

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement **(BS)**

| | |
|---|--|
| 1 | Awarding Institution Queen Margaret University |
| 2 | Teaching Institution Metropolitan College (AMC) |
| 3 | Work-based learning Metropolitan College (AMC) |
| 4 | Programme accredited by |
| 5 | Final Award BA/BA (Hons) Business Management and BA/BA (Hons) Business Management fast Track) |

On completion of the programme, the students will have demonstrated knowledge and understanding of:

1. The diverse nature and structure of organisations in the private, public and voluntary sector, their purpose, function, processes and operations.
- 2.

Assessment throughout the programme is both formative and summative and is designed to encourage deep rather than superficial learning. Examinations take a number of forms including unseen questions, case study analysis and open book. Coursework is assessed through essays, management reports, individual and group presentations, poster presentations, reflective portfolios, project proposals and the Honours Project. These assessment tools allow students to demonstrate their acquisition of knowledge and understanding through a variety of approaches.

B Intellectual (thinking) skills

On completion of the programme, the students will be able to:

Apply theoretical, business and management knowledge to the analysis of organisations

Research and assess subject specific theories, concepts, trends, paradigms, principles and practices

Select, summarise and synthesise evidence in order to analyse business management from both disciplinary and multi-disciplinary perspectives.

Identify, question and critique assumptions and identify underlying values and principles.

Critically interpret data and text from a range of academic and empirical sources

Identify business and management problems and apply appropriate methods and methodologies to offer solutions.

Critically appraise academic literature and other sources of information

Develop rational arguments based upon evidence and challenge conventional assumptions on business management

Assume responsibility for own learning and continuing professional development.

Teaching/learning methods and strategies

The learning/teaching strategies adopted by the programme aim to encourage independent and active learning. A wide range of active teaching methods will be employed throughout the programme including

Practical workshops enabling experimentation and the analysis and discussion of issues, documents and materials;

Lectures providing the opportunity for the presentation of an extended and coherent line of argument;

Seminars to generate group and individual creativity, discussion and reflection;

Guided reading and independent study to enable participants to engage with relevant and appropriate debate;

Supported self study using relevant materials to promote individual enquiry and development;

Individual tutorials to enable a more extended, in-depth analysis and support of self study;

Formative assessment tasks to allow students to monitor their own understanding and

Assessment

A

s part of our approach to learning and teaching, a variety of assessment types are used within the programme. Importantly, each level within UG programmes offer a range of assessment types but offers a consistency in volume of assessment.

Assessment throughout the programme is both formative and summative and is designed to

engagement will be provided a regular intervals throughout the module

Assessment

As part of our approach to learning and teaching, a variety of assessment types are used within the programme. Importantly, each level within UG programmes offer a range of assessment types but offers a consistency in volume of assessment.

Assessment throughout the programme is both formative and summative and is designed to encourage deep rather than superficial learning. Examinations take a number of forms including unseen questions, case study analysis and open book. Coursework is assessed through essays, management reports, individual and group presentations, poster presentations, reflective portfolios, project proposals and the Honours Project. These assessment tools allow students to demonstrate their acquisition of knowledge and understanding through a variety of approaches.

11 Programme structures and features, curriculum units (modules), credits and award requirements

All modules in the Division are 20 credits apart from the dissertation which is 60 credits.

Programme Structure Diagram – BA (Hons) Business Management

| BA BUSINESS MANAGEMENT |
|---|
| Year 1 |
| Study skills for business students (0 credits module) |
| Foundations of marketing |
| Business economics |
| The business environment (Introduction to business) |
| Intro to finance & accounting |
| Foundations of management |
| Data analysis and decision making |
| Year 2 |
| Human resource management |
| Financial planning and control |
| Business communications |
| Customer experience |
| Work based learning |
| Marketing in practice |
| Year 3 |
| Exploring strategy |

| |
|---------------------------------------|
| New enterprise creation |
| Organisational behaviour |
| Business research methods |
| Value driven marketing |
| Logistics and supply chain management |
| Year 4 |

13 Criteria for admission

Students are admitted to the Undergraduate programmes within the Division of Business, Enterprise and Management from a diverse variety of academic backgrounds.

The standard precepts of the University Admissions Regulations apply to all applicants, including those which pertain to non-standard entry and accreditation of prior learning, as summarised at: <http://www.qmu.ac.uk/quality/gr/default.htm>.

The standard entry requirement for students entering level 1 will be a Greek Secondary School diploma (Apolytirion of Lykeio) with a minimum average of 10 (equivalent of 50%). Non-Greek

improvements made. The areas of the strategy are:

Independent review is undertaken by the quality department on a sampling basis and unannounced so that lecturers are unable to prepare for it. The objective is to take a non-specialist look at teaching methods on a module, identify areas of excellence that can be disseminated throughout AMC and areas for improvement. Special attention is made to whether the lecturer is communicating efficiently to all students, differentiating when different levels of ability are evident

To ensure that justice is done to all students.

External examiners fulfil these responsibilities in a variety of ways including:

Approving exam papers/assignments;

Attending assessment boards;

Reviewing samples of student work and moderating standards;

Ensuring that regulations are followed;

Providing feedback to the University through an annual report that enables us to make improvements for the future.

Periodic reviews of the partnership and programme

This is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to students and speaks to staff before drawing its conclusions.

Committees with responsibility for monitoring and evaluating quality and standards

The Programme Committee

The Programme Committee is the major decision-

<http://www.metropolitan.edu.gr/moodle>

