Programme Area: Arts, Humanities & Social Sciences

BA (Hons) Business with Finance with Foundation Year

Programme Specification

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	**Senate approval – date and outcome of last approval**	17 March 2021 (Senate approved 13 July 2022) 28 July 2025 (Revised)
2	**Next Scheduled Review Date: [Month/Year]**	**Foundation Degree & Combined Honours** Curriculum specifically attached to this programme specification will be reviewed at the same time.
3	**Programme Specification - Effective date: [Day/Month/Year]**	01 September 2022
4	**Version Number**	1.1

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

The information in this document is organised into the following sections:
Section A – Administrative and Regulatory Information
Section B – Outcomes
Section C – Structure
Section D – Teaching, Learning and Assessment
Section E – Programme Management
Section F – Mapping
Section G – Graduate Attributes
Section H – Log of Modifications

Part 1

PROGRAMME ADMINISTRATIVE AND REGULATORY INFORMATION

SECTION A (YEARS 1-4) BA (HONS) BUSINESS WITH FINANCE WITH FOUNDATION YEAR: ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
BA (Hons) Business with Finance with Foundation Year	
1a	**Programme Code**
BUSFINCF_1.1	
2	**Brief Summary (for Marketing Purposes)**

Foundation Year

The Foundation Year is a structured programme of access to Higher Education which serves to provide a solid basis for future undergraduate study at the institution. It is not a stand-alone qualification but is designed to underpin specific degree programmes to which it is directly attached, e.g. BA (Hons) English Literature with Foundation Year.

The course is designed for students who do not have the usual academic qualifications or UCAS points for registration directly onto a degree course at Lincoln Bishop University. In doing so, it provides improved opportunities for access to Higher Education, particularly for students who require additional support, mature students, or learners who have experienced disruptions to their formal education. It offers an attractive pathway to accessing Higher Education for students who choose a more supported transition into their degree. Upon successful completion of the Foundation Year, students continue directly to their chosen degree programme at the institution.

The Foundation Year offers an introductory grounding in what it means to be a university student. It equips learners with the intellectual and interpersonal skills for effective undergraduate study and provides a unique opportunity to develop core academic skills. These skills will be developed in coordination with students' chosen academic disciplines, as students will be introduced to core knowledge, key skills, and departmental staff from their chosen area of study, in preparation for progression to Level 4. In addition, students will begin to develop an impressive portfolio of transferable skills for employability in a range of careers.

Students will benefit from working closely with tutors for personalised and supported learning, and bespoke pastoral care which will help them to get the most out of the programme and settle into university life

BA (Hons) Business with Finance

The BA (Hons) Business with Finance programme provides a thorough grounding in a range of business subjects including Accounting Fundamentals, Marketing Principles, Finance, Macroeconomics, Using Data and Leadership, the chance to work with a wide variety of organisations through our links with industry and the opportunity to develop projects and expertise in areas that you are interested in.

This programme equips you for both employment and self-employment and gives you the confidence to succeed in the business world. Modules are contemporary in nature and tackle key issues facing organisations and society head on.

Modules are taught and assessed using a variety of active learning techniques where you are encouraged to take charge of your own learning through engaging with academic knowledge and research, tutors, external organisations, and your peers. Your assignments are developed in conjunction with industry experts and throughout the duration of your programme you will be given live briefs to fulfil for your clients. You will have the opportunity to undertake a work placement as part of the programme, and an international field trip (extra-curricular) (that you will be required to self-fund) in the second year of the programme.

This programme is best suited to individuals with a 'can do' attitude who want to go the extra mile to develop their business and professional skills throughout the duration of their studies.

3	Awarding institution	Lincoln Bishop University		
3a	Programme Length	**Full-Time** 4		**Part-Time** n/a
3b	Mode(s) of Study	Full-time		
4	Home Academic Programme Portfolio	Arts, Humanities & Social Sciences		
5	HECoS/UTT/UCAS code(s)	**HECoS/CAH2** 100079	**ITT**	**UCAS code** N14F

6	Framework for HE Qualifications position of final award(s)	Foundation Year: Non-award bearing (Level 4)
		
		Business: Certificate (Level 4)
		                Diploma (Level 5)
		                Honours (Level 6)		

7	Alignment with University Credit Framework	Foundation Year: Non-award bearing Business: Undergraduate		
8	Compliance with University Assessment Regulations	Academic Regulations Governing Taught Qualifications		
9	Progression routes with Foundation Degree (FdA) or Top-up	Not Applicable		

Awards

10	Final Award title(s)	BA (Hons) Business with Finance with Foundation Year [Non-award bearing, Level 4] Students who are judged to have passed the criteria required to progress will be issued a 'Record of Achievement' for the Bishop Grosseteste University Foundation Year
10a	Exit or Fall back Award title(s)	Certificate of Higher Education in Business with Foundation Year (120 credits) Diploma of Higher Education in Business with Finance with Foundation Year (240 credits) BA Business with Finance with Foundation Year
10b	Pathway	
11	(i) Combined Honours Awards available e.g.: • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		N/A	

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	CMI Level 5 Award (603/2390/5) / Certificate (603/2391/7) /Diploma (603/2392/9) in Management and Leadership To achieve the CMI L5 Diploma in Management and Leadership, 5D30 learners must complete all of the mapped modules. The CMI units mapped are as follows: 503, 506, 513, 520, 523, 524, 608. BUS41122 Marketing Principles - mapped to unit 523

		BUS41322 An Introduction to Finance - mapped to unit 520 BUS52422 Equality, Diversity, and Inclusion - mapped to unit 506 BUS52522 Managing Projects to Achieve Results - mapped to unit 513 BUS52222 CSR and Sustainability - mapped to unit 608 BUS61722 Managing and Leading for Success - mapped to unit 503 BUS62522 Capstone Project - mapped to unit 524
15	**Date and outcome of last PSRB approval/accreditation**	11.06.2022
16	**Expiry Date of PSRB approval**	

Part 2

PROGRAMME CONTENT

SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

17	QAA Benchmark Statement(s)

Since there are no benchmark statements in place specifically for Foundation Years, the programme has been written to correspond with relevant policy and frameworks as follows:

- *Foundation Years: Guidance on Implementing the New HE Tuition Fee Cap for Classroom-Based Subjects* (November 2024)
- *The UK Quality Code for Higher Education* (June 2024)
- *The Frameworks for Higher Education Qualifications of UK-Degree Awarding Bodies* (2nd ed., February 2024)
- Lincoln Bishop University Graduate Attributes
- Lincoln Bishop University Codes of Practice and guidance on programme specifications

As the programme is designed to be multidisciplinary, common elements across QAA subject benchmarks have been considered to ensure the programme is suitable for all areas. QAA Subject Benchmark Statements for relevant programmes, where available, have been considered, specifically:

- Archaeology
- Business
- Counselling
- Criminology
- Early Childhood Studies
- Education Studies
- English
- Health Studies
- History
- Linguistics
- Psychology
- Sociology
- Sport
- Theology and Religious Studies

18	Programme Aim

The Foundation Year provides an extended introduction to Higher Education that feeds directly into learners' engagement through the Foundation Year and into their full degree programme.

The Foundation Year contributes to widening access, participation and lifelong learning by providing a pathway for learners who may not otherwise have accessed Higher Education. This includes those who may not have previously considered studying for a higher-level qualification, those who are unable to satisfy the typical entry criteria for direct Level 4 entry, or those who choose a more supported introduction to Higher Education.

The Foundation Year is a direct pathway into existing and future undergraduate, non-QTS degree courses at Lincoln Bishop University (or validated and approved partner institutions). Successful completion of the programme is required in order to follow the articulated degree programmes at the institution.

The aim of the programme is therefore to prepare learners for successful study at undergraduate degree level. It will:

- Provide learners with knowledge and understanding of effective communication skills, including written, verbal, and digital communication.
- Provide learners with knowledge and understanding of appropriate sourcing, use, and interpretation of information, including an understanding of academic integrity practices.
- Develop learners' skills in critical thinking, problem-solving, and research utilising enquiry, investigation, and evidence-based analysis to develop and support arguments.
- Support learners to work both independently and collaboratively, in preparation for undergraduate study as self-directed learners.
- Enable learners to develop a range of transferable skills including time management, self-reflection, and self-organisation, as a foundation for successful further study and employment.
- Familiarise learners with a Higher Education learning environment, developing their confidence and self-efficacy as university-level learners.

The Foundation Year aims to raise the number of learners appropriately prepared to study successfully at Level 4 and beyond. In doing so, it aims to facilitate the continuation of confident, independent learners equipped to engage successfully in degree-level study and university life.

19	Programme Specific Outcomes

Final Award Learning Outcomes

As a multidisciplinary programme, the learning outcomes are necessarily generic to facilitate the development of core study skills that are common across all undergraduate programmes of further study validated by Lincoln Bishop University, and their relevant subject benchmarks.

On successful completion of the Foundation Year, students will be able to:

- **K&U1:** Demonstrate foundational knowledge of the fundamental concepts, principles, and techniques which underpin future study at Level 4 and beyond.
- **SPS1:** Demonstrate an emerging ability to construct and evidence critical arguments as part of academic development.
- **SPS2:** Develop and provide evidence of core academic study skills such as time management, academic integrity, research, interpreting evidence, academic writing, presentation skills, and digital tools for learning.
- **IS1:** Demonstrate a basic understanding of different approaches to problem solving that underpin future study at Level 4 and higher.
- **TS1:** Be able to work independently and collaboratively as part of a wider team and communicate effectively.

- **TS2:** To begin to demonstrate reflective evaluation and responsibility for their own learning and personal development.

The programme is also mapped to the Lincoln Bishop University Graduate Attributes Framework, which identifies further outcomes learners will acquire. These reflect a collective understanding of the essential skills of a Lincoln Bishop University graduate. Completion of the Foundation Year will therefore equip learners with the foundations of these attributes required for a range of careers and lifelong learning.

20	Exit Award Learning Outcomes

Successful completion of the Foundation Year programme will allow students to continue to Level 4 of their chosen subject at Lincoln Bishop University (or validated/approved partner institution). There is no premature exit award for the programme as a one-year, non-award-bearing programme.

SECTION B2 (YEARS 2-4) BA (HONS) BUSINESS WITH FINANCE OUTCOMES

17	QAA Benchmark Statement(s)

Subject Benchmark statement for Business and Management (QAA, 2019) QAA Benchmark statements and the FHEQ levels have been used in designing the Module and Programme Outcomes.

https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881_5

There is an expectation that degree programmes covered by the Business and Management Subject Benchmark Statement should provide a broad, analytical, and highly integrated study of business and management.

Graduates will be able to demonstrate relevant knowledge and understanding of organisations, the business environment in which they operate and their management. This encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, size/scale, governance, operations, and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment.

Within the framework of organisations, business environment and management, graduates will be able to demonstrate knowledge and a systematic understanding of markets, sales, finance, information systems, strategy, and operations. In terms of people management, graduates will develop their skills in the leadership and management of people within legal and ethical frameworks. This will include organisational design and development, looking at change, diversity, and values.

The programme will emphasise understanding, responding to and shaping the dynamic and changing nature of business and the consideration of the future of organisations within the global business environment, including strategic, Financial, and risk management.

18	Programme Aim

The main aims of the BA (Hons) Business with Finance programme are to provide students with:

- A coherent and detailed knowledge and understanding of the general scope of Business as a discipline, its different areas (including functions, with specific emphasis on Finance) and applications, and its interactions with related subjects including (but not limited to) economics, social history, and politics.

- A critical understanding of the essential theories, principles and concepts of the various subject(s) studied within the BA (Hons) Business with Finance.

- The subject specific and professional skills to successfully engage in critical learning and research across a range of business and finance-related subject areas using tools and techniques appropriate to the discipline, some of which are more specialised, advanced, and complex.

- Well-developed skills for the gathering, evaluation, analysis and presentation of information, ideas, concepts and quantitative and/or qualitative data, drawing on a wide range of current sources. This will include the use of ICT as appropriate.

- A range of employability-related skills including research, analysis, information-management, critical review of evidence, and the formulation of arguments and solutions to problems.

Typically, holders of the BA (Hons) Business with Finance will be able to:

- Use their knowledge, understanding and skills, in both identifying and analysing problems and issues and in formulating, evaluating, and applying evidence-based solutions and arguments.

- Communicate the results of their studies and other work accurately and reliably in a range of different contexts using the main specialist concepts, constructs, and techniques of the subject(s).

- Identify and address their own learning needs, including being able to draw on a range of current research, development, and professional materials.

- Apply their subject and transferable skills to contexts where criteria for decisions and the scope of the task may be well defined but where personal responsibility, initiative and decision-making is also required.

19	**Programme Specific Outcomes**

Final Award Learning Outcomes

On successful completion of BA (Hons) Business with Finance, students will be able to:

Knowledge and Understanding (KU)

- KU1 Demonstrate a comprehensive, detailed, and systematic knowledge and understanding of the relationship between theory and practice in the discipline and broader global context of business and finance.

- KU2 Exhibit a critical, confident, and evidence-based knowledge and understanding of the role of business leadership and management practices in the effective and efficient functioning of organisations.

- KU3 Demonstrate a comprehensive, detailed, and systematic knowledge and understanding of the behaviour, demands and expectations of customers and the importance of effective marketing, including critical analysis of contemporary marketing techniques and methods.

- KU4 Evidence a conceptual understanding of relevant responsible and ethical issues in a range of business and finance contexts.

- KU5 Demonstrate a critical, confident, and evidence-based knowledge and understanding of a variety of contemporary and prevalent issues and their impact upon the management of organisations, for example: investment and finance decisions, business innovation, and the management of financial risks.

Subject-specific and professional skills (SPS)

- SPS1 Accurately deploy frameworks, theories and principles of business leadership and management in order to propose effective resolutions to complex business and finance problems.

- SPS2 Interpret financial and economic data using statistical and financial functions and procedures.

- SPS3 Develop a critical understanding of the role of entrepreneurs including social entrepreneurs, intrapreneurs, innovators and businesses owners, leaders, and managers in society.

- SPS4 Work collaboratively demonstrating emotional intelligence and empathy, appropriate understanding, sensitivity, and awareness of diversity in terms of people and cultures.

- SPS5 Develop and engage in critical reflective practice for the purpose of developing personal responsibility in decision making in complex situations.

Intellectual skills (IS)

- IS1 Evaluate and critically analyse data and information from a range of sources using appropriate qualitative and quantitative skills in order to make effective judgements about the challenges facing business organisations.

- IS2 Select and apply knowledge and understanding of scholarly frameworks and theories to seek solution(s) to complex and often unpredictable organisational or financial problems.

- IS3 Demonstrate the use of initiative, creativity, inclusivity, responsibility, and commercial acumen to develop proposals for successful business and financial outcomes in dynamic situations.

- IS4 Utilise a variety of media including digital technology, to convey ideas and arguments effectively to a range of audiences, and demonstrate the ability to write, discuss and present arguments and ideas using appropriate academic conventions.

Transferable skills (TS)

- TS1 Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

- TS2 Demonstrate the ability to independently find, critique, evaluate and use a wide range of information, data, or tools accurately in complex contexts.

- TS3 Critically evaluate arguments, assumptions, and abstract concepts to identify and address business or financial problems.

- TS4 Demonstrate strong, responsible, and ethical digital literacy and its application in evidence-based decision making.

- TS5 Deploy numerical skills critically and effectively to interpret data, using it to evaluate, and model business or financial problems.

20	**Exit Award Learning Outcomes**

Students awarded the Diploma of Higher Education will be able to:

- demonstrate knowledge and critical understanding of the well-established principles of the area(s) of study, and of the way in which those principles have developed.

- apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.

- demonstrate knowledge of the main methods of enquiry in subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.

- demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

On successful completion of a **Diploma of Higher Education** students will be able to:

Knowledge and Understanding (KU)

- KU1 Demonstrate a knowledge and a critical understanding of the relationship between theory and practice in the discipline and broader global context of business and finance.

- KU2 Exhibit a critical and analytical evidence-based knowledge and understanding of the role of business leadership and management practices in the effective and efficient functioning of organisations.

- KU3 Demonstrate a detailed and systematic knowledge and understanding of the behaviour, demands and expectations of customers and the importance of effective marketing, including critical analysis of contemporary marketing techniques and methods.

- KU4 Evidence a critical understanding of relevant responsible and ethical issues in a range of business and financial contexts.

- KU5 Demonstrate a critical awareness and understanding of a variety of contemporary and prevalent issues and their impact upon the management of organisations, for example: investment and financial decisions, business innovation, and the management of data and information.

Subject-specific and professional skills (SPS)

- SPS1 Develop an understanding of frameworks, theories and principles of business leadership and management in order to propose effective resolutions to complex business and financial problems.

- SPS2 Demonstrate an ability to Interpret financial and economic data using statistical and financial functions and procedures.

- SPS3 Develop an understanding of the role of entrepreneurs, businesses owners, leaders, and managers in society.

- SPS4 Develop effective interpersonal skills in a personal and professional context and begin to develop effective networks.

- SPS5 Demonstrate an ability to engage in reflective practice for the purpose of professional development.

Intellectual skills (IS)

- IS1 Present, evaluate and analyse data and information from a range of sources in order to make effective judgements about the challenges facing business organisations.

- IS2 Demonstrate an ability to critically select knowledge and understanding of scholarly frameworks and theories to propose solutions in specified organisational or finance orientated scenarios.

- IS3 Demonstrate the use of initiative to develop proposals for successful business or financial outcomes in dynamic situations.

- IS4 Utilise a digital technology, to convey ideas and arguments effectively to a range of audiences, and demonstrate the ability to write, discuss and present arguments and ideas using appropriate academic conventions.

Transferable skills (TS)

- TS1 Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

- TS2 Demonstrate the ability to independently find, apply, evaluate, and use a wide range of business and financial information, data, or tools accurately in specified contexts.

- TS3 Demonstrate the ability to evaluate arguments, assumptions, and abstract concepts to identify and address business problems.

- TS4 Demonstrate responsible and ethical digital literacy.

- TS5 Deploy numerical skills effectively to interpret data, using it to evaluate business or financial problems.

Students awarded the Certificate of Higher Education will be able to:

- demonstrate knowledge of the underlying concepts and principles associated with the area(s) of study, and an ability to evaluate and interpret these within the context of the area of study.

- present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of the subject(s) of study.

On successful completion of a **Certificate of Higher Education** students will be able to:

Knowledge and Understanding (KU)

- KU1 Demonstrate knowledge and understanding of the relationship between theory and practice in the discipline of business.

- KU2 Exhibit knowledge and understanding of the role of business leadership and management practices in the effective functioning of organisations.

- KU3 Demonstrate knowledge and understanding of the behaviour, demands and expectations of customers and the importance of effective marketing.

- KU4 Evidence an understanding of relevant ethical issues in a range of business contexts.

- KU5 Demonstrate an awareness and understanding of a variety of contemporary and prevalent issues and their impact upon the functions of organisations.

Subject-specific and professional skills (SPS)

- SPS1 Develop an understanding of the frameworks, theories and principles of business leadership and management.

- SPS2 Demonstrate an ability to interpret financial data using financial procedures.

- SPS3 Develop an understanding of the role of entrepreneurs, businesses owners, leaders, and managers in society.

- SPS4 Develop an awareness of interpersonal skills in a personal and professional context.

- SPS5 Demonstrate an ability to engage in reflective practice for the purpose of professional development.

Intellectual skills (IS)

- IS1 Present data and information from a range of sources in order to make effective judgements about the challenges faced in business organisations.
- IS2 Demonstrate knowledge and understanding of scholarly frameworks and theories to seek solutions in specified organisational scenarios.
- IS3 Demonstrate the use of initiative to develop proposals for successful business outcomes.
- IS4 Utilise digital technology effectively and demonstrate the ability to write, discuss and present knowledge and understanding using appropriate academic conventions.

Transferable skills (TS)

- TS1 Communicate information, ideas, problems, and solutions using a variety of established business techniques.
- TS2 Demonstrate the ability to independently find, evaluate and use a wide range of information and data in specified contexts.
- TS3 Demonstrate an ability to evaluate arguments, assumptions, and abstract concepts in order to identify and address business problems.
- TS4 Demonstrate an understanding of responsible and ethical digital literacy and its application.
- TS5 Demonstrate an understanding of how numerical skills can be used to interpret data in order to make sound judgements in accordance with basic theories and concepts.

In order to qualify for an Ordinary Degree (Level 6):

- The student must meet the requirements as laid down in the *Regulations for Undergraduate Awards* (which is available from the University Website).

SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Foundation Year	Semester 1	Core: FDY009_1.0 Academic Skills	Compulsory: FDY010_1.0 Introduction to Higher Education	Option 1: FDY012_1.0 Working with Evidence
				Option 2: FDY013_1.0 Introduction to Data
	Semester 2		Compulsory: FDY011_1.0 Critical Thinking and Engagement	Option 1: FDY014_1.0 Big Thinkers and Ideas
				Option 2: FDY015_1.0 Community and Social Purpose

Alternative academic calendars, for example multiple intakes operated by partner institutions will be subject to approval.

21b	Module Structure

Modules				
Code	**Status**	**Module Title**	**Period (number)**	**No of credits**
FDY009_1.0	CORE	Academic Skills	1 & 2 (Autumn & Spring)	N/A
FDY010_1.0	COMPULSORY	Introduction to Higher Education	1 (Autumn)	N/A
FDY012_1.0	OPTION	Working with Evidence	1 (Autumn)	N/A
FDY013_1.0	OPTION	Introduction to Data	1 (Autumn)	N/A
FDY011_1.0	COMPULSORY	Critical Thinking and Engagement	2 (Spring)	N/A
FDY014_1.0	OPTION	Big Thinkers and Ideas	2 (Spring)	N/A
FDY015_1.0	OPTION	Community and Social Purpose	2 (Spring)	N/A

SECTION C2 (YEARS 2-4) BA (HONS) BUSINESS WITH FINANCE: STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Level 4 – 120 credits

Level 4	Semester 1	BUS41022 Organisational Environments and Behaviour (30 credits)	BUS41222 The New Professional (30 credits)
	Semester 2	BUS41122 Marketing Principles (30 credits)	BUS41322 An Introduction to Finance (30 credits)

Level 5 – 120 credits

The core learning outcomes for the level are delivered in 90c. The remaining 30c (15c per semester) can be used by students to opt out to undertake either: one Graduate Attribute (GA) enhancement module or a subject enhancement option module.

Level 5	Semester 1	BUS52022 Using Data for Information and Decision Making (15 credits)	BUS52722 Accounting Fundamentals (15 credits)	BUS52122 Macroeconomics (15 credits)	*BUS52222 CSR and Sustainability or GA Enhancement Module (15 credits)
	Semester 2	BUS52522 Managing Projects to Achieve Results (15 credits)	BUS52822 Investment and Finance (15 credits)	BUS52622 The Developing Professional (15 credits)	*BUS52422 Equality, Diversity, and Inclusion or GA Enhancement Module (15 credits)

Learners that wish to submit their work to the CMI for consideration and mapping against the CMI Level 5 Diploma in Management and Leadership will be required to undertake both Subject Enhancement Modules at level 5. Learners that opt to undertake Graduate Attribute Enhancement Modules at this level will forgo the opportunity to present their work to the CMI / achieve a CMI Level 5 Diploma in Management and Leadership.

Level 6 – 120 credits

The core learning outcomes for the level are delivered in 90c. The remaining 30c (15c per semester) can be used by students to opt out to undertake either: a Graduate Attribute enhancement module or a subject enhancement option module.

Level 6	Semester 1	BUS62422 Business Research Methods (15 credits)	BUS61722 Managing and Leading for Success (15 credits)	BUS62622 Financial Reporting and Auditing (15 credits)	BUS61922 Business Start-Up (15 credits)
	Semester 2	BUS62522 Capstone Project (30 credits)		BUS62722 Managing Financial Risks (15 credits)	BUS62322 Social Innovation and Entrepreneurship (15 credits)

21b	Module Structure

Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
BUS41022	Mandatory	Organisational Environments and Behaviour	1	30
BUS41222	Mandatory	The New Professional	1	30
BUS41122	Mandatory	Marketing Principles	2	30
BUS41322	Mandatory	An Introduction to Finance	2	30

Level 5

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
BUS52722	Mandatory	Accounting Fundamentals	1	15
BUS52022	Mandatory	Using Data for Information and Decision Making	1	15
BUS52122	Mandatory	Macroeconomics	1	15
BUS52822	Mandatory	Investment and Finance	2	15

BUS52522	Mandatory	Managing Projects to Achieve Results	2	15
BUS52622	Mandatory	The Developing Professional (Incorporating Placement)	2	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
BUS52222	Subject Enhancement Module	CSR and Sustainability	1	15
BUS52422	Subject Enhancement Module	Equality, Diversity, and Inclusion	2	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
BUS62422	Mandatory	Business Research Methods	1	15
BUS61722	Mandatory	Managing and Leading for Success	1	15
BUS62622	Mandatory	Financial Reporting and Auditing	1	15
BUS62522	Mandatory	Capstone Project	2	30
BUS62722	Mandatory	Managing Financial Risks	2	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
BUS61922	Graduate Attributes Enhancement Module	Business Start-Up	1	15
BUS62322	Graduate Attributes Enhancement Module	Social Innovation and Entrepreneurship	2	15

SECTION D1 (YEAR 1) FOUNDATION YEAR: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The Lincoln Bishop University Foundation Year is designed to provide a foundational pathway to a wide range of learners from diverse backgrounds, who may have non-standard academic qualifications to enter Higher Education. The curriculum design has been considered to meet the specific needs of this learner demographic while also equipping learners with a common core of academic, personal, and professional skills required for successful study at Level 4 and beyond. The purpose of the programme is not to fully mirror a full-time undergraduate degree programme but to provide an extended transition to Higher Education and to develop the confidence and capability of learners. The design of the course allows for the gradual movement from more directed learning in Semester 1 to self-directed learning across Semester 2.

The programme is a pass-fail programme and is therefore non-award bearing. In line with national guidance on Foundation Years, the curriculum is deemed 'level-less' with content typically between Levels 3 and 4. The programme has been designed to be delivered and assessed at Level 4 equivalence within the QAA FHEQ, to ensure students exit the programme with experience of the intellectual demand and rigour of academic study at Level 4.

The Foundation Year programme incorporates a range of modules that allow learners to engage with academic skills both theoretically and in application. Learners will study five modules across the course of the academic year, developing a set of transferable skills they can apply to their future studies and employment, such as effective communication, personal development planning, and digital capabilities. The curriculum comprises core, compulsory, and option modules, which will be studied concurrently to model the typical teaching and learning experienced at Level 4 and beyond. The modules are designed to be relevant, useful, stimulating, and challenging for all learners. The curriculum will be accompanied by a core 'Foundation Year Handbook', produced by the programme team and given to each student at the start of the course, which includes guidance to complement the programme such as academic integrity, citations and references, and academic writing.

It is anticipated that learners will typically attend weekly face-to-face sessions and will complete independent learning to supplement these sessions. The delivery pattern is designed to best support the needs of learners on Foundation Year programmes, who typically have other commitments outside of university and require additional time to transition to the level of learning hours required at Level 4 and beyond. Students will also have timetabled sessions in their chosen subject area throughout the year. Contact hours in taught sessions are complemented by an additional support curriculum that operates through the year, typically comprising, but not limited to, additional tutorials, catch-up sessions, study groups, and personal support.

The core academic skills module is designed to run continuously through the year to enable a graduated and scaffolded approach to skills training. It also means skills can be signposted in the parallel compulsory and option modules, allowing students to consistently identify and apply academic skills in practice, rather than present them as abstract concepts isolated from subject-related study.

In each semester, students will also study one 'compulsory' module and one 'option' module. The first semester compulsory and option modules are designed to provide breadth of skills learning, while the second semester

compulsory and option modules are designed to encourage students to explore subjects of interest in greater depth and apply the skills learned in the first semester. In combination, the core, compulsory, and option modules will scaffold to build students' confidence, self-discipline, and self-efficacy as HE learners.

The inclusion of option modules allows learners to have some guided agency over their own learning. It facilitates interdisciplinary opportunities between learners, as well as the chance to apply academic skills learned in other modules. The option modules will cover a range of themes and examples that cross subject boundaries, encouraging students to explore intersections between their own discipline and other areas. This draws on the benefits of interdisciplinarity and also exposes students to topics and ideas they may not have experienced before, providing greater depth to their learning.

Students will have a choice between two option modules per semester, both of which are designed to be interdisciplinary so as to be appropriate and relevant for all learners, regardless of their discipline. They will be given support and guidance in their choice of option by their personal and academic tutors. Option modules will run on the basis of meeting a minimum threshold of 15 students per module to ensure a positive student experience. In the case of a module not running due to insufficient interest, any students who had opted to study that module will be given tailored instruction geared towards their interests within the other option module.

The generic nature of the modules ensures all students are equipped with a set of knowledge, skills, and techniques associated with successful university study across all disciplines. To avoid duplication of content at a later date, learners do not formally study their chosen degree subject during the Foundation Year. However, subject-specific learning is embedded in the course through the inclusion of compulsory subject sessions, designed and delivered by staff on programme teams. A minimum requirement of eight hours of learning will be timetabled for students per subject, to be coordinated by a Subject Liaison Tutor from each programme area. The design and content of these sessions will be determined between the Foundation Year Programme Leader and the Subject Liaison Tutor to allow students to receive instruction most relevant to their future studies while ensuring parity across programmes. Learners will also select topics and engage with material from their chosen subject area as part of their studies and assessments in the Foundation Year modules, allowing them to engage with areas of personal interest, develop a greater understanding of their discipline, and apply the core academic skills learned in a disciplinary context.

23	Learning and Teaching Strategies

Learning and teaching strategies are designed with the particular needs of Foundation Year learners in mind. A primary feature is the use of scaffolding in delivery and assessment, to provide learners with incremental steps to foster their confidence in and enjoyment of their own learning. Learning and teaching strategies are consciously supportive and directed to accommodate and engage learners entering with widely differing academic experiences, ability, and confidence.

At Lincoln Bishop University class sizes for core and compulsory modules, which are taken by all students, will be kept small and will remain consistent throughout the year to allow students to form bonds with peers and to enable a close working relationship with tutors in session. Where possible, cohort groups will be organised broadly by disciplinary area, which allows tutors to tailor generic skills instruction to the requirements or preferences of different disciplines. Students will select their choice of option modules from two available per semester, and these will have a minimum number of 15 learners required to select them in order to run. Cohort

sizes for option modules will be determined by the number of students who select each option, but can be delivered through repeat teaching to maintain manageable class sizes.

Classes will be interactive and dialogic to maximise engagement and provide learners with the opportunity to discuss their learning with peers and tutors. Delivery will be undertaken in a variety of formats, including seminars, workshops, group tutorials, and drop-ins. Learning and teaching strategies make use of social integration, group work, and project work to build confidence and develop a supportive community of learning. Seminars will be delivered weekly to allow students to develop a routine and structured approach to their learning. The modules will also incorporate academic tutorials for all learners as part of the curriculum, as well as workshops to facilitate opportunities for learners to work on projects in session with guided support. The majority of delivery will be conducted face-to-face to support the development of student engagement and confidence within the HE classroom. This will be complemented by directed, online, and independent learning, such as video homework tasks, online quizzes, and digital discussion boards.

Learning will also be supported through the Virtual Learning Environment (VLE) and independent study. Students will be taught how to use the VLE effectively and how to make use of other digital tools for learning. Tools such as learning journals and discussion boards will help to facilitate opportunities for formative assessment, personal reflection, and peer engagement.

Validated and approved partner institutions will develop a teaching and learning strategy that responds to the needs of their local cohorts, within their own resources. This should align closely to the teaching and learning strategy described above. Any local enhancements will be subject to agreement with the University, as part of the programme approval process.

24	Assessment Strategies

Assessments in all modules are designed to be supportive, develop students' confidence, and allow students to demonstrate competency in core academic skills. They are scaffolded for students to build and employ their developing range of skills, and move from shorter, portfolio-based assessments in Semester 1 to 2000-word (or equivalent) assessments such as essays, reports, and presentations in Semester 2. This graduated approach balances the needs of foundation-level learners with the expectations that they will encounter in assessments at Level 4 when they transition to their chosen degree programme.

The programme incorporates a variety of assessment methods to facilitate balance, academic rigour, and inclusion. This includes extended written pieces such as essays or reports, visual assessments such as academic posters, and practical oral assessments. This ensures learners encounter a range of assessment formats in preparation for undergraduate study. There are no formal examinations in the Foundation Year programme. This is to build learner confidence and ensure that learners are able to receive formative feedback in preparation of their submissions. In general, the undergraduate curriculum at Lincoln Bishop University makes limited use of formal examinations, therefore a focus on coursework assessments in the Foundation Year is appropriate. Where examinations are employed in some subjects, such as Psychology, exam preparation is typically included in the relevant degree programmes as needed, once learners progress from the Foundation Year.

A portfolio approach will be used for half of the summative assessments, predominantly in Semester 1. This approach allows for learners to build a portfolio of their learning as a series of smaller tasks, the development of which will be supported through seminars, the VLE, and independent learning. In the academic skills module,

students will select a number of completed tasks to present for assessment, which will include demonstration of engagement with subject sessions.

All modules will employ opportunities for formative assessment to enable students to receive ongoing feedback on their skills and development. These assessments will also facilitate students' opportunities to set personal learning goals and to develop confidence in their own abilities prior to summative assessments. The formative assessments will be incorporated into the timetables for each module and will make use of a variety of feedback methods, including written and oral. Some of the formative assessments will be conducted through Turnitin in order to give students the opportunity to practise using submission software and develop their confidence with the digital tools used for submissions.

Opportunities for formative feedback are integral to the Foundation Year teaching, learning, and assessment. Learners can receive feedback on plans and draft materials prior to summative submissions, and will attend tutorials to allow for verbal feedback. Feedback will include focus on key writing skills (including spelling, grammar, and punctuation), as well as the more advanced academic skills explored in the modules. Summative assessments will not be marked anonymously, as this allows tutors to provide ongoing feedback on preparatory work and to personalise assessment feedback to individual learners.

The timing of summative assessments has been considered to enable students to receive feedback in Semester 1 without overwhelming students with multiple early submissions. Summative feedback is provided for all assessed pieces of work, and the combination of formative and summative feedback allows learners to reflect on their progress, identify their own strengths, and set goals for improvement. As the course is pass-fail, students will formally be awarded a grade of 40 (Pass) or 0 (Fail) for each module, but the summative feedback may include an indicative grade using the 0-100 scale, both to give students a better understanding of the quality of their work and to familiarise them with the scale used at Level 4 and beyond.

It is anticipated that, due to the demographic of learners on the Foundation Year programme, students may need additional attempts to retrieve modules that they do not pass on the first attempt. Students will have two attempts to retrieve each module in-year by amendment.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
FDY009_1.0	Academic Skills	N/A	FDY	-	-	100
FDY010_1.0	Introduction to Higher Education	N/A	FDY	-	-	100
FDY012_1.0	Working with Evidence (Option)	N/A	FDY	-	-	100
FDY013_1.0	Introduction to Data (Option)	N/A	FDY	-	-	100
FDY011_1.0	Critical Thinking and Engagement	N/A	FDY	-	-	100
FDY014_1.0	Big Thinkers and Ideas (Option)	N/A	FDY	-	100	-
FDY015_1.0	Community and Social Purpose (Option)	N/A	FDY	-	100	-

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Submission	Indicative Assessment Date
FDY009_1.0	Academic Skills	N/A	Portfolio 50%	1500 words	Sem 1 November
			Portfolio 50%	1500 words	Sem 2 April
FDY010_1.0	Introduction to Higher Education	N/A	Portfolio 100%	1500 words	Sem 1 January
FDY012_1.0	Working with Evidence (Option)	N/A	Poster 100%	1500 words equivalent	Sem 1 January
FDY013_1.0	Introduction to Data (Option)	N/A	Poster 100%	1500 words equivalent	Sem 1 January
FDY011_1.0	Critical Thinking and Engagement	N/A	Essay OR Report 100%	2000 words	Sem 2 May
FDY014_1.0	Big Thinkers and Ideas (Option)	N/A	Presentation 100%	10 mins + 5 mins Q&A	Sem 2 May
FDY015_1.0	Community and Social Purpose (Option)	N/A	Presentation 100%	10 mins + 5 mins Q&A	Sem 2 May

25	**Inclusive Practice and Personal Development Planning**

The programme is designed to incorporate multiple opportunities for staff to engage with students in personalised learning and support. This includes timetabled tutorials to support students' learning, alongside pastoral support provided through personal tutorials. Tutorials will allow learners to identify their strengths and weaknesses, receive formative feedback on their academic work, discuss summative feedback, and receive targeted support. This process also ensures that learners' individual progress is tracked across all modules. In doing so, it allows staff to identify and recognise students' needs early and to signpost to appropriate support, including Student Advice and Wellbeing, Learning Development, and Digital Learning.

The programme team work closely with professional support services, including those above, and the Faculty Administration Office to provide necessary interventions for student engagement and success as needed. The use of formative assessments, particularly in the 'Academic Skills' module, provides staff with the opportunity to observe students' abilities as well as their engagement behaviours. Where students have agreed access needs in place, staff will tailor learning and teaching activities and assessment to accommodate these.

The core module 'Introduction to Higher Education' also includes a focus on identifying barriers to learning and solutions to these. The inclusion of self-reflection as a core part of this Semester 1 module allows students and staff opportunities to identify where additional support may be needed, and the focus on action planning as a key skill equips students with the skills to begin identifying support for their needs autonomously.

All students will also have access to a Subject Liaison Tutor for their chosen discipline(s), who will act as a subject-specific point of contact. Subject Liaison Tutors will coordinate with the Foundation Year Programme Leader to facilitate wraparound support for students across all their learning during the year.

In collaborative provision, the delivering institution is responsible for enabling inclusive learning, both through regular support by the programme team, and any specific specialisms such as digital learning. The delivering institution will provide learning support, for example, in accordance with access agreements. Specific services offered at the delivering institution will form part of programme approval.

26	Technology Enhanced Learning

Students have access to all appropriate student-facing learning systems. They are taught how to use these effectively during the 'Introduction to HE' module, including guided instruction on using the VLE to access materials and resources. This module also includes digital skills training to ensure students can access and use the core software employed in their learning and assessment, such as Microsoft Word, Outlook, and PowerPoint.

The VLE is used to support learning not only through serving as a repository of module materials, but also through the use of integrated tools such as discussion boards and learning journals as asynchronous learning spaces. These tools are used particularly in the 'Academic Skills' module to facilitate peer learning and formative tasks, leading to the creation of the assessment portfolios.

The programme facilitates access to appropriate materials such as e-journals and specific subject-related learning resources. Module-specific elements are laid down within individual modules. Learners will engage with research for relevant literature through online databases and electronic search engines; for example, instruction on using library catalogues and databases will be included as part of the 'Academic Skills' module.

27	Work-related Learning and/or Placement

There are no work-related learning or placement elements for the Foundation Year course.

28	Employability

The introduction of academic skills is complemented by instruction in core transferable skills to prepare students not only for further study but for the workplace. This includes action planning, goal setting, self-evaluation, digital skills, time management, organisational skills, and note taking. The course is also mapped to the Lincoln Bishop University Graduate Attributes to equip students with the skills needed beyond Higher Education.

As such, Foundation Year learners will develop a range of relevant graduate attributes and skills including:
- Problem solving
- Locating resources
- Critical thinking
- Analysis and evaluation of resources and/or data
- Effective communication (written, oral, and visual)
- The ability to work both independently and in teams
- Appropriate use of digital technologies

In addition, learners will be introduced to the Career Readiness team and will be eligible to engage with all workshops and additional support provided by the team.

SECTION D2 (YEARS 2-4) BA (HONS) BUSINESS WITH FINANCE: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

This programme has been designed to equip students with future-fit skills that will empower them to improve their lives and futures. The curriculum has been designed in line with the Subject Benchmark Statement for Business and aims to develop enquiring, critical and reflective students that respond well to challenge enabling them to contribute proactively to the world of private business, public or 'third' sector organisations, the main business and finance -related professions, self-employment, and the wider society within which businesses operate.

At Level 4, students' study four distinctly varied 30-credit modules that give them a solid foundation for further study. As there is no pre-requisite to have studied Business previously, students are introduced to the concept of organisations and their environments and to developing their professional and specialist business and academic skills in Semester 1. In Semester 2, students study modules in Finance and Marketing and start to develop their understanding of the importance of each of these aspects to an organisation.

At Levels 5 and 6, students study a diverse array of contemporary 15-credit modules and undertake a 30-credit Capstone Project at Level 6. Learners will be encouraged and supported (by their personal tutor(s)) to undertake their Capstone Project in an area related to Finance, or a specialism that best reflects their career goals. Relevant commercial, transferable and research related skills are delivered progressively across the programme. Learning is scaffolded in line with the FHEQ level descriptors. Teaching, learning and assessment will be scheduled over two 12-week semesters within each year. In Semester 2 of Level 5, one week (30 hours) is dedicated to undertaking a work-placement as part of the module BUS52622. There will also be opportunities to undertake industry visits and an international field trip during the programme.

The curriculum is action centred and challenges students 'to do' (business, finance, and enterprise related activities). Core to the notion of 'doing' and acting is the spirit in which this activity should be 'done'. Students on the programme will be challenged to act in line with the ethos of the UN Sustainable Development Goals. The Sustainable Development Goals (SDGs) are a collection of 17 global goals designed to be a "blueprint to achieve a better and more sustainable future for all". Individual modules embed this ethos and furthermore task students to develop and participate in entrepreneurial based projects that empower people to transform opportunities into real, sustainable progress for themselves

and their communities as part of Enactus (part of Enactus UK). Enactus UK supports students and young people across the country to engage in social action and social enterprise. Their mission in the UK is to be recognized as a leader in developing a national network of socially minded young leaders of the future who transform communities and society through real life social action and environmentally responsible enterprise. Enactus provides a platform for university students around the world to collaborate with one another in addition to business and academic leaders in the development of entrepreneurial based projects.

The curriculum is also reinforced by its commitment to uphold the United Nations Global Compact (UNGC). The ten principles focus on key global challenges in the areas of human rights, labour, the environment, and anti-corruption. As global citizens, BA (Hons) Business with Finance students will develop a global mindset to understand, appreciate and take appropriate local or international action in response to these global challenges.

The curriculum provides students with the opportunity to achieve Level 5 Chartered Management Institute credits and is accredited by the CMI. The curriculum has been mapped to the CMI Level 5 syllabus in Management and Leadership and students who successfully undertake all of the mapped modules will have the opportunity to present their work to the CMI for consideration against the CMI Level 5 Diploma in Management and Leadership. Learners that do not undertake all of the mapped modules will forgo the opportunity to achieve a CMI Diploma but may be awarded Credits that could result in the achievement of a Level 5 Award or Certificate in Management and Leadership. This will be at the discretion of the CMI.

All students will become studying members with the CMI upon their enrolment onto the BA (Hons) Business with Finance and will therefore have the added benefit of accessing Management Direct resources and CMI events.

The CMI requires its members to abide by its code of conduct and practice:
1. Behave in an open, honest, and trustworthy manner.
2. Act in the best interests of your organisation, customers, clients and / or partners.
3. Continually develop and maintain professional knowledge and competence.
4. Respect the people with whom you work.
5. Uphold the reputation of the profession and the Institute.
6. Create a positive impact on society.

As CMI members, BA (Hons) Business with Finance students are expected to adhere to this code during their time on the programme and the programme has been designed in such a way that it promotes this ethos. The registration and certification fees payable to the CMI are included within the course fee. No additional fee will be payable by the student.

The notion of the student as a professional commences with the 'The New Professional' module at Level 4 and students are actively tasked to develop their professional attributes across the programme. In the Level 5 module 'The Developing Professional', students shape their learning gain through identifying knowledge and skills gaps and identifying and pursuing strategies to reduce these gaps, building their professional and employability skills in preparation for the final year of the programme and life beyond their BA. Whilst there is a strong focus on the individual and their own development within these modules and across the programme there is also an equally strong focus on students working collaboratively to undertake group activities in formative settings. Students will also be challenged to come together to enact social change and from these experiences, students will develop an understanding of what it means to be both an individual member, team member and leader / manager within a team/ work environment. The curriculum therefore promotes the development of leadership management and team skills, all of which are key skills for Business with Finance graduates.

The curriculum maps to the Lincoln Bishop University Graduate Attributes Award and further promotes the completion of the Graduate Attributes Excellence Award in the Level 5 module The Developing Professional.

The programme structure aligns to the development of the Graduate attributes as follows:
1: Academic Literacies - students are enabled to develop academic literacy through engagement with evaluating and synthesizing original empirical research into their assignments. These skills are developed from the start of study at Level 4 with an increase in complexity in the types of sources used through the course of study. Additionally, assessments are specifically designed to support students in developing their academic competency, with levels of complexity increasing as the students' progress through the programme.

2: Global Citizenship – Students will develop a global perspective of Business through specific modules such as BUS52122 and BUS41022. Furthermore, as mentioned previously the curriculum is reinforced by its commitment to uphold the United Nations Global Compact (UNGC).

3: Information Literacy – Information literacy will be developed throughout the programme although specifically in modules BUS62522 and BUS52522 in which students will be required to independently search for academic sources through for example WorldCat and Google Scholar.

4: Digital Fluency – Assessments are designed to support students in developing digital fluency through a range of assessments including narrated digital storyboards and podcasts. In addition, students will be encouraged through their studies to engage in online forums and discussion groups, Management Direct and CMI Webinars. The teaching team will also model the use of technology through session delivery as appropriate.

5: Employability – Employability is a key focus of the course, and a balance has been sought between creating a vocational course while meeting the demands of degree level study. As graduate attributes are embedded into all modules, it is anticipated that all students will develop the transferable skills necessary for employment / self-employment / portfolio careers. The modules BUS41322, BUS52622 and BUS61922 have been designed to build and enhance employability skills.

6: Being Enterprising – the course discipline coupled with the practical nature and characteristics of the course means that students are supported to develop creative problem-solving skills through directed independent learning. Enactus provides students the opportunity to engage in social action and enterprise and the Business Start-up module at Level 6 provides students with the opportunity to develop more commercially minded enterprise skills. Throughout the programme students will be challenged to develop intrapreneurial and entrepreneurial competency.

23	**Learning and Teaching Strategies**

Learning and teaching throughout the Business with Finance degree programme, and across the Business subject area more generally, is aligned with the Learning, Teaching and Assessment Strategy which supports the University's aim 'to enable all students to achieve at the highest possible standard in their chosen field of study' with a commitment to 'support active and accessible learning'.

Teaching within the programme is delivered through a range of styles and methods including face to-face lectures, workshops, seminars, and tutorials and through the dynamic use of the University's VLE and other relevant digital tools such as MS Teams. Individual support is offered to all students on all modules through one-to-one tutorials, often focused on reinforcing understanding of topics and ensuring appropriate preparation is being made for assignment tasks. Individuals are allocated project tutors to support them as required at Level 6.

Across the programme, students progressively develop more specific based subject knowledge and understanding through a diverse range of contemporary modules. During seminar and workshop activities students are encouraged to develop their subject knowledge and understanding, and to build subject specific and intellect skills by assembling evidence, presenting ideas, concepts, and findings, and constructing and defending arguments.

Interactive lectures and workshops sit at the core of Business teaching at Lincoln Bishop University. Whenever possible opportunities are taken to enhance learning and teaching using innovative practices and approaches, such as 'flipped' curricula, storyboarding, role-play, and group-based activities.

In addition, where relevant, the opportunity is taken to engage students with project based and experiential learning through specialist teaching, guest lectures and/or virtual and physical external visits The majority of modules afford students with the opportunity to immerse themselves within the inner workings of organisations and students can expect to visit sites and organisations (virtually/ physically) that are diverse in nature* ranging from an Amazon fulfilment centre, the Lincolnshire Co-operative head office, Siemens and Morgan Cars as additional opportunities to enhance learning and broaden the student academic experience (*named organisations subject to change). Furthermore, within the second year of the programme students may have the opportunity (subject to viable numbers and the ability to take entrepreneurial action to self-fund) to undertake an international learning experience. As student numbers grow a wider variety of experiences may be provided although students may be required to self-select ones that are best suited to their overarching career plans as some trips / industry visits may be subject to maximum numbers.

Reflective Practice is encouraged and embedded throughout the programme and is core to student's professional development. Reflective practice encourages students to make sense and meaning from their experiences and transforms insights into practical strategies for personal growth and future impact. In line with the Chartered Institute of Personnel and Development (CIPD) definition on reflective practice, this approach deepens learning. Reflective practice throughout the duration of the programme may be captured and expressed in a variety of forms such as written spoken, or pictorial. Such reflections may be captured for formative or summative purposes.

24	Assessment Strategies

Module assessments provide opportunities for students to acquire, develop and demonstrate knowledge and understanding, subject specific, intellectual, and transferable skills. A range of assessments are used

which are relevant to the individual demands of the subject matter and enable students to participate in a varied and engaging educational experience. Assessments are used to appropriately test and encourage students to apply different areas of knowledge and demonstrate a wide range of skills. Innovative assessments that cater for an array of learning styles and preferences are a key feature of this programme.

Multi method weighted assessments form a key feature of the 30-credit modules at Level 4 (70:30 coursework: practical). At Levels 5 and 6 students are assessed by a single piece of assessment within each module. Across the programme the workload for students is also carefully managed through the effective scheduling of assessments and the use of a consistent rubric.

For written work at Level 4 a rubric of 2,000 words per 15 credits is applied. At Level 5, a rubric of 2,500 words per 15 credits is applied and at Level 6 a rubric of 3,000 words per 15 credits is applied. For practical work at Level 4 a rubric of 40 seconds per credit is applied. At Level 5, a rubric of 60 seconds per credit is applied and at Level 6 a rubric of 80 seconds per credit is applied.

Where practical assessment takes place, students are supported with skills development during taught sessions prior to delivery. This may include specialist digital input from the Centre for Enhancement in Learning and Teaching (CELT). CELT work closely with the programme team to support students to develop and enhance their digital and academic literacy throughout the programme.

Group work is not used as a summative assessment strategy although students can expect to work with others throughout the duration of their programme as noted in Section 22. Furthermore, formative assessment strategies will be employed throughout the programmes duration to monitor student learning and understanding, and to ensure that learners are in receipt of ongoing dialogue and feedback on their learning and progress. Learners will be engaged as partners in this process, and will develop skills such as self-assessment and peer-assessment.

Students' knowledge, skills and critical understanding of the subject will be assessed by a variety of methods as follows:

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
BUS41022	Organisational Environments and Behaviour	30	1		30	70
BUS41221	The New Professional	30	1		30	70
BUS41122	Marketing Principles	30	1		30	70

Module Code	Module Title	Credits	Level			
BUS41322	An Introduction to Finance	30	1		30	70
BUS52722	Accounting Fundamentals	15	2			100
BUS52022	Using Data for Information and Decision Making	15	2			100
BUS52122	Macroeconomics	15	2			100
BUS52222	CSR and Sustainability	15	2		100	
BUS52822	Investment and Finance	15	2			100
BUS52422	Equality, Diversity, and Inclusion	15	2		100	
BUS52522	Managing Projects to Achieve Results	15	2			100
BUS52622	The Developing Professional (Incorporating Placement)	15	2		100	
BUS61722	Managing and Leading for Success	15	3			100
BUS62422	Business Research Methods	15	3			100
BUS61922	Business Start-Up	15	3		100	
BUS62522	Capstone Project	30	3			100
BUS62622	Financial Reporting and Auditing	15	3			100
BUS62722	Manging Financial Risks	15	3			100
BUS62322	Social Innovation and Entrepreneurship	15	3		100	

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
BUS41022	Organisational Environments and Behaviour	30	Report	2800 words	70%
			Live presentation	6 minutes	30%
BUS41222	The New Professional	30	Portfolio	2800 words	70%
			Presentation	6 minutes	30%
BUS41122	Marketing Principles	30	Portfolio	2800 words	70%
			Presentation of Marketing Plan to SME	6 minutes	30%
BUS41322	An Introduction to Finance	30	Report	2800 words	70%
			Presentation of Fact Sheet for Business	6 minutes	30%
BUS52722	Accounting Fundamentals	15	Portfolio	2500 words	100%

BUS52022	Using Data for Information and Decision Making	15	Case Study based Project	2500 words	100%
BUS52122	Macroeconomics	15	Briefing Paper	2500 words	100%
BUS52222	CSR and Sustainability	15	Narrated digital Storyboard	15 minutes	100%
BUS52822	Investment and Finance	15	Report	2500 words	100%
BUS52422	Equality, Diversity, and Inclusion	15	10 -minute TED style talk plus 5minute questioning	15 minutes	100%
BUS52522	Managing Projects to Achieve Results	15	Portfolio comprising essay & reflective piece	2500 words	100%
BUS52622	The Developing Professional (Incorporating Placement)	15	Practical skills showcase	15 minutes	100%
BUS61722	Managing and Leading for Success	15	Academic Essay	3000 words	100%
BUS62422	Business Research Methods	15	Project Proposal	3000 words	100%
BUS61922	Business Start-Up	15	15-minute Pitch plus 5minutes questioning	20 minutes	100%
BUS62522	Capstone Project	30	Dissertation/ work-based project	6000 words	100%
BUS62622	Financial Reporting and Auditing	15	Report on Case study	3000 words	100%
BUS62722	Manging Financial Risks	15	Academic Essay	3000 words	100%
BUS62322	Social Innovation and Entrepreneurship	15	Production of podcast	20 minutes	100%

25	Inclusive Practice and Personal Development Planning

The University provides a Student Advice service that assists students who have declared personal access needs. The Student Advice team work closely with the Business and Enterprise Programme Leader and wider team to identify specific actions to support effective learning and development for individuals who have declared personal access needs. The subject area takes an inclusive approach to all learning and teaching activities. Effective use is made of the VLE for learning and communication purposes. In addition, where appropriate, agreed alternative assessment tasks and time-limits are provided according to individual access needs. (See: Code of Practice for the Assessment of Students, and Code of Practice for Students with Access Needs).

All BA (Hons) Business with Finance students are assigned a Personal Tutor for the duration of their degree programme. Personal Tutors, and Module Tutors strive to support individual students' needs and to make any reasonable adjustments that students may require. The Business and Enterprise team are confident in escalating concerns where required and with supporting students in accessing additional support, whether academic or welfare related.

The University provides all students with access to a personalised on-line 'Development and Career Plan' (DCP). This enables students to identify career goals and construct actions plans to achieve them. In collaboration with their Personal Tutor and the Careers and Employability services within The Hub, students can reflect on their academic progress and assessment results, engage with the Graduate Attributes framework and the Graduate Attributes Excellence Award, and evidence additional academic and professional achievements. As CMI studying members students are encouraged to engage with ongoing professional development activities and to log their commitment to this in their DCP.

26	Technology Enhanced Learning

The University's virtual learning environment is used throughout the programme with every module having a relevant course area. The course areas are used to provide information on the schedule of teaching, announcements, and an extensive volume of supporting materials. These include reading materials that are continually reviewed and enhanced by module leaders in conjunction with the business subject librarian. Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules. Links to on-line digital resources podcasts and videos are also provided through the VLE. In addition, students also have access to CMI Management Direct resources through their student membership.

Lectures, seminars, and workshops use technology to support and enhance learning and students can expect to use a variety of digital applications. Students will also benefit from the digital expertise and resources of Lincolnshire Open Research and Innovation Centre (LORIC). Visiting speakers may make virtual guest appearances and students may experience virtual industry visits via live links. In addition, tutorials may be facilitated virtually through online applications.

27	Work-related Learning and/or Placement

This programme has been designed with action at its core with the intention being to equip students with future-fit skills that will empower them to improve their lives and futures. Opportunities for work-related learning arise at all levels within the programme through the core curriculum design. The opportunity to

undertake a work placement occurs in the Level 5 module The Developing Professional. These work-related learning experiences seek to enhance students' subject specific skills, knowledge and understanding, intellectual and transferable skills' (see: Code of Practice for Work-based Learning).

The work placement occurs during the second semester at Level 5. Students are responsible for identifying their own placement provider although they may seek assistance from BG Futures. Once a student has identified a placement provider the module tutor supports the student (with appropriate support from the Placement Office), in completing the necessary paperwork as required by the University and, where required, the provider. International trips (which will be self-funded by individual learners), and industry visits will be arranged on behalf of students in conjunction with other stakeholder organisations.

28	Employability

Lincoln Bishop University has a strong reputation for developing highly skilled, sought-after, employable graduates. The Business and Enterprise team are committed to developing employable graduates and the curriculum has been designed to enhance employability at all levels of study. Employability is seen as an intrinsic aspect of all degree programmes offered by the University and Graduate Attributes are embedded within each undergraduate programme. The Business and Enterprise team, pride themselves on being able to assist students acquire the skills they need to foster their initiative and creativity as responsible global citizens.

The Business and Enterprise team and BG Futures have strong links with a wide range of businesses, through our local Growth Hub, Chamber of Commerce, CMI networks, Federation of Small Business (FSB) membership, Enactus and work-based apprentices. Through working with employers and key stakeholders this programme has been designed to equip students with future-fit skills that will empower them to improve their lives and futures.

While employers are not directly involved in providing substantive programme content, relevant individuals are engaged to provide specific guest lectures and live Business and Finance based learning experiences. As student numbers increase, the programme team, along with BG Futures will work with connected stakeholders from the business community to source relevant experiences. Furthermore, BG Futures will prepare and assist students to find and undertake a high-quality work-based learning experience. As business and apprenticeship provision grows at Lincoln Bishop University, the programme team will continue to foster positive working relationships with both apprentices, their mentors, and organisations to build a community of connected and engaged stakeholders that will support Business and Enterprise programmes and activities at the University. This community will be encouraged to support BA Students

with guest lectures, work placements, the provision of live project briefs and coaching and mentoring. A commitment to levelling up and engaging with organisations to drive social mobility has been made by the programme team and this approach and ethos will be core to developing the Business and Enterprise provision and a wider network of engaged, committed and connected stakeholders.

Wherever relevant, the programme level Learning Outcomes that describe 'Transferable Skills' are embedded within specific module level Learning Outcomes. Consequently, such generic employability-related skills are often reflected in assignment tasks.

A range of employment opportunities exist for Business graduates. Jobs directly related to this programme include:

- Actuarial analyst

- Arbitrator

- Business adviser

- Business analyst

- Business development manager

- Chartered management accountant

- Corporate investment banker

- Data analyst

- Data scientist

- Forensic accountant

- Insurance underwriter

- Management consultant

- Project manager

- Risk manager

- Stockbroker

- Supply chain manager

Jobs where a Business degree would be useful include:

- Construction manager

- Costs lawyer

- Environmental engineer

- External auditor

- Human resources officer

- Logistics and distribution manager

- Marketing executive

- Mortgage adviser

- Retail manager

- Sales executive

- Systems analyst

- Urban designer

SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

Applicants will choose their subject degree programme at the point of application. There is no formal requirement for UCAS points for entry to the Foundation Year, but entrants for some programme pathways may need to meet specific entry requirements for those programmes. This may be either at point of entry to the Foundation Year programme or as a requirement to progress to the articulated degree programme upon completion of the Foundation Year. Some entrants may also need to undertake an Enhanced DBS Check prior to enrolment as a condition of their progression to their chosen articulated degree programme, as guided by the Code of Practice for DBS Checks for Applicants and Students. Please see Appendix 1 for a list of programmes with specific entry requirements.

GCSE English or equivalent is desirable to enable students to succeed on the course. Applicants should demonstrate a minimum level of competence in English language. No additional upskilling in English language is provided within the Foundation Year programme.

Where deemed necessary, applicants may be interviewed to assess their suitability to complete the Foundation Year programme. This may be conducted online or over the phone as required.

There is no provision for Recognition of Prior Learning with respect to the Foundation Year programme.

Partners will recruit and admit students as according to the agreed Memorandum of Co-operation, and the threshold expectations of entrants.

30	Programme Specific Management Arrangements

The Foundation Year programme operates in the academic Faculty within the Arts, Humanities, and Social Sciences programme area. It is managed by a Programme Leader for Foundation Year and is delivered by a dedicated Foundation Year team to lead modules, teach content, and assess coursework.

Collaborative Partnerships
The Foundation Year may form part of the University's collaborative provision with franchised and/or validated partner institutions. This collaboration is executed under the terms and conditions of individual institutional partnership agreements and the Code of Practice for Collaborative Provision. Any proposed delivery by a partner institution will necessarily be subject to relevant processes and formal agreements being implemented. It will form part of the validation/approval process for the degree(s) to which the Foundation Year is attached.

31	Staff Responsibilities

The Foundation Year team conducts all core aspects of the academic programme. Foundation Year modules are led by members of the Foundation Year team and content may be team-taught with repeated content across different cohorts to allow for appropriate group sizes. Foundation Year staff are also allocated to

students on the programme as Personal Tutors. The Foundation Year team also undertakes activities relating to the programme's student engagement, recruitment, and administration.

Given the multidisciplinary nature of the programme, close engagement with staff in subject teams is essential. Subject teams liaise with the Foundation Year team, specifically through the identification of a Subject Liaison Tutor. The Subject Liaison Tutor is identified by individual programme teams and their role will be to coordinate and facilitate subject-specific sessions and to act as a point of contact for Foundation Year students regarding any subject-specific enquiries.

In keeping with the Code of Practice for Collaborative Provision, whenever the Foundation Year is delivered by a partner institution, the programme leader at the delivering institution is responsible for the day-to-day organisation, resourcing, teaching, learning and assessment of the programme.

The partner institution will appoint a named lecturer who will be the University's primary contact for the Foundation Year. Staff within the Foundation Year team also act as link tutors for collaborative partners to facilitate processes such as the university review.

32	**Programme Specific Academic Student Support**

Engagement with university professional services is a core element of the programme. Key services such as Student Advice and Wellbeing, Learning Development, and Digital Learning are introduced to students early in the programme and signposted consistently through taught sessions, feedback, and tutorials. Students will have multiple timetabled tutorials throughout the year to allow staff to provide support at the earliest opportunity.

Learning Development and Digital Learning teams support the development of students' academic literacies and digital skills. They also provide support for assessments as appropriate to their roles. The Foundation Year team work closely with the Student Advice and Wellbeing team to ensure students' access needs are identified and met and that students engage with pastoral and personal support. The Career Readiness team support with transferable skills such as organisation and action planning, as well as the implementation of Graduate Attributes.

Engagement support for students is facilitated through close liaison with the Faculty Administration Office. This includes the provision of engagement meetings, Support for Study processes, and Breaks in Learning.

Within the programme, students are allocated a Personal Tutor as according to the university policy. Students may receive a higher allocation of personal tutoring time than at Levels 4-6 due to the needs presented by this cohort and the requirement for more personalised learning and support.

Partner institutions make their internal arrangements for tutoring, ensuring that the level of support aligns with the expectations of this specification.

33	**Programme Specific Student Evaluation**

The Programme complies with current institutional evaluation policies and annual monitoring practices.

Student engagement and evaluation are incorporated both informally and formally into the programme. Informal feedback is facilitated through opportunities for student voice, such as providing feedback on events. Formal evaluation is facilitated through module evaluations, the Students' Union Representative Feedback System, and the Student Satisfaction Survey.

The programme has student representatives to participate in Students' Union evaluation and monitoring processes. Staff support students to engage in formal university evaluation processes, such as facilitating access to surveys or evaluations during teaching sessions.

Partner institutions will also undertake their own student evaluation processes, as according to the Memorandum of Co-operation.

SECTION E2 (YEARS 2-4) BA (HONS) BUSINESS WITH FINANCE: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

Applicants will normally need 96-112 UCAS tariff points (from a maximum of four Advanced Level qualifications) to join the BA (Hons) Business with Finance. Lincoln Bishop University welcomes a range of qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc. This list is not exhaustive, and applicants should explore the range of qualifications in the UCAS tariff that they can use to apply.

Potential students in possession of alternative qualifications, transferable credits, or relevant experience will be invited to apply through the University's RPL processes. The University encourages applications from mature students and recognise that their experience or qualifications are likely to be different. Candidates with other entry qualifications and experience are welcome. The Admissions Team advise on their equivalence to the standard entry qualifications. Formal reference should also be made to the Code of Practice for the Admission of Students.

30	Programme Specific Management Arrangements

General

The programme is managed through the Faculty, led by the Programme Leader for Business and Enterprise, and supported by Module Leaders and lecturers. Programme Leaders report to the Head of Programmes and are supported by the staff of the Faculty Administration Office. An additional level of oversight and line-management is provided by the Pro Vice-Chancellor (Students).

The quality of the programme is overseen by the Academic Enhancement Committee, which institutionally reports to the University's Senate. Yearly reviews of programme quality and delivery are conducted by Programme Leaders (Annual Monitoring Reports) which are informed by module evaluations, student and staff feedback, External Examiners comments and the Learning and Teaching Strategy. Targets for year-on-year development are set and effected to enhance programme delivery.

Professional, Regulatory & Statutory Bodies

The Programme Leader for Business and Enterprise is the Centre Lead for all CMI courses at Lincoln Bishop University. Students will be registered with the CMI in semester 1 of Level 4 and will be registered onto the relevant mapped professional qualification at level 5. Students will become active CMI members and will have the opportunity to benefit from full membership of the professional body. Throughout the course

students will build an e-portfolio on Blackboard to present their marked mapped assignments to the External Examiner from the CMI. The CMI will be notified via the CMI Hub once students have completed their portfolios and at that point external examination will proceed. The responsibility for uploading the mapped work to an individual e-portfolio is the responsibility of the individual learner. Successful completion of a Lincoln Bishop University module does not necessarily mean that this module will be accepted by the CMI. The CMI reserve the right to refer learner work in order for learners to submit addendums if/ where required. Once the CMI External confers the qualification upon the student the certificates will be sent to the University. The Faculty Administration Office will record the achievement of each student and distribute the certificates to students.

31	Staff Responsibilities

General

All staff delivering within the subject area are suitably qualified to teach the modules that comprise the BA (Hons) Business with Finance programme though staff specialise in their areas of interest and expertise. The delivery team are committed to developing, maintaining, and documenting their professional skills through ongoing CPD.

Permanent members of the Business and Enterprise Team will act as designated module leaders and personal tutors whilst visiting tutors are employed to support module delivery. Module Tutors develop a teaching schedule based on the requirements of the related-module specification. Prior to the start of the semester of delivery, Module Tutors devise assessment tasks and draw-up Assignment Briefs that align with the module's Learning Outcomes and approved assessment type(s) and weighting(s). These are reviewed by the Programme Leader, Head of Programmes and External Examiner, and are made available through the VLE. Marking is undertaken in line with the University's Code of Practice for the Assessment of Students and the Guidance on Marking and Moderation.

All students are assigned a Personal Tutor during the first semester of their first year and retain that tutor through to graduation. Where possible each level of the BA (Hons) Business with Finance is assigned the same personal tutor.

Professional, Regulatory & Statutory Bodies

All permanent staff are expected to have teaching qualifications or to have recognition as fellows or senior fellows of the Higher Education Academy (HEA).

All permanent members of the Business and Enterprise Team have corporate CMI membership and are personally responsible for keeping their details up to date with the CMI. Staff will be responsible for

becoming familiar with the mapped CMI programme and for ensuring that Lincoln Bishop University module assignments map, as defined by the mapping document for the CMI unit.

32	Programme Specific Academic Student Support

All students within the subject area are assigned a Personal Tutor for the duration of their course. This is in addition to the support provided by the Module Leaders and course tutors. Students are closely monitored and supported during the first semester of their Level 4 experience. The Business and Enterprise Team take steps to ensure students are appropriately academically equipped to pursue the programme of study, this is delivered through several subject-embedded study skills development sessions as well as University level enhancement sessions supported by staff of the Centre for Enhancement in Learning and Teaching (CELT) and the library. If subject area academic staff feel it is necessary, they signpost students toward additional support, whether academic or welfare related.

33	Programme Specific Student Evaluation

The Programme complies with current institutional evaluation policies. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative.

Students' views and ideas for improvements are important to us and there are a number of opportunities for students to contribute feedback and ideas to Lincoln Bishop University to help to improve the learning experience. These opportunities include:

✓ Class representation

✓ Module feedback surveys

✓ Lincoln Bishop University Student Satisfaction Survey

SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	Programme outcomes for Foundation Year					
	K&U1	**SPS1**	**SPS2**	**IS1**	**TS1**	**TS2**
Academic Skills	X	X	X	X	X	X
Introduction to Higher Education	X		X	X	X	X
Working with Evidence (Option S1)	X		X	X	X	
Introduction to Data (Option S1)	X		X	X	X	
Critical Thinking and Engagement	X	X	X		X	X
Big Thinkers and Ideas (Option S2)		X	X		X	X
Community and Social Purpose (Option S2)		X	X		X	X

SECTION F2 (YEARS 2-4) BA (HONS) BUSINESS WITH FINANCE: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	Programme Outcomes for Level 4																		
	K&U1	K&U2	K&U3	K&U4	K&U5	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4	TS5
BUS41022 Organisational Environments and Behaviour	X	X		X	X			X			X	X	X	X	X	X	X		
BUS41222 The New Professional	X	X		X	X	X		X	X	X				X		X		X	
BUS41122 Marketing Principles	X		X								X	X	X	X	X	X	X		X
BUS41322 An Introduction to Finance	X			X			X				X	X	X	X	X	X			X

Module Name	Programme outcomes for Level 5																		
	K&U1	K&U2	K&U3	K&U4	K&U5	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4	TS5
BUS52722 Accounting Fundamentals	X			X		X	X				X		X	X	X	X	X	X	X
BUS52022 Using Data for Information and Decision Making	X	X	X	X		X	X				X	X	X	X	X	X	X	X	X
BUS52122 Macroeconomics	X	X		X	X		X	X			X			X	X	X		X	X
BUS52222CSR and Sustainability	X	X		X	X	X		X			X			X	X	X			
BUS52822 Investment and Finance	X	X		X	X	X	X	X			X	X	X	X	X	X	X	X	X
BUS524212Equality, Diversity, and Inclusion	X	X		X	X			X			X	X	X	X	X	X			

Module Name	K&U1	K&U2	K&U3	K&U4	K&U5	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4	TS5
BUS52522 Managing Projects to Achieve Results	X	X	X	X	X	X					X	X	X	X	X	X	X	X	X
BUS52622 The Developing Professional (Incorporating Placement)	X	X		X				X	X	X				X	X	X		X	

Module Name	Programme outcomes for Level 6																		
	K&U1	K&U2	K&U3	K&U4	K&U5	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4	TS5
BUS61722 Managing and leading for success	X	X		X	X	X		X	X		X			X	X	X	X	X	
BUS62422 Business Research Methods	X	X		X	X	X				X	X	X	X	X	X	X	X	X	
BUS61922 Business Start-Up	X	X	X	X	X		X	X			X	X	X	X	X	X	X	X	X

Programme Specification

Module																			
BUS62522 Capstone Project	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
BUS62622 Financial Reporting and Auditing	X	X		X	X	X	X	X			X	X		X	X	X	X	X	X
BUS62722 Manging Financial Risks	X	X		X	X	X	X	X			X	X	X	X	X	X	X	X	X
BUS62322 Social Innovation and Entrepreneurship	X	X	X	X	X			X	X		X			X	X	X		X	

SECTION G1 (YEAR 1) FOUNDATION YEAR

MAP 2

Graduate Attribute Mapping
Please indicate which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	Programme Learning Outcomes					
	K&U1	SPS1	SPS2	IS1	TS1	TS2
Academic Literacies	X	X	X	X	X	X
Global Citizenship					X	
Information Literacy	X	X	X			
Digital Fluency	X		X			
Employability	X			X	X	X
Being Enterprising				X	X	

Graduate Attributes

GA1. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.
GA2. **Global Citizenship** This is about understanding the global context in which you live, study and work
GA3. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically
GA4. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society
GA5. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
GA6. **Being Enterprising**   This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes Graduate Attributes | Lincoln Bishop University

SECTION G2 (YEARS 2-4) BA (HONS) BUSINESS WITH FINANCE

MAP 2

Graduate Attribute Mapping
Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	Programme outcomes																		
	K&U1	K&U2	K&U3	K&U4	K&U5	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4	TS5
Academic Literacies	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X
Global Citizenship		X		X	X			X	X	X	X	X	X				X		X
Information Literacy		X				X	X	X			X	X	X	X	X	X	X	X	X
Digital Fluency		X	X								X	X	X	X				X	X
Employability		X		X	X	X		X	X	X	X	X	X	X	X	X	X		X
Being Enterprising		X	X		X	X		X	X			X	X	X			X		

Graduate Attributes

GA7. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.

GA8. **Global Citizenship** This is about understanding the global context in which you live, study and work

GA9. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically

GA10. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society

GA11. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life

GA12. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications
http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx

SECTION H (YEARS 1-4) BA (HONS) BUSINESS WITH FINANCE WITH FOUNDATION YEAR

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review
The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification *(Light/Minor - include level & title of modules & a brief description of modification)* *(Major - include details of change such as new routes, pathways etc)*	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification *(eg students entering Level 5 from September 2016 onward)*
v1.1	Programme title amended following UEG approval	28.07.2025	1 September 2026	L4 cohort

SECTION I (YEARS 1-4) BA (HONS) BUSINESS WITH FINANCE WITH FOUNDATION YEAR

MAP 4

Mapping of PSRB requirements against the Programme
The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard:					
	PSRB Requirement *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						