

**PROGRAMME SPECIFICATION**  
**BA (Hons) Marketing, Advertising and Web Design**

<b>1. Awarding Institution/Body</b>	University of Worcester
<b>2. Teaching Institution</b>	University of Worcester
<b>3. Programme accredited by</b>	Not applicable
<b>4. Final award</b>	BA (Hons)
<b>5. Programme Titles</b>	Marketing , Advertising & Web Design
<b>6. Pathways available</b>	Single
<b>7. Mode and/or site of delivery</b>	Taught modules
<b>8. Mode of attendance</b>	FT, SW, PT
<b>9. UCAS Code</b>	PN35 BA/MMC
<b>10. Subject Benchmark Statement</b>	<a href="#">QAA Honours Degree Benchmark Statement: General Business and Management, 2007.</a>
<b>11. Date of Programme Specification</b>	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 with particular reference to the role, impact and challenges presented by marketing and web communications in business;
- 2 preparation for, and development of, a career in management in general, as well as in a wide range of careers, with particular relevance to careers involving the management and creation of marketing, advertising and web-based communications activities and strategy;
- 3 enhancement of lifelong learning skills and personal development to contribute to society at large;
- 4 the opportunity to access the specific knowledge, skills and practical competencies that will enable a graduate to:
  - gain an insight into the key activities, skills and challenges of effective marketing communications
  - plan, develop and design customer-focused web-based communications
  - gain a sufficient understanding of underlying principles in order to be able to effectively deploy web technologies
  - work with specialist and non-specialists in web technologies in order to deliver solutions against client briefs
  - fully identify, champion and exploit the role of web-based media in enhancing corporate communications in a variety of organisational contexts;
- 5 the opportunity to enhance employability and familiarity with the workplace through a reflective and applied 'real world' learning experience.

<b>13. Intended Learning Outcomes and Learning, Teaching and Assessment Methods</b>	
<b>Knowledge and understanding of:</b>	<b>Examples of learning, teaching and assessment methods used:</b>
<ul style="list-style-type: none"> <li>• The internal aspects, functions and processes, behaviour and cultures of organisations and their influence on the environment.</li> <li>• The nature and organisational impact of the changing and future nature of the external environment, with particular emphasis on the development and operation of markets and meeting customer expectations.</li> <li>• The various processes, procedures, theories and practices for effective management of organisations and rational, proactive and responsive decision making, with a particular emphasis on customer orientation and managing long-term relationships with a variety of stakeholder groups.</li> <li>• The fundamental concepts underpinning the core business management functions of marketing, finance, HR, operations and information management.</li> <li>• The operational and strategic requirements of planning and implementing marketing, relationship marketing and marketing communications campaigns.</li> <li>• Some knowledge and understanding at the boundaries of an aspect(s) of business management.</li> </ul>	<ul style="list-style-type: none"> <li>• A programme of structured lectures, interactive seminars, group work sessions, individual tutorials and VLE support.</li> <li>• The researching and writing of assignments and subsequent oral and written feedback.</li> <li>• In-depth, self-directed research and tutorial guidance and discussion</li> <li>• 'Real-world' settings and scenarios experienced via case studies, guest speaker inputs, work placement.</li> <li>• Practical assignment – eg agency pitch, marketing communications, plan based on an internal 'client' briefing, media release, website plan, brief for photoshoot.</li> <li>• Complementarity across modules</li> <li>• The Independent Study requires students to describe and comment upon particular aspects of current research according to the nature of the course taken.</li> <li>• Structured tutorials deployed at all levels to assist student progress towards achieving a broad and deep understanding of the discipline.</li> <li>• Modules contain varied approaches and activities to learning, teaching and assessment designed to encourage each student to progress within their individual capabilities to achieve a benchmarked qualification.</li> </ul>
<b>Cognitive and intellectual skills</b>	<b>Examples of learning, teaching and assessment methods used:</b>
<ul style="list-style-type: none"> <li>• Research and evaluate material from a variety of sources and synthesise these into a coherent argument.</li> <li>• Recognise the key principles underpinning marketing and web communications and its function within business areas and identify and analyse the interconnections between these areas.</li> <li>• Understand and analyse the range of objectives pursued by businesses and service industries at the organisational level.</li> <li>• Analyse some of the web applications, issues and problems likely to be encountered in the implementation of business strategies within the newer technologies context.</li> <li>• Critically evaluate business strategies and the role of marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Formal lectures that encourage interaction and discussion.</li> <li>• Individual- and group-based activities, where students are invited to provide substantial input to the session.</li> <li>• Extensive use of the electronic learning environment where tutors and students alike are encouraged to make use of and to incorporate e-Learning and e-Analysis into their personal and collaborative learning.</li> <li>• Assess theory and practice in some combination through the implicit dual nature of the modules.</li> <li>• Use of real-life assessment scenarios requiring students to disseminate information, requirements and decisions to customer groups with very different needs and objectives (client, agency, media owner).</li> </ul>

<p>communications therein; recognise the professional, economic, social, environmental and moral issues of using electronic media, including impact and sustainability.</p> <ul style="list-style-type: none"> <li>• Demonstrate a range of skills both generic and specific to the area of business and marketing and web communications, including skills of written and oral communication, quantitative skills, the use of written and oral communication and information, web and mobile technology, teamwork, learning to learn, reflect upon their learning and fine-tune interpersonal skills.</li> </ul>	<ul style="list-style-type: none"> <li>• All core modules (at least) include learning outcomes which require students to use an appropriate range of academic, business or practical sources</li> <li>• Research-based knowledge, understanding and critical appreciation is assessed through the Independent study.</li> <li>• Self-management skills are experienced through meeting assignment submission deadlines, working with others, the Independent Study and personalised assessment opportunities where students may choose a topic, case study or specific organisation or business sector as the basis for assessment</li> </ul>
<p><b>Practical skills relevant to employment:</b></p>	
<ul style="list-style-type: none"> <li>• The operation, specification, design, construction and documentation of web-based marketing materials.</li> <li>• The evaluation of marketing and web communications with respect to quality assurance and trade-offs.</li> <li>• In-depth knowledge of marketing and expertise in online marketing.</li> <li>• Ability to evaluate an existing interface to suggest and justify improvements regarding accessibility and usability.</li> </ul>	<ul style="list-style-type: none"> <li>• These skills are developed via practice based assessments. These feature strongly in the Computing modules (eg COMP1131, COMP1141, COMP2241, COMP2242, COMP3141, COMP3142). Some of these assessments are single 100% weighted tasks in order to enable students to develop full and complete solutions.</li> </ul>
<p><b>Transferable/key skills:</b></p>	
<ul style="list-style-type: none"> <li>• Effective oral and written communication.</li> <li>• Numeracy and quantitative skills.</li> <li>• Effective self management (time, planning, motivation, initiative and enterprise).</li> <li>• Personal development and responsibility, including in complex and unpredictable circumstances, together with the learning ability needed to undertake appropriate further training of a professional or equivalent nature.</li> <li>• Interpersonal and team working skills.</li> <li>• Information retrieval skills such as the use of browsers and search engines.</li> <li>• Appreciation of the need for continuous professional development in a rapidly expanding and demanding field.</li> </ul>	<ul style="list-style-type: none"> <li>• Group oral presentations and written assessments in a variety of formats (essay, report, critique) are used to develop oral and written communications</li> <li>• Self-management skills are experienced through meeting assignment submission deadlines, working with others, the Independent Study and personalised assessment opportunities where students may choose a topic, case study or specific organisation or business sector as the basis for assessment</li> <li>• Personal development is introduced at Level 4 in BUSM1101 and underpins the exit module at Level 6 in BUSM3103. It is encouraged throughout the course via the personal tutor support system, opportunities for placement learning and overseas exchange.</li> <li>• Interpersonal and team-working skills are experienced via group activities and assessments.</li> </ul>

A wide variety of learning and teaching methods is used in the BA (Hons) Marketing, Advertising and Web Design 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 core modules provide an appropriate structure within which:

- to acquire and build knowledge and understanding (eg via the eight foundation modules at Level 4 which underpin progression through appropriate specialist pathways of Marketing, Advertising and Web Design);
- 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 (eg BUSM1101, BUSM1102, COMP2241) including higher order critical thinking skills (eg BUSM3103, COMP3141);
- to develop a proactive approach to change, a sensitivity to business issues and enterprise (eg BUSM3103, COMP3141);
- 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 business placement
- modules at Level 6 requiring students to reflect on their learning and individual experiences of organisations, their environment and management. Such experiences will 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 personal employment undertaken throughout their course.
- 'practical' assignments, which, among other things, explore a variety of methods to generate online and e-commerce traffic, and utilise performance marketing in designing and planning specialist knowledge of lead generation, direct marketing, etc.

Independent Study

The Independent Study double module (BUSM3001/2) requires students to undertake independent research in a discipline or field of their choice. The module incorporates the necessary guidance, planning and preparation to undertake independent study. It is 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. In accordance with UW practice, each student will be allocated a subject specialist according to the precise nature and content of the Independent Study, who will act as supervisor and submit an interim review to Registry on student progress and contact.

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 Design Policy](#).

## 14. Assessment Strategy

The Assessment strategy has been designed to provide students with a **variety of challenges appropriate to students on a vocationally-oriented academic undergraduate programme**. Thus care has been taken to include in the core modules assessments which encourage the development of academic skills of wider reading and research. This course provides a range of opportunities to undertake more 'practical' assessments relevant to the real world of employment both in terms of the nature and context of the task set. For example, in BUSM2062 Advertising Management, students will produce an agency pitch on behalf of an advertising agency to a client.

A mixture of assignments is intentionally set in both the core and specialist modules in order to maximise an individual student's opportunities to perform and also to develop skills relevant to future academic and professional study. A mix of formative and summative assessments is also included. 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). The majority of modules include two elements of

assessment. In some modules staff believes 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.

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 Study, 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 will be available using the University's SOLE.

A grid showing assessment methods mapped to modules is included in the Course Handbook. The Assessment Strategy reflects tenets of the [University's Assessment Policy](#).

## 15. Programme structures and requirements

**Registration on to the BA (Hons) Marketing, Advertising & Web Design programme has been discontinued and the course will close at the end the academic year 2012/13. The following arrangements are for continuing students who will complete their awards in 2011/12 and 2012/13.**

**The BA (Hons) Marketing, Advertising & Web Design** 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 Independent Study module (BUSM3001/2) which is worth 30 credits. The modules in the course are all prescribed.

Module changes have occurred as a result of the revalidation in 2010/11 of both the UG Business Management and Computing portfolios. Current L5 students who entered the programme in 2010/11 will take the revalidated programme at L5 and L6. Students at L6 in 2011/12 who entered the programme in 2009/10, will take the existing programme at this level. **The Award Map for students who entered the programme in 2009/10 can be found in Appendix A and the Award Map for student who entered in 2010/11 is in Appendix B.**

**Sandwich Mode** - 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 Placement Learning 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:

- develop an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline
- develop analytical techniques and problem-solving skills that can be applied in many types of employment
- evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively
- develop the qualities needed for employment including the exercise of personal responsibility and decision-making in complex and unpredictable circumstances, and for lifelong learning and personal development.

The arrangements for the optional work placement year reflect the expectations of the [QAA Code of Practice, Section 9: Work-based and Placement Learning, September 2007](#).

## 17. Support for Students

The following activities and documents have been put in place to provide 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 Study and Work Placements
- **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 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 placements and other work experience opportunities. Placement students will be further supported by a dedicated tutor during their placement experience.
- Nominated **Independent Study supervisors**, with relevant specialist knowledge are allocated to supervise students during the production of the Independent Study in the final year of study
- 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 [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 to 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**
- [Careers 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 and Dyslexia Service and the International Centre to support students from a variety of different backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds and value the contribution of mature learners.

### Entry requirements:

The University's standard entry requirements apply: 4 GCSEs at grade C or above, including English and Maths, plus a minimum of 2 and a 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 included in the tariff points 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 web pages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University web pages 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 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
- 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 grades and L6 grades count equally in the profile.
- Classification determined on the profile of the best 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 by QAA 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. Career Opportunities and Links with Employers

- 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 Employer's 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 importance 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 Study Guide
- UMS Student Handbook
- Undergraduate Regulatory Framework

Further information can be found on the University's website at [www.worc.ac.uk](http://www.worc.ac.uk).

## APPENDIX A

### BA (Hons) Business, Advertising & Web Design – 2009/10 Entry

#### Award Map

Level 4 – 2009/10				
Module Code	Module Title	Credits	Status: Mandatory (M) or Optional (O)	
			Single Hons	Prerequisites
BUSM1101	Personal & Professional Development	15	M	None
B:USM1102	Business Decision Making	15	M	None
BUSM1201	Economic Concepts	15	M	None
BUSM1301	Management Concepts	15	M	None
BUSM1401	Marketing Concepts	15	M	None
BUSM1501	Financial Concepts	15	M	None
COMP1131	Applications Design & Development	15	M	None
COMP1141	Intro to Web Development	15	M	None

#### Single Honours Requirements at Level 4 – 2009/10

Single Honours students must take the 8 Mandatory modules BUSM1101, BUSM1102, BUSM1201, BUSM1301, BUSM1401, COMP1131 and COMP1141.

Level 5 – 2010/11				
Module Code	Module Title	Credits	Status: Mandatory (M) or Optional (O)	
			Single Hons	Prerequisites
BUSM2102	Research Methods	15	M	None
BUSM2402	Integrated Marketing Communications	15	M	BUSM1401
BUSM2403	Customer Behaviour	15	M	BUSM1401
BUSM2411	Advertising & the Mind of the Consumer	15	M	BUSM1401
BUSM2412	Advertising Management	15	M	BUSM1401
BUSM2413	Persuasive Communications	15	M	BUSM1401
COMP2141	Interface Design	15	M	COMP1141
COMP2142	Publishing on the Web	15	M	COMP1141

#### Single Honours Requirements at Level 5 – 2010/11

Single Honours students must take the 8 Mandatory modules BUSM2102, BUSM2402, BUSM2403, BUSM2411, BUSM2412, BUSM2413, COMP2141 and COMP2142.

Level 6 – 2011-12				
Module Code	Module Title	Credits	Status: Mandatory (M) or Optional (O)	
			Single Hons	Prerequisites
BUSM3001/2	Independent Study	30	M	None
BUSM3103	Organisation Reflection & Integration	15	M	None
BUSM3401	Marketing Strategy	15	M	BUSM1401
BUSM3411	Brand Dev't & Corporate Social Resp.	15	M	BUSM1401
BUSM3412	Advertising Strategy	15	M	BUSM1401
COMP3141	Qualitative Interface Evaluation	15	M	COMP2141
COMP3142	Advanced Web Design	15	M	COMP2142

#### Single Honours Requirements at Level 6 – 2011/12

Single Honours students must take the 7 Mandatory modules BUSM3001/2, BUSM3103, BUSM3401, BUSM3411, BUSM3412, COMP3141 and COMP3142.

## APPENDIX B

### BA (Hons) Business, Advertising & Web Design – 210/11 Entry

#### Award Map

Level 4 – 2010/11				
Module Code	Module Title	Credits	Status: Mandatory (M) or Optional (O)	
			Single Hons	Prerequisites
BUSM1101	Personal & Professional Development	15	M	None
B:USM1102	Business Decision Making	15	M	None
BUSM1201	Economic Concepts	15	M	None
BUSM1301	Management Concepts	15	M	None
BUSM1401	Marketing Concepts	15	M	None
BUSM1501	Financial Concepts	15	M	None
COMP1131	Applications Design & Development	15	M	None
COMP1141	Intro to Web Development	15	M	None

#### Single Honours Requirements at Level 4 – 2010/11

Single Honours students must take the 8 Mandatory modules BUSM1101, BUSM1102, BUSM1201, BUSM1301, BUSM1401, COMP1131 and COMP1141.

Level 5 - 2011-12				
Module Code	Module Title	Credits	Status: Mandatory (M) or Optional (O)	
			Single Hons	Prerequisites
BUSM2001	Business Ethics	15	M	None
BUSM2041	Customer Behaviour	15	M	BUSM1041 or BUSM1401
BUSM2042	Interactive Marketing	15	M	BUSM1041 or BUSM1401
BUSM2043	Marketing Communications Dev't	15	M	BUSM1041 or BUSM1401
BUSM2061	Advertising & the Mind of the Consumer	15	M	BUSM1041 or BUSM1401
BUSM2062	Advertising Management	15	M	BUSM1041 or BUSM1401
COMP2241	Interface Analysis	15	M	COMP1241 or COMP1141
COMP2242	Web Authoring & Design	15	M	COMP1241 or COMP1141

#### Single Honours Requirements at Level 5 – 2011/12

Single Honours students must take the 8 Mandatory modules BUSM2001, BUSM2041, BUSM2042, BUSM2043, BUSM2061, BUSM2062, COMP2241 and COMP2242.

Level 6 – 2012-13				
Module Code	Module Title	Credits	Status: Mandatory (M) or Optional (O)	
			Single Hons	Prerequisites
BUSM3002	Independent Study	30	M	None
BUSM3003	Enhancing Organisations & Employability	15	M	None
BUSM3042	Contemporary Marketing Strategy	15	M	BUSM1401 & BUSM2041 or BUSM2042 or BUSM2043
BUSM3043	International Marketing	15	M	BUSM1401
BUSM3044	Brand Management	15	M	BUSM1401
COMP3242	E-business	15	M	None
COMP3243	Creative Web Design	15	M	COMP1241 or COMP1141

#### Single Honours Requirements at Level 6 – 2012-13

Single Honours students must take the 7 Mandatory modules BUSM3002, BUSM3003, BUSM3042, BUSM3043, BUSM3044, COMP3242 and COMP3243