PROGRAMME SPECIFICATION – BA (Hons) International Top-up Awards

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final awards**	BA (Hons) Top Up (Level 6 only)
5.	**Programme titles**	International Business International Finance International HRM International Marketing
6.	**Pathways available**	Single
7.	**Mode and/or site of delivery**	Weekly taught sessions or equivalent taught blocks
8.	**Mode of attendance**	FT, PT
9.	**UCAS Code** International Business International Finance International HRM International Marketing	 N121 N390 N690 N550
10.	**Subject Benchmark statement and/or professional body statement**	QAA Subject Benchmark Statement - Business and Management 2015
	Date of Programme Specification preparation/ revision	December 2012. Updated: - Jul 2013; - Jun 2014 - Aug 2014 - amendment to regulations - Sep 2014; - Oct 2014 – amendment to regulations; - Aug 2015 updating NSS and graduate destination details; - Sep2015 updated to include the Taught Courses Regulatory Framework and Personal Academic Tutoring; - Oct 2015 – new QAA Subject benchmarks. - Nov 2015 – template update - January 2016 – updated to include module 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. There is an emphasis on developing academic and cultural perspectives across national boundaries. In particular, the purpose of the programme is to provide students with:

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

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

3. the opportunity to access the specific knowledge and skills that will enable them to:
    a. make an effective contribution to a functional specialism

b. apply specific knowledge and skills, via a specified double module, in a real-world context

4. a supportive and stimulating learning environment which is intellectually challenging and develops analytical and critical abilities

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

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

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

Knowledge and understanding of:	Examples of learning, teaching and assessment methods used:
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 (BUSM3029, BUSM3039) with particular reference to: • People: leadership, management and development of people and organisations including the implications of the legal context (BUSM3029, BUSM3039, BUSM3119). • Organisational behaviour: design, development of organisations, including cross-cultural issues, change, diversity and values (BUSM3319, BUSM3919). • Information systems and business intelligence: the development, management, application and implementation of information systems and their impact upon organisations (BUSM3039). • Communications: the comprehension and use of relevant communications for application in business and management, including the use of digital tools (BUSM3469, BUSM3381). • 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 (BUSM3469, BUSM3381). • Business innovation and enterprise development: taking innovative business ideas to create new products,	• 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 • A variety of assessment vehicles including reports (BUSM3039, BUSM3449, BUSM3919, BUSM3419), open and closed book examinations (BUSM3029, BUSM3519, BUSM3539), case studies (BUSM3919), oral presentation (BUSM3319), group work (BUSM3319), research tasks (BUSM3049), portfolio (BUSM3439), journal (BUSM3419). • Complementarity across modules • The double module (BUSM3059) requires students to describe and comment upon particular aspects of current research according to the nature of the course taken.

services or organisations including the identification of Intellectual Property and appreciation of its value (BUSM3819). b) The Business Environment: This encompasses the fast pace of change within a wide range of factors, 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 (BUSM3439, BUSM3449). • Customers: management of customer expectations, relationships and development of service excellence (BUSM3439, BUSM3449) • Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues (BUS3029, BUSM3039). 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 making within different organisations with particular reference to: • Marketing and sales: different approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design (BUSM3419). • 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 (BUSM3219, BUSM3519). • Operations: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems (BUSM3219) • 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 (BUSM3029, BUSM3039).	
Skills of particular relevance to business and management:	**Examples of learning, teaching and assessment methods used:**
- 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 entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes. - 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 All modules have 'in-built' employability skills designated in their respective module outlines	- All modules encourage learners to engage in discussion of key issues and application of key concepts. - Higher order critical skills (eg the ability to evaluate evidence, arguments and assumptions to reach sound judgements) are developed and assessed in all Level 6 modules in accordance with UW's Curriculum Design Policy) - Case study work offers students the opportunity to engage in problem solving and complex issues - Mandatory modules used to address problem solving and decision making, and sensitivity to diversity set in a context of change (BUSM3029, BUSM3039)
Other generic skills and attributes:	**Examples of learning, teaching and assessment methods used:**
- 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	- All modules include opportunities for group discussions. - All modules require students to conduct research into business and management issues - Research-based knowledge, understanding and critical appreciation is assessed through the International Business Project (BUSM3059)

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.

All modules have 'in-built' employability skills designated in their respective module outlines

Transferable/key skills:	Examples of learning, teaching and assessment methods used:
• Effective oral and written communication. • Numeracy and quantitative skills. • 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. • Interpersonal and team-working skills. All modules have 'in-built' employability skills designated in their respective module outlines	• Group oral presentations and written assessments in a variety of formats • Self-management skills are experienced through meeting assignment submission deadlines, working with others, the Independent project and personalised assessment opportunities where students may choose a topic, case study, organisation or business sector as the basis for assessment • Personal development supported through the academic tutor system and online resources for PDP and employability. • Examinations are included 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 discussions.

A wide **variety of learning and teaching methods** is used in the BA (Hons) International Top-Up Awards 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;
- to develop and progress across the intended range of cognitive, academic, practical and transferable skills appropriate to both study on the programme and future employment, including higher order critical thinking skills
- to develop a proactive approach to change, a sensitivity to business issues and enterprise
- the opportunity to develop and experience a variety of complementary approaches to learning and teaching and a good balance of activities.

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 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 International 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, 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.

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

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. The QAA Code of Practice Section 3: Disabled Students – February 2010 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.

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 option modules which they choose.

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.

Marking of student work is **internally and externally** verified via a minimum of 10% sample of work for every element of assessment. All work is anonymously marked, except where this is impracticable (eg Independent project, 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 the mapping of assessments against modules is included in the Course Handbook. The Assessment Strategy reflects tenets of the **University's Assessment Policy**.

15. Programme structures and requirements

The **BA (Hons) International Top-Up Awards** are available as a Single Honours award only. They may be taken in full-time or part-time mode.

All mandatory modules are worth 30 credits, with the exception of the 15 credit modules BUSM3449 International Marketing, BUSM3029 International Business Strategy and BUSM3439 Brand Management. In addition to the 90 credits of prescribed mandatory modules on each course, students may choose business options to a value of 30 credits.

The Award Map for BA (Hons) International Top-up Awards can be found in Appendix 1.

16. QAA and Professional Academic Standards and Quality

This award is located at level 6 of the Framework for Higher Education Qualifications (FHEQ) August 2008. It 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 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.

Academic standards for these courses have been set and are maintained in accordance with Section A of the UK Quality Code for Higher Education.

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.

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 graduates. All our courses:
- Target selected Employability Standards in every module (designed by WBS in conjunction with employers)
- Include automatic access to our electronic CV Compiler Tool to create a live and evidence-based CV
- Are accredited by, recognised by or mapped to professional qualifications and/or associations as appropriate
- Provide access to our broad network of business managers and employers (including our own Business School Advisory Board) who work closely with us to design courses, offer scholarships and prizes, host student visits, support student competitions, provide work-related projects and contribute to teaching activities
- Offer employment preparation workshops which include CV preparation, mock interviews/assessment centres and meetings with employers

- Are written and taught by business professionals and practitioners who are fully aware of what today's employers are looking for
- Adopt a real-world, applied approach to learning, teaching and assessment, relevant to future employment
- Offer access to a host of CV-enhancing co-curriculum activities such as start-up café, international study weeks, case study/business plan competitions, vacation research projects and mentoring activities.

Student induction
An induction programme is provided by for students on International Top-up programmes prior to the start of the course to familiarise them with processes, procedures, services and facilities. In addition WBS provides a bespoke induction/academic development programme on entry to the top-up degree. In addition, Language and Academic Skills Development sessions are provided each week throughout the first semester of the course.

Future Weeks
The academic year includes two 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 for L6 students and examples of activities might include: extended induction, group academic tutorials, 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
- Provide the official University reference
- Meeting students on a regularly scheduled basis. Individual meeting will be held throughout the academic year, and the Personal Academic Tutor will provide group meeting times during Worcester and/or Induction Weeks
- Tutors will advise students on individual course options, module selection and academic planning.

In addition, to the above and Student Services (*http://www.worcester.ac.uk/student-services/index.htm*), the following activities and documents have been put in place to provide development and support for undergraduate students at Worcester Business School:
- **Handbooks** are provided for the Course.
- Module outlines which include module code, module title, level, planned teaching activity, attendance requirements, assessment brief, 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.
- **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

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

Overseas students with an equivalent qualification to the above will also be expected to have IELTS 6.0 or above.

Admissions procedures

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

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
- Quinquennial 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
- Worcester Business School 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 Quality and Standards 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 Academic Tutor
- National Student Survey
- Induction, exit and other ad hoc surveys

Worcester Business School 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 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.
- Some modules have attendance requirements
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- 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, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less that 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
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
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

Classification is 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**
- The discipline of Business Management was last audited in November 2005 which confirmed that the standard of student achievement in the discipline was appropriate to the title of the award and its location within the FHEQ. The QAA commended WBS for robust and comprehensive annual monitoring, for especially good practice in supporting its students via the personal tutoring system, and for quality assurance via post-results moderation.
- Annual External Examiners' reports have been extremely supportive and complimentary particularly with respect to the mix of assessments and responsive and proactive approach to continuously improving the curriculum.

- Many members of staff engaged in developing the programme are actively engaged in relevant research, consultancy and professional practice in the disciplines of business management.
- 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).

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 Top-up Awards offer a wide range of options plus the opportunity to specialise in finance, human resource management or international marketing. They are ideal preparation for an international business career 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
- A range of employability events and activities are available to students each academic year via **Worcester 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 ACCA (the Association of Chartered Certified Accountants), CIM (Chartered Institute of Marketing), CIMA (Chartered Institute of Management Accountants), CIPFA (Chartered Institute of Public Finance and Accountancy), CIPD (Chartered Institute of Personnel and Development), CIPR (Chartered Institute of Public Relations), CMI (Chartered Management Institute), and ICAEW (Institute of Chartered Accountants in England and Wales).
- 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 TSB, 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 **Applied Research Group** works with the business community to offer a wide range of research services providing has a wide range of contract-funded consultancy and research projects and provides further opportunities for students to link with 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. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Appendix 1

Course Title: BA (Hons) International Business (Top-up)	Year of entry: 2013-14 onwards

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)
BUSM3449	International Marketing	15	M	**BUSM1039** (or BUSM1041 or BUSM1401) or **BUSM2812**	(BUSM3043 and BUSM3402)
BUSM3059	International Business Project	30	O	None	**BUSM3059** (BUSM3001/2 and BUSM3040 and BUSM3049, BUSM3050 and BUSM3090)
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 orBUSM1401) or **BUSM2812**	(BUSM3041 and BUSM3401 and BUSM3042)
BUSM3439	Brand Management	15	O	**BUSM1039** (or BUSM1041 or BUSM1401) or **BUSM2812**	(BUSM3044and BUSM3411)

BUSM3449	International Marketing	15	O	**BUSM1039** (or BUSM1041 or BUSM1401) or **BUSM2812**	**BUSM2449** (and BUSM3043 and BUSM3402)
BUSM3459	Services Marketing	15	O	None	**BUSM2459**
BUSM3469	Marketing for the Digital Age	15	O	None	None
BUSM3519	Strategic Accounting & Financial Management	30	O	**BUSM1029** (or BUSM1051 or BUSM1501)	(BUSM3051 and BUSM3052 and BUSM3070)
BUSM3539	International Banking and Finance	30	O	**BUSM1029** (or BUSM1051 or BUSM1501) or **BUSM2811**	(BUSM2057 and BUSM3057)
BUSM3559	Audit, Ethics & Governance	15	O	**BUSM1029** (or BUSM1051 or BUSM1501) or **BUSM2811**	(BUSM2053)
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	M	**BUSM1019** (or BUSM1001 or BUSM1101 or BUSM1113) **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 in total from the table above, to include BUSM3029, BUSM3039, BUSM3449 and BUSM3819, plus option module(s) to the value of 30 credits from the table above.

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)
BUSM3039	Intercultural Perspectives	30	M	**BUSM1029** (or BUSM1021 or BUSM1201)	(BUSM3005 and BUSM3021 and BUSM3202 and BUSM3083)
BUSM3519	Strategic Accounting & Financial Management	30	MO*	**BUSM1029** (or BUSM1051 or BUSM1501)	(BUSM3051 and BUSM3052 and BUSM3070)
BUSM3539	International Banking & Finance	30	M	**BUSM1029** (or BUSM1051 or BUSM1501) or **BUSM2811**	(BUSM2057 and BUSM3057)
BUSM3029	International Business Strategy	15	O	None	(BUSM3004 and BUSM3101)
BUSM3059	International Business Project	30	O	None	**BUSM3049** (and BUSM3001/2 and BUSM3040 and BUSM3050 and BUSM3090)
BUSM3119	Collaborative Leadership	30	O	**BUSM1039** (or BUSM1031 or BUSM1301) or **BUSM1812**	(BUSM3011 and BUSM3012 and BUSM3322)
BUSM3219	Economics for Business	30	MO*	**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)
BUSM3449	International Marketing	15	O	**BUSM1039** (or BUSM1041 or BUSM1401) or **BUSM2812**	**BUSM2449** (and BUSM3043 and BUSM3402)

BUSM3469	Marketing for the Digital Age	15	O	None	None

BUSM3529	Financial Reporting	30	O	**BUSM2519** (or BUSM2051 or BUSM2501)	(BUSM3053 and BUSM3054)
BUSM3559	Audit, Ethics & Governance	15	O	**BUSM1029** (or BUSM1051 or BUSM1501) or **BUSM2811**	(BUSM2053)
BUSM3619	Contemporary Advertising: Apps, Guerillas, Viral & More	30	O	**BUSM1039** (or BUSM1041 or BUSM1401) or **BUSM2812**	None
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)

*MO – students must select either BUSM3519 or BUSM3219.

Single Honours Requirements at Level 6

Single Honours students must take 120 credits in total, to include BUSM3039, BUSM3539 and either BUSM3519 or BUSM3219, plus option module(s) to the value of 30 credits taken from the table above.

Course Title: BA (Hons) International HRM (Top-up)	Year of entry: 2013-14 onwards

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)
BUSM3039	Intercultural Perspectives	30	M	**BUSM1029** (or BUSM1021 or BUSM1201)	(BUSM3005 and BUSM3021 and BUSM3202 and BUSM3083)
BUSM3319	Managing Emerging Issues	30	M	**BUSM1039** (or BUSM1031 or BUSM1031) or **BUSM1812**	(BUSM3031)
BUSM3919	Strategic Challenges of HRM	30	M	**BUSM1039** (or BUSM1031 or BUSM1301) or **BUSM1812**	(BUSM3091 and BUSM3311 and BUSM3092 and BUSM3312 and SOCG3018)
BUSM3029	International Business Strategy	15	O	None	(BUSM3004 and BUSM3101)
BUSM3059	International Business Project	30	O	None	**BUSM3059** (and BUSM3001/2 and BUSM3040 and BUSM3050 and BUSM3090)
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)
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)
BUSM3449	International Marketing	15	O	**BUSM1039** (or BUSM1041 or BUSM1401) or **BUSM2812**	**BUSM2449** (and BUSM3043 and BUSM3402)

BUSM3469	Marketing for the Digital Age	15	O	None	None

BUSM3519	Strategic Accounting & Financial Management	30	O	**BUSM1029** (or BUSM1051 or BUSM1501)	(BUSM3051 and BUSM3052 and BUSM3070)
BUSM3529	Financial Reporting	30	O	**BUSM2519** (or BUSM2051 or BUSM2501)	(BUSM3053 and BUSM3054)
BUSM3539	International Banking & Finance	30	O	**BUSM1029** (or BUSM1051 or BUSM1501) or **BUSM2811**	(BUSM2057 and BUSM3057)
BUSM3559	Audit, Ethics & Governance	15	O	**BUSM1029** (or BUSM1051 or BUSM1501) or **BUSM2811**	(BUSM2053)
BUSM3619	Contemporary Advertising: Apps, Guerillas, Viral & More	30	O	**BUSM1039** (or BUSM1041 or BUSM1401) or **BUSM2812**	None
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 BUSM1113) **and COMP1311** (or COMP1211) or **BUSM2813**	(BUSM3081 and BUSM2112 and BUSM3082)
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 BUSM3039, BUSM3319 <u>and</u> BUSM3919 <u>plus</u> option module(s) to the value of 30 credits from the table above.

Course Title: BA (Hons) International Marketing (Top-up)	Year of entry: 2013-14 onwards

Level 6

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code in brackets indicated earlier modules, which would be accepted as alternative pre-requisites)	Exclusions (Code in brackets indicates earlier modules which would be also excluded)
BUSM3039	Intercultural Perspectives	30	M	**BUSM1029** (or BUSM1021 or BUSM1201)	(BUSM3005, BUSM3021, BUSM3202, BUSM3083)
BUSM3419	Strategic Marketing	30	M	**BUSM1039** (BUSM1041, BUSM1401) or **BUSM2812**	(BUSM3041, BUSM3401, BUSM3042)
BUSM3439	Brand Management	15	M	**BUSM1039** (BUSM1041, BUSM1401) or **BUSM2812**	(BUSM304, BUSM3411)
BUSM3449	International Marketing	15	M	**BUSM1039** (BUSM1041, BUSM1401) or **BUSM2812**	**BUSM2449** (and BUSM3043, BUSM3402)
BUSM3469	Marketing for the Digital Age	15	O	None	None
BUSM3029	International Business Strategy	15	O	None	(BUSM3004, BUSM3101)
BUSM3059	International Business Project	30	O	None	BUSM3006, (BUSM3001/2, BUSM3040, BUSM3050, BUSM3090)
BUSM3119	Collaborative Leadership	30	O	**BUSM1039** (BUSM1031, BUSM1301 and BUSM2011) or **BUSM1812**	(BUSM3011, BUSM3012, BUSM3322)
BUSM3219	Economics for Business	30	O	**BUSM1029** (BUSM1021, BUSM1201)	(BUSM3021, BUSM3202, BUSM3083, BUSM3022, BUSM3201)
BUSM3319	Managing Emerging Issues	30	O	**BUSM1039** (BUSM1031, BUSM1031) or **BUSM1812**	(BUSM3031)
BUSM3519	Strategic Accounting & Financial Management	30	O	**BUSM1029** (BUSM1051, BUSM1501)	(BUSM3051, BUSM3052, BUSM3070)

BUSM3529	Financial Reporting	30	O	**BUSM1029 and BUSM2051** (BUSM1051, BUSM1501 and BUSM2051, BUSM2501)	(BUSM3053, BUSM3054)
BUSM3539	International Banking & Finance	30	O	**BUSM1029** (or BUSM1051 or BUSM1501) or **BUSM2811**	(BUSM2057 and BUSM3057)
BUSM3559	Audit, Ethics & Governance	15	O	**BUSM1029** (BUSM1051, BUSM1501) or **BUSM2811**	(BUSM2053)
BUSM3619	Contemporary Advertising: Apps, Guerillas, Viral & More	30	O	**BUSM1039** (or BUSM1041 or BUSM1401) or **BUSM2812**	None
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 BUSM1113) **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 BUSM3039, BUSM3419, BUSM3429 and BUSM3439 plus option module(s) to the value of 30 credits taken from the table above.