

Nottingham Trent University Course Specification

Basic Course Information

1.	Awarding Institution:	Nottingham Trent University
2.	School/Campus:	City
3.	Final Award, Course Title and Modes of Study:	BA (Hons) Business Management FT with 1 or 2 Years Learning in Work-Place
4.	Normal Duration:	3 Years
5.	UCAS Code:	N200

6. Overview and general educational aims of the course

The BA (Hons) Business Management (in-Company) (BABM) course resides within the Undergraduate portfolio of Nottingham Business School. The course has been running since 1998 and it has been re-specified in 2014 follows review and revalidation. The course offers you a distinctive undergraduate business option and experience. In doing so, it responds to demands from employers and graduate recruiters to enhance employability and graduate impact in the work place. The course achieves this by blending structured course content around periods of learning in the work-place.

The mission of the course is:

'to develop outstanding business and management graduates whose employability and performance in the work-place is enhanced through a distinctive learning in the work-place experience'

Our current evidence suggests that the BABM course model works when it comes to enhancement(s) to career and academic outcomes. The course addresses the experience versus qualification dilemma and question head on and is still relatively unique in the UK. In saying this, it is recognised that many courses seek to enhance employability and graduate outcomes (using for example, periods of placement), and a few use learning in the work-place too, but it is the approach to, options for and process of delivery that stands BABM out from the crowd.

As indicated in the course mission, employability is, and always has been, a focus for the course and your learning outcomes and these are achieved through:

- enhancing business management understanding, insight(s) as well as personal skill(s) development
- embracing and reconciling, and not separating/splitting, theory and practice asserting the role(s) and importance of know-how and the engagement with process(es)
- developing critical understanding of, and insight to, 'self' and own practice(s), and talents
- asserting professionalism as an approach to working and outcome from work(ing)
- developing overall capacity for critically reflective, self-led, life-long learning, career and continual professional development
- recognising the changing relevance and impact(s) of, from and in the wider professional, social, cultural and/or global context and thinking and arguing systemically as a reflection
- recognising the roles and importance of partnerships (involving employers, NTU and, importantly, students)

In this context, and through the vehicle of learning in the work-place and work-related learning, when you participate on BABM you will produce 'know-how'. This outcome is appropriately different to the more traditional models which centre on understanding 'what' and 'why' and a notion of rigour via the use and application of scientific theory. The BABM approach leads you to have greater insight(s) to (and for) practice and leads your employability as you will know 'how to proceed' which is, arguably, a more powerful and useful outcome.

Subject to securing a placement in Year 1, you will study the course over 3 Years with either 1 or 2 Years in-Company. Although some specialism and tailoring is possible within modules and organisations, the overall course delivers generic business management/management content around the following:

- core considerations, disciplines and concerns for management and managing
- the development of learning, practice, employability, talents and career
- structured practicums within the course to support (and lead) learning through doing

The course is delivered face to face, via the blended use of flexible, 'at distance' and work-related approaches. The actual 'blend' will be based on your mode of study (i.e. 1 or 2 Years in-Company).

The BABM course aims are (to):

- Recruit high performing participants to a relevant and distinctive business management degree
- Work in partnership and collaboration to provide a learning environment in which participants develop informed and critically reflective practice relevant to management and managing
- Enhance potential, employability and impact(s) through learning in, through and for practice and work
- Recognise, reconcile and evaluate theory and practice and give focus to the development of know-how related to management and managing in organisational, academic and individual contexts
- Support participants in developing a strong sense of self, their identity, capability, competence(s) and behaviour(s) and their connectedness in individual, organisational and broader social and global contexts
- Encourage and enable participants to continually appraise and reflect on their 'skill set' and practice(s) and to pro-actively self- manage their contributions, lifelong learning, employability and careers
- Develop the participant's self-confidence, reliance and esteem to enable them to take responsibility for their own learning and development when leading themselves, others and careers

7. Course outcomes

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

Knowledge and understanding

By the end of the course you should be able to:

- Demonstrate a critical understanding of theory and practice within the fields of management and managing
- Apply theories of management and managing to practice and relate practice to theory within organisational settings
- Elaborate the role and impacts of learning systems and/or stakeholders on practice, performance and change(s)
- Assimilate and critically evaluate key themes and concepts within the literature relevant to the fields
- Recognise the systemic nature of problems and illustrate in argument(s) and in the creation of solutions
- Demonstrate a critical awareness of ethical and sustainability issues within the fields of management and managing
- Demonstrate an awareness of wider social and management issues and cultural diversity within a global context

Skills, qualities and attributes

By the end of the course you should be able to:

- Demonstrate cognitive skills of critical thinking, analysis and synthesis
- Critically evaluate arguments, assumptions, concepts and data (that may be incomplete) to make judgements and decisions and frame appropriate questions to achieve solutions to business problems
- Exhibit information literacy including searching, retrieving and critically evaluating information from a range of appropriate resources
- Exhibit digital literacies by moving from a practice of communication and consumption to one which recognises the role(s) of various technologies for collaboration and content creation
- Display commercial awareness, adaptability and understanding of contemporary practice
- Demonstrate a range of professional and transferable skills including effective communication skills, understanding of leadership and team working skills
- Demonstrate ability for self-managed learning and continuous professional development
- Integrate proactive engagement with behavioural insight(s) in leading management of own talent, efficacy and career

8. Teaching and learning methods

The objective of the teaching and learning strategy is to deepen your learning experience and encourage you to proactively engage your own learning as a result. The nature of the course, and its outcomes, leads such an approach and you will be actively encouraged, and supported, in your work to take personal responsibility for your learning and development and your engagement with the course of study.

The majority of Year 1 modules are centred on lectures and workshops, supported by smaller group seminars and tutorials. A key strength of the Business School and course is that face-to-face contact is considered an integral and essential feature of the course (and your learning). Lectures, seminars, workshops and tutorials are delivered by experienced and skilled staff who have many years of experience and expertise in their subject and/or profession(s). Outside tutor facilitated sessions there will also be a great deal of directed and self-led activity, research and reading for each module (and supporting work; i.e. 'career start' related activities connected to CV writing, interview practice etc). In addition, and due to the nature and intended outcomes of the course, there will be series of 'practicum' modules where you will learn through doing and by producing something of value for clients/stakeholders.

A clear feature of the course will be the emphasis on independent, self-led and autonomous (life-long) learning. This will be integral to the (and your) outcomes and their achievement and this will be a clear focus throughout the 3 years of the course. This work will be particularly relevant in the Year 1 practicum. It will also be central to/in the practicums that follow (in Years 2 and 3) and will be evident/asserted regardless of mode and thus whether you are learning in the work-place or not.

When learning in the work-place you will be supported through face-to-face contact at NBS, in the work-place and you will be further support via the use of distance learning materials (on the 1 Year in-Company mode) or through the use of study blocks and some distance learning materials (on the 2 Year in-Company mode). Because of the overall learning and teaching approach and outcomes many sessions will be supported via mobile or digital technologies (within and/or outside the 'classroom'). Face-to-face sessions will regularly be problem based and, as a result, you will be expected to come prepared and prepared to collaborate and share your ideas and insights with others.

The final year will see the culmination of your studies via the Business Management Research Project and the group development project will permit the showcasing of individual and group talents and your claims for future progression. The work related to learning practice and career will also be set-down through specific assessment(s) and your consultancy/project based work. With the latter work.

Throughout this time, you will therefore blend independent and self-lead learning, with structured inputs and company and development focussed enquiry. You will be supported in this work and activity by academic staff, company colleagues and also peers (e.g. via peer mentoring). As a result of the latter, you will also support others and gain valuable experience of being mentored and mentoring others as a result.

Selected professionals and practitioners will also be used support insights and will ensure that your learning is further developed through exposure to new ideas, perspectives from current practice. To further support, we will use study tours, case studies and company visits and, as noted already, mobile and other technologies will support and underpin your work and learning and the (and your) outcomes.

9. Assessment methods

The assessment strategy and related practice operates in accordance with the University's Common Assessment Regulations and the Business School's interpretation of the Common Assessment Regulations.

As this is a vocational, practice and know-how focussed course a variety of assessment techniques will be used to ensure relevance and the appropriate demonstration of the learning outcomes. Subject knowledge will be assessed through a combination of examinations (in Year 1), individual and group presentations, essays, reports, projects, portfolios etc. The assessments address and support the demonstration and articulation of a range of valuable transferable skills, qualities and attributes (including your ability to communicate in person and in written form, your collaborative working skills, your ability to undertake research, your competence in using relevant technologies and so on).

When learning in the work-place the approach to assessment is designed to permit your attainment of the required academic and personal and professional standards. With a focus clearly on know-how, practice and performance. As such, and although similar, the assessment process combines reflection(s) on your experience(s) and development and also the outcomes you have achieved when demonstrating the capacity for reflective practice and when reconciling theory and practice. The work-related assignments in Year 2 (and Year 3 on both modes) will be key here and will seek your expression of your understanding, insights and know-how in organisational and personal and professional development contexts. The ability to draw conclusions and recommendations for practice (including your own practice) will be important in the demonstration of skill and understanding but also, and importantly, your commercial awareness with feed forwards within the course and beyond too.

10. **Course structure and curriculum**

Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug		
Year 1 – Full-time at NBS													
Environments, Business and Marketing (20 cps)													
Accounting and Finance for Managers (20 cps)													
Managing Organising Working (20 cps)													
Realities of Enterprise and Business (40 cps)													
Professional and Academic Development (20 cps)													
Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug		
Year 2 – ‘Placements’ Commence										Year 3 Starts June- July			
Comparative Problem Analysis (20cps)													
Business Models and Strategy (20cps)													
Stakeholders, Funding and Value (20cps)													
Systems and Processes (20cps)													
Human Resourcing (20cps)													
Managing Learning Development and Employability (20cps)													
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
Year 3 – ‘Placements’ Continue or Return to NBS												Graduation July	
Thinking, Leading and Managing Strategically (20cps)													
Managing Strategy and Change (20cps)													
Business Management Research Project (40cps)													
Group Development Project (20cps)													
Leading Learning Practice and Career (20cps)													

11. **Admission to the course**

Entry requirements

For current information regarding all entry requirements for this course, please see the 'Applying' tab on the course information web page.

12. Support for learning

As with all courses within NBS an induction study in HE, to the university, NBS and the course will be provided. Additional course specific support will be provided at induction and when moving between Years/modes to facilitate these transitions and the change(s) in focus and learning approach presented.

Module leaders and tutors will support learning throughout, all of whom have experience and insight to facilitating distance and work-based learning as necessary. You will be further supported by personal tutors and when learning in the work-place, experienced mentors. Peer to peer support and student mentoring and/or buddying will be designed in and used throughout the course to further support students (and also the personal development process). Learning sets will be utilised as necessary to support work and in specific levels and modes and also within areas and modules.

A dedicated Course Leader is assigned to your course and they and their associates/colleagues will operationally manage the course on a day-to-day basis with support from module leaders and tutors, guests, associates lecturers etc.

Full access to the University's Libraries and Learning Resourcing (LLR) and NOW learning portal will be provided both on and off-campus (when off-campus this provision is via the internet). To assist you further, the LLR team have created a Business and Management Portal which provides easy access to the most relevant business databases, electronic journals and other electronic resources. Email, telephone and other technology supported contact (with academic mentors, staff etc) will be provided to enable you to channel queries, gain support, arrange meetings etc

Finally, the University central Student Support Services offers a range of support services which you can access to respond to any requests or for general advice.

13. Graduate destinations/employability

Evidence from running the course since 1998 for the 2 Year in-Company mode and 2006 for the 1 Year in-Company mode, shows very strong levels of achievement and employability for both modes. Data on employability indicates circa. 95% employability (and 100% in the past 3 years) and students also quickly progress to managerial or professional role(s) following graduation (current data indicates over 90% in managerial or professional roles within 6 months of graduation). Experience suggests that many students remain with, or return to, their placement company and either progress within role or to the graduate schemes they operate. If moving outside your placement organisation, the data above clearly indicates the fast-track management potential offered by the course.

Research clearly indicates the work-related and learning in the work-place elements of BABM, and the approach to and process for learning within, significantly enhance learning, skills development and employability. Because of the generic nature of the course content (although not approach) you will have the opportunity to enter a range of organisations, sectors, roles and careers and will be well placed for professional recognition (i.e. with the CMI and other similar organisations)

The course will provide an excellent foundation for postgraduate study.

<p>14. Course standards and quality</p> <p>The course will be led and guided by both NTU and NBS current practice, and guidance. This will include the assurance and enhancement of quality via:</p> <ul style="list-style-type: none"> • Annual course reports and reporting • Annual course enhancement boards (and additional partner workshops as necessary) • The proactive management of client and partner relationships • The management of student relationships based on areas or partners when in-Company • Module and course Evasys reporting and review • Regard to the National Student Survey • Course committees where staff and students monitor feedback on module and course delivery, the learning and student experience etc. • Students are given detailed feedback on all assessed coursework and formative assignments and work where relevant/possible. The feedback will be aligned to learning outcomes and will use module/assignment marking matrices as is current NBS practice • Feedback will be constructive and based on performance against the brief and matrix • Work will be sampled and moderated in line with current NTU and NBS practices/guidance • The appointment of and inputs from an External Examiner who takes responsibility for moderating the quality of student assessments and the academic feedback provided to students and who submits an annual report on the standards and quality of the course and makes appropriate recommendations to the course management team. <p>Further assurance of quality of outcomes and experience comes via specific NBS and course accreditations and recognition as necessary (E.g. AACSB, CMI etc).</p>
<p>15. Assessment regulations</p> <p>This course is subject to the University's Common Assessment Regulations (located in Section 16 of the Quality Handbook). Any course specific assessment features are described below:</p>
<p>To obtain an honours degree, you must pass all of course modules. The final degree classification will be based on a percentage mark, comprising 25% of your performance (measured by the aggregate of module marks) at level 2 plus 75% of your assessed performance at level 3.</p>
<p>16. Additional Information</p> <p>Collaborative partner(s):</p> <p>Course referenced to national QAA</p> <p>Benchmark Statements:</p> <p>Course recognised by:</p> <p>Date this course specification approved:</p> <p>Any additional information:</p>