

PROGRAMME SPECIFICATION
BA (Hons) Management

1. Awarding Institution/Body	University of Worcester
2. Teaching Institution	University of Worcester
3. Programme accredited by	Not applicable
4. Final award	BA (Hons)
5. Programme Titles	Management
6. Pathways available	Single
7. Mode and/or site of delivery	Taught modules
8. Mode of attendance	FT, SW, PT
9. UCAS Code	N201
10. Subject Benchmark Statement	QAA Honours Degree Subject Benchmark Statement: General Business Management, 2007
11. Date of Programme Specification	July 2011

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 develop and apply 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

6. 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 diverse and individual nature of internal aspects, functions and processes, behaviour and cultures of organisations and their influence on both other organisations and their environment (BUSM1021, BUSM1031, BUSM1041, BUSM1051, BUSM2001, BUSM3003, BUSM3004).</p> <p><u>External Environment</u>: The nature and organisational impact of the changing and future nature of the external environment, with particular emphasis on tracking, understanding and responding to change (BUSM3003, BUSM3004).</p> <p><u>Management</u>: The various processes, procedures, theories and practices for effective management of organisations and rational, proactive and responsive decision making (BUSM2031, BUSM2032), with a particular emphasis on leadership (BUSM2011, BUSM2012, BUSM3011, BUSM3012) people (BUSM2091, BUSM2092), change (BUSM3003, BUSM3012) and sustainable management (BUSM3032).</p>	<ul style="list-style-type: none"> • 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, work placement • Practical assignment – eg self-analysis (BUSM1001, BUSM3003) market report (BUSM1041) briefing paper (BUSM2001) business plan (BUSM2082), organisational audit (BUSM3032), review of coaching and mentoring sessions (BUSM3011), operations analysis (BUSM2302), change management recommendations (BUSM3003) • A variety of assessment vehicles including essays (BUSM2091, BUSM2092), case studies (BUSM2001, BUSM2032, BUSM2082, BUSM2091, BUSM3031, BUSM3081) oral presentations (BUSM1001, BUSM1041, BUSM2012, BUSM2082), reports (BUSM2031, BUSM2092, BUSM3003), group work (BUSM1041, BUSM3082), critiques (BUSM2011, BUSM2012), mind map (BUSM3012), research tasks (BUSM3002, BUSM3090), open and closed book examinations (BUSM1021, BUSM1041, BUSM1051, BUSM2011, BUSM3004) • Complementarity across modules • The Independent Study/HR Investigation (BUSM3002/BUSM3090) requires students to describe and comment upon particular aspects of current research according to the nature of the course taken
<p>Cognitive and intellectual skills</p>	<p>Examples of learning, teaching and assessment methods used:</p>

<ul style="list-style-type: none"> • Critical thinking, analysis and synthesis with reference to past, present and future organisational, market, environmental and management issues and personal experiences and development. • Problem solving and decision making in a range of complex and unpredictable circumstances, with particular reference to the anticipation of change and its effective management and leadership. • Management of information including the interpretation and abstraction of meaning from a variety of information, data and experiences. • Sensitivity to diversity in terms of people, cultures, business, management, customer and ethical issues. 	<ul style="list-style-type: none"> • All modules encourage learners to engage in discussion of key issues and application of key concepts. • 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) • Case study work offers students the opportunity to engage in problem solving and complex issues • Core modules used to address problem solving and decision making (BUSM1001), sensitivity to diversity (BUSM2012, BUSM3012, BUSM3091), set in a context of change (BUSM1031, BUSM3003, BUSM3004).
<p>Practical skills relevant to employment:</p>	<p>Examples of learning, teaching and assessment methods used:</p>
<ul style="list-style-type: none"> • Select and use effective business communication media and technology and vocabulary to structure, present and disseminate information, requirements and decisions to a variety of audiences. • Engage effectively with team-based activities. • Conduct research into business and management issues with an appreciation of the uncertainty, ambiguity and limits of resultant knowledge and conclusions. 	<ul style="list-style-type: none"> • Use of real-life assessment scenarios requiring students to disseminate changing/evolutionary information, requirements and decisions to a variety of stakeholder groups (eg government minister, BUSM2001; company directors, BUSM3032; peers, BUSM2012; client, BUSM3011) in a manner which promotes effective leadership and management • Faculty librarian runs sessions on availability of and access to information sources in mandatory level 4 module BUSM1001 (and others) • Opportunities via the course and support sessions to help students develop skills in PowerPoint, internet research, e-mailing, Excel • All modules include opportunities for group discussions. Some modules include group assessments • All core modules (at least) include learning outcomes which require students to use an appropriate range of academic, business or practical sources • Research-based knowledge, understanding and critical appreciation is assessed through the Independent Project.
<p>Transferable/key skills:</p>	<p>Examples of learning, teaching and assessment methods used:</p>
<ul style="list-style-type: none"> • Effective oral and written communication. • Numeracy and quantitative skills. • Effective self management (time, planning, motivation, initiative and enterprise). • Personal development and responsibility, including in complex and unpredictable circumstances, together with the learning 	<ul style="list-style-type: none"> • Group oral presentations and written assessments in a variety of formats (essay, 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

<p>ability needed to undertake appropriate further training of a professional or equivalent nature.</p> <ul style="list-style-type: none"> • Interpersonal and teamworking skills. 	<ul style="list-style-type: none"> • Self-management skills are experienced through meeting assignment submission deadlines, working with others, the Independent Project and personalised assessment opportunities where students may choose a topic, case study or specific organisation or business sector as the basis for assessment • Personal development is introduced at Level 4 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 Level 4. • Examinations are included at all levels, partly to retain and develop examination techniques for students wishing to pursue professional qualifications post-degree. • Interpersonal and teamworking skills are experienced via group activities and assessments.
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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 (BUSM1031, BUSM1041 and BUSM1051 respectively) and the impact of the external environment in which they operate (BUSM1021).

Level 5 focuses on operational aspects of management including the highly important softer management roles of leading (BUSM2011, BUSM2012) and managing (BUSM2091, BUSM2092) people, change and innovation (BUSM2012), ethical approaches to business (BUSM2001), small business management (BUSM2082), as well as exploring the more specialised functions of managing projects (BUSM2031) and operations (BUSM2032).

At Level 6 the focus on the leadership and management of people (BUSM3011, BUSM3012) and change (BUSM3003, BUSM3012) 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 (BUSM3004) organisations, the challenges of sustainable management (BUSM3032) and entrepreneurship (BUSM3081, BUSM3082).

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 (BUSM1001, BUSM2001, BUSM3003) including higher order critical thinking skills (BUSM3004, BUSM3003);

c) **to develop a proactive approach to change** (BUSM3003, BUSM3004, BUSM3012), **and a sensitivity to business issues and assets** (BUSM3012,

BUSM3031), **organisational culture, enterprise and context** (BUSM3003, BUSM3004, BUSM3081, BUSM3082);

- d) **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 business placement
- specific modules at both Level 5 and 6 requiring students to reflect on their learning and individual experiences of organisations, their environment and management (BUSM2011, BUSM2012, BUSM3003, BUSM3012). 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, as well as a student's personal employment undertaken concurrently with studies on the course.
- 'practical' assignments (BUSM1041, BUSM2001, BUSM2031, BUSM2032, BUSM2082, BUSM3011, BUSM3032)

Independent Project

The double modules at L6 (BUSM3002 Independent Study/BUSM3090 HR Investigation) require students to undertake independent research in a discipline or field of their choice. The subject-focused HR Investigation allows students to appreciate the importance of research skills in enabling business planning and effective decision making. In the HR Investigation students conduct a comparative study of an HR system in two or more countries. Both the Independent Study and HR Investigation modules incorporate the necessary guidance, planning and preparation to undertake Independent Project. They are front-loaded with a minimum of 4 formal taught sessions covering the required research skills in order to understand conventions of academic research methodology and writing. Students will be able to define the exact nature of the study, with the agreement of the supervising tutor. In accordance with UW practice, subject specialists will be allocated as supervisors according to students' choice of module/study area. Students are required to undertake an interim review with their supervisor at the mid-point of their study.

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](#). This seeks to set outcomes which are achievable and aspirational and support the development of independent/autonomous learners. Thus higher order skills cognitive skills, typically assessed at level 6, may also be assessed at levels 4 and 5 with tutor support.

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, interactive marketing campaign and blog); 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 staff 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. Formative assessment is provided informally via class discussions, dedicated tutorials and blended learning. More formal opportunities are provided via exercises posted on the VLE.

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).

Marking of student work is **internally and externally** verified via a minimum of 15% 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.

Online submission and marking of assignments is available using 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.

All modules are worth 15 credits, with the exception of the double-weighted modules BUSM1001 The Business Professional, BUSM3002 Independent Study and BUSM3090 HR Investigation which are worth 30 credits. The modules in the course are all prescribed and are shown in Table 1 below. There is an opportunity to select two 'free option' modules at Level 4 from either Business Management and/or the wider university subject portfolios.

BA (Hons) Management Award Map

LEVEL 4				
Module Code	Module Title	Status: Mandatory (M) or Optional (O)		
		Credits	Single Hons	Prerequisites
BUSM1001	The Business Professional	30	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
Optional Business Modules				
BUSM1002	Business Law	15	O	None
BUSM1003	Introduction to Sustainable Business	15	O	None
BUSM1052	Business Accounting Systems	15	O	None
BUSM1061	Creative Concepts	15	O	None
BUSM1062	Issues in Advertising	15	O	None

Single Honours Requirements at Level 4

Single Honours student must take the 5 Mandatory modules BUSM1001, BUSM1021, BUSM1031, BUSM1041 and BUSM1051, plus 2 Free Option modules at Level 4 from other Open modules within the Undergraduate Regulatory Framework or 2 further Optional modules from Business Management as listed above.

LEVEL 5				
Module Code	Module Title	Status: Mandatory (M) or Optional (O)		
		Credits	Single Hons	Prerequisites
BUSM2001	Business Ethics	15	M	None
BUSM2011	Leadership Principles & Practice	15	M	BUSM1031
BUSM2012	Leadership in Action	15	M	BUSM1031
BUSM2031	Project Management	15	M	BUSM1031
BUSM2032	Operations Management	15	M	BUSM1031
BUSM2082	Small Organisation Development	15	M	BUSM1001
BUSM2091	Managing People & Performance	15	M	BUSM1031
BUSM2092	Human Resources: Context & Practice	15	M	BUSM1031

Single Honours Requirements at Level 5

Single Honours student must take the 8 Mandatory modules BUSM2001, BUSM2011, BUSM2012, BUSM2031, BUSM2032, BUSM2082, BUSM2091 and BUSM2092.

LEVEL 6				
Module Code	Module Title	Status: Mandatory (M) or Optional (O)		
		Credits	Single Hons	Prerequisites
BUSM3003	Enhancing Organisations & Employability	15	M	None
BUSM3004	Global Business Strategy	15	M	None
BUSM3011 or BUSM3081	Coaching & Mentoring or Managing Entrepreneurship	15	M	BUSM1031 BUSM1001 or COMP1211
BUSM3012 or BUSM3082	Leadership in Turbulent Times or Entre & Intrapreneurship	15	M	BUSM2011 or BUSM2012 BUSM1001 or COMP1211
BUSM3031	Managing Emerging Issues	15	M	BUSM1031
BUSM3032	Sustainable Management	15	M	BUSM1031
BUSM3002 or BUSM3090	Independent Study or HR Investigation	30	M	None None

Single Honours Requirements at Level 6

Single Honours student must take the 7 Mandatory modules BUSM3003, BUSM3004, BUSM3011 or BUSM3081, BUSM3012 or BUSM3082, BUSM3031, BUSM3032 and either BUSM3002 or BUSM3090 over two semesters.

Sandwich Mode - Students wishing to take BA (Hons) Management 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.

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 Independent Project and 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.
- Nominated independent project **supervisors with relevant specialist knowledge** are allocated to supervise students during the production of the Independent Project in the final year of study
- A specialist **exchange tutor** to advise students regarding module choices and other arrangements through the University's International Centre 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 in the prospectus or on the University webpages. 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
Business Management Independent Project Guide
UMS Student Handbook
Undergraduate Regulatory Framework

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