Programme Specification for BSc (Hons) Business Information Technology

	This document applies to Academic Year 2018/19 onwards

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final award**	BSc Hons
5.	**Programme title**	BSc (Hons) Business Information Technology
6.	**Pathways available**	Single honours
7.	**Mode and/or site of delivery**	Taught modules at the University of Worcester
8.	**Mode of attendance**	Full time (3 years), part time, optional work placement
9.	**UCAS Code**	BSc (Hons) Business Information Technology – G500 BSc (Hons) Business Information Technology with placement – I161
10.	**Subject Benchmark statement and/or professional body statement**	QAA Subject Benchmark Statement: Computing (2016) QAA Subject Benchmark Statement - Business and Management 2015
11.	**Date of Programme Specification preparation/ revision**	March 2018 – course approval July 2018 approved by ASQEC August 2018 – AQU amendments

12.   Educational aims of the programme

This programme aims to develop learners' appreciation of Business Information Technology (BIT) as an integral part of commercial and industrial activities and also as a pervasive part of everyday life. It aims to meet Computing Curriculum recommendations and aims developed by two professional bodies (IEEE and ACM)[1], as well as combining a solid foundation of business topics. It seeks to develop skills appropriate, but not restricted to, graduate careers in computing and business with the potential for management positions and general employability, including self-employment. The programme uses a variety of methods to prepare students for various employment opportunities by developing work-related skills such as computing competencies, project management, and team work. In particular, the purpose of the programme is to:

1. Prepare for a career in Information Technology, such that the student will be able to work effectively with others in both computing and business arenas
2. Assess business and technical decisions involving commercial computing and develop and awareness of using various types of technologies to deliver value to an organization and have a positive effect on competitive advantage
3. Develop students who have 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.

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[1] Association for Computing Machinery & IEEE Computer Society, Computer Science Curriculum 2008: An Interim Revision of CS 2001, Report from the Interim Review Task Force, December 2008, http://www.computer.org/portal/web/education/Curricula;jsessionid=d1a6005da0be07c12560e4eb298e

4. Develop an appreciation of professional, moral and ethical issues involved and a sensitivity to changes in computing and information technology and the external business environment
5. Prepare, develop and enhance lifelong learning skills to support employability career aspirations and effective contribution to a diverse and multi-cultured society
6. Demonstrate project management skills to effectively lead and motivate fellow team members
7. Develop an understanding of the effective management of business operations, resources market and customers.
8. Provide opportunities for students to engage in work-based experiential learning as an integral part of the programme

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

Knowledge and understanding

LO no.	On successful completion of the named award, students will be able to:	Module codes	Award
1.	Understand the professional, legal, ethical and social best practices of systems analysis and design in an industrial or business setting.	COMP2311	Honours degree Non-honours degree
2.	Demonstrate knowledge and understanding of the key theoretical concepts and frameworks underpinning the analysis and requirements of systems and business strategy in organisations.	COMP2311 BMGT2220	Honours degree Non-honours degree
3.	Understand database design concepts, techniques and approaches.	COMP3391	Honours degree Non-honours degree
4.	Consider strategic options to enhance the competitive advantage of organisations and appreciate the implementation implications of such options	BMGT2300 BMGT2220	Honours degree Non-honours degree
5.	Understand the creation, selection of alternatives and deployment of social commerce solutions.	BMGT2301	Honours degree Non-honours degree

Cognitive and intellectual skills

LO No.	On successful completion of the named award, students will be able to:	Module codes	Award
6.	Appreciation of critical thinking, analysis and synthesis within a business environment with a particular emphasis on contemporary issues of organisational resourcing, project management and operations	BMGT2220 COMP3006	Honours degree
7.	Understanding of methods, tools and approaches to	BMGT2300	Non-

		COMP3391	honours degree
8.	Analysis of the applications issues that can be encountered in the implementation of computing business strategies within the context of newer technologies	COMP2311 COMP3391	Honours degree
9.	Recognition of the professional, economic, social, environmental, moral and ethical issues of using electronic media, including impact and sustainability	BMGT2220 COMP3006	Non-honours degree
10.	Problem solving in dealing with complex issues of systems development and design.	COMP2311 COMP3391	Honours degree

Practical skills relevant to employment

LO No.	On successful completion of the named award, students will be able to:	Module codes	Award
11.	Initiation and implementation of projects	COMP2311 COMP3006	Honours degree
12.	The operation, specification, design, construction and documentation of computer-based systems and applications that support the effective resourcing and management of business operations	BMGT2301 COMP2311 COMP3006	Non-honours degree
13.	The evaluation of systems in terms of quality and trade-offs related to both computing and business requirement	COMP2311 COMP3006	Honours degree
14.	Presentation (either group or individual) or systems and business concepts and projects	BMGT2220 COMP2311 COMP3006	Non-honours degree

Transferable/key skills

LO No.	On successful completion of the named award, students will be able to:	Module codes	Award
15.	Effective oral and written communication	All L6 modules	Honours degree Non-honours degree
16.	Numeracy and quantitative skills including the analysis, interpretation and extrapolation of data	COMP2311 COMP3391	Non-honours degree
17.	The ability to work as a member of a team, recognizing different roles within the team, and various ways of organizing teams	BMGT2220 COMP2311	Honours degree Non-honours degree
18.	Management of individual learning and development, including organization and time-management	BMGT2220 COMP2311 COMP3006	Non-honours degree
19.	The ability to conduct research into business, management and computing issues with an	BMGT2220 COMP2311	Honours degree

	appreciation of the uncertainty, ambiguity and limits of knowledge and conclusions	COMP3006	
20.	Commercial awareness showing an appreciation of the needs for operational efficiency, cost effectiveness, customer importance and a general knowledge of the marketplace in which an organisation operates	BMGT2220 COMP2311	Non-honours degree

The programme adopts a progressive structure of:

Level 4		Level 5		Level 6
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 programme and future employment.   The curriculum design approach has enabled the development of planned, integrated and progressive learning, teaching and assessment strategies for the programme. The mix of 15 and 30 credit modules offers a rich learning experience for students and the inclusion of innovative assessment strategies supports learning and achievement. Level 4 mandatory modules offer a clear foundation of business and computing fundamentals for example: management, marketing, web and programming.

Particular care has been taken to ensure that the core modules provide an appropriate structure within which:
- to acquire and build knowledge and understanding (eg via the four subject-related core modules at Level 4;
- 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 including higher order critical thinking skills;
- to develop a proactive approach to change, a sensitivity to business and computing issues and enterprise;
- the opportunity to develop and experience a variety of complementary approaches to learning and teaching and a good balance of activities.

Integration between practice and theory is provided by:
- the opportunity to undertake a one-year work placement
- the core modules of BMGT1220 and BMGT2220 require students to reflect on their learning and individual experiences of organisations, their environment and management. Such experiences will 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.

Examples of innovative academic practice within the Business School include:
- Inclusion of digital content in several digital marketing, generation digital, and e-business modules
- Innovative 'drone applications' module which is the first drone module in the UK for undergraduate curriculum incorporating business concepts
- Modules incorporating 'big data' and analytics concepts at Level 6.

Learning, teaching and assessment

As a result of a collaborative effort with colleagues across the Business School and in alignment with key factors relating to the University Learning and Teaching Strategy, the following strategic goals have been identified to shape the Business School's approach to learning and teaching.

1. Ensuring intellectually challenging modules which are integrated and have clear continuity across all levels
2. Incorporate coherent continuous assessment strategies with embedded formative and summative feedback approaches
3. Ensure key skills around research, employability and digital literacy are embedded into learning and teaching
4. To develop a sense of belonging and awareness among students through communication, towards shaping mind-sets and building a more cohesive culture.
5. To transform the approach to personal academic tutoring through tutor-led mentoring and an embedded structure within course design.

The learning and teaching methods employed in this course will provide students with a range of opportunities to develop the skills necessary to apply business and computing theories and practice to a variety of situations.

The course prepares you for a career that combines elements of computing and business arenas. It aims to help students assess business and technical decisions involving commercial computing and develop and awareness of using various types of technologies to deliver value to an organization and have a positive effect on competitive advantage. The learning and teaching strategy also supports and enables students to make decisions in multifaceted and changeable situations and will provide students with a range of opportunities to develop the skills necessary to embark on a career in a variety of areas, for example systems analysis, consulting, technical management, social media management.

Learning and teaching methods used will include:
Tutor-led direct contact, University-based teaching days, including such methods as structured lectures, interactive seminars, flipped lectures, group discussions and activities, co-operative learning, individual tutorials, real-world case studies, oral presentations, mock examinations, virtual trading simulations, hands-on experience working with spreadsheets and market leading business analysis software, computer based tests, guest speaker inputs, work based learning, work placements and self-directed research. Students do not merely learn in isolation and using the university Virtual Learning Environment allows for online collaborative activities to take place.

Professional Bodies
Computing modules have been mapped to take advantage of curriculum recommendations and aims developed by three professional bodies (BCS, (British Computing Society) IEEE (Institute of Electrical and Electronics Engineers) and ACM (Association of Computing Machinery).

Teaching
Students are taught through a combination of interactive workshops, lectures, seminars, laboratory practical sessions, fieldwork, practical activities, etc. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and laboratory practical sessions are focused on developing subject specific skills and applied individual and group project work.

In addition, meetings (both individual and group) with personal academic tutors are scheduled throughout the academic year. There is an opportunity to undertake a year-long placement in the third year of the course, supervised by a work-based mentor and a University tutor. Depending upon the course, there may be an opportunity to study abroad at one the exchange partner universities.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful graduates.

Contact time

In a typical week there will be at least 12 hours of timetabled teaching in lectures, seminars and small-group work. The precise contact hours will depend on the optional modules selected. If the degree requires a Research or Consultancy Project, students will have guided supervision time with a Project Supervisor.

Typically class contact time will be structured around:

- Information giving, facilitated discussions, small group work, presentations
- Practical skills – the opportunity to practise group facilitation, presentation, communication and listening skills
- Visiting speakers and opportunities to visit other settings are regular features of the course.
- Most of the computing seminars take place in state-of-the-art PC labs using a variety of software specific to each module.

Independent self-study

In addition to the contact time, full-time students are expected to undertake around 24 hours of personal self-study per week, plus additional preparation for assessments and examinations. Typically, this will involve meeting with individual tutors to discuss progress and feedback, completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online. In addition to this, students will spend time sharing ideas with fellow students, taking part in extra-curricular learning activities and engaging with external employers.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources as well as our network of employers and entrepreneurs.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, professional practitioners with industry experience and business leaders and employers.

Teaching is informed by research and consultancy, and many lectures are Fellows of the Higher Education Academy. Teaching is informed by the research and consultancy work carried out by staff and staff profiles can be view at the WBS Staff Profile Page.

Assessment

The precise assessment requirements in an academic year will vary according to the mandatory and optional modules taken. The assessment strategy has been designed so that:

- All modules have both formative and summative assessment elements. Formative assessment allows tutors and students to recognise strengths and weaknesses in learning and to address those issues immediately. Summative

assessments are graded and count towards the final module grade, and they are assessed against the specific module learning outcomes.

- Typically 15 credit/ one semester modules will have one assessment item; 30 credit/ two semester modules will have 2-3 assessments
- Across each individual year and cumulatively across all three years the concept of continuous assessment and/or building up expertise in different assessment types applies. A variety of assessment types (reports, portfolios, presentations, essays and a final year research or consultancy project) are designed to suit different learning styles
- There may be some specialisation by subject: e.g. exams are more common in Accounting and Finance and Economics modules because the professional bodies prefer this method of assessment for exemption/ accreditation purposes and many of our modules are linked to those bodies in order to obtain such exemption/ accreditation
- Different types of employability skills are embedded in all modules.

Inclusivity

The learning and teaching strategies for individual modules have been undertaken in accordance with the University's Curriculum Design Policy. There is constructive alignment of the learning outcomes with teaching and learning approaches and assessment, research-informed teaching and Business School Employability Standards have been embedded within modules to meet the learning needs of a diverse range of learners.

Research

The importance of research in the curriculum is a strategic goal of the Worcester Business School (WBS), and a variety of methods to enhance research into the curriculum are detailed:

- Research-informed teaching in enhancing students' learning experience is fully appreciated. Research-active tutors use their research within their disciplines and all tutors use research-inspired inquiry led learning, which keeps programmes of study current and relevant.
- Worcester Business School 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.
- Invitations to include eminent research-active guest speakers in modules is encouraged.
- Students also have the opportunity to engage with the Vacation Research Assistant (VRA) and Student as Academic Partners (SAP) schemes where projects are research-based.

Internationalisation is embedded in the curriculum and the programme also includes a number of modules with an international or global theme. 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 at a partner university (WORC3000) or an international work placement (BGMT3405).

Please Note: Students on Tier 4 visas must ensure that they remain compliant with UKVI regulations on attendance and engagement if they take up an opportunity to study abroad. They should also be aware that taking up such an opportunity may compromise their immigration status in the UK so should take advice from the International Student Advisor before applying.

The themes of ethical and sustainable business practice are addressed throughout the curriculum. 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.

14.   Assessment strategy

A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates is included in the course handbook.

The Assessment strategy has been designed to provide a variety of challenges appropriate to students on a multi-disciplinary academic undergraduate programme. Modules include assessments which encourage the development of academic and employability skills, wider reading and research and 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. Examples could include portfolios of artefacts, business plans, web sites, mobile artefacts. A mixture of assignments is intentionally set in order to maximise opportunities for all students to perform and develop skills relevant to their future academic or professional careers.

An appropriate balance of formative and summative assessments is included. The assessment structure has been developed to support student learning by providing assessment procedures that reflect the nature of the learning experience of each module, and by ensuring that the students are able to demonstrate ability in a wide range of qualities and skills appropriate to the course. This structure is under continuous review via WBS quality enhancement procedures including student feedback, comments from the external examiner and other review processes.

Study and assessment at Level 4 is seen as being a formative process in preparation for Levels 5 and 6 when grades count towards the final degree classification. The majority of assessment methods that are used at Levels 5 and 6 will be initially encountered by students at Level 4. As a student progresses through the levels there is a stronger emphasis on critical synthesis and evaluation.

Marking of student work is internally and externally verified. Typically work is anonymously marked, except where this is impracticable (e.g. oral presentations). Student work is graded according to the University's Generic Grade Descriptors Levels 4–6. Specific assessment criteria, which reflect the Intended Learning Outcomes are also published for each assessment. Constructive, timely and relevant feedback is an integral part of the assessment process.

Feedback

Students will receive feedback on practice assessments and on formal coursework assessments. Feedback on examination performance is available upon request from the module leader.

Feedback is intended to support learning by indicating how students can improve in future assignments and students are encouraged to discuss feedback with personal academic tutors and module tutors to help support academic and personal development and enhance employability skills. Feedback on summative assessments is normally provided within 20 working days of hand-in.

15. **Programme structures and requirements**

   BA (Hons) Business Information Technology

   This course is available to both full-time and part-time students. Full time students also have the option to take a Placement year between Levels 5 and 6.

   The Award Map can be found in Appendix 1.

16. **QAA and professional academic standards and quality**
   The 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 Quality Code sets out expectations which higher education providers are required to meet to ensure that academic standards are set and maintained.

   The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies are part of the Quality Code. The Qualifications Frameworks describe the achievement represented by higher education qualifications. They apply to degrees, diplomas, certificates and other academic awards granted by a higher education provider with degree awarding powers.

   The QAA Subject Benchmark Statement: Computing (2016) 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.

   This award is located at Level 6 of the FHEQ.

17. **Support for students**
   General approaches to student support
   The fundamental approach of Worcester Business School to student support is centred on the need to motivate and inspire our students. Given the nature of the subject material, the need for *active learning* is emphasised through the award.

   Students are supported during in-class activities with verbal formative feedback on their progress during seminar activities. They are also supported on a one-to-one basis, as required, outside the classroom through individual tutorials. Tutors allocate timetabled office hours to support student learning.

   Student induction
   Worcester Business School runs a week of induction events at the start of the academic year. This varies in detail from year to year but includes the following elements: Introduction to the course, introduction to fellow students, introduction to UW support services, meetings with academic tutors, introduction to key ICT and library resources, introduction to study skills, introduction to group activities.

   Support is available beyond Induction Week to ensure that students receive appropriate support at the point of need through the WBS Academic Support Unit Hub and Personal Academic Tutoring.

   Personal Academic Tutoring
   Each student has a nominated Personal Academic Tutor (PAT) to provide academic advice and guidance, personal development planning and pastoral support as appropriate throughout their programme of study. Key aspects of the role include:
   - To support the academic development of their allocated tutees
   - To act as the first point of call for any tutees experiencing issues or problems arising whilst at University

- To provide the official University reference for tutees
- To advise students on individual course options, module selection and academic planning
- To identify 'at-risk' students and implement intervention
- Improve graduate outcomes by focusing on students' ultimate career goal, providing information and guidance on graduate options (further study, employment and entrepreneurship)
- To lead to increased student engagement, achievement and attendance.

The programme has been designed to give time to embedded PAT within BMGT1220 and BMGT2220.

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 activities, attendance requirements, assessment briefs, assessment criteria and reading lists.
- Learning and study guides, including bespoke guides for Work Placements and assessed projects.
- 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 the placement year and other work experience opportunities. Placement students will be further supported by a dedicated tutor during their placement experience.
- Student course representatives on Course Management Committee to address course-wide issues.
- The University's Disability & Dyslexia Service 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.

http://www.worcester.ac.uk/student-services/index.htm
http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm

18. **Admissions**

Admissions policy
The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. Worcester Business School works closely with central student support services including the Admissions Office, the Disability & Dyslexia Service and the International Recruitment Team 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 normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs including English and Maths (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website https://www.worc.ac.uk/journey/a-z-of-courses.html

See Admissions Policy for other acceptable qualifications.

Applicants with no formal qualifications may be considered for Mature Student Entry Routes.

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.

Students whose first language is not English will be expected to have reached a sufficient standard on admission to the programme (e.g. IELTS of 6.0 of higher or Pearson 59 or 51 or higher in each component). Please note that IELTS exams must be no more than two years old at the start of the course. Further details regarding minimum entry requirements can be found on the University web site.

International students must hold a qualification equivalent to the UK standard entry requirements for undergraduate courses. International students can check their qualification with the International Recruitment Team at: international@worc.ac.uk

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Level 4 Programme which is equivalent to the first year of this course. Students will be required to successfully complete all parts of UWIC Stage 2 in order to progress to Level 5.

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).

Further information on Recognition of Prior Learning can be found at http://www.worcester.ac.uk/registryservices/941.htm

Admissions procedures
Offers will be conditional against successful meeting of entry requirements. Evidence from personal statements and/or references included with the application form will be considered in order to ascertain a candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course.

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

Full-time applicants apply through UCAS (see page 1, Section 8 for course codes).
Part-time applicants apply directly to University of Worcester (UW).

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 and evaluation

- Annual Course feedback through the Course Evaluation Report completed by Course Leader
- Departmental Periodic Review including external scrutiny
- External Examiners' Reports
- Links with employers
- Peer teaching observation
- Staff research and scholarly activity and membership of professional organisations

The following committees have 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

University of Worcester (UW) Committees
- Academic Standards and Quality Enhancement 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
- Course Management Committees
- Meetings with module tutors and Personal Academic Tutors
- National Student Survey
- University of Worcester online Student Surveys
- Feedback from Course Representatives

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.
- 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 please see the Taught Courses Regulatory Framework.

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped 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); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression
- Students at Level 4 will be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 will be permitted to progress to Level 6 when they have passed at least 210 credits including 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.
- For students following the UWIC pathway see section 18 above.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.
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, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
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, as specified on the award map.

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**

Annual External Examiners' reports have commented that Worcester Business School's programmes meet the needs of its students and equip them for subsequent employment.

Many members of staff have been engaged in developing the programme and are actively engaged in relevant research, consultancy and professional practice within the business environment.

Rates of progression and degrees classification for 2016/17:
- 100% of students from the Business Information Technology degree graduated with a first-class honours or 2:1 degree and year-2 progression was 100%
- 77.42% of students from the Business Management degree graduated with a first-class honours or 2:1 degree, and the progression rate from Level 4 to Level 5 was 92.31%.
- The current suite of Marketing and Advertising degrees offered saw 90% of graduates in work or further study within six months of completing the course (80% employed, 7% in further study or training, 3% other, and 10% unemployed).

Worcester Business School graduates remain highly satisfied with the quality of the courses. Further information can be found on the University National Student Survey 2016 page.

Over half of the School's research output submitted to the 2014 Research Excellence Framework (REF) were deemed of international significance. Over 50% of the full-time lecturers in Worcester Business School hold a doctorate degree.

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

Graduate destinations
- The 2015/16 leavers in various degrees, the number of graduates in employment or further education was very high for degrees including:
  - In Computing, 65% of graduates were employed, with 20% in further study/other
  - in the Business Management degree, 76% of graduates were employed and 15% in further study or training
  - the current suite of Marketing and Advertising degrees offered saw 90% of graduates in work or further study within six months of completing the course (80% employed, 7% in further study or training, 3% other, and 10% unemployed).

- The degree prepares students for a range of interesting and challenging careers in the public, private and voluntary sectors, both in the UK and overseas. Employment may initially be as a trainee business manager in a large organisation or a junior business manager in a smaller organisation, before moving on to more senior business management positions. Alternatively, students may decide to establish their own business.
- Some organisations that Worcester Business School graduates have worked for include such prestigious firms as:
  - Amazon UK
  - Cisco Systems
  - DHL
  - Enterprise
  - HSBC

- Mazda
- Sainsburys
- Vodaphone

Student employability

- Depending upon the degree, full-time students may have the opportunity to take a 4-year sandwich degree with a UK or international 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, the NHS, J P Morgan, Kraft, Worcester Bosch, Waitrose, Xerox, PWC and many others.
- Students at Levels 5 and 6 may have the option to choose an Internship module which aims to develop employability and key skills via paid or voluntary work experience alongside studies.
- Short-term work placement and job opportunities are also advertised via Worcester Business School's intranet for existing students.
- Career guidance – A range of opportunities are provided to enhance students' employment. Students will benefit from the close links that have been developed with local and national employers. Further careers guidance is available through the University of Worcester Career Advisory Service and periodic Career Fairs are organised by Student Services.

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 targeting of selected Employability Standards in every module (designed by Worcester Business School in conjunction with employers)
- 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

Links with employers

- Worcester Business School aims to promote closer links with employers through the work of its Business and Professional Development Team and is supported by its Employers' Advisory Group, which meets on a regular basis.
- The Business 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 Business School has worked with a number of business clients in developing and delivering its programmes including the NHS, local government, police constabularies, the Ministry of Defence, Royal Air Force, the Prison Service, Royal Mail, financial services, housing associations and many other local organisations and businesses.
- The Business 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 School liaises with external agencies, such as the Institute of Directors, Federation of Small Businesses, Chamber of Commerce and Confederation of British Industry.
- Media Lab. Worcester Business School's 'Media Lab is a dedicated purposefully-equipped space to provide students with the experience of working on 'live' projects with clients from the local business community. Projects include: mobile applications, games, website and software development. The Lab is also working as a test bed for learning and teaching and sustainability methodologies.
- Computing Showcase – employers attend the 'Computing Project' Showcase event each spring where third-year students present their projects to industry experts, employers, tutors and other students.

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.

APPENDIX: AWARD MAP

Course Title: Business Information Technology	

Level 4

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O)	Pre-requisites (Code in brackets indicates earlier modules, which would be accepted as alternative pre-requisites)	Exclusions (Code in brackets indicates earlier modules which would also be excluded)
COMP1341	Introduction to Web & Database Development	30	M	None	(COMP1241 and COMP1212)
COMP1347	Programming: Concepts to Construction	30	O*	None	(COMP1231 and COMP1345 and COMP1812)
COMP1812	Programming and Scripting	30	O*	None	(COMP1231 and COMP1345 and COMP1347)
BMGT1000	Customer Insight and Marketing	30	M	None	BUSM1039
BMGT1220	Unlocking Individual Potential	30	M	None	None

Single Honours Requirements at Level 4
Single Honours students must take 120 credits in total, to include COMP1341, BMGT1000, BMGT1220 **PLUS** a choice of (COMP1812 or COMP1347).

Level 5					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites**	**Exclusions**
BMGT2220	Unlocking Organisational Potential	30	M	BMGT1220	None
BMGT2300	Digital Content Systems and E-commerce	15	M	None	COMP2381 or COMP3381
BMGT2301	Social Commerce	15	M	None	COMP2381 or COMP3381
COMP2311	Systems Analysis & Design	30	M	None	COMP2211 and COMP2213
COMP2303	Computer Science: Embedded Systems	15	O	None	None
COMP2322	Networks in Organisations	15	O	None	COMP2221
COMP2341	Web Applications Development	30	O	COMP1341 (or COMP1241)	COMP2241 and COMP2242
COMP2361	Mobile Applications Development	30	O	COMP1341 or COMP1812 or COMP1347 (or COMP1345 or COMP1241 or COMP1231)	COMP3361
COMP2371	Introduction to Information Systems	30	O	None	COMP1381
BMGT2022	Digital Advertising Applications	15	O	None	None
BMGT2113	The Global Economy: Institutions, Trade and FDI	30	O	None	None
BMGT2121	Business Law: Rights and Obligations	15	O	None	BUSM2025
BMGT2200	Managing Successful Projects	15	O	None	BUSM2319
BMGT2201	SME Management	30	O	None	None

BMGT2210	Creating a High Performance Workforce	15	O	None	BUSM2919 or BUSM2091 or BUSM2092
BMGT2221	Developing Employee Talent	15	O	None	BUSM2919 or BUSM2091 or BUSM2092
BMGT2222	Selling and Sales Management	15	O	None	None
BMGT2223	Responsible Business	30	O	None	None
BMGT2320	Cultivating the Entrepreneurial Mind-set	15	O	None	BMGT1320
BMGT2321	New Venture Formation	15	O	None	None
LANG	Optional modules offered by the Language Centre	15/30	O	None	None

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include mandatory modules COMP2311, BMGT2220, BMGT2300 and BMGT2301 and optional modules - which can include up to 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English, Modern Foreign Languages and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: http://www.worcester.ac.uk/your-home/language-centre-module-options.html

Optional Work Placement or Year Abroad

Single Honours students may take an optional work placement or third year abroad year between Levels 5 and 6.

Work Placement Option					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites** (Code in brackets indicates earlier modules, which would be accepted as alternative pre-requisites)	**Exclusions**
BMGT3404	Work Placement	NA	O	None	WORC3000 BMGT3405 BUSM3000
BMGT3405	Overseas Work Placement	NA	O	None	WORC3000 BMGT3404 BUSM3000
WORC3000	Third Year Abroad	NA	O	None	BMGT3404 BMGT3405 BUSM3000

Please Note: Students on Tier 4 visas must ensure that they remain compliant with UKVI regulations on attendance and engagement if they take up an opportunity to study abroad. They should also be aware that taking up such an opportunity may compromise their immigration status in the UK so should take advice from the International Student Advisor before applying.

Level 6					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites**	**Co-requisites/Exclusions**
COMP3006	Business Information Technology Project	30	M	None	COMP3003 or COMP3004 or COMP3005 or COMP3007 or COMP3008
COMP3391	Practical Database Applications	15	M	COMP1341 or BUSM1814 or COMP1212	COMP2212
COMP3302	Nature of Computing	15	O	None	COMP3202
COMP3303	Elements of Computer Science	15	O	None	COMP3104
COMP3305	Applied Drone Technology	15	O	None	None
COMP3341	Advanced Web Applications Development	30	O*	COMP1341 or BUSM1814 or COMP1241	COMP3243
COMP3357	Managing Cyber Risks	15	O	None	None
COMP3361	Mobile Application Development	30	O*	COMP1341 or COMP1812 or COMP1347 or COMP1345 or COMP1241 or COMP1231	COMP2361
BMGT3000	Digital and Social Media Marketing	30	O*	None	None
BMGT3002	International Marketing	15	O	None	BUSM3449 or BUSM3043
BMGT3003	Customer Relationship Management	15	O	None	None
BMGT3020	Advertising and Digital Communications	15	O	None	None
BMGT3200	International Business Strategy	30	O	None	BUSM3029
BMGT3201	The Dark Side of Management	15	O	None	None
BMGT3220	Coaching and Mentoring	15	O	None	None
BMGT3221	Rethinking Organisational Value	30	O	None	None

BMGT3300	Digital Business	15	O	None	COMP2381 or COMP3381
BMGT3311	Business Intelligence and Analysis	15	O	None	None
BMGT3402	Business Investigation	30	O	None	BMGT3400 or BMGT3401

Single Honours Requirements at Level 6

Single Honours students must take 120 credits in total from the table above to include mandatory modules (COMP3391, COMP3006) PLUS a choice of 30 credits of (COMP3341 OR COMP3361 OR BMGT3000) PLUS a choice of 45 credits from Computing and Business options listed in the above table.