PROGRAMME SPECIFICATION

Name and level of final award:	BA (Hons) Management BA (Hons) Management (specialisation)
Name and level of intermediate awards:	Certificate of Higher Education Management Diploma in Higher Education Management BA Management
Awarding body/institution:	Europejska Wyższa Szkoła Biznesu (European University of Business)
Teaching Institution:	Europejska Wyższa Szkoła Biznesu (European University of Business)
Status of awarding body/institution:	Recognised Body
Location of delivery:	Warsaw
Language of delivery and assessment:	English, Polish
Mode, length of study & normal starting month:	Three - four years full-time, four - six years part time day January, April, July, October
Quality Assurance:	Ministry of Science and Higher Education *https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-management-15.pdf*
Professional or regulatory body:	Chartered Management Institute, UK.
Date of course validation and review:	July 2018
URL:	http://www.euob.eu
Contact:	info@euob.eu
Admission:	info@universityofbusiness.eu

ENTRY REQUIREMENTS

➢ Level 3 qualifications
➢ Minimum IELTS Score of at least 5.5 overall or equivalent or university language test.

These can include:
➢ Intermediate Qualification
➢ Good Hihger Secondary Qualification
➢ English Language

Mature applicants (aged 21+): If you do not hold the above qualifications but possess five years relevant work experience, you are invited to apply. Your application will be considered on an individual basis.

Level 5 entry
If you wish to enter directly at level 5 of this course you will be required to follow procedures in accordance with the university regulations. The demonstration of appropriate knowledge, competencies and relevant industrial experience is required and will be considered by the relevant university board. You are an ideal candidate for entry at this level if you have a 60 ECTS or 120 UK credits at level 4 or a CertHE in a related subject area.

Level 6 entry
If you wish to enter directly at level 6 of this course you will be required to follow procedures in accordance with the university regulations. The demonstration of appropriate knowledge, competencies and relevant industrial experience is required and will be considered by the relevant university board. You are an ideal candidate for entry at this level if you have a 120 ECTS or 240 credits (at level 4 and 5), a DipHE, Foundation Degree or HND in a related subject area.

International entry criteria
International students need to meet the English language requirement at IELTS 5.5 or equivalent or university language test

AIMS OF THE COURSE
The BA (Hons) Management award has the following general educational aims:

- To provide graduates with discipline expertise and a critical knowledge of the discipline that is underpinned by the experience, research and scholarship of the academic staff and which strives to reflect the key issues that affect the world in which we live.
- To develop graduates who demonstrate professionalism, and are equipped to enter the world of work and are enterprising or entrepreneurial by nature. We use tutorial modules, practical work, work-based activities and research projects to develop and refine the transferable skills (and the confidence and proficiencies that such skills endow) that produce graduates with the abilities that employers seek. Our graduates will be required to be enterprising, innovative in how they think and conduct their work, and creative in seeking solutions based on the knowledge and skills that the curriculum imparts.
- To develop and capitalize on their knowledge and understanding in terms of effective communication such as to demonstrate an ability to work in teams and with diverse stakeholders. The development of communication, presentation and team working skills lie at the heart of the award and are nurtured from first principles to a high level of proficiency in many of the thematic modules and, especially, through tutorial programmes, the work placement and professional practice modules, and the employability modules.

- To nurture independence of thought and creative ability to find solutions. The degree award enables students to take ownership: of their learning, individually or in groups; of the conduct of a research project or a work-place project; of critical reading and writing in thematic modules; of tutorial discussions and presentations and through such ownership demonstrate values and attributes highly priced by employers.
- To develop their understanding through critical reflection; to question different views and perspectives and to use both their generic and specialist skills (including technology supported learning) to recognize and resolve problems.

What is distinctive about this programme?

The University has a strong commitment to employability skills in relation to the way its courses are taught and the expectation of the skills that will be developed over the study period and beyond. In parallel to this the University has created the **Graduate Employment Plan (GEP)** to allow all students to have the opportunity to gain employability skills while studying at the University. There is a dedicated module on employment skills and the option to complete work related learning in the form of a placement or client project. All students have to complete a graduate employment plan at induction and their progress is monitored throughout the course. We encourage students to include additional learning opportunities within their chosen awards and co-curricular activities such as work experience, volunteering and the development of employability, enterprise and entrepreneurial skills. The final year project and dissertation can be completed as a start-up project.

PROGRAMME OUTCOMES

Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:
- The overall knowledge and understanding you will gain from your course. (KU)
- Graduate attributes are characteristics that you will have developed during the duration of your course. (GA)
- Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course. (PPP)
- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

At the end of your studies you should be able to:

Knowledge & Understanding
Level 6: Demonstrate knowledge of management fields with systematic understanding of key aspects, including acquisition of coherent and detailed knowledge.

Learning
Level 6: Demonstrate an understanding of the uncertainty, ambiguity and limits of knowledge principles in human resources management.

Enquiry
Level 6: To describe and comment upon current research and critically evaluate arguments, assumptions, abstract concepts and data to make judgements.

Analysis
Level 6: Analyse arguments concepts and data in order to make appropriate judgments in complex and unpredictable contexts.

Problem Solving
Level 6: Analyse and identify possible solutions to more abstract problems through appropriate questions to achieve a solution and use decision-making in complex and unpredictable contexts.

Communication
Level 6: Communicate and analyse information, ideas, problems and solutions clearly and succinctly to both specialist and non-specialist audiences.

Application
Level 6: Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding and devise and sustain arguments, using ideas and techniques, some of which are at the forefront of a discipline.

Reflection
Level 6: Demonstrate a high level of competence as an independent learner by selecting appropriate strategies for study and assessments, and taking full responsibility for determining and achieving personal goals.

PROGRAMME STRUCTURE, MODULES AND CREDITS

Foundation Year (Level 3)
- English Foundations   3BMEF00E   Semester 1/Core   20 UK Credit   10 ECTS
- Academic Skills   3BMAS00E   Semester 1/Core   20 UK Credit   10 ECTS
- Key Skills   3BMKS00E   Semester 1/Core   20 UK Credit   10 ECTS
- Mathematics   3BMM00E   Semester 2/Core   20 UK Credit   10 ECTS
- Business Skills   3BMBS00E   Semester 2/Core   20 UK Credit   10 ECTS
- Individual Project   3BMIP00E   Semester 2/Core   20 UK Credit   10 ECTS

Progression requirements: must pass at least 45ECTS or 90 UK credits, of which at least 38 ECTS or 76 UK credit must be award-specific credits. **Exit award:** Foundation in Higher Education in Management (requires a total of 60 ECTS or 120 UK credits)

BA (Hons) Management

Credit Level 4					
Module code	Teaching Semester	Module Title	Status	ECTS	UK credit
4BMBO11E	Semester 1	Organisation	Core	10	20
4BMIOM12E	Semester 1	Introduction to Operations Management	Core	10	20
4BMIMA13E	Semester 1	Introduction to Management Accounting	Core	10	20
4BMMP21E	Semester 2	Marketing Principles	Core	10	20
4BMES22E	Semester 2	Employment Skills or Work Related Learning (placement or client project)	Core	10	20
4BMBE23E	Semester 2	Economics	Core	10	20
Progression requirements: must pass at least 45 ECTS or 90 UK credits at Level 4, of which at least 38 ECTS or 76 must be award-specific credits. **Exit award:** Certificate in Higher Education in Management (requires a total of 60 ECTS or 120 UK credits)					
Credit Level 5					
5BMBSDM11E	Semester 1	Strategy and Decision Making	Core	10	20
5BMCM12E	Semester 1	Change Management	Core	10	20

5BMHRM13E	Semester 1	Human Resource Management	Core	10	20
5BMOB21E	Semester 2	Organisational Behaviour	Core	10	20
5BMMIS22E	Semester 2	Management Information Systems	Core	10	20
5BMCL23E	Semester 2	European Corporate Law	Core	10	20
Progression requirements: must pass at least 45 ECTS or 90 UK credits at Level 5, of which at least 38 ECTS or 76 UK credits must be award specific credits. Must have passed all 60 ECTS or 120 UK credit at Level 5. **Exit Award:** Diploma in Higher Education in Management (requires a total of 120 ECTS or 240 UK credits, of which at least 60 ECTS or 120 UK credit must be at Level 5.)					
Credit Level 6					
6BMPS11E	Semester 1/2	Project or Startup	Core	20	40
6BMSM12E	Semester 1	Strategic Management	Core	10	20
6BMSCM13E	Semester 1	Supply Chain Management	Core	10	20
6BMB021E	Semester 2	Banking	Core	10	20
6BML022E	Semester 2	Leadership	Core	10	20
Final Award: BA (Hons) Management requires a total of 180 ECTS or 360 UK credits, of which at least 45 ECTS or 90 UK credits at Level 6 and at least 60 ECTS or 120 UK credits at Level 5 or above. BA in Management requires a total of 150 ECTS or 300 UK credits, of which at least 45 ECTS or 90 UK credits at Level 6 and at least 60 ECTS or 120 UK credits at Level 5 or above.					

HOW WILL I BE TAUGHT AND ASSESSED?

Teaching and Learning

You must study 60 ECTS or 120 UK credits at each level to be eligible to progress to an award. Each ECTS credit requires 25-30 hours of learning time. Learning hours and the breakdown between contact time and independent study for each module are set out in the module descriptor. All awards require you to study the core modules although the level at which some of these modules are taken may vary depending on the individual route taken.

Teaching and Learning Strategy

The curriculum is delivered in an integrated manner to ensure that each module builds the students' learning and knowledge. A range of teaching methods are used with the expectation that students will undertake self-learning to enable them to contribute effectively to guided learning sessions and to develop a breadth and depth of knowledge of the subject.

Teaching and learning methods are intended to challenge students in terms of their cultural and existing perspectives on knowledge. Students gain an understanding of the importance of critical thinking and analysis by tutors utilising case studies for individual and group development of such skills. Teaching is based on current literature and the expertise and experience of the programme tutor group. This approach engages students as active learners and, through the substantive work underpinning project work, can assess their progress towards being an independent learner. The programme includes a double-module project in the final year which acts as both an integrative study and provides students with the opportunity to demonstrate the practical and personal skills necessary for professional work. It also allows them to demonstrate skills in critical analysis of a chosen topic and their grasp of research methodologies.

A variety of teaching and learning methods is used as appropriate to achieve the module learning outcomes. These are described in the module specifications, the modes of learning support have been selected as appropriate for the material presented and skills to be developed. Generally, lectures are used for teaching theoretical and factually based material with seminars, workshops, group work, reflective practice, case studies and exercises used to extend student understanding. Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. Students are supported in the development of their higher education academic skills as well as their acquisition of professional standards of working.

To ensure that the curriculum and the learning environment is delivering to students a programme that is relevant, current and provides the educational gain they expected student feedback both at module and programme level is reflected in the review of the programme. In addition student representatives from the programmes are members of the committees of the University. The ultimate aim of the degree programme is to create students as autonomous learners and provide them with a relevant set of skills and competencies. To promote this students have open access to tutors for support and guidance that accommodates the range of students needs from the beginning of the programme to its end. Over this period students gain greater independence and capability as autonomous learners.

Assessment Strategies

Assessment forms an integral part of the learning process and will keep pace with the delivery of each module. Its purpose is to provide:

- Feedback so that students are able to judge how well they are developing and achieving module learning outcomes, and what they might need to do to improve (formative assessment);
- A record of results relating to progression though the course and the achievement of final or intermediate awards of qualifications (summative assessment);
- Testing of all learning outcomes (but not necessarily summatively);
- Confirmation of the standard of their achievement measured against external benchmarks;

Summative assessment will take the form of:

- Case study and presentation;
- Coursework.

These assessments will make use of:

- Short and long form report writing;
- Individual and group projects;
- Individual and group presentations;
- Role play exercises;
- Case study analysis and problem solving;
- Research and information gathering techniques;
- Practical computer skills.

Formative assessment will be provided by means of:

- Spoken and written commentary on summative assessments;
- Regular feedback on classroom exercises and activities;
- Feedback on preliminary or trial assessments.

Level 4
At Level 4, you will study six core modules over two semesters in one calendar year. Full time courses are delivered over two days plus a research day each week. Part time courses are one day per week blended with block seminars over a calendar year. The teaching includes lectures, case studies, workshop and tutorials. Students at this level have a higher level of contact time to assist their transition to independent learner

Levels 5 & 6
At Level 5 & 6, you will study six core modules over two semesters each calendar year. Full time courses are delivered over two days plus a research day each week. Part time courses are one day per week blended with block seminars over a calendar year; the teaching includes lectures, case studies, workshop and tutorials. In addition you will need to spend a significant amount of time on independent study to supplement knowledge gained in lectures and prepare for tutorials and assessment. You should be a more confident and independent learner by this stage and so able to cope with less tutorial time than at the previous levels.

Teaching format
Teaching is managed over two semesters per year; each semester consists of 12 weeks. Teaching is organised such that you study 30 ECTS or 60 UK credits per semester.

All Levels
At all levels blended learning is provided on the VLE supporting independent study, discussion forums, module notes, ebooks, journals and assessment submission through the virtual learning environment, many of which can be accessed from outside the University.

Blended Learning and Teaching Strategy
The blended learning and teaching strategy provides support for qualification beyond borders, all teaching and delivery is done through video conferencing, youtube and google class, integrated learning using pre-recorded lectures, forums and seminars. Students progress through four years of study, taking three modules (90 credits) per year.

Induction programme: The induction programme is conducted in the first week of the programme commencement. Students are supplied with an induction pack and a programme guide. The induction programme covers the nature and the content of the programme, University support schemes, a series of introductory lectures, induction to the library, on-line learning and e-library induction. A preliminary reading list and module information is given to students before commencement of the course.

Students with disabilities: provided a student discloses the relevant disability with their application, support tailored to the student's requirements may be offered. Students who are subsequently identified as having a disability through Student Services or Programme Leader a review will be carried out to identify the support required and how best the student can be supported.

Programme specific physical resources: students have access personal computing and full WiFi services to allow access to a large range of online resources. Specific online simulations are accessible remotely. Library resources and online journal access are extensive. A new library management system has been put in place to maximise efficient access to resources.
Learning Support: an emphasis on the role of learners in acquiring and constructing knowledge; the view that learning is not something that happens to students, it is something that students make happen.

- a need to develop the skills of a self managed learning process.
- a need to develop the skills of self-assessment.
- an awareness of the challenge of working at postgraduate level and the importance of developing a critical approach to study, and
- an awareness of learning as an activity to be supported by and shared with others – colleagues, mentors, tutors.

Student academic and personal support- A Programme Leader will advise students on any academic matter related to their programme of study. Additional support on course administration will be available at the administration department. Individual tutorials will be held, including those dedicated to guidance and feedback on assessment. Pastoral support on matters that may be indirectly affecting students' academic progression will be provided from student welfare services. Academic support is available to students who may find difficulty in academic skills.

Graduate Employment Plan, is part of the employment skills module students will develop a comprehensive personal development plan with a focus on graduate employment.

Method for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

The University has the responsibility for managing the programme in accordance to the undergraduate degree framework; it adheres to the Manual of General Regulations of the University. The University is guided by the vision of University "To inspire creativity and excellence in leadership through the acquisition of skills and knowledge". In developing programmes the University is influenced by:

1. The Senate
2. Learning and Quality Committee - monitoring and evaluation
3. Programme Committee;

The Dean is responsible for the academic management procedures approved by the Senate Committee and implemented by the Learning and Quality Committee.

Monitoring and Evaluation

External Examiners report on the programme after each Module and Award Board and their views are considered as part of the Annual Quality Monitoring Report for each programme's performance and any action plan requirements to enhance the provision. Students are represented on the Programme Committee which meets twice per year. Student views are also sought through module and course evaluation questionnaires.

Quality Assurance (QA)

The programme has been designed in accordance with the Ministry of Science and Higher Education guidance and regulation for Masters. The programme is also mapped to meet the UK Quality Assurance Subject Benchmark Statements. It adheres to the general principles and guidelines for assessment and external examining of the Code.

Regulation of Assessment

The University undertakes internal moderation of all assessments, adhering to the practice of the University undergraduate degree regulations. The University has the responsibility for the operation of the programme and the organisation of Module and Award Boards (Examination Boards) at the end of each semester. The University has responsibility for the standard of the awards. Standards are monitored through the external examination process. The University degree framework provides the government of the programme state that the external examination process should include:

- the appointment of External Examiner(s) by the University for all named awards. External Examiner help to ensure fairness in the consideration of student progression and awards.

- representation from the academic staff of the University;
- External Examiners and representatives of the University undertake the moderation of examination papers and assessment tasks, and view representative samples of work for all modules. They have the right to comment on all aspects of the assessment system and participate as full members of the assessment boards.

The pass mark for all modules is 40%. This overall module mark may comprise more than one component (e.g. coursework and exam). The individual module specifications give the precise pass criteria and the weighting of the component marks that contribute to the overall module mark.

Indicators of Quality and Standards

The programme is delivered by a range of highly experienced lecturers based within the University with a number of eminent professors and industry experts supporting the delivery of the syllabus.

The following are key indicators of quality and standards
- Review of Education Outcomes: confidence in academic standards, confidence in the quality of learning opportunities, and reliance on the accuracy and completeness of public information.
- The University has a developing portfolio of industry related research in the fields of, science and design.
- Industry relevance is achieved through organised conferences and expert forums to engage governments and industries at high level shared learning.
- The University has excellent links with local employers; regular meetings with employers provide input to course design and development.
- The Student Welfare Committee, chaired by the Student Union president.

The programme and the modules are monitored regularly through course and module evaluation feedback, and by the standard University feedback forms. The results of these exercises are considered at the Learning and Quality Committee. The process and the feedback from such exercises have received favourable comments from external examiners and self-appraisal exercises.

More Information

Key sources of information about the course and student support can be found in the Programme handbook, Manual of general regulations, Prospectus and Website.

Disability Statement

The University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential.