

# Course Handbook

## BA (Hons) Business Studies with Entrepreneurship Level 6 (Top-Up)

Site: At-Sunrice GlobalChef Academy, Singapore

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## Introduction

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Your course handbook contains important information based on a Course Specification formally approved by the University. **Please retain this handbook and use it as a reference point throughout the duration of your course as it will answer many of your questions.**

This handbook provides you with key information that will help you succeed; it is intended to help you find your feet and give you a broader understanding of what is expected from you on the course. It contains detailed information about how your course is taught and managed, and how you will be assessed.

It will give you a handy reference to many of the things that may be unfamiliar to you and signpost you to where you can find help and support and other services available to you as well as guidance relating to the University Academic Regulations.

As a student at UWL you are required to comply with the Student Code of Conduct and treat others with kindness and respect as outlined in the Student Handbook. It is equally important to consider your safety and the safety of others around you, especially [how to stay safe online and ensure your communications are secure and appropriate](#).

Your course is governed by the [University's Academic Regulations](#), and it is your responsibility to be fully aware of the regulations that apply to your course. The regulations that apply to you will be those in place at the start of the year of your enrolment and for the academic year, thereafter any amended regulations published to replace those in force at the time of your enrolment will apply.

By now you will have completed your enrolment and attended scheduled sessions to introduce you to your course and had the opportunity to ask questions related to your course. You should have all the vital information that will support you through the duration of your course, including where to locate important information and guidance on university support services.

By the time you have completed all your induction and enrolment meetings, you should have the following information:

- Your personal timetable so you know when to attend classes.
- Information on the semester and term dates.
- You should also be able to see that you are registered on all the modules you are studying on the student record system.
- You should have access to all the modules you are enrolled on our Virtual Learning Environment, Blackboard.
- Have met with your **Course Leader**.

The course administrator is your main point of contact for all administrative queries. You can contact your course administrator if you do not have any of the above information and if you require student letters.

## Welcome from your Course Team

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Welcome to At-Sunrice GlobalChef Academy. We hope that you will enjoy studying BA (Hons) Business Studies with Entrepreneurship Level 6 Top-up degree programme and that you are able to achieve and fulfil your expectations of university life from an academic, social, and personal perspective. Please remember that your course team is here to support you, so let us know how we can work with you to keep you on track. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

You will also be assigned a **Course Leader**, who will be the first point of contact if you have any concerns. They will arrange regular one-to-one meetings with you, and you are encouraged to engage with your personal tutor as they can offer lots of support academically and pastorally.

On behalf of the University of West London and the whole course team at At-Sunrice GlobalChef Academy, we wish you all the very best in your studies.

## Section 1: Key Information

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Role	Name	Email Address
Academic Advisor	Dr. Jeya Henry	jeyakumar_henry@at-sunrice.edu.sg
Course Leader	Rosan Basha	rosan_basha@at-sunrice.edu.sg
Course Administrator	Vernice Fam	vernice_fam@at-sunrice.edu.sg
Subject Librarian	Edward Lian	edward_lian@at-sunrice.edu.sg

### 1.1 Sources of Help and Support

The University offers lots of support to help you meet your full potential. You can find out about the support we offer in the Student Handbook, your Module Study Guides, or on our website. You can book a 1-2-1 appointment with any of our support services with the student services team.

Your Students' Union is your voice within UWL. They are here to make a difference for you, to work with you, to have your opinions heard, and to ensure your voice matters. You can get more information on how your Students' Union can support you on the website.

### 1.2 Library

The library is a vital contributor to your success as a student. The libraries provide access to print and digital material, including books, eBooks, journals, newspapers, and music scores. Your Librarian can help you to make best use of the library's search tools so that you can find, evaluate, and reference these information sources. The Library Lounge, located at Level 5, next to the reception, is open on working days from 09:00 AM to 06:00 PM during term to enable you to study around your personal and work schedules. You can check the library opening hours on our website.

An online reading list system (UWLReadingLists) supports your studies and saves you time by providing quick links to resources recommended by your lecturer. The library is equipped with PCs and printers/copiers/scanners.

### 1.3 Study Support

The Study Support Team helps you to improve your academic writing and study skills through one-to-one appointments and workshops available throughout the academic year. This support can be accessed online and consists of:

- English Language Support
- IT guidance

You can book study support appointments and workshops directly through the student services page on our website.

### 1.4 Your Responsibilities

The University expects you to attend and contribute fully to all mandatory sessions on your timetable as set out in your student contract. Engagement in your lectures, seminars and practicals is an important part of your learning - contributing both to the University community and the learning experience of your fellow students on the course. This means ensuring you get to your class on time, to avoid disrupting the session and your peers. The Student Handbook gives you more information on what is expected of you as a student of UWL.

We monitor your engagement at the University as regular attendance and academic achievement are closely linked. Always remember to scan the attendance QR code in every scheduled class you are enrolled on to ensure your attendance is recorded accurately. Moreover, by monitoring your engagement and attendance we can identify any guidance or support at an early stage to help you progress in your studies.

We understand that from time to time, there is a good reason why you cannot attend a class, and in this instance, you must contact your module leader or tutor. You should refer to the [Attendance and Engagement Monitoring Policy](#), particularly if you are on a course leading to professional registration or you are on a student visa. Your engagement, whether online or onsite, will be tracked and if we see that you are not engaging, we will get in contact with you.

## 1.5 Taking ownership of your work

All your work must demonstrate Academic Integrity; it must be an honest and fair submission, complying with all the requirements of the assessment. Failure to meet these standards of behaviour and practice is academic misconduct, which can result in penalties being applied under the [Academic Offences Regulations](#). This includes submitting work generated by an AI tool and misrepresenting it as your own. You can get support with your academic writing by speaking to our study support team.

You should always try your best to submit your work on time. If your circumstances mean that you are not able to submit at all or are unable to attend an exam/in-class test, then please refer to the [Exceptional circumstances regulations](#).

## 1.6 How you communicate with us

Please always check your UWL [student email account](#) - this is our primary means of communicating with you regarding any matter to do with your course. If you need to contact your tutors, please do so via your student email account, and your tutors will respond to you via your student email. It is your responsibility to ensure you access this on an ongoing basis and keep your contact details up to date on the student record system.

## 1.7 The University of West London Graduate Attributes

The University defines the UWL Graduate Attributes as representing a set of abilities acquired by students during their period of study at UWL that go beyond knowledge of a subject. They reflect the University's approach to education, which includes developing graduates who are well prepared for employment, adopting a definition of 'employability' that includes creative and enterprising attributes, lifelong learning attitudes, and an awareness of the global context since educational and working experience are necessarily anchored in the context of the wider world.

Graduate Attributes are embedded in the subject and involve a preparedness and the confidence to analyse, question, categorise, interpret, see relations, explain, theorise, and reflect with reference to the broader context.

Therefore, as a graduate of UWL, you will be:

- A creative and enterprising professional
- A reflective and critical lifelong learner
- A globally aware individual

## 1.8 After your Course – Graduate employment

As a career focussed university, we aim to support you during and after your studies to help you find your chosen career. Completing this degree in At-Sunrice GlobalChef Academy, not only adds value that is recognised by employers in an increasingly competitive environment, but it also facilitates your integration into the job market by focusing on the development of your critical, analytical, and entrepreneurial skills.

You can find advice and guidance at the [TalentMatch©](#) page.

## Section 2: Course Structure and Content

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### 2.1 Course Overview

The BA (Hons) Business Studies with Entrepreneurship Level 6 Top-up degree provides you with an education in business and offers you the tools to meet the changing demands of the employment market. It offers to increase employability, innovation, enterprise and student engagement and satisfaction through the modules focused on theory, skills, and practice development. Students will reap the benefits and increase their human capital as UWL graduates. The balance between theory, skills, and practice provides students the opportunity to thrive in and experience a skilled knowledge economy.

Completing this degree in At-Sunrice GlobalChef Academy, not only adds value that is recognised by employers in an increasingly competitive environment, but it also facilitates your integration into the job market by focusing on the development of your critical, analytical, and entrepreneurial skills.

This section provides detailed information about the modules that make up the course, credit ratings, exit awards, course philosophy, learning outcomes and assessment methods and strategies.

This Handbook covers the course content for our BA (Hons) Business Studies with Entrepreneurship programme.

### 2.2 Course Objectives and what you will learn

The main objectives of the course are to:

1. Develop a full understanding of the theory and practice of business.
2. Provide students with the necessary knowledge and skills to prepare them for the world of work.
3. Meet the national need for adaptive, adaptable, and transformative graduates.
4. Empower students from a variety of educational backgrounds to fulfil their academic potential.
5. Enable students to devise and implement creative solutions to business problems.
6. Allow students to build upon their existing work experience to broaden and extend their knowledge and understanding of the range of issues that impact upon the organisations ability to deliver improved products/services.
7. Develop the skills required to offer informed contributions to decision making and to manage relatively complex operations.
8. Provide students with a learning environment that will develop interpersonal skills, raise self-awareness, and encourage personal and career growth as well as the ability to gain from lifelong learning.
9. Equip students for a range of career opportunities and increase their earning potential.
10. Develop throughout the course a critical understanding of ethical principles and practice, and an awareness of effective management practice.
11. Provide employers with graduates who possess the specialist technical knowledge and skills needed in their sector.
12. Prepare and provide support for the students in obtaining internship or practical skills.
13. Encourage the development of entrepreneurial spirit.

### 2.3 How your course is structured

The BA (Hons) Business Studies with Entrepreneurship Level 6 Top-up degree programme is designed to develop the knowledge, understanding, skills and aptitude of entrepreneurship for effectively running business organisations, their contexts and management, including acquisition of



coherent and detailed complex body of knowledge with at least some of which is at, or informed by, current boundaries, the forefront of defined aspects of enterprise, entrepreneurship, and intrapreneurship.

The programme not only develops students for a wide and in-depth knowledge, understanding and skills of effectively running for-profit and not-for-profit organisations in a fast-changing global business world but also provides students opportunities to develop their attitude, aptitudes, confidence and unique competencies in setting, starting and developing and successfully running your own business. Thus, degree will offer enjoyment and satisfaction of being your own boss and creating employment opportunities for others. The degree focuses strongly on the business start-up and managing growth aspects of new venture. However, the skills taught would also benefit any student wishing to take up paid employment, particularly within a small to medium enterprise (SME) environment.

Starting at Level 6, students will be:

- Capable of benefiting from postgraduate, professional study including the ability to participate in individual and group research.
- Capable of employment at junior, and with appropriate experience, middle management positions.
- Sensing decision makers able to incorporate a wide technical knowledge and appropriate theories to enable themselves and colleagues to reach solutions to complex business situations.
- Able to initiate effective teamwork at all levels and with others and work independently and effectively.

### Course Contact Hours:

Learning hours are determined by credits. One credit is worth 10 learning hours, so a 20-credit module is 200 learning hours, a 40-credit module is 400 hours etc. This is the amount of time you should be prepared to commit to each module.

Learning hours are divided into taught or 'contact' hours, i.e., the amount of time students spend in contact with academic staff, whether through face-to-face classes or online learning; and independent study, i.e., the amount of time students are expected to spend on their own study and assessment preparation. Students also have one-on-one time with academic staff in personal tutorials.

At all levels, each semester is 3 hours per week of teaching over a period of 16 weeks – including assessments and enhancement weeks.

### Course Learning Outcomes:

Criteria	Level 6
Key / Transferable skills	<p><b>S1</b></p> <ol style="list-style-type: none"> <li>1. Strategic Management</li> <li>2. Career Strategy and Planning</li> <li>3. Business Sustainability and</li> <li>4. Social Responsibility in Practice</li> </ol> <p><b>S2</b></p> <ol style="list-style-type: none"> <li>5. Entrepreneurship and Start-up</li> <li>6. Start-up Project (40 credits)</li> </ol>

<b>Knowledge and Understanding</b>	<p>At the end of the course students will be able to:</p> <p>A1. Demonstrate a systematic, comparative knowledge and in-depth understanding of key aspects of future of organisations (internal aspects, organisational functions and processes, purposes, structures, governance, operations and management, individual &amp; corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment).</p> <p>A2. Demonstrate a wide and systematic knowledge, understanding, application and critical analysis of the broad range of functions of business and management using theories, models (including but not limited to at least 3 of the following: international business, customer behaviour, financial management, HRM Issues, Project leadership &amp; stakeholder interests, business innovation &amp; enterprise, business research, and business strategy) and their integrated application, interrelationship, analysis and evaluation for decision-making</p> <p>A3. Demonstrate a systematic, extensive, knowledge and in-depth understanding of impacts of key external aspects of organisations, their global business environment (including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital &amp; technological, social responsibility, diversity, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability) and their management.</p> <p>A4. Develop the knowledge and understanding including acquisition of coherent and detailed, complex body of knowledge, at least some of which is at, or informed by, current boundaries, the forefront of defined aspects of business discipline (International business, work based practices, Marketing, Finance, HRM, entrepreneurship).</p> <p>A5. Demonstrate conceptual understanding:</p> <ul style="list-style-type: none"> <li>- To devise and sustain arguments, and/or to solve business management problems, using ideas and techniques, some of which are at the forefront of the business &amp; management discipline</li> <li>- To analyse and comment upon particular aspects of current research, or equivalent advanced scholarship, in the business &amp; management discipline</li> </ul> <p>A6. Develop the ability to manage their own learning, using scholarly reviews of primary sources, critical reflection and an appreciation of the uncertainty, ambiguity and limits of knowledge in business &amp; management discipline.</p>
<b>Intellectual/Cognitive skills</b>	<p>At the end of the course students will be able to:</p> <p>B1. Employ the cognitive skills of critical thinking, analysis and synthesis including the capability to identify assumptions, evaluate statements in terms of evidence, to identify implicit values, to define terms adequately and to generalise appropriately</p>

	<p>B2. Create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a given task</p> <p>B3. Evidence self-reflection and criticality including evidence self-reflection and criticality including awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues</p> <p>B4. In-depth research, critically analysis, synthesis and evaluate sources of information relevant to professional decision making for programmed and non-programmed scenarios</p> <p>B5. Demonstrate capacity to critically self-reflect and analyse and evaluate weakness and strengths in self and others and develop a range of methods of further improvement.</p>
<b>Subject practical skills</b>	<p>At the end of the course students will be able to:</p> <p>C1. Able to research, analyse and evaluate a range of business data, evidence from a range of sources of information using appropriate methodologies (including digital literacy) arguments and assumptions, to reach sound judgements and to communicate them effectively to both specialist and non-specialist audiences</p> <p>C2. Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, of business &amp; management and to initiate and carry out projects</p> <p>C3. Able to apply range of skills:</p> <ul style="list-style-type: none"> <li>- People management: to include communications, networking, team building, leadership and motivating others</li> <li>- Commercial acumen: key drivers for business success, causes of failure and the importance of providing customer</li> </ul> <p>C4. Demonstrate use of a range of qualitative and the quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena</p> <p>C5. Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a business management problem</p> <p>C6. The ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes.</p>
<b>Transferable skills</b>	<p>At the end of the course students will be able to:</p> <p>D1. Develop qualities and transferable skills necessary for employment for career in business and management, but not restricted to this and equip students to become effective and responsible global citizens with ability to effectively work with people from a range of cultures</p> <p>D2. Present a view of business and management which is influenced by a variety of learning sources including guided learning, teamwork and independent study</p> <p>D3. Develop the exercise of self-management, self-analysis, reflection, initiative and a readiness to accept personal responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and</p>

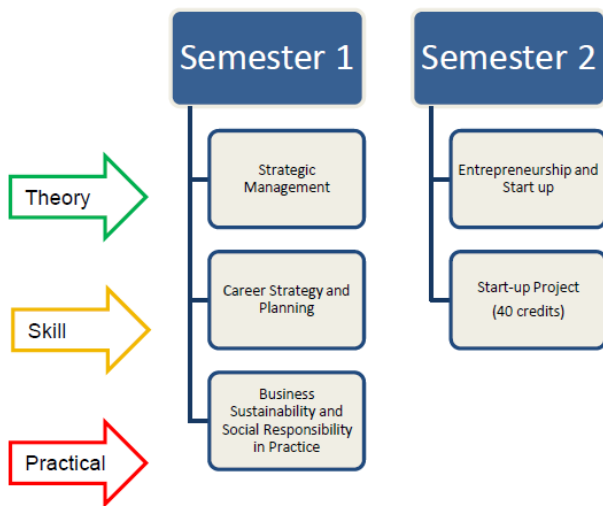
	<p>manage themselves and time. This includes a continuing appetite for lifelong learning and development</p> <p>D4. Demonstrate improved self-awareness and personal development appropriate to graduate careers in business with the potential for management positions and to employability in general</p> <p>D5. Develop skills of Decision-making in complex and unpredictable contexts using conceptual and critical thinking, analysis, synthesis and evaluation and emotional intelligence and empathy</p> <p>D6. Develop encouragement of positive and critical attitudes towards change and enterprise, so as to reflect the dynamism and vibrancy of the business environment.</p>
<b>Subject Benchmark Statements</b>	<p>On graduating with an honour's degree in business studies, students will have:</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of the key areas of business and management, the relationships between these and their application.</li> <li>• Demonstrated competence within the range of subject-specific and generic skills and attributes.</li> <li>• A view of business and management which is predominantly influenced by guided learning with a limited critical perspective.</li> <li>• Have a wide knowledge and understanding of the broad range of areas of business and management and the detailed relationships between these and their application to practice.</li> <li>• Consistently demonstrate a command of subject-specific skills as well as proficiency in generic skills and attributes.</li> <li>• Have a view of business and management that is influenced by a wide range of learning sources based on a proactive and independent approach to learning.</li> <li>• Be distinguished from the threshold category by their enhanced capacity to develop and apply their own perspectives to their studies, to deal with uncertainty and complexity, to explore alternative solutions, to demonstrate critical evaluation and to integrate theory and practice in a wide range of situations.</li> </ul>

## 2.4 Modules you will study

An overview of the course structure can be seen below:

Type of Module	Level Semester (FT)	Level Semester (FT)	Name
Theory	6	S1	Strategic Management
Skill			Career Strategy and Planning
Practical			Business Sustainability and Social Responsibility in Practice
Theory		S2	Entrepreneurship and Start up
Skill			Start-up Project (40 credits)
Practical			

## 2.4.1. Module Structure



### Semester 1 Modules

#### 1. Strategic Management

This theory focused module aims to:

- Enable students to develop a critical and informed understanding of the business environment in which organisations operate and of the business opportunities.
- Equip students with a range of tools and concepts of strategic analysis and business modelling that will enable them to assess the strategic position of business organisations.
- Develop strategic thinking and vision that can be utilised in formulating strategies, evaluating options and implementing strategic decisions.

#### 2. Career Strategy and Planning

This skill focused module aims to enable students to apply the learning gained from previous modules and thus the course, to their graduate career employment plans. It is designed in tandem with SM and BSSRP. The module aims are:

- To facilitate the development of self-aware, ethical, proactive, reflective, research-led professionals.
- To provide opportunities for students to apply professional career management skills designed to assist them in actively planning and preparing for their future careers.
- To create a stimulating learning environment that encourages the development of digitally fluent students who embrace life-long learning for their ongoing personal and professional advancement.
- To give students the opportunity to become expert practitioners who see themselves as agents of change and are 'leadership ready'.

The assessment prepares them to actually apply for the post identified.

#### 3. Business Sustainability and Social Responsibility in Practice

This practice focused module aims to:

- a) Critically analyse the drivers of enterprise and wealth creation from the perspective of their ethical implications.
- b) Investigate changing approaches and attitudes to sustainability and corporate social responsibility.
- c) Critically evaluate frameworks for the discussion of business ethical issues and the use of tools for managing business ethics.
- d) Examine the impact of globalisation on enterprise
- e) Evaluate diverse ethical models and theories (normative and descriptive).
- f) Debate the role of alternative approaches: 'values' and "virtues" in business leaders.

## Semester 2 Modules

### 1. Entrepreneurship and Start up

Ideation is a creative process of evolving, developing, and presenting in graphic or written form a new idea or a series of related new ideas that in the most part is an abstraction of an innovative, disruptive and entrepreneurial understanding of a commercial solution to a problem. The ideation process comprises of a series of stages:

- a) **The innovation:** Identification by the entrepreneur of a unique opportunity garnered from everyday life that would be both a demonstrable value to the market and therefore command an opportunity to exploit while at the same time be able to be developed with a fulfilment of the User Experience alone.
- b) **Development of the idea that begin to tackle the barriers to fulfil the ideation:** Problem, Solution, Unique Value Proposition and High-Level Concept, Advantage, Customer Segmentation, Alternatives and Competitor Analysis, Key Metrics, Sales Channels, Early Adopters, Cost Structures and Revenue Streams.
- c) **Actualisation of the Business Canvass and or Business Model (pre-plan):** This will be monitored in an Ideation Monitoring Plan which will evaluate a week-by-week progress mapped against the subjective agreed requirements of each individual student and their compliance and ability to deliver the Module Aims through a series of KPIs.

The production of the elements of the module aim will contain be the learning outcomes and the success or failure of the ideation. This will be demonstrated in the achievement of agreed KPIs of an ideation plan.

### 2. Start-up Project (40 credits)

Ideation is a creative process of evolving, developing, and presenting in graphic or written form a new idea or a series of related new ideas that in the most part is an abstraction of an innovative, disruptive and entrepreneurial understanding of a commercial solution to a problem.

The ideation process comprises of a series of stages:

- a) **The innovation:** Identification by the entrepreneur of a unique opportunity garnered from everyday life that would be both a demonstrable value to the market and therefore command an opportunity to exploit while at the same time be able to be developed with a fulfilment of the User Experience alone.
- b) **Development of the idea that begin to tackle the barriers to fulfil the ideation:** Problem, Solution, Unique Value Proposition and High-Level Concept, Advantage, Customer Segmentation, Alternatives and Competitor Analysis, Key Metrics, Sales Channels, Early Adopters, Cost Structures and Revenue Streams.

- c) **Actualisation of the Business Canvass and or Business Model (pre-plan):** This will be monitored in an Ideation Monitoring Plan which will evaluate a week-by-week progress mapped against the subjective agreed requirements of each individual student and their compliance and ability to deliver the Module Aims through a series of KPIs.

The production of the elements of the module aim will contain be the learning outcomes and the success or failure of the ideation. This will be demonstrated in the achievement of agreed KPIs of an ideation plan.

## **2.5 Award title, Exit Points and Progression**

You are registered on a named honours degree course BA Business Studies with Entrepreneurship.

This top-up degree is made up of the following credits:

### **Level 6: 120 credits (20 or 40 credits per module)**

A pass degree (according to the university-defined classification) will be awarded upon the completion of 360 credits.

The University no longer validates the award of a Pass Degree as an exit award on Level 6 Top-Up courses.

## Section 3: Learning, Teaching and Assessment

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### 3.1 How you will be taught

At UWL we use the blended learning approach to how we deliver your teaching. This is a mixture of face-to-face taught sessions supported by online resources, learning materials and activities to facilitate your learning. You will be asked to prepare for your face-to-face sessions, you will be required to attend your face-to-face sessions according to your course timetable, and you will then be asked to review your learning and understanding after the face-to-face sessions. We will support you to engage with your peers by adopting a diverse and accessible transparent academic framework so you have every opportunity to succeed.

All classes will be delivered in person on campus, with online catch-up and support available through the Learning Management System (LMS).

Students will experience a variety of teaching and learning methods relevant to the subject studied. Most classes will take place in class/seminar groups to allow students to participate fully in discussions. Sometimes students will be asked to work in small groups or pairs and will be required to research and present findings to the rest of the class.

The teaching and learning strategy is designed to be student-centric and to encourage student active engagement in the form of class attendance and class discussion participation. The rationale is to introduce methods to increase students' learning and understanding of the subjects and encourage them to become independent learners. Also, the students will be encouraged to take their own responsibility for in-class and work-based learning.

#### Research Led Learning

The faculties are able to bring the latest industry research in classroom teaching and in devising assessments. This will engage students better in classroom discussions due to the personalisation of knowledge. This research element will also be reflected in projects (dissertation) and supervisions where projects may stem from faculty research and publications.

#### Problem-based learning - using Case Studies

Case study is a powerful method for realising and solving business matters. The case study method also develops group decision-making skills. Fortunately, many faculty are experts in teaching using case studies. Also, a few faculty has expertise in developing and publishing cases. Also, students will be exposed to "live cases" where senior management of a company will discuss their own company case with students and would seek them to understand and articulate appropriate strategies.

#### Experiential and Practical Learning

In line with the university's strategy, the emphasis of the course is to develop students into graduates who are fully 'work-ready'. Business practitioners will be invited as **guest speakers** on the course to share their practical understanding and knowledge of world of business. Leading business practitioners have also been recruited to support the delivery of modules in forms such as sponsoring assessments based on their **real-life business scenarios** or guest lecturers. The start-up project module, is based on real business problems. To do this project, our students are expected to identify a real business problem with any of our partners and offer practical solutions based on appropriate research. Through this work, students will get first-hand experience about real life environment and



issues facing companies and develop business research skills, business acumen, networking skills, effective communication skills, effective leadership, decision making skills and practical problem-solving skills. Fourthly, there will also be companies/organisations **field trips** on the course to see how what they learn on the course are translated into practice in the real business world.

In addition, **independent learning** will be promoted by setting tasks to be completed in their own time and to be presented at the next class meeting. Students will be expected to work on their own in directed or self-directed study both at home and in the library lounge.

The primary aim of the staff's collective teaching efforts is the students' development. Through our teaching and the students' learning, we aim to develop a range of expertise together with knowledge and understanding of academic models/theories. Additionally, students will be equipped with the necessary skills, aptitudes, and confidence to be successful in the undergraduate study environment and in life in general.

To achieve this, students will:

- Experience a range of delivery styles that address a diverse range of learning styles.
- Progress towards becoming independent learners through taking responsibility for their own learning.
- Have access to resources that will help them as learners.
- Receive support that enhances their learning.

To support this, staff will:

- Provide a curriculum that is current, relevant, and underpinned by current research and professional practice.
- Provide a varied diet of learning, teaching, and assessment methods.

Class activities that offer frequent, regular formative feedback throughout the modules that closely align with assessments.

One major ethos of the teaching and learning on this suite of courses is that all class activities will be designed in close alignment with the assessments, so that we could fully support students with the development of their assessment work and provide students with frequent, regular feedback on how they are doing regarding the development of their assessment work.

## **Teaching and Learning Tools**

- Weekly sessions filled with learning activities in which students are expected to participate to promote discussion and debate in addition to disseminate concepts, theories, and information to facilitate deep learning.
- Some of the weekly sessions will be devoted to workshops focussing on case studies, simulations, role plays or presentation/debate about current business affairs.
- Directed reading through the use of essential texts and articles/handouts.
- Some sessions will be led by business practitioners to link theories and concepts with practice.

The varied range of activities mentioned above will focus on developing students into independent learners working towards achieving high standards of performance. The varied range of activities will also allow students with the different learning styles to have the opportunities to learn in a way that most suits their individual style.

Learning materials are provided on Blackboard throughout the whole course.

## Technology Enhanced Learning (TEL)

Teaching, Learning, and Assessment of the course has been designed in a way that Blackboard platform becomes an integrated part of the studies. Specifically, all course documentation including handbooks and module study guides will be distributed through the platform. In addition, all materials of the modules (i.e. lecture slides, notes, hand-outs, articles) will be uploaded onto the electronic classroom for students to access. Assessments will be solely submitted in electronic copies and students receive their feedback online.

Discussion boards will be encouraged in various modules, where there is room for students to exchange ideas, thoughts, and materials. Blackboard collaborate - an online conference meeting feature - has also been pilot tested and it is planned to gradually introduce it as an additional available tool for students.

Flipped classroom using AI technology such as Synthesia will be employed on some modules to engage with students, induce interests and enhance students' deep learning. Lecture recording using Synthesia will also be used on some modules to facilitate students' learning.

### 3.2 Your Assessments

Details of your assessment dates and how to submit will be provided in your Module Study Guides and Blackboard. You will be required to submit all your text-based assignment work (eg essays, case studies and reports) via [Turnitin](#). Your assessments will also be marked online, and you will access your [grades and feedback using Blackboard and Turnitin](#).

If you are required to retake a module then please be advised that you may have to pay a retake fee as described in the [Tuition fee policy](#).

Please check your [Blackboard](#) site regularly for updates. You can learn more [about your virtual learning environment, Blackboard](#) on our website.

#### Level 6

Assessments include exams, appraisals, self-assess tests, reports, presentations, group presentations and portfolios. The choice justified by the module being either theory, skills or practice. Students are prepared for summative assessment through formative assessment activities such as tutorials, discussions, peer feedback and self-assessment.

Module Code	Module Title	Module Level	Core	Optional	Assessment Type	Assessment Number
MS60063E	Strategic Management (SM)	6	Core	Written Assignment	1 (100%)	Week 15
BA60075E	Career Strategy and Planning (CSP)	6	Core	Portfolio	1 (40%)	Week 5
				Portfolio	2 (30%)	Week 10
				Oral assignment	3 (30%)	Week 15
BA60076E	Business Sustainability and Social Responsibility in Practice (BSSRP)	6	Core	Written Assignment	1 (100%)	Week 14
BA60088E	Entrepreneurship and Start up (ESU)	6	Core	Practical	1 (100%)	Week 16
BA60089E	Start-up Project (SUP) (40 credits)	6	Core	Practical	1 (100%)	Week 16

## Section 4: Student Voice

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### 4.1 Course Committees

Your course will hold Course Committee meetings each semester. Your course representative will be invited to attend so they can express their views and feedback to your course leader and engage in a constructive discussion with the course team. Course representatives are elected at the start of your course, so if you want to ensure your voice is heard, please consider standing for this role.

### 4.2 Have your say

Towards the end of each module, you will be invited to provide anonymous feedback to the Module Leader through an online survey. This is your opportunity to give direct feedback about the module through a series of questions and free text.

Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and help inform the development of the module. At the end of the survey period, a response to the survey will be available on Blackboard so that you can see the impact your voice has had.

If something has negatively impacted your experience at the Academy, you should raise this informally with your Module Leader or Course Leader. If the issue is affecting several students, you could talk to your Course Representative about it. They can either raise your concerns with your Module Leader or Course Leader on the group's behalf or at the Course Committees that take place each semester.

The University aims to resolve your concerns informally as quickly as possible to have minimum impact on your studies.

### 4.3 Glossary and Acronyms

Terms and definitions