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**University of Plymouth**

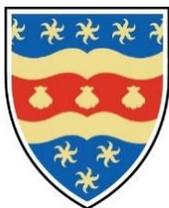
**Academic Partnerships**

**CORNWALL COLLEGE**

**Programme Specification**

**BA (HONS) BUSINESS ENTERPRISE (Top up)**

**Academic Year 2020-2021**



**UNIVERSITY OF  
PLYMOUTH**

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All the information in this document is correct at the time of printing.

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# PROGRAMME SPECIFICATION

**Programme Title: BA (Hons) Business Enterprise (Top up)**

**Internal Programme Code: 4073 (Full Time), 6191 (Part Time)**

**Partner Delivering Institution: Cornwall College, Camborne**

**State Date: September 2009**

**First Award Date: (FT) July 2010, (PT) July 2011**

**Date(s) of Revision(s) to this Document: 22 May 2020**

## Contents

PS1. Programme Details .....	2
PS2. Brief Description of the Programme .....	2
PS3. Details of Accreditation by a Professional/Statutory Body (If Appropriate).....	3
PS4. Exceptions to Plymouth University Regulations .....	3
PS5. Programme Aims.....	3
PS6. Programme Intended Learning Outcomes (ILO) .....	3
PS7. Distinctive Features.....	4
PS8. Student Numbers .....	4
PS9. Progression Route(s) .....	4
PS10. Admissions Criteria .....	5
PS11. Academic Standards and Quality Enhancement .....	6
PS12. Programme Structure .....	7
PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment .....	9
PS14. Work Based/ Related Learning .....	15

## PS1. Programme Details

<b>Awarding Institution:</b>	University of Plymouth
<b>Partner Institution and delivery site (s):</b>	Cornwall College, Camborne
<b>Accrediting Body:</b>	N/A
<b>Language of Study:</b>	English
<b>Mode of Study:</b>	Full time
<b>Final Award:</b>	BA(Hons)
<b>Intermediate Award:</b>	N/A
<b>Programme Title:</b>	BA(Hons) Business Enterprise (Top up)
<b>UCAS Code:</b>	<b>N192 (1 year Top up)</b>
<b>HECOS Code:</b>	<b>101221, 100079, 100449</b>
<b>Benchmarks:</b>	The QAA subject benchmark for “General business and management” in that it allows a variety of organisation types, structures and sizes to be explored, it encourages the student to prepare for a business career, and it develops transferable skills in critical analysis, synthesis, independence, and research and problem solving.
<b>Date of Programme Approval:</b>	March 2013

## PS2. Brief Description of the Programme

*This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation (approx. 200-250 words)*

The BA (Hons) Business Enterprise Management (Top-Up) degree is a full-time programme of study, usually delivered over a year two days per week and a part-time programme of study, usually delivered over two years one day per week, which prepares students for entry into employment in a variety of management level roles across a variety of sectors. The degree focuses on the three pillars of business studies namely: marketing, finance and management. Students can expect to develop knowledge and understanding of leadership, motivation, customer segmentation, market types, profit and costs, financial management and corporate social responsibility.

### **PS3. Details of Accreditation by a Professional/Statutory Body (If appropriate)**

N/A

### **PS4. Exceptions to Plymouth University Regulations**

None

### **PS5. Programme Aims**

#### **This programme will deliver:**

- A1. Students who are enterprising and proactive in terms of management opportunities and market development.
- A2. Students able to develop their critical knowledge and understanding of management and enterprise.
- A3. Students prepared for a management role in either, their own or another enterprise.
- A4. Developed transferable skills and autonomy of learning.
- A5. Emphasise applied aspect of business and management studies.
- A6. Equip students with a critical understanding of the principles and values which underpin contemporary business management.
- A7. Provide an intellectually stimulating and practical framework that will enable students to obtain and develop careers in industry.

### **PS6. Programme Intended Learning Outcomes (ILO)**

#### **By the end of this programme the student will be able to:**

- LO1. Understand and critically analyse the nature of management and enterprise.
- LO2. Manage their own or another enterprise.
- LO3. Deploy transferable skills and autonomy of learning.
- LO4. Apply aspects of business and management studies.
- LO5. Show a critical understanding of the principles and values which underpin contemporary business management.
- LO6. Develop careers in industry

## PS7. Distinctive Features

*This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:*

- Focus on enterprising solutions and management that allows students to develop skills and aptitudes which emphasise innovation and market orientation.
- Opportunity to work with local companies on a consultancy project to apply theory to practice
- The analytical, research and group skills which you will develop are highly valued by employers.
- An emphasis on enterprise will produce skills that are useful for own business creation but equally desirable by large companies and the public sector

## PS8. Student Numbers

*The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:*

*Minimum student numbers per stage = 10*

*Target student numbers per stage =15*

*Maximum student numbers per stage =30*

## PS9. Progression Route(s)

*Approved “progression route(s)” are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to “top-up” to complete a Bachelor degree, but may be employed for other award types. This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3 years.*

*Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.*

After completion of the degree students will be able to progress into one of the University’s masters level programmes in business, into the College’s CMI in management Level 7 (assuming relevant work experience), or one of a number of careers. In the past these careers have included local government, sales and marketing, retail, hotel and leisure, banking, finance, teaching and general management.

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

## PS10. Admissions Criteria

Entry Criteria (Qualifications)	Details
Foundation Degree/HND	A relevant business related Foundation Degree or HND, Level 5 qualification Pass level.
Access to HE Diploma	Successful completion of Access to HE Diploma with at least 45 credits at level 3 in an appropriate subject such as Business, Humanities or Social Science.
International Baccalaureate	24 points
Irish/Scottish Highers	64 UCAS tariff points to include at least 48 points from Scottish Advanced Highers/Irish Highers
Other Level 3 qualifications	Will be taken into consideration and dependent upon subject area and number of units studied
Mature Applicants (over 21)	Mature applicants with relevant experience but without the stated entry qualifications will be considered individually at interview
Accreditation of Prior Learning	<a href="http://www.plymouth.ac.uk">www.plymouth.ac.uk</a>
Independent Safeguarding Agency (ISA)/Disclosure and Barring Service (DBS) clearance required	No
Capability statement	

## PS11. Academic Standards and Quality Enhancement

*The Programme Leader/Manager (or the descriptor) leads the Programme Committee in the Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed changes to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.*

*Elements of this process include engaging with stakeholders. For this definitive document it is important to define:*

### **Subject External Examiner(s):**

An Interim visit by External Examiner (EE) (usually between January and February) will review work that has been marked, consult students and feed back to the programme manager and module leaders and course team.

Subject Assessment Panel (SAP) reviews the assessment marking and is scrutinised by the subject EE. Representatives of the team review and present their module marks for each student on the programme.

The annual Award Assessment Board (AAB) takes place with Programme Manager, the awarding body's partnership member and the External to receive the students work and confer progression or award.

### **Additional stakeholders specific to this programme:**

Students have the opportunity to discuss the programme independently, twice a year in the Student Review. This forms part of the discussion for the annual programme monitoring in the autumn and spring of each academic year.

The Student Perception Questionnaire (SPQ) is administered during the year and feeds into the programme review.

Students Representatives attend Annual Programme Monitoring (APM) to contribute student views alongside Module Leaders, the Programme Manager and the Assistant Registrar to monitor module delivery and the course provision.

Curriculum meetings take place once a month to review progression, department provision, resources and staffing.

## PS12. Programme Structure

<b>College:</b>	<b>Cornwall College Camborne</b>	<b>Programme Title:</b>	<b>BA (Hons) Business Enterprise (Top Up)</b>
<b>Academic Year:</b>	<b>2020-2021</b>	<b>Mode of Attendance</b> <b>Course Duration:</b>	<b>Full Time over 1 year</b>
<b>Plymouth Programme Code:</b>	<b>4073</b>	<b>Total Credits:</b>	<b>120 at Level 6</b>

<b>FHEQ level: Level 6 For: Full Time 4073</b>				
<b>F/T Route Year</b>	<b>When in Year? (i.e. Autumn, Spring etc.)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
<b>Year 1</b>				
F/T	All	Core	20	ECN308 Business Management
F/T	All	Core	20	BABE302 Responsible Enterprise
F/T	All	Core	20	BSO315 Enterprise Portfolio
F/T	All	Core	20	BABE305 Performance Management
<b>Students must also choose two of the following modules</b>				
F/T	All	Option	20	BABE306 Human Resource Management and Employment Law
F/T	All	Option	20	BABE307 Lean for the Whole Enterprise
F/T	All	Option	20	BABE304 Strategic Marketing Management

BA (Hons) Business Enterprise (Top Up) (2020-2021)

<b>College:</b>	<b>Cornwall College Camborne</b>	<b>Programme Title:</b>	<b>BA (Hons) Business Enterprise (Top Up)</b>
<b>Academic Year:</b>	<b>2020-2021</b>	<b>Mode of Attendance</b> <b>Course Duration:</b>	<b>Part Time Over 2 Years</b>
<b>Plymouth Programme Code:</b>	<b>6191</b>	<b>Total Credits:</b>	<b>120 at Level 6</b>

<b>FHEQ level: Level 6 For: Part Time 6191</b>				
<b>P/T Route Year</b>	<b>When in Year? (I.e. Autumn, Spring etc.)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
<b>Year 1</b>				
P/T		Core	20	BABE302 Responsible Enterprise
P/T	All	Core	20	BSO315 Enterprise Portfolio
<b>Year 2</b>				
P/T	All	Core	20	ECN308 Business Management
P/T	All	Core	20	BABE305 Performance Management
<b>Students must also choose two of the following modules</b>				
P/T	All	Option	20	BABE306 Human Resource Management and Employment Law
P/T	All	Option	20	BABE307 Lean for the Whole Enterprise
P/T	All	Option	20	BABE304 Strategic Marketing Management

BA (Hons) Business Enterprise (Top Up) (2020-2021)

## PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

*Developing graduate attributed and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalised. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.*

*Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:*

FHEQ level: Level 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p><b>Knowledge / Understanding:</b></p> <p>The FHEQ requirements are already given here in italics: <i>3.2, 3.5, 3.6, 3.7</i></p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>Understanding of the holistic nature of business</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>Lectures and Tutorials</li> <li>Directed independent learning.</li> </ul>	1,2,4,5	1,2,4,5.	Key knowledge and understanding is assessed via a combination of multiple choice tests, examinations, essays,	CORC320 CORC321 CORC322

BA (Hons) Business Enterprise (Top Up) (2020-2021)

<p>in its broadest sense.</p> <ul style="list-style-type: none"> <li>• Ability to use an appropriate theoretical model to explain the elements and integrated nature of the national and international context within which businesses operate.</li> <li>• Knowledge and understanding of the key functional areas.</li> <li>• Understanding of inputs, processes and outcomes of strategic decision making and business planning.</li> <li>• Knowledge of communication / information technology used in the workplace.</li> <li>• Knowledge &amp; understanding in order to be able to make sense of the workplace.</li> <li>• Understanding of the nature of enterprise and entrepreneurship and the need for innovation in decision making.</li> <li>• Appreciation of the nature of globalisation and the implications for business.</li> <li>• Understanding of the influence of differing cultures on international business.</li> <li>• Understanding of the significance of corporate social responsibility and ethics on business practice.</li> </ul>	<ul style="list-style-type: none"> <li>• The primary focus is strategic decision making and enterprise.</li> <li>• Develop students understanding of the holistic nature of business activity.</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>• <i>Case studies</i></li> <li>• <i>Problem solving exercises</i></li> <li>• <i>Project based activity</i></li> <li>• <i>Business games &amp; simulations</i></li> </ul>		<p>presentations and seminar performances.</p>	<p>CORC319 CORC324</p>
<p><b>An explanation for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>Learners will have demonstrated an ability to apply knowledge and understanding developed within the course to industry related scenarios and will be required to complete a range of assessment.</p>				

<b>Cognitive and Intellectual Skills:</b>					
The FHEQ requirements are already given here in italics: 3.9,a,b,c,d,e,f,g,h,i,j					
<p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>• The ability to critique rival frameworks and theories</li> <li>• Abstract analysis, critical thinking and synthesis skills</li> <li>• The ability to intelligently apply appropriate principles in assessing policy or practice</li> <li>• Problem solving, creative thinking and research methods skills</li> <li>• The ability to evaluate data using appropriate techniques</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>• Library, other research exercises</li> <li>• Group-work awareness and practice</li> <li>• Computer-based learning and assessment</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>• Policy and practice analysis in surgeries</li> <li>• Computer-based practicals on data and measurement problems</li> </ul>	1,2,4,5,6	1,4	<p>Assessed discussions</p> <p>Essays/projects/dissertations</p> <p>Examinations/tests</p> <p>Coursework/group work on practical application questions</p>	<p>CORC320</p> <p>CORC321</p> <p>CORC322</p> <p>CORC323</p> <p>CORC324</p>
	<p><b>An explanation for embedding Cognitive and Intellectual Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>Learners will have demonstrated an ability to apply knowledge and understanding developed within the course to industry related scenarios and will be required to</p>				

complete a range of assessment.					
<b>Key Transferable Skills:</b>					
The FHEQ requirements are already given here in italics:					
<b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b>					
<ul style="list-style-type: none"> <li>• The ability to access a range of learning resources and self manage learning with guidance</li> <li>• The ability to work effectively with others in a team</li> <li>• Effective communication skills (Oral /Written /CIT)</li> <li>• The ability to acquire and manage information and use appropriate research strategies</li> <li>• Numeracy/Quantitative skills</li> <li>• Learning skills (Reflection/Problem Solving/Evaluation/ Synthesis)</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>• Library, other research exercises</li> <li>• Group-work awareness and practice</li> <li>• Computer-based learning and assessment</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>• Class and seminar interactions and feedback</li> </ul>	1,2,3,4,6	2,3,6	<p>Coursework of all types</p> <p>Examination preparation and completion</p> <p>Assessed discussions</p> <p>Group work assessments</p>	<p>CORC321</p> <p>CORC324</p>
<b>An explanation for embedding Key Transferable Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b>					
Learners will have demonstrated an ability to apply knowledge and understanding developed within the course to industry related scenarios and will be required to complete a range of assessment.					

<b>Employment Related Skills:</b>					
The FHEQ requirements are already given here in italics: <i>2.1, 2.3</i>					
<b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b>					
<ul style="list-style-type: none"> <li>• Project management skills</li> <li>• Personal development planning skills</li> <li>• Action planning skills</li> <li>• The ability to reflect on practice</li> <li>• Career awareness and planning skills</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>• Business engagement activities</li> <li>• Live project work</li> <li>• Business games / role-play/ simulations</li> <li>• Reflective learning</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>• Problem solving exercises</li> <li>• Class and seminar activities</li> </ul>	1,2	6	Project and assignment work Presentations Reflective reports	CORC324
<b>An explanation for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b>					
Learners will have demonstrated an ability to apply knowledge and understanding developed within the course to industry related scenarios and will be required to					

complete a range of assessment.					
<b>Practical Skills:</b>					
The FHEQ requirements are already given here in italics:					
<b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b>					
<ul style="list-style-type: none"> <li>• Computer and Information Management Technology Skills.</li> <li>• Presentation and oral communication skills - selling and pitching.</li> <li>• Written Communication skills.</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>• Projects and assignments.</li> <li>• Designated tasks.</li> <li>• Lectures / Tutorials / Seminars and Surgeries.</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>• None.</li> </ul>	1,2,3,4	3	Project work  Competence in a range of business-related communication techniques.	CORC324
<b>An explanation for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b>					
Learners will have demonstrated an ability to apply knowledge and understanding developed within the course to industry related scenarios and will be required to complete a range of assessment.					

## PS14. Work Based/ Related Learning

*WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE Programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:*

FHEQ level: 6					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
<p>Plan, design and execute practical activities using appropriate techniques and procedures.</p> <p>Undertake fieldwork with due regard for safety and risk assessment.</p>	<p>Throughout the programme.</p>	<p>Levels 4, 5 and 6</p>	<p>Apply graduate attributes and skills;</p> <p>Apply career management skills: Apply lifelong learning skills:</p> <p>Business and organisational awareness.</p> <p>Demonstrate an international outlook.</p>	<p>Key knowledge and understanding is assessed via a combination of :</p> <p>Essays/projects/dissertations.</p> <p>Examinations/tests.</p> <p>Coursework/group work on practical application questions.</p> <p>Reflective assignments.</p>	<p>ALL Core Modules</p>
<p><b>An explanation of this map:</b></p> <p>Work Based Learning is embedded throughout level 4, 5 and 6 of this programme. Many assignments require students to complete observations, reflect on practice and apply theory to practice. These activities make a clear link between academic theoretical learning and that of professional practice.</p>					