

PROGRAMME SPECIFICATION – BA (Hons) International Business Management

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) International Business Management
6.	Pathways available	Single
7.	Mode and/or site of delivery	Taught modules and 1 semester study abroad
8.	Mode of attendance	FT, SW, PT
9.	UCAS Code	N122
10.	Subject Benchmark statement and/or professional body statement	QAA Subject Benchmark Statement - Business and Management 2015
11.	Date of Programme Specification preparation/ revision	December 2012; updated October 2013; updated January 2014; amendment to regulations - August and October 2014; August 2015 updating NSS and graduate destination details; September 2015 updated to include the Taught Courses Regulatory Framework and Personal Academic Tutoring; October 2015 – new QAA Subject benchmarks and update to Section 16 in light of QAA changes; February 2016 – updated to include module amendments. August 2016 – updating of option modules in Appendix 1. October 2016 – section 15 regarding assessment January 2017 – Appendix 1: addition of further option modules and reference to the status of those modules August 2017 – AQU amendments

12. Educational aims of the programme

The programme aims to develop the learner's understanding of organisations, the external environment in which they operate and how they are managed. It seeks to develop skills appropriate, but not restricted to, graduate careers in business with the potential for management positions and general employability, including self-employment. In particular, the purpose of the programme is to provide students with:

1. A specialised, analytical and highly integrated study of organisations and of their strategy, behaviour, management and sustainability in a changing global environment
2. Access to knowledge of management and leadership approaches and practices in business organisations applied in an international context
3. An understanding of sustainable and ethical approaches to business practice and procedures and the skills to enable them to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy

4. A supportive and stimulating learning environment which is intellectually challenging and develops analytical and critical abilities
5. Opportunities to engage in work based experiential learning as an integral part of the programme
6. Learning experiences which support the development of 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
7. Development of language skills and cultural awareness through a semester of study in an overseas partner institution
8. 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

Knowledge and understanding of:	Examples of learning, teaching and assessment methods used:
<p>a) <u>Organisations</u>: The internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, size/ scale, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment (BUSM1029, BUSM1039, BUSM3019) with particular reference to:</p> <ul style="list-style-type: none"> • People: leadership, management and development of people and organisations including the implications of the legal context (BUSM1039, BUSM1049). • Organisational behaviour: design, development of organisations, including cross-cultural issues, change, diversity and values (BUSM1039, BUSM2119, BUSM3029, BUSM3039). • Information systems and business intelligence: the development, management, application and implementation of information systems and their impact upon organisations (BUSM2519). • Communications: the comprehension and use of relevant communications for application in business and management, including the use of 	<ul style="list-style-type: none"> • A programme of structured lectures, interactive seminars, group work sessions, individual tutorials and VLE support. • The researching and writing of assignments and subsequent oral and written feedback. • In-depth, self-directed research and tutorial guidance and discussion. • 'Real-world' settings and scenarios experienced via case studies, guest speaker inputs, work based learning, work placement. • A variety of assessment vehicles including oral presentations, group work, critiques, portfolios, briefing papers, research tasks, open and closed book examinations. • The optional Business Project double module (BUSM3059) requires students to describe and comment upon particular aspects of current research.

digital tools (BUSM2388, COMP2381, BUSM3469).

- Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models (BUSM2388, COMP2381, BUSM3469).
- Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations including the identification of Intellectual Property and appreciation of its value (BUSM2025, BUSM2819, BUSM3439, BUSM3919).

b) The Business Environment:

This encompasses the fast pace of change within a wide range of sectors, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations with particular reference to:

- Markets: the development, access and operation of markets for resources, goods and services (BUSM1029, BUSM1039, BUSM2529, BUSM2539).
- Customers: management of customer expectations, relationships and development of service excellence (BUSM2419, BUSM3449, BUSM3629).
- Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues (BUSM2039, BUSM3019, BUSM3039, BUSM3559).

c) Management: this encompasses the various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management, including the management of people and corporate social responsibility, together with rational analysis and other processes of decision

<p>making within different organisations with particular reference to:</p> <ul style="list-style-type: none"> • Marketing and sales: different approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design (BUSM1039, BUSM2439, BUSM3619). • Finance: the sources, uses and management of finance and the use of accounting and other information systems for planning, control, decision making and managing financial risk (BUSM1029, BUSM2519, BUSM3559). • Operations: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems (BUSM2319, BUSM3039). • Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help maximise achievement of strategic objectives (BUSM2039, BUSM3019, BUSM3039). 	
<p><i>Skills of particular relevance to business and management:</i></p>	<p>Examples of learning, teaching and assessment methods used:</p>
<ul style="list-style-type: none"> • People management: to include communications, team building, leadership and motivating others. • Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions. • Research: 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. • Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty. • Innovation, creativity and enterprise: the ability to act 	<ul style="list-style-type: none"> • All modules encourage learners to engage in discussion of key issues and key concepts. • Higher order critical skills (eg the ability to evaluate evidence, arguments and assumptions to reach sound judgements) are developed not only at Level 6 but also at Levels 4 and 5 (with additional tutor support in line with UW's Curriculum Design Policy). • An integrated approach requiring students to work across subject disciplines (eg realistic problem-based tasks in BUSM1019, international strategic analysis in BUSM3029, cross-cultural leadership in BUSM3039) • Case study work offers students the opportunity to engage in problem solving and complex issues (BUSM1019). • Mandatory modules are used to address problem solving and decision making (BUSM1019, BUSM3029), sensitivity to diversity (BUSM3039),

<p>entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes.</p> <ul style="list-style-type: none"> • Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena. • Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business <p>All modules have 'in-built' employability skills designated in their respective module outlines</p>	<p>social responsibility (BUSM2039) set in a context of change (BUSM3029).</p>
<p>Other generic skills and attributes:</p>	<p>Examples of learning, teaching and assessment methods used:</p>
<ul style="list-style-type: none"> • Ability to work collaboratively both internally and with external customers and an awareness of mutual interdependence. • Ability to work with people from a range of cultures. • Articulating and effectively explaining information • Building and maintaining relationships. • Communication and listening including the ability to produce clear, structured business communications in a variety of media. • Emotional intelligence and empathy. • Conceptual and critical thinking, analysis, synthesis and evaluation. • Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time. • Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. This includes a continuing appetite for development. <p>All modules have 'in-built' employability skills designated in their respective module outlines</p>	<ul style="list-style-type: none"> • Faculty librarian runs sessions on availability of and access to information sources in mandatory Level 4 module BUSM1019 (and others). • Opportunities via the course and support sessions to help students develop skills in PowerPoint, internet research, e-mailing, Excel, project management. • All modules include opportunities for group discussions. Some modules include group assessments (BUSM1039) • Language skills are developed through during the semester abroad at Level 5 and opportunities to take optional language modules at L4 and L5. • All mandatory modules (at least) include learning outcomes which require students to use an appropriate range of academic, business or practical sources. • Research-based knowledge, understanding and critical appreciation is assessed through mandatory modules (BUSM3039, BUSM3029) and option module (BUSM3059). • Work based experiential learning opportunities are provided at Levels 5 and 6 via BUSM2089 and the optional work placement year. • Commercial awareness is embedded throughout the programme and is particularly explicit in mandatory modules (BUSM1019, BUSM1039 and BUSM3039).

Transferable/key skills:	Examples of learning, teaching and assessment methods used:
<ul style="list-style-type: none"> • Engage in reflective activities to increase self-awareness and self-efficacy • Effective self-management (time, planning, motivation, initiative and enterprise). • Personal development and responsibility, including in complex and unpredictable circumstances, together with the learning ability needed to undertake appropriate further training of a professional or equivalent nature. • Effective oral and written communication • Interpersonal and team working skills • Numeracy and quantitative skills • Participate in activities to develop leadership competence • Apply creative and innovative approaches and techniques to solve problems. <p>All modules have 'in-built' employability skills designated in their respective module outlines</p>	<ul style="list-style-type: none"> • Group oral presentations and written assessments in a variety of formats (briefing paper, case study, self-analysis, report, exam) are used to develop oral and written communications. • Self-management skills are experienced through meeting assignment submission deadlines, working with others, and personalised assessment opportunities where students may choose a topic, case study or specific organisation or business sector as the basis for assessment. • Personal development is introduced at Level 4 in BUSM1019 and is encouraged throughout the course via the academic tutor system, online resources for PDP and employability, and the requirement to study abroad for one semester. • Examinations are included (BUSM1029, BUSM1039, BUSM3029, BUSM3039), partly to retain and develop examination techniques for students wishing to pursue professional qualifications post-degree. • Interpersonal and team working skills are experienced via group activities and assessments with a particular emphasis on depth of cultural understanding and working effectively in international teams. • Creative and innovative approaches are encouraged in a range of modules through realistic business problem solving, eg mandatory modules (BUSM1019, BUSM3039), and option modules (BUSM2049, BUSM3819).

The BA (Hons) International Business Management programme adopts a progressive structure of:



With the intention of supporting progression across the intended range of cognitive, academic, practical and transferable skills appropriate to both study on the programmes and future employment. There is particular emphasis at Level 6 on contemporary international management issues and approaches. The curriculum design approach has enabled the development of planned, integrated and progressive learning, teaching and assessment strategies for the programme. The mix of 30 and 15 credit modules offers a rich learning experience for students and the inclusion of innovative assessment strategies supports learning and achievement.

The International Business Management programme endeavours to incorporate the [6 Principles for Responsible Management Education](#) to underpin good practice. Particular emphasis is given to the first two Principles:

Principle 1 aims to develop capabilities of students to add sustainable value for business and society. Principles of sustainable management are embedded throughout the programme. Tutors are encouraged to switch to online submission, marking and feedback of assignments to demonstrate a sustainable approach in reducing photocopying and printing.

Principle 2 aims to incorporate values of global social responsibility into academic activities and curricula. This is reflected in mandatory modules, for example, BUSM1039 Marketing and Management Perspectives, BUSM3029 International Business Strategy and BUSM3039 Intercultural Perspectives.

A wide variety of learning and teaching methods is used in the BA (Hons) International Business Management degree in order to maximise achievement and progression opportunities for students with a diverse range of prior knowledge, skills and achievement. Particular care has been taken to ensure that the core modules provide an appropriate structure within which:

- To acquire and build knowledge and understanding (eg via the 2 subject-related core modules at Level 4 – BUSM1029 and BUSM1039);
- To develop and progress – at all three levels of study – across the intended range of cognitive, academic, practical and transferable skills appropriate to both study on the programme and future employment (BUSM1019, BUSM3039);
- To develop a proactive approach to change, a sensitivity to business issues and enterprise (eg BUSM3029, BUSM3039);
- The opportunity to develop and experience a variety of complementary approaches to learning and teaching and a good balance of activities.

Integration between practice and theory is provided by

- The opportunity to undertake a one-year business placement
- Work Based Learning modules at Levels 5 and 6 which enable students to apply knowledge in the workplace and develop employability and key skills
- The mandatory modules at Level 6 requiring students to reflect on their learning and individual experiences of organisations, their environment and management. Such experiences will be acquired through other modules, for example via exposure to visits and other inputs from practising managers, simulation of real-life scenarios via case studies or modelling, as well as personal employment undertaken throughout their course.

The importance of **research-informed teaching** in enhancing students' learning experience is fully appreciated. The majority of tutors contributing to the programme are research-active and use their own research and that of others in the discipline to illustrate ideas, concepts and theories or to provide examples. The scope and calibre of research keeps programmes current and relevant and is invaluable to high standards of learning. There are many opportunities across the programme for students to learn about and engage in research within their discipline, culminating in the opportunity to complete a substantial business project at L6. The WBS 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.

The double module BUSM3059 Business Project at Level 6 requires students to undertake **independent research** in a discipline or field of their choice. It enables students to appreciate the importance of research skills in enabling business planning and effective decision-making. The module incorporates the necessary guidance, planning and preparation to undertake an independently-researched study. It is front-loaded with a minimum of 10 formal taught sessions covering the required research skills in order to understand conventions of academic research methodology and writing. Students will be able to define the exact nature of the study, with the

agreement of the supervising tutor. In accordance with UW practice, subject specialists will be allocated as supervisors according to students' choice of study area.

Internationalisation is embedded in the curriculum and the programme also includes a number of modules with an international or global theme (particularly BUSM3029 International Business Strategy, BUSM3039 Intercultural Perspectives and BUSM3449 International Marketing and BUSM3539 International Banking and Finance). Students study in a culturally diverse environment with peers and tutors from a range of cultural backgrounds. At Levels 4 and 5, students may choose to take a Language option from the range available. In addition they are encouraged to participate in the exchange programme to study abroad for a semester at L5.

The themes of **ethical and sustainable business practice** are addressed throughout the curriculum and in particular in BUSM2039 Business Sustainability and BUSM3319 Managing Emerging Issues. 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.

Course design (for example the development of 30 credit modules) takes into account the **principles of inclusivity**: the types of learner, their prior experience and expectations and how they learn and will be supported to learn effectively. A range of teaching methods are adopted to ensure the curriculum enhances the learning of all students. This includes lectures, seminars, and presentations. [The UK Quality Code for Higher Education: Chapter B4: Enabling Student Development and Achievement](#) and the UW Strategy for Embedding Inclusive Practice in Learning, Teaching and Assessment have been used as reference points to ensure an appropriately responsive curriculum. The needs of all learners are incorporated in learning and teaching activities, learning materials are adapted where necessary and reasonably possible and effective legible feedback is provided on assessments. WBS has a Diversity Co-ordinator who acts as a link between students with particular needs within the School and the Dyslexia and Disability Service to ensure that students are adequately supported in their learning and assessments.

The learning and teaching strategies for individual modules, as outlined in the accompanying Module Specifications, have been undertaken in accordance with the [University's Curriculum Design Policy](#).

The inclusion of a semester of study overseas supports the need for an adaptive and flexible curriculum model to develop internationalisation in context. This promotes intercultural learning and the development of students as global citizens thus enhancing graduate employability.

14. Assessment Strategy

The Assessment strategy has been designed to **provide a variety of challenges appropriate to students on a vocationally-oriented, multi-disciplinary academic undergraduate programme**. Thus care has been taken to include in the core and specialist modules assessments which encourage the development of academic skills of wider reading and research and which foster advanced scholarship.

Students will also have the opportunity to undertake more '**practical**' assignments relevant to the real world of employment depending on the nature of the subject disciplines in which they choose to specialise, for example, Marketing (portfolios of artefacts, production of a training video, marketing plan); Advertising (an agency pitch and development of promotional and media plans); PR (reputation strategy proposal); Management (organisational audit); and Entrepreneurship (creative thinking and the development of new business ideas).

A mixture of assignments is intentionally set in order to **maximise opportunities for all students** to perform and develop skills relevant to future academic and professional study.

An appropriate balance of **formative and summative assessments** is included. The majority of modules include two summative assessments, which are typically weighted, for example, 50:50, 60:40, or 75:25, to reflect their role in delivering learning outcomes and 'syllabus' coverage at a mid-point and end of the semester. In some modules tutors believe that students benefit from a single assessment element at the end of the module, supporting them to fully ingest knowledge and practice relevant skills before assessment. Modules including more than 2 assessment items allow students to experience a variety of assessment approaches within a subject area and to demonstrate effectiveness across a range of skills. Every module provides opportunities for formative assessment via a range of activities which might include class discussions, dedicated tutorials and blended learning. More formal opportunities are provided via exercises posted on the VLE. This is particularly important on the larger 30 credit modules where there is reliance on a single assessment, but it is central to the learning, teaching and assessment strategies of all modules in enabling students benefit from feedback prior to submitting summative assessments.

Assessment styles include individual work (to develop and encourage independent learning), and group-based work (to develop group skills and extend the scope of material/activity that can be covered). A mixture of assignments is intentionally set in order to **maximise opportunities for all students** to perform and develop skills relevant to future academic and professional study. Assessment styles are adjusted according to pathway, for example, students following an Advertising strand encounter similar and progressive assessments at L5 and L6 (account management plan/campaign proposal, group pitch/presentation and creative portfolios); whereas students following an Accounting or Finance route will take a higher proportion of examinations appropriate for professional accreditation and progression to professional examinations post-graduation. Thus assessment style is tailored to specific subject pathway requirements.

Assessment builds across levels from fundamental underpinning theory at L4 to more applied and critical approaches at L6. L4 modules emphasise the student's ability to explain and contrast information, progressing to expectations of critique, synthesis and independent contribution at L6. Report writing is included at all levels to reinforce this essential skill.

Marking of student work is **internally and externally** verified via a minimum 15% sample of work for every element of assessment. All work is anonymously marked, except where this is impracticable (eg Independent Study, oral presentations). Student work is graded according to the University's Generic [Undergraduate Grade Descriptors](#) (A-H). Specific assessment criteria, which reflect the Intended Learning Outcomes are also published for each assessment. Constructive and timely relevant feedback is an integral part of the assessment process.

Wherever appropriate, **submission and marking of assignments is undertaken online** via the University's SOLE.

A grid showing assessment methods mapped to modules is included in the Course Handbook. The Assessment Strategy reflects tenets of the [University's Assessment Policy](#). Modules studied overseas will be taught and assessed in English.

15. Programme structures and requirements

The BA (Hons) International Business Management Award is available in full-time mode as a Single Honours pathway only. Students may take the course in sandwich mode with an optional one year placement between Levels 5 and 6. There are opportunities to select Business Options at Levels 5 and 6.

The programme comprises modules of 30 and 15 credits and for business options at Level 5, students are able to select 15 credit 'exchange' versions of 30 credit modules to enable them breadth of choice in Semester 1, prior to their period of overseas study in Semester 2.

Students must spend L5, Semester 2 studying overseas at a partner institution in USA, Canada, Europe, New Zealand or Australia.

Sandwich Mode

Students wishing to take the course in sandwich mode must record this intent with the Worcester Business School Placements Coordinator during Semester 2 of Level 4 in order to be able to participate in the mandatory Pre-Placement Workshops which commence in mid-semester. Formal registration to a sandwich degree requires students to register for module BUSM3000 as part of the normal procedures for selecting modules for the following year.

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 or a specified pass mark higher than the University's minimum pass mark of D- may be required (either in all assessments or for the module overall) in order to secure relevant exemptions from professional bodies.

The Award Map for BA (Hons) International Business Management can be found in Appendix 1.

16. QAA and Professional Academic Standards and Quality

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.

The programme conforms to the requirements of the [Framework for Higher Education Qualifications \(FHEQ\) August 2008](#), and thus aims to support Honours graduates to:

- Acquire coherent and detailed knowledge, some of it at the forefront of business management and related academic disciplines
- Deploy and apply established business techniques to extend knowledge and understanding, and to initiate and carry out projects in a range of business contexts
- Develop evaluation skills in order to make sound business judgements, including identifying solutions to business problems
- Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences, including a wide variety of business stakeholders
- Develop the qualities needed for employment (including initiative, personal responsibility, and decision-making in complex and unpredictable circumstances) and for lifelong learning and person development

The course structure also reflects the precepts of the England, Wales and Northern Ireland (EWNI) generic credit level descriptors (formerly NICATS) – please see Appendix B of the [Higher education credit framework for England: guidance on academic credit arrangements in higher education in England](#) - with increasing levels of confidence, responsibility and accountability: from a broad knowledge basis at level 4; to idea generation through concept analysis at level 5; through to effective application of a body of contemporary knowledge at level 6.

The arrangements for access to the optional work placement year reflect the expectations of the [QAA Quality Code](#), specifically Chapter B3: Learning and Teaching (Sept 12) and Chapter B10: Managing Higher Education Provision with Others (Dec 12).

17. Support for students

General approaches to student support

The fundamental approach of WBS to student support is centred on the need to motivate and inspire our students. Tutors acknowledge that students learn in different ways and also have different expectations of their learning experience. Some respond best to a 'traditional' lecturing approach; others are motivated by learning and teaching contextualised in an industrial or an academic context. Others respond to an academic research approach. Modules provide a

spectrum of approaches designed to engage with a wide range of student abilities. The need for *active learning* where students are invited to participate in learning activities, and also to reflect (at a meta-cognitive level) on their learning process is emphasised.

Employability orientation

A key focus of all UG Business Management courses is the provision of a range of opportunities to assist students to become employable Worcester graduates. The programme aims to develop graduates who are: independent learners; critically aware, problem solving researchers and discoverers; employable, professional and enterprising; inclusive in their actions, valuing diversity; and ethically and environmentally responsible. Strategies used to embed employability into the curriculum and enhance graduate employability within a complex global world include:

- the option of a paid placement year
- the option of a semester abroad at one of our exchange universities to develop intercultural skills
- the targeting of selected Employability Standards in every module (designed by WBS in conjunction with employers)
- automatic access to an electronic CV Compiler Tool to create a live and evidence-based CV
- accreditation, recognition or mapping of programmes to professional qualifications and/or associations as appropriate
- 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

Student induction

UG Business Management students engage in an Induction Week of activities designed to help familiarise them with UW and WBS and inform them of what is expected of them in higher education. Students meet WBS tutors and representatives from Registry, ILS, Student Services and the Students' Union and are provided with information on course structure and content, resources and student support. In addition, they participate in a group project based on a 'live' issue for a local organisation culminating in review of projects by organisation representatives and an awards ceremony.

Future Weeks

The academic year includes three Future Weeks (when formal module activities are suspended) which are intensive study weeks in each year of the course where students engage in innovative and exciting learning activities. WBS Future Weeks include extended induction activities, academic tutorials, study advice sessions, staff research seminars and employability events and activities for all students. The Course Handbook includes a full list of Future Week activities and examples of activities targeted at specific year groups would include:

- Level 4 – study advice sessions, company visits, business simulations, formative feedback, work placement preparation workshops, Bright Futures Employers Panel and Networking, overseas exchange briefings, staff research seminars.
- Level 5 – work placement workshops, organising exchange, case study competition, business project briefing, module selection fair, annual Federation of Small Business lecture.
- Level 6 – degree classification briefings, business project consultations, annual Business School lecture, career next-steps and contacts.

Personal Academic Tutoring

Each student has a nominated Personal Academic Tutor to provide academic advice and guidance, personal development planning and pastoral support as appropriate. The Personal Academic Tutor plays a significant role in enhancing the student's academic and personal experience of studying and key aspects of the role include:

- Assisting students to make the transition to studying in higher education
- Helping students to understand the requirements of their course
- Supporting students to take responsibility for their own learning

- Helping students to make the most of learning resources and other forms of support available
- Supporting students in academic, professional and career related planning and development
- Advising and guiding students on issues or problems that arise while they are at University
- Supporting students for whom there may be particular challenges
- Providing the official University reference
- Meeting students on a regularly scheduled basis. Individual meeting will be held throughout the academic year, and the Academic Tutor will provide group meeting times during Future and/or Induction Weeks
- Advising students on individual course options, module selection and academic planning.

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 titles, level, planned teaching activities, attendance requirements, assessment briefs, assessment criteria and reading lists.
- **Learning and study guides**, including bespoke guides for Work Placements and the Business Project.
- 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 1-year in-course placements and other work experience opportunities. Placement students will be further supported by a dedicated tutor during their placement experience.
- A specialist **exchange tutor** to advise students regarding module choices and other arrangements through the University's [International Office](#) for an exchange semester overseas.
- **Student representatives** on Course Management Committee to address course-wide issues.
- **Equal opportunities** via the University's [Disability & Dyslexia Service](#) which provides advice and support for students who have mental health difficulties, dyslexia, sensory or physical impairments and other difficulties. There is a dedicated Assistant Disability Coordinator for students with sensory impairments. Advice is also available on access technology such as voice recognition and text-to-speech software. Much of the support provided is funded through the Disabled Students' Allowance (DSA).

18. Admissions

Admissions policy

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

Entry requirements

The 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.

Students whose first language is not English will be expected to have reached a sufficient standard on admission to the programme (eg IELTS of 6.0 or 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

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

Full-time applicants apply through UCAS (N122).
Part-time applicants apply directly to University of Worcester (UW).

Admissions/selection criteria

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

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

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

- Module feedback and evaluation
- Annual Course Evaluation Report completed by Course Leader
- Periodic Review including external scrutiny
- Peer teaching observation
- Student Academic Representatives (StARs) at each level of the course
- External Examiners' Reports
- Academic staff annual review and development
- Staff Development Away Days and other events
- WBS Policy on Validation (Module Outlines and Assignment Briefs) and Moderation of Student Work

- Links with employers (e.g. via the WBS Employer Advisory Group), professional organisations and accrediting bodies (e.g. Chartered Institute of Marketing, Management Standards Centre, Chartered Institute of Public Relations, Institute of Small Business and Entrepreneurship, Chartered Institute of Management Accountants, Institute of Financial Accountants, Chartered Institute of Personnel and Development)
- 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
- Business Management Course Management Committee
- Post Results Moderation Group

University of Worcester (UW) Committees

- Academic Standards and Quality Enhancement Committee
- Ethics Committee

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

- Informal module feedback and formal evaluation via questionnaires
- Business Management Course Management Committee
- Meeting with module tutors and Personal Academic Tutor
- National Student Survey
- Induction, exit and other ad hoc surveys

WBS has 4 Teaching Fellows, including 1 National Teaching Fellow

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 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 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.

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

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

21. Indicators of quality and standards

- Annual External Examiners' reports have been extremely supportive and complimentary particularly with respect to the mix of assessments and responsive and proactive approach to continuously improving the curriculum.
- Many members of staff engaged in developing the programme are actively engaged in relevant research, consultancy and professional practice in the disciplines of business management.
- HEFCE performance indicators, especially with respect completion and achievement.
- The annual National Student Survey in which in 2015 Business Management received an overall satisfaction score of 4.1 (out of a total of 5).
- In preparation for its introduction in September 2013, this programme was subject to a full internal and external review and revalidation in the academic year 2012/13 to ensure compliance with all relevant and necessary quality standards and benchmarks.

22. Graduate destinations, employability and links with employers

Graduate destinations

- Careers Destination Surveys – 97% of 2014 Business Management graduates were reported as employed or actively engaged in other activities (e.g. further study) within six months of graduating.
- The BA (Hons) International Business Management degree prepares students for future employment in all trading businesses (whether large or small) who import/export or are exploring new market opportunities; as well as in multi-national corporations, international trade organisations, government, transportation and logistics, travel or international aid and environmental organisations.

Student employability

- All full-time Single Honours students have the opportunity to take a 4-year sandwich degree with a **placement year**, normally in the third year of the programme. Students can apply for opportunities in the UK at a large number of well-known organisations across a wide range of industry sectors who offer placements annually, including IBM, Marks and Spencer, Intel, The Audit Commission, Microsoft, Kraft, The House of Commons, NHS, Lidl, Waitrose and many others.
- A range of employability events and activities are available to students each academic year via **Future Weeks** (see Section 17).
- **Short-term work placement and job opportunities** are also advertised via the School's intranet for existing students.
- **Career guidance** is available through University of Worcester Career Advisory Service and periodic Career Fairs are organised by Student Services.

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 Institute of Management, Institute of Commercial Management, Chartered Institute of Marketing, Chartered Institute of Personnel and Development, Chartered Institute of Public Relations, Institute of Financial Accountants, Chartered Institute of Payroll Professionals, and British Computer Society.
- The School has worked with a number of **business clients** in developing and delivering its programmes. These include – the NHS (a range of Primary Care and Acute Trusts); Local Government (a range of County, District and Unitary Authorities); West Mercia, Warwickshire, Gloucestershire and Staffordshire Constabularies; Ministry of Defence and The Royal Air Force; Her Majesty's Prison Service; Royal Mail; Financial Services Organisations (e.g. Lloyds Plc, HBOS Plc, Clerical Medical, NFU Mutual and Virgin Money); Housing Associations, Southco, Malvern Instruments, Allpay Limited, G4S Secure Solutions, Hereford & Worcester Fire and Rescue Service and Hitachi Capital.
- The School has well-developed working relations with the **local business community** many of whom contribute to undergraduate programmes to give a real-world insight into the future world of work.
- These professional and business networks also involve **external events**, many of which are open to students, as well as employers.

- The Business School's specialist **research centre**, CPW (Centre for People at Work), has a wide range of contract-funded consultancy and research projects and provides further opportunities for students to link with employers.
- The School has, for a number of years, been an important focus for **projects linked with the West Mercia Constabulary** through the Shared Police and Higher Education Research and Enterprise (SPHERE) partnership, which enables the force to utilise academic expertise to enhance its policing activities e.g. through undergraduate students' final year projects.
- 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.

Appendix 1

Course Title: BA (Hons) International Business Management	
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MO* – students must select an appropriate module or modules totalling 30 credits which bear this designation

Level 4					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) Designated (D) or Optional (O))	Pre-requisites (Code in brackets indicates earlier modules, which would be accepted as alternative pre-requisites)	Exclusions (Code in brackets indicates earlier modules which would be also excluded)
BUSM1019	Business Challenge	30	D	None	COMP1311 (and BUSM1001 and BUSM1101 and BUSM1113 and COMP1211)
BUSM1029	Business Viability: Financial & Economic Perspectives	30	M	None	(BUSM1021 and BUSM1201 and BUSM1111 and BUSM1051 and BUSM1501 and BUSM1112)
BUSM1039	Marketing & Management Perspectives	30	M	None	(BUSM1031 and BUSM1301 and BUSM1112 and BUSM1041 and BUSM1401 and BUSM1111)
MECS1017	World Cultures	30	MO*	None	None
LANG1210	Optional modules offered by the Language Centre	30	MO*	None	None

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include mandatory modules BUSM1019, BUSM1029 and BUSM1039 and optional modules - which can include up to 30 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 5					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code in brackets indicates earlier modules, which would be accepted as alternative pre-requisites)	Exclusions (Code in brackets indicates earlier modules which would be also excluded)
BUSM2039	Business Sustainability	15	O	BUSM1039 (or BUSM1031 or BUSM1301)	(BUSM1003 and BUSM3032)
BUSM2049	Creative Problem Solving	15	O	BUSM1019 (or BUSM1001 or BUSM1101 or BUSM1113)	(BUSM2081 and BUSM2111)
BUSM2055E1	Financial Markets, Trading and Investment	30	O	None	None
BUSM2059	EU, Human Rights & the Legal Environment	15	O	None	None
BUSM2089	Preparing for Placement	15	O	None	None
BUSM2119E1	Leadership Principles & Practice	15	O	BUSM1039 (or BUSM1031 or BUSM1301)	BUSM2119 (and BUSM2011 and BUSM2321 and BUSM2012 and BUSM2322)
BUSM2219E1	Microeconomics	15	O	BUSM1029 (or BUSM1021 or BUSM1201)	BUSM2219 (and BUSM2022 and BUSM2202)
BUSM2388	Social Media	15	O	None	None
BUSM2319E1	Operations, Project & Risk Management	15	O	BUSM1039 (or BUSM1031 or BUSM1301)	BUSM2319 (and BUSM2031)
BUSM2419E1	Customer Behaviour	15	O	BUSM1039 (or BUSM1041 or BUSM1401)	BUSM2419 (BUSM2041 and BUSM2403 and BUSM2061 and BUSM2411)

BUSM2429E1	Marketing Communications	15	O	BUSM1039 (or BUSM1041 or BUSM1401)	BUSM2429 (and BUSM2042 and BUSM2043)
BUSM2439	Selling & Sales Management	15	O	BUSM1039 (or BUSM1041 or BUSM1401)	(BUSM2044 and BUSM2405)
BUSM2459	Services Marketing	15	O	None	BUSM3459

BUSM2519E1	Management Accounting	15	O	BUSM1029 (or BUSM1051 or BUSM1501)	BUSM2519 (and BUSM2051 and BUSM2501 and BUSM2052 and BUSM2502)
BUSM2529E1	Personal Taxation	15	O	BUSM1029 (or BUSM1051 or BUSM1501)	BUSM2529 (and BUSM2054)
BUSM2619E1	Advertising: Influence & Persuasion	15	O	BUSM1039 (or BUSM1041 or BUSM1401)	BUSM2619 (and BUSM2061 and BUSM2411 and BUSM2062 and BUSM2412)
BUSM2719E1	Public Relations	15	O	BUSM1039 (or BUSM1041 or BUSM1401)	BUSM2719 (and BUSM2071 and BUSM2422 and BUSM2072 and BUSM3422)
BUSM2819E1	Entrepreneurship & Small Business Management	15	O	BUSM1019 (or BUSM1001 or BUSM1101 or BUSM1113) or COMP1311 (or COMP1211)	BUSM2819 (and BUSM2081 and BUSM2111 and BUSM2082 and BUSM3301)
BUSM2919E1	Managing HR & Performance	15	O	BUSM1039 (or BUSM1031 or BUSM1301)	BUSM2919 (and BUSM2091 and BUSM2311 and BUSM2092 and BUSM2312)
LANG	Optional modules offered by the Language Centre	15	O	None	None

Single Honours Requirements at Level 5

Single Honours students must take 60 credits in total, which must be drawn from the table above, which may include one Language Option to the value of 15 credits. It should be noted that not all optional modules will be available in Semester 1. 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>

The equivalent of 60 credits must be achieved during study abroad during Semester 2.

Work Placement Option					
BUSM3000	Work Placement	NA	O	Preparatory Workshops	(BUSM3000)

Work Placement Option

Single Honours students may take an optional work placement year between Levels 5 and 6, leading to the award of a sandwich degree.

Level 6

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code in brackets indicates earlier modules, which would be accepted as alternative pre-requisites)	Exclusions (Code in brackets indicates earlier modules which would be also excluded)
BUSM3029	International Business Strategy	15	M	None	(BUSM3004 and BUSM3101)
BUSM3039	Intercultural Perspectives	30	M	BUSM1029 (or BUSM1021 or BUSM1201)	(BUSM3005 and BUSM3021 and BUSM3202 and BUSM3083)
BUSM3059	International Business Project	30	M	None	(BUSM3001/2 and BUSM3006 and BUSM3040 and BUSM3050 and BUSM3090)
BUSM3449	International Marketing	15	M	BUSM1039 (or BUSM1041 or BUSM1401) or BUSM2812	BUSM2449 (and BUSM3043 and BUSM3402)
BUSM3019	Managing Organisational Change	15	O	None	(BUSM3003 and BUSM3103)
BUSM3025	The External Legal Landscape	30	O	None	None
BUSM3069	Consultancy Project	30	O	None	None
BUSM3119	Collaborative Leadership	30	O	BUSM1039 (or BUSM1031 or BUSM1301) or BUSM1812	(BUSM3011 and BUSM3012 and BUSM3322)
BUSM3219	Economics for Business	30	O	BUSM1029 (or BUSM1021 or BUSM1201)	(BUSM3021 and BUSM3202 and BUSM3083 and BUSM3022 and BUSM3201)
BUSM3319	Managing Emerging Issues	30	O	BUSM1039 (or BUSM1031 or BUSM1031) or BUSM1812	(BUSM3031)
BUSM3419	Strategic Marketing	30	O	BUSM1039 (or BUSM1041 or BUSM1401) or BUSM2812	(BUSM3041 and BUSM3401 and BUSM3042)
BUSM3439	Brand Management	15	O	BUSM1039 (or BUSM1041 or BUSM1401) or BUSM2812	(BUSM3044 and BUSM3411)
BUSM3459	Services Marketing	15	O	None	BUSM2459
BUSM3469	Marketing for the Digital Age	15	O	None	None
BUSM3509	Strategic Financial Management	30	O	BUSM1029 (or BUSM1051 or BUSM1501)	(BUSM3051 and BUSM3052 and BUSM3070)
BUSM3539	International Banking & Finance	30	O	BUSM1029 (or BUSM1051 or BUSM1501) or BUSM2811	(BUSM2057 or BUSM3057)
BUSM3558	Audit and Ethics	15	O	BUSM1029 (or BUSM1051 or BUSM1501) or BUSM2811	(BUSM2053)

BUSM3559	Audit and Ethics (accredited)	15	O	BUSM1029 (or BUSM1051 or BUSM1501) or BUSM2811	(BUSM2053)
BUSM3589	Corporate Reporting and Performance Management	30	O	BUSM2519 or BUSM2811	(BUSM2569 and BUSM2579 and BUSM3569 and BUSM3579)
BUSM3619	Contemporary Advertising: Apps, Guerillas, Viral & More	30	O	BUSM1039 (or BUSM1041 or BUSM1401) or BUSM2812	None
BUSM3629	Advertising Campaign	30	O	BUSM1039 (or BUSM1041 or BUSM1401)	(BUSM3061 and BUSM3414)
BUSM3719	Spin Doctors, Lobbyists & Other Hidden Persuaders	30	O	BUSM1039 (or BUSM1041 or BUSM1401) or BUSM2812	(BUSM3071 and BUSM2421 and BUSM3072)
BUSM3819	Innovation & Intrapreneurship	30	O	BUSM1019 (or BUSM1001 or BUSM1101 or BUSM1311) or COMP1311 (or COMP1211) or BUSM2813	(BUSM3081 and BUSM2112 and BUSM3082)
BUSM3919	Strategic Challenges of HRM	30	O	BUSM1039 (or BUSM1031 or BUSM1301) or BUSM1812	(BUSM3091 and BUSM3311 and BUSM3092 and BUSM3312 and SOCG3018)
COMP3381	E-business	30	O	None	COMP2381 (and COMP3242 and COMP3271)

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include BUSM3029, BUSM3039 and BUSM3059 and modules to the value of 30 credits.