NCG Higher Education

BA Hons Business Management (top up)

Level 6

Programme Handbook for Students

Contents

Error! Bookmark not defined.

1. Welcome!

Dear Student,

Welcome to OLC College. This is your Programme Handbook, relating specifically to your programme and it is designed to help you understand the programme you are studying and to help you feel comfortable and confident as a student of the OLC College on the Business Management top up programme keep it handy for reference purposes. Please refer to the Student Handbook for more generic information about being a student at NCG and about the academic regulations NCG apply to make sure your progress on your course is fair and equitable.

We have tried to ensure that everything you need to know about your programme is included. We appreciate it might be a bit overwhelming at first but there is an induction period at the beginning of every programme to help you to:

    a) get to know the staff who are going to be teaching you as well as your fellow students,

    b) find out where things are,

    c) make sure you understand the programme you are studying.

Your programme leader or module tutors will talk you through the key aspects of the handbook during induction, and will no doubt refer to it throughout your studies. These staff are key to you firstly enjoying your course and secondly growing as a confident, autonomous higher education student. To do this they will support you 100% but they will also stretch and challenge you to do your best. If at any time you find you are having problems which are affecting your studies or don't feel you're getting the most out of the experience, please talk to the programme staff. Remember, everyone needs help and support at some time, and we have in place a range of services and initiatives that will not only help you stay and cope on your programme but will help bring out your best and ensure you thrive!

We wish you well with your studies. If there is anything more you need to know that isn't in this handbook, please let us know or talk to your tutor. The very best of luck on your new adventure, I hope to see you around campus.

Yours sincerely,

Nichola Kenny

Head of Higher Education

2. Purpose of the Handbook

The purpose of this handbook is to clarify the aims of your programme and provide some initial information which we hope will help you to plan your studies.

3. Higher Education within OLC College

3.1. OLC HE Strategy

The OLC College business department offers contemporary Business and Management programmes in an inclusive learning environment to prepare students for the modern world of work to meet the needs of industry in line with sound educational principles as prescribed by QAA Benchmark Statements and government policies for Higher Education. Higher Education within the OLC Pathway has been restructured in line with the College's 3Es Strategy, Engagement, Evaluation, Enhancement. This has ensured that provision is responsive to the higher skills requirements of employers.

3.2. Programme purpose:

The overall aim of the BA (Hons) Business Management (top up) programme is to produce work ready graduates who 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. Upon completion of the programme, you will have a view of business and management which is influenced by a wide range of learning sources, based on a proactive and independent approach to learning.

The programme will allow you to display an 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 business situations. You will demonstrate this through their critical, analytical and evaluative approach to applying business and management concepts whilst taking into consideration the environments they operate in and the wider environmental context.

3.3. Overview of the Programme

The BA (Hons) Business Management (top up) programme has been designed in collaboration with local businesses operating in a challenging, dynamic external environment. This programme reflects the business skills, acumen and abilities that are wanted from graduates so that, upon graduation from the BA (Hons) Business Management (top up) they are commercially minded, possess up to date, relevant business expertise and are ready to make an impact. Throughout the programme, you will engage in vocationally relevant collaborative projects with local businesses to enhance their work ready skills, gain invaluable experience and create their own

business network. Upon completion of the programme you will have developed mastery in their ability to tackle, analyse and respond to the complex challenges that they will face when entering the workplace. This means that you will be commercially and ethically aware, with a competitive edge.

Throughout the course you will cover a range of issues affecting businesses in the current climate, such as what drives firms to develop and grow, marketing techniques, the challenges of management, the impact of digital technologies, the challenges of leading organisations and ensuring the ethical standards of businesses. You will also cover many key themes including entrepreneurship, ethical management, research skills and change management, enabling you to have the well-rounded knowledge and skills that are valued by employers across the private, public and not-for-profit sectors.

This programme is aligned with the following graduate attributes which you will develop over the course of study:
- A commitment to lifelong learning and career development
- Collaborative teamwork and leadership skills
- Personal and intellectual autonomy
- Ethical, social and professional understanding
- Communication, information and digital literacies
- Global citizenship
- Research, scholarship and enquiry skills
- Enterprise and entrepreneurial awareness and capabilities

3.4. How your programme has been developed to meet the needs of industry

Employers such as Barclays, eLanders and SGS have worked closely with the validation team and have supplied invaluable input into the planning and preparation of the proposed modules.

Currently employers on the BA (Hons) Business Management programme contribute to modules and assessments by providing current and relevant issues and problems affecting their workplace and ask the students to provide solutions. This approach will also be implemented in the new programme.

BA (Hons) Business Management programme aims to develop the local workforce and entrepreneurs in the region by developing undergraduates who are professional with higher level skills, contributing to the national and local economy. The programme has also been designed to develop students' competences that could contribute to and help career prospects in the international scene. The BA (Hons) Business Management programme also provides a pathway to HND students across the OLC Campuses. The BA (Hons) Award will also equip you to progress onto higher academic degrees, such as an MBA.

4. Programme Structure and Curriculum

4.1. Aims and learning outcomes of the programme

The overall aim of the programme is to produce work ready graduates who have a sound knowledge and understanding of organisations, the business environment in which they operate and their management, whilst developing their skills and techniques to allow them to either become successful in gaining employment, provide progression opportunities in their place of work or to progress onto further higher education.

Throughout the BA (Hons) Business Management (top up) programme you will develop a critical, analytical and evaluative approach to applying business and management concepts whilst taking into consideration the environments they operate in and the wider environmental context. The programme will also utilise opportunities for lifelong learning to generate self-directive and self-reflective students who commit to the process of continuous learning and development.

The aims of the programme have been developed to incorporate the QAA Business and Management (2019) benchmarks (BaM) and take into consideration the 2020 Foundation Degree Characteristics Statement and are mapped against these below.

- To provide an intellectually challenging and vocationally relevant learning experience where students can develop and demonstrate the critical knowledge and understanding of the theoretical concepts of business and management and their utility in improving business and management practice (BaM3.6).
- To develop an understanding of sustainable and ethical approaches to business practice, procedures and corporate social responsibility (CSR); the skills to enable them as practitioners, as future generators of sustainable value for business and society at large and working in an inclusive and sustainable global economy (BaM 3.7 bp13)
- To facilitate a stimulating learning environment which fosters a critical, creative, innovative, reflective and challenging approach to the study of business and management, and that seeks to develop the students' capabilities to take positive initiatives, respond effectively to new ideas, adapt to changing circumstances, and address multi-faceted problems with an open mind and form a flexible standpoint to enhance students' employability skills (BaM 3.9 bp2)
- The ability to act entrepreneurially and innovatively to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes (BaM 3.9 bp5)
- To provide students with the opportunity to focus on particular aspects of business and management relevant to their backgrounds, their interests and

career aspirations; this, through an appropriate choice for the research subject domain within the dissertation project.

- To facilitate and enable students to be able to develop and demonstrate their intellectual skills of information processing, analysis, synthesis, critical appraisal, creativity and innovation and the ability to manage and make decisions in situations of ambiguity and uncertainty to show sound conjectural competence (BaM 3.7 bp8)

4.2. Programme Structure and Curriculum

The programme is made up of **6** modules which add up to 120 credits across your programme at **level 6.**

Module Title	Credits
LEVEL 6	
BM301 Business Strategy	20
BM302 Responsible Business	20
BM300 Dissertation	40
BM303 Strategic Career Development	10
BM304 Leading Innovation	20
BM305 Equality, Diversity and Inclusion at work	10

4.3. Full-time Delivery

Level 6

Module	Credits	Semester 1 ✓·	Semester 2 ✓·
Business Strategy	20	✓·	
Responsible Business	20	✓·	
Dissertation	40	✓·	✓·
Strategic Career Development	10		✓·
Leading Innovation	20		✓·
Equality, Diversity and Inclusion at work	10		✓·

5. The Programme Team

The programme team are available to support you throughout your studies and consists of a programme leader and module leaders. They will be responsible for co-ordinating, planning and monitoring the effective running of the programme.

5.1. Programme Team Leader

Title	Name	Email Address	Modules Taught	Room/Tel No.
Programme Leader	Nichola Kenny	nkenny@olceurope.com	• Strategic Career Devlopment • Learning Innovation	01204 525511

Nichola Kenny is your programme leader. Any general concerns or questions should be directed to the programme leader in the first instance. Any module specific questions or issues should be directed to the module leader.

The programme leader is responsible for the day to day operational management and supervision of the programme, including:

- Recruitment, enrolment and induction of students,
- The planning and delivery of curriculum and associated student assessment,
- The provision of tutorial advice, guidance and career planning.

5.2. Module Leaders

They are responsible for the planning, delivery and assessment of your module and will provide you with a module guide at the start of each module. This will tell you what you will learn and what you need to produce to successfully complete each module. At the end of each module your module leader will also ask you to review and provide feedback on your experience.

Here is a list of your module leaders and their contact details which are also placed on your programme virtual learning environment (VLE).

Title	Name	Email Address	Modules Taught	Room/Tel No.
Module Leader	Nichola Kenny	nkenny@olceurope.com	• Leading Innovation • Strategic Career Development • Business Strategy	01204 525511
Module Leader	Charlene Pattison	cpattison@olceurope.com	• Dissertation • Responsible Business • Equality,Diversity and Inclusion at work	01204 525511
Module Leader	Taurn Pathak	tpathak@olceurope.com	• Dissertation	020 8800 6621

5.3. Programme Team Profiles

Nishigandha C Shinde

Nishi is currently in the final stage of achieving her PhD in Business Management from University of Bolton and she has recently completed her Diploma in Education. She graduated from the University of Mumbai in Business Management Studies, she also achieved Level 7 Extended Diploma in Strategic Leadership and Management and later completed an MBA from Leeds Beckett University. Nishi she has experience in teaching in various HEI's. She has addressed different conferences in the Universities across UK. Nishigandha is passionate about teaching, and she aims to create difference in her students' lives by helping and supporting them in their academic Journey.

Dr Tarun Pathak

Tarun is an associate lecturer at OLC, and has a vast number of years experience teaching a range of business modules. Tarun is an Examiner and Assessor for various awarding bodies. He is also an Educational Consultant responsible for recruiting both Local and International students to UK colleges and universities, and is also marketing various UK Awarding Bodies internationally. After working as a business manager within the health sector, he then precededd to teach in many universities and colleges in the UK. Tarun has been with OLC since 2017. Taurn acted as a supervisor for students working towards their dissertations last year and is extremely passionate in supporting students to help them achieve their ambitions. Tarun is also an accomplished musician with a Grade 8 qualification in Piano.

Charlene Pattison

Charlene is an experienced member of the OLC team and has delivered on the Business Management Top programme for the last 2 years. She has supervised several dissertation students who went on to achieve their BA (Hons) in Business Management. Charlene has recently been accepted to start her PHD with the university of a Lancaster and has a MA in Inclusive Education, which she achieved at the University of Bolton. Her background is the field of accounting where she achieved a BA (Hons) in Accountancy from the University of Bolton.

Nichola Kenny

Nichola has over 20 years business industry experience, including retail, education, hospitality, and construction. Nichola has been involved within a range of businesses from grass roots level, to managing the day-to-day logistics of different businesses. Nichola has achieved a PGCE (M) and a BA (Hons) Business Management and is working on gher dissertation to complete her Master's in Educational Leadership, following which Nichola will begin a proposal for consideration to complete a PHD.

Nichola has recently been an assessor for Pearson and OCR. Nichola is an Operations Committee member at Bolton at Homes. The Operations Committee focus is to monitor front facing delivery in relation to affordable, landlord services delivered by the registered provider (rather than the wider group). Being a voice for the Bolton at Homes customers to further develop current policies and strategies in relation to the impact that the core affordable landlord service and the activity of the registered provider has on local communities.

Ebenezer Awofeso

Ebenezer is currently a business lecturer at the OLC college. He graduated from the Manchester Metropolitan University in Business Studies. He is also a part qualified Chartered Management Accountant (CIMA), with over twenty years' experience in accounting, finance and internal auditing within public and private sector. After many years of practical experience in industry he managed his own business for over five years during which time he studied for a PGCE at the university of Bolton. Ebenezer has taught business in several FE and HE insitutues around the Greater Manchester area. He has recently completed an MBA. Ebenezer is very passionate about teaching and believed he can make a difference with his vast experience in industry and being able to provide practical knowledge of business concepts to young adults who are hungry for both qualification and employability where they can apply their business skills and knowledge.

Dominic Appiah

Dominic is an experienced lecturer in Marketing, with demonstrated experience in both Higher Education and Further Education sectors. Skilled in team building, public speaking, business start-ups and offshore business development & marketing. Dominic holds a PhD from Plymouth University, an MBA from the University of Wales and a Bachelor of Arts degree from the University Ghana.

Dominic's research investigates the dynamics of consumer purchase intentions in digitally disrupted markets and building resistance to brand switching in these competitive markets. He has published extensively in academic books and journals, including International Journal of Consumer Behaviour, International Journal of Retailing & Consumer Services, Journal of Sustainability and Interdisciplinary Journal of Economics & Business Law. He has presented papers at reputable international conferences, notably the UK Academy of Information Services and Global Business and Technology Association.

He also has far-reaching experience in the financial services industry. Prior to joining academia, he worked at State Insurance Company in Ghana; GIA Insurance and Ghana International Bank, both in the UK.

Dominic is a Senior Fellow of the Higher Education Academy (HEA), a member of the Chartered Institute of Marketing (CIM), Chartered Institute of Insurance (CII) and the British Academy of Management (BAM).

5.4. Personal Tutor

Every student has an entitlement to individual tutorials. At the beginning of the programme you will be assigned a Personal Tutor whose role it will be to:

- Provide support and guidance as to how you can manage your learning and personal and professional development.
- Keep an overview on your progress.
- Advise on progression opportunities.

Your personal tutor maybe the programme leader or one of the module tutors.

6. About Your Modules

Business Strategy

This module will provide you with critical insights into the factors influencing the formulation and implementation of business strategy. These factors will encompass those external to the firm, such as market structure and demographic changes, as well internal factors. Throughout this module you will be able to take these into account when recommending business strategies appropriate for a variety of circumstances. You will learn to deploy business strategy approaches to achieve competitive advantages. This module will also develop your understanding and systematic knowledge of a range of approaches to managing strategic business change.

Responsible Business

In the 21st century business climate organisations are keen if not under pressure to demonstrate 'Responsible Business' and accountability via their Corporate Social Responsibility (CSR) strategy. Organisational approaches typically include the development of aims and objectives, policy and strategy, with the intent to address the impact of an organisation's activity on society, the environment and a commitment to ethical and responsible conduct. The aim of this module is for you to understand CSR in an organisational context, including opportunities and challenges which may arise in maintaining stakeholder commitment, as well as the context for compliance.

Dissertation

Innovation, product development, performance improvement, change, customer service excellence, strategy and problem solving in organisations may be outcomes of your appropriately designed research projects. In this module you will conduct management research designed to impact organisational practice via the planning and management of a workplace-based project, or an academic enquiry relevant to an identified business need or challenge.

Strategic Career Development

Businesses expect added value from graduates who have achieved their Degree. Businesses focus upon employability skills and experience and further steps taken by individual students applying for positions. The aim of this module is for you to develop a critical understanding, in business context, of opportunities available to you within business, how to increase your employability and develop the skills to advance you in your chosen future career path. The module is intended to provide a rigorous and honest insight into the realities of career development and progression.

Leading Innovation

A culture of innovation encourages transformation of working practices and processes, new products and/or services. This module will enable you to identify opportunities for innovation in an organisational context, analyse the rationale for developing initiatives and know how to turn ideas into reality. The module also considers a wide range of innovation issues affecting organisations and brings a critical evaluation of strategic management theory with application leading to innovative solutions.

Equality, Diversity, Inclusion at Work

The aim of the module is to equip you with knowledge and a critical understanding of the contemporary requirements for equality, diversity and inclusion to be actively developed in an organisational context. Definitions of key concepts will be evaluated. The module will facilitate an in-depth understanding of legal and regulatory frameworks; case studies will be introduced to illustrate good practice in organisations as well as consequences for non-compliance. You will also be encouraged to engage in constructive critical debate to develop individual insight and critically reflect upon their own commitment to valuing individuals regardless of their similarities and differences.

7.   Learning, Teaching and Assessment

7.1. Learning and Teaching

This programme will draw on many teaching and learning strategies including lectures, seminars, practical workshops, e-learning and guest speakers from a wide range of business sectors. These have been developed to ensure that students experience a wide range of methods which are also applicable to their mode of attendance and the modules being studied. Although the lecture/seminar model has been adopted in some modules, in lectures there has been a move away from didactic exposition to more student-centred learning. Learning checks and question and answer will be employed continually in lectures to assess that learning has taken place. Stretch and challenge activities will give the students opportunities to develop themselves further. Seminars are employed to underpin theory delivered in lectures and these will be student-centred with guidance from tutors. These methods are employed to ensure that

students become active and not passive learners. Students will be expected to work individually and in groups to develop the range of skills required to work within a variety of business fields and sectors. In both lectures and seminars theory is related to current business practice (e.g., using case studies and real business scenarios / live briefs) to maintain real world relevance. Frameworks will be presented and discovered through formal lectures, directed reading and peer learning activities. A range of formative and summative assessment methods will be adopted and will include practical activities, business consultant role play, delivering presentations and written reports.

Teaching methods integrate theory and practice by a variety of means according to the mode of delivery (and intended learning outcomes). They provide inputs to student learning from practicing managers, entrepreneurs and other stakeholders through curriculum development, guest lectures, and in supporting assessment (BaM 4.2). They need to take account of the diverse learning and teaching cultures that students may have experienced and provide opportunities for students to understand and appreciate the global context in which they will be operating. They may include face-to-face or blended learning and make good use of supporting technology to aid student learning.

Independent of mode of delivery, teaching in business and management includes some combination of Lectures, seminars, workshops, work-based learning, including potential placements, employer or organisation-based case studies, live or 'real world' projects, guided learning, study trips, discussion groups and virtual forums.

7.2. Ethics

It is the policy of NCG that all our research must be conducted in accordance with the NCG Research Ethics Policy & NCG Research Ethics Framework, Professional Codes of Practice and the law. All research is required to gain ethical approval this applies to:

• Staff undertaking research projects

• Students undertaking research projects either for the purpose of completing a dissertation as part of their academic course of study or on an extracurricular basis

• Other individuals conducting research on behalf of the institution or using NCG resources or facilities.

7.3. Assessment

Assessment has two purposes:

a) To provide you with feedback about how your work is progressing – this is called 'formative' assessment.
b) To measure and record your achievement of modules towards the qualification – this is called 'summative' assessment.

Formative takes place during the delivery of a module – it is often informal intended to provide feedback to both tutors and students. This form of assessment isn't normally marks, however if a mark is given this is used to help you understand your strengths and weaknesses and does not influence the final module mark.

Formative assessment is important in helping you recognise where you are in the context of understanding the subject.

Summative assessment is marked and contributes to the final grade. This includes forms of assessment such as reports, case studies, poster presentations and dissertation.

Your assessments will be informed by industry to ensure that they reflect industry practice.

For information on how to hand in your work please see section 8.3.

We value and promote academic integrity across all levels of our institution and are clear about the consequences if a student is found guilty of academic misconduct or contract cheating. The following identifies information which will help students to promote academic integrity within the institutions HE community:

Various support, advice and guidance available to student to develop their academic studies,

Difference between academic misconduct and contract cheating,

The seriousness of contract cheating and the penalties if found guilty.

It is important as a student if you are struggling with your studies that you seek support and guidance from the network of individuals that are available. This can include academic support coaches, mentors or members of the higher education support team.

Academic misconduct is where a student passes off the work of someone else, intentionally or unintentionally, as their own. Contact cheating is where a student engages in a contract with a third party to complete an assignment for the student for a fee.

An academic plagiarism detection tool is used by lecturers and students to address the 'cut, copy and paste' culture and reduces plagiarism with an originality report which is available to both students and lecturers. You will be provided with support and guidance in relation to how to avoid academic plagiarism (academic misconduct) as part of the introduction to your studies.

7.4. Feedback and Marks

As part of the marking process your assessments will be marked by a module tutor and the assessment will then be internally moderated by a second member of the programme team. All marks are provisional until confirmed by the Module Examination Committee and Board of Examiners.

Students will receive their feedback electronically in the VLE within 20 working days of their date of submission.

7.5. Assessment Regulations

The programme adopts NCG Higher Education Academic Regulations which can be accessed from the college website by following the link: https://www.ncgrp.co.uk/guide-to-information/our-policies-and-procedures/he-regulatory-document/

Detailed information relating to late submissions, mitigating circumstances and academic misconduct can be found in the HE Student Handbook on Moodle.

8. How And When Will You Be Assessed?

The academic plan provides you with important dates relating to your assessments. It describes the formative and summative assessment hand in deadlines for each module on your programme and when the reassessment deadlines are (should reassessment be required).

For accurate dates for your assessments and reassessments, please, refer to the module guide for each individual module.

8.1. Full-time

Module Name	Formative Assessment Type and Week of Completion	Feedback	Summative Assessment Type and Week of Submission	Feedback
Business Strategy	Lectures, seminars and independent study	Within 20 working days from deadline	Presentation 50% WK11 and Report 50% WK15	20 working days from deadline

Responsible Business	Peer review and independent case study activities	Within 20 working days from deadline	Presentation 100% **or** Report 100% WK13	20 working days from deadline
Dissertation	Tutorial support from dissertation supervisor	Within 20 working days from deadline	Dissertation Research Project 100% WK25	Within 20 working days from deadline
Strategic Career Development	An integrated case study question and answer strategy, peer review	Within 20 working days from deadline	Poster Presentation 100% **or** Leaflet Presentation 100% WK26	Within 20 working days from deadline
Leading Innovation	Case study and related questions.	Within 20 working days from deadline	Report 100% WK28	Within 20 working days from deadline
Equality, Diversity and Inclusion at work	An integrated case study question and answer strategy (incorporating both verbal and written methods)	Within 20 working days from deadline	Presentation 100% **or** Report 100% WK27	Within 20 working days from deadline

8.2. Assessment Submission Arrangements

All assessments must be submitted by the deadline or you will incur penalties (see NCG Higher Education Academic Regulations). The submission arrangements for this programme are as follows:

Type of Summative Assessment?	Where to hand in?	What else do I need to hand in with my assignment?	Will I get a receipt?
Written report	Submitted via Turnitin	N/A	Yes
Portfolio	Submitted via Turnitin	N/A	Yes
Dissertation	Submitted via Turnitin	N/A	Yes
Timed Assessment	Submitted via Turnitin	N/A	Yes
Presentation	Submitted via Turnitin	N/A	Yes
Marketing Plan	Submitted via Turnitin	N/A	Yes

NB Please keep all submission receipts as you will need these as proof that you submitted your assessment in time.

9. External Examiner

Students often ask questions about how we know that their degree is broadly of the same standard as degrees awarded for similar courses by other universities. In the UK we have a system called external examining which is one of several ways that we confirm that standards are met. An external examiner is generally an experienced lecturer from another college or university who offers an independent view as to whether the work of students on the course is of the correct standard. The external examiner does this by looking at a sample of work (e.g. assignments, exam answers, and dissertations), discussing the work with your lecturers and attending the assessment boards to endorse results. They then produce an annual report which tells us about any concerns they have and any good practice they have identified. The External Examiners' reports are made available to students via the VLE.

Your programme leader will be able to provide you with information about the main external examiner for your programme. Sometimes, your modules may have a different external examiner and your module leader can also provide you with these details.

Please note that students are not permitted to contact external examiners directly and external examiners will not respond to any communication from individual students. If you have any concerns about your programme then please speak to your programme leader.

10. E-learning Resources

This programme will be supported through the use of Microsoft Teams (VLE). All students will free access to Office 365 and all required associagted programmes..

11. Recommended Reading

The library plays a crucial role in supporting students both on induction and throughout the programme. During induction you will visit the on campus library and also be provided with online access to source all of your core texts and recommended reading (please see individual module guides for further information)

Armstrong, M. (2020) *Handbook of Human Resource Management Practice*. Kogan Page.

Beaven, K. (2019) *Strategic Human Resource Management: An HR Professional's Toolkit*. Kogan Page.

Bell, J. (2018) *Doing your research project (7th edition),* Maidenhead: Open University Press

Blowfield, and Murray, A (2019), *Corporate Social Responsibility*. 4th ed. Oxford: Oxford University Press.

Buchanan, D and Huczynski, A. (2016). *Organizational Behaviour An Introductory Text*, (9th ed.) Harlow: Prentice Hall

Henry, A. E. (2021) *Understanding Strategic Management.* 4th edition. Oxford: Oxford University Press.

Saunders, M, Lewis, P and Thornhill, A (2018), *Research Methods for Business Students (8th edition)*, New Jersey: Financial Times/Prentice Hall

Tidd, J and Bessant, J. (2021) *Managing Innovation, Integrating Technological, Market and Organisational Change.* 7th Edition. Exeter: Wiley

The following organisations can provide a wide orange of information to support you with many of your modules on the BA (Hons) Business Management (top up):

The Chartered Management Institute (CMI) is the Chartered body for management and leadership. For over 70 years, they have worked with businesses and education to inspire people to become skilled, confident and successful managers and leaders. Further details can be found in the following link: https://www.managers.org.uk/

Chartered Business Institute (CBI) - A non-profit educational membership and professional Institute for the promotion of management and leadership. They are a world leader in professional development, advancing the skills of individuals to drive business success. Further details can be found in the following link: https://cbiglobal.co.uk/

Confederation of British Industry (CBI) - The CBI has an ambitious vision for contributing to growing the UK economy for the future. Further details can be found in the following link: https://www.cbi.org.uk/

International Chamber of Commerce (ICC) - Chambers of Commerce are an essential and credible intermediary between government, business and the general public. With a history spanning over 400 years, chambers today exist in almost every country and offer a multitude of programmes and services to support trade and development. Further details can be found in the following link: https://iccwbo.org/

11. How to Succeed in your Studies

The key to succeeding in your studies lies in the ability to organise yourself within your work and personal life. You need to develop a detailed awareness of deadlines and

be able to plan your work towards these whilst maintaining a suitable work-life balance. To achieve your potential it is vital you attend all sessions, take up as many extra-curricular opportunities as possible and complete all work by the given deadlines.

You are expect to conduct independent study outside the allocated classroom time in order to enhance your understanding of the technical knowledge presented. Moreover, you are expected to read the additional literature provided in the module guide in order to further support your learning.

12.1 Student as Producer

'Student as Producer' defines our institutional approach to research engaged teaching and learning, which consists of meaningful collaboration between staff and students in programme design, content and delivery. 'Student as Producer' prizes the outputs of student research as a valued activity within an inclusive academic community.

The following activities are indicative of research engaged teaching and learning:

- Collaborative student involvement in programme design, content and delivery
- Pedagogic activities which consist of, or emulate, subject-specific research techniques
- Learning environments (virtual or physical) which encourage collaboration and pedagogic activities situated at the interface between research and teaching
- Opportunities for students to disseminate their research outputs beyond their peers

How does this apply to the BA (Hons) Business Management (top up)?

The concept of student as producer will be utilised on this programme. The following has or will be actively encouraged to promote student as producer:

- You will be actively encouraged to conduct relevant work placements or undertake part-time employment within local businesses.
- Employability skills will be embedded throughout this programme. As a business management students, you will have the opportunity to engage with guest speakers from businesses such as Liberty Global, 1850 Investment group and others.

12.2 Independent study and Autonomous Learning

Students should be aware that for Higher Education Study it is usual for about a third of the time needed to complete the course is contact time (time in seminars etc). The other 2 thirds are time you will read and practice and work on assignments,

independently of the staff on your programme. This independent study can take place at home or at college, though some resources will be college specific.

12.3 Support for Students and their Learning

If you are experiencing difficulty coping with the material in any module you should initially approach the academic staff delivering the module.

Additional information about your programme can be obtained through:

- Programme induction
- Higher Education Support Team - College website
- HE Student Handbook
- Virtual learning environment (VLE) Moodle (where the programme and module information can be found)

12.4 Students with disabilities

Student Services

Student Services provides support, advice, and guidance for students with a wide range of learning needs. We want every single student to feel welcome, inspired and supported as you learn. Which is why every student is given open access to our support services. We have a team of approachable and experienced staff to work with you, and if required your family, tutor, or employer, to identify any barriers to learning and the most effective way to remove them.

Contrary to some belief disclosing a support need to the college will not hinder your study, it will in fact:

- Ensure that staff are aware of your individual needs and can support you appropriately.
- Ensure that you have access to the right resources.
- Maximise your opportunity to succeed and achieving optimum grades.

Student Services can also make referrals to the following Central Support Services should you need this:

- Higher Education Learning Mentors
- Assistive Technology Support.
- Counselling Support.

Disabled Students Allowance (DSAs)

As a Higher Education student it is advisable for you to apply for Disabled Students' Allowance (DSA). This is a grant to help with extra costs you might have as a direct result of your disability, long-term health condition, mental-health condition or

specific learning difficulty. It would provide the funding for any support that you may require to complete your course. It is non-means tested and is not repayable.

Support may involve the provision of specialist support or mentoring. In addition, it can provide you with access to specialist equipment, additional travel costs that you pay as a direct result of your disability and other costs for things such as photocopying or printer cartridges. The application process can take around 14 weeks to complete so it is vital that you apply early.

If you require advice on how to apply for DSAs please contact studentservices@olceurope.com

Disability Support

The support can be provided in a number of ways, for example, Study Skills Support, Proof reading, Note takers, Study Assistants library support, laboratory assistant, access support, behavioural / in class emotional support). The team can also create Emergency Reaction Plans if you have a health conditions that could constitute an emergency situation and also create Personal Emergency Evacuation Plans for students who require support in fire evacuations. If you requires exam access arrangement, the team are responsible for administrating the implementation of these. If you require personal /or intimate support care then the team can support you to make arrangements for these needs to be met.

SpLD Support

The team can arrange for you to be screened for Dyslexia to identify if you are 'at risk' of being dyslexic.

Alternative Assessment Plans

An Alternative Assessment Plan (AAP) is a reasonable adjustment for students with a disclosed Disability Difficulty Long term health condition or mental health condition. The AAP enables you to meet the requirements of your assessment components taking into consideration your additional needs. This can be in the form of an alternative assessment method or an extension to module deadlines.

Making a referral to Student Services

It you feel you require support from the Student Services Support Team please contact us via e-mail studentservices@olceurope.com This will help the team to get a better understanding of your additional support needs such as exam access arrangements, alternative assessments plans and emergency reaction plans.

Alternatively you can book a tutorial with your personal tutor or programme leader and they will arrange for a referral. Any information you disclose will be handled in a sensitive and discreet manner to ensure confidentiality.

We hope that you enjoy your studies – good luck!