

SECTION 2: PROGRAMME SPECIFICATION

1	Awarding institution/body University of Worcester
2	Teaching institution University of Worcester
3	Programme accredited by Not Applicable
4	Final award PG Cert in Management, PG Diploma (named route) and MSc (named route)
5	Programme title MSc Management, MSc International Management, MSc Management & Human Resources, MSc Finance & Management, MSc Marketing Management, MSc Marketing & Finance and MSc Marketing & Human Resources
6	Pathways available Not applicable
7	Mode and/or site of delivery Standard taught or block delivery, University of Worcester or partner institution
8	Mode of attendance Part Time or Full Time
9	UCAS Code Not applicable
10	Subject /Professional Benchmark statements QAA Master's Level Benchmark Statement Business and Management (2007)
11	Date of Programme Specification preparation/revision reapproved July 2011/updated March 2012
12	<p>Educational aims of the programme</p> <p>The Programme aims to develop the learner's understanding and critical appreciation of the core disciplines of management and to offer the opportunity to focus their studies in a specific discipline area. In so doing it seeks to improve the quality of management as a profession. In particular, the purpose of the programme is to provide students with:</p> <ol style="list-style-type: none"> 1. An advanced understanding of the management of organisations and the changing external context in which they operate; 2. Preparation for a career in management in order to be able to make an early and significant contribution to an employer; 3. The development of a range of business and self awareness skills key to career progression 4. An opportunity to engage with contemporary business and management practice and key emerging themes 5. An ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice. 6. An opportunity to develop theoretical and applied perspectives of a specialist aspect of business management (e.g., Finance, Marketing, Human Resource Management) 7. The ability to advance knowledge through skills including lifelong learning and self-managed research 8. A stimulating academic environment which is based upon the values of academic openness, critical appraisal and intercultural insight.

13 Intended learning outcomes and learning, teaching and assessment methods

<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • The role and function of organisations and the context in which they operate • The core disciplines of business and management including finance, human resource management and marketing • The range of research methods that can be applied to the study of management • The application of strategic thinking to the successful management of organisations • The key drivers of change affecting the management of organisations including the technological environment and globalisation. 	<p>Examples of teaching, learning and assessment methods used:</p> <ul style="list-style-type: none"> • A programme of structured lectures, interactive seminars, group work sessions and individual tutorials • The researching and writing of assignments and subsequent oral and written feedback • In-depth, self-directed research and tutorial guidance and discussion • Assessment is by a variety of means including essays, oral presentations, group work, research-driven tasks and open and closed-book examinations • Research-based knowledge and understanding is assessed through the dissertation.
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Skills and other attributes

<p>Intellectual/cognitive skills:</p> <ul style="list-style-type: none"> • The ability to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately in relation to the current areas of the management curriculum • Being able to solve complex management problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving management problems; and the 	<p>Examples of teaching, learning and assessment methods used:</p> <ul style="list-style-type: none"> • All modules require learners to engage in discussion of key issues and the critical application of key concepts • Case study work offers students the opportunity to engage in problem solving and complex issues • Modules in finance and strategy require analytical skills to be applied to a variety of data • Modules in marketing and human resource management raise issues in which judgement needs to be exercised • Intellectual and cognitive skills are assessed by means of written assignments, including extended essays.
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<p>ability to create, identify and evaluate options; the ability to implement and review management decisions</p> <ul style="list-style-type: none"> • Scanning, organising, analysing, synthesising and interpreting information from a variety of financial and non-financial data in order to abstract meaning and to share knowledge • Exercising judgement and understanding to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices 	
<p>Professional practical skills</p> <ul style="list-style-type: none"> • Engage in information retrieval, organisation and effective dissemination • Engage in team-based activities including assuming a leadership role and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management • Demonstrate an ability to conduct independently managed research into business and management issues through research design, data collection, analysis, synthesis and reporting • Presentation skills. 	<p>Examples of teaching, learning and assessment methods used:</p> <ul style="list-style-type: none"> • Faculty librarian runs session during induction relating to information resources available • Group and individual tasks involving library and internet-based information retrieval feature in various modules • Project-based tasks involving group management and co-ordinated presentation • Research methods module and dissertation provide group-based and individual support for the development of research skills • Assessment of information dissemination skills through group oral presentations, including use of peer assessment • Written assignments used to assess research skills.
<p>Transferable/key skills:</p> <ul style="list-style-type: none"> • Numeracy and quantitative skills including the application and development of relevant management models 	<p>Examples of teaching, learning and assessment methods used:</p> <ul style="list-style-type: none"> • Quantitative skills taught through use of worked examples, e.g. in finance modules and research methods

<ul style="list-style-type: none"> • Effective two-way communication skills, (e.g. listening; negotiation and persuasion; effective oral and written communication of complex ideas and arguments); using a range of media, including the preparation of business reports • High personal effectiveness: critical self-awareness, self-reflection and self-management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience • Effective use of ICT. • Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring 	<ul style="list-style-type: none"> • Group exercises involving role-play are used to develop two-way communication skills • Time management skills are conveyed as an integral element of successfully completing the dissertation • Certain quantitative skills are assessed through the use of time constrained formal examinations • Reflective learning is promoted through development of the research proposal for the dissertation.
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A wide variety of learning and teaching methods have been designed for use in the modules that comprise the MSc Management suite. Particular care has been taken to ensure that both the core programme modules and the award-specific specialist modules utilise complementary teaching and learning approaches. This ensures that students undertake a good balance of activities and access an applied and progressive learning experience.

In relation to the research-based areas of teaching, the module in Research Methods is designed to provide the necessary guidance required by the student to undertake a piece of supervised research. In order to support this learning objective, students will be required to develop a viable research proposal which they will present to an audience that includes a member of the teaching team with the necessary subject knowledge. This member of staff will then normally be designated as the supervisor for the dissertation component of the course which follows on from the Research Methods module and concludes the award.

The teaching and learning strategies for individual modules that have been outlined in this document have been undertaken in accordance with the University's Curriculum Design Policy and Guidance on writing learning outcomes and developing assessment criteria.

14 Assessment Strategy

As with the Learning and Teaching strategy, outlined above, the Assessment strategy has been designed to provide students with a variety of challenges appropriate for Masters level modules in business and management. The range of assessments specified in the module outlines (see section 4 of the handbook) have been developed in order to support the pedagogical approaches employed and which

are appropriate for the nature of the subject disciplines covered. It has also been the course team's intention to ensure that a variety of assessments are covered. In particular the use of case studies, presentations and reports encourage the development of applied skills that can be transferred into the working environment.

In line with the University of Worcester Assessment Policy, assessments for the individual modules have been designed to enable students to demonstrate that they have successfully met the learning outcomes. These are specified in each assignment brief along with any assessment criteria. Students are also supported through the use of grade descriptors and examples of prior assessment answers

15 Programme structures and requirements

Students who complete at least 60 credits worth of modules from the MSc Management suite, excluding Research Methods and the dissertation, are eligible for the award of PG Certificate in Management if they choose to exit at this point.

Students who complete at least 120 credits worth of modules from the MSc Management suite, excluding Research Methods, are eligible for a PG Diploma in their named award if they choose to exit at this point.

Award of one of the MSc Management Programme's seven named awards requires the completion of all the specified mandatory modules, the appropriate number of optional modules, Research Methods and a 40 credit Dissertation module to be written in the specialist area of management, which in the case of International Management requires an international perspective.

The course will normally take one academic year to complete. Part time students will normally complete the course over 3 years, but may complete in 2.

Table 15.1 Award Map Grid

	Credits	MSc Management **	MSc International Management	MSc Marketing Management	MSc Management & Human Resources	MSc Finance & Management*	MSc Marketing & Finance*	MSc Marketing & HR
BUSM 4111 Marketing Management	20	M	M	M	M	M	M	M
BUSM4112 Organisational Leadership & Change Management	20	M	M	M	M	M		M
BUSM4113 Finance for Managers	20	M	M		O ²	M	M	
BUSM4114 Emerging Themes in	20	M	M	M	M	M		

International Business								
BUSM4115 HRM	20	O ²			M			M
BUSM4116 International HRM	20		O ²		M			M
BUSM4117 Corporate Financial Management	20	O ²				M	M	
BUSM4118 International Financial Management	20		O ²			M	M	
BUSM4119 Customer Insight	20			M	O ²		M	M
BUSM4121 Emerging Themes in Marketing	20	O ²	O ²	M			M	M
BUSM4122 Advertising & Promotions	20			O ¹				
BUSM4123 Advertising Psychology	20			O ¹				
BUSM4105 Research Methods	20	M	M	M	M	M	M	M
BUSM4106 Dissertation	40	M	M Inter'l	M	M	M	M	M

* These courses are not available to January starters.

** Optional closed module available only to students in relevant employment (equivalent to a minimum of 16 hours per week).

Key:

M = Mandatory module for named award

O² = Optional module; choose 2 from 3

O¹ = Optional module; choose 1 from 2

16 QAA Academic Infrastructure

The QAA Subject Benchmarks for Master's degrees in business and management (<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/generalbusinessmanagement.asp>)

(2007) recognise that there is a wide diversity of courses available and that these different orientations need to be explicitly addressed when designing the Learning, Teaching and Assessment requirements, as well as the specific Knowledge, Understanding and Skills that underpin each type of course.

The current proposal is designed to offer a group of Type 2 awards which provide a generalist approach to the teaching of business and management subjects. These courses are oriented towards (but not exclusively directed at) students who have not previously studied in the area of business and management and who do not have practical business and management experience. Type 2 courses must provide a general introduction to business and management subjects, but may also include

some specialism or focus. Hence the use of four generic management modules as a core requirement for all named awards ensures that students receive a firm grounding in the key disciplines of management.

The QAA subject benchmarks also specify key areas of knowledge and understanding and these have been used to inform the Assessment strategy for this generalist programme in management.

The programme conforms to the requirements set out for Masters level qualifications by the Framework for Higher Education Qualifications (FHEQ).

(<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/FHEQ08.pdf>.)

In particular, the specialist modules, the Research Methods and Dissertation are designed to help instil within students a critical awareness of current research and scholarship within the disciplines of management. The Dissertation, in particular, provides students with an opportunity to engage in a critical review and application of research methodologies relevant to the various aspects of business and management research.

Research methods and the dissertation in combination with the module Marketing Management enable students to meet the requirements for the practitioner level of the Research & Analysis and the Strategy and Planning criteria of the CIM Professional Marketing Standards Framework.

17 Support for students

The following activities and documents have been put in place to provide support for Masters students at Worcester Business School and help promote equality of opportunity for all:

- The Worcester Business School induction programme includes inputs from Student Services and International Centre
- Course handbook including guidance for Dissertation and modules outlines which include planned teaching activities, attendance requirements, assessment briefs, assessment criteria and reading lists
- Support from Information & Learning Services (ILS) during induction, and via their Information Desk, a nominated Academic Liaison Librarian and Study Guides
- Representation on Course Management Committee to address course-wide issues
- Each student is allocated a personal tutor to provide support for learning
- Registry provides student-specific information, including module results, on the SOLE page of the University website
- Range of support services including accommodation office through Student Services
- Special events for international students co-ordinated by International Centre
- English language support provision through the Language Centre
- Academic achievement sessions to support student study skills
- Student and academic support, representation and social networking via the Students' Union
- Equal Opportunity via the Disability and Dyslexia Service, which implements

codes of practice in relation to disability, racial and other forms of discrimination and also provides practical support and guidance for students with learning difficulties

- 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 internet which advertises placement and career opportunities
- A Virtual Learning Environment – VLE to provide module-specific material, documents, activities and networking

18 Admissions policy, criteria and procedures

General admissions requirements of the programme are as follows:

- A second class UK honours degree, or equivalent, in any subject
- International students holding a qualification recognised as graduate equivalent by the University
- Students whose first language is not English are required to demonstrate proficiency to a minimum level of 6.5 IELTS or equivalent
- Candidates may exceptionally be admitted without a first degree via APEL/APL if they are able to demonstrate extensive experience in the area of business they wish to study.

Please contact the Registry Admissions Office for further information or guidance 01905 855111. Application forms are available on request. Interviews are not normally required prior to acceptance, however applicants may arrange an appointment with the Programme Manager by email (r.saunders@worc.ac.uk) or by phone (+44 (0)1905 542057).

Mature Students

UW values diversity in its student body and students from all backgrounds are very welcome.

Students with few or no formal qualifications should contact the Registry Admissions Office (01905 855111) with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

For further information or guidance please contact Registry Admissions Office on 01905 855111.

19 Methods for evaluating and improving the quality and standards of teaching and learning

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Module feedback questionnaires
- Course Management Committee
- Meetings with personal tutor and module tutors

- StARs (Student Academic Representatives)

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards, include:

- Module feedback
- Annual Course Evaluation Report completed by course leader
- Periodic course review, including external scrutiny
- Peer teaching observation
- External examiners reports
- Academic staff annual appraisal
- Staff Development Away Days and other events

Committees with responsibility for monitoring and evaluating quality and standards

School Committees

- Business School Quality Assurance Committee
- Business School Post Results Moderation Group
- Course Management Committee chaired by the course manager, and including the staff team and student representation, meeting twice-yearly as part of the programme evaluation.
- School Board
- School Learning, Teaching & Student experience Committee

University Committees

- Academic Standards and Quality Enhancement Committee
- Ethics Committee
- University Learning, Teaching and Student Experience Committee

The Business School has a number of Teaching Fellows with the responsibility of developing and enhancing the learning experience of all students within the school.

20 Regulation of assessment

Requirements to pass modules

- Students are assessed by a combination of course work and exam.
- The minimum pass mark is 50% for each module.
- Students are required to submit all items of assessment in order to pass a module.
- Attendance requirements are indicated in each module specification.
- 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 50% 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, which will incur payment of the module fee.

- For full details of submission regulations see [Postgraduate Regulatory Framework](#)

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 takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

The following awards are available to students who choose to exit with the following number of credits:

<i>Award</i>	<i>Requirement</i>
Postgraduate Certificate in Management	60 credits at Level 7 (excluding Research Methods and the Dissertation)
Postgraduate Diploma in Course Title as Appropriate	120 credits at Level 7 (excluding Research Methods)
MSc in Course Title as Appropriate	180 credits at Level 7 including a dissertation

University examination boards will review and confirm results for modules, and considers candidates' mark profiles to make decisions about progression, awards and degree classifications as appropriate. A sample of all work (including all fails and distinctions) is moderated internally and externally prior to the board.

The awards of PG Cert, PG Dip or Masters may be made with Merit or Distinction

These conditions are set out in the [Postgraduate Regulatory Framework](#), Section 15.

21 Indicators of quality and standards

- In the annual round of module evaluations (2009/2010) post graduate students have rated their overall module satisfaction as in excess of 90%.
- Many members of staff engaged in developing the programme are actively engaged in relevant research and consultancy in the disciplines of management

- Annual External Examiners reports for the School have been extremely supportive and complimentary
- University of Worcester holds the Investors in People Kitemark which was renewed in 2008
- 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.

22 Employability and Graduate Destinations

- Worcester Business School aims to promote closer links with employers through the work of its Business 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 Service Organisations (e.g. 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 Masters 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 and consultancy centre, CPW Consulting (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 e.g. through Masters students' dissertation/ consultancy projects. partnership

- The School also works alongside the University's Business Development Office, servicing our 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 module outlines and Section 3 of the course handbook. 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.