

PROGRAMME SPECIFICATION – BA (Hons) Accounting

1. Awarding Institution/Body	University of Worcester
2. Teaching Institution	University of Worcester
3. Programme accredited by	n/a
4. Final award	BA (Hons)
5. Programme Title	Accounting
6. Pathways available	Single
7. Mode and/or site of delivery	Taught Modules
8. Mode of attendance	FT,SW, PT
9. UCAS Code	N400
10. Subject Benchmark Statement	QAA Honours Degree Subject Benchmark Statement: Accounting, 2007
11. Date of Programme Specification	July 2011

12. Educational Aims of the Programme

The BA (Hons) Accounting Programme aims to develop the learner's knowledge and skill in accounting, set within a framework of related business skills and knowledge. Although most emphasis will be based on commercial accounting, many of the skills acquired would be transferable to the public sector. The programme will provide a basis for those wishing to pursue a career as a professionally qualified accountant but will also be of interest to those who wish to follow a career in general management positions where knowledge of accounting will be an asset. The programme perspective is from the point of view of the provider of accounting information, but this will necessarily mean that skills in the interpretation of accounting information will be acquired. In particular, the purpose of the programme is to provide students with:

1. an appreciation of the role of accounting in the overall context of the business by the study of how the design, operation and validation of accounting systems affect, and are affected by, individuals, organisations, markets, society and the environment.
2. skills and knowledge in the theory and practice of accounting in providing analysis and information for a variety of decision making, accountability, managerial, regulatory and resource allocation purposes.
3. a supportive and stimulating learning environment which is intellectually challenging and develops analytical and critical abilities
4. preparation for pursuing a career as an accounting practitioner within the fields of commerce, industry, finance and the public sector with the potential for sitting professional body examinations and so gaining professional body membership.
5. enhancement of lifelong learning skills and personal development to support employability, career aspirations and an effective contribution to society
6. opportunities to enhance employability by undertaking a work based placement and by "real world" learning experiences

13. Intended Learning Outcomes and Learning, Teaching and Assessment Methods

Knowledge and understanding:

Students will:

- Appreciate the purpose and nature of accounting in commercial organisations – its strengths and limitations and the use of accounting information by different stakeholder groups.
- Understand the regulatory structure of financial accounting information, including legal requirements and the application of International Financial Reporting Standards.
- Be able to prepare and interpret key financial statements i.e. the Income Statement, the Balance Sheet and the Cash Flow statement.
- Be skilled in the techniques of management accounting, including costing, budgeting and investment appraisal and decide how/when these are used to enable control and planning in the enterprise over the spectrum of the short, medium and long term.
- Appreciate the sources of finance available to the enterprise (principally debt, equity and working capital) and the risks and opportunities that each presents. They will examine the debate as to whether there is an optimal financing structure and how financial markets operate and be able to devise appropriate financial structures.
- Understand the role of audit in the preparation of financial information and ethical issues facing enterprises and the financial professional. Students will study the development and importance of Corporate

Examples of learning, teaching and assessment methods used:

- A programme of structured lectures, interactive seminars, group work sessions, individual tutorials and VLE support.
- The researching and writing of assignments and subsequent oral and written feedback.
- In-depth, self-directed research and tutorial guidance and discussion.
- Real-world settings and scenarios experienced via case studies, guest speaker inputs and work placement.
- A variety of assessment vehicles including essays, oral presentations, reports, group work, critiques, research tasks, portfolio, business plan, computer-based tests, open and closed book examinations.
- Training in the use of accounting software packages and the use of the data maintained therein in related modules.
- Links between modules to emphasise a holistic, business centred approach will be emphasised in learning and teaching activities.

<p>Governance rules and procedures in managing the enterprise.</p> <ul style="list-style-type: none"> • Gain a knowledge of the legal context in which commerce and enterprise is conducted from the view points of the enterprise, employees and customers and be able to make judgements of the legal position of a variety of business situations. • Gain an understanding of the key concepts of related business disciplines such as marketing, economics and general management. 	
<p>Cognitive and intellectual skills:</p> <p>Students will develop:</p> <ul style="list-style-type: none"> • Problem solving and decision making skills, recognising the need to adapt approaches to suit the time horizon of the issue at hand and the need to ensure that decisions are made within the relevant regulatory framework. • The facility for critical thinking, analysis and synthesis with reference to a wide range of accounting, legal and management issues. • Skills in summarising and explaining involved technical issues to non specialists in such a way that they are able to appreciate the implications of these issues to business decision making. • Ability to analyse and draw reasoned conclusions concerning structured and to a more limited extent, unstructured problems from a given set of data and from data which must be acquired by the student. 	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Research-based knowledge, understanding and critical appreciation is assessed through a variety of assessments which typically involve utilising existing data and gathering new data. • Seminar activities will include researching real world situations (for example, hostile takeover bids) and presenting summaries of these situations suitable for both the technically informed investor and less well informed shareholder. • Case studies will be used presenting a variety of issues; some cases will provide detailed information and data; others will present more general thematic problems where students will need to reason in the absence of all the desirable data eg BUSM1051, BUSM2054, BUSM3051, BUSM3053).

Practical skills relevant to employment:

Students will acquire:

- Numeracy skills, including the ability to manipulate financial and other numerical data and to appreciate statistical concepts at an appropriate level.
- Technical skills in the recording of financial transactions in a manner appropriate to the needs of the business and the production of key financial statements.
- Skills in the use of information technology in acquiring, analysing and communicating information (including spreadsheets, word processing software web based sources).
- Effective self management (time, planning, motivation, initiative and enterprise).
- Advocacy and negotiation skills.

Examples of learning, teaching and assessment methods used:

- Core modules in accounting, finance and taxation require students to produce accurate calculations (eg BUSM1051, BUSM2051, BUSM2052, BUSM3051, BUSM3052 and others).
- Students will gain proficiency in using a recognised industry standard software package (eg BUSM1052, BUSM3054).
- 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 (eg BUSM3052).

<p>Transferable/key skills:</p> <p>Students will develop and enhance:</p> <ul style="list-style-type: none"> • Their capacity for independent and self-managed learning and personal development. • The ability to work in groups, and other interpersonal skills including oral as well as written presentation skills. • The ability to locate, extract and analyse data from multiple sources, including the acknowledgement and referencing of sources. • Their sensitivity to diversity in terms of people, cultures, business, management, customer and ethical issues. 	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Personal development is introduced at L4 in BUSM1001 and underpins the exit module BUSM3003. It is encouraged throughout the course via the personal tutor support system, opportunities for placement learning, overseas exchange and free module choices at L5. • Group oral presentations and written assessments in a variety of formats (essay, report, critique) are used to develop oral and written communications, with particular reference to the nature of the intended audience. • All core modules (at least) include learning outcomes which require students to use an appropriate range of academic, business or practical sources (eg BUSM1051, BUSM2051, • All modules include opportunities for group discussions. Some modules include group assessments (eg BUSM2053, BUSM2057).
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14. Assessment Strategy

Students will be assessed using a variety of assignments.

- Individual reports based on topical issues in accounting and/or case studies to develop personal analytical skills and raise awareness of “real world” issues
- Individual portfolios based on personal & professional issues to develop knowledge and understanding in these areas
- Practical Tests based on decision making and PC Business Systems to develop skills and knowledge of popular accounting software
- Group presentations based on collaborative research and study to develop teamwork, research and presentation skills
- Multiple Choice Tests to assess understanding of, and ability to apply management tools from, the syllabus
- Open book examinations to assess understanding of, and ability to apply management tools from, the syllabus

Module subject specific assessment criteria are benchmarked to the University [Undergraduate Generic Descriptors](#) contained within the UMS Course Handbook.

Assessment criteria are provided for each module’s assessment item within the Course Handbook. A grid showing how assessment methods are mapped to modules is included in the course handbook. Each item of assessment will have clear criteria against which the work will be marked.

Most modules will have two assessment items and the nature of the assessments within each module will differ, providing an opportunity for students who find particular forms of assessment more difficult than others to still prosper on the module. The Course Handbook contains a matrix of the different types of assessments for each module contained in the programme.

The above assessment regime matches the demands that will be placed on the professional accountant. Sometimes the accountant will have to work under pressure against a tight deadline (examinations) but on other occasions will have to collaborate with colleagues to provide solutions to business wide issues (group presentations).

In addition to the summative assessments, opportunities will be provided for formative assessment, for example using online quizzes through the University's VLE or through self/peer evaluation in seminar groups.

Marking of student work is internally and externally verified with a minimum sample of 15% of each assessment item. Work is marked anonymously unless it is impractical to do so (e.g. oral presentations). Student work is graded according to the University's Generic Undergraduate grade descriptors and specific criteria which reflect intended learning outcomes are published for each assessment.

Online submission and marking of assignments is available using the University's SOLE.

15. Programme Structure and Requirements

The BA (Hons) in Accounting is 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.

All modules represent 15 credits, with the exception of two 30 credit modules, BUSM1001 The Business Professional at L4, and BUSM3056 IFRS for SMEs at L6. There are two options modules at L5 where students may choose from a variety of modules from across the University, enabling them to pursue specialist areas of interest or to explore a broad range of business and management issues. These 2 option modules are not restricted to Business School modules. All other modules in the table below are mandatory.

Certain modules are mandatory for all business school undergraduates and so students on this course will experience studying in a multi-disciplinary context. These modules provide for increased employability and academic skill development.

These are:

BUSM 1001 The Business Professional
BUSM 1021 Economic Concepts
BUSM 1031 Management Concepts
BUSM 1041 Marketing Concepts
BUSM 1051 Financial Concepts

Students wishing to take the course in sandwich mode must record this intent with the Worcester Business School Placements Coordinator by week 3 in Semester 1 of Level 5 in order to be able to participate in the two mandatory Pre-Placement Workshops which commence in Learning Week of Semester 1. Formal registration to a sandwich degree requires students to register for module BUSM3000 as part of the normal

procedures for selecting modules for the following year.

The Accounting degree course structure through levels 4 to 6 affords academic progression in a context of increasing complexity and breadth of knowledge. The modern accounting environment is multi-disciplinary and is based upon legal and statutory requirements which necessitate the study of business law, audit, ethics, corporate governance and taxation in addition to finance considerations.

The course progresses from fundamental discipline principles at L4 (with BUSM1001, BUSM1021, BUSM1031, BUSM1041 and BUSM1051), after a solid knowledge of underpinning ideas and models have been assimilated.

This broad multi-disciplinary base necessitates the exclusion of module free options at L4.

Legal principles (BUSM1002) and business software concepts (BUSM1052) are introduced to complete the contextual base for future learning.

Sub-themes of management accounting and financial management (BUSM2052), financial accounting (BUSM2051), business research (BUSM2002), audit, ethics, corporate governance (BUSM2053) and taxation of the individual (BUSM2054) are introduced at L5.

At level 6 topics are developed to a more advanced complexity for both corporate financial accounting (BUSM3052) and management accounting (BUSM3051). Those concepts, principles and ideas, assimilated at L5, facilitate the introduction of advanced corporate finance topics (BUSM3052) and corporate taxation (BUSM3053). The global business context (BUSM3004) and organisational management issues (BUSM3003) are also studied at L6 and this completes an overview of the modern global business and accounting world.

BA (Hons) Accounting Award Map

This programme is available as a Single pathway only.

LEVEL 4				
Module Code	Module Title	Status: Mandatory (M) or Optional (O)		
		Credits	Single Hons	Prerequisites
BUSM1001	The Business Professional	30	M	None
BUSM1002	Business Law	15	M	None
BUSM1021	Economic Concepts	15	M	None
BUSM1031	Management Concepts	15	M	None
BUSM1041	Marketing Concepts	15	M	None
BUSM1051	Financial Concepts	15	M	None
BUSM1052	Business Accounting Systems	15	M	None

Single Honours Requirements at Level 4

Single Honours students must take 7 Mandatory modules BUSM1001, BUSM1002, BUSM1021, BUSM1031, BUSM1041, BUSM1051 and BUSM1052.

LEVEL 5				
Module Code	Module Title	Status: Mandatory (M) or Optional (O)		
		Credits	Single Hons	Prerequisites
BUSM2002	Business Research	15	M	BUSM1001
BUSM2051	Financial Analysis & Accounting	15	M	BUSM1051
BUSM2052	Management Accounting & Finance	15	M	BUSM1051
BUSM2053	Audit, Ethics & Governance	15	M	BUSM1051
BUSM2054	Personal Taxation	15	M	BUSM1051

BUSM2082	Small Organisation Development	15	M	BUSM1031
Optional Business Modules				
BUSM2011	Leadership Principles & Practice	15	O	BUSM1031
BUSM2012	Leadership in Action	15	O	BUSM1031
BUSM2012	Macro Economics	15	O	BUSM1021
BUSM2022	Micro Economics	15	O	BUSM1021
BUSM2031	Project Management	15	O	BUSM1031
BUSM2032	Operations Management	15	O	BUSM1031
BUSM2041	Customer Behaviour	15	O	BUSM1041
BUSM2042	Interactive Marketing	15	O	BUSM1041
BUSM2043	Marketing Communications Dev't	15	O	BUSM1041
BUSM2044	Sales Management	15	O	BUSM1041
BUSM2057	The Business of Banking	15	O	BUSM1051
BUSM2061	Advertising & the Mind of the Consumer	15	O	BUSM1041
BUSM2062	Advertising Management	15	O	BUSM1041
BUSM2071	Public Relations Practice	15	O	BUSM1041
BUSM2072	Public Relations & Campaigning	15	O	BUSM1041
BUSM2082	Creative Problem Solving	15	O	BUSM1001
BUSM2082	Small Organisation Development	15	O	BUSM1001
BUSM2091	Managing People & Performance	15	O	BUSM1031
BUSM2092	Human Resources: Context & Practice	15	O	BUSM1031

Single Honours Requirements at Level 5

Students must take the 6 Mandatory modules BUSM2002, BUSM2051, BUSM2052, BUSM2053, BUSM2054 and BUSM2082.

In addition, students are permitted to choose 2 Free Option modules from other Open modules within the Undergraduate Regulatory Framework or 2 further Optional modules from Business Management as listed above, subject to availability and any prerequisites.

LEVEL 6				
Module Code	Module Title	Credits	Status: Mandatory (M) or Optional (O)	
			Single Hons	Prerequisites
BUSM3003	Enhancing Organisations & Employability	15	M	None
BUSM3004	Global Business Strategy	15	M	None
BUSM3051	Advanced Management Accounting	15	M	BUSM1051
BUSM3052	Corporate Finance	15	M	BUSM1051
BUSM3053	Corporate Taxation	15	M	BUSM1051 & BUSM2054
BUSM3054	Corporate Financial Reporting	15	M	BUSM2051
BUSM3056	IFRS for SMEs	30	M	BUSM2051

Single Honours Requirements at Level 6

Students must take the 7 Mandatory modules BUSM3003, BUSM3004, BUSM3051, BUSM3052, BUSM3053, BUSM3054 and, over two semesters BUSM3056.

16. QAA Academic Infrastructure

The 2007 [QAA Honours Degree Subject Benchmark Statement: General Business and Management, 2007](#) 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 personal development

The course structure also reflects the precepts of [NICATS](#) level descriptors (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 the optional work placement year reflect the expectations of the [QAA Code of Practice, Section 9: Work-based and Placement Learning](#) (Sept 07).

17. Support for Students

The following activities and documents have been put in place to provide development and support for undergraduate students at Worcester Business School:

- A subject specific group and activity based **induction programme** which includes inputs from Student Services
- **Course handbook**
- **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.
- A **Virtual Learning Environment** to provide module-specific material, documents, activities and networking, as well as a more general announcements and updates.
- **Course Leaders** to advise on curriculum and other course-related issues
- A nominated **personal tutor** to provide pastoral support, academic advice and guidance, and Personal Development Planning, as appropriate
- 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
- Additional **study skills support** is provided via free advice sheets, booklets and free MP3 files (eg on exam or presentation skills, critical thinking, etc); 'how's it going' and suggestion portals; a writer-in-residence to assist with essay writing skills and general writing techniques; skill-specific workshops and reading lists
- Library, IT, Media and Print support is provided by Information Learning Services (ILS) staff, including a **nominated Academic Liaison Librarian for Worcester Business School**, and through an Enquiries Desk and Study Guides
- **Student representatives** on Course Management Committee to address course-wide issues
- A student online learning environment (**SOLE page**) via Registry Services where students can obtain specific details of module availability, registration and results as well as more general information on business competition opportunities, living, learning support and recreation
- **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).

- A range of **student support services**, including finance and accommodation advice
- Student and academic support, representation and social networking via the **Students' Union**
- **Career Services** offer one-to-one drop-in advice and information and publishes career events, activities and job opportunities. Worcester Business School also has its own intranet which advertises placement and career opportunities specifically for Business Management students.

18. Admissions Policy, Criteria and Procedures

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 GCSE's at grade C or above, including English and Maths, plus 120 Tariff points from a minimum of 2 and maximum of 3.5 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.

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found on the [University web pages](#). Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from 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

Part-time applicants apply directly to University of Worcester.

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
- Annual Course Evaluation Report completed by Course Leader
- Quinquennial Periodic Review including external scrutiny
- Peer teaching observation

- External Examiners' Reports
- Academic staff annual appraisal
- Staff Development Away Days and other events
- WBS Policy on Validation (Module Outlines and Assignment Briefs) and Moderation of Student Work
- Links with employers (eg via the WBS Employer Advisory Group) and PSRBs (eg Chartered Institute of Marketing, Management Standards Centre, Chartered Institute of Public Relations, Institute of Small Business and Entrepreneurship)
- Staff research and scholarly activity and membership of professional organisations

Committees with responsibility for monitoring and evaluating quality and standards:

Worcester Business School (WBS) 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

- Module feedback questionnaires
- Business Management Course Management Committee
- Meetings with module tutors and personal tutor
- National Students Survey
- Induction, exit and other ad hoc surveys

WBS has 4 Teaching Fellows, including 1 National Teaching Fellow.

20. Regulation of Assessment

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.
- 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.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see URF.

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 or non-submission.
- 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 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 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 105 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 45 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.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

21. Indicators of Quality and Standards

- The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

- 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 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.
- The University of Worcester holds the Investors in People kitemark which was renewed in 2008.
- HEFCE performance indicators, especially with respect to completion and achievement.
- The annual National Student Survey in which, in 2010 Business Management received an overall satisfaction score of 4.0 (out of a total of 5) and an overall satisfaction rating of 80%.
- Careers Destination Surveys – 93% of 2009 Business Management graduates were reported as employed or actively engaged in other activities (eg further study) within six months of graduating.

22. Employability and Graduate Destinations

- 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.
- **Short-term work placement and job opportunities** are also advertised via the School's intranet for existing students.
- 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 (eg Lloyds TSB, HBOS Plc, Clerical Medical, NFU Mutual and Virgin Money); Housing Associations, Southco and Malvern Instruments.
- 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 eg through undergraduate students' final year projects.
- The School works alongside the University's Business Development Office, servicing the

Graduate Internship programme, and liaising with **external agencies**, such as the Institute of Directors, Federation of Small Businesses, Chamber of Commerce and Confederation of British Industry.

- **Career guidance** is available through University of Worcester Careers Advisory Service and periodic Career Fairs are organised by Student Services.

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 the Business Management Student Handbook, study guides and module outlines. 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.

Key sources of information about the Course can be found in:

Business Management Course Handbook
UMS Student Handbook
Undergraduate Regulatory Framework

Further information can be found on the University's website at www.worc.ac.uk.