

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours (Fnd) in Business with Finance

Awarding institution	Liverpool John Moores University
Teaching institution	Liverpool Business School
UCAS Code	N130
JACS Code	N100, N300
Programme Duration	Full-Time: 4 Years, Sandwich Thick: 5 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	General business and management 2015 QAA 1089 02/2015
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	<p>Bachelor of Arts with Honours (Fnd) in Business with Finance</p> <p>Bachelor of Arts with Honours (SW) (Fnd) in Business with Finance</p> <p>Diploma of Higher Education (Fnd) in Business with Finance</p> <p>Diploma in Higher Education (SW) (Fnd) in Business with Finance</p> <p>Certificate of Higher Education (Fnd) in Business with Finance</p>
Programme Leader	Alistair Beere

Educational aims of the programme

The curriculum is designed to comply with the QAA General Business and Management Subject Benchmark, published as part of the national academic infrastructure.

The BA (Hons) Business with Finance Foundation programme aims to produce graduates who have:

Acquired knowledge of business theories, models and techniques and issues rigorously and who have the practical skills needed within the business and finance environment.

Developed the knowledge and skills necessary for a successful career in business or to undertake a further academic study.

Developed the personal and key skills to enable them to work effectively on their own and within teams and to be able to meet the challenges of working in a changeable business environment.

Developed knowledge and skills in finance.

The ability to apply their skills and knowledge in a work situation. The optional placement/sandwich modules seek to enhance the intellectual skills needed to develop and embed a positive attitude to lifelong learning for those students on this option.

Fully engaged with the World of Work programme and have the ability to reflect on challenging and successful experiences to enhance their professional development (optional).

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education (Fnd)

A student who is eligible for this award will be able to:

Use a range of appropriate business software.

Describe the structure, functions, processes and management of business organisations.

Apply basic quantitative techniques to business problems.

Alternative Exit/ Interim Award Learning Outcomes - Diploma in Higher Education (SW) (Fnd)

A student who is eligible for this award will be able to:

A student who successfully completes a placement year will be eligible for the Sandwich award and will, in addition to the below, be able to demonstrate the professional and personal skills necessary for effective employment within a professional environment.

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education (Fnd)

A student who is eligible for this award will be able to:

Use a range of appropriate business software

Analyse the structure, functions, processes and management of business organisations

Apply quantitative techniques to business problems

Target award Learning Outcomes - Bachelor of Arts with Honours (Fnd)

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Demonstrate a comprehensive understanding and ability to analyse and evaluate the nature, structure, functions, processes and of business organisations and financial implications.
2. Understand the role and management of finance in a business organisation recognising its development and implications.
3. Apply the business and finance concepts and philosophy to private, public and not-for-profit sector organisations.
4. Recognise the importance of collecting relevant data, and the variety of information sources, both primary and secondary.
5. Analyse the contemporary issues in business and finance.
6. Apply a range of theoretical concepts to practical organisational or industry sector issues or problems.
7. Demonstrate knowledge of the business communications tools and the need for integration.
8. Demonstrate detailed knowledge of business and finance.
9. Demonstrate an awareness of strategic, legal and ethical issues affecting business organisations.
10. Apply the skills necessary for academic study and enquiry.
11. Select, use and evaluate information from a variety of sources.
12. Apply theoretical concepts, practical techniques and skills to the solution of complex problems.
13. Analyse and interpret quantitative and qualitative data.
14. Utilise judgement to draw appropriate conclusions and make recommendations.
15. Analyse, evaluate and synthesise theoretical and applied knowledge and information to develop a coherent understanding and conclusion.
16. Develop own leadership, team-working and other personal qualities necessary for business finance career.
17. Apply problem solving and decision making skills.
18. Act with increasing autonomy to conduct research into business and management issues.
19. Develop a range of work-related skills that demonstrates business acumen.
20. Utilise appropriate ICT software and critically evaluate internet sources.
21. Plan, manage, review and evaluate own learning.
22. Work effectively on their own and as part of a team.
23. Utilise problem-solving skills in a variety of theoretical and practical situations.

24. Manage time effectively by learning to plan and prioritise their work in order to meet specified deadlines.
25. Learn independently in the spirit of critical enquiry.
26. Communicate effectively with a wide range of individuals utilising a variety of appropriate media.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

The acquisition of core knowledge is achieved through a range of teaching methods including lecture, seminar, tutorial and workshop. The core knowledge and understanding required for the programme determines the teaching methods used within modules. For example, lectures may be used to introduce core theories and concepts, with seminars, tutorials and workshops being utilised to build on core theories and explore in more detail further concepts, ideas and 'real-world' business issues.

The ability for students to consolidate their learning has been considered and developed within modules. As well as potentially using workshops, tutorials and seminars to practice and further explore theories and concepts, students will also develop their learning through on-line activities and directed reading.

In formulating the assessment strategy, the programme team aims to achieve an appropriate match between teaching and learning methods and assessment tasks in order to ensure that the programme offers variety in its assessment. The provision of formative assessment and feedback has also been considered within modules in order to provide students with the best opportunity to develop their knowledge and understanding of key subjects. Assessment methods for the programme include portfolios, presentations, research case-study, poster campaigns, on-line reflection, tests, essays, reports and examinations.

Programme structure - programme rules and modules

Students will be offered the opportunity of study abroad at Level 5. Students can choose either Option A or Option B unless they undertake the Sandwich Year, in which case Option B is not available:

Option A: replacement of 60 credits of Level 5 with appropriate study abroad. The programme will offer the opportunity of 60 credits of study at Level 5. Students will be enrolled on a 600 credit honours with study abroad programme. A 60 credit Level 5 study abroad module (5110LBSBW) will normally replace the semester 2 modules on the standard programme. This study abroad should cover the same learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 120 credits at Level 5.

Option B: additional study year abroad following Level 5

The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 600 credit honours with study abroad programme. Of those 600 credits, 120 will be taken via a Level 5 study abroad module (5111LBSBW) the modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Sandwich Year

The aim is to provide students with an extended period of work experience at an approved partner that will complement their programme of study at LJMU. This will give the students the opportunity to develop professional skills relevant to their programme of study, as well as attitude and behaviours necessary for employment in a diverse and changing environment. The placement year will follow Level 5 and students will be enrolled on a 600 credit honours sandwich programme and take the module 5112LBSBW (Sandwich Year-Business with marketing, finance and international business management). The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

The options 5101LBSBW and 6101LBSBW modules are only available to level 5 and 6 direct entry students.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours (Fnd)
Core	Option	Award Requirements
6102LBSBW Strategic Management (20 credits) 6103LBSBW Business Consultancy (20 credits) 6104LBSBW Innovation & Creativity for Business (20 credits) 6105LBSBW Financial Risk Management (20 credits) 6106LBSBW International Corporate Finance (20 credits)	6100LBSBW Corporate Social Responsibility (20 credits) 6101LBSBW Personal Development and Employment (20 credits)	100 core credits at level 6 20 option credits at level 6

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5102LBSBW Organisational Behaviour (20 credits) 5103LBSBW Digital Business Intelligence (20 credits) 5104LBSBW Research Methods (20 credits) 5105LBSBW Investment and Finance (20 credits) 5106LBSBW International Monetary and Financial Systems (20 credits)	5100LBSBW Employability Skills (20 credits) 5101LBSBW Personal Development (20 credits)	100 core credits at level 5 20 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4100LBSBW Business and Economic Decisions (20 credits) 4101LBSBW Contemporary Business Issues (20 credits) 4102LBSBW Academic and Business Skills (20 credits) 4103LBSBW Marketing for Business (20 credits) 4104LBSBW Finance and Accounting Skills (20 credits) 4105LBSBW Fundamentals of Management (20 credits)		120 core credits at level 4 0 option credits at level 4
Level 3	Potential Awards on completion	
Core	Option	Award Requirements
3100FNDLBS Developing Skills for Business (20 credits) 3101FNDLBS Understanding Business Organisations and Operations (20 credits) 3102FNDLBS Essentials of Management (20 credits) 3103FNDLBS Introduction to Marketing and PR Communications (20 credits) 3104FNDLBS Data Analysis Techniques for Business (20 credits) 3105FNDLBS Programme Case Study (20 credits)		120 core credits at level 3 0 option credits at level 3

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

The four elements of Work Related Learning (WRL):

1. Learning about oneself
2. Learning and practising skills
3. Experiencing the world of work
4. Experiencing and learning how to learn and manage oneself in a range of situations

will be addressed through the continuing development of graduate skills that are embedded into the programmes as well as via campus based work related learning.

With respect to elements 1, 2 and 4 the Team are of the opinion that the comprehensive mapping exercise of the graduate skills clearly demonstrates that these elements are incorporated into the Programmes, as all the skills will be taught, practised and assessed via the core modules. This approach provides students with an opportunity to follow their pathways at Level Five and Level Six that will enable them to further develop those skills that they identify as being important to them.

In relation to element 3, this is achieved on the Programme via the optional Placement/ Year abroad.

The programme also has strong employer involvement. Many modules have guest speakers from industry.

Criteria for admission

A/AS Level

72 UCAS tariff points from a minimum of 2 A Levels. Maximum of 20 AS points accepted.

BTEC National Diploma

72 UCAS Tariff points.

Irish Leaving Certificate

72 UCAS tariff points with a maximum 20 UCAS Tariff points from Ordinary Level

Scottish Higher

72 UCAS Tariff points

International Baccalaureate

24 IB Diploma points

Access

At least 24 Merits and 21 Passes or any other combination which equates to 72 UCAS Tariff points in a relevant subject

Higher national diploma

Pearson/Edexcel HND and foundation degree awards in a relevant subject area will be considered for direct entry to level 6.

Other

Prior to starting the programme applicants must have obtained grade 4 or grade C or above in English Language and Mathematics GCSE or an approved alternative qualification:

- Key Skills Level 2 in English/ Maths
- NVQ Level 2 Functional skills in Maths and English Writing and or Reading
- Skills for Life Level 2 in Numeracy/English
- Higher Diploma in Maths/ English
- Functional skills Level 2 in Maths/ English
- Northern Ireland Essential Skills Level 2 in communication or Application of Number
- Wales Essential Skills Level 2 in Communication or Application of Number

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Mature entry

Applications are welcomed from mature and non-standard applicants, who will be considered on an individual basis. These applicants may be required to submit an essay and/or attend an interview, and should demonstrate potential and motivation and/or have relevant experience.

Overseas qualifications

International applications will be considered in line with UK qualifications.

Any Applicant whose first language is not English will be required to have IELTS 6.0 (minimum 5.5 in each component)

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies

(PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.