

Validated Programme Element Specification for BPC Second Year University Studies in Business and Management

Applicable for all undergraduate students commencing the programme element on or after 1st September 2026

Version No.	Date	Notes – QA USE ONLY	QA

Validated programme element	
1. Awarding and validating institution	Brunel University London
2. Providing institution(s)	Brunel University London Pathway College (BPC)
3. Associated Home Brunel University college / department / division	College of Business, Arts and Social Sciences/Brunel Business School
4. Associated Contributing Brunel University college / department / division	NA
5. Programme accredited by	NA
6. Validated for inclusion in Brunel University programmes at Level	BSc Business and Management
8. Normal length of programme (in months) for each mode of study	26 weeks
9. Maximum period of registration for each mode of study	See Programme Specification for Brunel programme of which this element forms part
10. Programme Intakes	September, January
11. Modes of study	FT
12. Modes of delivery	Standard
13. HECoS Code	In line with the Brunel University London Programme
14. BPC-related Route Code(s)	Awaiting code: BSc Business and Management
15. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	<p>UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards.</p> <p>QAA most recent Subject Benchmark Statements - Business and Management</p> <p>Brunel Placement Learning Policy, as published under the 'Placements' section of the Managing Higher Education Provision with Others page.</p> <p>School staff's participation in formal and informal academic networks Staff teaching and research interests</p>
16. BPC Admission Requirements	<p>See https://pathway.brunel.ac.uk/academic-requirements for standard entry requirements.</p> <p>English Language entry requirements: minimum of IELTS 5.5 (with 5.5 minimum in each component part) or equivalent. Progression to Level 6 at Brunel University of London will require IELTS 6.5 or equivalent.</p> <p>UK degree programme in business or related disciplines with 120 credits from Level 4 or equivalent</p>

	<p>Hong Kong: HKDSE: Minimum of 2 passes at Grade 3 in a <u>relevant</u> subject (business or related disciplines). Overall grade must equate to a minimum of 48 tariff points. (Core Maths 3 where required).</p> <p>China: Completion of Year 2 of a Chinese University Undergraduate degree in a <u>relevant</u> subject (business or related disciplines) with 60% overall, OR a Chinese HND course in business or related disciplines with 6 Completion of the 2nd year of 60% overall and no failed modules.</p>
17. Other relevant information	The programme element is compliant with both the generic assessment regulations of Navitas UK and those more specifically of the College and Brunel University, see Senate Regulations 2 and 4.
18. Any departure from relevant regulations specified in Senate Regulation 2 must be stated here and approved by Senate	None
19. Further information about studying with BPC can be found on the BPC website.	https://pathway.brunel.ac.uk/

20. EDUCATIONAL AIMS OF THE PROGRAMME

BSc Business and Management programme aims to equip students to become competent, solution-oriented, and effective communicators as business and management practitioners. Reflecting on Brunel Business School's mission, this programme will provide an interdisciplinary approach to global citizenship and will help students develop their own understanding of socially responsible, diverse, ethical and sustainable business and management practices at the local, regional and global levels as business and management practitioners.

Therefore, it has the following aims;

- (i) To offer students a programme of business and management studies that is attractive, stimulating and designed to meet their evolving needs and aspirations, academically and vocationally.
- (ii) To equip graduates with the broad background and the analytical and conceptual skills, knowledge and understanding of business administration and management processes required by professional managers to understand and address the problems of complex, fast-changing organisations;
- (iii) To help students develop transferable intellectual, vocational and interpersonal skills appropriate to such careers, including self-awareness and critical, but constructive attitudes towards innovation and change;
- (iv) To help students develop the capacity and the desire to engage in lifelong learning in whatever direction their careers may subsequently develop.
- (v) To help students explore and critically reflect on their development of personal and business skills during their placement (4 years thick sandwich).

21. LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
5		Analyse contemporary business and management practices, organisation			MG2621

		structures and managerial responses to organisational challenges, including the internal or external factors that shape the operating environments of organisations at local, regional and global levels.			MG2623 MG2619 MG2624
		Analyse and interpret managerial and/or organisational frameworks and theories in order to explore a management research problem/issue or opportunity.			MG2619 MG2621 MG2622 MG2623 MG2624
		Apply critical strategic thinking and the application of various frameworks and approaches to the assessment of particular business and management practices			MG2620 MG2621 MG2622 MG2623 MG2624
		Demonstrate and reflect an understanding of operations, planning and control and work organisations, the issues of power, control, conflict and resistance and new managerial practices within business and management.			MG2621 MG2619 MG2622 MG2623 MG2624
		Employ oral and/or written skills to demonstrate an analysis of business and management			MG2619 MG2620 MG2621 MG2622 MG2623 MG2624
		Apply ethical principles to business practices			MG2620 MG2621 MG2622
		Apply critical and/or quantitative analytical skills to business and management			MG2620 MG2623 MG2622 MG2621 MG2624
		Apply appropriate research methodologies in business and management informed by a variety of data sources			MG2620 MG2623 MG2624

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

With regards to “Knowledge and Understanding”:

The relevant QAA subject benchmark statements inform our teaching and learning strategies. We offer a structured curriculum that (i) stresses the importance of personal initiative, enthusiasm and positive study habits (ii) emphasises the value of developing knowledge and skills progressively from one level of study to the next,

Modules typically combine weekly lectures supported by a series of small group seminars, whilst some provide workshops and/or a tutorial component. Some modules make use of two-hour participatory lecture sessions, in which learning is facilitated through an appropriate range and mix of learning opportunities that include lecture, group work, individual work, case study and break-out format. Large class sizes in core modules require modern, audio-visual teaching aids and electronic delivery of teaching materials. Thus, students learn quickly how to access on-line materials provided and how to make the best use of databases and search engines.

Seminars provide small-group contact with the chance to review, discuss and debate topics. They frequently require students to make informal presentations to the peer group and the tutor, individually or as part of a team.

Visiting speakers, video materials and other devices balance theory and practice in the quest for a stimulating learning environment.

Moodle will be utilised extensively to deliver materials and communicate with students, and to facilitate discussion and collaboration among students. Moodle will be pivotal in achieving additional programme aims with respect to assessment (integrity, security, transparency, etc.) and, monitoring and review

With regards to “Cognitive (Thinking) Skills”:

Cognitive skills are generally co-developed with subject-specific knowledge and the same learning and teaching strategies apply. Some modules at each Level address analytical and critical thinking skills in particular, whilst others cover the acquisition and application of qualitative and quantitative data.

From one study level to another we expect students to demonstrate an increasing ability to understand, analyse, critique, compare, evaluate, synthesise and apply ideas, concepts and theories (not merely to reiterate facts), and to show evidence of learning via critical, questioning reflection on outcomes and experience. We encourage critical interaction and debate between lecturers and students and among students.

Similarly, we place increasing emphasis on the demonstration of cognitive skills in presentations and written work.

With regards to “Other Skills and Attributes (Practical/Professional/Transferable)”:

Learners are assisted in managing and taking responsibility for their learning by ensuring that the support that they are given is responsive to their changing needs and abilities as they progress through their studies.

At FHEQ Levels 5 various modules cover inter alia methods of data collection and research relevant to business. Some work is required to be presented on disk, to ensure relevant computer literacy. Some modules at all three levels require teamwork, including group presentations, where interpersonal skills are refined.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated

With regards to “Knowledge and Understanding”:

Forms of assessment are geared to evaluate individual capabilities in relation to each module's aims and content. Knowledge assessments comprise formal examinations, written coursework assignments such as individual essays, reports and case study analyses, multiple-choice questionnaires and other tests, group reports, presentations.

Coursework, remains vital for students to receive feedback that helps them understand and apply concepts and theories appropriately and critically. Modules contain an examination component, unless assessment solely by coursework is justified by module aims and content. Where we suspect plagiarism, we will follow University policies strictly, using oral examinations and software search programmes to establish the provenance of doubtful work.

Assessments are designed to appraise individual capabilities fairly and consistently. We use clear, descriptive assessment guidelines (made available to students) to grade coursework and examinations and to aid classification. Lecturers communicate their expectations clearly to students and use explicit schema to facilitate consistency of marking within and between modules and to ensure good feedback on individual performance. All examinations and coursework assessments that contribute to degree classifications are subject to scrutiny by the External Examiners.

With regards to “Cognitive (Thinking) Skills”:

Assessments are designed to test analytical and other cognitive capabilities in relation to particular module aims and content. Coursework and examination assignments place considerable stress on individuals' ability to think and reason critically, but constructively. Coursework assignments such as individual essays, reports, case study analyses, individual and group-based reports and presentations and various technique-oriented assessments are used to test these skills.

With regards to “Other Skills and Attributes (Practical/Professional/Transferable)”:

We place high value on students being able to demonstrate effective communication in its various forms. This priority is reflected not only in how assignments are specified, but also in how they are marked - good command of written and spoken English is vital for work placements and for graduate employment. In order to encourage time management skills, students are set tasks to predetermined deadlines and are penalised for non-conformance.

Some modules have a teamwork requirement and in some there are group assignments, assessed via presentations and reports. All group assignments allow for an element of individual assessment, in order to recognise differences in

individual performance where appropriate. Peer feedback can also play a significant part in team activities and is encouraged.

22. Programme elements structure and progression requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left-hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right-hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade D- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.

e.g. AB3000 Project (30)

Core: Block

Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

FHEQ Level 5	
Compulsory assessment block codes, titles and credits	Progression requirements as per Brunel University London
IP0899 English Language Competency (0 Credits)	Pass
Compulsory modular block codes, titles and credits	Progression requirements as per Brunel University London Senate Regulation 2
All blocks are 15 credits unless otherwise specified.	Pass at Grade D-/40%
MG2554 Preparation for Placement and a Graduate Career (0 credits)	Progression to level 6 requires IELTS 6.5 or equivalent
MG2620 Research Methods in Business and Management	
MG2621 Project Management (30 credits)	
MG2622 Human Resource Management and its International Dimensions	
MG2623 Operations Management (30 credits)	
MG2629 Digital Marketing	
MG2630 Managing Change and Creativity	
FHEQ Level 5 Progression and Award Requirements	
<i>Progression to Level 6 must be contingent upon successful academic performance at Level 5 and the attainment of the required English language threshold (IELTS 6.5 or equivalent).</i>	
As per Senate Regulation 2	

FHEQ Level 5 – Sandwich Placement	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional study block codes, titles and credit volume
Compulsory modular block codes, titles and credits	Optional modular block codes, titles and credits
This block is a requirement only for 'with Placement' awards.	
MG2555 Work Placement (120) Core: Block	
FHEQ Level 5 Placement Progression and Award Requirements	
As per Senate Regulation 2	
For BSc Business and Management With Placement, MG2555 will contribute 1/3 of the FHEQ Level 5 profile and 11% of the overall degree calculation.	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a 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 and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.