Programme Information & PLOs		
Title of the new programme – including any year abroad/ in industry variants		
BA Business and Management, BA Business and Management with a Year in Industry		
Level of qualification		
Please select:	Level 6	

Please indicate if the programme is offered with any year abroad / in industry variants	**Year in Industry** Please select Y/N	Yes
	Year Abroad Please select Y/N	Yes

Department(s):
Where more than one department is involved, indicate the lead department

Lead Department	Management	
Other contributing Departments:		

Programme Leader
Please name the programme leader and any key members of staff responsible for designing, maintaining and overseeing the programme.
Matthew Hollow (Programme Leader); Kevin Tennent (Deputy UG Director)

Purpose and learning outcomes of the programme

Statement of purpose for applicants to the programme

The York Management School is a socially progressive management school aiming to produce graduates equipped for the challenges facing the economy in the years ahead. The BA in Business and Management is an academically rigourous programme which aims to equip you to become a holistic, resourceful, innovative and reflective practitioner of management, able to independently identify and develop your own specialisms. You'll be a numerically and digitally literate, robust and ethically sound, sensitive to diversity and fully adaptable decision maker able to cope with the demands of the 21st century workplace. You will leave TYMS capable of seeking-out, collating, managing, and analysing information to make evidence-based decisions which you will be able to summarise and present confidently and coherently.

Programme Learning Outcomes

PLO	On successful completion of the programme, graduates will be able to:
1	champion and engage in socially, ethically and internationally aware approaches and principles to complex business and management situations, and reflect upon their consequences;
2	identify and diagnose problems in business and management by applying management theories, frameworks and experience to specific cases;
3	manage business, management and organizational information by critically evaluating the quality of the evidence base, overcoming ambiguity by identifying gaps and inadequacies, and using suitable methods to collect and collate relevant data;
4	make robust, creative and evidence-based managerial decisions by critically analysing textual and numerical information, and data using appropriate qualitative and quantitative techniques;

5	argue for specific management and business proposals and recommendations by presenting relevant and appropriately detailed information, coherently, articulately and confidently;
6	act efficiently and professionally to put managerial decisions into practice taking into account the organizational context together with time and resource constraints;
7	liaise and work with others to deliver team projects, across cultures, in a professional and collegial manner;
8	engage in continuing professional development by critically evaluating personal strengths and weaknesses, keeping up-to-date with relevant business and management ideas and practices.

Programme Learning Outcome for year in industry (where applicable)
For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.

For a placement, modify PLO8 to read (italics are new text): "adapt to different management situations and comprehend the differences between theory and practice by reflecting on first-hand experience, evaluating personal strengths and weaknesses, keeping up-to-date with relevant business ideas and practices and following evidence-based solutions."

Programme Learning Outcome for year abroad programmes (where applicable)
For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.

Use intercultural understanding/awareness to adapt to culturally different
management situations, to deal with people of other cultures, and to adjust and apply
business and management theory and concepts to solve real-world business and
management problems in different cultural contexts.

Explanation of the choice of Programme Learning Outcomes
Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:

i) Why the PLOs are considered ambitious or stretching?

These Programme Learning Outcomes are intended to stand as a foundation for your life. They take you through the entire decision-making process, focussing on business and management, but applicable to virtually all situations. By exposing you to the latest business and management concepts and ideas, together with wider social science ideas, concepts and methodologies, they will enable you to be a confident, analytical and ethically aware decision-maker, capable of supporting your actions through robust evidence-based methods. They encourage you to become a self-reliant independent learner and to grow confidence and resiliance within yourself before they are exposed to the jobs market.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

They are intended to cover a range of skills designed to help students transfer their learning to the business or management context after graduation. This programme encourages students to adopt a variety of viewpoints by experiencing different facets of the management discipline. There is also a distinct ethical component which students will be able to reflect upon as they become more mature practicioners. This will help to encourage students not just to learn at York but also to gain value from their education with us for life.

iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?

This is our Digital Literacy statement for students which we believe answers these concerns: We will help to build your Information Technology competencies across your time at York. You will use office software to write documents, interpret spreadsheets and produce presentations. You will learn to use the internet to do business and management research as well as to communicate in a formal and professional manner. Additionally, in a more general sense you will build a critical understanding of the concept of information itself in terms of its potential to build a rich picture of complicated business situations, and its ethical uses and abuses in this process. You will also have the opportunity to learn about the safeguarding of organizations from cybersecurity threats. Students will have the opportunity to develop these skills through in-class excercises and assessments, including producing a group video presentation in their first year
iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)? The programme's employablity objectives should be informed by the University's Employability Strategy:
http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/
This is our Employability Statement for students which demonstrates how we will support employability: Learning within the programme is tailored to increase your employability from the very start. We will help you to build and evidence the competencies that graduate level employers look for including team working, creativity, leadership potential, communication skills, motivation, professionalism, commercial acumen, professional development and sustainable practice.   If you choose to do a placement year with us, you will build on these competencies further, not only equipping you for the jobs market but enhancing your final year by providing you with experience for analysis and reflection. By the time you leave you will have a range of both academic and professional experience to draw upon in the jobs market.
vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department? All students have access to a supervisor who will meet them at least once a term during the year and point students towards the creation of a disability support plan if necessary. The Foundations of Business Ethics module also operates as a probatory module to diagnose any support needs. Also employability skills are supported by our Placement Office who help to match students with Placements.
vii) How is teaching informed and led by research in the department/ centre/ University? Research led teaching is an important part of our activity at TYMS. Students are taught research skills and teaching is often directly informed by the recent research of staff. Generally we see management as an open body of knowledge which staff and students advance towards together. Students can also get close to the latest research as they progress through their degrees particularly when specialising in the final year. Students also have the opportunity to do a dissertation which will embed them directly in a research based conversation. We promote staff research to the existing student body and use it in our open day promotions too.
Stage-level progression Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules. Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.
Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)
Stage 1

On progression from the first year (Stage 1), students will be able to:	*Understand at an introductory level some of the social, ethical and international issues involved in business and management, have a working knowledge of some of the key frameworks in management accounting, organizational behaviour, human resources and international business and management, be able to interpret written and numerical data and understand the core sources of data for business and management, be able to build and defend an argument in management, have a basic understanding of the process of organizing and its practical operation, develop basic team working and interpersonal communication skills, and be able to reflect back on strengths developed during the year and weaknesses to be further developed in the coming year, as well as being able to understand how to keep abreast of current ideas and practices.*

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

Individual statements							

Stage 2

| On progression from the second year (Stage 2), students will be able to: | | | | *Consolidate, integrate and begin to critically interpret the knowledge aquired in first year, combined together with new understandings and concepts from the areas of marketing, strategy, organizational behaviour, human resources, knowledge management and entreprenurship.   They will develop increasingly critical interpretation skills for these bodies of knowledge and be able to use them to build a robust business plan. They will be able to interpret situations and as well as beginning to identify opportunties for managerial action, they will be able to identify how business policies interact with ethical and social issues. They will develop data interpretation skills further and be able to carry out their own research at a sufficient level to support independent cognition and decision making. They will be able to present their ideas in an efficient and professional way and begin to appreciate time and resource constraints, and will develop skills of liasion and group organisation accross cultures. They will be able to further develop in a professional sense and will be able to use the latest ideas in their decision making and business planning.* | | | |

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							

Stage 3

(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:				*Global statement*			

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							

Programme Structure

Module Structure and Summative Assessment Map
Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

'Option module' can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA') . It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single 'A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows)

Stage 1

Credits	Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Su1	Su2	Su3	Su4	Su5	Su6	Su7	Su8	Su9	Su10
20	MAN00022C	Solving International Management Problems	S																							EA						
20	MAN00021C	Foundations of Business Ethics	S									E	A																			
20	MAN00010C	Management and the Business Environment: Economic Theory and Practice												S									E				A						
20	MAN00020C	Business Accounting	S										A										E				A						
20	MAN00019C	Information Criticality												S									E		A								
20	MAN00001C	Behaviour in Organisations 1												S									E	A									

Stage 2

Credits	Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Su1	Su2	Su3	Su4	Su5	Su6	Su7	Su8	Su9	Su10
20	MAN00013I	Marketing Principles and Practice	S									E	A																			
20	MAN00001I	Business Planning												S											A	A	EA						

Credits	Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	Sp1	Sp2	Sp3	Sp4	Sp5	Sp6	Sp7	Sp8	Sp9	Sp10	Su1	Su2	Su3	Su4	Su5	Su6	Su7	Su8	Su9	Su10
20	MAN00006I	Knowledge Information Systems											S									E	A									
20	MAN00007I	Management of Human Resources											S					A				E	A									
20	MAN00024I	Strategy, Management and Society											S									E					A					
20	MAN00015I	Behaviour in Organisations 2	S						A			E	A																			

Stage 3

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
20		Two Options from List A	S									S	A																			
20		Four Options from List B											S									E	A									

Stage 4

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
20		Two Options from List A	S									S	A																			
20		Four Options from List B											S									E	A									

Optional module lists

If the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

Option List A	Option List B	Option List C	Option List D	Option List E	Option List F	Option List G	Option List H
Critical Management Studies	Human Resource Development						
International Competitiveness, Strategy and Innovation	International and Comparative Employment Relations						
Globalisation & International Business	Management of Technology						
Supply Chain Management	Managing and Leading Change						
Employment Relations	Coporate Governance and Accountability in the International Economy						
Dissertation	Strategic Management of Risk						
Employment Law	Business Consultancy Project						
Industrial & Corporate Change	deleted						
Corporate Social Responsibility	Company Law						
	Managing for Diversity						
	Cyber Security for Managers						
	Business Humanities						
	Internationalisation & Globalisation of Modern Management						

Certificate of Higher Education (Level 4/Certificate) Generic Diploma of Higher Education (Level 5/Intermediate) Generic									
This document applies to students who commenced the programme(s) in:						2018-9			
Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.									
Certificate of Higher Education (Level 4/Certificate) Generic Diploma of Higher Education (Level 5/Intermediate) Generic									
Admissions Criteria									
TYPICAL OFFERS A levels AAB AAA for Actuarial Science IB Diploma Programme 35 points 36 points for NG31, NG32 BTEC Extended Diploma DDD									
Length and status of the programme(s) and mode(s) of study									

Programme	Length (years)	Status (full-time/part-time) Please select	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode					
				Face-to-face, campus-based		**Distance learning**		**Other**	
BA (Hons) Business & Management	3	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No	n/a	
BA (Hons) Business & Management (with a year in industry)	4	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No	n/a	

Language(s) of study
English.
Language(s) of assessment
English.

Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)		
Is the programme recognised or accredited by a PSRB		
Please Select Y/N:	No	if No move to next Section if Yes complete the following questions
Name of PSRB		
Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)		

Additional Professional or Vocational Standards		
Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?		
Please Select Y/N:	No	if Yes, provide details
(max 200 words)		

University award regulations
The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Are students on the programme permitted to take elective modules?		
(See: https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf)		
Please Select Y/N:	Yes	At Programme Leader's discretion

Careers & Placements - 'With Placement Year' programmes
Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).
In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme excluded from Placement Year? Yes		If yes, what are the reasons for this exemption: The Management School has an existing 'Year in Industry' which has an assessment mechanism & placement criteria that are very similar to the Careers With Placement Year.

Study Abroad (including Year Abroad as an additional year and replacement year)

Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad

https://www.york.ac.uk/staff/teaching/procedure/programmes/design/

Please Select Y/N: Yes	

Additional information

Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)	Yes	
Additional details:		

Students on the BA Business & Management degree may transfer at the end of the 1st year to the BSc Business & Management or BSc Accounting, Business Finance and Management degree providing:
(1) they are in good academic standing (i.e. have passed all first year modules) and (2) they have a pass at grade B in GCSE Mathematics or have attained at least 60% in Quantitative Methods module.

ii) Transfers out of the programme will be possible? (please select Y/N)	Yes	
Additional details:		

Students on the BA Business & Management degree may transfer at the end of the 1st year to the BSc Business & Management or BSc Accounting, Business Finance and Management degree providing:
(1) they are in good academic standing (i.e. have passed all first year modules) and (2) they have a pass at grade B in GCSE Mathematics or have attained at least 60% in Quantitative Methods module.

Exceptions to University Award Regulations approved by University Teaching Committee

Exception Please detail any exceptions to University Award Regulations approved by UTC	**Date approved**

Date on which this programme information was updated:

28.01.19

Please note:
The information above 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 they take full advantage of the learning opportunities that are provided.
Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.
The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.

Programme Map

Please note: the programme map is in interim format pending the development of a University Programme Catalogue.

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

· Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;

· Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module		Programme Learning Outcomes							
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
			champion and engage in socially, ethically and internationally aware approaches and principles to complex business and management situations, and reflect upon their consequences;	identify and diagnose problems in business and management by applying management theories, frameworks and experience to specific cases;	manage business, management and organizational information by critically evaluating the quality of the evidence base, overcoming ambiguity by identifying gaps and inadequacies, and using suitable methods to collect and collate relevant data;	make robust, creative and evidence-based managerial decisions by critically analysing textual and numerical information, and data using appropriate qualitative and quantitative techniques;	argue for specific management and business proposals and recommendations by presenting relevant and appropriately detailed information, coherently, articulately and confidently;	act efficiently and professionally to put managerial decisions into practice taking into account the organizational context together with time and resource constraints;	liaise and work with others to deliver team projects, across cultures, in a professional and collegial manner;	engage in continuing professional development by critically evaluating personal strengths and weaknesses, keeping up-to-date with relevant business and management ideas and practices.
Stage 1	Business Accounting	Progress towards PLO				Basic analysis of financial statements and financial information - to create information for managers to work with		Make recommendations to management for further analysis - identifying the financial resources available and what they might be used for		

		By working on (and if applicable, assessed through)				Work: preparing and analysing accounts and other financial information. Assessment: Exam questions based on mini-case studies will allow students to demonstrate the following - Q1 Preparation, Q2 Analysis		In the exam they will use the mini case study to demonstrate these and this will built up in seminars by way of problems and activities - weekly seminars		
Stage 1	Foundations of Business Ethics	Progress towards PLO	The students will be introduced to the concepts of business ethics, such as concepts of citizenship, corporate social responsibilities and similar. They will also explore some basic ethical theories that can be used to see following modules in different lights.	The module seeks to move students from the building of concise ethical arguments through to a more focused and informed ethical analysis from a perspective including operations theory. Students will develop the tools and techniques to manage business ethics in a holistic way.			The students will move from an understanding of operational business ethics to a contextualisation of business ethics in a range of settings, increasing their ability to evaluate, prioritise and choose a range of ethical options in given situations.			

| By working on (and if applicable, assessed through) | Working on Students will search for and engage with key articles in the field of business ethics which will be introduced in lectures. Through seminars, students will then learn and discern the key tenants within ethical business literature. Moving through the seminar series they will also explore how to reflect and distil the primary arguments within contemporary business ethics. From there students will be able to a) identify the most appropriate information needed to develop argument within their various assessments and b) develop the art of planning their studies diligently to ensure effective completion of assessments.

Assessment
The use of workbooks will help students build towards their formative and summative assessments | Working on Through lectures, students will be supported in deciphering when to challenge or uphold the operational management approaches, and the resulting ethical issues, in a range of case studies. In turn, seminars will be used to enhance students' critical writing with a view to diagnosing and evaluating.e.g. the role of corporate social responsibility, policies and business ethics in modern organisations.

Assessment
The use of workbooks will continue to help students build towards their formative and summative assessments through incremental tasks. These tasks will increase gradually in the level of difficulty, as the module progresses, in order to support students in how they identify assumptions and evaluate statements in terms of written evidence. | | | Work on Students will be required to analyse a range of business information and economic contexts across a series of ethical case studies. In addition, they will present a range of recommendations on how business ethics can support shareholders; employees; consumers; suppliers etc. across micro and macro environments. Students will also need to study independently, in order to demonstrate their appreciation of how individual scholarly activity and in-class collaboration are symbiotic in the pursuit of ethically focused academic study (.i.e. study which adheres to required academic conventions free of plagiarism and supported by Harvard referencing)

Assessment
In order to sustain a quality ethical debate, | | | |

Stage 1	Management and the Business Environment: Economic Theory and Practice	Progress towards PLO		The course includes direct reference to a variety of economic models and theories and explains how they are the basis of the business models that they will encounter throughout the rest of their studies.		Students learn how to apply theories to data and in which situation models can be appropriately applied. In doing this they learn the difference between theories and data.	Several of the seminars address the application of the theories to actual business situations. They also need to understand the nature of critiques of practise from theory, and also how critique of theory has served to question the validity of several core business approaches.			
		By working on (and if applicable, assessed through)		Application of models in class, formative exercises and in the exam		The application of the models to the theories is explained in lectures, addressed in seminars and assessed in the exam	Students will explain how theories can be useful in particular business situations in the exam, while doing so coherently, articulately and confidently			
Stage 1	Information Criticality	Progress towards PLO			Basic sampling methods and survey design covered.	Types of data introduced and basic analysis tools explained.	Numerical and graphical summaries of data demonstrated			

Stage	Module									
		By working on (and if applicable, assessed through)		The use of workbooks will continue to help students build towards their formative and summative assessments through incremental tasks. These tasks will increase gradually in the level of difficult as the module and assessments progress, in order to support students in how they identify assumptions and evaluate statements in terms of written evidence.	Work: existing survey and questions criticised and reworked. Assessment: part of exam.	Work: sample datasets analysed. Assessment: correct analysis tool choice and application required in exam.	Work: existing summaries criticised, summaries created Assessment: Summaries criticised in exam.			
Stage 1	Solving International Management Problems	Progress towards PLO	This module ties together progress made in others, and has students learn how international business and management operates across cultures.	The students look at real world examples and identify how they might have dealt with them.	The students learn the basics of seeking out relevant supplementary information.			Basic ideas of decision making and implementation are covered, primarily in understanding the differing consequences of choices of action.	The students will learn the theories behind team work, and apply it throughout the module.	The students will understand the basics of personal reflection.
		By working on (and if applicable, assessed through)	The module operates through application of case studies, and to a business game in workshops and seminars; students will be expected to apply ethical theories from Fundamentals of Business Ethics.	Case studies are presented, and discussed in seminars and workshops.	The case studies presented require students to identify and locate supplementary information from a variety of sources.			The students look at real world examples in case studies, identify how they might have dealt with them, and apply basic analyses of the consequences.	The entire module is based around group work; students will be given the opportunity to undertake team based research and tasks throughout.	Part of the assessment is a reflective portfolio encompassing the students' learning from the course, highlighting their own strengths and weaknesses, and relating their experiences to information provided by outside speakers.

Stage 1	Behaviour in Organisations 1	Progress towards PLO	The module is taught through a wide contextual array of material, which deals with the social, political, and ethical nature of management.	In BiO students are taught a variety of management theories. To help understand the connection to practice, the lectures contain various illustrative examples, thought exercises, discussion points, that emphasise the relationship between theory and practice				The students are taught management and organisation theory that situates action in wider contexts	Work-based scenarios	
		By working on (and if applicable, assessed through)	Students are required to complete written work that requires them to apply theoretical knowledge, to organisational examples, and thus draw links to the relationship between the two	Students discuss application through the seminars and this understanding is then examined in formative and summative assessment				Students have seminars which a structured to translate the management concepts learnt in BiO , into different organisational employment scenarios. Through working in groups, students have to discuss and then present links between concepts, organisations, and practice	Work: Seminar Group Presentation	

Stage 2	Marketing Principles and Practice	Progress towards PLO		Understand the tools and components of marketing - and apply them to inform market analysis and create marketing plans.	Module is built aroudn the marketing planning process (McDonald and Wilson, 2011). Students are asked to do secondary research to compliment the case study work undertaken. The reliability of source is taught in this process including a consideration of the reliability of the source e.g. who collated a body of evidence and why.		Students have to build evidence based, coherently argued plans that take the reader from evidence through analysis to marketing objectives and recommendations for action.			
		By working on (and if applicable, assessed through)		Seminars build up, formative and summative assessments have studetns use casestudies to apply tools to business problems.	Students collect data and assess it for seminars, but also the marketing plan that they create for the summative assessment. They also have to use certain frameworks - e.g. PESTLE or competitor analysis, to structure this.		The marketing plan is presented in report format and students are taught to present this in a succinct format, e.g. using bullet points and with clearly presented data.			

Stage 2	Business Planning	Progress towards PLO	The module requires students to reflect on their business plans and their ethical relevance.	Some theories and concepts of entreprenurship are taught on this module but students also draw on frameworks from other business functions learned on supporting modules - e.g. Strategic Management, Accounting and Finance, Marketing Principles and Practice, Behaviour in Organisaitons.			Presentation of information is a core element of the module as good presentation is critical to build a business plan. This is both written and oral, with Powerpoint or Prezzi slides required, as well as the compilation of spreadsheets, Gantt charts and risk assessments. Students also learn project management skills.	Implementation is an important elelment as student business plans must break even and become profitable within a set number of years.	The module involves group work - groups are chosen randomly by the module team. Students of different cultures work togehter and are expended to meet outside of contact hours to work as a team. They learn to keep minutes and meeting reports to help them manage the project.	Reflective learning is a key component of the module. Students keep a project diary throughout and are given tactics and techniques to help build this.
		By working on (and if applicable, assessed through)	Business plans and reflective essays - business proposals must attain ethical approval to pass the module.	Students integrate their knowledge and apply it to develop business ideas which they present in the form of a written business plan and a presentation			These activities are evidenced through the final business plan created which must be presented to the module team.	Students practice forecasing income and expenditure as well as what resources the business needs to achieve it, and compile spreadsheets to do this.	Presentation and business plan are group assessed. Students learn that they as a group are accountable for their results.	A major component of summative assessment is the individual reflective essay that is based on the prohejct diary, this also evidences professional development links with activities outside of the module.

Stage	Module									
Stage 2	Knowledge Information Systems	Progress towards PLO	The module introduces students to the social and ethical consequences of knowledge and information management, operating in an international context.	Problems specific to the knowledge management area are introduced as well as theories and frameworks to help students solve those problems.	Critical evalutation of the processes used by organisations to collect, store and process data into information, and convert information into knowledge using sutiable theory and methods.	The previous analysis techniques students have learned are applied almost on a meta level here.				Reflection on knowledge management practices.
		By working on (and if applicable, assessed through)	Students need to evidence their understanding of the ethical implications of information storage through the 4000 word portfolio that they create.	Students apply these frameworks to evidence their understanding in their porfolio, building it through the module	Students must show evidence of critical evaluation in their portfolio.	The students learn how to critically engage with textual information and the importance of knowledge management to the support of decision making. They must interact with and understand how organisations generate and store information and data.				Formative assessment aims to improve student's ability to critically engage with journal papers, summative includes a section asking students to critically reflect on their knowledge management practices.
Stage 2	Management of Human Resources	Progress towards PLO			Critical analysis of the HRM context and its impact on HRM policies and practices is important. Key aspects of the module require the collection of relevant source materials and evaluating the quality of the evidence.				Students work in groups, learning from each other about how HRM polices and practices are chosen and implemented around the world. This builds cross-cultural understanding.	Students are taught to stay up to date with the latest business and management ideas and practices, both academcial and practical. This enables students to contextualise HR issues.

		By working on (and if applicable, assessed through)			This is used through semianrs to build the formative and two summative assessment - students develop their digital literacy skills to find materials from online library databases, and using the information sourced to build a coherent argument.				Seminar work is approached in a group form to aid learning and understanding of the diverse cultural foundations of HR policies and practices.	Students develop their knowledge, understanding and writing skills through the formative early in the module and are expected to use feedback to improve their work in time for the summative. They have to evidence their use of academic sources, as well as case studies, news reports, company websites and social media.
Stage 2	Strategy, Management and Society	Progress towards PLO	Strategic management has to include consideration of business ethics, corporate governance, and corporate social responsbility together with corporate accountability. This is seen in an international framework.	Management theories and frameworks are applied to strategic management cases so that students understand how to identfy and idagnose strategic business problems.	Students learn in lectures and seminars how to build evidence for case studies by collecting relevant historical or contemporary evidence. This also enhances digital literacy.	Strategy is an integrative discipline, and students consolidate the applicable learning from the first year.				

		By working on (and if applicable, assessed through)	Lecture and seminar content emphasies this responsiblity and it is embedded into the summative assessment.	Application of theories and frameworks is developed in the seminars and then students must apply them in the formative and summative assessements to pass the module.	Students have to create a case study in order to pass the formative and summative assessments.	In case studies and seminars, students will take data assigned to them and use it to understand the strategic implications of an organisation's situation, thinking about what steps it might make to move forward. These skills are assessed in a similar fashion in the exam.				
Stage 2	Behaviour in Organisations 2	Progress towards PLO	Teaching happens through a wide range of contextual material dealing with the social, political and ethical nature of management.	Students are taught a variety of management and organizational theories and these are connected to practice.				Students are taught management and organization theory that situates action in its wider contexts, organizing being partly about putting management decisions into practce.		

		By working on (and if applicable, assessed through)	Students are requried to complete formative and summative written work that requires them to apply theoretical knowledge to organizational examples and thus draw links to the relationship between the two	The lectures and semianrs build through various illustrative examples, thought exercises and discussion points to emphasise the relationship between theory and practice. This application is assessed in the summative.				Seminars are structured to translate the management concepts learned in BiO2 into different employment scenarios. Through a series of cases studies students make organisational decisions supported by the conceptual knowledge from the module. These skills are then assesed in the formative and summative assessments.		
Stage 3	Two Options from List A	Progress towards PLO								
		By working on (and if applicable, assessed through)								
Stage 3	International Competitiveness, Strategy and Innovation	Progress towards PLO		Students learn about strategic management issues accross a range of organisations - SMEs as well as large corporations, and operating accross different contexts - mature industries, technology based industries, service industries etc.		Students use the evidence to build scenarios, reviewing and analysing materials of various sorts (through qualitative, interpretative approach) and build arguments as appropriate.	Students refine their skills in making business proposals and recommendations based on the research that they've done.			

		By working on (and if applicable, assessed through)		In the seminars and the summative assessment students must critically engage with relevant theories, anaylsing the implication of these theories for real life cases, and formulate a new course of action.		In the summative assessment students have to show how they arrived at a particular strategy using the eivdence that they have collected.	Students must discuss their work in groups and present it to the class. Formative assessment involves presentation of their essay idea and writing recommendations about possible courses of actions for the firm or industry selected in the summative.			
Stage 3	Globalisation & International Business	Progress towards PLO	The module concentrates on the growth of the international business environment, with a pariticular concentration on the causes and consequences of the growth of multinational enterprises.	Students learn to tkae an applied approach to international business theories, which builds upon earlier strategic management knowledge.	Students demonstrate mastery of the data collection process, using data collected to identify and critique gaps or inadequacies in our theoretical understnading of international business theory.					
		By working on (and if applicable, assessed through)	This theme runs through the lectures and seminars and students have to demonstrate their understanding of the effects of the growth of multinationals in their summative assessment.	In the seminars they will build up to the summative assessment where they use key international business theory to explain specific historical or contemporary cases of internationaltisaiton.	Critical engagement with the evidence and evaluation in argument making is expected in the summative assessment.					

Stage 3	Supply Chain Management	Progress towards PLO	Module intrdouces social, ethical and international issues in complex supply chain environments.	Supply chain management theories and frameworks are used in case scenarios.			Students learn to make practice based recommendations in particular supply chain management situations.		Students consolidate their group work skills, working on complex supply chain management problems.	
		By working on (and if applicable, assessed through)	To pass the module students have to demonstrate their understanding of the social, ethical and international impacts of supply chain management, by reflecting upon action and implemented strategy.	Students propose solutions to logistics problems based upon case studies. Students demonstrate their mastery of this in the quality of their application in the summative assessment.			Students will build through a range of activties towards the summative assessment which will see them write a report with recommendatinos to improve supply chain management practices and which has to be based upon critical analysis.		Summative assessment includes a group project - students must work together to achieve a result to pass.	
Stage 3	Employment Relations	Progress towards PLO	Students become aware of the different stakeholder interests in employment relations - and be aware of the impact that certain issues - e. g. granting a trade union the rights to negotiate on behalf of its members - will have on those stakeholders	Students should beccome aware of why a range of variables influence industrial action (e.g. strikes etc.) and the mechanisms that can be used to end such disputes.		The module critically examines why certain industrial relations strategies are used in different contexts.				

		By working on (and if applicable, assessed through)	Reflected in formative seminar paper and in summative essay.	They must demosntrate this analysis in the summartive essay.		To do well in the assessments students must analyse work context and choose the most suitable emplyoment relations strategy to suit it.				
Stage 3	Dissertation	Progress towards PLO	The research project has to be something of managerial or organizational relevance, and be socially responsible. Students are responsible for ensuring the proposed research topic is ethically sound.	Proposing a dissertation topic is precisely a high level application of this PLO.	Students showcase their abilities here by carrying out original primary research, using an appropriate methodology in a critical way and displaying digital literacy where appropriate.	Students evidence their data analysis abilities in order to produce research conclusions which may have practical implications.	The writing of a conclusion in a dissertation is precisely this PLO - it is possible that the dissertation may result in recommendations for invidiual organisations - if not, it will show novel results and implications for further research.	Dissertations will be expected to show a deep understanding of the contexts of organisations - students hwo have been on a placement year may also reflect on managerial decision making.		If students have completed a work placement there may be an element of reflection.
		By working on (and if applicable, assessed through)	Research proposal, methodology and research ethics clearance.	Demonstrate the existence of a research problem in the research proposal, and in the introduction to the eventual dissertation.	Students need to carry out primary research and meet research ethics requirements to be given permission to do the research. In addition they may use digital survey instruments or other software to collect data.	Research methods section of dissertation, building a sufficiently sound epistemology, writing up findings in a robust fashion	Evidenced through the findings and conclusions, or managerial implications section of the dissertation.	Evidenced by background section of dissertation, or by results of fieldwork. This may also be attained through the literature review.		Students may carry out a reflective research methodology or ethnographic style of research - this will be evidenced in the research methods. Students may also reflect on the research process themselves and how they might have done it differently.

Stage 3	Corporate Social Responsibility	Progress towards PLO	This module will develop students' understanding of the conception, practices, and criticisms of corporate social responsibility (CSR).	This module will push students to intepret and critically CSR practice in contemporary business situations					The module is based around a number of workshops in which students are required to work collaboratively in a cordial and professional manner	
		By working on (and if applicable, assessed through)	By completing an essay that requires them to critically engage with theories related to CSR	Students will work through ideas and concepts in case-based discussion workshops					Students will work through ideas and concepts in a collaborative fashion in case-based discussion workshops	
Stage 3	Critical Management Studies	Progress towards PLO			Consolidate understanding of information management and using critical evaluation to link theory to practice.	Developing an appreciaiton of alternative methods to investigating management studies by drawing on a range of qualitative approaches including from the arts and humanities.				Students reflect on what they have learned and bring together learning from a number of modules including BiO1 and BiO2 as well as introduction to datad criticality.

		By working on (and if applicable, assessed through)			Designing and conducting a min-research project based on tehory and methods learnt during the term, including forming research questions, evaluating the literature and linking the theory to real world examples.	These methods are applied in class work and in the summative and formative asssesments.			Reflecting on learning through practical workshops linking research methods and theory and doing reflective writing activities in both formative and summative assignments.
	Employment Law	Progress towards PLO	Students will critically evaluate one or more of the contemporary issues in employment law, including an appreciation of the social, economic and political context of the debate				Students will work on real life situations and will formulate advice in relation to specific legal situations		Students will work in small groups and will be provided with information about an ongoing employment dispute provided by either the employee or the employer.	
		By working on (and if applicable, assessed through)	Reflecting on decisions in class and through assessed presentations and client letters				Students will present thier advice to clients in the format of a client letter		Students will present their conclusions in presentations	

	Industrial & Corporate Change	Progress towards PLO	Critically evaluate historical and temporal change as it applies to the business and management context	Analyse the effect of changing social and economic contexts on organizations and industries and actively contrast competing explanations and interpretations of a phenomenon	Be able to evaluate complex business situations and their consequences using corporate archives, understanding what sources are relevant and which sources are less relevant, identifying gaps and inadequacies					Ability to critically reflect on how change has reflected governance styles and managerial practice in the past, and therefore the skill to better reflect on this in the present
		By working on (and if applicable, assessed through)	Formative presentation and summative archival investigation assessment support the development of these skills through engagement with primary and secondary sources.	Students will be able to understand how external and internal dynamics affect organizations and how this happens over time - the materials for the archival assessment span a 25 year period.	Students will learn how to assess the relevance of archival documents for the summative assessment, and will have to make judgements around what material to use and what to leave out as well as what is important or not important.					Pursued through the reflexive part of the archival assessment which encourages students to reflect upon their learning style.
Stage 3	Four Options from List B	Progress towards PLO								
		By working on (and if applicable, assessed through)								

Stage 3	International and Comparative Employment Relations	Progress towards PLO	Introduces the complexities of managing workforces accorss borders - and the variations at a societal and insititutional level. It further assesses the challenges addociated with hte supratnational regulation of emplyoment rights at the EU and international level.	Introduce the comparative analysis of HR contexts and how organizations respond to the challenges they pose.	Demonstrate and refine information collection and evaluation skills combined with argumentation.					

			By working on (and if applicable, assessed through)	Built through seminar exercises and reflected in the summative assessment.	Evaluate and apply theories and concepts, e.g. the analysis of concepts such as employee 'voice' and how this is interepreted in different national and supranational context, asssed formatively and summatively.	To pass the assessments students are required to critically evaluate evidence and provide coherent and convincing argumentation. They should be able to question and evalautate the arguemetns of employers, govenrments and employee representatives from differnt countries in relation to a broad range of employment policies and practices. All of which highlights the variations and challegnes of managing people in contemporary labour markets.				
Stage 3	Management of Technology	Progress towards PLO	Students will be taught about the political, social and economic dimensions of the management of technology.	Students will be exposed to a number of theories and concepts that form appropriate analytical frameworks that can be applied to the analysis of technology.			Students will work together on specific cases to develop recommendations for management of technology.			

| | | By working on (and if applicable, assessed through) | Work done – During lectures and seminars, students will look at particular cases of technology and reflect upon the social, political and economic consequences of them in a number of complex management situations and across international contexts (i.e. reflecting on the digital divide).

Assessment – For their assessment, students are asked to choose a particular example of technology and critically examine the political, social and/or economic dimensions of that technology. | Work done – During lectures and seminars, students will look at particular cases of technology and utilize theoretical frameworks to diagnose the social, political and economic impact of them and the problems that these might pose for management of technology.

Assessment – For their assessment, students are asked to use concepts from the module to conduct their analysis of their chosen technology in order to identify the political, social and economic dimensions or problems for management. | | | Work done - During the last seminar, students will present poster presentations which include: their analysis of the social, political and economic dimensions of their chosen technology; the management problems they have identified through this analysis; and their recommendations for management of that technology based on their examination of the problems. This will form the formative assessment for the module.

Assessment – Based on the prior examination and problem identification of their chosen technology, students will justify and make recommendations about how they would manage the political, social and economic dimensions of the technology. | | | |

Stage 3	Managing and Leading Change	Progress towards PLO	Exploration of leadership and change - and how it relates to diversity, ethical and international issues.	Students are asked to be self aware and have a lot of control over the problems and issues that they choose to investigate and the frameworks they use to investigate problems.	Information gathering techniques, both quantitative and qualitative are refined and fully demonstrated, including digital information.					
		By working on (and if applicable, assessed through)	Students are encouraged to explore the ramifications for change and the triggers for them in organisational settings. This will be leanred through class-based activities, formative and summative asssessments.	Students build up by using current cases ad well as case studies close to practice from two local businesses. In the formative and summative assessments students must build their own case studies.	Especially in the formative and summative assessments, students are required to gather information, analyse the information using qualitative and quantitative techniques to build a critical evalution of a change process. Digital informaiton and media can be analysed and incorporated into lines of argument. Practice is given in lecture and seminar sessions.					
Stage 3	Coporate Governance and Accountability in the International Economy	Progress towards PLO	Students consider comparative corporate governance accross a range of contexts and cultures, and how business and the economy are structured in different settings.	Case study analysis skills are consolidated - identifying shortcomings and possiblities for improvement in corporate governance scenarios.			Understanding of making reccomendations and implementation consolidated.			

		By working on (and if applicable, assessed through)	An understanding of this context is built up over the semianrs and students must reflect it in their summative assessment work.	Throughout the lectures and seminars case students are used to illustrate the various theories put forward and hte results nad impact of the models assesd and evaluated.				In the summative assessment students have to draw up an understanding of the ideal structure of a business and its broader legal and economic environment in line with their own conclusions as to what is the most appropriate stakeholder to be accountable to.		
Stage 3	Strategic Management of Risk	Progress towards PLO		Theories on risk management are applied to real life situations.	Students must carry out their own research and data collection in this context.			Assessing the impact of decisions is required in this particular context.		
		By working on (and if applicable, assessed through)		The formative assessment for this module requires students to apply theories on risk management to real-life case studies in order to assess their validity.	During the seminars and in preparation for the formative assessment, students are required to carry out independent research and build up their own case studies about how different organisations manage risk.			During class and in the assessment, students are required to assess and analyse the managerial decisions taken by different organisations in different contexts.		
Stage 3	Business Consultancy Project	Progress towards PLO		Students must demonstrate a consolidation of problem finding and solving skills.	Consolidate and demonstrate data collection and analysis skills.	Consolidate and demonstrate robust and rigourous analysis skills.	Demonstrate employability ready presentation skills.	Use a time budget within a given time frame to apply analysis techniques from this and other modules.	Demonstrate employable level group working and cooperation skills.	Consolidate reflective learning skills.

			By working on (and if applicable, assessed through)		In summatives 1 and 2 studetns are presented with live business challenges to address. They must isolate the exact problem (that may not have been given) and then select and justify the most sutiable methods to tackle the problem.	In the group project the students will devise methods for data collection and carry them out. The realities of obtaining data and analysing it knowing the data could be incomplete or inaccurate engages the students in thinking about the validity of their work.	To pass the assessments students must independently select and apply appropriate analysis methods suitable for their situation, initially as a group and then later individually.	Students create a report and delivera presentation that demosntrates their ability to obtain data, analyse it and draw conclusions relevant to the client audience - they are marked on both content and delivery.	Group work is assessed - most analysis fits within this group work and they reflect on the appropriateness of the approach afterwards.	Students of similar interests are formed into small groups by staff. They have to engage professionally with hteir client company as well as other stakeholders as appropriate. It is expected that the skilsl and personalities within their group vary and therefore the students must navigate a way to work together and carry out analysis whilst balancing their time with other module committments.	Students must maintain a learning diary to use as core evidence for individual reflection that they submit.
Stage 3	Company Law	Progress towards PLO	Awareness of ethics is consolidated within a UK law framework	Legal frameworks are applied to business and personal problems.			Students must frame decisions based on UK legislation and case law, which they gain a working knowledge of together with the application.				
		By working on (and if applicable, assessed through)	Built up through seminars and applied exam which uses realistic case studies.	Students work on case studies in the seminars and are tested on this ability in the exam.			Reinforced through the seminars and exams.				

Stage 3	Managing for Diversity	Progress towards PLO	Consolidation of moral, ethical and social understanding, with introduction to approaches to diversity management.	Demonstrate analysis skills by exploring and questioning why mainstream diversity managemetn continues to fail by analysing a range of case studies presenting different challenges and outcomes for a range of indivudals, groups and organizations.			Students are required to showcase rigourous engagement with a problem statement embedded in scholarly work - and their ability to relate theory to practice.	Encourage students to display their skills of implementation.		

| | | By working on (and if applicable, assessed through) | Class based activiteis, formative and summative activities support students understanding of diversity management. Students are invited to write a blog outlining their essay topic and plan to provide practical experience of publishing information about potentially sensitive topics. For the first summative assessment studetns problematise a provocative statement on individual and organisaitonal repsonsiblity, research a social/ethical challenge and apply theory on the issues at hand. | Summative asssessments 1 and 2 require students to evaluate and apply theory to complex diversity related challenges in organisations - and in assessment 2 to demosntrate individual analysis and application skills to do this, showcasing critical engagement with theoretical and practical challenges of managing for diversity. | | | Students work in groups to create a summative presentation which conveys a convincing story with a well-justified theoretical position and sound analysis of the problem statement. Selection of mateirial needs to be considered and appropriately referenced, and the presentation well executed with created use of aids and careful consideration of the audience. | Students must explore cost effective solutions to diversity management such as employee networks, which have become mainstream in large organisaitons, and how they can be mobilised for positive organisaitonal change. | | |

Stage 3	Human Resource Development	Progress towards PLO	The module expsoses students to the complexity of HRD as a key functional HR area withoin business and society - so students must explore how contemporary HRD issues relating to training and devleopment link to wider society - e.g. its role in education and training policy.	Students consolidate their ability to identify and diagnose HRD issues, depending on whther the organisaiton resides in the public, private or third sector.			Students consildate proposal and reccomendation skills by considering the expanse of HRD dilemmas managers and practicioners can face therein.			

			By working on (and if applicable, assessed through)	Students research education policy in a UK and European context - assimilating the issues and through the seminar series learning how to crtique the key issues, reflecting and distilling he primary arguments within contemporary HRD. In their formative essay plan and summative essay students critique and articulate how HRD needs to be supported within a 21st century business landscape.	Students are supported in interpreting hte societal consequences of HRD and how training and education impact an economy. Students build through the semianrs to be able to diagnose and evaluate HRD as a societal discipline in their assessment.			Students analyse an range of detailted HRD business information and economic context accorss a series of case studies. Students are required to present and rationalise a range of reccomentations on how HRD can best support stakheolders across micro and macro environments, and be able to demonstrate their understanding of the literature accross a range of recommended HRD readings.	
Stage 3	Cyber Security for Managers	Progress towards PLO	Students will understand the ethical issues relating to cyber security in organisations through the prism of the balance between security and ethics, both in society and within organisaitons.	Students will be able to diagnose failures in cyber security policy and devise strategies to overcome them. By doing this the module contriubtes to digital literacy.				Students will be able to demonstrate their team working skills by working together to develop a response to a cyber attack.	

		By working on (and if applicable, assessed through)	An understanding of the ethical and societal issues relating to cyber security will be required to pass the module summative assessment.	This will be built up in the semianrs and assessed in the summative assessment.					They will have to build a group presentation based on their repsonse to the cyber attack as well as the summative essay.	
		Progress towards PLO	Students will think critically and with sensitivity to the needs of diverse workforces and customers requires moral judgement, awareness of differing epistemological and ontological assumptions about society and culture, appreciation of aesthetics, and the abilityto communicate across disciplinary boundaries.	Students will evaluate complex business situations and their consequences by drawing on literary, aesthetic, and historical perspectives.		Students will read diverse texts and images closely and critically, and interpret them with reference to the period and tradition in which they were produced.			Students will liaise and work with others in a team to deliver an interdisciplinary project in a professional and collegial manner.	
	Business Humanities	By working on (and if applicable, assessed through)	Students will discuss issues in group sessions and will use these debates to inform their individual assignments	Students will present thier conclusions in individual assignments and in group presentations		Contributions in group sessions will be assessed and marked to ensure that students are working towards this goal			Students will produce group presentations, outlining their findings and conclusions	

| | | Progress towards PLO | Students will critically assess the extent to which new management knowledge products aregenuinely innovative | | Students will explore a range of texts, ranging from 'standard' academic texts, through to popular management publications and media – magazines, airport management theory, guru presentations – and major management consultancy publications and web resources. | | | | | Students will evaluate the implications of theories in contemporary management for their own lives and practise as managers and will make better informed 'buying' and 'selling' decisions as producers and consumers of management knowledge/practices in their post-graduation careers. |
| Internationalisation & Globalisation of Modern Management | | By working on (and if applicable, assessed through) | Students will discuss their thoughts and opinions in a 2,600-word critical assignment | | Students will be assessed on their ability to intepret and analyse theses sources in a 2,600-word critical assignment | | | | | Students will present their conclusions in a a one-page CEO memo |

Enhancement Plan
The information provided in this section should make clear why the students are doing the key activities of the programme, in terms of reaching the PLOs. You should use this section to provide commentary on the programme map and how current practice effectively propels student learning. Please indicate any changes that you plan to make to the programme linked to the pedagogic principles. This section should capture reflections on the programmes and areas for development linked to the principles of the York pedagogy. Please provide an explanation of the programme and assessment design with reference to future enhancements aligned with the pedagogic principles.

Contact with staff

Please explain how the programme's design maximises the value of students' contact time with staff (which may be face-to-face, virtual, synchronous or asynchronous), including through the use of technology-enhanced learning. An example might be giving students resources for their independent study which then enables a class to be more interactive with a greater impact on learning.

You should include:

i. An explanation of how contact with staff in the future programme will be designed to propel student learning

Student-staff contact time will be designed to allow for students to be given opportunities to fulfil the seven main key terms - learn, aware, collect, analyse, argue, act and cooperate. Students will learn partly through direct contact with staff and partly through independent learning inspired by their contact with staff. Ethical awareness will be introduced by staff and then students will be encouraged to reflect as their moral sense develops through their time at university. Students will be encouraged by staff to collect data and information - this will initially happen through seminars and other formal contact but as students move into the later parts of their course they will develop this ability by group working with peers and also later more independently with their ability assessed. Analytical skills, important to decision making, will be introduced in classroom settings at first, with students able to address their qualitative and quantitative skill deficiencies through small group teaching in the first year, before building on these skills through peer group and individual development later. These skills will be combined with the ability to argue, an area in which students will be able to confidently support the reasoning behind decisions that they take. This will be instilled from the early teaching of essay writing and assessment right through to the end of the programme by which students might be able to build their own case studies and take their own decisions based upon the available data. Students will also be able to use the theories and frameworks they learn right from the start of their programme of study; many of the key concepts will be introduced by lecture, but then students will be encouraged to use them in creative ways through workshops, seminars and in their own case studies or self designed projects. Finally, while students will be encouraged to study independently by staff from the start, they will also work together in groups throughout the programme learning skills of cooperation, designing business plans together and carrying out other group activities in a process facilitated by staff. The introduction of personal development plans (embedded on the VLE) also means that academic supervision are prodivded with a resource for them to grow as independent learners and to provide a basis to reflect on learning for employability. The overarching vision is that while staff may introduce a lot of the key threshold concepts and ensure that students escape liminality they will perfect them through increasingly independent and peer based study, although staff will retain an important facilitative role to ensure that students maximise their potential, discussing the implications of their work and ideas with staff members.

ii. Changes to the existing programme that will be explored to affect this change; make references to the map to include module level change.

Direct module level change will see the first year of the BA Degree become more distinct. The first year will be re-arranged, with Financial and Management Accounting replaced for most students with a new introductory financial module which together with the new Introduction to Statistical literacy will teach analytical tools more directly relevant to the study of management. Another change will be the replacement of Understanding the Context of Business with a new Introduction to Ethics module which will introduce students to the basis of business and management ethics intended to infuse and inspire their decision making processes for the rest of the programme. This module will also introduce students to quantitative methods alongside a new spine Introduction to International Management module, which will introduce the subject areas of general and international management as well as basic elements of human resources, operations management and marketing. This module will be the focal point of the first year, running through the first and second terms with an intense 'finish' in the summer term once other modules have ended, including some element of cooperation to ensure that students are introduced to the basics of group work in first year. Later in the programme the Business Planning module will also act as a spine module for Second Year students. This will continue to support co-operation skills and their development while also giving an opportunity for students to reflect on the development of their groupworking skills. The Strategy, Management and Society module that is being developed will give students an opportunity to continue to develop their ethical awareness, using it to refine their abilities to analyse data and to plan the implementation of corporate strategy.

Students' independent study

Please outline key features of how independent study and formative work has been designed to support the progressive achievement of the programme learning outcomes. (For example, the use of online resources, which may also incorporate formative feedback; opportunities for further learning from work-based placements).

You should include:

i. An explanation of how students' independent study and formative work has been designed in the future programme to propel student learning?

In general more opportunities for formative assessment than presently exist will be introduced into the programme - all modules will be expected to have a formative component which in some way asseses the PLOs contributed to by the module. Greater opportunities for reflection will also be introduced with the assesed keeping of learning journals and/or the use of reflective essays. In accordance with PLOs 3, 4 and 5 students will be introduced to the techniques necessary for them to become independent learners within their first term at York as the Introduciton to Ethics module will support the bulding of academic reading and writing skills. Assessment will also not always be essay based, but will also consist of applied reports and group presentations which willl allow students to showcase their independent abilities to do business research and to make decisions.

ii. Changes to the existing programme to affect this change; make reference to the programme map to indicate module level change

In the first year there are particular deficiencies through PLOs 1, 2 and 7. PLOs 1 and 7 will be addressed through the introduction of a new 'Introduction to International Management' module which will feature elements of learning journal completion and assessed groupwork. This will replace the Qualitative Methods module. PLO2 will be improved upon through the replacement of the Understanding the Context of Business module with a new specifically tailored Ethics in Business and Management module. PLO 4 and 5 will also be respecified through a new Introduction to Finance module which replaces Financial and Management accounting for Business and Management BA students togehter with a new Introduction to Statistical Literacy module which replaces Quantitative Methods. In the second year PLO 1 remains a weakness and this will be addressed through an expanded Business Planning module which will replace Marketing Princples and Practice and run thorugh the entire year as a 'tie module'. There is also scope for tightening up on this in Level 3 where the Business Consultancy Project could be used as a tie module, replacing an option, and bolstering PLO 7 as well as PLO 1.

Summative assessment

Please outline how summative assessment within and across modules has been designed to support and evidence the progressive achievement of the programme learning outcomes. (For example, the use of different assessment methods at the 'introduction' stage compared to those used to evaluate deeper learning through the application of skills and knowledge later in the programme).

 You should include:

i. An explanation of how formative and summative assessment has been designed in the future programme to propel student learning?

Summative assessment in the York system is designed to capture the realisation of PLOs. Many modules will continue to use forms of essay or report based assessment - these reflect skills used in PLOs 3, 4 and 5 and to some extent 6, although 6 is further enhanced with report based assessment in particular. In report based assessment students use practical data to come to a conclusion for management implementation rather than coming to a conclusion based upon academic argument. At a lower level it is expected that the development of all seven skills will be new to students and so assessment will be adjusted for this. Students will be expected to concentrate more on the development of analytical skills in the first year before climbing Bloom's taxonomy to reach evaluation in the second year. In the third year they will be expected to show that they have an excellent grasp of these skills while applying them to areas of business management studies that match their particular career goals.

ii. Changes to the existing programme to affect this change; make reference to the programme map to indicate module level change

So in a practical sense the new 'Introduction to International Management' module will see assessment based around the aquisition of reflective skills - students might be asked, for instance, to show document development in one or two skills areas in which they are deficient. They will also aquire experience of working with peers, although the goal will only be to produce one piece of work jointly. By the time that the reach the Business Planning module in year two they will be expected to build an entire business plan within the span of the module - although by expanding this module to cover an entire year, this will allow students more reflective potential accross the year. Students should then be able to reflect and identify the new skills that they gained from this experience. PLO2 will also be introduced at a basic level in the Introduction to Ethics Module but it is not assumed that this will be sufficient for students to build their ethical perspective based upon this module alone. So, they will be expected to build on this PLO through the work done on other modules through their time at York as their minds mature and change, and are built through an awareness of the challenges of the current business environment togehter with application to theory. The broad learning journey at TYMS will be that students are frontloaded with the knowledge required to develop skills and then through the three year period move from learners with a body of prescribed knowledge towards having the potential to be actively engaged and inventive practitioners ready to compete in the business and management environment.

Support with implementing programme enhancementsSupport services will be able to provide guidance on enhancing programmes for example changing assessment and feedback practice, developing students' digital literacy capabilities and technology enhanced learning, employability etc. Please indicate in the space below if you would like additional guidance to implement you enhancements and what support you would require. For more information on the types of support that is available across the University please see the website:

https://www.york.ac.uk/staff/teaching/support/

Yes. It would be useful to see what technologies are available to assist students to do reflective skills audits/personal development planning. We may also be interested in introducing some form of simulation for Introduction to International Management.