

PROGRAMME SPECIFICATION

Programme Title: BSc (Hons) Enterprise and Small Business Development

Partner Institution: GSM London

Start Date: October 2015

First Date of Award: 2017

Date(s) of Revision(s) to this Document: 06/07/2017

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PROGRAMME SPECIFICATION

This Programme Specification should contain no information referring to individual members of staff as it will be employed as a public document.

PS1. Programme Details

Awarding Institution:	Plymouth University
Teaching Institution:	GSM London
Accrediting Body:	N/A
Language of Study:	English
Mode of Study:	Standard (3 Years) / Accelerated (2 Years) Extended Standard (4 Years)/ Extended Accelerated (3 Years) Part-time Standard (4 Years)/ Part-time Extended (5 Years 1 Semester) (See Appendix: Programme Structure by Delivery Mode)
Final Award:	BSc (Hons)
Intermediate Award:	CertHE 120 credits; DipHE 240 credits; Ordinary degree 320 credits
Programme Title:	BSc (Hons) Enterprise and Small Business Development
UCAS Code:	2 Year – 22NN 3 Year – N2NN 2 Year (Extended) – NN22 3 Year (Extended) – N22N
JACS Code:	N200
Benchmarks:	QAA Framework for Higher Education Qualifications in England, Wales QAA Subject Benchmarks: General Business and Management (GBM) QAA Enterprise and entrepreneurship education: Guidance for UK higher education providers (2012) QAA Code of Practice for the assurance of academic quality and standards in Higher Education SEEC 2010
Date of Programme Approval:	15/01/2015

PS2. Brief Description of the Programme

The following is a description of the programme that clarifies both its position within the delivering institution and Plymouth University's portfolio. This material/ may be used for promotion of the programme and the text should be approximately 200-250 words.

The BSc (Hons) Enterprise and Small Business Development programme provides the theoretical knowledge and practical skills necessary to develop student competence and effectiveness for entrepreneurship and small business development. During the programme, students' knowledge and skills are evaluated through a range of innovative assessment methods, including interactive and practical applications of skills within the entrepreneurial context. At stage one, students will focus on the principles and fundamentals of entrepreneurial activity and will be given the opportunity to define enterprise activity within the context of small business. At stage two, students focus on using their knowledge of enterprise to build their skills capacity and to model the required behaviour of entrepreneurs. At stage three students will critically analyse and evaluate the effectiveness of various models of enterprise practice that contribute to driving organisational performance. Graduates of the programme emerge with a well-rounded view of small business enterprise practice, which enables them to confidently increase their ability as entrepreneurs, as well as their employability within various industries.

PS3. Details of Accreditation by a Professional/Statutory Body (if appropriate)

Full details of professional qualifications/accreditation by professional/statutory bodies are available at:

<http://www.gsm.org.uk/undergraduate/professional-qualifications>

PS4. Exceptions to Plymouth University Regulations

Plymouth University have approved an exemption to the regulations enabling GSM London to utilise a 15/30 credit structure

PS5. Programme Aims

The programme will deliver:¹

A1. An critical understanding of the principles for enterprise and small business development.

¹ Recommended: 5-7 "numbered points"

- A2. Critical analysis of entrepreneurial practice and its contribution in driving small business performance.
- A3. Practical application of enterprise skills both general and specific and appreciation of their transferability across all sectors and industries.
- A4. Development of individual confidence and competences within enterprise and fostering of professional approaches.
- A5. Higher education foundations for a range of careers.

PS6. Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to demonstrate:⁵

Knowledge and understanding:

- K1.0 Knowledge and understanding of the key aspects of enterprise and small business development.
- K1.1 A factual and conceptual knowledge base related to such business areas as finance, people, their behaviour and their communications.
- K1.2 Critical understanding of the need to collect, manipulate and interpret relevant quantitative and qualitative data in relation to basic enterprise issues.
- K1.3 Understanding of the environmental factors, including economics that influence enterprise and small business development and the implications of these.
- K1.4 Critical awareness of ethical issues in core business activities and the ability to discuss these in relation to personal beliefs and values.

Cognitive and Intellectual Skills:

- C2.0 Engagement in meaningful debate and analysis of topics related to the subject of enterprise and small business development.
- C2.1 The undertaking of an analysis of the business environment with guidance to provide satisfactory responses to issues.
- C2.2 Application of the correct concepts and frameworks to clearly defined problems, while beginning to appreciate the complexity of the decision-making involved in enterprise activity.
- C2.3 Evaluation of the reliability of data using recognised and appropriate techniques.
- C2.4 Collection and synthesis of enterprising ideas and information in a formal manner.

Transferable Skills:

- T3.0 Utilisation of the transferable skills necessary to work within areas of enterprise and small business development across sectors and industries.
- T3.1 Operation in predictable defined contexts using standard, recognised techniques.
- T3.2 Working with limited autonomy within agreed and defined parameters.
- T3.3 Development of responsibility for their own learning.
- T3.4 Working effectively with others while meeting the required obligations involved.

Employment:

- E4.0 Possession of the skills required for graduate employment in the areas of enterprise and small business development including the use of initiative, complex decision making, and the ability to recognise the need for further professional development.
- E4.1 Identification of the career specialism that reflects their interests and abilities.
- E4.2 Understanding of career pathways and the professional expectations of the behaviour required to achieve these.

Practical:

- P5.0 Acquisition of GSM London's Graduate Attributes and facilitate the application of these attributes in both academic and vocational contexts.
- P5.1 An understanding of the issues involved when working with others and be able to act appropriately to achieve successful outcomes.
- P5.2 Apply relevant methods and frameworks to clearly-defined business problems.
- P5.3 Undertake research tasks with minimum guidance to investigate and develop business performance issues.
- P5.4 Communicate effectively to explain business issues in a clear and concise manner.

PS7. Distinctive Features

The following provides a definitive and approved list of elements that may be used to both conceptualise and promote the market position of this programme:²

- The Enterprise and Small Business Development degree provides students with the opportunity to gain knowledge specific to enterprise and entrepreneurship, as well as the ability to apply this across sectors and industries. This application of knowledge is

² Recommended: "bullet points" to assist promotional use

gained through practical modules such as the level 5 and Capstone projects, as well as through live projects through new enterprise links where possible. The programme is considered a 'for' course, as it aims to create 'enterprising mind-sets' and raise awareness amongst students into what it is to be enterprising and an entrepreneur. The level 5 and Capstone projects, as well as the Emerging Themes module, will be specific to the functions within Business and Enterprise providing further learning within these specialist areas.

- The programme covers the core and complementary areas of enterprise and business that are of increasing importance such as ideas generation, marketing and communication, enterprise culture, finance and economics, sustainability and social responsibility, digital marketing, project management, and social enterprise. It enables students to make sound decisions as entrepreneurs and managers regarding these areas of enterprise and business. For instance, students are taught to interpret financial data and accounts to enhance decision making rather than the technical knowhow of calculating it themselves. Equally, students are equipped with the Digital Marketing skills that are now required for start-up businesses and many employers.
- There will be a **blend of assessment tools** that will be used within the necessary academic assessment framework, which directly link to developing the practical skills required for enterprising managers. Students are provided with elective modules so that they can choose the most appropriate route and are also given choices related to assessment in several modules.
- Students are guided through choosing a project or placement within an organisation based on their own aspirations and are given support in securing the position through various activities such as careers fairs.
- Shared modules such as Project Design and Implementation, Evaluation and Reflection, Emerging Themes, and the Capstone Project will be customised to reflect the programme of study that each student has chosen to include specialist content from, within those areas of enterprise and business. There will also be a level of flexibility within some of these modules for students to choose projects that are of interest to them personally.
- Students will undertake a **reflective learning approach** which will involve in-class and guided independent study activities pre and post tutor-led activities in the form of a learning log. These learning logs will be used as materials for formative assessments.
- The programme will be flexibly delivered through the following distinct modes of study: Standard (3 Years); Accelerated (2 Years); Extended Standard (4 Years); Extended Accelerated (3 Years); Part-time Standard (4 Years); Part-time Extended (5 Years 1 Semester) (See Appendix: Programme Structure by Delivery Module.)

- The accelerated mode allows students to enter the workplace more quickly and at a lower expense (they save the cost of a third year). This offers considerable added value to the GSM London experience.
- The three-year model attracts a younger student population which favours a programme with a longer break between academic years.
- The part-time format facilitates study alongside other commitments, and skills and knowledge can be developed simultaneously.
- In recognising that there should be a balance between 'technical' and 'general skills', this programme enhances students' employability by encouraging them to communicate confidently and openly, in a spirit of team work, towards achieving common and specific goals, developing their ability to take the initiative, gather information, analyse facts and figures, and to contribute their ideas effectively through competent oral and written communication skills. This will assist in moulding them into competent managers. (See Appendix: Skills Modules)
- There is opportunity to engage with employers contributing to the curriculum delivery.
- The curriculum will allow for a more dynamic and innovative approach to learning and teaching, combining classroom lectures with workshops, collaborative learning, e-learning through the combination of live webinars, audio and video recording of lectures, blended learning, and practical projects.
- Supporting students to develop distinctive GSM London Graduate Attributes valued by employers (employability and professionalism, enterprise and innovation, critical thinking and scholarship, global citizenship and social responsibility) is an important feature of the student experience. These dimensions shape the design, content and delivery of the programme and the extra-curricular portfolio on offer. Students are encouraged and supported to evidence and articulate their acquisition of these attributes.

PS8. Student Numbers

The following provides information that should act as a guide to assure the quality of the student experience, progression opportunities, and staff and resource planning:

Approximate minimum student numbers per stage = 15

Target student numbers per stage = 30

Approximate maximum student numbers per stage = No maximum provided at this point in time because additional numbers over target will be monitored over the recruitment cycle to ensure that student numbers can be managed.

PS9. Progression Route(s)

There are GSM London Masters level programmes which students can progress onto, please see the programme team for more details.

PS10. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
<p>Level 2:</p> <p>-</p> <p>-</p>	<p>Level 2 qualifications are not suitable for entry onto the Bachelor degree programmes. However, applicants for entry onto the extended degree options are considered for entry with a qualification at Level 2: Please see the Bachelors' Extended Degree Programme Specification for further details.</p>
<p>Level 3: at least one of the following:</p> <p>-</p> <p>-</p>	<p><u>These requirements are for entry onto the Bachelor degrees only (excluding the extended degrees i.e. Year 0 entry)</u></p> <p>An applicant must normally be 18 years of age at the start of the programme and as a minimum must have obtained:</p> <ul style="list-style-type: none"> • 2 A Level passes (A-E/ minimum of 80 UCAS Tariff points) or successfully achieved 120 credits on the GSM London's Year 0 programme or equivalent <p><i>Overseas qualifications equivalent to those mentioned above will be accepted. For further information contact the local British Council office or GSM London's International Advisors (+44 [0]208 5167 800 admissions@gsm.org.uk)</i></p> <ul style="list-style-type: none"> • If English is not the applicant's first language, proof of fluency through IELTS (minimum score 6.0 for degree programmes) or another accepted system must be provided. <p>Other qualifications may be considered (subject to approval by Plymouth University):</p> <ul style="list-style-type: none"> • Advanced Level Diploma:

- - - - - -	<ul style="list-style-type: none"> • BTEC National Certificate/Diploma: • HNC/D: • VDA: AGNVQ, AVCE, AVS: • Access to HE or Year 0 provision: • International Baccalaureate: • Irish / Scottish Highers / Advanced Highers:
Work Experience:	Applications from candidates who lack the normal programme entry requirements are positively encouraged. In such cases, the Admissions Tutors must be satisfied that the applicant has the necessary potential, knowledge or experience and motivation to follow the programme successfully. Candidates with non-standard qualifications will be invited to attend for interview.
Other non-standard awards or experiences:	Other non-standard awards or experiences are welcomed and these are assessed on an individual basis. Such awards could be other HE level awards. Where required, an interview may be necessary.
APEL / APCL³ possibilities:	<p><u>Accreditation of prior learning</u></p> <p>Partial exemptions from an undergraduate programme may be obtained in accordance with the Academic Regulations dependent on the compatibility of previous study. Each case is considered on its own merit and will be subject to the approval by Plymouth University.</p> <p>Provision of an academic reference and/or personal statement may be required.</p> <p>We will not normally consider APL's older than 3 years unless the applicant has a recent experiential learning that is directly related to the APL.</p>
Interview / Portfolio requirements:	Interview(s) may be required by the admissions tutor.
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:	No

³ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

PS11. Academic Standards and Quality Enhancement

The programme will follow Plymouth University's current annual monitoring process for partnership programmes to complete evaluation of and planning for maintaining and improving quality and standards.

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

Subject External Examiner(s):

The programme will have an external examiner who will provide a strategic overview of both the academic, practical and research elements of the programme. In addition, specialist external examiners will provide an oversight of specific modules. However, modules which fall under the management of another programme will be externally examined by examiners appointed to that programme and therefore will appear in the relevant programme specification. A full list of modules and department owners is available in the Operational Specification. Modules are grouped as below but are subject to change:

Sustainable Enterprise and Social Responsibility	Employability Skills
Funding the Enterprise	Project/Placement Design and Implementation
Social Enterprise	Evaluation and Reflection (Work Based/Related Learning)
Emerging Themes	Research Methods
Creative Thinking and Problem Solving	Research and the Professional
Starting an Online Enterprise	

Additional stakeholders specific to this programme:⁴

The following additional stakeholders are vital to the successful delivery of this programme:

Students: Engagement through programme committee meetings, student liaison meetings, module evaluation questionnaires, students' perception questionnaires, and discussion forums.

Employers and Funders: Engagement through dialogue and consultation to facilitate a curriculum focused on employability and the ability to access funding for start-ups; also through participation in employability and entrepreneurial events.

Graduates: Engagement through the Alumni community.

Academic communities: Engagement through academic partnerships, collaborative research and projects.

⁴ i.e. students, graduates, employers, academic communities etc

Professional bodies: Engagement through mapping of modules to meet professional body requirements; facilitation of students' progression routes; and access to professional certification within the programme.

Accrediting bodies: Engagement through quality assurance of programme; appointment of external examiners, subject assessment panels and award boards, module evaluation questionnaires, students' perception questionnaires, programme monitoring and review and peer review.

PS12. Programme Structure

The following provides the current structure diagram for this programme. It enables both full time and part time routes to be compared within a single diagram as well as any optional modules to be clearly indicated.

FHEQ Level: 4 For: Year 1 BSc(Hons) Enterprise and Small Business Development				
F/T Route Year ⁵	P/T Route Year ⁶ <small>Error! Bookmark not defined.</small>	Core or Option Module ⁶	Credits ⁷	Module ⁸
1	1	Core	15	Academic Skills (ACSK4001-A)
1	1	Core	15	Effective Ideas Generation (EIDE4019)
1	1	Core	30	Marketing and Communications (MCOM4040)
1	1	Core	15	Developing an Enterprise Culture (DECU4015)
1	1	Core	15	Professional Skills (PRSK4048-A)
1	2	Core	30	Financial and Economic Literacy for Managers (FELM4026)

⁵ Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"

⁶ Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"

⁷ Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)"

⁸ Enter: the module code and title

FHEQ Level: 5 For: Year 2 BSc (Hons) Enterprise and Small Business Development				
F/T Route Year ⁹	P/T Route Year ¹⁰ <small>Error! Bookmark not defined.</small>	Core or Option Module ¹⁰	Credits ¹¹	Module ¹²
2	2	Core	15	Employability Skills (EMSK5012)
2	2	Core	15	Sustainable Enterprise and Social Responsibility (SESR5041)
2	2	Core	30	Digital Marketing (DMKT5008)
2	3	Core	30	Project/Placement Design and Implementation (PPDI5039)
2	3	Core	30	Evaluation and Reflection (Work Based/Related Learning) (EVRE5017)

FHEQ Level: 6 For: Year 3				
F/T Route Year ¹³	P/T Route Year ¹⁴ <small>Error! Bookmark not defined.</small>	Core or Option Module ¹⁴	Credits ¹⁵	Module ¹⁶
3	3	Core	15	Funding the Enterprise (FUEN6023)
3	3	Core	15	Social Enterprise (SENT6057)
3	4	Elective Option A	15	Research Methods (RMET6053)
3	4	Elective Option B	15	Research and the Professional (RPRO6050)
3	4	Core	15	Emerging Themes (EMTH6013)
3	4	Elective Option - Any Mix	15	Strategic Management and Change (SMCH6061)

⁹ Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"

¹⁰ Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"

¹¹ Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)"

¹² Enter: the module code and title

¹³ Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"

¹⁴ Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"

¹⁵ Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)"

¹⁶ Enter: the module code and title

3	4	Elective - Option Any Mix	15	Creative Thinking and Problem Solving (CTPS6008)
3	4	Elective - Option Any Mix	15	Stakeholder and Community Engagement (SCEN6058)
3	4	Elective - Option Any Mix	15	Starting an Online Enterprise (SOEN6059)
3	4	Core	30	Capstone Project (Dissertation/Consultancy Project/Work Based learning) (CAPP6004-A)

**See Appendix: Programme Map for run semesters.*

PS13. Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributes 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 the where and how these are operationalized. 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:

Level: 4					
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
Knowledge / Understanding:					

<p>For this bachelor level programme the following has been guided by the FHEQ Level 4 descriptor and the QAA Honours Degree Subject Benchmark¹⁷ General business and management (2007)¹⁸</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>knowledge of the underlying concepts, principles, and terminology related to enterprise, management, organisations, and their external environment.</p>	<p>Primary: Lectures, tutorials, and guided independent study¹⁹</p> <p>Secondary/Supplementary: Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p>	<p>A1²⁰</p>	<p>K1.0 K1.1 K1.3</p>	<p>Reports, presentations, projects, and exams²¹</p>	<p>Effective Ideas Generation, Marketing and Communications, Developing an Enterprise Culture, Professional Skills, Financial and Economic Literacy for Managers²²</p>
<p>An exposition for embedding knowledge and understanding through Teaching & Learning and Assessment at this level of the programme: The key elements of Level 4 are the context of enterprise and business development, along with a focus on academic and professional skills</p>					
<p>Cognitive and Intellectual Skills:</p> <p>For this bachelor level programme the following has been guided by the FHEQ</p>					

¹⁷ Enter: “For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s)” or “For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s)” or “For this post-graduate taught level programme the following is guided by the QAA Master’s Degree Level Subject Benchmark(s)”

¹⁸ Insert benchmark(s) statement reference

¹⁹ List strategy/methods (i.e. lecs, tuts, guided ind study etc)

²⁰ Refer to relevant numbered aim(s) or LO(s) [as appropriate]

²¹ List the range of assessments most relevant to test these

²² Insert the module code(s) that relate to these attributes/skills

<p>Level 4 descriptor and the QAA Honours Degree Subject Benchmark General business and management (2007)</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>an ability to take a creative and innovative approach to presenting, evaluating and interpreting qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of business management and enterprise</p>	<p>Primary: Lectures, tutorials, and guided independent study</p> <p>Secondary/Supplementary: Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p>	<p>A2</p>	<p>C2.0 C2.1 C2.2</p>	<p>Reports, presentations, projects, and exams</p>	<p>Effective Ideas Generation, Marketing and Communications, Developing an Enterprise Culture, Professional Skills, Financial and Economic Literacy for Managers²²,</p>
<p>An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: This level has a focus on various learning techniques, including the use of case studies and practical workshops to develop students' cognitive and intellectual skills.</p>					
<p>Key Transferable Skills:</p> <p>For this bachelor level programme the following has been guided by the FHEQ Level 4 descriptor and the QAA Honours Degree Subject Benchmark General business and management (2007)</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>the ability to evaluate and interpret</p>	<p>Primary: Lectures, tutorials, and guided independent study</p>	<p>A3</p>	<p>T3.0 T3.1 T3.2 T3.3 T3.4</p>	<p>Reports, presentations, projects, and exams</p>	<p>Effective Ideas Generation, Marketing and Communications,</p>

<p>concepts and principles within enterprise, and exercise some personal responsibility</p>	<p>Secondary/Supplementary: Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p>				<p>Developing an Enterprise Culture, Professional Skills, Financial and Economic Literacy for Managers²²,</p>
<p>An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: A focus on transferable skills throughout the modules, evident through the utilisation of a range of assessments, with an emphasis on academic and professional skills</p>					
<p>Employment Related Skills:</p> <p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark General business and management (2007)</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>the use of interpersonal and communication skills such as effective listening, negotiating, persuasion, and presentation to clarify tasks and rectify issues within a business context</p>	<p>Primary: Lectures, tutorials, and guided independent study</p> <p>Secondary/Supplementary: Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p>	<p>A3 A4 A5</p>	<p>E4.0 E4.2</p>	<p>Reports, presentations, projects, and exams</p>	<p>Effective Ideas Generation, Marketing and Communications, Developing an Enterprise Culture, Professional Skills, Financial and Economic Literacy for Managers²²,</p>

An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:
This level features academic and professional skills. Students will attend employability seminars and workshops as well as with employer site visits in addition to other modules which provide relevant intellectual content designed to enhance students' employability skills.

<p>Practical Skills:</p> <p>For this bachelor level programme the following has been guided by the FHEQ Level 4 descriptor and the QAA Honours Degree Subject Benchmark General business and management (2007)</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>practical skills related to data analysis and the application of creative ideas and innovations to practical situations</p>	<p>Primary: Lectures, tutorials, and guided independent study</p> <p>Secondary/Supplementary: Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p>	<p>A4 A5</p>	<p>P5.0 P5.1 P5.2 P5.4</p>	<p>Reports, presentations, projects, and exams</p>	<p>Effective Ideas Generation, Marketing and Communications</p> <p>Developing an Enterprise Culture, Professional Skills, Financial and Economic Literacy for Managers²²,</p>
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An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:
An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:
Development of practical skills through the range of assessment utilised such as presentations and group work.

Level: 5					
Definitions of Graduate Attributes and	Teaching and Learning	Prog Aims	Prog	Range of	Related Core

Skills Relevant to this Programme	Strategy / Methods		intended Learning Outcomes	Assessments	Modules
<p>Knowledge / Understanding:</p> <p>For this bachelor level programme the following has been guided by the FHEQ Level 5 descriptor and the QAA Honours Degree Subject Benchmark²³ General business and management (2007)²⁴</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>a knowledge and critical understanding of major business and enterprise principles and an awareness of a variety of ideas, contexts and frameworks as they would apply within the work environment.</p>	<p>Primary: Lectures, tutorials, and guided independent study²⁵</p> <p>Secondary/Supplementary: Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p>	<p>A1²⁶</p>	<p>K1.0²⁰ K1.2</p>	<p>Reports, presentations, projects, and exams²⁷</p>	<p>Employability Skills, Sustainable Enterprise and Social Responsibility, Digital Marketing, Project/Placement Design and Implementation, Evaluation and Reflection (work based/related learning),</p>
<p>An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:</p>					

²³ Enter: "For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s)" or "For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s)" or "For this post-graduate taught level programme the following is guided by the QAA Master's Degree Level Subject Benchmark(s)"

²⁴ Insert benchmark(s) statement reference

²⁵ List strategy/methods (i.e. lecs, tuts, guided ind study etc)

²⁶ Refer to relevant numbered aim(s) or LO(s) [as appropriate]

²⁷ List the range of assessments most relevant to test these

Practical demonstration and application of knowledge and understanding are embedded well within modules at this level, as evidenced the wide range of assessment strategies.

Cognitive and Intellectual Skills:

For this bachelor level programme the following has been guided by the FHEQ Level 5 descriptor and the QAA Honours Degree Subject Benchmark General business and management (2007)

By the end of this level of this programme the students will be able to demonstrate for:
A threshold pass:

1. Use of a range of established techniques within the areas of business and enterprise to analyse and synthesise information in order to inform and propose suitable business solutions to problems arising from that analysis.
2. The ability to identify, organise, analyse, and evaluate business and enterprise principles with the aim of presenting to management and funders.

Primary:
Lectures, tutorials, and guided independent study

Secondary/Supplementary:
Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.

A2

C2.0
C2.2
C2.4

Reports, presentations, projects, and exams

Employability Skills, Sustainable Enterprise and Social Responsibility, Digital Marketing, Project/Placement Design and Implementation, Evaluation and Reflection (work based/related learning),

An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Demonstration through practical projects including work placements along with other modules designed to develop and assess students' cognitive and intellectual skills.

Key Transferable Skills:

For this bachelor level programme the

<p>following has been guided by the FHEQ Level 5 descriptor and the QAA Honours Degree Subject Benchmark General business and management (2007)</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>1. Effective communication of information, arguments and analysis in a variety of forms to specialists within business and enterprise as well as to non-specialist audiences, and effective deployment of key competencies that relate to business and enterprise.</p> <p>2. Through reflection the ability to identify and undertake further training in order to develop existing skills and acquire new competences that will enable them to assume significant management and enterprising responsibilities.</p>	<p>Primary: Lectures, tutorials, and guided independent study</p> <p>Secondary/Supplementary: Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p>	<p>A3</p>	<p>T3.0 T3.1 T3.2 T3.3 T3.4</p>	<p>Reports, presentations, projects, and exams</p>	<p>Employability Skills, Sustainable Enterprise and Social Responsibility, Digital Marketing, Project/Placement Design and Implementation, Evaluation and Reflection (Work Based/Related Learning),</p>
<p>An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: The development of management and other skills relevant to several industries and multiple sectors, critical analysis and evaluation, and problem-solving.</p>					
<p>Employment Related Skills:</p> <p>For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark General business and management (2007)</p>					

<p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>Qualities and transferable skills necessary for employment and entrepreneurial activity within business and management, including the awareness of personal responsibility and professional codes of conduct.</p>	<p>Primary: Lectures, tutorials, and guided independent study</p> <p>Secondary/Supplementary: Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p>	<p>A3 A4 A5</p>	<p>E4.0 E4.1 E4.2</p>	<p>Reports, presentations, projects, and exams</p>	<p>Employability Skills, Sustainable Enterprise and Social Responsibility, Digital Marketing, Project/Placement Design and Implementation, Evaluation and Reflection (Work Based/Related Learning),</p>
<p>An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: The embedding of employment-related skills through the level 5 project modules, employability skills modules, and practical activities across the level including access to employability seminars, guest speakers, and engagement with the industry.</p>					
<p>Practical Skills:</p> <p>For this bachelor level programme the following has been guided by the FHEQ Level 5 descriptor and the QAA Honours Degree Subject Benchmark General business and management (2007)</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>Practical evidence of key skills, such as team-working, problem-solving, leadership,</p>	<p>Primary: Lectures, tutorials, and guided independent study</p> <p>Secondary/Supplementary: Electronic and computer-</p>	<p>A4 A5</p>	<p>P5.0 P5.1 P5.2 P5.3 P5.4</p>	<p>Reports, presentations, projects, and exams</p>	<p>Employability Skills, Sustainable Enterprise and Social Responsibility,</p>

and interpersonal and communication skills, as well as the ability to adapt to a range of situations, audiences, and degrees of complexities.	based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.				Digital Marketing, Project/Placement Design and Implementation, Evaluation and Reflection (work based/related learning),
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An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Practical skills are developed throughout the level through activities such as simulations, projects, analysis and evaluation, group and team working.

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>Knowledge / Understanding:</p> <p>For this bachelor level programme the following has been guided by the FHEQ Level 6 descriptor and the QAA Honours Degree Subject Benchmark²⁸ General business and management (2007)²⁹</p>					

²⁸ Enter: "For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s)" or "For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s)" or "For this post-graduate taught level programme the following is guided by the QAA Master's Degree Level Subject Benchmark(s)"

²⁹ Insert benchmark(s) statement reference

<p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <ol style="list-style-type: none"> 1. A systematic understanding of the key aspects of enterprise, management, organisations, and their external environment, including acquisition of coherent and detailed knowledge at least some of which is at, or informed by, the forefront of defined aspects of business and enterprise 2. Conceptual understanding in order to devise and sustain arguments, and/or to solve problems, using ideas and techniques which are at the forefront of enterprise and small business development. 3. An ability to describe and comment upon particular aspects of current research within enterprise and small business development, as well as other cognate areas. 	<p>Primary: Lectures, tutorials, and guided independent study³⁰</p> <p>Secondary/Supplementary: Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p>	<p>A1³¹</p>	<p>K1.0²⁰ K1.2 K1.4</p>	<p>Reports, presentations, projects, and exams³²</p>	<p>Funding the Enterprise, Social Enterprise, Emerging Themes, Capstone Project (Dissertation/Consultancy Project/work based learning),</p>
<p>An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Application of knowledge and understanding are well embedded within modules at this level through the range of assessment strategies utilised.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>For this bachelor level programme the</p>					

³⁰ List strategy/methods (i.e. lecs, tuts, guided ind study etc)

³¹ Refer to relevant numbered aim(s) or LO(s) [as appropriate]

³² List the range of assessments most relevant to test these

<p>following has been guided by the FHEQ Level 6 descriptor and the QAA Honours Degree Subject Benchmark General business and management (2007)</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>an ability to think critically and deploy accurately established techniques of analysis and enquiry within business and enterprising activity</p>	<p>Primary: Lectures, tutorials, and guided independent study Secondary/Supplementary: Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p>	<p>A2</p>	<p>C2.0 C2.1 C2.2 C2.3 C2.4</p>	<p>Reports, presentations, projects, and exams</p>	<p>Funding the Enterprise, Social Enterprise, Emerging Themes, Capstone Project (Dissertation/Consultancy Project/work based learning),</p>
<p>An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Demonstration through practical projects such as the capstone project including work placement, as well as other modules designed to develop and assess students' cognitive and intellectual skills.</p>					
<p>Key Transferable Skills:</p> <p>For this bachelor level programme the following has been guided by the FHEQ Level 6 descriptor and the QAA Honours Degree Subject Benchmark General business and management (2007)</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p>	<p>Primary: Lectures, tutorials, and guided independent study</p>	<p>A3</p>	<p>T3.0 T3.1 T3.2 T3.3 T3.4</p>	<p>Reports, presentations, projects, and exams</p>	<p>Funding the Enterprise, Social</p>

<p>1. application of the methods and techniques learned to review, consolidate, extend and apply knowledge and understanding, to initiate and carry out projects relevant to enterprise and small business development.</p> <p>2. critical evaluation of arguments, assumptions, and abstract concepts and data, to make judgements, and to frame appropriate questions to achieve a solution or range of solutions.</p> <p>3. communication of information, ideas, problems and solutions to those inside and outside the areas of enterprise and small business development.</p>	<p>Secondary/Supplementary: Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p>				<p>Enterprise, Emerging Themes, Capstone Project (Dissertation/Consultancy Project/work based learning),</p>
<p>An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: The development and application of management and other skills relevant to several industries and multiple sectors through projects, critical analysis and evaluation, and problem-solving.</p>					
<p>Employment Related Skills:</p> <p>For this bachelor level programme the following has been guided by the FHEQ Level 6 descriptor and the QAA Honours Degree Subject Benchmark General business and management (2007)</p> <p>By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:</p> <p>The qualities and transferable skills</p>	<p>Primary: Lectures, tutorials, and guided independent study</p> <p>Secondary/Supplementary:</p>	<p>A3 A4 A5</p>	<p>E4.0 E4.1 E4.2</p>	<p>Reports, presentations, projects, and exams</p>	<p>Funding the Enterprise, Social Enterprise, Emerging</p>

necessary for employment within enterprise and small business development which requires the exercise of initiative and personal responsibility, decision making in complex and unpredictable contexts, and the learning ability needed to undertake appropriate further training of a professional or equivalent nature.	Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.				Themes, Capstone Project (Dissertation/Consultancy Project/work based learning),
An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: The embedding of employment-related skills through the capstone project module, project management module, and a higher level development and assessment of students' readiness for the workplace. These are supported by practical activities across the level including access to employability seminars, guest speakers, and engagement with the industry.					
Practical Skills: For this bachelor level programme the following has been guided by the FHEQ Level 6 descriptor and the QAA Honours Degree Subject Benchmark General business and management (2007) By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: 1. The ability to locate their role within a poorly defined and/or flexible context requiring a level of autonomy, appliance of new techniques and processes to their own performance, and identification of how	Primary: Lectures, tutorials, and guided independent study Secondary/Supplementary: Electronic and computer-based communication and learning such as live webinars, recorded audio	A4 A5	P5.0 P5.1 P5.2 P5.3 P5.4	Reports, presentations, projects, and exams	Funding the Enterprise, Social Enterprise, Emerging Themes, Capstone Project (Dissertation/Co

these might be evaluated.	and video lectures, and the use of social media.				nsultancy Project/work based learning),
2. Key skills such as team-working, problem solving, and leadership; set criteria for, and be effective in, professional and interpersonal communication in a wide range of situations.					
An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Practical skills are developed throughout the level through activities such as simulations, projects, analysis and evaluation, group and team working.					

PS14. Work Based/Related Learning

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

Level: 4					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Employer site visit	Some activities will take place on campus while others may take place at other locations. Activities outside of the GSM	A1, A2, A3, A4, A5	K1.0, K1.1, K1.2, C2.0, E4.2, P5.2. <small>Error! Bookmark not defined.</small>	Design and Implementation of projects, evaluation, reflection, multiple choice tests, longer tests, exams, essays, presentations and seminar	Effective Ideas Generation, Marketing and Communications, Developing an Enterprise Culture, Professional Skills, Financial and
Guest talks	London's sites will be appropriately planned to ensure that students	A1, A2, A3, A4, A5 ³³	K1.0, K1.1, K1.2, C2.0, T3.0, E4.2,		

³³ Refer to relevant numbered aim(s) or LO(s) [as appropriate]

	have the opportunity to attend and that all appropriate safety recommendations are fully adhered to.		P5.5	performances.	Economic Literacy for Managers.
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An exposition to explain this map:

Students at this level will be involved in a number of activities through the delivery of the modules aimed at exposing them to the workplace. These will be delivered through simulations via presentations, employer site visits and varying assessment tools.

Level: 5

WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related <u>Core</u> Module(s)
Project Employer site visit Work-based learning Guest talks	Some activities will take place on campus while others may take place at other locations. Activities outside of the GSM London's sites will be appropriately planned to ensure that students have the opportunity to attend and that all appropriate safety recommendations are fully adhered to.	A1, A2, A3, A4, A5 ³⁴	K1.0, K1.1, K1.2, K1.3, C2.0, C2.1, C2.2, C2.3, C2.4, T3.0, T3.1, T3.2, T3.3, T3.4, E4.0, E4.1, P5.0, P5.1	Design and Implementation of projects, evaluation, reflection, multiple choice tests, longer tests, exams, essays, presentations and seminars.	Employability Skills, Sustainable Enterprise and Social Responsibility, Digital Marketing, Project/Placement Design and Implementation, Evaluation and Reflection (work based/related learning).

An exposition to explain this map:

Students at this level will be involved in a number of activities through the delivery of the modules aimed at exposing them to the workplace. This will be delivered through simulations via presentations, employer site visit; and varying assessment tools.

Level: 6

³⁴ Refer to relevant numbered aim(s) or LO(s) [as appropriate]

WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related <u>Core</u> Module(s)
Project Employer site visit Work-based learning Guest talks	Some activities will take place on campus while others may take place at other locations. Activities outside of the GSM London's sites will be appropriately planned to ensure that students have the opportunity to attend and that all appropriate safety recommendations are fully adhered to.	A1, A2, A3, A4, A5	K1.0, K1.1, K1.2, K1.3, C2.0, C2.1, C2.2, C2.3, C2.4, T3.0, T3.1, T3.2, T3.3, T3.4, E4.0, E4.1, P5.0, P5.1	Design and Implementation of projects, evaluation, reflection, multiple choice tests, longer tests, exams, essays, presentations and seminars.	Funding the Enterprise, Social Enterprise, Emerging Themes, Capstone Project (Dissertation/Consultancy Project/ (work based/related learning).
<p>An exposition to explain this map: Students at this level could be involved in the Capstone project module (which focuses on dissertation / consultancy project / work-based learning). This is intended to provide students with the maximum exposure to work-based learning.</p>					

Appendix: Programme Structure by Delivery Mode

Full Time modes

Academic Year	Semester	Extended Standard (4 Years)		Standard (3 Years)		Extended Accelerated (3 Years)		Accelerated (2 Years)	
		Level	Module Credits	Level	Module Credits	Level	Module Credits	Level	Module Credits
Year 1	1	Year 0	60	Level 4	60	Year 0	60	Level 4	60
	2		60		60		60		
	3								
Year 2	4	Level 4	60	Level 5	60	Level 4	60	Level 5	60
	5		60		60		60		
	6								
Year 3	7	Level 5	60	Level 6	60	Level 6	60		
	8		60		60		60		
	9								
Year 4	10	Level 6	60						
	11		60						
	12								

Part Time modes

Academic Year	Semester	Extended (5 Years)		Standard (4 Years)		Academic Year
		Level	Module Credits	Level	Module Credits	

Year 1	1	Year 0	30	Level 4	30	Year 1
	2		30		30	
	3		30		30	
Year 2	4	Level 4	30	Level 5	30	Year 2
	5		30		30	
	6		30		30	
Year 3	7	Level 5	30	Level 6	30	Year 3
	8		30		30	
	9		30		30	
Year 4	10	Level 6	30		30	Year 4
	11		30		30	
	12		30		30	
Year 5	13	Level 6	30			Year 5
	14		30			
	15		30			
Year 6	16		30			Year 6
	17					
	18					

Appendix: Matching of modules to the relevant SEEC Level Descriptors

<u>MODULES / SEEC DESCRIPTORS</u>	A	B	C	D	E	F	G	H	I	J	K	L	M
STAGE 1 – HE LEVEL 1													
Academic Skills	X		X						X			X	X
Effective Ideas Generation	X	X	X	X	X	X	X		X	X		X	X
Marketing and Communications			X						X	X	X		X
Developing and Enterprise Culture	X	X	X	X	X	X	X		X	X	X	X	X
Professional Skills	X	X	X						X	X		X	X
Finance and Economic Literacy for Managers	X	X	X	X					X				
STAGE 2 – HE LEVEL 2													
Employability Skills	X	X	X	X				X	X	X		X	X
Sustainable Enterprise and Social Responsibility	X	X	X	X	X	X	X		X	X	X	X	X
Digital Marketing	X	X	X	X	X		X	X	X	X			
Project/Placement Design and Implementation or Work Placement Portfolio	X	X	X	X	X	X	X	X	X	X	X	X	X
Evaluation and Reflection (Work Based/Related Learning)	X	X	X	X	X	X	X	X	X		X	X	
STAGE 3 – HE LEVEL 3													
Emerging Themes			X	X	X	X	X	X	X				
Social Enterprise	X	X	X	X	X	X	X	X	X	X	X	X	X
Research and the Professional or Research Methods	X	X	X	X	X	X	X	X	X				
Funding the Enterprise	X	X	X	X	X	X	X	X	X	X	X	X	X
Stakeholder and Community Engagement	X	X	X	X	X	X	X	X	X	X			
Creative Thinking and Problem Solving	X	X	X	X	X	X	X	X	X	X	X		

Strategic Management and Change	X	X	X		X	X	X		X	X	X	X	
Starting an Online Enterprise	X	X	X	X	X	X	X	X	X	X	X	X	X
Capstone Project	X	X	X	X	X	X	X	X	X	X	X	X	X

<u>Setting</u>	<u>Knowledge and Understanding</u>	<u>Cognitive skills</u>	<u>Performance and practice</u>	<u>Personal and enabling skills</u>
A. Operational context	C. Knowledge and Understanding	D. Conceptualisation and Critical Thinking	H. Adaptation to Context	L. Personal evaluation and development
B. Autonomy and responsibility for actions		E. Problem Solving, Research & Enquiry	I. Performance	M. Interpersonal and communication skills
		F. Synthesis and Creativity	J. Team and organisational working	
		G. Analysis and evaluation	K. Ethical awareness & application	

Appendix: Skills Modules

The skills modules will include a combination of skills based elements and subject based elements. The Learning and Skills Department are working alongside subject specialists to ensure students receive a balance of generic skills with skills relevant to their chosen discipline. Indicative examples of skills are outlined below. More detailed schemes of work are available for each student within the individual module handbooks each semester.

Academic Skills (Level 4)

Examples of Skills Based Element	Examples of Subject Based Element
Research Skills	Using e-resources and small business connected journals eg. <i>“International Small Business Journal”</i> , <i>“International Journal of Entrepreneurship and Small Business”</i>
Critical Thinking skills	Critical understanding of the need to collect, manipulate and interpret relevant quantitative and qualitative data in relation to basic enterprise issues.
Computer Literacy	Evaluate the reliability of data using recognised and appropriate techniques.
Referencing & Plagiarism	Harvard Style of referencing
Academic reflection	Self-reflection, development of your own learning pattern

Professional Skills (Level 4)

Examples of Skills Based Element	Examples of Subject Based Element
Business Awareness skills	Knowledge and understanding of the key aspects of enterprise and small business development
Team Building	Belbin’s Team Roles Test
Presentation and sales pitch skills	Pitching your own idea of small business to potential investors
Social Networking skills	Small Business discussion forums, LinkedIn
Marketing Concepts	Multileveled assessment of the new idea generation

Employability Skills (Level 5)

Examples of Skills Based Element	Examples of Subject Based Element
Interview Skills	Revising own skills valuable as an Entrepreneur, One-to-one interview training
Digital Skills	Research into most valued skills in small business sector
CV Building	Revising the required employability elements in small business sector, One-to-one CV consultation
Exploring and Evaluating Career Paths/ Opportunities	Identify the career specialism that reflects their interests and abilities
Employment Action Plan	Brainstorm the ideas for the small business with the use of SWOT analysis

Appendix: Programme Map

BSc (Hons) Enterprise and Small Business Development

Level 4: Certificate of Higher Education (120 Credits)

KEY
Orange - Semester 1
Blue - Semester 2
Bold line - Shared module
Thin line - Unique module

Academic Skills

(15 Credits) Semester 1
Core

Effective Ideas Generation

(15 Credits) Semester 1
Core

Professional Skills

(15 Credits) Semester 2
Core

Developing an Enterprise Culture

(15 Credits) Semester 2
Core

Marketing and Communications

(30 Credits)
Semester 1
Core

Financial and Economic Literacy for Managers

(30 Credits)
Semester 2
Core

Level 5: Diploma of Higher Education (120 Credits)

Employability Skills

(15 Credits) Semester 1
Core

Sustainable Enterprise and Social Responsibility

(15 Credits) Semester 1
Core

Project/Placement Design and Implementation

(30 Credits) Semester 2
Core

Digital Marketing

(30 Credits) Semester 1
Core

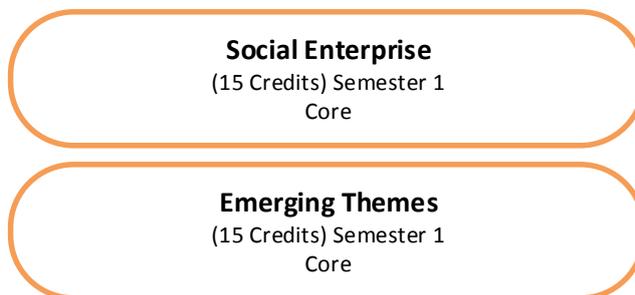
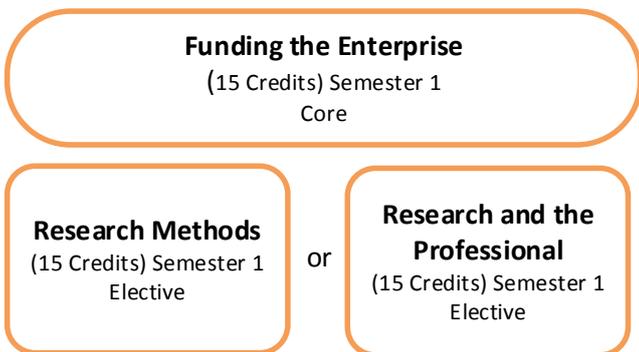
Evaluation and Reflection (Work Based/Related Learning)

(30 Credits) Semester 2
Core

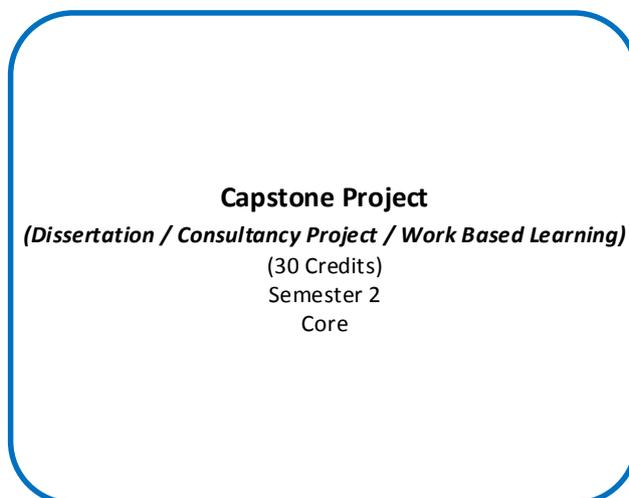
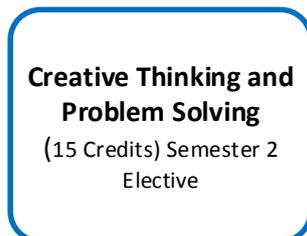
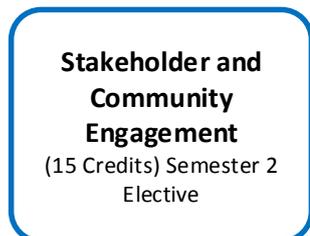
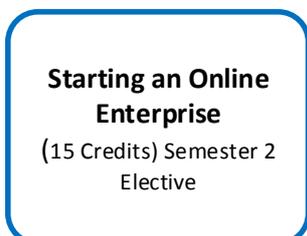
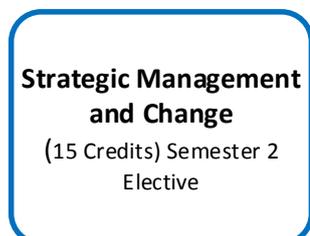
BSc (Hons) Enterprise and Small Business Development

Level 6 (120 Credits)

KEY
Orange - Semester 1
Blue - Semester 2
Bold line - Shared module
Thin line - Unique module



Plus two electives:



Appendix: Summary of Programme Assessments (Including Indicative Content) BSc (Hons) Enterprise and Small Business Development

Module	Credits	Level	Semester	Core/Elective	Exam	Coursework	Practical
Academic Skills	15	4	1	Core		100% Indicative Content: Portfolio	
Effective Ideas Generation	15	4	1	Core		80% Indicative Content: Report 1,500 words	20% Indicative Content: Oral assessment and Presentation 10 minutes
Marketing and Communications	30	4	1	Core		100% Indicative Content: Report and Written assignment - (50%) Marketing report 2,000 words (50%) Communication campaign 2,000 words	
Professional Skills	15	4	2	Core		100% Indicative Content: Portfolio	
Developing an Enterprise Culture	15	4	2	Core		100% Indicative Content: Report 2,000 words	
Financial and Economic Literacy for Managers	30	4	2	Core		100% Indicative Content: Written assignment - Coursework 2,500 words	
Employability Skills	15	5	1	Core		100% Indicative Content: Written assignment- 30% journal entries 3x 200 words each (70%) critical reflection 900 words	
Sustainable Enterprise and Social Responsibility	15	5	1	Core		100% Indicative Content: Report 3,000 words	
Digital Marketing	30	5	1	Core		100% Indicative Content: Report 4,000 words	
Project/Placement Design and Implementation	30	5	2	Core		100% Indicative Content: Portfolio	
Evaluation and Reflection Work based/related learning	30	5	2	Core		100% Indicative Content: Portfolio 4,000 words	
Funding the Enterprise	15	6	1	Core		50% Indicative Content: Portfolio	50% Indicative Content: Oral assessment and Presentation (Group work)

Social Enterprise	15	6	1	Core		100% Indicative Content: Report- Coursework 2,000 words	
Research and the Professional	15	6	1	Elective		100% Indicative Content: Written assignment - Research Proposal 4,000 words	
Research Methods	15	6	1	Elective		100% Indicative Content: Written assignment - Research Proposal 4,000 words	
Emerging Themes	15	6	1	Core		100% Indicative Content: Written assignment - 50% Article Analysis 1,000 words 50% Seen case analysis 3,000 words	
Stakeholder and Community Engagement	15	6	2	Elective		100% Indicative Content: Report 4,000 words	
Starting an Online Enterprise	15	6	2	Elective		100% Indicative Content: 70% Written assignment - Coursework 500 words 30% Indicative Content: Portfolio	
Strategic Management and Change	15	6	2	Elective		100% Indicative Content: Written assignment - Group Coursework 2,500 words	
Creative Thinking and Problem Solving	15	6	2	Elective		50% Indicative Content: Portfolio 200 words each week	50% Indicative Content: Oral and assessment and presentation - Weekly participation in Simulation and develop a portfolio of evidence
Capstone Project	30	6	2	Core		100% Indicative Content: Dissertation/Written assignment- Project	