

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Business, Enterprise and Management
Teaching Institution	University Centre Leeds
Awarding Institution	The Open University (OU)
Date of first OU validation	1 September 2017
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	120
UCAS Code	N1N2
HECoS Code	100079
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2023
Underpinning QAA subject benchmark(s)	Business and Management QAA Benchmark 2023 The Framework for Higher Education Qualification (FHEQ)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Chartered Manager Degree Apprenticeship Reference Number: ST0272 (standard)
Professional/statutory recognition	CMI (apprenticeship)
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full time and Part Time
Duration of the programme for each mode of study	Full Time 1 Year and Part Time 18 Months
Dual accreditation (if applicable)	
Date of production/revision of this specification	

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

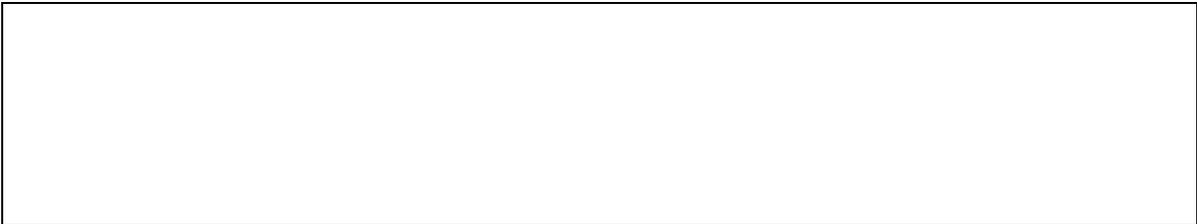
The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The aims of this award have been developed using the Quality Assurance Agency's (QAA) qualification descriptor for Bachelors degree with honours, The Framework for Higher Education Qualification (FHEQ), relevant QAA subject benchmark statements, and National Occupational Standards where appropriate.

The aim of the programme is to equip learners with the appropriate skills required in business management including; relevant knowledge and understanding of the environments in which businesses operate, increasing understanding of organisations, their management and the impact on economies. Students can expect to learn and develop skills that will help them in either business ownership or middle to senior management roles in a range of sectors. These include;

- Skills and attributes which equip graduates to become effective global citizens.
- A systematic and contemporary understanding of the core business and management disciplines, principles, theory and good practice and be able to apply them to their sector context.
- The ability to critically apply theories, concepts and models of operational and strategic business and management to an organisation in order to develop sector specific analytical skills appropriate to a management role in the sector
- Entrepreneurship, innovation and enterprise skills to support the organisation in competing in the fast moving, digital technology business world
- Self-discipline, reflective and independence as learners and management practitioners, capable of working in an interdisciplinary and diverse business environment
- Commercial acumen and creative thinking skills to be able to contribute towards the success of an organisation in their sector
- Information systems and business intelligence: the development, management, application and implementation of information systems and their impact upon organisations
- Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations, including the identification of intellectual property and the monitoring of Key Performance Indicators (KPI) and appreciation of their value.



2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The BA (Hons) Business, Enterprise & Management was developed as a progression route for students on completion of the Foundation degree Business, Enterprise & Management.

FD Modules:

FD BEM Year 1:

Academic Toolkit

An Introduction to Marketing and Data Analytics

Understanding Organisational and Consumer Behaviour

People Management

Finance for Business

Business Enterprise and Planning Skills

FD BEM Year 2

Business Research Project

Innovation, Creativity and Entrepreneurship

Project Management

Contemporary Theories of Leadership and Management

Fundamentals of Globalisation and Sustainability

Legal Aspects of Management and Business Ownership

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

Please see accompanying spreadsheet which gives a 4 Year Overview Learner Journey (Apprenticeship folder)

2.4 List of all exit awards

BA Business, Enterprise and Management: To complete any 60 credits at Level 6, excluding the Dissertation module.

BA (Hons) Business, Enterprise and Management: 120 Credits

The programme structure and learning outcomes are the same for all students who are registered on the programme. This means that stand alone BA (Hons) students and CMDA students have exactly the same structure. In the past we have had some CMDA students who wish to complete the programme on a full-time basis - see table below. In some cases CMDA students have studied on a part-time basis - this is one evening per week - see table below. The programme team feel that this is the most flexible approach and evening sessions have certainly attracted students in the past (see section 2, Background Document).

Programme Structure Full-time - one year	Weeks	Compensatable	Credits
Semester 1			
Research Methods*	1-10	Y	20
Strategic Management	1-15	Y	20
Corporate Social Responsibility, Sustainability and Business Ethics	1-15	Y	20
Dissertation (seminars, tutorials & independent learning)	11-15	N	40
Semester 2			
Contemporary Entrepreneurial Theories and Practice	16-30	Y	20
Dissertation (seminars, tutorials & independent learning)	16-30	N	40

Programme Structure Part-Time	Weeks	Compensatable	Credits
Semester 1 Year 1			
Research Methods*	1-7	Y	20
Strategic Management	8-15	Y	20
Semester 2 Year 1			
Corporate Social Responsibility, Sustainability and Business Ethics	16-22	Y	20
Contemporary Entrepreneurial Theory and Practice	23-30	Y	20
Semester 1 Year 2			
Dissertation	1-15	N	40

*Students complete the Research Methods module in Semester one, this includes them submitting their ethical approval to the University Centre Research Ethics committee and completing their assessment. Once they have completed this module students move onto dissertation session which includes a launch, allocation of dissertation supervisions, and a series of dissertation sessions run by the programme team. Students are actively encouraged to book one to one sessions with the HE librarian and the academic skills tutor.

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Apply and critique relevant theories, conceptual models and techniques to the solution of Business Enterprise and Management problems.</p> <p>A2 Demonstrate a comprehensive knowledge of external environmental factors affecting business operations.</p>	<p><u>Key Learning & Teaching Methods</u> The Teaching, Learning and Assessment Strategy aims to provide learners with an academic and work-based knowledge focus, the skills and development for their future careers and a curriculum of applied learning relevant to management</p> <ul style="list-style-type: none"> ● A blend of lectures, practical workshops, seminars, tutorials and guest speaker/ lecturer sessions: ● Lectures and workshops will impart core principles and concepts and will be interspersed with student activities to promote engagement ● Practical workshops will ensure embedded ICT skills

	<ul style="list-style-type: none">● Group work will support development of teamwork skills and be structured to ensure professional values are observed – this will be supported with tutor input and formative feedback through observation and peer reflection.● A range of online resources will be used to monitor and track progress, learning and self-reflections including Google Classroom, Blackboard, and the Grade Calculator.● Seminars will be scheduled to support social learning, academic research, skill development and communication and presentation skills● Tutorials will support students in accordance with their individual learning plan.● Students will be encouraged and supported to take up part-time, vacation work or work experience in related fields to ensure they are able to further develop their understanding and apply their learning.● Use of Google Drive will be actively encouraged, allowing for instant feedback on learners' work and an opportunity to enter into a dialogue with learners about their work away from the classroom.● Where possible, additional off-site activities and visits will enrich the curriculum and support an appreciation of the professional workplace environment ensuring preparation for potential employment.● Inclusion of activities around reading, writing and mathematical problem solving
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	<p><u>Key Assessment Methods</u></p> <p>A range of assessment methods will be used throughout the BA (Hons) Business, Enterprise and Management qualification as excellent oral and written communication skills are vital in any sector. Presentations and peer debates will be used as assessment methods. Modules such as Research Methods and Strategic Management will be assessed by individual presentation whereas the contemporary entrepreneurial theory and practice module will incorporate a group presentation as assessment. This module will also include a business simulation that students will contribute each week to. This can be accessed virtually should there be any reason for non-attendance. They will then reflect back on the process encouraging their critical thinking and reflection skills. It is an essential skill to be able to work well with others in business and be able to take other people's opinions on board. It is important that students understand how the theories and concepts put forward relate to current organisations and carry out assessments using methods relevant to the sector. This suits the module of Corporate Social Responsibility, Sustainability and Business Ethics module where there is a time bound in class assessment to encourage students to work towards tight deadlines. It also includes a peer debate with a weekly learning journal which encourages students to be reflective practitioners and to communicate in a professional and inclusive manner with a range of diverse learners.</p>
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	<p>The assessment for the Dissertation module will involve students undertaking an in depth research investigation into a relevant aspect of their programme of study. The area of study will be chosen by the learner, subject to approval from the dissertation supervisor and ethical review.</p> <p>Throughout the qualification, there will be group and individual work which will be used to help support understanding and help build towards independence to successfully complete the dissertation.</p>
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3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Select and critically appraise appropriate methodologies for the collection and critical analysis of primary and/or secondary data</p> <p>B2 Critically evaluate a range of theories and concepts relevant to business and management in order to construct robust and original conclusions to problems.</p>	<p><u>Key Learning & Teaching Methods</u></p> <p>The Teaching, Learning and Assessment Strategy aims to provide learners with an academic and work-based knowledge focus, the skills and development for their future careers and a curriculum of applied learning relevant to management</p> <ul style="list-style-type: none"> • A blend of lectures, practical workshops, seminars, tutorials and guest speaker/ lecturer sessions:

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- Inclusion of activities around reading, writing and mathematical problem solving

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3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Plan and undertake a negotiated and self-managed major business enterprise and management project.</p> <p>C2 Critically investigate and support the key drivers for business success and examine causes of failure.</p>	<p><u>Key Learning & Teaching Methods</u> The Teaching, Learning and Assessment Strategy aims to provide learners with an academic and work-based knowledge focus, the skills and development for their future careers and a curriculum of applied learning relevant to management</p> <ul style="list-style-type: none"> ● A blend of lectures, practical workshops, seminars, tutorials and guest speaker/ lecturer sessions: ● Lectures and workshops will impart core principles and concepts and will be interspersed with student activities to promote engagement

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3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1. Communicate clearly, fluently and professionally using a variety of means</p> <p>D2 Select, apply, appraise and evaluate appropriate numerical and statistical data to develop appropriate conclusions whilst demonstrating proficiency in storing and organising complex information and data.</p> <p>D3 Critically reflect on own and group performance in complex scenarios</p>	<p><u>Key Learning & Teaching Methods</u> The Teaching, Learning and Assessment Strategy aims to provide learners with an academic and work-based knowledge focus, the skills and development for their future careers and a curriculum of applied learning relevant to management</p> <ul style="list-style-type: none"> • A blend of lectures, practical workshops, seminars, tutorials and guest speaker/ lecturer sessions: • Lectures and workshops will impart core principles and concepts and will be interspersed with student activities to promote engagement

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4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

There is an emphasis on practical skills in this programme which are relevant to the corporate world such as strategic thinking, problem solving and interpersonal communication.

The programme focuses on entrepreneurship with resources and support to students in starting their own business. Recent relationships with the BIPC mean that there is support for local business in the Leeds area.

The teaching team have considerable experience both in regard to teaching and vocationally relevant experience. The team have worked for a variety of different employers and have entrepreneurial experience in creation and management of small and medium enterprises which gives them an excellent base from which to teach and impart knowledge to students. Sectors that the teaching team have experience in management roles include: banking, finance, retail, education, tourism, and hospitality. Recently, the department has also developed links with Skills for Growth team from the West Yorkshire Combined Authority, Leeds City Region Enterprise Partnership (LEP),

The course is unique to local competitors due to the more practical nature of teaching and learning. The course offers learners opportunities to apply theory to practice using case studies and real-life situations, particularly in the business simulation (gamification). Section 3.8 of the QAA states that business and management degrees are strongly related to practice and therefore should provide a clear link between the development of relevant skills and employability of graduates.

The department has a number of links and involvement with employers in the local area for work experience with companies such as KPMG and Jet2. This allows for learners to network with potential employers and industry professionals. There are also links with local companies which offer internships to students whilst they are learning.

The programme assessment methods are designed to be distinctive as there is a diverse range of methods. This allows learners of all abilities and learning styles to achieve well on the degree.

A seamless transition for apprentices from the completion of their degree programme to Gateway and their EPA.

Internal progression from the Foundation Degree has been at minimum of 95% over the last five years which shows that learners are supported by NSS results which have consistently been the highest in the area for satisfaction rates.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the workplace)

The award adopts the approach to student learning support as identified below:

- A robust communications system functions to give students access to lecturers and management; this includes e-mail, the VLE (Blackboard) and Google Applications.
- All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE.
- Each student will be given the opportunity for tutorials and personal development planning. This is implemented in the first semester and continued throughout the year of study.
- For part-time students and modules adopting a blended learning methodology, a robust support system will be in place to provide students with seminar recordings / notes, tutorial information, and on-line activities. This will involve the use of the VLE.
- Students have access to the Academic Skills Tutor within the department, with the objective of improving Academic Skills and offering support and advice.
- There is an extensive range of learning resources in the Library, supported by specialist staff that provide bespoke study skills sessions or students.
- The College provides an extensive range of services for students, including support for those with special and additional learning needs or in receipt of Disability Support Allowance (DSA)

If learners are new to the course and have completed a level 5 qualification elsewhere they are given a Chromebook on completion of enrolment. This means that no learner is at a disadvantage in regards to technology.

Eligible learners are entitled to a bursary of up to £500 for the academic year, providing certain criteria are met.

The Chartered Manager Degree Apprenticeship Level 6 is offered by the University Centre Leeds. Students can choose to study either the Leadership & Management or the Business, Enterprise & Management route. Most students complete the Foundation

degree in either Leadership & Management or Business, Enterprise & Management at the University Centre, however apprentices (with a previous HND or Foundation degree) can join directly on the BA (Hons) Leadership & Management or BA (Hons) Business, Enterprise & Management (Top up). Depending on the students' particular circumstances or working pattern they can choose to study on either a part time or full time basis (most students study full time). Students join the part time or full time student cohorts and complete the programmes alongside all other students. The apprentices are allocated a personal assessor from the department apprenticeship team at the start of their apprenticeship and a full apprenticeship induction takes place which includes enrolment and all necessary paperwork which includes the recording of off the job training. The assessor works with the apprentice throughout the entire apprenticeship to ensure that the apprentice is on track with their learning activities within the workplace. The assessor and curriculum team meet regularly to ensure that apprentices are on track during their Foundation degree and BA (Hons). When apprentices have completed both their BA (Hons) and the results are confirmed by the awarding body (OU) they complete their EPA demonstrating their achievement of the apprenticeship standards.

All students come under the Luminates Safeguarding policy. All staff have undergone safeguarding and CPOMS (reporting a safeguarding concern) training. If an assessor, employer or module tutor identifies any student at risk, they immediately report the concern to a designated safeguarding officer and log the concern on CPOMS. The department has their own trained designated safeguarding officer.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

	Typical Offer	Minimum Offer
Foundation degree:	An overall Pass grade (module average) on the second year of an FD in a relevant subject	An overall Pass grade (module average) on the second year of an FD in a relevant subject
HND:	Pass grade in a relevant subject	Pass grade in a relevant subject
IELTS	IELTS 6.0 with no less than 5.5 in any component.	
International qualifications:	International qualifications will be assessed against these criteria	
Mature applicants	<p>University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application.</p> <p><i>*21 years and over at the start of the course</i></p>	

Apprentices

Firstly, when an employer recruits a new apprentice, we ask the apprentice to complete an initial skills scan. The skills scan establishes whether or not the apprentice is eligible for the apprenticeship. If the skills scan is complete with 'fully skilled' in most areas (mapped to the KSB's), then the apprentice is not eligible for the apprenticeship. If the skills scan states 'basic skills to moderately skilled' in most areas, then they are eligible, and we can shape the apprentices individualised training plan to meet the outcome of the skills scan.

Secondly, we have to ensure that the apprentice will have the correct exposure within the workplace, to the roles and responsibilities which will allow the apprentice to gather the required evidence to meet the outcomes attached to the KSB's. IFATE provides an

overview of the role, details of the CMDA standard as well as an occupational profile (please see below) - this provides clarity to the employer regarding what their apprentice will be leading on and can then factor this into the workplace activity and off the job training planning.

Overview of the role:

Taking responsibility for long-term organisational success, managing people, projects, operations or services.

Details of the standard:

A Chartered Manager is someone who can take responsibility for people, projects, operations and/or services to deliver long term organisational success, with the professional recognition of their ability to deliver impact, behave ethically and demonstrate their commitment to continual learning and development.

Occupation/Profile:

- Professional managers in the private, public or third sector and all sizes of organisation. Specific job roles may include: Manager; Senior Manager; Head of Department; Operations Manager; or anyone with significant management responsibilities.
- Professional managers capable of managing complexity and delivering impact at a strategic and/or operational level with management and leadership responsibility for setting and delivering organisational objectives through a wide range of functions.
- Professional managers who want to develop fully all aspects of their management and leadership skills, knowledge, self-awareness and behaviours. These include strategic decision making, setting direction and achieving results, building and leading teams, clear communication, developing skills and motivating others, fostering inclusive and ethical cultures, leading change, project management, financial management, innovation, risk management, & developing stakeholder relationships.

After the application process the programme team contact the new students to engage with them prior to the start of the programme. This includes a 'keeping warm' event usually held in June where students are invited into the University Centre to meet their tutors, get a list of modules and reading lists so that they can do some pre-reading and be directed to books they may wish to purchase. This event is supported by the central HE team who are on hand to give advice on a range of support topics, this includes ALS, mental health support, welfare/financial etc. The main aim is to forge a relationship with the student so that they are more likely to share any support issues, in the past the programme team have found that students have delayed in sharing their support requirements. The programme team wishes to be able to identify support requirements as early as possible so that students can benefit from the excellent support available. This process is carried out for all students including apprentices.

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7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA). <i>(Summary of the approved assessment plan and how the academic award fits within this and the EPA)</i>

<p>The delivery of the apprenticeship provides an integrated approach to developing and assessing skills, knowledge and behaviours across a range of modules within the degree programme. The individual modules are mapped to the outcomes in the standard. Individual modules will contribute to the on-programme assessment of knowledge, skills and behaviour outcomes en-route to the final synoptic end point assessment. A portfolio of evidence will be created to support this and will be assessed as part of the end point assessment. The work-based project is a substantial piece of work undertaken within the final year of the apprenticeship. Achievement of the apprenticeship will depend on apprentices being required to successfully complete a number of assessment activities. The methods used will ensure that the apprentice is assessed across the whole of the published Chartered Manager Degree Apprenticeship Standard. The apprentice needs to have met the requirements of the degree in order to satisfy the Gateway process. The employer (in consultation with the HEI), should then put the apprentice forward for the end-point assessment when they believe they are ready. The independent assessor then receives a copy of the candidates' portfolio and work-based project, for assessment using a set of specific criteria ahead of competency based questioning as part of the final interview panel. The final panel integrates the process for reviewing all submissions and assessing whether candidates meet the Apprenticeship Standard. At this End Point Assessment, the candidate's full portfolio, work-based project and presentation will be assessed against the standard, to ensure that the apprentice has demonstrated the full</p>
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range of skills, knowledge and behaviours detailed in the standard. During this process the apprentice will be asked clarification and testing questions by members of the panel.

10. Methods for evaluating and improving the quality and standards of teaching and learning.

In addition to the annual Programme monitoring process the following mechanisms are in operation:

- Peer Review
 - Annual Planning
 - Peer Observation
 - Student module reviews
 - Tutor module reviews
 - Enrolment and Induction reviews
 - Course Committee
 - Pathway Committee meetings
- Student Pathway meetings

10. Changes made to the programme since last (re)validation

The Research Methods module went through the major modification process in academic year 18/19 as the learners were being over assessed for what is essentially a proposal for their subsequent dissertation. One assessment was removed and the learning outcomes were merged into one assessment.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

Level	Study module/unit	A1	A2	B1	B2	C1	C2	D1	D2	D3
6	Research Methods	✓		✓		✓			✓	
	Strategic Management		✓	✓	✓	✓	✓	✓		
	Corporate Social Responsibility, Sustainability and Business Ethics	✓	✓		✓		✓		✓	✓
	Contemporary Entrepreneurial Theory and Practice		✓	✓			✓		✓	✓
	Dissertation	✓		✓	✓		✓	✓	✓	

Annexe 2 – Teaching and Learning Map
Level 6

	Lectures	Seminars	Tutorials	Practical	Case studies	Group activities	Guest speakers
Strategic Management	✓	✓	✓		✓	✓	✓
Corporate Social Responsibility, Sustainability and Business Ethics	✓	✓	✓		✓	✓	
Research Methods	✓	✓	✓			✓	
Contemporary Entrepreneurial Theory and Practice	✓	✓	✓	✓	✓	✓	
Dissertation			✓				

Annexe 3 – Assessment Map
Level 6 Full Time

	Written Report	Written Dissertation	Reflection Based on Business Simulation	Open Book Assessment	Presentation	Research Proposal Poster Presentation	Learning Journal with Peer Discussion
Strategic Management	40% 2000 words Week 7				60% 20 Minutes (3000 word equivalent) Week 14		
Corporate Social Responsibility, Sustainability and Business Ethics				50% 2.5 hours 2500 words Week 8			50% 2000 word journal 15 minute peer discussion and feedback
Research Methods						100% 30 minutes Week 10	
Contemporary Entrepreneurial Theory and Practice			40% 2000 words Week 26		60% 30 minute group presentation Week 21		
Dissertation		100%					

		10,000 words Week 30					
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Level 6 Part Time

	Written Report	Written Dissertation	Reflection Based on Business Simulation	Open Book Assessment	Presentation	Research Proposal Poster Presentation	Learning Journal with Peer Discussion
Strategic Management	40% 2000 words Week 14				60% 20 Minutes (3000 word equivalent) Week 15		
Corporate Social Responsibility, Sustainability and Business Ethics				50% 2.5 hours 2500 words Week 21			50% 2000 word journal 15 minute peer discussion and feedback Week 22
Research Methods						100% 30 minutes Week 7	
Contemporary Entrepreneurial Theory and Practice			40% 2000 words Week 30		60% 30 minute group presentation Week 29		

Dissertation		100% 10,000 words Week 15 Year 2					
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Annexe 4 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.

Please amend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																												
		K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	S1	S2	s3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	B1	B2	B3	B4
6	Strategic Management	✓			✓		✓	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓						✓				
	Research Methods						✓					✓		✓					✓					✓		✓	✓			✓
	Corporate Social Responsibility, Sustainability and Business Ethics			✓			✓	✓		✓	✓		✓		✓				✓			✓				✓		✓		

	Contemporary Entrepreneurial Theory and Practice			✓	✓	✓	✓		✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Dissertation						✓				✓		✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	