

Course Title	BSc (Hons) Business Management (with Foundation Year)
Final Award	BSc (Hons) Business Management
Interim Awards	Certificate of Higher Education in Business Management Diploma of Higher Education in Business Management BSc Business Management
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London (and approved franchise partners)
UCAS Code	N100
HECOS code (with Subject percentage Splits if applicable)	
QAA Subject Benchmark	Business and Management November 2023
External Accrediting Bodies	N/A
Apprenticeship Standard used to inform the development of the course (if applicable)	N/A
Accelerated Degree Option	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Level 6 Top Up Option (online only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Study Load	<input checked="" type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time
Mode of study	<input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Blended <input type="checkbox"/> Online
Delivery Location(s)	<input checked="" type="checkbox"/> Ravensbourne University campus <input checked="" type="checkbox"/> <input type="checkbox"/> Online
Length(s) of Course(s)	3 Years FT 6 years PT
Type (open/closed)	Open
Validation period	Five years (September 2024 – September 2029)
Intended First Cohort Start Date	September 2024
Date produced/amended	May 2024
Course Leader	Catherine Bedwei-Majdoub
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### Course Description

This undergraduate course is designed for those wanting careers in businesses with the creative flair and contexts that Ravensbourne University attends to. It enables students to network and collaborate with like-minded peers, business practitioners and educators, to better understand, innovate, and research in these areas. Accordingly, the BSc (Hons) in Business Management engages students in real-world business explorations while simultaneously offering them transferable skill development opportunities with emphasis on those that will support their chosen careers.

Embedded within the course are the key themes that, from present and future standpoints, both challenge and animate creativeness in business and creative business. These themes - the four pillars of the BSc (Hons) Business Management, namely (i) Innovation, (ii) Creative Perspectives, (iii) Ethics, Social Responsibility, and Sustainability, and (iv) Future Perspectives – recur in each of its modules.

Students will examine every academic subject from the purview of these thought-provoking themes, chosen to stimulate and inspire students' entrepreneurial ambitions: whether to lead existing businesses in new ways or to create their own.

The distinctive features of the course are summarized as follows:

- Real-world focus with activism, community engagement, work-based learning and consultancy projects inscribed into the course which is also rich with industry connections and practitioners who contribute to curriculum development or as guest speakers.
- Interactive lectures, seminars, and workshops to support such collaborative and participatory contexts.
- Modules enabling students to develop a wide range of cognitive and intellectual skills together with competencies specific to business and enterprise.
- Wide-ranging assessments that engage and challenge ambitious students.
- Collaborative working with other courses to facilitate development of interpersonal and transferable skills.
- Structured opportunities for acquiring employability skills that support students' evolution into resilient & agile leaders able to thrive in competitive, challenging, and often changing environments.
- Mock panel interviews to prepare students for the graduate job market.
- **Professional Life Practice Modules**

At Level 4, students are introduced to a series of modules titled Professional Life Practice (PLP). These modules are embedded within the programme and recur in each semester of Levels 4 and 5, but with one iteration at Level 6. The modules specifically support collaborative practice, facilitate industry input, and drive

skill development and employability.

Through the PLP learning activities and assessments, students develop social, cultural, emotional, and cognitive intelligence. They also harness Ravensbourne university's industry connections plus the various internal events and departments that work to increase students' visibility in their chosen fields, give them access (through [Rave Late](#), [Ravensbourne Insights](#), [Career's Lab and Creative Lab](#), [Incubation+](#)) to key industry leaders and alumni whose successes can spur them to act more energetically on their entrepreneurial ambitions.

Alongside the above are diagnostic provisions that inform students' future career choices. Students are guided through learning in diverse topics from critical & creative thinking to business finance, impactful communications to entrepreneurship, that motivate them to seek out meaningful solutions to complex and current business problems. These incorporate activities that form them, intellectually and empirically, into active, lifelong learners with social impact; innovative and creative business leaders committed to ethical practice and attuned to the future economic and cultural value of business.

- **At Level 3 (year 0):** in eclectic and multidisciplinary learning sessions (with peers from Digital Marketing, Digital Content Creation, Advertising and Brand Management, and Fashion Brand Management courses) students will develop problem solving and analytical skills through venture or digital projects, and with awareness of the transferability of these skills to the next level of study or employment. In keeping with [FHEQ guidelines](#) they learn from peers, academics, industry and business practitioners who guide them through historical, cultural, and contemporary contexts, analytical techniques and methods, and the significant tools and principles of their course. This level 3 study is to develop students into resilient and committed learners able to study and to do well at Level 4.
- **At Level 4 (year 1):** students will have additional (and practical) opportunities for skill development and, as they move into discipline-focused learning sessions, for understanding the principles, concepts, and approaches of their chosen field. Students will have their theoretical and conceptual knowledge developed alongside their ability to apply this knowledge through business scenarios and simulations. This level 4 study facilitates students' growth into rational and systemic thinkers practiced in self-reflection and with effective interpersonal and collaborative skills. The Level 4 student will also have gained experience in external societal changemaking projects and, through such experiences, developed additional professional skills.
- **At Level 5 (year 2):** students delve more into the complexities of their chosen area. They add to their subject knowledge in terms of new frameworks, topics, and approaches. They enhance their commercial awareness and apply creative and analytical thinking to problems and issues in organisational and people management. They explore their entrepreneurial and business development interests and abilities, and through workbased learning, expand their understanding of work environments and the professionalism they require. This level 5 study deepens students' knowledge and interests in business management, while also initiating their formation into innovative, original thinkers committed to furthering their chosen field, ethically and responsibly.
- **At Level 6 (year 3):** students prepare for competitive job markets by exploring, to better identify, their particular areas of interest and capability. Consequently, students will be guided on an independent research project in a peer-learning collaborative environment that also prepares them for business consultancy. They will gain further insights into the global, increasingly ambiguous and volatile contexts of contemporary business, and the challenges that context presents for strategic management. This level 6 study is therefore the final push for skill acquisition within a practically-focused academic course and in preparation for their careers. The aim is for students to leave Ravensbourne university as active lifelong learners with useful industry networks, mentoring skills, ethical mindsets, and responsible behaviours that will support their quest for career success.

The goal is to advance students' acquisition of the hard and soft skills employers value, and that the [World Economic Forum \(WEF\)](#) and [Quality Assurance Agency \(QAA\)](#) expect from undergraduate business management students at each level of study. By the time of their graduation, and having commenced their studies at Level

3, BSc (Hons) Business Management students will be comfortable in multi-disciplinary environments and among business practitioners and educators passionate about the future sustainable growth of business creativity and creative industry.

**Course Aims:**

- To enable students to develop comprehensive and contemporary knowledge of Business Management in relation to business creativity and business management in the creative Industries.
- To facilitate students' understanding and evaluation of domestic and global business environments, contexts, and operations.
- To offer students opportunities to demonstrate innovative, creative, ethical and socially responsible approaches to business development and management, and their future implications.
- To structure students' attainment of intellectual and professional skills while guiding their identification, preparation, and pursuit of business careers or further postgraduate study.
- To harness students' verbal, written, digital, and visual communication skills through collaboration with peers, community, and For-Profit and Not-For-Profit organisations.
- To provide students with opportunities to network and collaborate with peers, practitioners, and educators, to advance their analytical, problem solving, and strategic skills within professional landscapes.

**Course Learning Outcomes:**

Aligning with the Four Key Themes of the course, students will be provided with a range of opportunities for demonstrating knowledge and understanding, and for developing qualities, skills and other attributes in the areas listed below.	
On completion of the <b>BSc (Hons) Business Management</b> degree students will be able to:	
<b>Explore</b>  <i>Innovate</i>	Evidence capacity for utilising and synthesising comprehensive knowledge of the economy, business management, and the domestic and global business environments of the creative industries and creative business to innovate and push against boundaries. <b>(CLO1)</b>
<b>Create</b>  <i>Creative Perspectives</i>	Critically engage with and evaluate ideas, concepts, and theories to inform creative but pragmatic development and problem solving in Business Management within or adjacent to the creative industries, and through the verbal, written, digital, and visual forms used within the discipline. <b>(CLO2)</b>
<b>Influence</b>  <i>Ethical, social responsibility &amp; Sustainability</i>	Demonstrate ethical, socially responsible, and sustainable approaches to Business Management and practice, and to collaboration with peers, academics, and industry in pursuit of careers and personal and professional development. <b>(CLO3)</b>
<b>Integrate</b>  <i>Future Perspectives</i>	Exhibit an array of future-proof subject knowledge and professional skills obtained through sustained, persistent, and methodical participation and engagement with Business Management that also indicate self-efficacy and personal agency. <b>(CLO4)</b>

**Ordinary Degree:**

Where students do not complete the full course, but exit with an Ordinary Degree, they will have had the opportunity to demonstrate knowledge and understanding, and to develop qualities, skills and other attributes in the following areas.	
On exiting at Level 6 before full completion students will be able to:	
<b>Explore</b>  <i>Innovate</i>	Evidence comprehensive knowledge of the economy, business management, and the domestic and global business environments of the creative industries and creative business to innovate and push against boundaries. <b>(CLO1)</b>
<b>Create</b>  <i>Creative Perspectives</i>	Evidence ability to offer creative but pragmatic problem solving in Business Management within or adjacent to the creative industries, using verbal, written, digital or visual channels of communication.  <b>(CLO2)</b>

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<b>Influence</b> <i>Ethical, social responsibility &amp; Sustainability</i>	Evidence ethical, socially responsible, and sustainable approaches to Business Management and practice, and to collaboration with peers, academics, and industry in pursuit of careers and personal and professional development. <b>(CLO3)</b>
<b>Integrate</b> <i>Future Perspectives</i>	Evidence future-proof subject knowledge and professional skills obtained through participation and engagement with Business Management that also indicate self-efficacy and personal agency. <b>(CLO4)</b>

**Diploma:**

<p>Where students do not complete the full course, but exit with a Diploma in Higher Education, they will have had the opportunity to demonstrate knowledge and understanding, and to develop qualities, skills, and other attributes in the following areas.</p> <p>On exiting at Level 5 before full completion students will be able to:</p>	
<p><b>Explore</b></p> <p><i>Innovate</i></p>	<p>Evidence ability to use research of the economy, business management, and the domestic and global business environments of the creative industries and creative business to identify innovations.</p> <p><b>(CLO1)</b></p>
<p><b>Create</b></p> <p><i>Creative Perspectives</i></p>	<p>Evidence evolving creative ability to apply ideas, concepts, and theories to explain, through typical spoken, written, or digital forms of communication, issues in Business Management within or adjacent to the creative industries.</p> <p><b>(CLO2)</b></p>
<p><b>Influence</b></p> <p><i>Ethical, social responsibility &amp; Sustainability</i></p>	<p>Evidence developing awareness of ethical, socially responsible, and sustainable approaches to Business Management and practice and to personal and professional development.</p> <p><b>(CLO3)</b></p>
<p><b>Integrate</b></p> <p><i>Future Perspectives</i></p>	<p>Evidence developing subject knowledge and professional skills obtained through participation and engagement with Business Management, and that are suggestive of self-awareness and self-reflectiveness.</p> <p><b>(CLO4)</b></p>

**Certificate in Higher Education:**

Where students do not complete the full course, but exit with a Certificate of Higher Education, they will have had the opportunity to demonstrate knowledge and understanding, and to develop qualities, skills and other attributes in the following areas.



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On exiting at Level 4 before full completion students will be able to:

<b>Explore</b>  <i>Innovate</i>	Demonstrate capacity for developing knowledge of the domestic and global business environments of creative industries and creative business, and what drives their innovations.  <b>(CLO1)</b>
<b>Create</b>  <i>Creative Perspectives</i>	Demonstrate developing ability to comment, in spoken, written, or digital forms of communication, on ideas, concepts, and theories used for problem solving in Business Management within or adjacent to the creative industries.  <b>(CLO2)</b>
<b>Influence</b>  <i>Ethical, social responsibility &amp; Sustainability</i>	Demonstrate evolving capacity for ethical, socially responsible, and sustainable practice and professional behaviour in Business Management.  <b>(CLO3)</b>
<b>Integrate</b>  <i>Future Perspectives</i>	Demonstrate emerging and forward-looking subject knowledge and professional skills, including self-awareness.  <b>(CLO4)</b>

**Aligning Assessment Criteria with Course Themes:**

Ravensbourne University Assessment Criteria		BSc (Hons) Business Management Course Themes
<b>Explore</b>	Research and Analysis Subject Knowledge Critical Thinking and Reflection Problem Solving	<i>Innovate (CT1)</i>
<b>Create</b>	Ideation Experimentation Technical Competence Communication and Presentation	<i>Creative Perspectives (CT2)</i>
<b>Influence</b>	Social Impact Ethical Impact Environmental Impact	<i>Ethical, Social Responsibility, &amp; Sustainability (CT3)</i>
<b>Integrate</b>	Collaboration Entrepreneurship and Enterprise Professional Development	<i>Future Perspectives (CT4)</i>

**Integrated Skill Development:**

To facilitate an overt skills acquisition programme, learning outcomes on each module are mapped to at least one core competency that the course is designed to develop. The core competencies relate to Ravensbourne’s assessment criteria, and these are connected to the four themes of the course. The latter dimensions – assessment criteria and theme - are further aligned to [WEF](#) and [QAA](#) skills benchmarks.

This alignment occurs through a three-tiered upward trajectory embedded within the course to help students to develop (individual and team) change management coping strategies that they will find invaluable in the workplace. Starting from the lowest up, the tiers are:

1. Mandatory employability skills. These are the same for all modules on each level of study, but different from level to level. Students must work on a different set when they progress onto the next year of study. The mandatory skills are the most basic skills that students should obtain (and submit proof of attainment in an employability skills log) at the end of each year of study, to be able to progress and do well at the next level.
2. “Optional” employability skills. These are also level specific but not key to students’ progression. Described as “optional” in the module descriptors, some students may find these skills challenging to obtain and may need the next level of study to be able to properly evidence them. However, other students may be able to demonstrate attainment of these skills quite easily; and if so, will be rewarded with higher marks for their skills log. This second tier has the added advantage of supporting academics wanting to engage all students in diverse (abilities, cultures, attitudes to learning, experiences of creative pedagogies, etc.) cohorts in their learning and development.
3. The third tier of skills are those aligned to core competencies, assessment criteria, module learning outcomes and assessment tasks. These skills are higher order intellectual skills that are demonstratable and assessed through students’ academic

work. However, they remain significant for students’ employability and, with the other skills, prepare business students for the fast moving, highly competitive, and often volatile environments that they expect to establish careers in.

**Employability Skills Log:**

Students are expected to submit employability skills logs (see examples in appendices) for every module (except the level 5 Professional Life Practice modules), in which they demonstrate, and where relevant, reflect on via the STARR technique. Evidence could be in the form of in-class activities, sessions with Ravensbourne’s support team (Study Skill’s Tutors, Learning Achievement Advisers or EAP Tutors), images of extra-curricular CPD activities such as short LinkedIn courses, and the like. In this framework, students that struggle academically have a friend in the skills log as they are awarded marks for their efforts to work on themselves, not on their academic capacity.

The employability logs engage students in active learning at the start of the course by increasing their awareness of the skill development opportunities that each module provides. Students can become job-ready as they gather various proofs of participation, collaboration, engagement, learning, service, peer-support, and networking. The employability skills that they are asked to develop are recommended by the [World Economic Forum](#) (WEF) and [the QAA](#) and are as follows:

	<b>Level 3 Employability Skills</b>	<b>Level 4 Employability Skills</b>	<b>Level 5 Employability Skills</b>	<b>Level 6 Employability Skills</b>
<b>Lower-Tier &amp; Mandatory</b>	Time-management & prioritisation Persistence, following instructions & trustworthiness Meeting commitments & deadlines Willingness to learn	Punctuality Attendance Contribution Collaboration Effective verbal & written communication Independent learning Use of study support THE PLP Skills	Active participation Teamwork Networking Career awareness & preparation Managing workloads	Initiative Self-motivation & organisation Service orientation Mentoring and coaching others Industry readiness Tangible personal brand
	<b>Level 3 Specific Optional Employability Skills</b>	<b>Level 4 Specific Optional Employability Skills</b>	<b>Level 5 Specific Optional Employability Skills</b>	<b>Level 6 Specific Optional Employability Skills</b>
<b>Mid-Tier &amp; Optional</b>	Self-control Self-management & responsibility Frustration & stress management Emotional intelligence	Self-reflectiveness Resilience Rational & systemic thinking	Adaptability Emerging leadership and vision Relationship building Managing change	Active, lifelong learner With social impact Career-ready Versatile
<b>Top-Tier &amp; Assessed</b>				

**Range of Key Academic, Reasoning, and Transferable Skills (see next table and alignment in Module Descriptors)**

**Core Competencies and Skills Mapped with Assessment Learning Outcomes & Course Themes:**

The core competencies that Ravensbourne University seeks to develop in its students are with those that this Business Management course wishes for its graduates as follows:

Competency	Definition	Aligned Assessment Criteria	Relevant <a href="#">WEF</a> and/or <a href="#">QAA Skills</a>
<b>Cognitive</b>	<p>The ability to acquire, retain and use knowledge, recognise, pose, and solve problems. Attributes may include:</p> <ul style="list-style-type: none"> <li>- Evaluate their own beliefs, biases and assumptions</li> <li>- Evaluate strengths, weaknesses, and fallacies of logic in arguments and information</li> <li>- Apply lesson from the past or learned knowledge and skills to new and varied situations</li> <li>- Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques</li> <li>- Devise and defend a logical hypothesis to explain observed phenomenon</li> <li>- Recognize a problem and devise and implement a plan of action</li> </ul>	<p><b>Explore</b> <b>Create</b> <b>Integrate</b> <b>Influence</b></p> <p>(CT1-4)</p>	<p><i>Problem solving &amp; critical analysis</i></p> <p><i>Analytical thinking, reasoning, &amp; ideation</i></p> <p><i>Conceptual, systemic, &amp; critical analysis, synthesis, &amp; evaluation</i></p> <p><i>Research</i></p> <p><i>Numeracy</i></p>
<b>Creative</b>	<p>The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.</p>	<p><b>Create</b></p> <p>(CT2)</p>	<p><i>Innovation, creativity, &amp; enterprise</i></p> <p><i>Creative thinking</i></p> <p><i>Reading, writing, speaking, &amp; editing</i></p>
<b>Professional</b>	<p>The ability to understand and effectively meet the expectations of industry partners, through</p>	<p><b>Integrate</b> <b>Influence</b></p>	<p><i>Collaborate with internal &amp; external</i></p>

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	outputs and behaviours.	(CT3 &CT4)	<i>stakeholders</i>  <i>Giving &amp; receiving feedback</i>  <i>Liaising, networking, &amp; exchanging information</i>
<b>Emotional, Social &amp; Physical</b>	<p><b>Emotional:</b> The intrapersonal ability to identify, assess, and regulate one’s own emotions and moods; to discriminate among them and to use this information to guide one’s thinking and actions and where one has to make consequential decisions for oneself. Attributes may include:</p> <ul style="list-style-type: none"> <li>- Self-awareness &amp; regulation (including metacognition)</li> <li>- Mindfulness</li> <li>- Cognitive flexibility</li> <li>- Emotional resilience</li> <li>- Motivation</li> <li>- Ethical decision- making</li> </ul> <p><b>Social:</b> The interpersonal ability to identify &amp; understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include:</p> <ul style="list-style-type: none"> <li>- Managing your audience</li> <li>- Coordinating with others</li> <li>- Negotiation</li> <li>- Creativity</li> <li>- People management</li> <li>- Leadership &amp; entrepreneurship</li> <li>- Service orientation</li> <li>- Active listening</li> <li>- Coaching and mentoring</li> </ul> <p><b>Physical:</b> The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an</p>	<p><b>Explore</b> <b>Influence</b> <b>Integrate</b></p> <p>(CT1, CT3, CT4)</p>	<i>Internal &amp; External self-awareness</i>  <i>Self-control</i>  <i>Self-reflection</i>  <i>Adapting to change</i>  <i>Ethical leadership</i>  <i>Social justice</i> <i>Environmental awareness, Sustainable &amp; efficient resource usage</i>  <i>Empathy &amp; inclusivity</i>  <i>People management &amp; leadership</i>  <i>Negotiation</i> <i>Assisting &amp; supporting others</i>  <i>Self-management &amp; responsibility</i>  <i>Attention to detail</i>  <i>Working independently</i>  <i>Curiosity &amp; active learning</i>

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	<p>inappropriate response to an appropriate response. Attributes may include:</p> <ul style="list-style-type: none"> <li>- Self-discipline &amp; management</li> <li>- Attention</li> <li>- Reaction &amp; response time</li> <li>- Cognitive &amp; muscle memory</li> <li>- Managing stress</li> <li>- Physical resilience</li> </ul>		<p><i>Asking questions</i></p>
<b>Cultural</b>	<p>The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.</p>	<p><b>Influence Integrate</b></p> <p>(CT3, CT4)</p>	<p><i>Socio-cultural awareness</i></p> <p><i>Frustration &amp; stress management, &amp; emotional intelligence</i></p>
<b>Enterprise &amp; entrepreneurial</b>	<p>The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).</p>	<p><b>Create Influence Integrate</b></p> <p>(CT2, CT3, CT4)</p>	<p><i>Innovation, creativity, &amp; enterprise</i></p> <p><i>Collaboration with internal and external stakeholders</i></p> <p><i>Commercial awareness &amp; acumen</i></p>
<b>Digital</b>	<p>The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)</p>	<p><b>Explore Integrate Influence</b></p> <p>(CT1, CT3, CT4)</p>	<p><i>Digital literacies &amp; etiquette</i></p> <p><i>Data analysis</i></p> <p><i>Verbal, written and digital communication</i></p> <p><i>Technology ethics</i></p> <p><i>Green technologies</i></p> <p><i>Creative thinking</i> <i>Reading, writing, speaking, &amp; editing</i></p>
<b>Ravensbourne Return</b>	<p>Engagement with in-house activities including mentoring other students, volunteering, acting as a student rep or</p>	<p><b>Explore Create Influence Integrate</b></p>	<p><i>Teaching, mentoring &amp; coaching</i></p>

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	<p>ambassador. Demonstrate a knowledge of current events and social issues. Identify their personal convictions and explore options for putting these convictions into practice</p> <p>Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.</p>	<p>(CT1, CT2, CT3, CT4)</p>	<p><i>Collaboration with internal and external stakeholders</i></p>
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**Teaching and Learning Strategies:**

The methods mentioned below are not exhaustive and do not exclude teaching tools such as videos, discussion boards, gamification, role-playing, and visual communications that lecturers will use to foster learning and facilitate student engagement and participation. Lecturers use a range of methods and software (Padlet, Menrtimeter, etc.) for digitally enhanced sessions that reach and engage diverse learners. The goal is to prepare students to face modern business challenges effectively and ethically, while also making sessions stimulating and enjoyable.

Additionally, teaching and learning on all levels of this course is very much industry focused with practitioners and business leaders delivering masterclasses or guest talks, and lecturer referring students to current businesses and brands for analysis. The course’s teaching team began or are still engaged in industry and, from Level 3 through to Level 6, utilise their industry experiences to, and within the relevant contexts below, animate and contextualise theory with industry practice. Students are often put into groups to explore ideas and concepts and then to discuss their perspectives with their peers and tutors: hence the recurrence of dialogic learning below.

Teaching Method	Justification	Applied Pedagogy
<b>Briefing Sessions</b>	<p>Foster personal and professional development by providing students with essential information and guidance to navigate their learning journey.</p> <p>Facilitate clarity and understanding of module objectives and learning outcomes.</p> <p>Encourage curiosity as new subjects and topics are introduced.</p>	<i>To support active learning</i>
<b>Workshops &amp; Masterclasses</b>	<p>Foster personal and professional development by providing hands-on opportunities for skill development.</p> <p>Enhance cognitive and metacognitive skills through experiential learning and application of knowledge.</p> <p>Promote collaboration through group activities and practitioner input.</p>	<i>Dialogic learning and active learning</i>
<b>Interactive Lectures, Seminars, Discussions, &amp; Debates</b>	<p>Foster personal and professional development by asking students to engage with and reflect on key information, knowledge, and ideas relevant to their chosen industries and careers.</p> <p>Enhance cognitive and metacognitive skills by encouraging students to critique ideas and theories, to apply them in group activities, and to consider alternative perspectives.</p>	<i>Dialogic learning, active learning, collaborative and peer learning</i>



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	<p>Develop critical thinking skills alongside a deeper awareness of real-world activities and scenarios relevant to students chosen industries and careers.</p> <p>Promote collaboration by facilitating peer interaction and mutual learning.</p>	
<b>One-to-One and Group Tutorials</b>	<p>Foster personal and professional development by providing individualized and group support and guidance.</p> <p>Enhance cognitive and metacognitive skills through reflective discussions and goal setting.</p> <p>Develop critical thinking abilities by challenging students to be aware of and to analyse their strengths and weaknesses.</p> <p>Promote collaboration, self-reflection, and responsible behaviour by encouraging accountability and growth mindset.</p>	<i>Lecturer as coach or mentor - action and dialogic learning</i>
<b>Case Studies and Simulations</b>	<p>Foster personal and professional development by providing opportunities for students to engage with diverse practices and approaches.</p> <p>Enhance cognitive and metacognitive skills by encouraging students to critique, evaluate and offer solutions to real-world practices, scenarios, and problems.</p> <p>Develop critical thinking abilities by exploring complex issues.</p> <p>Promote peer and team learning and collaboration.</p>	<i>Inquiry-based and problem-based learning, with dialogic learning via the ensuing discussions</i>
<b>Visits and Outings</b>	<p>Foster personal and professional development by exposing students to work and industry realities.</p> <p>Enhances cognitive and metacognitive skills by enhancing students' awareness and understanding of professional contexts, roles, responsibilities, attributes, and skills.</p> <p>Develop critical thinking abilities by encouraging students to evaluate</p>	<i>Place-based learning</i>

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	<p>their own ambitions in light of their learning from the visits and outings.</p> <p>Promote collaboration, self-reflection, and responsible behaviour by encouraging networking alongside student accountability and professional development.</p>	
<b>Level-specific Methods</b>	<p>Level 3: Multi-disciplinary learning environments with use of videos and diverse visual examples to stimulate discussion and understanding</p> <p>Level 4: Mini-projects through action learning groups</p> <p>Level 5: Workbased Learning</p> <p>Level 6: Self-directed learning (through research and business consultancy), learning sessions that use the “flipped classroom” model.</p>	<p><i>Peer and practitioner learning</i></p> <p><i>Project-based and service learning</i></p> <p><i>Practice-based learning</i></p> <p><i>Active learning</i></p>

**Assessment Methods:**

The assessment methods are chosen to facilitate students’ development of higher order Intellectual and employability skills. The diversity of assessment has a three-fold purpose:

- (i) to give students early opportunities to have their learning reinforced or corrected so they seek study support as soon as needed. In this case, students are engaged in active learning early on.
- (ii) to give students access to the types of outputs they could be asked to produce in the workplace, and by this real-world industry relevance to motivate students to submit.
- (iii) to limit the growing risks of AI use by asking for demonstrative evidence of their learning and engagement and for individualized and applied content.

In light of this rationale, module leaders develop project briefs from the validated module descriptors to provide students with further guidelines on what they should submit. These project briefs are internally verified. The course team uses marking rubrics to support marking standardization, consistency in the quality of feedback, and to provide clear guidance on expected outcomes to industry practitioners brought in to deliver masterclasses or workshops. Module learning outcomes are also mapped to learning sessions and with competencies in marking rubrics. Where they are aligned to the module’s assessment tasks, they give clarity and transparency to students and academics working together in the multi-disciplinary context of the Level 3. Assessments are moderated internally and, at Levels 5 and 6, reviewed by external examiners appointed by Quality. The range of assessments offered on the course is as follows:

Level	Assessment Type
Level 3 assessments	Multiple choice quiz Blog Video Film or videography Poster Debate Presentation “Show and tell” a cultural artefact Commentary Pitch
Level 4 assessments	Report Multiple Choice Quiz Presentation Video or photography Reflective essay Activism project Community engagement project Peer assessment Portfolio Written Exam
Level 5 assessments	Quiz Report Individual & group presentation Video pitch Interview of Entrepreneur Portfolio
Level 6 assessments	Independent research project Business consultancy project Report Quiz

	Mock Panel Interview
All levels	<p>An <b>employability skills log</b> that is evidence-based and requires students to reflect on the skill attainment through each module.</p> <p><b>Formative assessments</b> are used in most modules to assess students’ progress. They are opportunities for feedback and feedforward on their primary assessments and they are typically held midway through the module.</p>

**Course Structure:**

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
<b>Level 3</b>				
BSM24001	Critical & Creative Thinking	x	Mandatory	20
BSM24002	Professional Communication	X	Mandatory	20
BSM24003	Context of Creative Industries	X	Mandatory	20
BSM24004	Digital Literacies & Skills	X	Mandatory	20
BSM24005	Contemporary Issues & Culture	X	Mandatory	20
BSM24006	Creative Ventures	X	Mandatory	20
			Total	<b>120</b>
<b>Level 4</b>				
BSM22101	Principles of Marketing	x	Mandatory	20
BSM22102	Business Finance		Mandatory	20
BSM22104	The Business Landscape	x	Mandatory	20
BSM22105	Operation and Project Management		Mandatory	20
PLP22103	Professional Life Practice “Developing your Practice”	x	Mandatory	20
PLP22106	Professional Life Practice “Exploring your Practice”	x	Mandatory	20
			Total	<b>120</b>
<b>Level 5</b>				
BSM22201	People Management & Organisational Behaviour		Mandatory	20
BSM22202	The Consumer Journey	x	Mandatory	20
BSM22204	Entrepreneurism	x	Mandatory	40
PLP22203	Professional Life Practice “Applying your Practice”	x	Mandatory	20
PLP22206	Work-Based Learning		Mandatory	20
			Total	<b>120</b>
<b>Level 6</b>				
PLP22303	Professional Life Practice “Situating your Practice”	x	Mandatory	20
			Total	<b>360</b>

**COURSE SPECIFICATION**

BSM22301	Applied Research Project	x	Mandatory	40
BSM22304	Business Consultancy Project		Mandatory	20
BSM22302	Global Business Strategy		Mandatory	40
				<b>120</b>
			Total	<b>480</b>

**Learning Hours:**

Learning Hours (per 20 credit module excluding Work-Based Learning)			
Staff – Student Contact Hours		Independent Study Hours	
Taught hours	48	Independent study, self-directed study and assessment	152
<b>Total</b>		200	

**Course Regulations:**

**Entry Requirements**

- 1 x A Level at Grades C or above (32-64 Tariff points), or
- BTEC Extended Diploma at MMM (32-62 Tariff points), or
- equivalent level 3 qualifications,
- plus GCSE English and Maths at Grade 4 or above

*Please refer to the institutional regulations on the expected minimum entry requirements (found under Section 5 of the General Academic Regulations found on the website [here](#)), and the course page on the [Ravensbourne University website](#) for course specific entry requirements.*

**Accreditation of Prior Learning (if applicable)**

Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne’s Accreditation of Prior Learning Policy and Procedure and Student Transfer Plan.

**Conditions for Progression**

Students will be deemed to have passed a module if they achieve a 40% for undergraduate students; or a 50% for postgraduate students.

A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.

**Reassessment of Failed Elements**

Failure in any component will result in a Fail grade for the component.

Non-submission in any component will result in a non-submission for the component.

Students must then successfully retrieve the failed or non-submitted component by resubmission of assessment in order to pass the module.

Where a student does successfully retrieve a component failure, the grade for the component will be capped at 40% (undergraduate) or 50% (postgraduate) (except where Extenuating Circumstances have been

approved). The overall grade for the module will be calculated using all achieved grades where there are 2 or more components.

**Conditions for the Granting of Awards**

A student who completes an approved course of study, shall be awarded BSc (Hons) Business Management.

Those students who exit the Course without completing it may be entitled to exit with an award of either a:

1. Certificate of Higher Education in Business Management, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
2. Diploma of Higher Education in Business Management provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.

3. BSc Business Management (ordinary degree), provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.

Any derogation(s) from the Regulations required?

N/A

Student Support <https://www.ravensbourne.ac.uk/student-services>

Assessment Regulations <https://www.ravensbourne.ac.uk/staff-and-student-policies>

Course Learning Outcomes	CLO1	CLO2	CLO 3	CLO 4
<b>Level 3</b>				
BSM24001 Critical & Creative Thinking		x	x	
BSM24002 Professional Communication		x	x	x
BSM24003 Context of Creative Industries	x	x	x	
BSM24004 Digital Literacies & Skills		x		x
BSM24005 Contemporary Issues & Culture	x	x	x	
BSM24006 Creative Ventures	x	x		x
<b>Level 4 Modules</b>				

## COURSE SPECIFICATION

BSM22101 Principles of Marketing	x	x		x
BSM22102 Business Finance	x	x		
BSM22104 The Business Landscape		x	x	x
BSM22105 Operation and Project Management	x	x		x
PLP22103 Professional Life Practice (Developing Your Practice)			x	x
PLP22106 Professional Life Practice (Exploring Your Practice)			x	x
<b>Level 5 modules</b>				
BSM22202 The Consumer Journey		x	x	
BSM22204 Entrepreneurism		x	x	x
BSM22201 People Management & Organisational Behaviour	x	x	x	
PLP22203 Professional Life Practice (Applying your Practice)			x	x
PLP22206 Work-Based Learning			x	x
<b>Level 6 Modules</b>				
BSM22301 Applied Research Project	x	x	x	
BSM22302 Global Business Strategy	x	x	x	
PLP22303 Professional Life Practice (Situating Your Practice)			x	x
BSM22304 Business Consulting Project		x	x	x

### Course Diagram:

	Semester 1	Semester 2
<b>Level 3</b>	BSM24001 Critical & Creative Thinking 20 Credits	BSM24004 Digital Literacies & Skills 20 Credits
	BSM24002 Professional Communications 20 Credits	BSM24005 Contemporary Issues & Culture 20 Credits
	BSM24003 Contexts of Creative Industries 20 Credits	BSM24006 Creative Ventures 20 Credits
<b>Level 4</b>	BSM22101 Principles of Marketing 20 Credits	BSM22102 Business Finance 20 Credits



**COURSE SPECIFICATION**

120 credits	BSM22104 The Business Landscape 20 Credits	BSM22105 Operations and Project Management 20 Credits	
	PLP22103 Professional Life Practice (Developing Your Practice) 20 Credits	PLP22106 Professional Life Practice (Exploring Your Practice) 20 Credits	
<b>Semester 1</b>		<b>Semester 2</b>	
Level 5	BSM22201 People Management & Organisational Behaviour 20 Credits	BSM22204 Entrepreneurism 40 Credits	PLP22206 Work-Based Learning 20 Credits
120 credits	BSM22202 The Consumer Journey 20 Credits		
	PLP22203 Professional Life Practice (Applying your Practice) 20 Credits		
<b>Semester 1</b>		<b>Semester 2</b>	
Level 6	BSM22301 Applied Research Project 40 Credits	BSM22302 Global Business Strategy 40 Credits	BSM22304 Business Consultancy 20 Credits
120	PLP22303 Professional Life Practice (Situating Your Practice) 20 Credits		