Programme Specification for BA (Hons) International Top-up Awards

This document applies to Academic Year 2022/23 onwards

Table 1 programme specification for BA (Hons)

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	BA (Hons) Top Up (Level 6 only)
5.	Programme title	International Business Management International Finance
6.	Pathways available	Single
7.	Mode and/or site of delivery	Taught modules
8.	Mode of attendance and duration	Full time (1 years full time) Part time
9.	UCAS Code	N121 International Business Management (available from September 2020) N390 International Finance (available from September 2020)
10.	Subject Benchmark statement and/or professional body statement	QAA Subject Benchmark Statement - Business and Management 2019 https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881_5
11.	Date of Programme Specification preparation/ revision	March 2018 – course approval July 2018 approved by ASQEC August 2018 – AQU amendments December 2018 – AQU amendments August 2019 – AQU amendments to Section 19. August 2020 – AQU amendments to Section 19. November 2020 – AQU updates. August 2021 – AQU amendments August 2022 – AQU amendments

12. Educational aims of the programmes

The Programmes aim to develop the learner's understanding of organisations, the external environment in which they operate and how they are managed. There is an emphasis on developing academic and cultural perspectives across national boundaries. In particular, the purpose of the programme is to provide students with:

1. The opportunity to extend existing knowledge of, and skills relating to, the study of international business/finance and/or experience of an overseas culture

2. A focused, analytical study of organisations and specialised aspects of their strategy, behaviour, management, financial aspects and sustainability in the changing global environment in which they operate

3. the opportunity to access the specific knowledge and skills that will enable them to:
   a. make an effective contribution to a functional specialism of management or finance
   b. apply specific knowledge and skills in a real-world global context

4. a supportive and stimulating learning environment which is intellectually challenging and develops analytical and critical abilities applied in an international context

5. opportunities to develop transferable skills and competencies and an appreciation of working in a diverse and multi-cultural environment in preparation for a career in international business, management or finance

6. enhancement of lifelong learning skills and personal development to support employability, career aspirations and an effective contribution to society

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

Table 2 knowledge and understanding outcomes for module code/s

International Business Management (top-up)

Knowledge and Understanding		

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Demonstrate knowledge and understanding of the key theoretical concepts and frameworks underpinning the analysis and development of strategy in organisations in a domestic or international context	BMGT3200 BMGT3222
2.	Consider strategic options to enhance the competitive advantage of organisations and appreciate the implementation implications of such options	BMGT3200
3.	Demonstrate an ability to apply and assess models of culture, examining their strengths and limitations	BMGT3222
4.	Present an advanced understanding of structures that can be applied to assess how culture influences world views and its impact on business management	BMGT3222
5.	Evaluate key concepts of intercultural business management	BMGT3222

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills		

6.	Develop abilities to critically evaluate strategic issues through the examination of case study examples using suitable tools and models	BMGT3200
7.	Synthesise appropriate solutions to complex and unpredictable business problems using quantitative and/or qualitative analysis	all L6 O modules
8.	Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of understanding external and internal factors that affect organisations in dynamic situations	all L6 O modules
9.	Evaluate key concepts of intercultural business management	BMGT3222

Table 4 skills and capabilities related to employment outcomes for module code/s

	Skills and capabilities related to employability	

10.	Demonstrate effective communication skills (oral and/or written)	all L6 O modules
11.	Individual and/or team research leading to selection of appropriate data sources for deriving feasible solutions in organisations	BMGT3200
12.	Be self-reflective, assessing the manner in which culture affects personal performance and how such differences/similarities influence intercultural management	BMGT3222
13.	Utilise a variety of media including information technology, to convey ideas and arguments effectively to a range of audiences, and demonstrate the ability to write, discuss and present arguments and ideas using appropriate academic conventions.	all L6 O modules

Table 5 transferable/key skills outcomes for module code/s

	Transferable/key skills	

14.	Demonstrate personal development, responsibility and effective self-management (planning, motivation and innovation).	all L6 O modules
15.	Present an advanced understanding of structures that can be applied to assess how culture influences world views and its impact on business management	BMGT3222
16.	Communicate a critical understanding of the complexity of the environmental, social, economic and ethical responsibility and potential strategic organisational responses	BMGT3200
17.	Reacting to and solving complex and unpredictable business problems, together with the learning ability needed to undertake appropriate further training of a professional or equivalent nature.	all L6 O modules

International Finance (top-up)

	Knowledge and Understanding	

LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
1.	Demonstrate an ability to apply and assess models of culture, examining their strengths and limitations	BMGT3222
2.	Present an advanced understanding of structures that can be applied to assess how culture influences world views and its impact on business management	BMGT3222

3.	Identify and analyse the role played by international finance institutions as providers of capital to business, central & local government	BMGT3113
4.	Utilise a variety of financial techniques to evaluate financial statements and assess the current strategic position of banks	BMGT3113
5.	Understand the impact of the economic environment in a business organisation	BMGT3111/ BMGT3130

Cognitive and Intellectual skills

6.	The ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making	All L6 O modules
7.	Synthesise appropriate solutions to complex and unpredictable business problems using quantitative and/or qualitative analysis in banking and/or financial environment	BMGT3113
8.	Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of understanding external and internal factors that affect organisations in dynamic situations	all L6 O modules
9.	Evaluate key concepts of intercultural business management	BMGT3222

Skills and capabilities related to employability

10.	Demonstrate effective communication skills (oral and/or written)	all L6 O modules
11.	Collect and manipulate data from reports, documents, and other sources and to evaluate and analyse the information and arguments within an international perspective	BMGT3222 BMGT3113
12.	Be self-reflective, assessing the manner in which culture affects personal performance and how such differences/similarities influence intercultural management	BMGT3222
13.	Utilise a variety of media including information technology, to convey ideas and arguments effectively to a range of audiences, and demonstrate the ability to write, discuss and present arguments and ideas using appropriate academic conventions.	all L6 O modules

Transferable/key skills

14.	Demonstrate personal development, responsibility and effective self-management (planning, motivation and innovation).	all L6 O modules
15.	Present an advanced understanding of structures that can be applied to assess how culture influences world views and its impact on business management	BMGT3222

16.	Demonstrate openness and sensitivity to diversity in terms of other people, cultures, ethics and business and management issues	BMGT3222
17.	Reacting to and solving complex and unpredictable business problems, together with the learning ability needed to undertake appropriate further training of a professional or equivalent nature.	all L6 O modules

The programme supports a range of cognitive, academic, practical and transferable skills appropriate to both study on the programme and future employment. The mix of 15 and 30 credit modules offers a rich learning experience for students and the inclusion of innovative assessment strategies supports learning and achievement.

Learning, teaching and assessment

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

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

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

The learning and teaching strategy also supports and enables students to make decisions in multifaceted and changeable situations and will provide students with a range of opportunities to develop the skills necessary to embark on a career in a variety of areas, for example accountancy, HR, management and marketing.

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

Accreditation
All of our courses and modules have been mapped to take advantage of professional body accreditations: see individual course pages for further details.

Teaching
Students are taught through a combination of interactive workshops, lectures, seminars, laboratory practical sessions, fieldwork, practical activities, etc. Interactive workshops take a variety of formats and are intended to enable the application of learning through

discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and laboratory practical sessions are focused on developing subject specific skills and applied individual and group project work.

Meetings (both individual and group) with personal academic tutors are scheduled throughout the academic year.

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

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

Typically class contact time will be structured around:

- Information giving, facilitated discussions, small group work, presentations
- Practical skills – the opportunity to practise group facilitation, presentation, communication and listening skills
- Visiting speakers and opportunities to visit other settings are regular features of the course.

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

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

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

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

Assessment

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

- All modules have both formative and summative assessment elements. Formative assessment allows tutors and students to recognise strengths and weaknesses in learning and to address those issues immediately. Summative assessments are graded and count towards the final module grade, and they are assessed against the specific module learning outcomes.
- Typically 15 credit/ one semester modules will have one assessment item; 30 credit/ two semester modules will have 2-3 assessments
- The concept of continuous assessment and/or building up expertise in different assessment types applies. A variety of assessment types (reports, portfolios, presentations, essays and a final year research or consultancy project) are designed to suit different learning styles
- There may be some specialisation by subject: e.g. exams are more common in Accounting and Finance and Economics modules because the professional bodies prefer this method of assessment for exemption/ accreditation purposes and many of our modules are linked to those bodies in order to obtain such exemption/ accreditation
- Different types of employability skills are embedded in all modules.

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

Research
The importance of research in the curriculum is a strategic goal of the Worcester Business School (WBS), and a variety of methods to enhance research into the curriculum are detailed:
- Research-informed teaching in enhancing students' learning experience is fully appreciated. Research-active tutors use their research within their disciplines and all tutors use research-inspired inquiry led learning, which keeps programmes of study current and relevant.
- Worcester Business School Employability Standard of Research and Problem-solving is covered by the majority of modules in the programme.
- A student-centred learning approach ensures that students learn through their own enquiry and the assessment strategy supports this through investigative, explorative and applied assessment tasks.
- Invitations to include eminent research-active guest speakers in modules is encouraged.
- Students also have the opportunity to engage with the Vacation Research Assistant (VRA) and Student as Academic Partners (SAP) schemes where projects are research-based.

Internationalisation is embedded in the curriculum and the programme also includes a number of modules with an international or global theme. Students study in a culturally diverse environment with peers and tutors from a range of cultural backgrounds.

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

14.   **Assessment strategy**

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

The Assessment strategy has been designed to provide a variety of challenges appropriate to students on a multi-disciplinary academic undergraduate programme. Modules include assessments which encourage the development of academic and employability skills, wider reading and research and advanced scholarship.

Students will also have the opportunity to undertake more 'practical' assignments relevant to the real world of employment depending on the nature of the subject disciplines in which they choose to specialise. Examples could include portfolios of artefacts, business plans, agency pitches and organisational audits. A mixture of assignments is intentionally set in order to maximise opportunities for all students to perform and develop skills relevant to their future academic or professional careers.

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

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

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

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

15. **Programme structures and requirements**

    BA (Hons) International Business Management (top-up)
    BA (Hons) International Finance (top-up)

    This course is available to both full-time and part-time students.

    The Award Map can be found in Appendix 1.

16. **QAA and professional academic standards and quality**
    The academic standards for the programme have been set and are maintained in accordance with Section A of the UK Quality Code for Higher Education. The Quality Code sets out expectations which higher education providers are required to meet to ensure that academic standards are set and maintained.

    The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies are

part of the Quality Code. The Qualifications Frameworks describe the achievement represented by higher education qualifications. They apply to degrees, diplomas, certificates and other academic awards granted by a higher education provider with degree awarding powers.

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

This award is located at Level 6 of the FHEQ.

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

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

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

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

     Personal Academic Tutoring
     Each student has a nominated Personal Academic Tutor (PAT) to provide academic advice and guidance, personal development planning and pastoral support as appropriate throughout their programme of study. Key aspects of the role include:
     - To support the academic development of their allocated tutees
     - To act as the first point of call for any tutees experiencing issues or problems arising whilst at University
     - To provide the official University reference for tutees
     - To advise students on individual course options, module selection and academic planning
     - To identify 'at-risk' students and implement intervention
     - Improve graduate outcomes by focusing on students' ultimate career goal, providing information and guidance on graduate options (further study, employment and entrepreneurship)
     - To lead to increased student engagement, achievement and attendance.

     In addition, to the above, the following activities and documents have been put in place to provide development and support for undergraduate students at Worcester Business School:
     - Handbooks are provided for the Course.
     - Module outlines which include module code, module title, level, planned teaching activities, attendance requirements, assessment briefs, assessment criteria and reading lists.

- Learning and study guides, including bespoke guides for Work Placements and assessed projects.
- A Virtual Learning Environment to provide module-specific material, documents, activities and networking, as well as more general announcements and updates.
- Course Leaders to advise on curriculum and other course-related issues.
- A Placements Coordinator who runs a programme of workshops and other support arrangements and activities to prepare students for the placement year and other work experience opportunities. Placement students will be further supported by a dedicated tutor during their placement experience.
- Student course representatives on Course Management Committee to address course-wide issues.
- The University's Disability & Dyslexia Service provides advice and support for students who have mental health difficulties, dyslexia, sensory or physical impairments and other difficulties. There is a dedicated Assistant Disability Coordinator for students with sensory impairments. Advice is also available on access technology such as voice recognition and text-to-speech software.

https://www2.worc.ac.uk/firstpoint/
https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx
https://www2.worc.ac.uk/disabilityanddyslexia/

18. **Admissions**

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

Entry requirements
The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs including English and Maths (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

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

See Admissions Policy for other acceptable qualifications.

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

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

Students must have successfully completed the first two years of a degree or have obtained an HND or Foundation degree in either International Business or Business plus experience of studying or working in an international environment.

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

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

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

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

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

Please refer to the Admissions office or
 https://www.worc.ac.uk/study/find-a-course/how-to-apply/home.aspx

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

19. **Regulation of assessment**

The course operates under the University's <u>Taught Courses Regulatory Framework</u>

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 7 days (one week) 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 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

Requirements for Awards

Award	Requirement
Degree (non-honours)	Passed a minimum of 60 credits at Level 6, specifically:
International Business Management	BMGT3200 International Business Strategy plus BMGT3222 Intercultural Perspectives
International Finance	At least 60 credits from BMGT3111 Strategic Financial Management, BMGT3113 International Banking and Finance, BMGT3130 Applied Economics or BMGT3222 Intercultural Business Perspectives
Degree with honours	Passed a minimum of 120 credits at Level 6, as specified on the award map.

Classification

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

Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

For further information on honours degree classification, see the Taught Courses Regulatory Framework.

Please Note: The above method of classification applies to students entering the Top-up degree from September 2022 onwards.

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

Graduate destinations
- The degree prepares students for a range of interesting and challenging careers in the public, private and voluntary sectors, both in the UK and overseas. Employment may initially be as a trainee business manager in a large organisation or a junior business manager in a smaller organisation, before moving on to more senior business management positions. Alternatively, students may decide to establish their own business.

- Some organisations that Worcester Business School graduates have worked for include such prestigious firms as:
  - Amazon UK
  - Cisco Systems
  - DHL
  - Enterprise
  - HSBC
  - Mazda
  - Sainsburys
  - Vodaphone

Student employability

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- Depending upon the degree, students at Level 6 may have the option to choose an Internship module which aims to develop employability and key skills via paid or voluntary work experience alongside studies.
- Short-term work placement and job opportunities are also advertised via Worcester Business School's intranet for existing students.
- Career guidance – A range of opportunities are provided to enhance students' employment. Students will benefit from the close links that have been developed with local and national employers. Further careers guidance is available through the University of Worcester Career Advisory Service and periodic Career Fairs are organised by Student Services.

Strategies used to embed employability into the curriculum and enhance graduate employability within a complex global world include:

- the targeting of selected Employability Standards in every module (designed by Worcester Business School in conjunction with employers)
- access to a broad network of business managers and employers
- employment preparation workshops which include CV preparation, mock interviews/ assessment centres and meetings with employers
- opportunities to engage in work-based learning modules

Links with employers

- Worcester Business School aims to promote closer links with employers through the work of its Business and Professional Development Team and is supported by its Employers' Advisory Group, which meets on a regular basis.
- The Business School works closely with a number of professional organisations including the Chartered Institute of Management, Institute of Commercial Management, Chartered Institute of Marketing, Chartered Institute of Personnel and Development, Chartered Institute of Public Relations, Institute of Financial Accountants, Chartered Institute of Payroll Professionals, and British Computer Society.
- The Business School has worked with a number of business clients in developing and delivering its programmes including the NHS, local government, police constabularies, the Ministry of Defence, Royal Air Force, the Prison Service, Royal Mail, financial services, housing associations and many other local organisations and businesses.
- The Business School has well-developed working relations with the local business community many of whom contribute to undergraduate programmes to give a real-world insight into the future world of work.
- These professional and business networks also involve external events, many of which are open to students, as well as employers.

- The School liaises with external agencies, such as the Institute of Directors, Federation of Small Businesses, Chamber of Commerce and Confederation of British Industry.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.

Award map for: BA (Hons) International Business Management (Top-up) (starting 2020)

Table 6 heading for course title

Course Title: BA (Hons) International Business Management (Top-up)

*Professionally accredited
Table 7 award map for level 6 BA/BSc (Hons)

Level 6					
Module Code	**Module Title**	**Credits (Number)**	**Status (Mandatory (M) or Optional (O))**	**Pre-requisites (Code of Module required)**	**Exclusions**
BMGT3200	International Business Strategy	30	M	None	BUSM3029
BMGT3222	Intercultural Business Perspectives	30	M	None	None
BMGT3000	Digital & Social Media Marketing	30	O	None	None
BMGT3001	Brand Management	15	O	BGMT2002	None
BMGT3002	International Marketing	15	O	None	BUSM3449 or BUSM3043
BMGT3003	Customer Relationship Management	15	O	None	None
BMGT3010	Spin Doctors, Lobbyists and Other Influencers	30	O	BMGT2010	BUSM3719
BMGT3020	Advertising and Digital Communications	30	O	None	None
BMGT3111*	Strategic Financial Management	30	O	(BMGT2111 or BMGT2100) and (BMGT2101 or BMGT2210)	BUSM3509

BMGT3113	International Banking and Finance	30	O	BMGT1111, BMGT2100 and BMGT2110	BUSM3539
BMGT3130	Applied Economics	30	O	None	BUSM3219
BMGT3201	The Dark Side of Management	15	O	None	None
BMGT3210	Strategic Challenges for HRM	30	O	None	BUSM3919 or BUSM3092
BMGT3300	Digital Business	15	O	None	COMP2381 or COMP3381
BMGT3310	The Next Big Thing	15	O	None	None
BMGT3311	Business Intelligence and Analysis	15	O	None	None
BMGT3402**	Business Investigation	30	O	None	None
BMGT3420	Business Innovation and Entrepreneurship	30	O	None	None

Single Honours Requirements at Level 6

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules (BMGT3200 and BMGT3222) and 60 credits of optional modules drawn from the above table.

** Leuven students to do Business Investigation at L6

Award map for: BA (Hons) International Finance (Top-up) (starting 2020)

Course Title: BA (Hons) International Finance (Top-up)

*Professionally accredited

Level 6					
Module Code	**Module Title**	**Credits (Number)**	**Status (Mandatory (M) or Optional (O))**	**Pre-requisites (Code of Module required)**	**Exclusions**
BMGT3113	International Banking and Finance	30	M	BMGT1111, BMGT2100 and BMGT2110	BUSM3539
BMGT3222	Intercultural Business Perspectives	30	M	None	BUSM3039
BMGT3000	Digital & Social Media Marketing	30	O	None	None
BMGT3001	Brand Management	15	O	BGMT2002	None
BMGT3002	International Marketing	15	O	None	BUSM3449 or BUSM3043
BMGT3020	Advertising and Digital Communications	30	O	None	None
BMGT3111*	Strategic Financial Management	30	O	(BMGT2111 or BMGT2100) and (BMGT2101 or BMGT2210)	BUSM3509
BMGT3114	Audit and Ethics	15	O	BMGT1110 or BMGT2110	BUSM3558 BUSM3559

BMGT3115	Strategic Business Management	15	O	BMGT2111 or BMGT2101	BMGT3200
BMGT3130	Applied Economics	30	O	None	BUSM3219
BMGT3200	International Business Strategy	30	O	None	BUSM3029
BMGT3201	The Dark Side of Management	15	O	None	None
BMGT3210	Strategic Challenges for HRM	30	O	None	BUSM3919 or BUSM3092
BMGT3300	Digital Business	15	O	None	COMP2381 or COMP3381
BMGT3310	The Next Big Thing	15	O	None	None
BMGT3311	Business Intelligence and Analysis	15	O	None	None
BMGT3402	Business Investigation	30	O	None	BMGT3400 or BMGT3401
BMGT3420	Business Innovation and Entrepreneurship	30	O	None	None

Single Honours Requirements at Level 6

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules (BMGT3113 and BGMT3222) PLUS a choice of (BGMT3111 or BMGT3130) and 30 credits of optional modules drawn from the above table.