

PROGRAMME SPECIFICATION

2014-15

Programme Title	Business, Management and Public Policy
UCAS/JACS Code	LN41
School/Subject Area	Business (ABS) and Languages & Social Sciences (Public Policy)
Final Award	BSc (Hons)
Interim Award(s)	Certificate of Higher Education/
	Diploma of Higher Education
Mode(s) of Study	Full time or Part time
Normal Length of	Full time: 4 years with placement
Programme	Half time: 7-8 years with placement
Total Credits	480
Programme Accredited By	
Dates Programme Specification Written and Revised	29.09.11, 05/03/13, format change August 2013, February 2014

Educational Aims of the Programme

- To provide students with an excellent learning experience that draws on the research and consultancy of Aston academic staff.
- To develop knowledge of a range of government activities delivered in key policy areas.
- To attain a sound understanding of how policy is formulated and implemented.
- To critical evaluate policy initiatives and apply research techniques to policy issues.
- To provide well qualified graduates with key skills for lifelong learning.
- To maintain and enhance the employability of graduates.
- To reach a clear perspective on the changing nature of government policy.
- To develop the ability to recognise and analyse the economic, technical, financial, social and organisational parameters within which modern managers make decisions.
- To ensure relevance by maintaining and enhancing the School's links with business, professional and public sector organisations.
- To produce graduates who have the knowledge and skills to find employment in a range of business and management roles.
- To provide well qualified graduates with key skills for life long learning.
- To meet the accreditation requirements of appropriate managementrelated professional bodies.

Relevant Subject Benchmark Statements and other External and Internal Reference Points used to inform programme outcomes

- QAA Subject Benchmark Statement for General business management
- QAA Subject Benchmark Statement for Sociology
- QAA UK Quality Code for Higher Education Chapter A1 (2011)
- Staff expertise

STAGE 1						
Programme Structures and R	equiremen	ts: Levels,	Modules and	Credits		
Module Title	Credits	Level	Module Code	Core/ Option	Condonable Y/N	Pre- requisite(s) Y/N
Social Problems and Public Policies A	15	4	LK1012	Core	Υ	N
Social Problems and Public Policies B	15	4	LK1013	Core	Υ	N
Becoming a Social Scientist	30	4	LK1011	Core	Υ	N
Foundations of Business Analytics	10	4	BN1115	Core	Υ	N
Organisational Behaviour	10	4	BH1107	Core	Υ	N
Principles of Financial Accounting	10	4	BF1101	Core	Y	N
Economic Environment of Business	10	4	BS1102	Core	Y	N
IT for Business	10	4	BN1160	Core	Υ	N
Introduction to Marketing Management	10	4	BM1134	Core	Υ	N
TOTAL	120					

STAGE 2						
Programme Structures and	Requirem	ents: L	evels, Mod	dules and	Credits	
Module Title	Credits	Leve	Module Code	Core/ Option	Condonable Y/N	Pre- requisite(s) Y/N
Comparing Public Policies	10	5	LK2009	Core	Υ	N
Government, Globalisation and Money	10	5	LK2010	Core	Υ	N
Government and Management	10	5	LK2011	Core	Y	N
Business Policy	10	5	BS2232	Core	Υ	N
Business Game	10	5	BN2225	Core	Υ	N
Business, Government & Society	10	5	BS2246	Core	Y	N
Management Accounting	10	5	BF2262	Core	Υ	Υ
Operations Management	10	5	BN2216	Core	Υ	N
Business Economics	10	5	BS2240	Core	Υ	Υ
Choice of options to total	30 credi	ts:				
Global Social Policy	10	5	LK2012	Option	Υ	N
Economy and Society	10	5	LK2013	Option	Υ	N
Environmental Policy	10	5	LK2014	Option	Υ	N

Embodiment and	10	5	LK2005	Option	Υ	N
Feminist Theory						
Global Society	10	5	LK2004	Option	Υ	N
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CSI: Crime, Subversion	10	5	LK2006	Option	Υ	N
and Injustice						
Race and Racisms	10	5	LK2008	Option	Υ	N
Media and Society	10	5	LK2007	Option	Υ	N
TOTAL	120		I	I		

STAGE 3						
Programme Structures and Re	equirement	ts: Leve	ls, Modules	and Cred	its	
Module Title	Credits	Level	Module Code	Core/ Option	Condonable Y/N	Pre- requisite(s) Y/N
Placement	120	Р	LKP001 or LKP002 or BUP100	Core	Y	N
TOTAL	120					

STAGE F						
Programme Structures and R	equiremen	ts: Leve	els, Modules	and Credi	ts	
Module Title	Credits	Level	Module Code	Core/ Option	Condonable Y/N	Pre- requisite(s) Y/N
Ageing, Society, and Policy	10	6	LK3006	Core	Υ	N
Modern British Governance	10	6	LK3002	Core	Y	N
Risk and Regulation	10	6	LK3003	Core	Υ	N
Finance	10	6	BF3351	Core	Υ	Υ
Value Based Strategy	10	6	BS3352	Core	Υ	N
Choice of 30 credits from	n:					
Dissertation	30	6	LK3001	Option	Υ	N
Health matters: understanding patterns and policies	10	6	LK3009	Option	Y	N
Corporate Power in a Globalised World	10	6	LK3004	Option	Υ	N
Risk, Environment and Society	10	6	LK3005	Option	Y	N

Morle Organizations and				Option	Υ	N
Work, Organisations and Society	10	6	LK3008			
Racism, Class and Gender	10	6	LK3010	Option	Y	Z
Learning to Labour: Education and Society	10	6	LK3007	Option	Υ	N
Contemporary Social Movements	10	6	LK3011	Option	Υ	N
Sport in Society	10	6	LK3012	Option	Υ	N
Religion and Society	10	6	LK3014	Option	Υ	N
Choice of 40 credits from	n:	•	1	•	1	
Making Managerial Decisions using Accounting Information	20	5	BF2210	Option	Y	Y
Theories and Practice of Leadership	20	6	BH3319	Option	Υ	N
Psychology & Work	20	6	BH3328	Option	Y	Υ
Consumer Behaviour	10		BM3376	Option	Υ	Υ
Advanced Consumer Behaviour	10	6	BM3377	Option	Υ	Υ
International Marketing	20	6	BM3309	Option	Υ	N
International Operations	20	6	BN3322	Option	Υ	N
Effective Project Delivery	20	6	BN3385	Option	Υ	N
Entrepreneurial Management	20	6	BS3357	Option	Υ	N
Learning, Training and Development in Organisations	10	6	BH3392	Option	Y	Y
Global Working	10	6	BH3393	Option	Υ	Υ
Business Ethics	10	6	BL3307	Option	Υ	N
International Business Economics	10	6	BS3337	Option	Y	Υ
TOTAL	120					

Pro	Programme Outcomes, Learning and Teaching and Assessment Strategies						
	A. Knowledge and Understanding						
	On successful completion of their programme, students are expected to have knowledge and understanding of:	Learning, Teaching and Assessment be achieved and demonstrated	Strategies to enable outcomes to				
		Learning and Teaching Methods	Assessment Methods				
1	The main functions of management and specifically public policy	The following learning and teaching methods are used:	The following learning and teaching methods are used:				
2	The theories, principles and underlying concepts of subjects relevant to policy, and an understanding of policy-making models and processes	 Lectures: to provide an introduction to the subject to provide historical perspectives on the subject 	 Examinations: to give students the opportunity to demonstrate their understanding of key concepts and issues in contemporary public policy and 				
3	The wider context in which policy is made and services delivered	to provide a knowledge of relevant conceptual framework	businessto test students' understanding				
4	How strategic decision- making within organisations as a whole takes place	 to provide students with a means of understanding the structure 	of a range of themes addressed on the course				
5	The main functions of business and management.	and basic rationale for contemporary public sector organisations and business	to test student's ability to make links between theory and practice				

- How strategic decisionmaking within organisations as a whole takes place.
- to provide integration of theory and practice
- to indicate appropriate areas for further study and reading

Tutorials/Seminars:

 to clarify, reinforce and extend students' understanding and knowledge of the subject, and develop their ability to critically analysis relevant issues to test students' ability to apply and evaluate specific themes

A wide range of written assignments:

- to enable students to demonstrate that the learning objectives have been achieved
- to allow students to display their knowledge of the subject and relevant controversies
- to test students' ability to apply and evaluate specific themes
- to test student's ability to make links between theory and practice
- to show students' knowledge of the relevant literatures
- to allow students to display the breadth of their understanding of material taught in the lectures

<u>Participation in presentations and other class activities:</u>

- to enable students to develop their subject knowledge and transferable skills in conjunction with their colleagues
- to develop students' abilities to present both theoretical and empirical knowledge in an accessible and clear manner
- to facilitate both application and interrogation of relevant perspectives and theories concerning contemporary developments

Do successful completion of their programme, students are expected to be able to: Learning and Teaching Methods Assessment Methods Assessment Methods Intellectual skills are developed through: Intellectual skills are developed through: Intellectual skills are developed through: Intellectual skills are assessed via:
Critically reflect on policy and business problems and how to solve them to solve the solve them to solve them t
and business problems and how to solve them 2 Demonstrate the ability to conceptualise and analyse public policy and business • to provide integration of theory and practice • to stimulate enthusiasm and desire for further enquiry Tutorials/Seminars: • to give an opportunity for more individual advice to be provided to students concerning challenging material • to help students develop their capacity to analyse the principal themes and traditions from the subject in a critical way • to provide students with the experience and confidence to engage in reasoned discussions, drawing on empirical evidence • to provide group based development of students' knowledge of basic secondary and primary research methods associated with project work in the public sector and business • to provide students with an opportunity to explore and tests some of the key political and economic arguments made for public services • to help students to develop the ability to apply a series of concepts, approaches and techniques in a critical manner which takes account of their strengths and weaknesses • to dest students' critical understanding of the strengths and lieratations: • to test students' critical understanding of the strengths and dienitations of the ocncepts and lierated unal public policy and business analysis • to test students' ability to critically analyse a used to aid public policy and business analysis • to test students' ability to critically analyse and evaluate theorics, issues and themes • to provide students with the experience to engage in reasoned discussions, drawing on empirical evidence • to provide group based develop the ability to explore and test some of the key political and economic arguments made for public secrors and business analysis: • to test students' critical wanter streamed the wave subdical theorics, issues and themes • to provide students with an opportunity to explore and test students to evaluate their own learning processes • to encourage students to make linkages across th

 Workshops/Practical classes: to give students the practical experience of working on a research problem 	
to give students the experience of developing a research question and hypothesis, testing it using quantitative and/or qualitative data, and analysing the results	

	C. <u>Professional Skills</u>							
	On successful completion of their programme, students are expected to be able to:	Learning, Teaching and Assessment be achieved and demonstrated	Strategies to enable outcomes to					
		Learning and Teaching Methods	Assessment Methods					
3	Identify ways in which the public, voluntary and private sectors interface with each other to deliver services to the public across a wide range of agencies and sectors Apply their key skills and competencies confidently within a real work-based situation (via optional placement experience) Demonstrate convincingly the ability to identify suitable techniques to implement a range of policies Display confidence in areas of particular interest and relevance to their chosen career path Apply their key skills and competencies within a real work-based situation (via optional work placement experience)	Subject Specific skills are taught via: Lectures: to provide the background to current issues in public policy and business to provide students with a detailed introduction to a range of contemporary public policy and business problems Tutorials/Seminars: to facilitate practical exercises in order to facilitate learning and to connect practical/management experience with the issues addressed in the module to test students' understanding of the subject in a series of practical situations to give students the opportunity to explore the applicability of the conceptual framework to a range of case study organisations to allow students to practice key techniques used in the public sector	Subject Specific skills are assessed via: Examinations: • to assess whether students can apply the techniques of analysis taught in the programme • to assess the ability of students to marshal arguments, apply models and present ideas in a coherent and literate way A wide variety of written assignments: • to demonstrate whether the students are able to effectively apply what they have learnt • to provide an opportunity to use the theoretical framework of the course to examine and better understand key problems • to allow students working together to assess at least one area of public policy in greater depth and to share the development of skills in secondary research methods • to illustrate, via case studies, the issues raised and to enable students to apply their knowledge of the subject to practical scenarios • to require students to marshal background information on the public sector as a whole and business, and to make connections between political and economic arguments relating to public service provision and other areas of public policy					

On successful completion of their programme, students are expected to show: Learning and Teaching Methods IT and computing skills Report writing skills Communication and team working skills Competency in understanding relevant statistical analyses and financial reports Confidence to express him/herself in discussing a range of policy issues Computer Workshops/Practical classes: to give practical experience of computer packages and techniques which students will need to know as practising managers to develop students' computing skills Learning, Teaching and Assessment Strategies to enable outcomes to be achieved and demonstrated Assessment Methods Key skills are developed in a range of practical sessions: Tutorials/Seminars: to provide an opportunity for students to make presentations Computer Workshops/Practical classes: to give students practice and assess their ability in analysing information and presenting their argument in front of a group of other people to develop IT skills Formal and informal assessment of participation in individual or collective class activities	D. <u>Transferable Skills</u>						
1 IT and computing skills 2 Report writing skills 3 Presentational skills 4 Communication and team working skills 5 Competency in understanding relevant statistical analyses and financial reports 6 Confidence to express him/herself in discussing a range of policy issues 6 Computer Workshops/Practical classes: • to provide an opportunity for students to make presentations Computer Workshops/Practical classes: • to give practical experience of computer packages and techniques which students will need to know as practising managers • to teach students the skills of group working • to develop students' computing skills • to develop students' presentation and analysis skills when using the Excel Key skills are assessed via: A wide range of written assignments: • to provide an opportunity for students to make presentations Computer Workshops/Practical experience of computer packages and techniques which students will need to know as practising managers • to develop students' computing skills • to develop students' presentation and analysis skills when using the Excel	of their programme, students are expected to		Strategies to enable outcomes to				
Report writing skills Presentational skills		Learning and Teaching Methods	Assessment Methods				
	2 Report writing skills 3 Presentational skills 4 Communication and team working skills 5 Competency in understanding relevant statistical analyses and financial reports 6 Confidence to express him/herself in discussing	of practical sessions: Tutorials/Seminars: to provide an opportunity for students to work in groups to provide an opportunity for students to make presentations Computer Workshops/Practical classes: to give practical experience of computer packages and techniques which students will need to know as practising managers to teach students the skills of group working to develop students' computing skills to develop students' presentation and analysis skills when using the Excel	 A wide range of written assignments: to provide experience of working in a team to give students practice and assess their ability in analysing information and presenting their argument in front of a group of other people to develop IT skills Formal and informal assessment of participation: to enable students to receive feedback on their participation in individual or collective class 				

Entry Requirements

In addition to satisfying the general entry requirements, candidates must satisfy any specific entry requirements for each programme as approved by the School Learning and Teaching Committee. These may include an interview and a diagnostic test.

Programme Regulations (delete as appropriate)

This programme is governed by the University's current General Regulations for Undergraduate Programmes (reference REG/05/358 and subsequent editions).

The Associate Dean for Undergraduate Programmes may exempt students from the placement year if they have overseas status.

Attendance Policy: Students should attend no less than 80% of time-tabled contact hours over the whole academic year. Accordingly, if you attend fewer than 50% of contact sessions for all modules across a designated time period, you will be sent a letter advising you that your attendance is cause for concern and asked to go to an appointment with your Personal Tutor. For more information, please refer to the Attendance section of the LSS Undergraduate Student Handbook.

Submission Policy: Work submitted for LSS and ABS modules is governed by their respective school policies. Please refer to the LSS Assessment Handbook and the ABS Handbook.

General Regulations (http://www1.aston.ac.uk/registry/for-staff/regsandpolicies/general-regulations/) and the Regulations for the programme (above) take precedence over other information sources such as student handbooks if there is a conflict. If there is a conflict between General Regulations and Programme Regulations then General Regulations take precedence unless an exemption has been approved.

This specification provides a concise summary of the main features of the programme and the threshold learning outcomes that a student might normally be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. The individual modules included in the programme may differ from those included in this programme specification as our programmes are subject to continuous review. Information on admissions requirements and career opportunities is available in the relevant prospectus. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the appropriate module guides and programme handbook(s) which are available to students on enrolment.