

## PROGRAMME SPECIFICATION – BA (Hons) Management

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award</b>	BA (Hons)
5.	<b>Programme title</b>	BA (Hons) Management
6.	<b>Pathways available</b>	Single
7.	<b>Mode and/or site of delivery</b>	Taught modules
8.	<b>Mode of attendance</b>	FT, SW, PT
9.	<b>UCAS Code</b>	N201
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">QAA Subject Benchmark Statement - Business and Management 2015</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	December 2012; updated October 2013; August and October 2014 – amendment to regulations; August 2015 updating NSS and graduate destination details; September 2015 updated to include the <a href="#">Taught Courses Regulatory Framework</a> and Personal Academic Tutoring; October 2015 – new QAA Subject benchmarks and update to Section 16 in light of QAA changes.

### 12. Educational aims of the programme

The Programme aims to develop the learner’s understanding of organisations, the external environment in which they operate and how they are managed. It seeks to develop skills appropriate, but not restricted to, graduate careers in business with the potential for management positions and general employability, including self-employment. In particular, the purpose of the programme is to provide students with:

1. a specialised, analytical and highly integrated study of organisations and of their strategy, behaviour, management and sustainability in the changing environment in which they operate
2. access to the specific knowledge and skills through a future-oriented and flexible curriculum that will enable them to:
  - a. gain an insight into the key activities, skills and challenges of effective management
  - b. bring an entrepreneurial and innovative approach to business development
  - c. develop the skills and confidence to confront challenges and optimise organisational resources
  - d. acquire an intuitive sensitivity and open-mindedness to diversity and to be able to deploy this to lead, inspire and motivate others in a variety of organisational contexts
3. an understanding of sustainable and ethical approaches to business practice and procedures and the skills to enable them to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy
4. a supportive and stimulating learning environment which is intellectually challenging and develops analytical and critical abilities
5. opportunities to engage in work based experiential learning as an integral part of the programme

6. learning experiences which support the development and application of transferable skills and competencies and an appreciation of working in a diverse and multi-cultural environment in preparation for a career in management in general, with particular relevance to careers involving management and leadership of people, activities, innovation and change
7. enhancement of lifelong learning skills and personal development to support employability and career aspirations and an effective contribution to society

### 13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and understanding of:	Examples of learning, teaching and assessment methods used:
<p><u>Organisations</u>: The internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, size/ scale, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment. (BUSM1029, BUSM1039, BUSM2019, BUSM3019, BUSM3029).</p> <p><u>The Business Environment</u>: this encompasses the fast pace of change within a wide range of factors, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations. (BUSM3019, BUSM3029).</p> <p><u>Management</u>: the various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management, including the management of people and corporate social responsibility, together with rational analysis and other processes of decision making within different organisations (BUSM2319, BUSM2119, BUSM3119, BUSM2919, BUSM3919, BUSM3019) and BUSM3319.</p>	<ul style="list-style-type: none"> <li>• A programme of structured lectures, interactive seminars, group work sessions, individual tutorials and VLE support</li> <li>• The researching and writing of assignments and subsequent oral and written feedback</li> <li>• In-depth, self-directed research and tutorial guidance and discussion</li> <li>• 'Real-world' settings and scenarios experienced via case studies, guest speaker inputs, work based learning modules, work placement</li> <li>• Practical assignment – eg self-analysis (BUSM1019, BUSM3019) market report (BUSM1039), operations analysis (BUSM2319), change management recommendations (BUSM3019)</li> <li>• A variety of assessment vehicles including case studies (BUSM2919, BUSM3919), oral presentations (BUSM1039, BUSM2319, BUSM2119, BUSM3319), reports (BUSM1039, BUSM2319, BUSM2919, BUSM3019, BUSM3319, BUSM3919), group work (BUSM1039, BUSM2319, BUSM2119, BUSM3319), critique (BUSM3119), research tasks (BUSM1019), open and closed book examinations (BUSM1029, BUSM2119, BUSM3029), journal (BUSM2119), individual analysis (BUSM3019).</li> <li>• Complementarity across modules</li> </ul>

<p><b>Skills of particular relevance to business and management:</b></p>	<p><b>Examples of learning, teaching and assessment methods used:</b></p>
<ul style="list-style-type: none"> <li>• People management: to include communications, team building, leadership and motivating others.</li> <li>• Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions.</li> <li>• Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making.</li> <li>• Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty.</li> <li>• Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes.</li> <li>• Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.</li> <li>• Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business</li> </ul> <p>All modules have 'in-built' employability skills designated in their respective module outlines</p>	<ul style="list-style-type: none"> <li>• All modules encourage learners to engage in discussion of key issues and application of key concepts.</li> <li>• Higher order critical skills (eg the ability to evaluate evidence, arguments and assumptions to reach sound judgements) are encouraged not only at level 6, but also at levels 4 and 5 (with additional tutor support in line with UW's Curriculum Design Policy)</li> <li>• Case study work offers students the opportunity to engage in problem solving and complex issues</li> <li>• Core modules used to address problem solving and decision making (BUSM1019), sensitivity to diversity (BUSM2119, BUSM3012, BUSM3119, BUSM3919), set in a context of change (BUSM1039, BUSM3019, BUSM3029).</li> </ul>
<p><b>Other generic skills and attributes:</b></p>	<p><b>Examples of learning, teaching and assessment methods used:</b></p>
<ul style="list-style-type: none"> <li>• Ability to work collaboratively both internally and with external customers and an awareness of mutual interdependence.</li> <li>• Ability to work with people from a range of cultures.</li> <li>• Articulating and effectively explaining information</li> <li>• Building and maintaining relationships.</li> <li>• Communication and listening including the ability to produce clear, structured business communications in a variety of media.</li> <li>• Emotional intelligence and empathy.</li> <li>• Conceptual and critical thinking, analysis, synthesis and evaluation.</li> <li>• Self-management: a readiness to accept responsibility and flexibility, to be</li> </ul>	<ul style="list-style-type: none"> <li>• Use of real-life assessment scenarios requiring students to disseminate changing/evolutionary information, requirements and decisions to a variety of stakeholder groups eg local government (BUSM2319), new managers (BUSM1039), marketing director (BUSM2019), client (BUSM2029), member of parliament (BUSM2059), line manager (BUSM2079), Board of Directors (BUSM2229), in a manner which promotes effective leadership and management</li> <li>• Faculty librarian runs sessions on availability of and access to information sources in mandatory level 4 module BUSM1019 (and others)</li> <li>• Opportunities via the course and support sessions to help students develop skills in PowerPoint, internet research, e-mailing, Excel</li> </ul>

<p>resilient, self-starting and appropriately assertive, to plan, organise and manage time.</p> <ul style="list-style-type: none"> <li>• Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. This includes a continuing appetite for development.</li> </ul> <p>All modules have 'in-built' employability skills designated in their respective module outlines</p>	<ul style="list-style-type: none"> <li>• All modules include opportunities for group discussions. Some modules include group assessments</li> <li>• All core modules (at least) include learning outcomes which require students to use an appropriate range of academic, business or practical sources</li> <li>• Research-based knowledge, understanding and critical appreciation is assessed through the Independent Project.</li> <li>• Work based experiential learning opportunities are provided at Levels 5 and 6 via the Work Based Learning module BUSM2069 and the optional work placement year.</li> </ul>
<p><b>Transferable/key skills:</b></p>	<p><b>Examples of learning, teaching and assessment methods used:</b></p>
<ul style="list-style-type: none"> <li>• Effective oral and written communication.</li> <li>• Numeracy and quantitative skills.</li> <li>• Effective self-management (time, planning, motivation, initiative and enterprise).</li> <li>• Personal development and responsibility, including in complex and unpredictable circumstances, together with the learning ability needed to undertake appropriate further training of a professional or equivalent nature.</li> <li>• Interpersonal and team-working skills.</li> </ul> <p>All modules have 'in-built' employability skills designated in their respective module outlines</p>	<ul style="list-style-type: none"> <li>• Group oral presentations and written assessments in a variety of formats (report, mind map, audit, briefing paper, reflective commentary) are used to develop oral and written communications, with particular reference to the nature of the intended audience</li> <li>• Self-management skills are experienced through meeting assignment submission deadlines, working with others, and personalised assessment opportunities where students may choose a topic, case study or specific organisation or business sector as the basis for assessment</li> <li>• Personal development is introduced at Level 4 (BUSM1019) and underpins the exit module (BUSM3019). It is encouraged throughout the course via the academic tutor support system, online resources for personal development and employability, overseas exchange and Elective module choices at Levels 4 and 5.</li> <li>• Examinations are included at all levels, partly to retain and develop examination techniques for students wishing to pursue professional qualifications post-degree.</li> <li>• Interpersonal and team-working skills are experienced via group activities and assessments.</li> </ul>

A wide variety of **learning and teaching methods** is used in the BA (Hons) Management Programme in order to maximise achievement and progression opportunities for students with a diverse range of prior knowledge, skills and achievement. Particular care has been taken to ensure that the modules provide an appropriate structure within which:

- a) **to acquire and build a relevant base of knowledge and understanding.** Thus:
- At Level 4 students are introduced at the underpinning business functions of management, marketing, and finance (BUSM1029 and BUSM1039 respectively) and the impact of the external environment in which they operate (BUSM1029).
- Level 5 focuses on operational aspects of management including the highly important softer management roles of leading (BUSM2119) and managing people (BUSM2919), as well as exploring the more specialised functions of managing projects, operations and risk (BUSM2319).

At Level 6 the focus on the leadership and management of people (BUSM3119, BUSM3919) and change (BUSM3039) continues, but the emphasis is on the development of a strategic approach to management and a recognition of the strategic implications of uncertain, changing and diverse organisational contexts from the perspectives of national and global organisations (BUSM3029), the challenges of emerging contemporary issues (BUSM3319).

- b) **to develop and progress – at all three levels of study - across the intended range of cognitive, academic, practical and transferable skills** appropriate to both study on the programme and future employment (BUSM1019, BUSM2119, BUSM3039) including higher order critical thinking skills (BUSM3029, BUSM3039);
- c) **to develop a proactive approach to change** (BUSM3039, BUSM3029), **and a sensitivity to business issues and assets** (BUSM3119, BUSM3319), **organisational culture, enterprise and context** (BUSM3039, BUSM3029);
- d) **to develop and experience a variety of complementary approaches to learning and teaching** and a good balance of activities.

The BA (Hons) Management programmes adopts a progressive structure of:

<b>Level 4</b>		<b>Level 5</b>		<b>Level 6</b>
Foundations	→	Operations	→	Employment-focus

with the intention of supporting progression across the intended range of cognitive, academic, practical and transferable skills appropriate to both study on the programmes and future employment. There is particular emphasis at L6 on contemporary management issues and approaches. The curriculum design approach has enabled the development of planned, integrated and progressive learning, teaching and assessment strategies for the programme. The mix of 30 and 15 credit modules offers a rich learning experience for students and the inclusion of innovative assessment strategies supports learning and achievement.

**Integration between practice and theory** is provided by

- the opportunity to undertake a one-year business placement
- work based learning modules at Levels 5 and 6 which enable students to apply knowledge in the workplace and develop employability and key skills
- specific modules at both Level 5 and 6 requiring students to reflect on their learning and individual experiences of organisations, their environment and management (BUSM2119, BUSM3039, BUSM3119). Such experiences will be also be acquired through other modules, for example via exposure to visits and other inputs from practising managers, simulation of real-life scenarios via case studies or modelling, as well as a student’s personal employment undertaken concurrently with studies on the course.
- ‘practical’ assignments (BUSM1039, BUSM2319, BUSM3119)

The importance of **research-informed teaching** in enhancing students’ learning experience is fully appreciated. The majority of tutors contributing to the programme are research-active and use their own research and that of others in the discipline to illustrate ideas, concepts and theories or to provide examples. The scope and calibre of research keeps programmes current and relevant and is invaluable to high standards of learning. There are many opportunities across the programme for students to learn about and engage in research within their discipline, culminating in the opportunity to complete substantial business project at L6. The WBS Employability Standard of Research and Problem-solving is covered by the majority of modules in the programme. A student-centred learning approach ensures that students learn through their own enquiry and the assessment strategy supports this through investigative, explorative and applied assessment tasks.

**Internationalisation** is embedded in the curriculum and the programme also includes a number of modules with an international or global theme (particularly BUSM3029 International Business Strategy, BUSM3039 Intercultural Perspectives, BUSM2449 and BUSM3029 International Business Strategy). Students study in a culturally diverse environment with peers and tutors from a range of cultural backgrounds. In addition they are encouraged to participate in the exchange programme to study abroad for a semester at L5.

The themes of **ethical and sustainable business practice** are addressed throughout the curriculum and in particular in BUSM2019 Business Ethics and BUSM2039 Sustainable Business. Students are encouraged to evaluate their own courses of action in relation to organisational ethical dilemmas and to consider the implications of ecological changes for business and communities, now and in the future, and responses to these changes. The use of the VLE to provide learning materials and student support promotes the paperless/low carbon learning processes, as do online submission and marking of assignments.

Course design (for example the development of 30 credit modules) takes into account the **principles of inclusivity**: the types of learner, their prior experience and expectations and how they learn and will be supported to learn effectively. The QAA Code of Practice Section 3: Disabled Students – February 2010 and the UW Strategy for Embedding Inclusive Practice in Learning, Teaching and Assessment have been used as reference points to ensure an appropriately responsive curriculum. The needs of all learners are incorporated in learning and teaching activities, learning materials are adapted where necessary and reasonably possible and effective legible feedback is provided on assessments. WBS has a Diversity Co-ordinator who acts as a link between students with particular needs within the School and the Dyslexia and Disability Service to ensure that students are adequately supported in their learning and assessments.

The learning and teaching strategies for individual modules, as outlined in the accompanying Module Specifications, have been undertaken in accordance with the University's [Curriculum and Design Policy](#).

#### **14. Assessment Strategy**

The Assessment strategy has been designed to **provide a variety of challenges appropriate to students on a vocationally-oriented, multi-disciplinary academic undergraduate programme**. Thus care has been taken to include in the core and specialist modules assessments which encourage the development of academic skills of wider reading and research and which foster advanced scholarship.

Students will also have the opportunity to undertake more **'practical' assignments** relevant to the real world of employment depending on the nature of the subject disciplines in which they choose to specialise, for example, Marketing (portfolios of artefacts, production of a training video, marketing plan); Advertising (an agency pitch and development of promotional and media plans); PR (reputation strategy proposal); Management (organisational audit); and Entrepreneurship (creative thinking and the development of new business ideas).

A mixture of assignments is intentionally set in order to **maximise opportunities for all students** to perform and develop skills relevant to future academic and professional study.

An appropriate balance of **formative and summative assessments** is included. The majority of modules include two summative assessments, which are typically weighted, for example, 50:50, 60:40, or 75:25, to reflect their role in delivering learning outcomes and 'syllabus' coverage at a mid-point and end of the semester. In some modules tutors believe that students benefit from a single assessment element at the end of the module, supporting them to fully ingest knowledge and practice relevant skills before assessment. Modules including more than 2 assessment items allow students to experience a variety of assessment approaches within a

subject area and to demonstrate effectiveness across a range of skills. Every module provides opportunities for formative assessment via a range of activities which might include class discussions, dedicated tutorials and blended learning. More formal opportunities are provided via exercises posted on the VLE. This is particularly important on the larger 30 credit modules where there is reliance on a single assessment, but it is central to the learning, teaching and assessment strategies of all modules in enabling students benefit from feedback prior to submitting summative assessments.

**Assessment styles** include individual work (to develop and encourage independent learning), and group-based work (to develop group skills and extend the scope of material/activity that can be covered). A mixture of assignments is intentionally set in order to **maximise opportunities for all students** to perform and develop skills relevant to future academic and professional study. Assessment styles are adjusted according to pathway, for example, students following an Advertising strand encounter similar and progressive assessments at L5 and L6 (account management plan/campaign proposal, group pitch/presentation and creative portfolios); whereas students following an Accounting or Finance route will take a higher proportion of examinations appropriate for professional accreditation and progression to professional examinations post-graduation. Thus assessment style is tailored to specific subject pathway requirements.

Assessment builds across levels from fundamental underpinning theory at L4 to more applied and critical approaches at L6. L4 modules emphasise the student's ability to explain and contrast information, progressing to expectations of critique, synthesis and independent contribution at L6. Report writing is included at all levels to reinforce this essential skill.

Marking of student work is **internally and externally** verified via a minimum of 10% sample of work for every element of assessment. All work is anonymously marked, except where this is impracticable (eg Independent Project, oral presentations). Student work is graded according to the University's Generic Undergraduate Grade Descriptors (A-H). Specific assessment criteria, which reflect the Intended Learning Outcomes are also published for each assessment. Constructive and timely relevant feedback is an integral part of the assessment process.

Wherever appropriate, **submission and marking of assignments is undertaken online** via the University's SOLE.

The Assessment Strategy reflects tenets of the **University's Assessment Policy**.

## **15. Programme structures and requirements**

**The BA (Hons) Management** course is available as a Single pathway only. It may be taken in full-time, part-time or sandwich mode with an optional one year placement between levels 5 and 6.

Most modules are worth 30 credits, but there are a number of 15 credit option modules available at Level 5. The modules in the course are all prescribed and are shown in Table 1 below. There is an opportunity to select option modules at Level 4 and at Level 5 from either Business Management and/or the wider university subject portfolios.

Modules have been mapped against both the Management Standards Centre (the Government recognised standards setting body for the management and leadership areas), and the core knowledge requirements of the Chartered Institute of Personnel and Development (CIPD).

### **Sandwich Mode**

Students wishing to take the course in sandwich mode must record this intent with the Worcester Business School Placements Coordinator during Semester 2 of Level 4 in order to be able to participate in the mandatory Pre-Placement Workshops which commence in mid-

semester. Formal registration to a sandwich degree requires students to register for module BUSM3009 as part of the normal procedures for selecting modules for the following year.

The Award Map for BA (Hons) Business Management can be found in Appendix 1.

## 16. QAA and Professional Academic Standards and Quality

The [QAA Subject Benchmark Statement - Business and Management 2015](#) articulates the knowledge, skills and categories of achievement to be expected of successful honours graduates in the field. These have been used to craft module **learning outcomes and content as well as learning, teaching and assessment strategies of all** modules.

The programme conforms to the requirements of the [Framework for Higher Education Qualifications \(FHEQ\) August 2008](#), and thus aims to support Honours graduates to:

- Acquire coherent and detailed knowledge, some of it at the forefront of business management and related academic disciplines
- Deploy and apply established business techniques to extend knowledge and understanding, and to initiate and carry out projects in a range of business contexts
- Develop evaluation skills in order to make sound business judgements, including identifying solutions to business problems
- Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences, including a wide variety of business stakeholders
- Develop the qualities needed for employment (including initiative, personal responsibility, and decision-making in complex and unpredictable circumstances) and for lifelong learning and person development

Academic standards for the programme have been set and are maintained in accordance with [Section A of the UK Quality Code for Higher Education](#).

The course structure also reflects the precepts of the England, Wales and Northern Ireland (EWNI) generic credit level descriptors (formerly NICATS) – please see Appendix B of the [Higher education credit framework for England: guidance on academic credit arrangements in higher education in England](#) - with increasing levels of confidence, responsibility and accountability: from a broad knowledge basis at level 4; to idea generation through concept analysis at level 5; through to effective application of a body of contemporary knowledge at level 6.

The arrangements for access to the Work Based Learning module BUSM2069 and the optional work placement year reflect the expectations of the [QAA Quality Code](#), specifically Chapter B3: Learning and Teaching (Sept 12) and Chapter B10: Managing Higher Education Provision with Others (Dec 12).

## 17. Support for students

### General approaches to student support

The fundamental approach of WBS to student support is centred on the need to motivate and inspire our students. Tutors acknowledge that students learn in different ways and also have different expectations of their learning experience. Some respond best to a ‘traditional’ lecturing approach; others are motivated by learning and teaching contextualised in an industrial or an academic context. Others respond to an academic research approach. Modules provide a spectrum of approaches designed to engage with a wide range of student abilities. The need for *active learning* where students are invited to participate in learning activities, and also to reflect (at a meta-cognitive level) on their learning process is emphasised.



## **Employability orientation**

A key focus of all UG Business Management courses is the provision of a range of opportunities to assist students to become employable Worcester graduates. The programme aims to develop graduates who are: independent learners; critically aware, problem solving researchers and discoverers; employable, professional and enterprising; inclusive in their actions, valuing diversity; and ethically and environmentally responsible. Strategies used to embed employability into the curriculum and enhance graduate employability within a complex global world include:

- the option of a paid placement year
- the option of a semester abroad at one of our exchange universities to develop intercultural skills
- the targeting of selected Employability Standards in every module (designed by WBS in conjunction with employers)
- automatic access to an electronic CV Compiler Tool to create a live and evidence-based CV
- accreditation, recognition or mapping of programmes to professional qualifications and/or associations as appropriate
- access to a broad network of business managers and employers
- employment preparation workshops which include CV preparation, mock interviews/assessment centres and meetings with employers
- opportunities to engage in work based learning modules

## **Student induction**

UG Business Management students engage in an Induction Week of activities designed to help familiarise them with UW and WBS and inform them of what is expected of them in higher education. Students meet WBS tutors and representatives from Registry, ILS, Student Services and the Students' Union and are provided with information on course structure and content, resources and student support. In addition, they participate in a group project based on a 'live' issue for a local organisation culminating in review of projects by organisation representatives and an awards ceremony.

## **Future Weeks**

The academic year includes two Future Weeks (when formal module activities are suspended) which are intensive study weeks in each year of the course where students engage in innovative and exciting learning activities. WBS Future Weeks include extended induction activities, academic tutorials, study advice sessions, staff research seminars and employability events and activities for all students. The Course Handbook includes a full list of Future Week activities and examples of activities targeted at specific year groups would include:

- Level 4 – study advice sessions, company visits, business simulations, formative feedback, work placement preparation workshops, Bright Futures Employers Panel and Networking, overseas exchange briefings, staff research seminars.
- Level 5 – work placement workshops, organising exchange, case study competition, business project briefing, module selection fair, annual Federation of Small Business lecture.
- Level 6 – degree classification briefings, business project consultations, annual Business School lecture, career next-steps and contacts.

## **Personal Academic Tutoring**

Each student has a nominated Personal Academic Tutor to provide academic advice and guidance, personal development planning and pastoral support as appropriate. The Personal Academic Tutor plays a significant role in enhancing the student's academic and personal experience of studying and key aspects of the role include:

- Assisting students to make the transition to studying in higher education
- Helping students to understand the requirements of their course
- Supporting students to take responsibility for their own learning

- Helping students to make the most of learning resources and other forms of support available
- Supporting students in academic, professional and career related planning and development
- Advising and guiding students on issues or problems that arise while they are at University
- Supporting students for whom there may be particular challenges
- Meeting students on a regularly scheduled basis. Individual meeting will be held throughout the academic year, and the Academic Tutor will provide group meeting times during Worcester and/or Induction Weeks
- Tutors will advise students on individual course options, module selection and academic planning.

In addition, to the above, the following activities and documents have been put in place to provide development and support for undergraduate students at Worcester Business School:

- **Handbooks** are provided for the Course.
- Module outlines which include module code, module title, level, planned teaching activity, attendance requirements, assessment brief, assessment criteria and reading lists.
- **Learning and study guides**, including bespoke guides for Work Placements and the Business Project.
- A **Virtual Learning Environment** to provide module-specific material, documents, activities and networking, as well as more general announcements and updates.
- **Course Leaders** to advise on curriculum and other course-related issues.
- A **Placements Coordinator** who runs a programme of workshops and other support arrangements and activities to prepare students for 1-year in-course placements and other work experience opportunities. Placement students will be further supported by a dedicated tutor during their placement experience.
- A specialist **exchange tutor** to advise students regarding module choices and other arrangements through the University's [International Office](#) for an exchange semester overseas.
- **Student representatives** on Course Management Committee to address course-wide issues.
- **Equal opportunities** via the University's [Disability & Dyslexia Service](#) which provides advice and support for students who have mental health difficulties, dyslexia, sensory or physical impairments and other difficulties. There is a dedicated Assistant Disability Coordinator for students with sensory impairments. Advice is also available on access technology such as voice recognition and text-to-speech software. Much of the support provided is funded through the Disabled Students' Allowance (DSA).

## 18. Admissions

### Admissions policy

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. The Worcester Business School works closely with central student support services including the Admissions Office, the Disability & Dyslexia Service and the International Centre to support students from a variety of different backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds and value the contribution of mature learners.

## **Entry requirements**

The University's standard entry requirements apply: 4 GCSEs at grade C or above, including English and Maths, plus 120 Tariff points from a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Accredited Key Skills at Level 3 may be allowed to contribute up to 20 UCAS Tariff points towards the total.

The University welcomes applications from candidates holding qualifications outside the UCAS Tariff including those awarded by professional bodies and overseas qualifications, including the International and European Baccalaureate.

## **Recognition of Prior Learning**

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University [webpages](#) or from the Registry Admissions Office (01905 855111).

## **Admissions procedures**

Please refer to the Admissions Office or <http://www.worc.ac.uk/courses/howtoapply/475.html>

Full-time applicants apply through UCAS (course code N201).  
Part-time applicants apply directly to University of Worcester (UW).

## **Admissions/selection criteria**

Please refer to the Admissions office or <http://www.worc.ac.uk/courses/howtoapply/6638.html>.

## **19. Methods for evaluating and improving the quality and standards of teaching and learning**

Mechanisms for review and evaluation of teaching, learning and assessment, the curriculum and outcome standards include:

- Module feedback evaluation
- Annual Course Evaluation Report completed by Course Leader
- Quinquennial Periodic Review including external scrutiny
- Peer teaching observation
- Student Academic Representatives (StARs) at each level of the course
- External Examiners' Reports
- Academic staff annual review and development
- Staff Development Away Days and other events
- WBS Policy on Validation (Module Outlines and Assignment Briefs) and Moderation of Student Work
- Links with employers (e.g. via the WBS Employer Advisory Group), professional organisations and accrediting bodies (e.g. Chartered Institute of Marketing, Management Standards Centre, Chartered Institute of Public Relations, Institute of Small Business and Entrepreneurship, Chartered Institute of Management Accountants, Institute of Financial Accountants, Chartered Institute of Personnel and Development)

- Staff research and scholarly activity and membership of professional organisations

Committees with responsibility for monitoring and evaluating quality and standards:

Worcester Business School Committees

- School Board
- School Quality Committee
- Learning, Teaching and Student Experience Committee
- Business Management Course Management Committee
- Post Results Moderation Group

University of Worcester (UW) Committees

- Academic Quality and Standards Committee
- Ethics Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Informal module feedback and formal evaluation via questionnaires
- Business Management Course Management Committee
- Meeting with module tutors and Academic Tutor
- National Student Survey
- Induction, exit and other ad hoc surveys

WBS has 4 Teaching Fellows, including 1 National Teaching Fellow

## 20. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required or a specified pass mark higher than the University's minimum pass mark of D- may be required (either in all assessments or for the module overall) in order to secure relevant exemptions from professional bodies.
- Some modules have attendance requirements
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Taught Courses Regulatory Framework](#).

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

### Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

### Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

### Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

## 21. Indicators of quality and standards

- The discipline of Business Management was last audited in November 2005 which confirmed that the standard of student achievement in the discipline was appropriate to the title of the award and its location within the FHEQ. The QAA commended WBS for robust and comprehensive annual monitoring, for especially good practice in supporting its students via the personal tutoring system, and for quality assurance via post-results moderation.
- Annual External External Examiners' reports have been extremely supportive and complimentary particularly with respect to the mix of assessments and responsive and proactive approach to continuously improving the curriculum.

- Many members of staff engaged in developing the programme are actively engaged in relevant research, consultancy and professional practice in the disciplines of business management.
- HEFCE performance indicators, especially with respect completion and achievement.
- The annual National Student Survey in which in 2015 Business Management received an overall satisfaction score of 4.1 (out of a total of 5).

## 22. Graduate destinations, employability and links with employers

### Graduate destinations

- Careers Destination Surveys – 97% of 2014 Business Management graduates were reported as employed or actively engaged in other activities (e.g. further study) within six months of graduating.
- The BA (Hons) Management degree seeks to develop graduates capable of being effective employees, leaders and managers. With a focus on the management of people, operations, projects, ethics and sustainability, it is a good basis for a very broad range of employment opportunities including a management trainee, business manager, management consultant perhaps via a company management training scheme or in the HRM sector where jobs in recruitment are popular graduate entry points.

### Student employability

- All full-time Single Honours students have the opportunity to take a 4-year sandwich degree with a **placement year**, normally in the third year of the programme. Students can apply for opportunities in the UK at a large number of well-known organisations across a wide range of industry sectors who offer placements annually, including IBM, Marks and Spencer, Intel, The Audit Commission, Microsoft, Kraft, The House of Commons, NHS, Lidl, Waitrose and many others.
- Students at Level 5 of the BA (Hons) Management degree may choose to take a **Work Based Learning module** which aims to develop employability and key skills via paid or voluntary work experience alongside studies.
- A range of employability events and activities are available to students each academic year via **Worcester Weeks** (see Section 17).
- **Short-term work placement and job opportunities** are also advertised via the School's intranet for existing students.
- **Career guidance** is available through University of Worcester Career Advisory Service and periodic Career Fairs are organised by Student Services.

### Links with employers

- Worcester Business School aims to promote closer **links with employers** through the work of its Business and Professional Development Team. The team is currently working with key decision makers in a variety of private, public and third sector organisations, and is supported by the School's Employers' Advisory Group, which meets on a regular basis.
- The School works closely with a number of **professional organisations** including the Chartered Institute of Management, Institute of Commercial Management, Chartered Institute of Marketing, Chartered Institute of Personnel and Development, Chartered Institute of Public Relations, Institute of Financial Accountants, Chartered Institute of Payroll Professionals, and British Computer Society.
- The School has worked with a number of **business clients** in developing and delivering its programmes. These include – The NHS (a range of Primary Care

and Acute Trusts); Local Government (a range of County, District and Unitary Authorities); West Mercia, Warwickshire, Gloucestershire and Staffordshire Constabularies; Ministry of Defence and The Royal Air Force; Her Majesty's Prison Service; Royal Mail; Financial Services Organisations (e.g. Lloyds TSB, HBOS Plc, Clerical Medical, NFU Mutual and Virgin Money); Housing Associations, Southco, Malvern Instruments, Allpay Limited, G4S Secure Solutions, Hereford & Worcester Fire and Rescue Service and Hitachi Capital.

- The School has well-developed working relations with the **local business community** many of whom contribute to undergraduate programmes to give a real-world insight into the future world of work.
- These professional and business networks also involve **external events**, many of which are open to students, as well as employers.
- The Business School's specialist **research centre**, CPW (Centre for People at Work), has a wide range of contract-funded consultancy and research projects and provides further opportunities for students to link with employers.
- The School has, for a number of years, been an important focus for **projects linked with the West Mercia Constabulary** through the Shared Police and Higher Education Research and Enterprise (SPHERE) partnership, which enables the force to utilise academic expertise to enhance its policing activities e.g. through undergraduate students' final year projects.
- The School liaises with **external agencies**, such as the Institute of Directors, Federation of Small Businesses, Chamber of Commerce and Confederation of British Industry.

**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 associated course documentation e.g. course handbooks, module outlines and module specifications. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).





## Appendix 1

<b>Course Title: BA (Hons) Management</b>	<b>Year of entry: 2013-14 onwards</b>
---	---------------------------------------

<b>Level 4</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> (Mandatory (M) Designated (D) or Optional (O))	<b>Pre-requisites</b> (Code in brackets indicates earlier modules, which would be accepted as alternative pre-requisites)	<b>Exclusions</b> (Code in brackets indicates earlier modules which would be also excluded)
BUSM1019	Business Challenge	30	D	None	<b>COMP1311</b> (and BUSM1001 and BUSM1101 and BUSM1113 and COMP1211)
BUSM1029	Business Viability: Financial & Economic Perspectives	30	M	None	(BUSM1021 and BUSM1201 and BUSM1111 and BUSM1051 and BUSM1501 and BUSM1112)
BUSM1039	Marketing & Management Perspectives	30	M	None	(BUSM1031 and BUSM1301 and BUSM1112 and BUSM1041 and BUSM1401 and BUSM1111)
BUSM1049	Business Law	30	O	None	<b>BUSM1051</b> (and BUSM1002 and BUSM1605 and BUSM1602)
BUSM1519	Law for Accounting	15	O	None	<b>BUSM1049</b> (BUSM1002 and BUSM1605 and BUSM1602)
BUSM1529	Business Accounting Systems	15	O	None	(BUSM1052)
BUSM1619	Creative Communications: Ideas & Impacts	30	O	None	(BUSM1061 and BUSM1412 and BUSM1062 and BUSM1411)
BUSM1814	Web & E-business	30	O	None	None

### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include BUSM1019, BUSM1029 and BUSM1039.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

<b>Level 5</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code in brackets indicates earlier modules, which would be accepted as alternative pre-requisites)</b>	<b>Exclusions (Code in brackets indicates earlier modules which would be also excluded)</b>
BUSM2119	Leadership Principles & Practice	30	M	<b>BUSM1039</b> (or BUSM1031 or BUSM1301)	(BUSM2011 and BUSM2321 and BUSM2012 and BUSM2322)
BUSM2319	Operations, Project & Risk Management	30	M	<b>BUSM1039</b> (or BUSM1031 or BUSM1301)	(BUSM2031 and BUSM2032)
BUSM2919	Managing HR & Performance	30	M	<b>BUSM1039</b> (or BUSM1031 or BUSM1301)	(BUSM2091 and BUSM2311 and BUSM2092 and BUSM2312)
BUSM2019	Business Ethics	15	O	None	(BUSM2001 and BUSM3104)
BUSM2025	The Internal Legal Landscape	30	O	None	None
BUSM2039	Business Sustainability	15	O	<b>BUSM1039</b> (or BUSM1031 or BUSM1301)	(BUSM1003 and BUSM3032)
BUSM2049	Creative Problem Solving	15	O	<b>BUSM1019</b> (or BUSM1001 or BUSM1101 or BUSM1301)	(BUSM2081 and BUSM2111)
BUSM2059	EU, Human Rights & the Legal Environment	15	O	None	None
BUSM2069	Work Based Learning	30	O	None	None
BUSM2079	Commercial Law	15	O	BUSM1049 (or BUSM1002)	BUSM1519
BUSM2089	Preparing for Placement	15	O	None	UMSC2010 and UMSC3010
BUSM2219	Micro & Macro Economics	30	O	BUSM1029 (or BUSM1021 or BUSM1201)	(BUSM2021 and BUSM2201 and BUSM2022 and BUSM2202)
BUSM2229	Europe's Economies: Catching Up or Falling Behind	15	O	<b>BUSM1029</b> (or BUSM1021 or BUSM1201)	None
BUSM2388	Social Media	15	O	None	None
BUSM2419	Customer Behaviour & Decision Making	30	O	<b>BUSM1039</b> (or BUSM1041 or BUSM 1401)	(BUSM2041 and BUSM2403 and BUSM2061 and BUSM2411)

BUSM2429	Contemporary Marketing Communications	30	O	<b>BUSM1039</b> (or BUSM1041 or BUSM1401)	(BUSM2042 and BUSM2043)
----------	---------------------------------------	----	---	---	-------------------------

BUSM2439	Selling & Sales Management	15	O	<b>BUSM1039</b> (or BUSM1041 or BUSM1401)	(BUSM204 and BUSM2405)
BUSM2459	Services Marketing	15	O	None	BUSM3459
BUSM2519	Financial & Management Accounting	30	O	<b>BUSM1029</b> (or BUSM1051 or BUSM1501)	(BUSM2051 and BUSM2501 and BUSM2052 and BUSM2502)
BUSM2529	Taxation	30	O	<b>BUSM1029</b> (or BUSM1051 or BUSM1501)	(BUSM2054)
BUSM2619	Advertising: Influence & Persuasion	30	O	<b>BUSM1039</b> (or BUSM1041 or BUSM1401)	(BUSM2061 and BUSM2411 and BUSM2062 and BUSM2412)
BUSM2719	Public Relations & Campaigning	30	O	<b>BUSM1039</b> (or BUSM1041 or BUSM1401)	(BUSM2071 and BUSM2422 and BUSM2072 and BUSM3422)
BUSM2819	Entrepreneurship & Small Business Management	30	O	<b>BUSM1019</b> (or BUSM1001 or BUSM1101 or BUSM1311) or <b>COMP1311</b> (or COMP1211)	(BUSM2081 and BUSM2111 and BUSM2082 and BUSM3301)
COMP2381	E-business	30	O	None	<b>COMP3381</b> (and COMP3242 and COMP3271)

### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include BUSM2119, BUSM2319 and BUSM2919.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

<b>Work Placement Option</b>					
BUSM3009	Work Placement	NA	O	Preparatory Workshops	(BUSM3000)

### Optional Work Placement

Single Honours students may take an optional work placement between Levels 5 and 6, leading to the award of a sandwich degree.

<b>Level 6</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code in brackets indicates earlier modules, which would be accepted as alternative pre-requisites)</b>	<b>Exclusions (Code in brackets indicates earlier modules which would be also excluded)</b>
BUSM3019	Enhancing Organisations & Employability	15	M	None	(BUSM3003 and BUSM3103)
BUSM3029	International Business Strategy	15	M	None	(BUSM3004 and BUSM3101)
BUSM3119	Collaborative Leadership	30	M	<b>BUSM1039</b> (or BUSM1031 or BUSM1301) or <b>BUSM1812</b>	(BUSM3011 and BUSM3012 and BUSM3322)
BUSM3319	Managing Emerging Issues	30	M	<b>BUSM1039</b> (or BUSM1031 or BUSM1031) or <b>BUSM1812</b>	(BUSM3031)
BUSM3919	Strategic Challenges of HRM	30	M	<b>BUSM1039</b> (or BUSM1031 or BUSM1301) or <b>BUSM1812</b>	(BUSM3091 and BUSM3311 and BUSM3092 and BUSM3312 and SOCG3018)

### **Single Honours Requirements at Level 6**

Single Honours students must take 120 credits from the table above to include BUSM3019, BUSM3029, BUSM3119, BUSM3319 and BUSM3919.