

PROGRAMME SPECIFICATION – BA (Hons) Entrepreneurship

This document applies to students who commence the programme in or after September 2017

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	BA (Hons)
5.	Programme title	BA (Hons) Entrepreneurship
6.	Pathways available and/or Linked Honours Degree progression route/s	Single
7.	Mode and/or site of delivery	Taught and task-based learning programme, block delivery at University of Worcester.
8.	Mode of attendance	FT, PT block delivery (weekdays)
9.	UCAS Code	Entrepreneurship (N106) Entrepreneurship (Placement Year) (N107)
10.	Subject Benchmark statement and/or professional body statement	Subject Benchmark Statement: Business and Management (QAA, 2015)
11.	Date of Programme Specification preparation/ revision	March 2016 August 2017 – AQU amendments

12. Educational aims of the programme

The BA (Hons) Entrepreneurship Programme is oriented towards students who wish to combine study towards an honours degree with the opportunity to start their own business in a supported environment with guidance from specialist lecturers, practising entrepreneurs and mentors.

This is a practice-oriented degree, which focuses on the development of the students' entrepreneurial effectiveness. This is achieved by embracing the concept of 'learning by doing' which ensures students are acquiring real knowledge and practical expertise to support their business start-up and business growth aspirations. There is a focus on real business experiences including master classes, enterprise events and interactions with local and global entrepreneurs. This philosophy is extended within the assessment primarily **for** (rather than 'of') learning Entrepreneurship ([QAA \(2012\) Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers](#), pp9).

Similarly, although there is an inherent emphasis on learning within the learner's own start-up venture, the Entrepreneurship skills acquired will be transferable to other business environments and learning opportunities.

The Programme aligns with the government agenda (The Impact and Effectiveness of Entrepreneurship Policy, NESTA 2013) which seeks to increase the number of entrepreneurs in the economy.

In particular, the programme aims to enable students to:

1. Demonstrate a systematic understanding of entrepreneurship principles, including those explored in the context of a start-up, used to manage people, processes and resources to yield a sustainable business entity.
2. Critically and reflectively evaluate themselves in the context of entrepreneurial mindset and develop a deeper understanding of how to apply Entrepreneurship principles, skills and knowledge to growing a business.
3. Undertake projects to enhance the development of their business whilst understanding the constraints within start-ups, in terms of interrelationship and access to, finance, customers, markets and people.
4. Develop a greater understanding of organisations, their management, the economy and the business environment, especially within a Start-up or Small Business.

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

The programme gives participants the opportunity to achieve and demonstrate the following learning outcomes (benchmarked to [QAA Business & Management 2015](#)). Reasonable adjustments will be made to ensure that disabled students are not disadvantaged:

Knowledge and understanding:

On successful completion of the course, students will be able to:

Award Level	Learning Outcome	Module Code
4	1. Define and apply commonly used new venture business planning concepts, skills, and tools.	BUSM1142
4	4. Examine the reasons and ethics for a choice of legal formation.	BUSM1142
5	1. Analyse financial information contained in a set of accounts or financial statements.	BUSM2140
5	2. Interpret the fundamental concepts of product and brand development and management.	BUSM2142
6	2. Identify and critically analyse systems for developing and managing innovation.	BUSM3144
6	2. Explore the financing options available to the business and the benefits and risks associated with each decision.	BUSM3141

Examples of learning, teaching and assessment methods used:

Entrepreneurs have a range of options when forming a legal entity to start their venture, these range from Charity, Community Interest Company to Limited Liability and Partnerships. For the major part the decision process is based around the requirements of the law and also the ethics around the businesses products and services. Students are presented with arrange of options, by which they will examine and ultimately make decisions and recommendations for their own legal formation.

Cognitive and intellectual skills:

On successful completion of the course, students will be able to:

Award Level	Learning Outcome	Module Code
4	5. Describe examples of entrepreneurial business and actual practice, both successful and unsuccessful, and explain the role and significance of entrepreneurial behaviour as part of a firm, and in society.	BUSM1144
4	1. Adopt the role and viewpoint of an entrepreneur. Distinguish relevant from irrelevant facts which significantly influence the entrepreneurial venture.	BUSM1144
5	1. Apply conceptual knowledge and analytical skills to systematically analyse and solve marketing problems.	BUSM2142
5	3. Reflect on the legal and ethical issues related to buyer behaviour.	BUSM2142
6	1. Critically reflect upon the importance of financial decision making in relation to the formulation and achievement of strategic business objectives	BUSM3133
6	3. Critically evaluate a set of project options whilst proposing a valid project structure and boundaries	BUSM3134

Examples of learning, teaching and assessment methods used:

Through a task based project students will develop and learn to accept ambiguity and uncertainty in a new venture. This may be in groups or within their own business allowing them to gain core skills for start-up business development and growth. The main pedagogies used include project-based inquiry. Students will be assessed through a reflective journal that is part of their on-going reflective practice throughout the course.

Practical skills relevant to employment:

On successful completion of the course, students will be able to:

Award Level	Learning Outcome	Module Code
4	1. Using a relevant framework identify with the role of an entrepreneur in developing a new venture	BUSM1140
4	1. Assess their own communication strengths and weaknesses.	BUSM1141
5	1. Appraise the process of conducting a successful sales interaction within a start-up.	BUSM2145
5	5. Explain the sources and availability of finance to a start-up or growing business.	BUSM2140
6	2. Evaluate customer and business model factors which have led to the rise in digital marketing	BUSM3131
6	3. Identify credible investors for the business and evaluate their credibility.	BUSM3141

Examples of learning, teaching and assessment methods used:

Computer simulation and modelling techniques enable students to learn and explore new business models and how these may increase revenue and profitability for their business, whilst lowering cash requirements. This exploration learning involves student inquiry, integrated-subject instruction and learning in multi-cooperative groups. Students demonstrate their knowledge through business management report assessment.

Transferable/key skills:

'On successful completion of the course, students will be able to:

Award Level	Learning Outcome	Module Code
4	2. Through self-evaluation understand the risks associated with a business plan.	BUSM1142
4	1. Identify the critical roles of marketing research, competitive analysis, consumer-value proposition, and market-entry strategy in the development of a project plan.	BUSM1145
5	4. Negotiate with account/key account management within the sales team on the resources needed and how these are to be deployed.	BUSM2145
5	5. Apply creative problem solving skills in understanding buyer behaviour in making strategic and tactical sales and marketing decisions.	BUSM2142
6	1. Justify the viability and sustainability of a business strategy through planning.	BUSM3141
6	4. Assemble and present a business growth or investment proposition to a panel of investors, showing financial awareness.	BUSM3141

Examples of learning, teaching and assessment methods used:

Students analyse the financial data of their business, providing a systematic appraisal of the current performance. This involves techniques such as trend analysis and the creation and review of common financial documents, ratios and statements. This requires a great deal of mathematical skills, I.T and problem solving to ensure that correct outcome. Assessment is through the presentation of credible and financial documents.

The BA (Hons) Entrepreneurship adopts a practice-oriented learning model, which both informs, and is informed by, teaching, learning and assessment approaches.

This course design brings together national best practice from the national quality organisation [QAA Enterprise and Entrepreneurship Education](#) guidance which states that the task of the enterprise educator is to

“design curricula with learning outcomes that relate to the enterprise agenda through increasing relevance and decreasing abstraction”

and

“enable students to relate their learning to their subject or industry context and to personal aspirations”.

A range of teaching pedagogies are adopted to ensure the curriculum enhances the learning of all students both in the start-up and in group learning environments. In addition to lectures, seminars, videos, podcasts, presentations and visiting entrepreneurs, students will participate in action learning sets and interactive activities to apply learning from businesses experiences in their start-up. These approaches are intended to take into account the principles of **inclusivity**: the types of learner, their start-up business, their prior experience and expectations and how they learn and will be supported to learn effectively.

Given the focus on developing a continued learning environment in which students develop an entrepreneurial mind-set, there is an emphasis on tutoring and mentoring to support individual requirements, and also to reflect (at a meta-cognitive level) on their learning process.

In a programme of this type, the **integration between practice and theory** is both continuous and synergistic. Thus:

- Every taught component of the course is assessed using applied activities and investigations undertaken within the learner's entrepreneurial context.
- An incubation-based learning initiative requiring students to apply knowledge in the start-up and to simultaneously develop their venture and their entrepreneurial skills.
- Students are required to reflect on their learning and individual experiences of their start-up venture, their environment and their self-management.

The importance of both **start-up-experiential learning** and **research-informed teaching** in enhancing students' learning experience, maintaining currency and high standards of learning is fully appreciated. Tutors contributing to the programme use their own research and/or start-up-based experience, as well as the experiences of others in the discipline, to illustrate ideas, concepts and theories or to provide examples. There are many opportunities across the programme for students to learn about and engage in research within their discipline. A student-centred learning approach, combined with investigative, explorative and applied assessment tasks, ensures that students learn through their own enquiry.

Ethical and sustainable business practice is a fundamental requirement of successful entrepreneurship. Consequently, these themes are addressed throughout the curriculum and in particular in the New Venture Formation (BUSM1143) and Individual Incubation Project (Business Start-up Research) (BUSM1145). Learners 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.

The **learning and teaching strategies for individual modules**, as outlined in the Module Specifications, have been developed 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 employability learning outcomes have been identified within all modules.

A grid showing how the programme learning outcomes are mapped to modules, and how key/transferable skills are taught/practiced and assessed within modules is included in appendix 2 of the student handbook.

14. **Assessment Strategy**

Assessment styles include primarily individual work (to develop and encourage independent entrepreneurial development) but there is a small element of group-based work (BUSM1144, Team-based Incubation Project) to develop group skills and extend the scope of material/activity that can be covered.

One important function of the learning approach to assessment is the opportunity for assessment presentations (24% of total assessments marks) to showcase progress and good practice in their own start-up and growth orientated business. For this reason, a mixture of assignments is intentionally set in order to **maximise opportunities for all students** to perform and develop skills relevant to both future academic/professional study and to future business growth development. Consequently this programme uses **assessment for learning as well as assessment of learning**.

Opportunities for **formative assessment** are provided in each module and include:

- Reflective journals, portfolio and book review.
- Business plans, management reports, project plans, brand evaluation and briefings for clients.
- Oral and poster presentations.
- Case Study.

The programme uses multiple choice tests and questions, and online quizzes through the University's VLE or through self/peer evaluation in seminar groups. This is central to the learning, teaching and assessment strategies of all modules in enabling students to benefit from feedback prior to submitting summative assessments.

Marking of student work is internally and externally verified via a minimum of 10% sample of work for every element of assessment. Work is marked anonymously unless it is impractical to do so (e.g. oral and incubation-based, context-specific presentations). Wherever appropriate, submission and marking of assignments is undertaken online, however it is recognised that large portfolios and verbal presentations which accompany many assessment models may not suit this approach. Marking of assessment are specified in the assessment briefs contained within the module outlines. 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 feedback is an integral part of the assessment process.

A grid showing assessment methods and weightings mapped to modules at each level, together is included in Appendix 3 of the Course Handbook.

15. Programme structures and requirements

Full details of the content of this programme are in the Award Map appended to this Programme Specification.

The BA (Hons) Entrepreneurship may be taken:

- Full-time – normally completed within three years, with a maximum 6-year eligibility period allowed for completion of the course.
- Part-time – normally completed in six years, with a maximum 12-year eligibility period allowed for completion of the course.

All of the taught modules represent 15 credits and are designed to be delivered in conjunction with the development and experiences gained, which maximises the number of subject learning outcomes of the programme.

The incubation based initiative modules are undertaken within the student's continuous start-up exploration. Consequently these larger (30 credit) modules are a reflection of the need for continuous, incremental, initiative development and in response to practical needs of the business.

Further details about the programme schedule can be found in the Course Handbook.

16. QAA and Professional Academic Standards and Quality

This award is located at level 6 of the FHEQ.

The following reference points have been used to inform the design of the programme:

- [QAA \(2012\) Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers](#). Given that the underlying objective to this course is to develop entrepreneurial effectiveness, it has been designed in line with the QAA-recommended 'stages' in an effectiveness journey: The QAA guidance provides an extremely clear diagram which indicates the entrepreneurial effectiveness journey.
 1. Enterprise Awareness,
 2. Developing an Entrepreneurial Mind-set,
 3. Developing Entrepreneurial Capability and
 4. Entrepreneurial Effectiveness
- The [Subject Benchmark Statement: Business and Management](#) (QAA, 2015). This benchmark has been used as a framework for gaining an understanding of start-up organisations, their management, the economy and business environment for personal skill enhancement to equip students to become effective and responsible entrepreneurs.

17. Support for students

Key guidance for students on this programme is provided in **Student Handbook**. This includes details of what is expected of the student and of support networks available.

Each student will be assigned a **Mentor** who will provide guidance throughout the programme, including:

- offer an outside perspective on both the learner, their business and the learning process provided by the start-up
- developing an environment which supports the sharing of the learner's own experience of both failure and success
- provide honest and constructive feedback and being a sounding board for ideas
- help with decision making by suggesting alternatives based on personal experience
- provide contacts and networks to further student's personal and business development
- provide ongoing support and encouragement

Each student will also be provided with space within the **Business Incubator** and opportunities such as Shop Space, Market Space, Funding and Grants applications as well networking events within and around Worcestershire.

Each student will also be allocated a **Personal Academic Tutor** whose role includes supporting academic development; acting as the first point of call for issues/problems; and providing an official University reference. The Personal Academic Tutor and mentor will be different people to ensure separation of the roles of academic and business development.

Virtual Learning Environment (VLE)

In addition to providing a fully-integrated repository of learning materials and guidance, the University's VLE will be used as an important tool to encourage student-student collaboration and networking. This interaction and peer support network is seen as a necessary and key facility for students in an entrepreneurial context.

Student induction

Students starting on this programme will be invited to a bespoke induction week, the key focus of which will be to introduce students to the concepts, philosophies and practicalities of incubation-based learning as experienced in the BA (Hons) Entrepreneurship.

We shall induct all students into the Business Incubator and a networking session with other businesses. All students will receive a business review, which will assess their complete business from product/service, current legal status, financial status and funding requirements. A mentor induction workshop and first mentoring session will take place during this week. All students will also be introduced to the Media Lab and the services it provides.

Learners will meet module tutors and be introduced to the services of, and contacts within, Registry, Information Learning Services, Student Services and the Students' Union. Induction messages continue during the first six months of the programme to ensure that students receive appropriate support at the point of need.

General Support for University Students

Students on this programme will be eligible to access the full range of services for students. Further details can be found at the links below:

- Student Services - <http://www.worcester.ac.uk/student-services/index.htm>
- Disability and Dyslexia Service - <http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

18. Admissions

Admissions Policy

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. This degree provides the opportunity for those with a creative mind-set, who may previously not have had a pure academic path in mind to access graduate learning and succeed.

Worcester Business School works closely with central student support services to actively encourage and welcome people from the widest range of economic and cultural backgrounds and values the contribution of mature learners.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (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.

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.

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

Admissions procedures

Full-time applicants apply through UCAS (N106, N107)

Part-time applicants apply directly to University of Worcester (UW)

1. All applications submitted will be considered by Worcester Business School's Admissions Tutor or Course Leader.
2. Applicants may be interviewed before being given either a conditional or non-conditional offer. The interview will either take place face to face or over skype/telephone.

Please refer to the Admissions Office or
<http://www.worc.ac.uk/courses/howtoapply/475.html>

Admissions/selection criteria

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 either a previous entrepreneurial initiative, aptitude or flair, the capability to develop a business around their idea and the capacity to succeed in follow through their current business (if applicable).

Interviews may also be used to gauge the applicant's suitability. The informal interview is used to gain an understanding of the applicant's flair, motivation and desire to be an entrepreneur and provide further details of the course, as required.

Please refer to the Admissions office
or <http://www.worc.ac.uk/courses/howtoapply/6638.html>.

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

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

- Module feedback and evaluation
- Annual Course feedback through the University's Online Student Survey
- Annual Course Evaluation Report completed by Course Leader
- Periodic Review including external scrutiny (every six years)
- Student Academic Representatives (StARs)
- External Examiners' Reports
- Links with employers
- Peer teaching observation
- Staff research and scholarly activity and membership of professional organisations

Committees with responsibility for monitoring and evaluating quality and standards:

Worcester Business School Committees:

- School Board
- School Quality Committee
- Learning, Teaching and Student Experience Committee
- Course Committee

- Post Results Moderation Group

University of Worcester (UW) Committees:

- Academic Standards and Quality Enhancement Committee
- Ethics Committee

20. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in 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 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.
- For full details of submission regulations see [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).

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 90 credits at Level 5 or higher.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for

	Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 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 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

or

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

21. Indicators of quality and standards

- During the annual National Student Survey in 2015, Business Management received an overall satisfaction score of 4.1 (out of a total of 5).
- Many members of staff engaged in developing the programme are professionally qualified and have consultancy and management experience in a broad range of entrepreneurship and start-up contexts.
- Over half of the School's research outputs submitted to the 2014 Research Excellence Framework (REF) were deemed of international significance. Over half of our full-time tutors have PhD degrees.
- Annual External Examiners' reports have commended Worcester Business School's undergraduate programmes in business for developing knowledge and skills relevant to employment, and for teaching/learning/assessment which is contemporary, applied and engaging.

22. Graduate destinations, employability and links with employers

Graduate destinations

The BA (Hons) Entrepreneurship degree supports learners in starting and developing their own business, whilst also preparing them for future potential employability in a wide range of entrepreneurial organisations within the public and private sectors, in industry and commerce, both in the UK and abroad.

Successful graduates will be eligible to apply for further study opportunities on the MSc and MBA programmes provided by Worcester Business School.

Student employability

- The programme is designed to progress the student and their business to a point of sustainability. This should enable the graduate to run a business and provide an income, which provides future prospects. The UK saw the highest number of start-ups in 2015 with over [600,000 company formations](#).
- The development of a business may take longer than three years and it is the intention to provide an MSc in Entrepreneurship which will support the students' continued learning.

- The growth of the SME sector within the UK means there is a greater need for experienced managers who can run entrepreneurial businesses. Graduates from this programme will be best placed to work in these businesses.

Links with Entrepreneur Networks

- Opportunities for local, national and international networks include:
 - [Federation of Small Business](#) - providing support, networking and awards for students.
 - [Centre for Entrepreneurs](#) - providing mentoring, an annual sponsored award and promotional support for our student businesses.
 - [Institute of Directors](#) - providing mentoring and networking opportunities.
 - [Start-up Britain](#) - running events at UW and networking nationally.
 - [Worcestershire Innovation and Worcestershire LEP](#) - providing networking and funding opportunities.
 - Barclays - providing connections to local and national businesses.
 - [Malvern Festival of Innovation](#) and [Worcester Soup](#) - providing pitching opportunities.
 - An Entrepreneur Forum will be established with this degree award.

Links with employers

- Worcester Business School aims to promote closer **links with employers** through the work of its Business and Professional Development Team. The team is currently working with key decision makers in a variety of private, public and third sector organisations, and is supported by the School's Employers Advisory Group, which meets on a regular basis.
- The School works closely with a number of **professional organisations** including the Chartered Management Institute, Institute of Chartered Accountants in England and Wales, Association of Certified Chartered Accountants, Chartered Institute of Management Accountants, 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, British Computer Society and Chartered Institute of Public Finance & Accountancy
- [British Council](#) and [InnovateUK](#) provides opportunities to work with and provide services to other countries.
- 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 Constabulary, Ministry of Defence and The Royal Air Force; Her Majesty's Prison Service; Royal Mail; Financial Services Organisations (e.g. Target); Housing Associations, Southco, Malvern Instruments, Allpay Limited, G4S Secure Solutions, Hereford & Worcester Fire and Rescue Service, Oakland International, Orchard Valley Foods and Hitachi Capital.
- 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 A BA DEGREE WITH HONOURS AWARD

Course Title: BA (Hons) Entrepreneurship	
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Level 4					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites	Co-requisites/exclusions and other notes
BUSM1140	Cultivating the Entrepreneurial Mindset	15	M	None	None
BUSM1141	Managing Communications in a Start-up	15	M	None	None
BUSM1142	New Venture Formation	15	M	None	None
BUSM1143	Business Planning Laboratory	15	M	None	None
BUSM1144	Team-based Incubation Project	30	M	None	None
BUSM1145	Individual Incubation Project (Business Start-up Research)	30	M	None	None

Single Honours Requirements at Level 4

Single Honours students must take 120 credits to include all the mandatory modules listed above.

Level 5					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites	Co-requisites/exclusions and other notes
BUSM2140	Finance for Entrepreneurs	15	M	None	None
BUSM2141	Individual Incubation Project (Business Operations)	30	M	None	None
BUSM2142	Individual Incubation Project (Customer Acquisition)	30	M	None	None
BUSM2145	Sales Management and Selling for Entrepreneurs	15	M	None	None
BUSM2130	Applied Leadership & Management	15	O	None	None
BUSM2133	Leading and Managing Teams and Individuals	15	O	None	None
BUSM2146	Advertising theory and practice	15	O	None	None
BUSM2147	Start-up Advancement (Negotiated module)	15	O	None	None
LANG	Optional modules offered by the Language Centre	15	O	None	

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all the mandatory modules (BUSM2140, BUSM2141, BUSM2142 **and** BUSM2145) **plus two** 15-credit option modules which can include up to 15 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English, Modern Foreign Languages and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>

Level 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites	Co-requisites/exclusions and other notes
BUSM3140	Individual Incubation Project (Negotiated module)	30	M	None	None
BUSM3141	Individual Incubation Project (Investment Readiness / Growth project)	30	M	None	None
BUSM3144	Managing Innovation in the Start-up Organisation	15	M	None	None
BUSM3133	Managing Financial Decision Making	15	O	None	None
BUSM3134	Focusing on Results and Change Management	15	O	None	None
BUSM3135	Decision Making for Improved Performance	15	O	None	None
BUSM3145	Digital and Social Marketing	15	O	None	None
BUSM3148	International Trade (Negotiated module)	15	O	None	None

Single Honours Requirements at Level 6

Students must take 120 credits from the table above to include all the mandatory modules (BUSM3140, BUSM3141 **and** BUSM3144) **plus three** 15-credit option modules from BUSM3133, BUSM3134, BUSM3135, BUSM3145 or BUSM3148.