

Programme Specification

1	Awarding Institution/Body	Luminate Education Group																		
2	Delivery Location(s)	University Centre Leeds, Mabgate Campus																		
3	Programme Externally Accredited by (e.g. PSRB)	N/A																		
4	Award Title(s)	BA (Hons) Business, Enterprise and Management (Top up)																		
5	UCAS Code	N1N2																		
6	Apprenticeship	N/A																		
7	HECoS Code and Description	100078 - business and management																		
8	Mode of Attendance	Full time and part time Full Time 1 Year Part Time 18 Months																		
9	Relevant QAA Subject Benchmarking Group(s)	Business and Management QAA Benchmark 2023 The Framework for Higher Education Qualification (FHEQ)																		
10	Relevant Additional External Reference Points (e.g. National Occupational Standards, PSRB Standards)	N/A																		
11	Date of Approval/ Revision	September 2026																		
12	<u>Top Up Entry Criteria</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;"></th><th style="width: 45%; text-align: center;">Typical offer</th><th style="width: 30%; text-align: center;">Minimum Offer</th></tr> </thead> <tbody> <tr> <td>Foundation Degree:</td><td>An overall Pass grade (module average) on the second year of an FD in a relevant subject</td><td>An overall Pass grade (module average) on the second year of an FD in a relevant subject</td></tr> <tr> <td>HND:</td><td>Pass grade in a relevant subject</td><td>Pass grade in a relevant subject</td></tr> <tr> <td>IELTS:</td><td colspan="2">IELTS 6.0 with no less than 5.5 in any component.</td></tr> <tr> <td>International qualifications:</td><td colspan="2">International qualifications will be assessed against these criteria</td></tr> <tr> <td>Mature applicants:</td><td colspan="2">University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be</td></tr> </tbody> </table>			Typical offer	Minimum Offer	Foundation Degree:	An overall Pass grade (module average) on the second year of an FD in a relevant subject	An overall Pass grade (module average) on the second year of an FD in a relevant subject	HND:	Pass grade in a relevant subject	Pass grade in a relevant subject	IELTS:	IELTS 6.0 with no less than 5.5 in any component.		International qualifications:	International qualifications will be assessed against these criteria		Mature applicants:	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be	
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	asked to provide a portfolio of evidence to support their application *21 years and over at the start of the course												
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13	Educational Aims of the Programme The aims of this award have been developed using the Quality Assurance Agency’s (QAA) qualification descriptor for Bachelors degree with honours, The Framework for Higher Education Qualification (FHEQ), relevant QAA subject benchmark statements, The aim of the programme is to equip learners with the appropriate skills required in business management including; relevant knowledge and understanding of the environments in which businesses operate, increasing understanding of organisations, their management and the impact on economies. Students can expect to learn and develop skills that will help them in either business ownership or middle to senior management roles in a range of sectors. These include; • Skills and attributes which equip graduates to become effective global citizens. • A systematic and contemporary understanding of the core business and management disciplines, principles, theory and good practice and be able to apply them to their sector context. • The ability to critically apply theories, concepts and models of operational and strategic business and management to an organisation in order to develop sector specific analytical skills appropriate to a management role in the sector. • Entrepreneurship, innovation and enterprise skills to support the organisation in competing in the fast moving, digital technology business world. • Self-discipline, reflective and independence as learners and management practitioners, capable of working in an interdisciplinary and diverse business environment. • Commercial acumen and creative thinking skills to be able to contribute towards the success of an organisation in their sector.												

	Information systems and business intelligence: the development, management, application and implementation of information systems and their impact upon organisations. Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations, including the identification of intellectual property and the monitoring of Key Performance Indicators (KPI) and appreciation of their value.	
14	Programme Learning Outcomes The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:	
	Knowledge and Understanding	
	K1	Apply and critique relevant theories, conceptual models and techniques to the solution of Business Enterprise and Management problems.
	K2	Demonstrate a comprehensive knowledge of external environmental factors affecting business operations.
	Cognitive/Intellectual Skills	
	C1	Select and critically appraise appropriate methodologies for the collection and critical analysis of primary and/or secondary data
	C2	Critically evaluate a range of theories and concepts relevant to business and management in order to construct robust and original conclusions to problems.
	Professional Skills	
	P1	Plan and undertake a negotiated and self-managed major business enterprise and management project.
	P2	Critically investigate and support the key drivers for business success and examine causes of failure.
	Key Transferable Skills	
	T1	Communicate clearly, fluently and professionally using a variety of means
	T2	Select, apply, appraise and evaluate appropriate numerical and statistical data to develop appropriate conclusions whilst demonstrating proficiency in storing and organising complex information and data.
	T3	Critically reflect on own and group performance in complex scenarios
15	Key Learning & Teaching Strategy and Methods The Teaching, Learning and Assessment Strategy aims to provide learners with an academic and work-based knowledge focus, the skills and development for their future careers and a curriculum of applied learning relevant to management. - A blend of lectures, practical workshops, seminars, tutorials and guest speaker/ lecturer sessions. - Lectures and workshops will impart core principles and concepts and will be interspersed with student activities to promote engagement. - Practical workshops will ensure embedded ICT skills.	

	• Group work will support development of teamwork skills and be structured to ensure professional values are observed – this will be supported with tutor input and formative feedback through observation and peer reflection. • A range of online resources will be used to monitor and track progress, learning and self-reflections including Google Classroom, Blackboard, and the Grade Calculator. • Seminars will be scheduled to support social learning, academic research, skill development and communication and presentation skills. • Tutorials will support students in accordance with their individual learning plan. • Students will be encouraged and supported to take up part-time, vacation work or work experience in related fields to ensure they are able to further develop their understanding and apply their learning. • Use of Google Drive will be actively encouraged, allowing for instant feedback on learners' work and an opportunity to enter into a dialogue with learners about their work away from the classroom. • Where possible, additional off-site activities and visits will enrich the curriculum and support an appreciation of the professional workplace environment ensuring preparation for potential employment. • Inclusion of activities around reading, writing and mathematical problem solving.
16	Key Assessment Strategy and Methods A range of assessment methods will be used throughout the BA (Hons) Business, Enterprise and Management qualification as excellent oral and written communication skills are vital in any sector. Presentations and peer debates will be used as assessment methods. Modules such as Research Methods and Strategic Management will be assessed by individual presentation whereas the contemporary entrepreneurial theory and practice module will incorporate a group presentation as assessment. This module will also include a business simulation that students will contribute each week to. This can be accessed virtually should there be any reason for non-attendance. They will then reflect back on the process encouraging their critical thinking and reflection skills. It is an essential skill to be able to work well with others in business and be able to take other people's opinions on board. It is important that students understand how the theories and concepts put forward relate to current organisations and carry out assessments using methods relevant to the sector. This suits the module of Corporate Social Responsibility, Sustainability and Business Ethics module where there is a time bound in class assessment to encourage students to work towards tight deadlines. It also includes a peer debate with a weekly learning journal which encourages students to be reflective practitioners and to communicate in a professional and inclusive manner with a range of diverse learners. The assessment for the Dissertation module will involve students undertaking an in depth research investigation into a relevant aspect of their programme of study. The area of study will be chosen by the learner, subject to approval from the dissertation supervisor and ethical review.

17	Industry Specific Skills Development The BA <u>(Hons) Business, Enterprise and Management</u> programme is designed to equip students with the core skills required to achieve success in Business, Management and Leadership roles. An overarching element of the programme is the inclusion of workplace and work-related learning in modules such as Strategic Management and CSR, Sustainability and Business Ethics. Each of these modules allows students to apply academic knowledge to real-world scenarios, increasing their awareness and appreciation of current management/leadership practices, and how these in turn, have an impact organisation wide. This conscious teaching and learning strategy enables students to graduate with skills that provide them with a distinct competitive edge in the current job market.
18	Transferable Skills Development Employers consistently discuss the importance of communication, teamwork, resilience, and the requirement to manage everchanging workloads to cope with today's industry challenges. Throughout the BA (Hons) Business, Enterprise and Management Top-Up, these crucial skills are embedded throughout the curriculum to ensure students graduate as confident and capable workforce professionals. Recently, the department has also developed links with Skills for Growth team from the West Yorkshire Combined Authority, Leeds City Region Enterprise Partnership (LEP). The department has a number of links and involvement with employers in the local area for work experience with companies such as KPMG and Jet2. This allows for learners to network with potential employers and industry professionals. There are also links with local companies which offer internships to students whilst they are learning.
19	Sustainability Sustainability is covered throughout the BA (Hons) Business, Enterprise and Management programme, highlighting the growing importance of ethical, environmental, and socially responsible management within the Business sector. Modules such as CSR, Sustainability and Business Ethics incorporate discussions around environmental governance, ethical leadership and inclusive workforces. In addition to subject content, students are encouraged to reflect on their individual responsibility, including how to contribute to sustainable workplaces and greener industry practices. The programme also considers the sustainability of careers, equipping graduates with adaptable skills and learning strategies to succeed in industry.

20

Programme Modules
Programme Structure – Full Time (One Year)

Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
Semester 1:				
	Research Methods	20	Core	Compensatable
	Strategic Management	20	Core	Compensatable
	Corporate Social Responsibility, Sustainability and Business Ethics	20	Core	Compensatable
Semester 2:				
	Contemporary Entrepreneurial Theories and Practice	20	Core	Compensatable
	Dissertation	40	Core	Non-Compensatable

Programme Structure – Part Time

Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
Semester 1, Year 1:				
	Research Methods	20	Core	Compensatable
	Strategic Management	20	Core	Compensatable
Semester 2, Year 1:				
	Corporate Social Responsibility, Sustainability and Business Ethics	20	Core	Compensatable
	Contemporary Entrepreneurial Theories and Practice	20	Core	Compensatable
Semester 1, Year 2:				
	Dissertation	40	Core	Non-Compensatable

21	Programme Structure The programme structure and learning outcomes are the same for all students who are registered on the programme whether full or part time. Students complete the Research Methods module in Semester one, this includes them submitting their ethical approval to the University Centre Research Ethics committee and completing their assessment. Once they have completed this module students move onto dissertation session which includes a launch, allocation of dissertation supervisions, and a series of dissertation sessions run by the programme team. Students are actively encouraged to book one to one sessions with the HE librarian and the academic skills tutor.
22	Apprenticeships N/A
23	Support for Students and Their Learning The award adopts the approach to student learning support as identified below: • A robust communications system functions to give students access to lecturers and management; this includes e-mail, the VLE (Blackboard) and Google Applications. • All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE. • Each student will be given the opportunity for tutorials and personal development planning. This is implemented in the first semester and continued throughout the year of study. • For part-time students and modules adopting a blended learning methodology, a robust support system will be in place to provide students with seminar recordings / notes, tutorial information, and on-line activities. This will involve the use of the VLE. • Students have access to the Academic Skills Tutor within the department, with the objective of improving Academic Skills and offering support and advice. • There is an extensive range of learning resources in the Library, supported by specialist staff that provide bespoke study skills sessions or students. • University Centre Leeds provides an extensive range of services for students, including support for those with special and additional learning needs or in receipt of Disability Support Allowance (DSA) Eligible learners are entitled to a bursary of up to £500 for the academic year, providing certain criteria are met. At University Centre Leeds we have a specialised Student Support team where students can access support for learning, wellbeing, welfare, and financial support, designed to suit the needs of individual students and support their studies. This support includes access to diagnostic assessments and an Additional Learning Support Officer who can provide disability advice and Study Skills for students with a disability, neurodiversity, diagnosed mental health condition, or long-term health condition. The team will support eligible students to apply for Disabled Students' allowance (DSA); a government grant to provide individualised support such as specialist computer equipment, assistive software, mentoring support, study skills support, and/or or help with travel costs. Working with the student, the team will agree tailored support for learning including accessible learning practices, adjustments, and additional considerations. Our Counsellors provide tailored support to students including confidential short term counselling support, workshops, mentoring, referral and signposting, self-care tools, and resources to promote resilience and positive mental health. Our Student Funding and Welfare Adviser provides students with support to help understand how student finance works, find out what financial support is available, apply for student finance, how to manage budgets and money matters, and other financial guidance and advice to ensure students feel prepared financially whilst studying. They also offer advice on bursaries and financial support available. The Student Accommodation Adviser can support students to find suitable housing options that are right for them to study, socialise and mix with other

	like-minded students. They will offer guidance on accommodation available and ensure that all students feel supported, included, and equipped to succeed. There is also specific support available for students who are care experienced, estranged, carers, or seeking sanctuary. The University Centre Leeds library offers a range of physical and online resources. The online resources, including ebooks, ejournals and specialist websites are available to students whether they are on site or off campus. The HE Librarian can deliver a range of study skills sessions, in areas such as academic skills, research skills, critical thinking, and referencing. These can be for student groups or as 1:1 sessions for individual students, to support their overall information literacy and the development of their academic, research and digital skills.
24	Distinctive Features There is an emphasis on practical skills in this programme which are relevant to the corporate world such as strategic thinking, problem solving and interpersonal communication. The programme focuses on entrepreneurship with resources and support to students in starting their own business. Recent relationships with the BIPC mean that there is support for local business in the Leeds area. The teaching team have considerable experience both in regard to teaching and vocationally relevant experience. The team have worked for a variety of different employers and have entrepreneurial experience in creation and management of small and medium enterprises which gives them an excellent base from which to teach and impart knowledge to students. Sectors that the teaching team have experience in management roles include: banking, finance, retail, education, tourism, and hospitality. Recently, the department has also developed links with Skills for Growth team from the West Yorkshire Combined Authority, Leeds City Region Enterprise Partnership (LEP). The course is unique to local competitors due to the more practical nature of teaching and learning. The course offers learners opportunities to apply theory to practice using case studies and real-life situations, particularly in the business simulation (gamification). Section 3.8 of the QAA states that business and management degrees are strongly related to practice and therefore should provide a clear link between the development of relevant skills and employability of graduates. The department has a number of links and involvement with employers in the local area for work experience with companies such as KPMG and Jet2. This allows for learners to network with potential employers and industry professionals. There are also links with local companies which offer internships to students whilst they are learning. The programme assessment methods are designed to be distinctive as there is a diverse range of methods. This allows learners of all abilities and learning styles to achieve well on the degree. A seamless transition for apprentices from the completion of their degree programme to Gateway and their EPA. Internal progression from the Foundation Degree has been at minimum of 95% over the last five years which shows that learners are supported by NSS results which have consistently been the highest in the area for satisfaction rates.

Appendix 1

Stage Outcomes (Undergraduate Awards only)

No.	Programme Outcome
K1	Apply and critique relevant theories, conceptual models and techniques to the solution of Business Enterprise and Management problems.
K2	Demonstrate a comprehensive knowledge of external environmental factors affecting business operations.
C1	Select and critically appraise appropriate methodologies for the collection and critical analysis of primary and/or secondary data.
C2	Critically evaluate a range of theories and concepts relevant to business and management in order to construct robust and original conclusions to problems.
No.	Programme Outcome
P1	Plan and undertake a negotiated and self-managed major business enterprise and management project.
P2	Critically investigate and support the key drivers for business success and examine causes of failure.
T1	Communicate clearly, fluently and professionally using a variety of Means.
T2	Select, apply, appraise and evaluate appropriate numerical and statistical data to develop appropriate conclusions whilst demonstrating proficiency in storing and organising complex information and data.
T3	Critically reflect on own and group performance in complex scenarios

Appendix 2
Map of Outcomes to Modules

	A1	A2	B1	B2	B3	C2	C3	C4	C5	D2	D3	D4	D5	D6	D7
Module Titles															
Research Methods	X			X			X					X	X		
Strategic Management	X			X	X			X	X					X	
Corporate Social Responsibility, Sustainability and Business Ethics	X	X			X			X					X	X	
Contemporary Entrepreneurial Theories and Practice	X		X			X				X	X				
Dissertation (seminars, tutorials & independent learning)	X			X	X			X					X	X	X

Appendix 3

Map of Teaching and Learning Methods

Level 6

Module Titles	Methods								
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills Workshops	Practicals (design and production sessions)	Group activities	Guest speakers	E Learning/ On-line forums	(Insert other)
Research Methods*	X	X	X	X					
Strategic Management	X	X	X			X	X		
Corporate Social Responsibility, Sustainability and Business Ethics	X	X	X			X			
Contemporary Entrepreneurial Theories and Practice	X	X	X		X	X			
Dissertation (seminars, tutorials & independent learning)	X	X		X			X		

Appendix 4

Map of Assessment Methods

Level 6

Methods									
Module Titles	Report	Reflective E-Journal	Exam	Open Book Exam	E-Portfolio	Viva	Presentation	Poster Presentation	(Insert other)
RM								30mins (100%) FT: Week 10 PT: Week 7	
CSR				Open Book Assessment (2.5 hours) – 2500 words (50%) FT: Week 8 PT: Week 21					Learning Journal with Peer Discussion and Feedback (2000 word journal with 15 minute peer discussion and feedback) FT: Week 15 PT: Week 22

SM	Written report - 2000 words (40%) FT: Week 7 PT: Week 14						Presentation of 5 year strategic plan of a given case study with peer feedback - 20 mins (60%) FT: Week 14 PT: Week 15		
CETP							Group proposal presentation – 30mins (60%) FT: Week 21 PT: Week 29		Reflection on business simulation - 2000 words (40%) FT: Week 26 PT: Week 30
Dissertation	10000 words (100%) FT: Week 30								

	PT: Week 15								
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