the end of the programme, students are expected to gain knowledge and understanding of:		*Explain the teaching and learning methods and strategies used to help students achieve each part of the knowledge and understanding*
1. Key theoretical frameworks, concepts, and principles in various areas of business management, including marketing, finance, human resource management, operations, and strategic management.	$\longrightarrow$	− The flipped classroom methodology will be widely used during the programme. This concept enables a problem-based approach in class, whereby students will have the opportunity to work on real-life scenarios and case studies, practice problem solving and critical peer-review skills, along with teamwork and collaboration skills and techniques through a variety of synchronous virtual classroom activities delivered over Microsoft Teams including individual and group tasks (discussions, simulations, role plays, presentations, organisation-based case studies, etc.).
2. Contemporary issues, challenges, and trends affecting businesses in domestic and international contexts, considering their ethical, social, and environmental implications.		− Virtual learning environments are utilized throughout the teaching and learning process. Students will be expected to have their own equipment, while access to online platforms, including e-library resources via Shibboleth authentication, will be provided by International Business School.
3. The role of leadership, organizational behaviour, and corporate governance in shaping organizational culture, performance, and stakeholder relationships.		− Presentations by invited experts and practising managers will provide real world input.
4. The importance of sustainable business practices, corporate responsibility, and ethical decision-making in enhancing organizational reputation, stakeholder trust, and long-term viability.		− Special sessions and individual consultation will be available for students for providing academic support as appropriate.
5. The impact of digital technologies and data analytics on business operations and customer engagement.		
		Assessment Strategy:
		Explain the strategies used to assess the achievement of each part of the knowledge and understanding
	$\longrightarrow$	− coursework (proctored and uproctored tests, case study analyses, posters, learning journals, portfolios, simulations, movie analyses, role plays and their analyses, individual and group assignments and presentations, continuous assessment tasks),
		− proctored and uproctored formal examinations.

Programme Outcomes

Cognitive (thinking) skills:		*Teaching/Learning Strategy:*
At the end of the programme students are expected to develop the following cognitive and intellectual skills:		*Explain the teaching and learning methods and strategies used to help students achieve each part of the cognitive skills*
1. Problem-solving. Determine the source of a problem and find an effective solution. 2. Initiative. Take on responsibilities and challenges. 3. Self-awareness. Assess their own values, passions, aspirations, fit with environment, reactions (including thoughts, feelings, behaviours, strengths and weaknesses), and impact on others, as well as understand how they are perceived by others in terms of those same factors. 4. Active learning and learning strategies. Understand the implications of new information for both current and future problem-solving and decision-making. 5. Reading, writing, and quantitative skills. Exhibit core literacies needed to work with and acquire more specific skills in a variety of different domains.	$\longrightarrow$	− Cognitive skills are developed via synchronous virtual classroom activities over Microsoft Teams, tasks requiring group work will be realized using breakout rooms. − Integrated skills development modules. A series of skills development modules spread across the programme's six semesters. These modules systematically address various cognitive skills. − Experiential learning opportunities. Experiential learning opportunities offered through case studies, simulations, projects, etc. These hands-on experiences enable students to apply cognitive skills in real-world contexts, fostering deeper understanding and skill development. − Feedback and reflection mechanisms. Provide regular feedback and opportunities for reflection on students' cognitive skill development. Feedback can come from instructors, peers, and self-assessment exercises, allowing students to identify areas for improvement and track their progress over time. − Multimodal instructional approach. Employ a multimodal instructional approach that integrates diverse teaching methods, technologies, and resources. This approach caters to different learning styles and encourages active engagement, ensuring that students develop a holistic set of cognitive skills necessary for success in business and management.
	$\longrightarrow$	*Assessment Strategy:* *Explain the strategies used to assess the achievement of each part of the cognitive skills*

Programme Outcomes		
		− Authentic performance tasks. Authentic performance tasks are employed that require students to apply cognitive skills in real-world contexts relevant to business and management. These assess students' ability to analyse complex scenarios, take initiative in proposing solutions, reflect on their own strengths and weaknesses, and adapt their learning approaches accordingly. − Integrated assessments. Integrated assessments evaluate students' proficiency in multiple transferable skills. Student performance is assessed based on a combination of deliverables, teamwork dynamics, communication effectiveness, and adherence to ethical and cultural considerations. − Portfolio-based assessment. Portfolio-based assessments require students to compile evidence of their transferable skill development across various activities and assignments. The depth and breadth of students' transferable skills demonstrated through portfolio artifacts are evaluated, providing feedback on strengths and areas for improvement. − Peer and self-assessment exercises. Peer and self-assessment exercises are integrated into the assessment process to encourage reflection and collaboration.

Programme Outcomes		

Practical/Transferable skills (able to):		*Teaching/Learning Strategy:*
At the end of the programme students are expected to develop the following practical and transferable skills: 1. Resource management and operations. Allocate resources efficiently and effectively, and manage activities that businesses engage in daily to gain value from physical or intangible assets. 2. Digital literacy. Efficiently analyse and critically evaluate business data using appropriate digital technologies to underpin decision-making. 3. Active listening, communication and information exchange. Pay attention to what others say and understand points being made, establish rapport, adjust the register, and respect the intervention of others. 4. Service orientation. Actively look for ways to help others as well as make them feel attended to and welcome. 5. Leadership and social influence. Have an impact on others in the organization and display energy and leadership, regardless of their function within the organization. 6. Social cultural awareness. Respect and value others, and demonstrate awareness of the wider world, of history and of social justice issues.	$\longrightarrow$	*Explain the teaching and learning methods and strategies used to help students achieve each part of the practical/transferable skills* − Key skills are incorporated into the modules and are fostered via both the synchronous virtual sessions and independent and group work outside the classroom. − Process approach to skills development. The programme takes a process approach to skills development, whereby students need to tackle small tasks in order to incrementally build the skills, with ample opportunity for formative feedback from peers and the Seminar Leaders. − Integrated skill development. Integrated skill development modules address multiple transferable skills simultaneously. By integrating skills, students can learn to apply them in interconnected real-world scenarios. − Experiential learning activities. Experiential learning activities are implemented where students work alone or in teams, using various ICT tools (e.g., Microsoft Teams, OneDrive, Office), to tackle more or less complex organizational challenges. − Role-play and simulation exercises. These exercises simulate real-world business environments in which students take on different roles allowing them to a range of transferable skills.
	$\longrightarrow$	*Assessment Strategy:* *Explain the strategies used to assess the achievement of each part of the practical/transferable skills*

Programme Outcomes

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External Reference Points
The following reference points were used in designing the programme:
− Framework for Higher Education Qualifications
− Relevant Subject Benchmark Statement(s)
Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course unit/module can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.