



Subject Benchmark Statement: Business and Management (Undergraduate)

The Basics

This document is a summary of the undergraduate Subject Benchmark Statement for Business and Management. It is specifically designed to provide a short and accessible overview of the main statement for students, employers and academics. It is not intended to replace or alter the Subject Benchmark Statement, which should be referred to in the design and approval of courses and when any further detail is required.

Subject Benchmark Statements are an established part of the quality assurance arrangements in UK higher education as non-regulatory, sector-owned reference points, developed and written by academic communities on behalf of their subject. Subject Benchmark Statements describe the nature of study and the benchmark academic standards expected of graduates in specific subject areas, and in respect of particular qualifications. They provide a picture of what graduates in a particular subject might reasonably be expected to know, do and understand at the end of their course or programme.

Subject Benchmark Statements are presented in four sections. The first section outlines the contextual information - providing the operational landscape, and boundaries, of subject discipline. This includes consideration of the ways in which the discipline addresses wider social goals specifically in relation to: equality, diversity and inclusion (EDI); the requirements of disabled students; education for sustainable development (ESD); and, enterprise and entrepreneurship.

Section 2 covers distinctive features of the course, including curriculum design, partnership arrangements, flexibility of delivery, progression and ongoing monitoring processes. The third section explains any features relevant to teaching, learning and assessment activities for the subject. The final section describes the benchmark standards of achievement reached by all graduates with a bachelor's degree with honours in the subject, with some subjects also including achievement at master's level.



Why study a degree in Business and Management?

As a subject, Business and Management provides a critical understanding of organisations, cultures and structures, their management and wider economic, environmental and social contexts. It instils an understanding of responsible leadership and provides preparation for and development of a wide range of careers. It also develops relevant skills and attributes which equip graduates to become impactful global and inclusive citizens as well as reflective, independent and collegial lifelong learners.

Business and Management degree courses are characterised by their diversity in terms of content, interdisciplinarity and range of perspectives. They are broad in scope and give an insight into a wide range of business areas and types of organisations. Business and Management courses are designed with the interdisciplinary nature of the subject in mind and reflect the dynamic and constantly evolving subject. Positive impact on the widest variety of stakeholders is built into courses by developing an all-encompassing approach to responsible management practice with reference to the cross-cutting themes of equality, diversity and inclusion (page 5 of the full Subject Benchmark Statement) and Education for Sustainable Development (page 7 of the Statement).

Graduates demonstrate relevant knowledge and understanding of a range of organisations, the wider business environment and communities in which they operate, and their governance and management. Courses emphasise understanding, responding to and shaping the dynamic and changing nature of work, and the consideration of the future of organisations within the global business environment - including the management of risk - and their impact on society. Within this framework, graduates will be able to demonstrate knowledge, understanding and critical evaluation in many of the following areas: ethics, responsibility and sustainability; managing responsibly and behaving ethically, particularly in relation to social, cultural, legal, economic and environmental issues; markets and economies; marketing, sales, negotiation and customers; finance and accounting; people and organisational behaviour, grounded in an understanding of equality, diversity and inclusion; operations and business innovation; data analytics, statistics, digital business, information systems and business intelligence; business policy and strategy; public and non-profit management; and entrepreneurship and enterprise development.

Skills of particular relevance to Business and Management include: people management; business communications; problem-solving and critical analysis; research and evaluation; commercial acumen; innovation, creativity and enterprise; the use of quantitative skills to manipulate data and model business problems; networking; and leadership and collaborative working. Other generic skills and attributes include: an ability to work collaboratively and inclusively with both internal and external stakeholders; verbal, non-verbal and digital communication; empathy and inclusivity; digital literacy and etiquette; critical thinking, analysis, synthesis and evaluation; and self-management.



What are the main teaching and learning approaches in Business and Management?

Teaching, learning and assessment in Business and Management courses integrate theory and practice by a variety of means according to the mode of learning and the intended learning outcomes. Learning and teaching methods and situations are appropriate and supportive, inclusive in design and engage students. They may include a range of learning modes (including but not limited to in-person, digital, blended, block release, hybrid, hyflex, experiential, full-time, part-time, synchronous and asynchronous) and make good use of supporting technology to aid student learning. They can provide inputs to student learning from practising managers, entrepreneurs and other stakeholders through curriculum co-creation and development, guest lectures and in supporting assessment.

Learning activities in business and management typically include some combination of: lectures, seminars, workshops, field work, authentic or experiential learning opportunities, work-based learning, employer or organisation-based case studies, business-relevant or 'real world' projects, guided learning, study trips, simulations, practical activities, virtual forums, business mentoring, and business start-up.



How are students assessed?

The assessment of undergraduate Business and Management courses includes a mix of methods that are inclusive and accessible to disabled students and students from varying educational and cultural backgrounds within different learning situations. The procedures used for assessment cover the subject knowledge (breadth and depth), abilities and skills developed through the degree course and will depend on the intended learning outcomes of each course.

Assessments include, but are not limited to: coursework reports, reviews and essays; examinations (closed and open book); presentations; dissertations and projects; posters; discussion boards; creation of new media content (such as infographics, videos, dashboards); learning journals, reflections, simulations, practical activities and portfolios. Authentic assessments typically feature highly in Business and Management courses. Consideration of student workload is factored into the design of assessments.



Benchmark Standards

The minimum threshold, typical and excellent standards that a student will have demonstrated when they are awarded an honours degree in Business and Management are outlined on **pages 18-19** of the Subject Benchmark Statement. The vast majority of students will perform significantly better than the minimum threshold standards. Each higher education provider has its own method of determining what appropriate evidence of this achievement will be and should refer to [Annex D: Outcome classification descriptions for FHEQ Level 6 and FQHEIS Level 10 degrees](#). This Annex sets out common descriptions of the four main degree outcome classifications for bachelor's degrees with honours – 1st, 2.1, 2.2 and 3rd.

The full statement was developed by subject experts drawn from across the sector. Details of the Advisory Group can be found on **page 21** of the full Statement.

Read the full Subject Benchmark Statement

The [full Subject Benchmark Statement](#) is available on the QAA website.



Subject Benchmark Statements are published in QAA's capacity as an expert quality body on behalf of the higher education sector.

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