# Programme Specification for – BA (Hons) Leadership and Management

| | **This document applies to Academic Year 2019/20 onwards** |
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| 1. | **Awarding institution/body** | University of Worcester |
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| 2. | **Teaching institution** | University of Worcester; Walsall College |
| 3. | **Programme accredited by** | Chartered Management Institute (CMI) |
| 4. | **Final award or awards** | BA (Hons) |
| 5. | **Programme title** | BA (Hons) Leadership and Management offered as the taught component of the Chartered Manager Degree Apprenticeship. |
| 6. | **Pathways available** | Single honours |
| 7. | **Mode and/or site of delivery** | Taught and work-based learning programme, block delivery at University of Worcester; Walsall College and/or client organisation; (block delivery typically through blended learning with attendance at workshops and action learning sets) |
| 8. | **Mode of attendance and duration** | FT only for CMDA |
| 9. | **UCAS Code** | *TBC* |
| 10. | **Subject Benchmark statement and/or professional body statement** | [Subject Benchmark Statement: Business and Management (QAA, 2015)](#) |
| 11. | **Date of Programme Specification preparation/ revision** | December 2019 |

12. **Educational aims of the programme**

The course adopts an 'apprenticeship style' approach to the further development of leadership and management knowledge and skills. This is achieved via a balanced integration of academic and work-integrated learning, whereby students' experience in a work-based context is expanded with input from short block-taught modules. The underlying philosophy of this programme is that all experiences encountered during the programme provide an opportunity for self and career enhancement. This philosophy extends also to the use of assessment primarily *for* (rather than 'of') learning. Similarly, although there is an inherent emphasis on learning within the learner's own organisation, the leadership and management skills acquired will be transferable to other work environments and learning opportunities. Work integrated learning is therefore about the learner, their development and the organisation; and through assessments, projects and initiatives, it seeks to make a difference for both the learner and for the organisation.

In particular, the aims of the programme are to align with the government agendas a) to invest in leadership and management development to achieve sustainable economic prosperity and growth and b) to encourage apprenticeship as an effective work-based route into the professions; in order that students should be able to:

1. Demonstrate a systematic understanding of leadership and management principles, including those explored in the context of the workplace, and used to manage people, processes and resources to yield impact and influence in the organisation and in society at large.
2. Critically and reflectively evaluate themselves in the context of their organisation and to develop a deeper understanding of how to apply personal management skills and knowledge to work based situations
3. Understand the interrelationships between themselves, their professional development as leaders and managers, and their organisation and its place within the wider business environment; in order to manage change in the organisation.
4. Undertake enhanced work based interventions, to manage, resource and provide direction to people in their organisational context, and which contribute to

managing performance in the workplace to effectively deliver organisational outcomes which satisfy customer/client/user expectations.

5. Select from a range of different Business Options to develop a learning pathway most suited to the organisational context.

13. **Intended learning outcomes and learning, teaching and assessment methods**
   The programme gives participants the opportunity to achieve and demonstrate the following learning outcomes (benchmarked to QAA Business & Management 2015), reasonable adjustments will be made to ensure that disabled students are not disadvantaged.

| **Knowledge and Understanding** | | |
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| **LO no.** | On successful completion of the **BA (Hons)**, students will be able to: | **Module Code/s** |
| 1. | Develop a deeper and systematic understanding of the principles and practices underpinning effective Work integrated learning and enquiry in the context of continuous change. | BUSM3132 Optional level 6 modules |
| 2. | Demonstrate understanding of a complex body of knowledge and its limits, ambiguity and uncertainty, in order to apply and adapt well-established interrelated sources of management theory, evidence and practice within the work environment. | BUSM3132 |
| 3. | Apply themselves to a range of approaches techniques and procedures in leadership and management contexts in order to make rational, proactive and response decision making, drawing insights from marketing, finance, HR, operations and information management. | BUSM2130 BUSM3132 |
| 4. | Understand the importance of integrated thinking in the interrelationship between organisations, the business environment in which they operate, and their management; by undertaking work based assessments _for_ learning. | BUSM3130 Optional level 6 modules |
| 5. | Apply reflective learning techniques and evidence-based/theory-informed methods of enquiry, to analyse data and/or situations to propose solutions to Work Based problems | BUSM2132 BUSM3132 |

| **Cognitive (thinking) skills** | | |
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| **LO no.** | On successful completion of the **BA (Hons)**, students will be able to: | **Module Code/s** |
| 1. | Develop critical thinking and critical appraisal applied to selected areas of leadership and management to inform leadership decision making. | BUSM2130 BUSM3133 BUSM3135 |
| 2. | Improve communication and problem-solving skills when dealing with complex issues of leadership and management in a prescribed range of scenarios. | BUSM3131 BUSM3134 |
| 3. | Develop a sensitivity to diversity in terms of people, cultures, business, management and ethical issues | BUSM2133 BUSM3132 |
| 4. | Interpret and critically evaluate a variety of data to inform strategic decision making | BUSM3132 Optional level 6 modules |

| **Practical skills** | | |
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| **LO no.** | On successful completion of the **BA (Hons)**, students will be able to: | **Module Code/s** |
| 1. | Critically evaluate relevant organisational data and apply this to Work Based Projects and back to the workplace context, contrasting familiar existing and new contexts through largely independent auditing | BUSM2132 BUSM3132 |
| 2. | Evaluate learning and development needs through reflective practice, to be able to propose interventions that can make a difference to the learners in terms of their personal and professional development; and to consider the impact of such interventions on the workplace. | BUSM2132 BUSM3132 |
| 3. | Analyse research into organisational and management issues, from which to propose intervention methods targeting areas for improved performance | BUSM3130 |
| 4. | Challenge and develop the practices and/or beliefs of self and others, to interact effectively in professional work groups and to participate effectively in change. | BUSM2133 BUSM3132 |

| **Transferable/key skills** | | |
|---|---|---|
| **LO no.** | On successful completion of the **BA (Hons)**, students will be able to: | **Module Code/s** |
| 1. | Exercise initiative and personal responsibility for reflective practice to increase self-awareness | BUSM2132 |
| 2. | Demonstrate effective self-management (time, planning, motivation, initiative and enterprise) | BUSM2132 BUSM3132 |
| 3. | Deliver effective oral and written communication of information, ideas, problems and solutions to a range of stakeholders internal and external to the organisation | BUSM2130 BUSM3130 |
| 4. | Recognise and understand the ethical issues of conducting insider/participant action research and consultancy | BUSM2132 BUSM3132 |

In particular, two work-based learning initiatives – BUSM2132 and BUSM3132 will provide extensive support to the overall programme intended learning outcomes, by focusing on areas of self-management and independent learning, communication skills and people management, reflective practice and decisions making; firstly, in a project management context (level 5) and then in a project leadership context (level 6). These two modules also enable students to draw insights from other modules to inform leadership and management practice in a work-based context.

**Learning, teaching and assessment**
The BA (Hons) Leadership and Management adopts **work integrated learning in an apprenticeship-type model**, which both informs, and is informed by, teaching, learning and assessment approaches. As such, the programme is designed to build on previous experiential learning, from which the student should be equipped to appraise the work environment and their role within it.

Students will therefore be expected to balance a combination of regular independent, group and classroom-based studies alongside the integration of the themes raised in classes into the work place. There will be formal teaching and training provision, accompanied with online resource support through a VLE, which will ensure the

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scholarly inputs are in place from which to apply the learning derived from taught inputs into situations that are presented in the organisation.

**Teaching**

A **range of teaching methods** are adopted to ensure the curriculum enhances the learning of all students both in the workplace and in group learning environments. In addition to lectures, seminars, presentations and visiting speakers, students will participate in action learning sets and group based interactive activities to apply learning from experiences in the workplace.  These approaches are intended to take into account the principles of **inclusivity**:  the types of learner, their role in the workplace and the capacity to enhance the workplace through their work based interventions, their prior experience and expectations and how they learn and will be supported to learn effectively.  Given the focus on work based learning through an *apprenticeship-type* model, there is an emphasis on tutoring in a coaching style; and on *active learning* where students are invited to participate in learning activities, and also to reflect (at a meta-cognitive level) on their learning process.

In a programme of this type, the i**ntegration between practice and theory** is both continuous and synergistic.  Thus:
- Every taught component of the course is assessed using applied activities and investigations undertaken within the learner's existing organisational context.
- A Work-based learning initiative require students to apply knowledge <u>in the workplace</u> and to simultaneously develop employability and key skills.
- Students are required to <u>reflect</u> on their learning and individual experiences of their organisation, their environment and management.

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

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

The **learning and teaching strategies for individual modules**, as outlined in the Module Specifications, have been undertaken in accordance with the <u>University's Curriculum Design Policy</u>.  There is constructive alignment of the learning outcomes with teaching and learning approaches and assessment, research-informed teaching and all the employable Worcester graduate learning outcomes have been embedded within all modules.

**Contact time**

In a typical 15 credit module there will be at least 18 hours of timetabled teaching in lectures, seminars and small-group work. The precise contact hours will depend on the optional modules selected.  Typically, class contact time will be structured around:
- Information giving, facilitated discussions, small group work, presentations

- Practical skills – the opportunity to practise group facilitation, presentation, communication and listening skills.

**Independent self-study**
In addition to the contact time, students are expected to undertake regular self-directed study, plus additional preparation for assessments and examinations. This forms an essential component of the work integrated approach to teaching and learning. Weekly directive guidance on self-study will be provided by the module tutors through the VLE. The number of hours that students are expected to undertake around personal self-study is indicated in each module specification document. Typically, this will involve communicating with individual tutors to discuss progress and feedback, completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library or online. In addition to this, students will spend time sharing ideas with fellow students, and may take part in extra-curricular learning activities and engaging within their workplace. Specific details about the scheduling of independent self-study will be provided by tutors in module outlines, which are made available prior to the commencement of each module.

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

**Assessment**
The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

The assessment strategy has been designed so that:
- All modules have both formative and summative assessment elements. Formative assessment allows tutors and students to recognise strengths and weaknesses in learning and to address those issues immediately. Summative assessments are graded and count towards the final module grade, and they are assessed against the specific module learning outcomes.
- Typically, 15 credit modules will have one or two assessment items.
- A variety of assessment types (reports, portfolios, presentations, essays and reports) are designed to suit different learning styles.
- Different types of employability skills are embedded in all modules.

Assessment methods include individual oral/poster presentations, written reports, reflective journals and case studies.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1:
6week journal
Individual oral/poster presentation x2
Manage Report (x2)
Personal Development Plan
Reflective report
Business Audit
Project Proposal
Project Report

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Year 2:
Case Study (2)
Individual oral/poster presentation x3
Project Proposal
Project Report
Reflective Paper
Management Report

Year 3:
Innovation Audit
Individual oral/poster presentation x3
Project Proposal
Project Report
Portfolio
Brand Evaluation Report
Case Study
Management Report

14.    **Assessment strategy**
**Assessment styles** include primarily individual work (to develop and encourage independent learning) but there is a small element of group-based work to develop group skills and extend the scope of material/activity that can be covered.   One important function of the work-based learning approach to assessment is the opportunity for assessment presentations to showcase progress and good practice to their employers to ensure wider accessibility and employer engagement.  For this reason, a mixture of assignments is intentionally set in order to **maximise opportunities for all students** to perform and develop skills relevant to both future academic/professional study and to future employability.   Consequently, this programme uses **assessment *for* learning as well as assessment *of* learning.**

Opportunities for **formative assessment** are provided in each module – including, for example, preparation of discussion papers, briefings for clients, multiple choice tests, examination tests and questions, and online quizzes through the University's VLE or through self/peer evaluation in seminar groups.  This is central to the learning, teaching and assessment strategies of all modules in enabling students to benefit from feedback prior to submitting summative assessments.  The development of assessments at key intervals in the progression of the module is of particular importance for larger modules.

**Assessment criteria** for each assessment item are specified in the assessment briefs contained within the module outlines. Assessments are marked using the University's [Generic Undergraduate Grade Descriptors](). Marking of student work is undertaken solely by university or partner college staff and is then internally and externally verified. Work is marked anonymously unless it is impractical to do so (e.g. oral and work based, context-specific presentations). Wherever appropriate, submission and marking of assignments is undertaken online, however it is recognised that large portfolios and verbal presentations which accompany many assessment models may not suit this approach. Where verbal presentations are required, these will be recorded for moderation and standardisation purposes.  All assessments are subject to the University's normal approaches to marking and moderation, further details of which can be found in the [University's Assessment Policy]().

15.    **Programme structures and requirements**
Full details of the content of this programme are in the Award Map listed below.

The BA (Hons) Leadership and Management may be taken:
- Full-time – normally completed within three years, with a maximum 6-year eligibility period allowed for completion of the course.  Full-time students are

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expected to be in workplace practice for a minimum of two days per week.
- Part-time – normally completed in six years, with a maximum 12-year eligibility period allowed for completion of the course.  Part-time students are expected to be in workplace practice for a minimum of one day per week. [**note: the use of the BA (Hons) Leadership and Management award for the CMDA is only available as a full-time programme**.]

All of the <u>taught modules</u> represent 15 credits and are designed to be delivered in short block-type teaching periods, which maximises accessibility for the delivery of the programme in different formats for different contexts.  For example, the level 6 mandatory module: BUSM3130 Managing Innovation in the Organisation enables students to explore a range of change management issues in an organisational context and provides a foundational basis from which to undertake further modules from a range of Business options.  The structure of the award provides greater scope for flexibility and choice as the learner progresses through the programme.  The award map demonstrated that all modules are Mandatory on level 4, there are some optional modules in level 5, and most of the taught modules on level 6 are Business Options, which provide the learner with flexibility to design an award around the key themes that are most appropriate to their workplace context and for future employability.

Larger 30 credit and 60 credit modules are delivered through a combination of coaching and work integrated learning approaches, for example BUSM1135 requires you to complete a work-based project.  These <u>work-based modules</u> are undertaken during a student's continuous employment.  Consequently, these larger modules are a reflection of the need for continuous, incremental, initiative development and in response to practical needs of the employer.  For example, in many contexts it would be impractical to expect employers to endorse regular, small project-type interventions which have limited scope to benefit the organisation, particularly where this involves several different staff members undertaking separate projects at the same time.  There is also likely to be greater employer-engagement where interventions promote the development of potentially larger initiatives which have a greater likelihood of making a genuine impact and difference to the organisation.

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

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# AWARD MAP FOR A BA DEGREE WITH HONOURS AWARD

| Course Title:  BA (Hons) Leadership and Management |
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| LEVEL 4 | | | | | |
|---|---|---|---|---|---|
| Module Code | Module Title | Credits (Number) | Status Mandatory (M) or Optional (O) | Prerequisites (Code of Module required) | Exclusions |
| BUSM1130 | Introduction to Professional Leadership and Personal Management | 15 | M | None | None |
| BUSM1131 | Managing Communications in the Workplace | 15 | M | None | None |
| BUSM1132 | Managing Professional Development | 15 | M | None | None |
| BUSM1133 | Organisational Culture and Change | 15 | M | None | None |
| BUSM1134 | Work Based Investigation and Appraisal | 30 | M | None | None |
| BUSM1135 | Work Based Project | 30 | M | None | None |

**Requirements at level 4**
*Students must take all six mandatory modules listed above.  Students must successfully complete 120 credits in total at level 4.*

| LEVEL 5 | | | | | |
|---|---|---|---|---|---|
| Module Code | Module Title | Credits (Number) | Status Mandatory (M) or Optional (O) | Prerequisites (Code of Module required) | Exclusions |
| BUSM2130 | Applied Leadership and Management | 15 | M | None | None |
| BUSM2131 | Finance for Non Finance Managers | 15 | M | None | None |
| BUSM2132 | Work Based Initiative (Management) | 60 | M | None | None |
| BUSM2133 | Leading and Managing Teams and Individuals | 15 | O | None | None |
| BUSM2134 | Mentoring and Coaching | 15 | O | None | None |
| BUSM2135 | Sales Management and Selling | 15 | O | None | None |

**Requirements at level 5**
*Students must take the three mandatory modules, i.e. BUSM2130, BUSM2131 **and** BUSM2132 **plus** two optional modules from those listed above.  Students must successfully complete 120 credits in total at level 5.*

| Level 6 | | | | | |
|---|---|---|---|---|---|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Pre-requisites | Exclusions |
| BUSM3130 | Managing Innovation in the Organisation | 15 | M | None | None |

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| BUSM3131 | Digital Marketing | 15 | O | None | None |
|----------|-------------------|-----|---|------|------|
| BUSM3132 | Work Based Initiative (Leadership) | 60 | M | None | None |
| BUSM3133 | Managing Financial Decision Making | 15 | O | None | None |
| BUSM3134 | Focusing on Results and Change Management | 15 | O | None | None |
| BUSM3135 | Decision Making for Improved Performance | 15 | O | None | None |

**Single Honours Requirements at Level 6**

*Students must take the two mandatory modules, i.e. BUSM3130 and BUSM3132, plus three optional modules from those listed above. Students must successfully complete 120 credits in total at level 6.*

**16.    QAA and professional academic standards and quality**

The Award is located at level 6 of the Frameworks for HE Qualifications of UK Degree-Awarding Bodies (Nov 2014), and has been developed with reference to the QAA Subject Benchmark Statement [Business and Management](#) (QAA, 2015) and the [a](#) (National Occupational Standards, 2012)

The programme team have worked closely with the Chartered Management Institute to map this award to their professional award programme. The BA (Hons) Leadership and Management is dual accredited by the CMI to their L5 Professional Diploma, which means that on successful completion of the taught BA (Hons) award, the student will also be awarded the CMI Level 5 Diploma in Leadership and Management.

**17.    Support for students**

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

Each student will be assigned a **Work-Based Coach**\* who will provide guidance throughout the programme, including on:
- negotiations with their employer in relation to remission to undertake this course of study
- discussions with their employer about the implications of learning in the workplace
- seeking and identifying key stakeholders within their employer organisation who are able to provide support and facilitate work-based activities

Normally, meetings with the Apprenticeship Coach will take place at least four times a year and will be supported by regular online guidance through the VLE.

Each student will also be allocated a **Personal Academic Tutor**\* whose role includes supporting academic development; acting as the first point of call for issues/problems; and providing an official University reference.

**Work-Based Mentors/Line Managers** are required to be provided by the employer to mentor and endorse opportunities for work-integrated learning. Normally, line managers/mentors would be expected to provide support on at least a monthly basis

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

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The award also uses a second tracker programme which enables the learner to track and monitor their work-based learning and off-the-job learning in consultation with their line manager/mentor and apprenticeship coach.

### Student induction
Students starting on this programme are expected to attend a bespoke induction day, the key focus of which will be to introduce students to the concepts, philosophies and practicalities of work-integrated learning as experienced in the BA (Hons) Leadership and Management. Learners will meet module tutors and be introduced to the services of, and contacts within, Registry, Library Services, Student Services and the Students' Union. Where students have not progressed from a previous work integrated learning context, there may be additional bridging support provided to ensure appropriate equipping for the work-based learning expectations of this award. Induction messages continue during the first six months of the programme and thereafter at quarterly reviews to ensure that students receive appropriate support at the point of need.

18.    **Admissions**

### Admissions policy
The University and Walsall College aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. Worcester Business School and Walsall College works to actively encourage and welcome people from the widest range of economic and cultural backgrounds and values the contribution of mature learners. Normally, a business development manager from the University or Walsall College would work in partnership with the employer to provide support for the recruitment/selection, admission and registration of employees onto the award, which would form the taught component of an apprenticeship programme.

### Entry requirements
The normal academic entry requirements are 2 A levels or equivalent Level 3 qualifications, eg BTEC National Diploma, together with GCSE or equivalent Level 2 qualifications in English and Maths. Relevant prior experience from work may be considered as an alternative where applicants lack formal 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

Where applicants are being registered for the course via a degree apprenticeship, the admissions requirements and processes as set out in the CMDA Apprenticeship Programme Specification will be followed.

See Admissions Policy for other acceptable qualifications.

It is essential that all applicants are able to demonstrate that they are in gainful employment from within which they are able to utilise a work-based setting for the undertaking of work-based learning activities. Students will need to demonstrate agreement from the organisation to enable work-based activities to be undertaken in relation to the course.

### 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**
**Full-time applicants apply directly to the University or partner college through consultation with their employer.**

Applications will be considered by Worcester Business School or partner college's Admissions Tutor and/or the BA Hons Leadership and Management Programme Leader, following which a firm offer (as appropriate) will be made directly to the student. Students will then need to send confirmation to the University of Worcester or partner college of formal acceptance of this offer.

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

19.    **Regulation of assessment**

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

**Requirements to pass modules**
- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is 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**
- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

**Retrieval of failure**
- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

**Requirements for Progression**

*Amend as applicable for Top Up courses where Level 6 only*

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4.

Outstanding Level 4 credits must normally be studied in the following academic year.

- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.

**Requirements for Awards**

| Award | Requirement |
|---|---|
| Certificate of Higher Education Cert HE in Leadership and Management | In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map. |
| Diploma of Higher Education DipHE in Leadership and Management | In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map. |

| 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 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, as specified on the award map. |

**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.

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

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

**Graduate destinations**

The BA (Hons) Leadership and Management degree supports learners in their own organisational contexts in the first instance, whilst also preparing them for future potential employability in a wide range of organisations within the public and private sectors, in industry and commerce, both in the UK and abroad.

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

**Student employability**
- The combination of academic input alongside continuous and extensive experiential learning undertaken on the BA (Hons) Leadership and Management course seek to integrate new knowledge into the student's world via their work context.  This provides students with an evidence base of progression and personal development, which they can present for career progression.  The cognate focus of this award in the area of Leadership and Management inherently demonstrates a student's ambition and preparation for moving into (more senior) leadership and management positions.
- **Career guidance** - The course will enable students to develop their personal skills and attributes in relation to future job markets and will help them make plans to further develop and progress in their future directions, and promote themselves to their present and potentially future employers.  Employable Worcester Graduate learning outcomes have been embedded within all modules.  Further careers guidance is available through the 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 Management Institute, Institute of Chartered Accountants in England and Wales, Association of Certified Chartered Accountants, Chartered Institute of Management Accountants, Institute of Commercial Management, Chartered Institute of Marketing, Chartered Institute of Personnel and Development, Chartered Institute of Public Relations, Institute of Financial Accountants, Chartered Institute of Payroll Professionals, 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 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.
- These professional and business networks also involve **external events**, many of which are open to students, as well as employers.
- The School liaises with **external agencies**, such as the Institute of Directors, Federation of Small Businesses, Chamber of Commerce and Confederation of British Industry.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.  More detailed information on the learning outcomes, content and teaching, learning

and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.