



<b>Course Title</b>	BSc (Hons) Business Management (with Foundation Year)
<b>Final Award</b>	BSc (Hons) Business Management
<b>Interim Awards</b>	Certificate of Higher Education in Business Management Diploma of Higher Education in Business Management BSc Business Management
<b>Awarding Body</b>	Ravensbourne University London
<b>Teaching Institution</b>	Ravensbourne University London (and approved franchise partners)
<b>UCAS Code</b>	N100
<b>HECOS code (with Subject percentage Splits if applicable)</b>	
<b>QAA Subject Benchmark</b>	Business and Management November 2023
<b>External Accrediting Bodies</b>	N/A
<b>Apprenticeship Standard used to inform the development of the course (if applicable)</b>	N/A
<b>Accelerated Degree Option</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Level 6 Top Up Option (online only)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Study Load</b>	<input checked="" type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time
<b>Mode of study</b>	<input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Blended <input type="checkbox"/> Online
<b>Delivery Location(s)</b>	<input checked="" type="checkbox"/> Ravensbourne University campus <input checked="" type="checkbox"/> Online
<b>Length(s) of Course(s)</b>	4 Years FT 7 years PT
<b>Type (open/closed)</b>	Open
<b>Validation period</b>	Five years (September 2024 – September 2029)
<b>Intended First Cohort Start Date</b>	September 2024
<b>Date produced/amended</b>	May 2024
<b>Course Leader</b>	Catherine Bedwei-Majdoub
<b>Course Development Team Members</b>	Catherine Bedwei-Majdoub, Vivian Ching, Tola Awe, Sergii Bondarenko, Vala Marcou, Cesar Peluso
<b>Course Administrative Contact</b>	Emma Kunz

### 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 and simultaneously offers 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: each chosen to stimulate and inspire students' entrepreneurial ambitions, whether these ambitions are 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' involvement 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**

Professional Life Practice (PLP) modules are integrated across Levels 4 to 6, fostering collaboration, industry engagement, and skill development. Through PLP activities, students build social, cultural, emotional, and cognitive intelligence while leveraging Ravensbourne's industry connections and events like including [Rave Late](#), [Ravensbourne Insights](#), [Career's Lab and Creative Lab](#), [Incubation+](#). These experiences enhance their visibility and fuel entrepreneurial ambitions.

In addition, diagnostic provisions guide students' career choices, while topics such as critical & creative thinking, business finance, and entrepreneurship prepare them for highly complex and competitive markets.

Fundamentally, PLP modules aim to develop students' lifelong learning skills and to nurture them into ethical, innovative leaders who understand the future cultural and economic impact of business

#### 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.

<ul style="list-style-type: none"> <li>To facilitate students' understanding and evaluation of domestic and global business environments, contexts, and operations.</li> </ul>
<ul style="list-style-type: none"> <li>To offer students opportunities to demonstrate innovative, creative, ethical and socially responsible approaches to business development and management, and their future implications.</li> </ul>
<ul style="list-style-type: none"> <li>To structure students' attainment of intellectual and professional skills while guiding their identification, preparation, and pursuit of business careers or further postgraduate study.</li> </ul>
<ul style="list-style-type: none"> <li>To harness students' verbal, written, digital, and visual communication skills through collaboration with peers, community, and For-Profit and Not-For-Profit organisations.</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>

**Course Learning Outcomes:**

<p>The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.</p> <p>On completion of the <i>BSc (Hons) Business Management</i> students will be able to:</p>	
<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:**

<p>Where a student does not complete the full course, but exits with an Ordinary Degree, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.</p> <p>On completion of the <i>Level 6</i> students will be able to:</p>	
<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 communications. <b>(CLO2)</b>
<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:**

Where a student does not complete the full course, but exits with a Diploma in Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the *Level 5* students will be able to:

<b>Explore</b> <i>Innovate</i>	Evidence evolving 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. <b>(CLO1)</b>
<b>Create</b> <i>Creative Perspectives</i>	Evidence 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. <b>(CLO2)</b>
<b>Influence</b> <i>Ethical, social responsibility &amp; Sustainability</i>	Evidence developing awareness of ethical, socially responsible, and sustainable approaches to Business Management and practice and to personal and professional development. <b>(CLO3)</b>
<b>Integrate</b> <i>Future Perspectives</i>	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. <b>(CLO4)</b>

**Certificate in Higher Education:**

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

On completion of the *Level 4* 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>	Demonstrate evolving capacity for ethical, socially responsible, and sustainable practice and professional behaviour in Business Management. <b>(CLO3)</b>

<i>Ethical, social responsibility &amp; Sustainability</i>	
<b>Integrate</b> <i>Future Perspectives</i>	Demonstrate emerging and forward-looking subject knowledge and professional skills, including self-awareness. <b>(CLO4)</b>

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:

- **Lower-tier 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 that can be presented as a Student Webpage) at the end of each year of study, to be able to progress and do well at the next level.
- **Mid-tier Elective Employability Skills.** These are also level specific but not key to students' progression. Described as "elective" 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 mid/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.

- **Module and Elective Top-tier Employability Skills.** The third tier of skills include elective as well as those aligned to module core competencies, assessment criteria, module learning outcomes and assessment tasks. These skills are higher order intellectual skills that are demonstratable through students' academic work and/or extra-curricular. 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 Development

Students are expected to submit employability skills logs (to be presented as, e.g., a Student Webpage) for every module (except the Professional Life Practice modules), in which they demonstrate, and where relevant, reflect on techniques. Evidence could be in the form of in-class activities, videos of extra-curricular activities, sessions with Ravensbourne's support team (Study Skill's Tutors, Learning Achievement Advisers or EAP Tutors), images of CPD activities such as short LinkedIn courses, and the like.

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

<b>Module &amp; Elective Top-Tier</b>	Range of Key Academic, Reasoning, and Transferable Skills (see next table and alignment in Module Descriptors)
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**Indicative Core Competencies**

<b>Competency</b>	<b>Definition</b>	<b>Aligned Assessment Criteria</b>	<b>Relevant <a href="#">WEF</a> and/or <a href="#">QAA Skills</a>  (Module and Elective Top-Tier Skills)</b>
<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, Create, Integrate, 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>	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	<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>	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	<p><b>Integrate, Influence</b></p> <p>(CT3 &amp; CT4)</p>	<p><i>Collaborate with internal &amp; external stakeholders</i></p> <p><i>Giving &amp; receiving feedback</i></p> <p><i>Liaising, networking, &amp; exchanging information</i></p>

<b>Emotional, Social and Physical</b>	<p>Emotional -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>	<b>Explore, Influence, Integrate</b>  (CT1, CT3, CT4)	<p><i>Internal &amp; External self-awareness</i></p> <p><i>Self-control</i></p> <p><i>Self-reflection</i></p> <p><i>Adapting to change</i></p> <p><i>Ethical leadership</i></p> <p><i>Social justice</i></p> <p><i>Environmental awareness, Sustainable &amp; efficient resource usage</i></p> <p><i>Empathy &amp; inclusivity</i></p> <p><i>People management &amp; leadership</i></p> <p><i>Negotiation &amp; Assisting &amp; supporting others</i></p> <p><i>Self-management &amp; responsibility</i></p> <p><i>Attention to detail</i></p> <p><i>Working independently</i></p> <p><i>Curiosity &amp; active learning</i></p> <p><i>Asking questions</i></p>
	<p>Social - 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>Physical - 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 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>		



## COURSE SPECIFICATION

<b>Cultural</b>	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	<b>Influence, Integrate</b>  (CT3, CT4)	<i>Socio-cultural awareness</i>  <i>Frustration &amp; stress management</i>  <i>Emotional intelligence</i>
<b>Enterprise and Entrepreneurial</b>	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).	<b>Create, Influence, Integrate</b>  (CT2, CT3, CT4)	<i>Innovation, creativity, &amp; enterprise</i>  <i>Collaboration with internal and external stakeholders</i>  <i>Commercial awareness &amp; acumen</i>
<b>Digital</b>	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)	<b>Explore, Create, Integrate, Influence</b>  (CT1, CT3, CT4)	<i>Digital literacies &amp; etiquette</i>  <i>Data analysis</i>  <i>Verbal, written and digital communication</i>  <i>Technology ethics</i>  <i>Green technologies</i>  <i>Creative thinking</i>  <i>Creative Reading, writing, speaking, &amp; editing</i>
<b>Ravensbourne Return</b>	Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador. Demonstrate a knowledge of current events and social issues Identify their personal convictions and explore options for putting these convictions into practice Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.	<b>Explore, Create, Influence, Integrate,</b>  (CT1, CT2, CT3, CT4)	<i>Teaching, mentoring &amp; coaching</i>  <i>Collaboration with internal and external stakeholders</i>

### Learning, Teaching and Assessment

Learning and Teaching Methods	Assessment Strategy – (discretionary strategies)
<p>Teaching methods include tools like videos, gamification, and digital platforms (Padlet, Mentimeter) to enhance engagement and prepare students for modern business challenges. The course is industry-focused, featuring guest talks from business leaders and lecturers with varied industry experience. Students frequently collaborate in groups, applying theory to current business practices through dialogic learning in, for example:</p> <ul style="list-style-type: none"> <li>▪ Briefing Sessions</li> <li>▪ Workshops &amp; Masterclasses</li> <li>▪ Interactive Lectures, Seminars, Discussions, &amp; Debates</li> <li>▪ One-to-One and Group Tutorials</li> <li>▪ Case Studies and Simulations</li> <li>▪ Visits and Outings</li> <li>▪ Level-specific Methods               <ul style="list-style-type: none"> <li>- Level 3: Multi-disciplinary learning environments with use of videos and visual examples to stimulate discussion and understanding</li> <li>- Level 4: Mini-projects through action learning groups</li> <li>- Level 5: Work-based Learning</li> <li>- Level 6: Self-directed learning (through research and business consultancy), learning sessions that use the “flipped classroom” model.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Level 3 assessments               <ul style="list-style-type: none"> <li>- Multiple choice quiz</li> <li>- Blog</li> <li>- Video</li> <li>- Film or videography</li> <li>- Poster</li> <li>- Debate</li> <li>- Presentation</li> <li>- “Show and tell” a cultural artefact</li> <li>- Commentary</li> <li>- Pitch</li> </ul> </li> <li>▪ Level 4 assessments               <ul style="list-style-type: none"> <li>- Report</li> <li>- Multiple Choice Quiz</li> <li>- Presentation</li> <li>- Video or photography</li> <li>- Reflective essay</li> <li>- Activism project and/or community engagement project</li> <li>- Peer assessment</li> <li>- Portfolio</li> <li>- Written Exam</li> </ul> </li> <li>▪ Level 5 assessments               <ul style="list-style-type: none"> <li>- Quiz</li> <li>- Report</li> <li>- Individual &amp; group presentation</li> <li>- Video pitch</li> <li>- Interview of Entrepreneur</li> <li>- Portfolio</li> </ul> </li> <li>▪ Level 6 assessments               <ul style="list-style-type: none"> <li>- Independent research project</li> <li>- Business consultancy project</li> <li>- Report</li> <li>- Quiz</li> <li>- Mock Panel Interview</li> </ul> </li> </ul> <p><b>All levels</b></p> <p>An <b>employability skills log</b> that is evidence-based and requires students to reflect on skill attainment through each module. <b>Formative assessments</b> are used to assess students’ progress. They are opportunities for feedback and feedforward on primary assessments and they are typically held midway through the module. Marks of <b>summative assessments</b> are moderated on all modules, and from Level 5, are reviewed by external examiners.</p>
Professional Life Practice and Work-based Learning	

Professional Life Practice (PLP) modules are integrated across Levels 4 to 6. These modules foster collaboration, industry engagement, and essential skill development for employability. Through PLP activities, students enhance their social, cultural, emotional, and cognitive intelligence while leveraging Ravensbourne's industry connections and events such as [Rave Late](#), [Ravensbourne Insights](#), [Career's Lab and Creative Lab](#), [Incubation+](#). These initiatives facilitate interactions with industry leaders and alumni and nurture students' entrepreneurial ambitions. Diagnostic provisions support career choices, while diverse topics including critical and creative thinking, business finance, and entrepreneurship, equip students to tackle the complexities of highly competitive markets.

At Level 3, students engage in multidisciplinary projects to enhance their problem-solving skills in preparation for Level 4. Progressing to Level 4, they integrate theoretical frameworks with practical applications through simulations and external engagements that advance rational thinking and collaborative practice. In Level 5, students delve deeper into sophisticated theoretical constructs and expand their commercial awareness through work-based learning and entrepreneurial ventures. By Level 6, they undertake an independent research project within a peer-supported framework and develop consultancy skills and strategic insights into contemporary business.

Graduates emerge equipped with both the hard and soft skills demanded by employers and endorsed by the [World Economic Forum \(WEF\)](#) and [Quality Assurance Agency \(QAA\)](#), and well-positioned as ethical, innovative, and socially responsible leaders ready to contribute meaningfully to business and creative industries.

## Course Structure:

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
<b>Level 3</b>				
BSM24001	Critical and Creative Thinking	x	Mandatory	20
BSM24002	Academic and Professional Writing and Communication	x	Mandatory	20
BSM24003	Contexts of the Creative Industries	x	Mandatory	20
BSM24004	Digital Literacies and Skills	x	Mandatory	20
BSM24005	Contemporary Issues and Culture in Creative Industries	x	Mandatory	20
BSM24006	Creative Ventures	x	Mandatory	20
			Total	<b>120</b>
<b>Level 4</b>				
BSM24101	Principles of Marketing	x	Mandatory	20
BSM24104	Business Finance		Mandatory	20
BSM24102	The Business Landscape	x	Mandatory	20
BSM24105	Operations and Project Management		Mandatory	20
PLP24103	Professional Life Practice "Developing your Practice"	x	Mandatory	20
PLP24106	Professional Life Practice "Exploring your Practice"	x	Mandatory	20
			Total	<b>120</b>
<b>Level 5</b>				<b>240</b>
BSM24201	People Management and Organisational Behaviour		Mandatory	20
BSM24202	The Consumer Journey	x	Mandatory	20
BSM24204	Entrepreneurism	x	Mandatory	40
PLP24203	Professional Life Practice "Applying your Practice"	x	Mandatory	20
PLP24206	Work-Based Learning		Mandatory	20
			Total	<b>120</b>
			Total	<b>360</b>
<b>Level 6</b>				
PLP24303	Professional Life Practice "Situating your Practice"	x	Mandatory	20
BSM24301	Applied Research Project	x	Mandatory	40
BSM24304	Business Consultancy		Mandatory	20
BSM24302	Global Business Strategy		Mandatory	40
			Total	<b>120</b>
			Total	<b>480</b>

## Learning Hours

<b>Learning Hours (per 20 credit module excluding the Work Based Learning)</b>
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<b>Staff – Student Contact Hours</b>	<b>48</b>	<b>Independent Study Hours</b>	<b>152</b>
Formal Scheduled Teaching	34	Preparation for Assessment	76
Supervised access to resources	14	Unsupervised Access to Resources	76
<b>Total</b>			<b>200</b>

### 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 Math 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 D- (40%) for undergraduate students; or a C- (50%) for postgraduate students. Some modules, e.g. electives, use Pass/Fail grades and no marks are awarded. Pass/Fail grades are not used in the calculation of classifications for awards.

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 or non-submission in any assessment will result in a Fail grade for the component and module.

A student shall be permitted three attempts at each assessment; one first sit and two resits.

Where a student successfully retrieves an assessment failure, the grade for the assessment will be capped at D- (undergraduate) or C- (postgraduate) (except where Extenuating Circumstances have been approved).

#### 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?

*If yes, please state which regulation requires a derogation for approval by the Academic Board.*

Student Support	<a href="https://www.ravensbourne.ac.uk/student-services">https://www.ravensbourne.ac.uk/student-services</a>
Assessment Regulations	<a href="https://www.ravensbourne.ac.uk/staff-and-student-policies">https://www.ravensbourne.ac.uk/staff-and-student-policies</a>

Course Learning Outcomes	CLO1	CLO2	CLO3	CLO4
<b>Level 3 Modules</b>				
Critical and Creative Thinking		x	x	
Academic and Professional Writing and Communication		x	x	x
Context of the Creative Industries	x	x	x	
Digital Literacies & Skills		x		x
Contemporary Issues & Culture in Creative Industries	x	x	x	
Creative Ventures	x	x		x
<b>Level 4 Modules</b>				
Principles of Marketing	x	x		x
Business Finance	x	x		
The Business Landscape		x	x	x
Operations and Project Management	x	x		x
PLP24103 Professional Life Practice (Developing Your Practice)			x	x
PLP24106 Professional Life Practice (Exploring Your Practice)			x	x
<b>Level 5 Modules</b>				
The Consumer Journey		x	x	
Entrepreneurism		x	x	x
People Management and Organisational Behaviour	x	x	x	
PLP24203 Professional Life Practice (Applying your Practice)			x	x
PLP24206 Work-Based Learning			x	x

Level 6 Modules				
Applied Research Project	x	x	x	
Global Business Strategy	x	x	x	
PLP24303 Professional Life Practice (Situating Your Practice)			x	x
Business Consulting Project		x	x	x

## Course Diagram

	Semester 1	Semester 2	
Level 3   120 credits	<b>Critical and Creative Thinking</b> 20 Credits	<b>Digital Literacies &amp; Skills</b> 20 Credits	
	<b>Academic and Professional Writing and Communication</b> 20 Credits	<b>Contemporary Issues &amp; Culture in Creative Industries</b> 20 Credits	
	<b>Contexts of the Creative Industries</b> 20 Credits	<b>Creative Ventures</b> 20 Credits	
Level 4   120 credits	<b>Principles of Marketing</b> 20 credits	<b>BSM24104 Business Finance</b> 20 credits	
	<b>The Business Landscape</b> 20 credits	<b>Operations and Project Management</b> 20 credits	
	<b>PLP24103 Professional Life Practice (Developing Your Practice)</b> 20 credits	<b>PLP24106 Professional Life Practice (Exploring Your Practice)</b> 20 credits	
	Semester 1	Semester 2	
Level 5   120 credits	<b>People Management &amp; Organisational Behaviour</b> 20 credits	<b>Entrepreneurism</b> 40 credits	<b>PLP24206 Work-Based Learning</b> 20 credits
	<b>The Consumer Journey</b> 20 credits		
	<b>PLP24203 Professional Life Practice (Applying your Practice)</b> 20 credits		

Semester 1		Semester 2	
Level 6	<b>Applied Research Project</b> 40 credits	<b>Global Business Strategy</b> 40 credits	<b>Business Consultancy</b> 20 credits
120 credits	<b>PLP24303 Professional Life Practice (Situating Your Practice)</b> 20 credits		