

## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>'Parent' School</b>	SSHS
<b>Academic Group</b>	Business
<b>Professional accreditation body</b>	N/A
<b>Final award</b>	BA Hons
<b>Title of programme(s)</b>	Business and Enterprise
<b>Subsidiary award(s)</b>	Certificate of Higher Education in Business Diploma of Higher Education in Business and Enterprise BA Business and Enterprise
<b>Honours type</b>	Single
<b>Duration and mode(s) of study</b>	3 years full time
<b>Month/year of approval of programme</b>	Spring 2019
<b>Start date</b>	September 2019
<b>Periodic review next due</b>	2023/4
<b>JACS (HECoS) subject code(s)</b>	JACS N100 Business Studies HECoS: 100079-Business studies (50%) 101221-Entreprise and Entrepreneurship (50%)
<b>UCAS course code &amp; route code</b>	NN12 BA/BUSMASH
<b>SITS codes</b>	BA/BUSENT
<b>Delivery venue(s)</b>	Leeds Trinity University and approved partner institutions.

### 2. Aims of the programme

#### **Rationale and general aims, including what is special about this programme**

The **rationale** of the BA (Hons) Business and Enterprise programme is to provide the essential knowledge, understanding, skills, and experience required for graduates to operate effectively and successfully in an **entrepreneurial/ start-up or small business management role** within the business environment.

More specifically, the aims of the BA (Hons) Business and Enterprise programme are:

1. To develop a sound understanding of the development, strategy and operations of **starting and running a business** and the associated operational, sales, marketing and managerial **functions**.
2. To develop a sound understanding of the impact and influence of the external environment and internal **commercial requirements** on the operation of entrepreneurial business organisations.
3. To engage students with the theoretical approaches used in the study of the creation of **entrepreneurial organisations, their operation, and within the overall business environment**.
4. To develop intellectual skills of critical analysis, evaluation, synthesis, problem analysis and problem solving.
5. To develop confidence and competence in oral and written communication across a variety of formats utilising the appropriate register and the effective application of ICT.
6. To develop study skills and enthusiasm for learning including the ability to work effectively both independently and as part of a team.
7. To develop the necessary knowledge, skills and experience to work effectively in an entrepreneurial **role** as the originator of a new business operation.

The central aim of Leeds Trinity University programmes, and of the BA (Hons) Business and Enterprise, is to enable students to achieve graduate level career destinations through the systematic development of high-level employability and business skills, in this case and uniquely, through the creation of their own business entity. The programme takes students on an 'entrepreneurial journey', from the development of a business idea, through gestation and incubation to launch and daily operations, building along the way the specialist knowledge, skills and abilities required for longer term commercial success. The programme will in addition help students develop a range of skills and applied knowledge which will enable them to be an ethically and socially responsible participant in the community and to contribute to an expansion of economic and social well-being in that community.

The programme provides opportunities for students to learn how to work with others in order to create and turn an idea into an operational enterprise, drawing on their experience of the work environment gained through the placement process. This unique and distinctive mix of theoretical and practical approaches, as well as, the integration of different business functional areas in the programme, opens up a wide range of career options by preparing students to assume entrepreneurial and leadership roles in different sectors of the economy.

Although the main aim of the degree is to support and allow students to find their entrepreneurial spirit and unique idea, transforming this into a functioning enterprise by the time they complete their degree, it will also equip graduates to seek employment in numerous customer facing industries including: business management, consultancy, retail, business development and human resources. Business and Enterprise graduates will also have the opportunity to flourish in management and leadership roles, as commercial marketing and sales managers, business, enterprise and management consultants, project managers, commercial analysts, or research associates. The BA (Hons) in Business and Enterprise also offers a solid foundation for further study, such as Masters or MBAs, and a basic foundation for PhDs in Business, Management, Marketing, and other related fields.

This programme also aims to develop study and employability skills and enthusiasm for learning, including the ability to work effectively both independently and as part of a multidisciplinary team.

### 3. Student learning outcomes of the programme

#### Learning outcomes in terms of:

- **knowledge and understanding (K)**

- **intellectual / cognitive / 'thinking' skills (I)**
- **practical skills specific to the subject (P)**
- **(self) employability skills (E)**

The 'K1', etc. codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of the BA (Hons) Business and Enterprise programme, students will be able to:

### **Knowledge and understanding (K)**

- K1 **External environment** - demonstrate knowledge and understanding of the external environment of business, including legal and ethical frameworks, and how this affects management and business practices, as well as, the development and operation of economies and markets for resources, goods and services.
- K2 **Organisations** - demonstrate knowledge and understanding of the nature, purposes, structures, governance and activities of organisations, including individual behaviour, team management and corporate cultures.
- K3 **Key functional specialisms** - demonstrate knowledge and understanding of marketing, financial management, operations and people management in a local and international context.
- K4 **Customer needs** - demonstrate knowledge and understanding of the importance of customer needs, services and relations, as well the needs of a business via theoretical and empirical evidence concerning local and international contexts.
- K5 **Strategies** - demonstrate knowledge and understanding of the formulation of business and financial management strategies within a changing market environment and how to meet stakeholder interests.

### **Intellectual/cognitive/'thinking' skills (I)**

- I1 collect, order, analyse and evaluate **quantitative and qualitative information** and data;
- I2 use **critical thinking**, analysis and synthesis to identify assumptions, evaluate financial statements and economic events, question logic and reasoning and identify implicit values;
- I3 make **informed choices** in areas of financial analysis, ethical behaviour, social responsibility and equal opportunities practice as they apply to business and people management;
- I4 demonstrate effective **cognitive**, problem-solving and **decision-making** abilities using appropriate quantitative and qualitative skills;

### **Enterprise skills and or employability skills (E)**

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Team working** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;

- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic objectives set out in section 4 below. Student learning outcomes for the fall-back awards of Certificate of Higher Education and Diploma of Higher Education will be a combination of the learning outcomes listed above, depending on the diet of modules studied.

### 3a External benchmarks

#### Statement of congruence with the relevant published subject benchmark statements

The aims, objectives and learning outcomes of the programme are consistent with

- the QAA's most recently published Business and Enterprise Guidance for Entrepreneurship Education Document (January 2018), <http://www.qaa.ac.uk/en/Publications/Documents/SBS-enterprise-and-entrepreneurship-education-2018.pdf>

In this programme, there is particular emphasis on knowledge relevant to sections pages 11-of the Business and Enterprise statement. The pattern of core and option modules facilitates good coverage of the material in pages 17-23 (Business and Enterprise).

### 4. Learning outcomes for subsidiary awards

<b>Guidance</b>	
The assessment strategy is designed so	<b>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</b>

<p>that each of these outcomes is addressed by more than one module at Level 4.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 &amp; 5.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 &amp; 6.</p>	<p>On successful completion of at least 120 credits, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>i) interpret and evaluate data appropriate to the discipline;</li> <li>ii) make sound judgements in accordance with basic disciplinary theories and concepts;</li> <li>iii) evaluate the appropriateness of different approaches to solving problems within the discipline;</li> <li>iv) communicate the results of their work coherently;</li> </ul> <p>And will have had specific opportunities to display transferable skills relevant to employment and/or self-started operations related to the discipline.</p> <p><b>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</b></p> <p>On successful completion of at least 240 credits, including 120 at Level 5, students will have demonstrated, <b>in addition to the outcomes for a Certificate</b>:</p> <ul style="list-style-type: none"> <li>i) critical understanding of disciplinary principles;</li> <li>ii) application of concepts outside their initial context;</li> <li>iii) use of a range disciplinary technique;</li> <li>iv) proficient communication of the results of their work;</li> </ul> <p>And will have had the opportunity to develop transferable skills relevant to employment and/or a self-started enterprises related to the discipline including successful completion of at least one professional placement or school-based training component.</p> <p><b>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</b></p> <p>On successful completion of at least 300 credits, including 60 at Level 6, students will have demonstrated, <b>in addition to the outcomes for a Diploma</b>:</p> <ul style="list-style-type: none"> <li>i) an ability to make flexible use of disciplinary concepts and techniques;</li> <li>ii) critical evaluation of approaches to solving problems in a disciplinary context;</li> <li>iii) an ability to work autonomously within a structured learning experience;</li> <li>iv) effective communication of the results of their work in a variety of forms;</li> </ul> <p>And will have had the opportunity to develop transferable skills relevant to employment and/or self-started enterprises related to the discipline including successful completion of two professional placements or school-based training placements.</p>
--	--

## 5. Content

## Summary of content by theme (providing a 'vertical' view through the programme)

The BA (Hons) Business and Enterprise programme provides the essential knowledge and understanding, skills and experience required for graduates to operate effectively and successfully in an entrepreneurial business environment. Core areas of the programme focus on contemporary business concepts, the understanding of management functions, operations and the external context, including legal and ethical issues. Core modules also provide knowledge relating to commercial activities such as sales, customer development, customer support, e-business, e-marketing and communication.

Integrated within the study of the subject material of core modules is the development of IT and intellectual skills related to the analysis of qualitative and quantitative information, critical thinking and problem-solving. A range of enterprise development and management skills are developed and practised, including effective communication, numerical proficiency, ICT applications, contemporary communications methodologies, self-management, autonomous learning and team-working.

The learning outcomes of the programme match those set out in the UK QAA subject guidance for Business and Enterprise. This provision meets the requirements for sales, marketing, and commercial positions as it provides a solid foundation in all key areas of Business and Enterprise, as well as an integral strategic view. It also enables the performance of a broad range of entrepreneurial related roles and is in line with the professional external requirements of such internationally recognised professional organisations as the UK Enterprise Educators (EEUK). Students in this programme will work closely with the programme coordinator and their own personal tutors, as well as staff and consultants based in the Hurol Ozcan Enterprise Centre (HOEC) on campus. One to one support and guidance at every stage of the entrepreneurial journey is the key focus here, personal tutors advising on suitable placement opportunities and acting as 'business mentors' to help students turn their business ideas to operating entities.

The programme starts at Level 4 with a focus on building the foundations of key business areas of expertise: accounting and finance, business organization, marketing, economics, business operations and ethics. It concludes with a period of professional work placement with an emphasis on placing students in a small businesses or recent start-ups to provide experience of the practical application of Business and Enterprise skills and knowledge in an actual work place environment, including third sector organisations. The placement preparation and assessment activities include the creation of personal development and career plan, which will be linked, with the assistance of personal tutors and HOEC staff to business planning and development. In addition, students will be encouraged to participate in on campus events by creating micro-enterprises as a way to experiment on new ideas, apply basic concepts and better understand elements within the business development and management process.

Level 5 provides on-going study of intermediate level knowledge of these key functional areas: Financial, marketing, and commercial operations which will allow for students to apply the core functions of revenue generation, marketing as well as, enhancing and understanding the underpinning enterprise operations within the 21<sup>st</sup> century global business environment.

Level 5 also includes an employability focused job-market study, confirming personal career choice (selected LTU programme) and objectives, which culminates in a fully developed business start-up plan. In addition, students will be able to take an optional module in journalism or media and communication related fields and enhance their future operational abilities in developing and building enterprises, products and brands. Students in this program will be expected to integrate their placement experience into their own business development project and assessment within the Business Development I (BMM5102) and II (BMM6102) modules, and Business and Enterprise (BMM6302) modules. Students will also be able to participate in real life applications as part of the 'Trinity Turbo' program by assisting participating enterprises in solution analysis and applications. Students will be required to take examples from their real life experiences either from their

placements, participation in the Trinity Turbo program or any other internship and integrate them into their presentations, papers and/or business plan proposals in both BMM5102 and BMM6102.

At Level 6 core modules provides advanced level knowledge of *Business and management Strategy*, which has an integrative role and is based on all previous studies and contemporary *E-business & E-marketing* techniques. The Level 5 *Business Development I* module enables and prepares students, by understanding the core concepts of commercial operations, and integrating these with sales and marketing theory, to design a *business plan* – which then forms the basis for *Business Development II Module* and that in turn helps students prepare for *Business and Enterprise* at Level 6. Business Development II requires students to build on L5 work, and specifically: Business Development I, to complete a practical and fully costed/researched commercial plan which can then be integrated into the final start-up business plan (*Enterprise and Creativity module*).

Students can opt on 2 out of 6 modules in *E Business* or several journalism and media modules depending on their interest and proposed future career.

## 6. Structure

### **BA (Hons) BUSINESS AND ENTERPRISE (Single Honours)**

**Duration:** 3 years full-time

**Total credit rating:** 360 (180 ECTS)

Please refer to section 8 and the Prospectus for entry requirements.

#### **Level 4** – with effect from September 2019

Students are required to take:

BMM4442	Financial and Management Accounting	Sem 1	20 credits
BMM4432	Operations Management	Sem 2	20 credits
ECO4012	Principles and Applications of Macroeconomics	Sem 2	20 credits
BMM4412	Management & Organisational Behaviour	Sem 1 (+2)	20 credits
BMM4422	Marketing Fundamentals	Sem 1 (+2)	20 credits
BMM4982	Ethics, Society and Employability	Sem 1 & 2	20 credits

Programme Level Assessment (Integrated Assessment)*	Sem 2	Pass/Fail
---	-------	-----------

#### **Level 5** – with effect from September 2020

Progression requirements: 120 credits from Level 4.

Students are required to take:

BMM5572	Financial Accounting	Sem 2	20 credits
BMM5312	Principles of International Business	Sem 1	20 credits
BMM5102	Business Development I	Sem 1	20 credits
BMM5402	Professional Development and Placement	Sem 1 & 2	20 credits

Students are required to choose 20 credits from:

JOU5992	PR in Practice	Sem 1 & 2	20 credits
---------	----------------	-----------	------------

MFC5022	Media, Power and culture	Sem 1 & 2	20 Credits
MFC5572	Digital Narrative	Sem 1& 2	20 Credits
BMM5562	Marketing Communications	Sem 2	20 credits

**Level 6** – with effect from September 2019

Progression requirements: 120 credits from Level 4 plus 120 credits from Level 5.

Students are required to take:

BMM6422	Business & Management Strategy	Sem 1	20 credits
BMM6102	Business Development II **	Sem 2	20 credits
BMM6402	Project Mangement	Sem 2	20 credits
BMM6302	Entrepreneurship and Creativity	Sem 1 & 2	20 credits

Students are required to choose 40 credits from:

BMM6582	e-business and e-marketing	Sem 1	20 credits
JOU6002	Advanced Radio Production	Sem 2	20 Credits
MFC6092	Contemporary Cultural Issues	Sem 1 & 2	20 Credits
JOU6992	PR Management	Sem 1 & 2	20 Credits

**\*Programme Level Assessment:** Level 4 students will study modules worth 120 credits and at the end of the year will also take a *Programme Level Assessment (PLA)* designed to integrate and apply the work on the functional areas of business (marketing, economics, operations, and organizational management) covered at L4. The multi-disciplinary teamwork will take students through a classic ‘form, storm, norm, perform’ dynamic when teams will be created and work together in order to deliver the required presentation. The teams will receive a range of tasks throughout Level 4, the main ones being integrated into Semester 1 *Management and Organisation Behaviour* (storm), where it would be also closely linked to the theoretical content of the module. It would be followed by Semester 2 *Operations Management* (norm) and culminating during *Programme Level Assessment Business Challenge* (perform). This takes place over two weeks after end of Semester 2 and brings together the skills and knowledge students have developed across all of the modules studied.

\*\*There is a prerequisite for enrolment on this module – see section 10.

## 7. Learning, teaching and assessment

### 7a) Statement of the strategy for learning, teaching and assessment for the programme

The programme meets the requirements of relevant policy documents, particularly the QAA Framework for HE Qualifications, relevant QAA Subject Benchmark Statement and the University’s Strategic Plan and Learning, Teaching and Assessment Strategy (LTAS) (2015-20).

The key goals of the LTAS are reflected in the learning, teaching and assessment strategy of the BA (Hons) Business & Enterprise programme as follows:

The programme focuses on essential marketing, financial, management and business knowledge acquisition at Level 4, more detailed, contemporary and specific management and business knowledge at Level 5 and advanced and specialised knowledge of a commercial operation: sales, marketing and strategic business awareness and independent study at Level 6.

The learning, teaching and assessments of the programme are based on principles of active learning, critical reflection, variety of learning approaches, student-led inquiry, and team work and communication skills. The University’s core ethos is that lecturers take the role of facilitators in the classroom and embrace the teaching with enthusiasm and professionalism. Therefore, a



variety of activities are expected in the process of module delivery (lectures, seminars, workshops, tutorials, student-led activities, peer to peer teaching, presentations, 'flipped classroom' approaches, and other more innovative approaches) as well as different choices of technology (in the virtual learning platform or other online sources) and feedback (tailored feedback and feed-forward). These modes of delivery should consider students' needs and variety of learning approaches as well as teamwork. Multi-cultural integration is at the centre of LTU's ethos and this is further supported by the members of the teaching team for the programme who come from diverse cultural and ethnic backgrounds. This facilitates the creation of an inclusive learning environment for students with different ethnic and economic backgrounds. Students are expected to be responsible for their own learning, and self-directed studying is encouraged in most modules.

In line with LTU's graduate employability strategy, such employability skills as those used for communication, quantitative work and ICT are emphasised at L4. At Level 5, employability and enterprise development skills continue to be practised in a subject-specific context. A range of intellectual skills including analysis and problem solving is also developed. Specifically, subject-related skills are focused on Business and Enterprise issues as well as team-working and communication skills, through the core modules. At Level 6 the emphasis is on the application of higher-level intellectual skills, including critical thinking, analysis, evaluation, synthesis and hypothesis formulation. Skills are further developed relating to the design and conduct of independent (but supervised) business plan development - Level 6. These subject studies include the development of intellectual skills to equip students to make informed choices relating to considerations of the risks and opportunities in running an enterprise together with an appreciation of, and sensitivity to, strategic objectives and operational implementation of the same. Other means to encourage social responsibility includes the opportunity of volunteering within each work placement experience: i) undertaking a placement as a volunteer in a charity not-for-profit organisation – this option is particularly relevant to international students; and ii) suggesting the student's own topic for their organisation-based project at Level 6.

Gaining appropriate experience in an actual work situation to allow the application of knowledge and the practice and development of skills is essential for a Business and Enterprise programme and it is at the core of LTU's degrees. Two periods of structured professional work placement within a small or start-up business are integrated into the programme at Level 4 and Level 5 for this purpose. It is envisaged that students may develop effective contacts to facilitate their own future enterprise through their Level 4 and Level 5 work placements. At Level 5 experiential and active learning are important elements in the development of vocational knowledge and understanding. To meet these requirement, applied exercises, case studies, role-play, practical workshops, management games, business simulations, and group- and project-work form part of the teaching strategy of the programme. Throughout the programme all students receive learning support and guidance from an individually assigned development tutor, including assistance with the completion of their business plan and /or a personal development plan and career plan.

A wide range of assessment modes are used to allow students to demonstrate their level of knowledge, understanding and skills proficiency. The financial and accounting related modules are exam-based due to ACCA requirements and other modules employ a full range of written forms. The academic skills within the programme employ essay, reports and research portfolios; analytical, reflective and applicability skills as well as collaboration are evaluated based on case study analyses, personal development plan, group projects and presentations.

As students' progress from Level 4 to Level 6, assessments are required to demonstrate appropriate levels of subject knowledge and understanding. Subject-specific skills, intellectual skills and the effective use of transferable skills, as well as, applicability of real life learnings are built into the assessments. Assessment focuses on the appropriate development of higher-level intellectual skills including critical thinking, analysis, evaluation, and synthesis and hypothesis formulation. All of these within the context of specific-subject material, real life skills and experiences gained within the placement or LTU business support programs such as Trinity Turbo. The essential numerical and problem-solving skills for financial management are coupled with management and business applications and planning. Overall, assessment across the programme

at each level has been designed to ensure that there is a good variety and balance of assessment forms.

Regular directed activities are also embedded within all modules at Level 4 are conducting it in the form of weekly assessed on-line tests or marked in class assignments, in order to ensure that students are fully engaged with the programme and prepared to achieve their potential in each form of assessment. In addition, at the end of L4 and L5, students will integrate all the business knowledge acquired during the term and further their team work and collaboration skills in a Programme-Level Assessment where integrated assessments are used in order to facilitate the progression of students into business and marketing careers.

There is a focus on inviting management and business experts as guest speakers, visiting lecturers and mentors to students as appropriate. In addition, internationalisation of the curriculum is emphasised. Students also have the opportunity to study abroad in year 5, at one of Leeds Trinity University's partner institutions in the EU or worldwide. This opportunity is encouraged and supported by the students' tutors and teachers since they add valuable experiences and knowledge that will assist with their formation, development and knowledge base for level 6 and beyond. Students will be encouraged to take all study abroad opportunity placements in semester 2 in order to complete the required modules while benefiting from the experience by taking pre-approved electives. Should a partner university offer the same required modules: Financial Accounting; Principles of International Business; and Business Development I, students will be supported in doing their study abroad in semester 1.







## 8. Entry requirements

### Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic qualifications, of which at least 2 should be level 3 qualifications equivalent to A2 and must also include GCSE grade C or 4 or above in English Language (or equivalent qualification).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS), with a minimum of 6.0 and with no component below 5.5, or accepted equivalent test. Full details of entry requirements are published by course on the Leeds Trinity website.

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

## 9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

Undergraduate Taught Course Academic Regulations (UTCAR) apply. Both placement-related modules are exempt from condonement of marginal failure, ie. all students must pass them to progress to the next level. Marginal failure may be condoned for all other modules for the purposes of University awards but not for professional subject exemptions.

Students who complete only Level 4 successfully and then withdraw will be eligible for a Certificate of Higher Education in Business. Students who successfully complete both Levels 4 and 5 and then withdraw will be eligible for a Diploma of Higher Education in Business and Enterprise.

The professional development and placement modules at both levels are mandatory modules that must be passed before progression. This is a requirement for all Business (BA) degrees. Two professional work placements are undertaken, one each at Level 4 and Level 5. In addition students are encouraged to further develop their skill by starting and developing their business idea, or a micro business (during university events) during the 3 year program.

## 10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

BMM5102 *Business Development I*.

---

## 11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.

## 12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme,

This programme will be delivered in a full-time mode and may include a Semester international study abroad opportunity and/or international industry/work placement (subject to partnership agreements and students' language abilities). Students will be encouraged to take a semester abroad to study, ideally during their Level 5 Semester 1, or Semester 2 (if it is Semester 2, students need to look for an international programme which contains a sales or business development module).