



Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from
The University of Sheffield

1	Programme Title	Business Management
2	Programme Code	MGTU11
3	JACS Code	N200
4	Level of Study	Undergraduate
5a	Final Qualification	Bachelor of Arts with Honours (BA Hons)
5b	QAA FHEQ Level	F6
6	Intermediate Qualifications	None
7	Teaching Institution (if not Sheffield)	Not applicable
8	Faculty	Social Sciences
9	Department	Management School
10	Other Departments involved in teaching the programme	Economics, Law
11	Mode of Attendance	Full-time
12	Duration of the Programme	3 years
13	Accrediting Professional or Statutory Body	None
14	Date of production/revision	March 2015, October 2023, April 2024

15. Background to the programme and subject area

Business Management is a multi-disciplinary and therefore very broad field of study, covering core business management functions including finance, human resource management, marketing, operations and management information systems, as well as supporting disciplines such as accounting, economics and quantitative analysis. This variety of subjects ranges from the very mathematical to those with a major emphasis on narrative description and analysis, reflecting the diverse reality of business environments, and the need for future managers to have educational experience of this diversity. This multifaceted programme reflects the nationally agreed view of what a degree in Business Management should contain. Beyond the broad introductory Level 1 subjects, there is a consideration of contemporary issues in Business Management, and students are required to undertake project and individual work at a level that is intellectually rigorous and demanding. In addition, students develop a range of ICT skills, which are fundamental in today's business environment. The programme then is a blend of the theoretical and the practical, with the practical side explored through the extensive use of case studies, and specific project work in a number of modules.

This merging of the theoretical and the practical is reflected in the close links between staff research and teaching contributions, and in the research strategy of the School. The research strategy reflects the broad research clusters of Human Resource Management, Marketing, Accounting and Financial Management, Business Strategy and Operations and Supply Change Management. Research themes within these clusters and individual staff interests contribute to contemporary debates, practices and policy developments, and demonstrate the benefits of research-linked teaching, particularly in the range of options offered at Level 3. There are particular research specialisms including sustainable and responsible business, international business and strategy, governance, finance, public sector management, and research methods.

Students graduate with key critical abilities, the capacity to apply theoretical rigour to practical business problem solving, transferable ICT and other communication skills, and a level of practical experience on which to build a successful career. The skills and intellectual training provided by a Management degree are valued by employers and reflected in the range of employment destinations of our graduates, which include chartered accountancy, public relations, marketing and human resource management for a variety of companies.

Further information about the Management School is available on our website at <http://www.shef.ac.uk/management>.

16. Programme aims

1. Our students will be employable graduates.
2. Our students will have contextually relevant critical thinking skills.
3. Our students will be socially responsible professionals in their discipline.
4. Our students will acquire core insights on a wide range of contemporary business and management functions and domains.

17. Programme learning outcomes

Knowledge and understanding: on completion of the programme students will be able to

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| K1 | Apply relevant perspectives, themes and concepts to business and management practices. |
| K2 | Evaluate a range of business and management theory. |

Skills and other attributes: on completion of the programme students will be able to

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| S1 | Demonstrate effective written communication skills for different purposes and audiences. |
| S2 | Demonstrate effective oral communication for different purposes and audiences. |
| S3 | Make sound commercial and organisational decisions considering wider contexts. |
| S4 | Critically analyse management practices. |
| S5 | Evaluate relevant theoretical concepts. |
| S6 | Apply social responsibility concepts to management practices. |

18. Teaching, learning and assessment

Development of the learning outcomes is promoted through the following teaching and learning methods:

1. **Induction procedures** occur at the beginning of Level 1 and are designed to develop the basic bibliographic and study skills and orient the student to the School and its procedures, including the personal tutor system and the local intranet. Other basic skills, including IT skills (S3) problem solving skills (S5) and employability skills (S6), are taught throughout Level 1. At all levels students are required to develop their writing and other communication skills, problems solving and group working skills within the various taught modules. Further study skills advice is available to all students via the School's web site.
2. **Formal Lectures** are used throughout the 3 Levels to introduce students to essential bodies of knowledge and the principal arguments in particular fields, relating to K1-K8 above.
3. **Seminars**, which may be staff-led or student-led, are used throughout the programme for all modules. Their use is extensive at Level 1 and beyond, and they are designed to reinforce and extend knowledge imparted through lectures and to develop critical capacities by allowing students to work through, analyse, understand and respond to that information. Often this takes the form of guided reading of practical case analysis (S6) and relevant theoretical application, to fulfil the aim of exposing students to as much authentic business material as possible. In some subject seminars role-playing and simulations are used so that the learning and understanding are developed experientially. The seminar process also involves students working in small groups (S1) to give presentations (S2 & 3) of their analyses (S4), drawing on a range of sources. Seminars thus contribute both to the achievement of knowledge and understanding (K1-K8) and to the development of key skills (S1-S6).
4. **Group work** outside of seminars encourages and enables students to develop skills and understanding through debate and collaborative working, learning from the experience and background of others in the group (S1, S2 & S5).
5. **Problem solving exercises** will be utilised in various modules, beginning at Level 1 in which students are encouraged to apply management theory and knowledge to topical debates and issues within the management field specifically and contemporary organizations and society more generally. Such exercises will frequently form part of a module's formative assessment designed to encourage students to develop insights into their academic interests as well as strengths and weaknesses. Problem solving exercises may be undertaken as part of group work, independent study or seminars. In all cases, the use of ICT (specifically the WebCT vista sites) will be utilised to support the learning and assessment.
6. **Independent study** is essential at all Levels for successful completion of the programme. The amount of

independent study broadly expected for each module is clearly set out in the module outline, although it is recognised that this will vary from student to student. Independent study is generally geared towards the assimilation and further clarification of material gleaned from lectures, preparation for seminars, preparation for written assessments, and the broader development of knowledge of the field of study. The provision of **module web sites** and detailed handouts provide more basic material for students to study away from lectures. Provision exists at Level 3 for supervised independent study leading to the writing of a dissertation, facilitated through **small group tutorials** used to guide students through the process of preparing dissertations. Independent study thus contributes to the development of all programme learning outcomes but is especially important in refining skills S4-S7.

7. **Computer aided learning** is available at all Levels so that students can broaden their knowledge and understanding of the various disciplines (K1-8), in their own time and at their own pace (S3-5), using materials formulated by staff specifically for this method of learning.

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:

1. **Regular formative assessment** is used at all Levels to monitor students' progress and provide feedback about knowledge and understanding gained (K1-8), providing an arena for identifying and rectifying students potential weaknesses, as well as contributing to formal assessment in some instances. Similarly, a **portfolio** of evidence demonstrates that students have gained the required IT skills (S3).
2. **Presentation performance**, individually and as part of a team, is formally and informally assessed for content and process in many modules, especially at Level 3 (S1-5). In addition to testing the students' analytical skills and relevant theoretical understanding, this provides an opportunity to assess the students' oral communication skills and prepares them for the presentation processes common in the business world. This procedure also includes opportunities for **peer review assessment**, when group members can allocate marks for the effort and involvement shown by each individual in the group process. This also provides an opportunity for **personal reflection** on performance.
3. **Written assignments**, comprising essays, case analyses and reports, are judged against publicised marking criteria, and are expected to be well written and presented. These are used to test the students' acquisition of key skills (S2-5) as well as theoretical knowledge and critical understanding (K1-10). **Dissertations and group project reports** provide opportunities for independent or group studies of a specific business-related issue/problem, and are used to test K1- 8 and S1-7.
4. **Formal examinations** are used to test students' theoretical understanding and critical abilities (K1-8), together with the ability to draw from memory and to write informed, coherent answers under pressure of time (S2, 4, 6). The Department has systems in place to ensure that examining procedures are moderated and regulated.

19. Reference points

The learning outcomes have been developed to reflect the following points of reference:

The teaching and research ethos of the Management School, as articulated through its Teaching and Research Committees

The Management School's Learning, Teaching and Assessment Strategy

Subject Benchmark Statements

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

Framework for Higher Education Qualifications (2014)

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

University Vision and Strategic Plan

<https://www.sheffield.ac.uk/vision>

20. Programme structure and regulations

The single honours programme trains students in business management enquiry and techniques, developing an increasingly in-depth approach to a range of disciplines which make up the business management field.

Level 1 is designed to introduce students to management as both an academic discipline and field of contemporary organisational practice. The emphasis is on encouraging students to develop a holistic and integrated grasp of the interdisciplinary nature of management and how the diverse theoretical foundations that underpin it relate to, complement and sometimes conflict with each other. To support this, students also take a number of modules in supporting management disciplines. There is also a module in Professional Self-Management to help students develop their generic skills for both academic purposes and for future employment. All but one of the modules are core. The optional module is for students to study a language module, take a unit from another department or take an option in Business Management.

Level 2 comprises the four core subjects, developing these from level 1 to a more advanced level. Students also take two option modules: they can both be in the area of Business Management, or one can be unrestricted, allowing a student to take a subject completely outside Business Management should they so wish.

Level 3 has just one core module, in Corporate Social Responsibility. Students then take five more option modules in the area of Business Management, allowing some degree of specialisation at an advanced level. These modules draw upon the learning at levels 1 and 2 and develop the subjects to honours level.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available on-line at <http://www.sheffield.ac.uk/calendar/regs>.

21. Student development over the course of study

Level 1 is designed to provide a broad multidisciplinary foundation for management, concentrating on knowledge and critical understanding of the diverse range of underpinning subject material, and attaining the appropriate skill base. This is reflected in the make-up of the 20 credit modules, where there is emphasis not only on the acquisition of basic skills of written and oral communication but also in encouraging students to learn how to apply theoretical concepts to enable an understanding of practical situations that are relevant to the contemporary management context. The PDP module encourages students to reflect on their strengths and weaknesses and what these imply for future employability.

Level 2 promotes greater knowledge and critical understanding of the subject matter in core Business Management subjects. Building on the foundations laid at Level 1, this spine of progressively developing modules increases the students' knowledge base and the critical appreciation of theories and concepts as applied to management issues and problems. It also ensures the acquisition of skills necessary to the exploration and resolution of typical management problems and dilemmas, while, simultaneously, encouraging critical reflection upon the nature of such problems and how they come to be defined as problems. Option subjects allow students to explore contrasting approaches to management in more depth than the core foundation subjects enable at Level 1, thus deepening and broadening interest in specialised areas.

Level 3 exploits and develops increased confidence and sophistication in students' approach to the diversity of the subject area, including recognising and applying complementary, competing, and sometimes contradictory solutions to management issues. These issues are reflected in and integrated by the single core module. Students continue the development of their skills of critical analysis and investigation of management problems and their thinking about overarching issues and developments in the subject area.

At Levels 2 and 3 students may broaden their learning experience by taking modules to the value of 20 credits at each level from outside their home department.

22. Criteria for admission to the programme

Detailed information regarding admission to the programme is available at <http://www.shef.ac.uk/prospective/>.

All enquiries should be made in the first instance to the Departmental Admissions Secretary at management@shf.ac.uk or Tel: +44 (0) 114 222 3372

23. Additional information

Students are encouraged to take up work placements at appropriate organizations in the summer vacation between Levels 2 and 3. The search, negotiation and successful completion of such internships is the responsibility of the individual student. This process is beneficial to the student in providing appropriate work experience for strengthening the CV, and effective practice for the pursuit of full-time employment upon graduation.

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at <http://www.shef.ac.uk/ssid>.