

## PROGRAMME SPECIFICATION

### BSc (Hons) Business Management with Marketing

1.	<b>Awarding Institution:</b>	The University of Law
2.	<b>Final Award:</b>	Bachelor of Science in Business Management with Marketing with Honours
3.	<b>Exit / Intermediate awards</b>	Diploma of Higher Education Certificate of Higher Education
4.	<b>Programme Title(s):</b>	BSc (Hons) Business Management with Marketing
5.	<b>Accredited by:</b>	Students registered and studying in the UK should be able to get full accreditation and receive exemptions against both the Professional Certificate and the Professional Diploma offered by the Chartered Institute of Marketing.
6.	<b>Total Credits:</b>	BSc (Hons) Business Management with Marketing – 360 Diploma of Higher Education - 240 Certificate of Higher Education - 120
7.	<b>Level:</b>	BSc (Hons) Business Management with Marketing - Level 6 within the FHEQ Diploma of Higher Education – Level 5 within the FHEQ Certificate of Higher Education – Level 4 within the FHEQ
8.	<b>Mode of Study:</b>	Full-time Face-to-Face Full-time Online Streaming
9.	<b>Language of Study:</b>	English
10.	<b>Length of Programme:</b>	BSc (Hons) Business Management with Marketing - 3 years Maximum 5 years
11.	<b>Criteria for admission:</b>	The minimum qualification for admission to the programme is three 'A' levels at Grade BBC or equivalent and GCSE A-C or 9-4 in Maths and English Language, or equivalent qualifications. Or Foundation Year  International students whose first language is not English will be required to pass the IELTS test at 6 with no one component below 5.5.
12.	<b>Prior Credits considered for RPL</b>	The Programme follows the University's RECOGNITION OF PRIOR LEARNING POLICY (Q6.1) and RECOGNITION OF PRIOR LEARNING PROTOCOL (Q6.1.3b) that states on para 7.6 "For the University's Business Courses, the Panel may accept up to a maximum of 66% of prior credit towards an award."
13.	<b>UCAS code (if relevant):</b>	N1N5
14.	<b>HECOS codes (if relevant):</b>	100078 – Business and Management 100075 - Marketing
15.	<b>Date of Production/Revision:</b>	September 2021
16.	<b>IT and Resource Requirements for the programme</b>	The Programme has no specific IT requirements. If needed students can borrow laptops from the University's libraries or use the IT rooms available on the different campuses

17.	<b>Inclusive Considerations</b>	<p>The Programme follows the University's <b>Universal Design for Inclusive Learning</b> Guidance approved in November 2019. This guidance was designed with the contribution of the Director of Academic Enhancement, the Head of Design and Assessment, the Disability Service Support Manager, and the Head of Access &amp; Participation.</p> <p>The document is itself aligned to the Learning and Teaching Strategy 2018-2021, the Learning Framework 2019-2021, the Digital Strategy 2019-2021 and the Equality, Diversity and Inclusion policy 2019-2021.</p> <p>The programme will promote an inclusive learning environment by following three main principles in content design, teaching delivery, and assessment of learning, which are:</p> <ol style="list-style-type: none"> <li>1) Multiple methods of representation</li> <li>2) Multiple means of student action and expression</li> <li>3) Multiple modes of student engagement</li> </ol> <p>These principles will be put in practice when designing new materials and when delivering the modules.</p> <p>For example, on the <b>design stage</b>, designers will be asked to:</p> <ul style="list-style-type: none"> <li>- Offer ways to customise the display of information (e.g. size of text, contrast, colours used, sound volume)</li> <li>- Offer alternatives for auditory information (e.g. written transcripts for videos or auditory clips)</li> <li>- Offer alternatives for visual information (e.g. provide descriptions (text or spoken) for all images and graphics)</li> <li>- Provide options for language, expressions, and symbols (e.g. avoid terms with adverse or offensive connotations)</li> <li>- Provide options for increasing student engagement (e.g. allow students to select which tools to use for information gathering or production of thought; allow learners to participate in the design of classroom activities and academic tasks, involve learners in setting their own personal academic goals)</li> <li>- Optimise relevance, value, and authenticity (e.g. ensure that case-studies and reading lists reflect the diversity in the learning community; design activities so that learning outcomes reflect a purpose that is clear to the participants; design activities that are structured to promote cross-cultural interaction and the value of working with people from diverse backgrounds; provide tasks that allow for active participation, exploration and experimentation; design content to extend understanding of diversity and allow student to recognise their own potential to make a difference in a rapidly changing international context)</li> </ul> <p>For example, on the <b>delivery stage</b>, tutors will be asked to:</p> <ul style="list-style-type: none"> <li>- Provide options for comprehension (e.g. linking to and activating relevant prior knowledge; bridge any concepts with relevant professional cases, analogies and metaphors; make explicit cross-curricular connections to materials being presented)</li> </ul>
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		<ul style="list-style-type: none"> <li>- Highlight patterns, critical features, big ideas, and relationships (e.g. emphasise key elements in graphics and diagrams; use multiple examples to illustrate model answers; use cues and prompts to draw attention to critical features; highlight previously learned skills that can be used to solve unfamiliar problems or case studies)</li> <li>- Guide information processing (e.g. introduce educational 'scaffolds' that support learner processing of information; release information progressively)</li> <li>- Maximise transfer (e.g. incorporate explicit opportunities for review during the Prepare, Engage and Consolidate stages using MCQs and self-learning tasks on the VLE)</li> <li>- Use multiple media for communication (e.g. use interactive web tools such as discussion forums and wikis)</li> <li>- Provide different levels of support for practice and performance (e.g. provide differentiated feedback and feedforward to support learner development)</li> <li>- Enhance capacity for monitoring progress (e.g. ask questions to guide self-monitoring and reflection; prompt learners to identify the type of feedback or advice that they are seeking)</li> <li>- Optimise relevance, value, and authenticity (e.g. Vary activities and sources of information so that they can be: contextualised to learners' lives, culturally and socially relevant, appropriate for different groups, economically disadvantage; invite personal response, evaluation and self-reflection to content and activities; invite students to bring their own perspectives into the classroom to ensure equality of engagement)</li> <li>- Minimise threats and distractions (e.g. create an accepting and supportive learning environment; vary the pace of work, length of work sessions, availability of breaks or time-outs, or timing or sequence of activities)</li> <li>- Foster collaboration and community (e.g. create cooperative learning groups with clear goals, roles, and responsibilities; provide structured opportunities for cross-cultural interaction to help students recognise the value of working with people from diverse backgrounds; encourage and support opportunities for peer interactions and support; ensure that the classroom environment is welcoming and inclusive, and encourages participation from under-represented groups; construct communities of learners engaged in common interests or activities; ensure students are exposed to a range of culturally challenging views, opinions and contexts; create high expectations for group work)</li> <li>- Increase mastery-oriented feedback (e.g. encourage student confidence to ask for feedback; provide feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge; provide feedforward that emphasises effort, and improvement; provide feedback that is frequent, timely, and specific to the learner's development; provide feedback that is substantive and informative; provide feedback that</li> </ul>
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		<p>models how to incorporate evaluation, including identifying patterns of errors and wrong answers, into positive strategies for future success)</p> <p>For example, on the <b>assessment design stage</b>, designers will ensure that:</p> <ul style="list-style-type: none"> <li>- Summative assessment reflects student diversity</li> <li>- Assessments allow students to draw upon their own background</li> <li>- A range of assessment methods is employed as learners should be able to demonstrate that they have met the learning outcomes in a variety of ways: in-class presentations, internet tasks, group reports, individual self-reflection journals, examinations, etc.</li> <li>- Assessment ensures students are involved in real-world tasks that demonstrate meaningful application of knowledge, skills, and behaviour (e.g. working with real companies and on current and relevant issues)</li> <li>- Assessments emphasise process, effort, improvement in behaviour towards collaborative learning (e.g. through group reports and group presentations)</li> </ul> <p>Students on this programme with any impairment, disability, medical condition, injury, or those requiring adjustments for other reasons (e.g. pregnancy or trans students in medical transition) will be entitled to receive support from the University's Disability Support and Inclusion Services in accordance to the University's Disability Support and Inclusion Policy in areas such as:</p> <ul style="list-style-type: none"> <li>• Campus visits</li> <li>• Funding</li> <li>• Specific learning differences, such as dyslexia</li> <li>• Inclusion Plans</li> <li>• Non-medical helpers (e.g. specialist study skills tuition or specialist mentoring)</li> <li>• Personal emergency evacuation plans (PEEPS)</li> </ul> <p>Prospective students to the programme receive a specific Programme Demands Document that explain the demands of the course in order that applicants with disability support requirements can assess their ability to undertake the course.</p>
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**18. Aims and Rationale of the Programme**

Overall, the programme is designed to enable students to learn in a practical context with a focus on employability, whilst achieving appropriate academic standards and developing critical intellectual skills.

The aims of the programme are as follows:

- To develop students' knowledge and understanding of the key aspects of management and marketing appropriate to organizations in the modern world.

- To inculcate in students, through the learning experiences offered, many of the skills and competences which allow for effective managerial behaviour in today's complex organizations and turbulent business environment.
- To provide students with the key intellectual skills (analysis, synthesis, problem-solving) and practical skills necessary for the practice of management and marketing in a wide range of organisations.
- To equip students with the transferable skills of communication, team-work and autonomous learning.
- To provide students with an insight into the professional ethics and attitudes necessary for the practice of management and marketing.
- To develop students' awareness of the political, economic, social, technological, legal and environmental context within the UK and international business contexts.
- To provide students with the opportunity to obtain a qualifying business degree that satisfies the academic requirements and those of the accreditation bodies; and
- To provide a foundation for further study at Masters' level.

## **19. Programme Outcomes**

Upon successful completion of the programme students should be able to:

### ***Knowledge and understanding***

- have a broad, analytical and highly integrated understanding of business and management (3.1)
- demonstrate relevant knowledge and understanding of organisations, the dynamic and changing nature of the business environment in which they operate, and their management (3.2)
- be capable of understanding, responding and shaping the future of organisations (3.3)
- understand the internal aspects, functions and processes of organisations, including their diverse nature, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures (3.4)
- understand the business environment, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological aspects, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations (3.5)
- understand the various processes, procedures and practices for effective management of organisations, including theories, models, frameworks, tasks and roles of management, with particular emphasis on corporate social responsibility, decision-making, and the management of people (3.6)
- be able to demonstrate knowledge and understanding related to (3.7)
  - Markets
  - Marketing and sales
  - Customers
  - Finance and accounting
  - People and leadership
  - Organisational behaviour and change management
  - Communications and digital technology and tools
  - Strategy
  - Innovation and entrepreneurship
  - Social responsibility

### ***Intellectual Skills***

- analyse and evaluate relevant primary and secondary business sources using a variety of data types including textual, numerical and statistical information.
- analyse complex actual or hypothetical problems, evaluate a range of solutions in the light of the management and marketing issues raised and make critical judgments on the merits of particular decisions.
- demonstrate intellectual independence including ability to ask and answer clear questions about management and marketing systems, identify gaps in own knowledge and acquire new knowledge, and engage in critical analysis and evaluation.
- devise and sustain management and marketing strategies and actions through the use of evidence and data, recognising ambiguity and challenges, and being able to communicate these both orally and in writing.

### ***General Transferable and Professional Skills***

- have developed relevant skills that will make them employable and continuous learners throughout their management and marketing careers (3.8)
- be able to demonstrate a range of cognitive, intellectual, personal and interpersonal, and subject-specific skills such as (3.9)
  - People management
  - Problem-solving and critical analysis
  - Ability to analyse and evaluate a range of market data, sources of information and appropriate methodologies
  - Commercial acumen
  - Innovation, creativity and entrepreneurial abilities
  - Numeracy
  - Networking
  - Ability to work collaboratively both internally and externally
  - Ability to work with people from a range of cultures
  - Ability to effectively explaining information
  - Ability to build and maintain relationships
  - Communication and listening
  - Emotional intelligence and empathy
  - Conceptual and critical thinking, analysis, synthesis and evaluation
  - Self-management (accept responsibility, be resilient, assertive, to plan, organise and manage time) Self-reflection and self-analysis
  - Awareness and sensitivity to diversity in terms of people and cultures.

The obtained knowledge and skills described above means that the students will meet the benchmark statement for an honours' degree in business management with marketing outlined in 5.5:

- have a wide knowledge and understanding of the broad range of areas of management and marketing and the detailed relationships between these and their application to practice
- consistently demonstrate a command of subject-specific skills as well as proficiency in generic skills and attributes
- have a view of management and marketing which is influenced by a wide range of learning sources, based on a proactive and independent approach to learning
- have developed 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 situations.

**Relevant Subject Benchmark Statements and other reference points to inform programme outcomes**

- The Frameworks for Higher Education Qualifications in the United Kingdom (FHEQ)
- QAA Subject Benchmark Business and Management (November 2019)

**20. Programme Structure, Levels, Modules and Credits**

**Year 1 - Level 4**

	Module Title	Credits
<b>Core Modules</b>	<b>Essentials of Management</b>	20
	<b>Academic and Employability Skills</b>	20
	<b>Quantitative Methods for Business</b>	20
	<b>Principles of Marketing</b>	20
	<b>Accounting and Finance</b>	20
	<b>Managing and Leading People</b>	20
Certificate of Higher Education		<b>120</b>

**Year 2 - Level 5**

	Module Title	Credits
<b>Core Modules</b>	<b>Corporate Governance and Social Responsibility</b>	20
	<b>Ethics and Law in the Gig Economy</b>	20
	<b>Economics for Business</b>	20
	<b>Strategic Brand Management and Social Media</b>	20
	<b>Customer Psychology and Behaviour</b>	20
	<b>Introduction to Digital Marketing</b>	20
Diploma of Higher Education		<b>240</b> (including 120 at FHEQ Level 4)

**Year 3 - Level 6**

	Module Title	Credits
<b>Core Modules</b>	<b>Global Leadership and Change Management</b>	20
	<b>International Strategic Management</b>	20
	<b>Creativity Innovation and Entrepreneurship</b>	20
	<b>Digital Marketing Strategies</b>	20
	<b>Market Research and Digital Marketing Analytics</b>	20
	<b>Digital Sales Management</b>	20
BSc (Hons) Business Management with Marketing		<b>360</b>

**21. Programme Outcomes, Learning & Teaching and Assessment Strategies**

**A. Knowledge and Understanding**

Students will be able to:

**Learning and Teaching Methods**

The underlying ethos for the Learning and Teaching

## 21. Programme Outcomes, Learning & Teaching and Assessment Strategies

- have a broad, analytical and highly integrated understanding of business and management (3.1)
- demonstrate relevant knowledge and understanding of organisations, the dynamic and changing nature of the business environment in which they operate, and their management (3.2)
- be capable of understanding, responding and shaping the future of organisations (3.3)
- understand the internal aspects, functions and processes of organisations, including their diverse nature, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures (3.4)
- understand the business environment, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological aspects, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations (3.5)
- understand the various processes, procedures and practices for effective management of organisations, including theories, models, frameworks, tasks and roles of management, with particular emphasis on corporate social responsibility, decision-making, and the management of people (3.6)
- be able to demonstrate knowledge and understanding related to (3.7)
  - Markets
  - Marketing and sales
  - Customers
  - Finance and accounting
  - People and leadership

experience is that of helping the student become an independent learner and a person with a good and up to date range of transferable management and marketing skills.

The Learning and Teaching strategy is to provide students with an up-to-date, vibrant, and internationally related learning experience that applies management and marketing theory to practice.

For all modules, the learning model incorporates a blend of learner-centred activities. This includes workshops of up to 25 students, each of 2 hours' duration. Workshops will be primarily used for the performance of intellectual and skills-related activities with students often working within small groups of 3/4. The length of workshops enables comprehensive feedback to be given.

Substantial preparation and research will be required from secondary sources. Students also have access to comprehensive online resources.

For the online programme, for all modules, the learning model incorporates a blend of learner-centred activities. Learners will be part of an online community with many opportunities for peer learning including participation in discussion and provision of peer feedback as well as participation in the real time tutor support sessions. Students also have access to comprehensive and interactive online resources.

The Learning and Teaching strategy embraces a mixed-delivery format which may include:

- interactive short lectures
- discussion of case studies
- role-plays
- simulation games
- group and individual presentations
- resolution of exercises
- electronic-based self-learning (e.g. quizzes on the VLE)
- consultancy-type activities

### Assessment Methods

Assessments range from:

- individual coursework (including but not limited to reports and essays)
- case study analysis
- group oral presentations
- group poster presentations
- group reports
- dissertation
- industry placement report
- consultancy-type project
- individual reflective journals

<b>21. Programme Outcomes, Learning &amp; Teaching and Assessment Strategies</b>	
<ul style="list-style-type: none"> <li>• Organisational behaviour and change management</li> <li>• Communications and digital technology and tools</li> <li>• Strategy</li> <li>• Innovation and entrepreneurship</li> <li>• Social responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• in-class tests</li> <li>• exams</li> </ul> <p>This variety of approach reflects more closely the practical focus of the programme, and the assessment instruments test more accurately and with greater realism the knowledge, skills and attributes required of students. It also helps to remove barriers to some students who might perform better in different types of assessments.</p> <p>In each module students will have the benefit of formative assessment of knowledge and understanding that will take place through the regular activities within workshops and online activities.</p> <p>For online students, additional formative assessment of knowledge and understanding will take place through the Tests and feedback received on Tasks.</p>
<p><b>B. Intellectual Skills</b></p> <ul style="list-style-type: none"> <li>• analyse and evaluate relevant primary and secondary business sources using a variety of data types including textual, numerical and statistical information.</li> <li>• analyse complex actual or hypothetical problems, evaluate a range of solutions in the light of the management and marketing issues raised and make critical judgments on the merits of particular decisions.</li> <li>• demonstrate intellectual independence including ability to ask and answer clear questions about management and marketing systems, identify gaps in own knowledge and acquire new knowledge, and engage in critical analysis and evaluation.</li> <li>• devise and sustain management and marketing strategies and actions through the use of evidence and data, recognising ambiguity and challenges, and being able to communicate these both orally and in writing.</li> </ul>	<p><b>Learning and Teaching Methods</b></p> <p>Within the learning model outlined above, the intellectual skills will be primarily developed both in preparation for, and through the activities taking place in the workshops. Many of the activities will involve the performance of the intellectual skills of analysis, synthesis and the exercise of critical judgment, both individually, and in small groups of 3/4 students. The length of workshops enables comprehensive feedback to be given. Substantial preparation and research will be required from secondary sources.</p> <p>For the online programme, within the learning model outlined above, the intellectual skills of analysis, synthesis, and critical judgment, will be primarily developed both in preparation for and in executing the tasks. Students will receive either automated feedback or tutor feedback on each task. Substantial preparation and research will be required for students to be able to undertake the tasks.</p> <p>The programme is also designed to provide incremental and demonstrable progression over its duration.</p> <p><b>Assessment Methods</b></p> <p>For the intellectual skills, these outcomes will be formatively assessed through the regular workshop activities, the resolution of case studies, and problem-solving exercises.</p> <p>The wide variety of assessment methods outlined in A.</p>

<b>21. Programme Outcomes, Learning &amp; Teaching and Assessment Strategies</b>	
	<p>above will ensure that students have ample opportunities to demonstrate all of the intellectual skills outcomes across a range of testing environments. Application of knowledge and understanding of complex situations can be demonstrated in coursework. Demonstration of intellectual independence, recognising and dealing with ambiguity and uncertainty and the exercise of reasoned and critical judgement can be demonstrated by coursework, projects and presentations.</p>
<p><b>C. General Transferable and Professional Skills</b></p> <ul style="list-style-type: none"> <li>• have developed relevant skills that will make them employable and continuous learners throughout their management and marketing careers (3.8)</li> <li>• be able to demonstrate a range of cognitive, intellectual, personal and interpersonal, and subject-specific skills such as: (3.9) <ul style="list-style-type: none"> <li>• People management</li> <li>• Problem-solving and critical analysis</li> <li>• Ability to analyse and evaluate a range of market data, sources of information and appropriate methodologies</li> <li>• Commercial acumen</li> <li>• Innovation, creativity and entrepreneurial abilities</li> <li>• Numeracy</li> <li>• Networking</li> <li>• Ability to work collaboratively both internally and externally</li> <li>• Ability to work with people from a range of cultures</li> <li>• Ability to effectively explaining information</li> <li>• Ability to build and maintain relationships</li> <li>• Communication and listening</li> <li>• Emotional intelligence and empathy</li> <li>• Conceptual and critical thinking, analysis, synthesis and evaluation</li> <li>• Self-management (accept responsibility, be resilient, assertive, to plan, organise and manage time)</li> <li>• Self-reflection and self-analysis</li> </ul> </li> </ul>	<p><b>Learning and Teaching Methods</b></p> <p>The Transferable and Professional Skills will be primarily developed both in preparation for, and through the activities taking part in, the workshops (tasks for the online programme).</p> <p>In advance of each workshop (tasks for the online programme), students will be required to conduct comprehensive preparation often involving the undertaking of research accompanied by the evaluation of the data and its presentation at the ensuing workshop. The research will invariably involve the use of information technology and may require the evaluation and presentation of numerical or statistical data.</p> <p>The length of the workshops (unit for the online programme) ensures that there is sufficient time for the presentation by students of their preparatory and research tasks within the session. The practical ethos of the course means that students will be required to present accurate and precise conclusions.</p> <p>Team-working is a routine and integral part of workshops and many of the tasks involve working in groups of 3/4 students. Comprehensive feedback is a feature of all workshops.</p> <p>The use of a flipped approach to learning will require students to assume responsibility for their learning and the following assumptions are in place:</p> <ul style="list-style-type: none"> <li>• Learning arises from student activity rather than passivity</li> <li>• Students must assume increased responsibility and accountability for the learning, leading to an increased sense of autonomy</li> <li>• The development of a reflective approach to the learning process on the part of the student</li> <li>• The tutor acts as a facilitator not instructor.</li> </ul> <p>Comprehensive guidance will be given to students</p>

## 21. Programme Outcomes, Learning & Teaching and Assessment Strategies

- Awareness and sensitivity to diversity in terms of people and cultures.

during induction and in the Student Handbook on the student-centred learning model and what is expected of them.

A significant amount of class contact time during the face-to-face programme will be spent in workshops for which comprehensive prior preparation is required, followed by active participation in tasks and group work. Students will be expected to act upon the comprehensive feedback received by identifying and working on areas of development.

For online programmes, students will be expected to complete all of the tasks and to act upon the comprehensive feedback received by identifying and working on areas of development.

### **Assessment Methods**

The Transferable and Professional Skills will generally be assessed within the formative and summative assessment methods outlined in paragraph A. above.

The output of the skills (for example the product of the research, ability to formulate and communicate the results and the output of the group work within workshops) will all feed through into the relevant summative assessment.

In particular, ability to obtain data through research, to work with data and to communicate and defend the findings will be directly assessed in coursework and oral presentations.

## 22. Assessment System

A set of guidelines has been implemented in order to offer a logic and coherent assessment system.

**Coursework type** – the following assessment types are considered

- o Group coursework
  - Report
  - Report + Presentation
  - Presentation
- o Individual coursework
  - Report/Essay
  - Portfolio/Case Study
  - Learning Journals
  - Presentation
  - In-class test (during the term)
  - Exam (at the end of the term)

Within these categories module leaders are left with the flexibility to decide which type of assessment is the more suitable for each module, for example reports, essays, case studies, posters, simulations. The type of assessment will be explained on the assignment brief of each module.

**Number of words equivalent** (maximum – no +10% allowed)

- o Level 4 modules – 3000 words
- o Level 5 modules – 3500 words
- o Level 6 modules – 4000 words (8000 words for 40 credit modules)

**Examinations/Tests duration**

- o 10% weight – 30 minutes
- o 20% weight – 60 minutes
- o 25% weight – 75 minutes
- o 30% weight – 90 minutes
- o 40% weight – 120 minutes
- o 50% weight – 150 minutes
- o 70% weight – 210 minutes

**In-class presentations (as part of group reports)**

- o 30% weight – 10 minutes
- o 40% weight – 15 minutes
- o 50% weight – 20 minutes

**In-class presentations (with no reports)**

- o 20% weight – 10 minutes
- o 25-30% weight – 15 minutes

All modules' assessments are aligned with the above guidelines.

### Version history:

Version No.	Amended by	Notes	Date
1.0	Head of Quality Assurance	First iteration of the programme post academic approval.	September 2021

