



**TEC
Partnership**

Changing lives every day

BA Business Management with Accounting/Marketing/Human Resources Management 2025

1. Programme Summary

Title of Programme	Business Management with Accounting (a) Business Management with Marketing (b) Business Management with Human Resources Management (c)
Award Types	BA (Hons)
Contained Awards	Certificate of Higher Education for successful completion of 120 credits at Level 4 Diploma of Higher Education for successful completion of 120 credits at Level 5 Pass/Ordinary degree option for 300 credits at Level 4, 5 or 6.
Awarding Body	TEC Partnership
UCAS Codes	NL15 (a) NL16 (b) NL17 (c)
HECOS Codes	(a) 100078, 100079, 100836 (b) 100078, 100079, 100075 (c) 100078, 100079, 100089
References used in the design of the programme	QAA Business and Management, 2023
Accrediting Professional or Statutory Body (if applicable)	n/a
Mode of study (full and part-time)	Full time
Duration of study (in years)	3 Years
Number of weeks per academic year	31
Location of Delivery and Faculty	Grimsby Institute of Further and Higher Education Business Arts and Media
Minimum numbers to start the programme	8 on each strand

2. Entry Requirements

Standard Entry

Standard entry requirement for the degree will be 64 UCAS points, with a minimum of grade 'C' or level 4 in both GCSE Maths & English.

Non-standard offer

However, in line with the widening participation brief and lifelong learning strategy, the TEC Partnership will also encourage applications from non-traditional learners who lack formal academic qualifications. All such non-traditional applicants will be interviewed, set an appropriate piece of work and a judgement made taking into account their academic potential and relevant experience.

Non-standard entry is intended to support students who may not meet the standard academic entry requirements of a HE programme, normally level 3 qualifications which attract UCAS points (for instance, A-levels or BTEC level 3 courses). An applicant must be able to demonstrate recent work/experience in the relevant sector, which would give them skills and knowledge comparable to applicants with Level 3 qualifications.

All such non-standard applicants will be interviewed, set an appropriate piece of work and a judgement made taking into account their academic potential and relevant work/experience.

The entry assessment will be a 1500-word comprehension test that includes a research task, information gathering, basic analysis and mathematical/statistical skills. Within the entry test, applicants will need to demonstrate both a Level 3 standard and the potential to study on a degree programme, bringing them in line with the standard of traditional applicants.

Recognition of prior learning

TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (RPcL) or work/life experience or other uncertificated learning (RPeL). Please refer to HE21 Student Transfer and the Recognition of Prior Learning.

3. Degree Classification Weightings

Bachelor's degree

The degree classification is normally awarded based on the weighted average (30/70) of the marks achieved at levels 5 & 6

4. Aims of the Programme

The world of business, management and enterprise is dynamic and ever-changing. It is also becoming increasingly international and globally connected. This degree has been written to ensure that graduates are prepared for the competitive job market of the late 2020s and 2030s. Students can specialise in accounting, marketing, or human resources management, which are three crucial pillars of the business world and job market. Alongside this, they will learn about the business environment, international business, staff development, operations and project management – knowledge that is deemed essential by employers in this interconnected, fast-paced business world. Alongside specialising in one of the three strands offered, students have a choice to focus their studies in their final year on some other key skills in the graduate market. They will elect to study modules based on supply chains and logistics, business analysis, sustainability or the global economy. Combined, the suite of modules on offer is designed with the graduate market of 2028 and beyond in mind while also giving great consideration to the fact that graduates are geographically mobile within the UK and beyond. These optional modules are subject to availability and require a minimum of 5 students to

elect the module for it to run. If the minimum numbers for optional modules are not met, students will be given a prescribed pathway.

This trio of degrees has been designed following vast consultation with employers from local, national and international employers alike. The key themes that these stakeholders require for their employees have been deeply ingrained within the module offer, alongside consultation with students past and present.

Students from all three strands will study the same modules in the first year to provide the crucial underpinnings of business and management theory and knowledge. Following this, during the second and third years, students will begin to study some discrete modules specific to their chosen strand. Accounting students will look at management accounting, business tax and accounting for limited companies. This will provide crucial underpinnings for work in the finance, banking or accounting sector. Marketing students will focus on practices around digital and global marketing, which are designed to address the reality that the world is driven by technological innovation and globalisation. HRM students will work on modules around business law, ethics and employment law, equipping them for a role in the people practice sector, such as HR or staff development.

- Graduates will also be able to pursue a wide range of roles within the various business sectors, such as customer service roles, people management, sales, new product development, finance, IT, project management and administration.
- Graduates will have the opportunity to develop these roles locally, nationally or internationally.
- Graduates will also be able to seek senior positions and management positions in an array of organisations, from local companies to national and multinational organisations in the private or public sector.
- The degree is also appropriate for those wishing to start, run and manage their own business now or in the future.
- Graduates may also have the opportunity to explore post-graduate/further study.

The degrees have been written with the future needs of businesses and organisations in mind – namely, a deep understanding of international markets, globalisation and digital practices. Modules will enhance key transferable skills such as ICT literacy and understanding how to utilise modern communication techniques and technology. Graduates will be equipped with the knowledge, skills and attributes to be successful in the competitive business sectors either locally, nationally or globally.

5. Programme Learning Outcomes (FHEQ)

No.	Programme Learning Outcomes <i>By the end of the programme, students will be able to:</i>	Subject Benchmark Reference
1.	Critically evaluate types of organisations and the political and economic, environmental and organisational behaviours through which they operate. (a, b, c)	3.1, 3.2, 3.4, 3.5, 3.7ii, 3.7viii, 3.11v, 4.5i, 4.5ii, 4.6i, 4.6ii, 4.7i, 4.7ii
2.	Utilise knowledge and understanding of study skills, research methods and methodologies, and carry out primary and secondary research within the field of business. (a, b, c)	3.8, 3.9, 3.10ii, 3.10iii, 3.10iv, 3.10vi, 4.5ii, 4.6ii, 4.7ii
3.	Apply theories of business and management to practical contexts, evaluating the dynamic and changing local, national and international business environment. (a, b, c)	3.1, 3.2, 3.4, 3.7i, 3.7ii, 3.7iii, 3.7v, 3.7vi, 3.7vii, 3.7viii, 3.8, 3.9, 3.10ii, 3.10iv, 3.10vi, 3.11v, 4.5iv, 4.6iv, 4.7iv
4.	Investigate and analyse data from information systems, including financial markets and other key financial data, to develop business intelligence to enhance organisations through constructive change and development. (a, b, c)	3.1, 3.7iv, 3.7vii, 3.9, 3.10ii, 3.10iii, 3.10v, 3.10vi, 3.11i, 3.11ii, 3.11iv, 3.11v, 3.11vi, 3.11vii, 4.5ii, 4.6ii, 4.7ii, 4.5iv, 4.6iv, 4.7iv
5.	Critically appraise commercial opportunities for business innovation and enterprise development, in consideration of a range of stakeholder needs, political and ethical social responsibilities. (a, b, c)	3.4, 3.6, 3.7i, 3.7ii, 3.7iii, 3.7viii, 3.7ix, 3.7x, 3.10i, 3.10ii, 3.10iii, 3.10iv, 3.10v, 3.10vi, 3.10vii, 3.10viii, 3.11i, 3.11v, 3.11vi, 4.5iii, 4.6iii, 4.7iii
6.	Conduct academic and business research with minimal supervision, demonstrating self-management of time and resources to synthesise knowledge through the collation, analysis and interpretation of theory and data to generate new concepts or ideas. (a, b, c)	3.1, 3.7vii, 3.7x, 3.8, 3.9, 3.10ii, 3.10iii, 3.10v, 3.10vi, 3.11iv, 3.11v, 3.11vi, 3.11vii, 4.5ii, 4.6ii, 4.7ii
7.	Critically evaluate organisational management principles within a practical context. (a, b, c)	3.7i, 3.7iv, 3.7v, 3.7vi, 3.7vii, 3.7viii, 3.7ix, 3.7x, 3.8, 3.9, 3.10i, 3.10vii, 3.10viii, 3.11iv, 3.11v, 3.11vi, 3.11vii, 4.5iii, 4.5iv, 4.6iii, 4.6iv, 4.7iii, 4.7iv
8.	Clearly communicate complex issues and arguments based around business management. (a, b, c)	3.10vii, 3.11i, 3.11ii, 3.11iv, 3.11vi, 4.5i, 4.5ii, 4.6i, 4.6ii, 4.7i, 4.7ii
9.	Critically apply and synthesise a range of approaches for market analysis, market development and access, meeting and exceeding the expectations of customers in the evolving digital environment. (a, b, c)	3.7ii, 3.7iii, 3.7vi, 3.7viii, 3.7x, 3.10iii, 3.10vi, 3.11iv, 3.11v, 4.5ii, 4.6ii, 4.7ii, 4.5iii, 4.6iii, 4.7iii, 4.5iv, 4.6iv, 4.7iv

10.	Identify and manage own strategies for future development within business management. (a, b, c)	3.11i, 3.11iv, 3.11v, 3.11vi, 3.11vii, 4.5ii, 4.6ii, 4.7ii, 4.5v, 4.6v, 4.7v
11.	Critically analyse and evaluate financial risk using accounting and information systems within organisational management. (a)	3.7iv, 3.7vii, 3.10ii, 3.10iii, 3.10vi, 3.11iv, 3.11v, 4.5ii, 4.6ii, 4.7ii, 4.5iii, 4.6iii, 4.7iii
12.	Demonstrate knowledge of business tax frameworks, accounting procedures and ethical considerations in the UK. (a)	3.7i, 3.7iv, 3.7v, 3.7vii, 3.7viii, 3.10ii, 3.10vi, 3.11i, 3.11iv, 3.11v, 4.5i, 4.6i, 4.7i, 4.5ii, 4.6ii, 4.7ii, 4.5v, 4.6v, 4.7v
13.	Critically analyse and evaluate marketing theories and models within organisational management. (b)	3.7iii, 3.7vii, 3.10ii, 3.10vi, 3.11iv, 3.11v, 4.5iii, 4.6iii, 4.7iii, 4.5iv, 4.6iv, 4.7iv
14.	Demonstrate knowledge of changes to the marketing environment due to digitalisation and globalisation. (b)	3.7ii, 3.7iii, 3.7vi, 3.7viii, 3.10ii, 3.10iii, 3.10iv, 3.10v, 3.10vii, 3.11i, 3.11ii, 3.11iv, 3.11v, 4.5i, 4.6i, 4.7i
15.	Critically analyse and evaluate theories along with legal and ethical requirements on managing people and organisations. (c)	3.7i, 3.7v, 3.7vii, 3.10ii, 3.10vi, 3.11iv, 3.11v 4.5iii, 4.6iii, 4.7iii, 4.5v, 4.6v, 4.7v
16.	Demonstrate understanding of the frameworks of UK and international law in which businesses operate. (c)	3.7i, 3.7v, 3.7viii, 3.7viv, 3.10i, 3.10iii, 3.10vii, 3.10viii, 3.11i, 3.11ii, 3.11iii, 3.11iv, 3.11vi, 3.11vii, 4.5i, 4.6i, 4.7i, 4.5v, 4.6v, 4.7v

6. Additional Outcomes Aligned to PSRB or Apprenticeship Standards

No.	Learning Outcomes	Reference
1.	N/A	

7. Graduate Attributes and Threshold Characteristics

Level 4

A student achieving level 4 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- The ability to understand the importance of key areas of business management such as marketing principles, reading financial statements, organisational behaviour and the impact of the business environment.
- The ability to demonstrate competence within a range of business management skills, including teamwork, leadership, motivation and organisational change. The ability to reflect upon the usefulness of a range of business theories, models and skills for a manager.

- The ability to evaluate a range of business management skills and theories by conducting appropriate and relevant research.

Level 5

A student achieving level 5 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- The ability to understand the key areas of business management and their application.
- The ability to evaluate a range of generic business management skills.
- The ability to demonstrate competence within a range of accounting skills (accounting strand)
- The ability to demonstrate competence when applying a range of marketing skills, theories and models (marketing strand)
- The ability to demonstrate competence when applying a range of theories and skills related to the management of people and organisations (HRM strand)
- The ability to evaluate business management theory and demonstrate a wide range of solutions to industry-specific problems.

Level 6

A student achieving level 6 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- Demonstrate a comprehensive understanding of the key areas of business management and their application.
- The ability to critically evaluate and demonstrate a range of business management skills.
- The ability to critically analyse business management skills appropriate to marketing (marketing strand)
- The ability to critically analyse models and frameworks related to the management of people and organisations (HRM strand)
- The ability to critically evaluate business management skills appropriate to accounting and finance (accounting strand)
- The ability to critically evaluate business management theory and demonstrate a wide range of justified solutions to complex, multi-dimensional problems.

8. Programme Structure

Students will study a common Level 4, with two discrete modules per strand at Level 5 and Level 6. In Trimester 2 of Level 6, students will select two optional modules from a suite of four modules. These are subject to availability and based on a minimum number of 5 per module to run. Students will rank these modules in order of preference during Level 5. Level 6 students will have a choice between a dissertation and a small business plan in the Independent Business Research Project. Students will be given a prescribed pathway of modules if the minimum numbers for optional modules are not met.

Full Time – 3 Year Programme

Module Structure for all pathways (a, b, c) - Level 4

Level 4 (Core for all strands) – Year 1				
Module Title	Core / Option	Credits	Level	Delivery
Business Research and Study Skills	C	20	4	T1
Introduction to Marketing	C	20	4	T1
The Business Environment	C	20	4	T2
Managing Organisations and People	C	20	4	T2
Introduction to Financial Accounting	C	20	4	T3
Entrepreneurship	C	20	4	T3

Module Structure for Business Management with Accounting (a) (Level 5 and Level 6)

Level 5 (With Accounting) – Year 2				
Module Title	Core / Option	Credits	Level	Delivery
Operations and Project Management	C	20	5	T1
Management Accounting	C	20	5	T1
International Business Environment	C	20	5	T2
Developing the Workforce and Individuals	C	20	5	T2
Research Methods	C	20	5	T3
Financial Accounting for Limited Companies	C	20	5	T3
Level 6 (With Accounting) – Year 3				
Module Title	Core / Option	Credits	Level	Delivery
Independent Business Research Project	C	40	6	T1,2 &3
Financial Performance and Ethics	C	20	6	T1
The Global Economic and Political Environment	O	20	6	T2
Logistics and Supply Chain Management	O	20	6	T2
Business Analysis	O	20	6	T2
Sustainability and Ethics for Business	O	20	6	T2
Business Tax	C	20	6	T3

Module Structure for Business Management with Marketing (b) (Level 5 and Level 6)

Level 5 (With Marketing) – Year 2				
Module Title	Core / Option	Credits	Level	Delivery
Operations and Project Management	C	20	5	T1
Marketing Communications	C	20	5	T1
International Business Environment	C	20	5	T2

Developing the Workforce and Individuals	C	20	5	T2
Research Methods	C	20	5	T3
Global Marketing	C	20	5	T3
Level 6 (With Marketing) – Year 3				
Module Title	Core / Option	Credits	Level	Delivery
Independent Business Research Project	C	40	6	T1, 2 & 3
Digital and Social Media Marketing	C	20	6	T1
The Global Economic and Political Environment	O	20	6	T2
Logistics and Supply Chain Management	O	20	6	T2
Business Analysis	O	20	6	T2
Sustainability and Ethics for Business	O	20	6	T2
Strategic Marketing Management	C	20	6	T3

Module Structure for Business Management with Human Resources Management (c) (Level 5 and Level 6)

Level 5 (With HRM) – Year 2				
Module Title	Core / Option	Credits	Level	Delivery
Operations and Project Management	C	20	5	T1
Human Resource Management	C	20	5	T1
International Business Environment	C	20	5	T2
Developing the Workforce and Individuals	C	20	5	T2
Research Methods	C	20	5	T3
Business Law and Ethics	C	20	5	T3
Level 6 (With HRM) – Year 3				

Module Title	Core / Option	Credits	Level	Delivery
Independent Business Research Project	C	40	6	T1, 2 & 3
Strategic HRM	C	20	6	T1
The Global Economic and Political Environment	O	20	6	T2
Logistics and Supply Chain Management	O	20	6	T2
Business Analysis	O	20	6	T2
Sustainability and Ethics for Business	O	20	6	T2
Employment Law	C	20	6	T3

9. Teaching and Learning Strategy

Level 4

At Level 4, core business and management concepts will be introduced through lectures, with seminars and workshops offering a space in which students may practise these methods of analysis and engage in discussion, facilitating peer learning. Lectures and seminars will also enable students to engage with key professional skills for the employment market and their future development. Alongside this, at Level 4, students will engage with the academic skills required for undergraduate study, with methods of research and academic writing skills being embedded in the Trimester 1 module Business Research and Study Skills and throughout.

At Level 4, students will be provided with the skillsets needed to commit to their chosen strand. They will also work on their ability to conduct research and work with data in a business-specific way.

Level 5

Level 5 of the programme encourages students to develop the skills acquired at Level 4 and practise these in relation to a variety of different business and management contexts. Alongside this, students will have the opportunity to specialise in disciplines related to accounting, marketing and HRM. This will also be complemented with crucial core modules that build on knowledge of management and the business environment in an international context. Research skills will also be emphasised through an appropriate module. Developing the Workforce and Individuals will look at concepts around self-management, teams, careers and motivation.

There will be a greater emphasis on independent learning and research at this level to complement the lecture and seminar schedule.

Level 6

Level 6 is intended to develop students' independence within the subject area. Students will be required to take ownership of their learning in the production of a significant dissertation/small business plan project, with teaching staff operating as supervisors. The aim is to provide students with the confidence to work independently, with support and guidance in the form of tutorials. Students entering the Level 6 programme will already have a grounding in the principles of many aspects of business and management, including a comprehension of key theories and methods of analysis. Students will also have a significant underpinning of their chosen strand in preparation to enhance their understanding further with two discrete modules at Level 6.

In trimester 2, students will elect to study two of four modules that have been designed to reflect the current issues and topics within the business environment. These include sustainability, business analysis and supply chains/logistics. Students will also have the opportunity to choose The Global Economic and Political Environment, which creates a clear ladder of understanding throughout the degree of all external factors that impact business for those who wish to specialise in the international business sphere. Students will elect their Level 6 optional modules during Trimester 2 of Level 5. These modules are subject to availability and a minimum of 5 students. Students will be given a prescribed pathway of modules if the minimum numbers for optional modules are not met.

10. Support for Student Learning

The needs of disabled learners are taken into account in the design of all learning programmes.

Students will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.

Each student is entitled to one tutorial per trimester with the programme leader to discuss individual issues relating to both modules and the programme overall.

In addition to study skills embedded in the programme, TEC Partnership provides an Academic Achievement Service. The Academic Achievement Service will work with students to support them in the development of their study-skill abilities and includes interventions such as support towards the use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, and analytical and critical writing skills.

11. Quality and Standards Indicators

The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points.

TEC Partnership undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.

External Examiners reports are received by the HE Quality Office, and a copy is forwarded to the relevant academic area at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports, and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report.

Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager (or equivalent) and then submitted to the HE Quality Office to ensure key sources, such as External Examiner reports, are fully reflected upon before being published and also to reduce variability in the quality of information presented.

12. Methods for evaluating and improving the quality of learning.

All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modifications to improve the delivery of any module, and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

TEC Partnership's policy requires that all teaching staff be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.

Student satisfaction is measured by student surveys on larger courses; on the smaller courses, student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.

Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Student Senate meets on a monthly basis, and its remit is to:

- Consider matters relating to the student experience within Higher Education.
- Enhance the Student Voice within TEC Partnership's Higher Education strategic and operational agenda.
- Provide feedback on areas of good practice.
- Put forward suggestions for the development of Institutional policy and strategy.
- Enhance the student learning experience by promoting academic and research events and cultural events on campus.
- Increase student engagement in all aspects of Higher Education quality processes.

13. Management of Ethical issues within the programme.

The vast majority of the modules on the degree require secondary research. The only modules that require ethical approval are Level 5 Research Methods and Level 6 Dissertation/Small Business Plan. These will follow the TEC Partnership Ethics policy, and it is a key component of the assessments for each that all ethical considerations are made with regard to participation in primary research, alongside storing and presenting any data collected.

14. Management of Work-Based Learning Opportunities

N/A

15. Resources needed to pass the programme.

A laptop or other IT device that is capable of word processing, internet browsing, performing calculations and using a range of other Microsoft software such as Excel.

A range of academic textbooks is stipulated as core reading for each module.

16. Resources supplied to the student.

Access to IBM SPSS or other data analytics software for Business Analysis at Level 6 and research-related modules

Video capture equipment (cameras, camcorders, tablets).

Access to online accounting software Mintel, Lightcast Access.

BA (Hons) Business Management with Accounting, Marketing and Human Resources Management (HRM) v1

Module Name	Level	WBL/WRL	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	9	10	11 (a)	12 (a)	13 (b)	14 (b)	15 (c)	16 (c)
Business Research and Study Skills	4	-	Tim Veal	Group Presentation (50%) Individual Data Project (50%)	N		P	P			P		P		P						
Introduction to Marketing	4	-	Simon Bryson	Individual Presentation (100%)	Y			P		P			P	P				P	P		
The Business Environment	4	-	Russ Woodward	Group Manifesto (100%)	Y	P		P	P				P								
Managing Organisations and People	4	-	Tim Veal	Individual Report (50%) Group Video Project (50%)	Y	P		P				P	P							P	P
Entrepreneurship	4	-	Ian Rodwell	Individual Live Business Pitch (100%)	Y		P		P	P	P	P	P	P	P	P	P	P	P	P	P
Introduction to Financial Accounting	4	-	Tim Veal	Case-study Report (100%)	Y				P							P	P				
Operations and Project Management	5	-	Tim Veal	Report (50%) Individual Video Project (50%)	Y			P	P	P		P	P	P							
International Business Environment	5	-	Tim Veal	Individual Essay (100%)	Y	P		P	P	P			P	P					P		P
Developing the Workforce and Individuals	5	-	Ian Rodwell	E-portfolio (70%) Recorded Professional Discussion (30%)	Y			P				P	P		P						
Research Methods	5	-	Russ Woodward	Research Proposal (100%)	N		P	P	P		P	P			P						
Management Accounting	5	-	Clare Tuck	Case Study Report (50%) Closed-book Exam (50%)	N				P	P			P			P	P				
Financial Accounting for Limited Companies	5	-	Clare Tuck	Closed-book Exam (100%)	N	P		P		P						P	P				
Marketing Communications	5	-	Tim Veal	Case Study (100%)	Y			P		P			P					P	P		
Global Marketing	5	-	Tim Veal	Report (50%) AI-informed Scenario Presentation (50%)	Y	P		P		P			P					P	P		

BA (Hons) Business Management with Accounting, Marketing and Human Resources Management (HRM) v1

Human Resources Management	5	-	Ian Rodwell	Recorded Peer-to-Peer Roleplay (50%) Report (50%)	Y	P		P				P						P	P
Business Law and Ethics	5	-	Ian Rodwell	Report (100%)	Y	P		P				P	P					P	P
Global Economic and Political Environment	6	-	Tim Veal	Individual Essay (60%) Individual Video Production (40%)	Y	F		F	F				F	F				F	F
Sustainability and Ethics for Business	6	-	Simon Bryson	Individual Report (60%) Individual Presentation (40%)	Y	F		F				F	F					F	F
Logistics and Supply Chain Management	6	-	Tim Veal	Individual Presentation (40%) Individual Case Study (60%)	Y	F		F				F	F					F	F
Business Analysis	6	-	Russ Woodward	Investigative Case Study (50%) Data Analysis Project (50%)	Y	F		F	F			F		F				F	F
Independent Business Research Project	6	-	Tim Veal	Dissertation/Small Business Plan (100%)	N		F	F				F	F		F	F			
Financial Performance and Ethics	6	-	Clare Tuck	Report (50%) Closed-book Exam (50%)	N			F	F	F					F	F			
Business Tax	6	-	Clare Tuck	Open-book exam (100%)	N	F			F	F					F	F			
Digital and Social Media Marketing	6	-	Tim Veal	Individual Training Video (100%)	Y					F			F	F	F	F			
Strategic Marketing Management	6	-	Tim Veal	Individual Report (60%) Individual Presentation (40%)	Y			F		F			F						
Strategic HRM	6	-	Ian Rodwell	Individual Presentation (40%) Individual Report (60%)	N	F		F		F			F	F				F	F
Employment Law	6	-	Ian Rodwell	Individual Report (100%)	N	F		F		F			F	F				F	F

18. TEC Partnership Graduate Attribute Mapping

Fortitude and Criticality	Assessment References	Module References	To be covered in tutorial
Adaptability to changing situations		Business Environment, International Business Environment and Global Economic and Political Environment will cover how businesses and the individuals within them need to adapt to external forces. The Enterprise module includes content on being adaptable and flexible, this is also the case with the Operations and Project Management module.	
Being productively disruptive	Business Environment group manifesto allows for debate and discussion of proposed changes in the policy environment of business. Entrepreneurship will also offer aspects of this.		
Resilience		Managing Organisations and People and Developing Workforce and Individuals will consider resilience in the workplace. Business Research and Study Skills will also cover this from the perspective of improving student resilience	
Preparing for unknown futures		Developing Workforce and Individuals is heavily involved with future planning. Module content covers aspects such as target setting and career aspirations.	
Finding alternative solutions to problems		A range of modules offer aspects of this such as Global Marketing (b only), Business Tax (a only), Sustainability and Ethics for Business and Business Analysis. These modules have content	

		that allow students to be very creative and use new technologies to support idea generation and selection.	
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Teamwork	Assessment References	Module References	To be covered in tutorial
Human interaction skills	<p>Group presentation in Business Research and Study Skills</p> <p>Group video production in Managing Organisations and People</p> <p>Group Manifesto in Business Environment</p> <p>Professional Discussion in Entrepreneurship</p> <p>Roleplay in HRM (c only)</p> <p>Professional discussion in Developing Workforce and Individuals</p> <p>All of the above require teamwork or other interpersonal skills to achieve strong outcomes. For example, the professional discussions are about a dialogue between the student and the tutor whereas the roleplay allows for a mock workplace meeting scenario.</p>		
Leadership and followership skills		<p>Most management related modules will cover this including Managing Organisations and People, Developing Workforce and Individuals, Operations and Project Management, HRM + Strategic HRM (c only). There will also be elements of leadership discussed in other modules such as Entrepreneurship, Business Research</p>	

		and Study Skills and Sustainability and Ethics for Business	
Project development and/or management	Many assessments take the form of a project, such as videos, group presentations and – at Level 6 – dissertation/small business plan		



Presentation	Assessment References	Module References	To be covered in tutorial
Confidence in communication	Presentations and other forms of oral assessment are assessment methods for a significant number of modules. For example, Business Research and Study Skills, Enterprise at Level 4.		
Digital skills and adaptability	Developing Workforce and Individuals' e-portfolio requires a range of digital skills, the AI-informed presentation for Global Marketing (b only) and Business Analysis requires the use of specific digital skills. Any assessment that involves a video production will rely on strong digital skills There will be a need for these skills in Research Methods and the Independent Business Research Project		
Timekeeping	All assessments have a deadline for formative and summative submission. The module Operations and Project Management – specifically the project element – will cover content on planning time effectively and meeting deadlines for completing tasks.		

Self-presentation	All presentations, video projects and professional discussions will require professional/industry standard dress		
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Personal Values	Assessment References	Module References	To be covered in tutorial
Professional attitudes and values		All modules will build on professional attitudes and values – some, such as Business Research and Study Skills, Developing Workforce and Individuals build this in through using reflection on performance and setting developmental targets.	
Ethics and morals		There are several modules with ethics as an integral part, even included within the name of the module, such as: Business Law and Ethics, Sustainability and Ethics for Business and Financial Performance and Ethics. Other modules such as Research Methods, Dissertation and Small Business Plan, have research ethics as an important theme.	
Self-Care and Care of others	The group video production for Managing Organisations and People and the e-portfolio in Developing Workforce and Individuals will play a key role here. This will allow students to think about how to motivate and develop employees (care of others) and the latter will also ensure that the student will tackle aspects of self-development		

The completed validation document must be submitted electronically to HEQA@tecpartnership.ac.uk for final approval.

19. FAP Use only.

Signature of the Chair of the Full Approval Panel	
Date	25/04/2025
Signature of the Chair of HE Curriculum, Quality and Standards	
Date	29/04/2025
Date approved by HE Curriculum, Quality and Standards	21/05/2025

20. Revision history

Version	Details of Major Modification	Date of Approval
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