PROGRAMME SPECIFICATION

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	HND
5.	Programme title	HND Business Management
6.	Pathways available	N/A
7.	Mode and/or site of delivery	Standard taught programme, on site at University of Worcester
8.	Mode of attendance	The course is approved for full-time and part-time study.
9.	UCAS Code	**001N (W80)**
10.	Subject Benchmark statement and/or professional body statement	QAA Honours degree Subject Benchmark Statement for General Business Management (2007)
11.	Date of Programme Specification preparation/ revision	May 2012 - Approved Audit and Review Committee February 2014 - Amended August and October 2014 - Amendment to regulations and changes made to section 13 (inclusion of practical skills relevant to employment). February 2015 - Updated August 2015 - Updated to include the new Taught Courses Regulatory Framework

12. Educational aims of the programme

This course is designed for students seeking a vocationally-oriented higher education qualification available after two years of full time study (four years part time), with the opportunity to top-up to an honours degree after a further one year full time (two years part time). It will therefore appeal to students who only want to commit to two years in full time (or 4 years part time) education in the first instance. It will also appeal to mature students re-entering higher education.

The vocational orientation of the programme is achieved via an applied and contextualised approach to learning. A future-oriented curriculum combined with a focus on enterprise, entrepreneurship and business sustainability help to prepare students to make a valuable contribution in the workplace and wider community. The programme also encourages the development of lifelong learning skills and instils the values of global citizenship.

The Business Management HND aims to facilitate development of knowledge, understanding and professional skills enabling students:
1. To undertake a highly integrated study of organisations and their strategy, behaviour and management in the changing global environment in which they operate.
2. To gain an understanding and appreciation of the values and themes of environmental and business sustainability and ethical approaches to business practice.

3. To be informed by relevant and current research, scholarship and professional practice, as a result of the promotion of understanding of, and engagement with, the research process and its applications.
4. To engage with a future-oriented, academically coherent and appropriately balanced programme that has logic and intellectual integrity clearly related to the aims and learning outcomes of the programme whilst adopting a distinctive practical and vocational flavour.
5. To develop their employability, enterprise and entrepreneurship by encouraging them to take up opportunities to apply and develop these attributes further within the workplace and/ or the wider community.
6. To gain opportunities to improve self-awareness and engage in personal development planning processes by building a record of their learning achievements. This includes the encouragement of a positive and critical approach towards change so as to support ongoing business sustainability within a dynamic and business focused environment.
7. To develop an enquiring and self-aware approach to learning by encouraging independent judgement and critical faculties.
8. To benefit from wider participation in HE, experience good practice in relation to inclusion, equality of opportunity and the promotion of positive attitudes to equality and diversity, including race equality and equality for disabled people in order to function as effective global citizens.

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

The need for transferable skills is probably higher than at any time in the past, given the changes in organisations, technology and patterns of employment, the need for increased cultural awareness and development of citizenship. The use of the University's Virtual Learning Environment will underpin and promote the development of students' skills in all these areas and creative and innovative teaching will assist students in developing their learning and academic capability and also to develop as individuals.

The Business Management HND gives students the opportunity to achieve and demonstrate the learning outcomes listed below by placing the modules within a practical context. The course will be delivered by lecturers who bring practical experience of their subject into the classroom, and the design of modules emphasises the vocational approach to teaching and learning. One of the distinguishing features of this course is the additional academic support timetabled by way of tutorials across all of the modules.

Students will have access to computer laboratories during BUSM 1814 Web and E-business and BUSM 2811 Accounting and Finance. Students will also have access to appropriate PC facilities throughout the programme in order to access learning and library resources and communicate with tutors and other students. Applications from diverse applicants are encouraged and reasonable adjustments will be made for disabled students.

A grid plotting the following intended learning outcomes against the respective modules can be found at **Appendix 1** to the **Course Handbook.**

A. Knowledge and understanding

The programme will provide a broad, analytical and highly integrated study of business and management. On	Examples of learning, teaching and assessment methods used:

successful completion of the course students will be able to:	
A1 Apply relevant knowledge and understanding of organisations, the external environment in which they operate and how they are managed.	Interactive materials will be available on the VLE. Discussion/ forum facilities are also enabled through the VLE.
A2 Analyse the interrelationships among, and the interconnectedness between, business organisations, the future of those organisations and the external environment in which they operate.	Flexible lecture patterns apply made up of formal lectures, practical workshops (comprising group work sessions) and individual and group tutorials. Group and individual tasks involving library and internet-based information retrieval feature in various modules e.g. BUSM 1019 Business Challenge, BUSM 1812 Leadership and Management and BUSM 1814 Web and E-business.
A3 Explain the internal aspects, functions and processes of organisations, including their diverse nature, together with the individual and corporate behaviours which exist within and between organisations and their influence on the external environment	
A4 Examine how a wide range of factors including economic, environmental, ethical, legal, political, sociological and technological, together with their effects at local, national and international levels impact upon the strategy, behaviour, management and sustainability of organisations.	Summative assessment takes place by a variety of means including written assignments and reports to assess knowledge and understanding, oral presentations to peers, group activities to assess information dissemination skills and research-driven tasks to allow students to demonstrate individual knowledge and understanding with subsequent oral and written feedback given.
A5 Describe the processes, procedures and practices for the effective management of organisations as well as theories as applied to those organisations and to the external environment.	Formative assessment is specified for each of the modules.
A6 Understand and have knowledge of markets, customers, finance, people, operations, information systems, resources, communication and information technology, business policy and strategy and pervasive external issues.	

B. Cognitive and Intellectual Skills

The programme will provide and develop those skills which with training will allow students to assume and accept significant responsibility within organisations. On successful completion of the course students will be able to:	**Examples of learning, teaching and assessment methods used:**
B1 Use cognitive skills of critical thinking,	All modules require learners to engage in discussion of key issues and the application of key concepts to current business and management scenarios.

analysis, synthesis and reflection. B2 Engage in effective problem-solving and decision making and apply ideas and knowledge to a range of situations. B3 Conduct research into business and management issues.	Case study analyses and group discussions will be used to give students the opportunity to engage in theoretical and practical problem-solving involving complex issues based wherever possible on real-world examples. Analytical skills will be applied to a variety of data such as business reports. Modules such as BUSM 1813 Law, Ethics and Sustainability and BUSM 2811 Accounting and Finance raise issues in which judgement needs to be exercised and decisions made in complex and unpredictable areas with significant implications arising. Cognitive and intellectual skills are assessed by means of a range of assessments, formative and summative, including written reports, oral presentations, group activities and research-driven tasks with subsequent oral and written feedback given.

C. Transferable/ key skills

Students will develop the transferable skills and qualities to enable them to exercise personal and decision-making responsibility. On successful completion of the course students will be able to:	**Examples of teaching, learning and assessment methods used:**
C1 Communicate effectively orally and in writing using a range of media as used in the preparation and presentation of business reports. C2 Use numeracy and quantitative skills including data analysis to interpret and extrapolate business problems and models. C3 Communicate effectively using information technology for business applications. C4 Employ effective self-management in terms of time, planning and behaviour, motivation, individual enterprise and initiative. C5 Operate comfortably and effectively within a team environment employing skills such as leadership, team-building, influencing and project management.	Quantitative skills / ICT skills are acquired through the use of worked examples e.g. BUSM 1814 Web and E-business and BUSM 2811 Accounting and Finance Group exercises involving role-play are used to develop two-way communication skills as well as team building skills e.g. BUSM 2813 Business Entrepreneurship. Time management skills are conveyed as an integral element of successfully completing BUSM 2814 Integrated Project. Group exercises involving the development of interpersonal skills are a feature of BUSM1019 Business Challenge and BUSM1813 Law, Ethics and Sustainability. Self-reflection via the creation of a personal development plan features as part of the summative assessment in BUSM 1019

C6 Develop effective interpersonal skills such as listening, negotiating, persuading and presenting. C7 Engage in self-reflection and become self-aware in relation to issues such as culture and diversity in business and management.	Business Challenge. Quantitative skills are assessed through appropriate formative and summative assignments e.g. BUSM 2811 Accounting and Finance

D. Practical skills relevant to employment

On successful completion of the course students will be able to:	Examples of teaching, learning and assessment methods used:
Demonstrate the ability to synthesise appropriate theories, models and concepts and apply them to critically evaluate real world scenarios Gain experience in working individually and as part of a team Maximise the opportunity to utilise and share experience(s) and studies to produce concise documents of the kind used in the management decision making process Develop the intellectual and practical abilities required of business leaders and managers	Cognitive and intellectual skills are assessed by means of a range of assessments, formative and summative, including written reports, oral presentations, group activities and research-driven tasks with subsequent oral and written feedback given. Group exercises involving role-play are used to develop two-way communication skills as well as team building skills e.g. BUSM 2813 Business Entrepreneurship. Analytical skills will be applied to a variety of data such as business reports. Further analysis of these reports will then be required for the purposes of formative or summative assessment as appropriate to the module. Time management skills are conveyed as an integral element of successfully completing BUSM 2814 Integrated Project.

14. Assessment Strategy

The overall purpose of the assessment regime is to enable students to:

- Demonstrate the intellectual rigour commensurate with a course of this nature and to develop the analytical skills expected of study at Levels 4 and 5 (Framework for Higher Education Qualifications).

- Demonstrate the ability to synthesise appropriate theories, models and concepts from a range of modules studied on the course and apply them to critically evaluate real world scenarios

- Gain experience in working individually and as part of a team

- Maximise the opportunity to utilise and share experience(s) and studies to produce concise documents of the kind used in the management decision making process

- Receive continuous, regular and appropriate feedback throughout the module/ course

- Develop the intellectual and practical abilities required of business leaders and managers

Modules are assessed using a variety of assessment activities designed to enable the student to demonstrate achievement of the programme aims, learning outcomes and the development of transferable skills. As such they are intended to develop and assess the practical knowledge and skills relevant to practising managers in the business sector. The expectation is that as well as being able to do the things they are supposed to do, students also know about the world around them.

A grid plotting the various assessment methods proposed for each of the respective modules, along with the appropriate weighting for each method of assessment (and whether the assessment is individual or part of a group exercise) is set out at **Appendix 2** to the **Course Handbook.**

Most of the summative assessment is on an individual basis, but there are some important group assessments (for example in BUSM 1019 Business Challenge, BUSM 1813 Law, Ethics and Sustainability and BUSM 2813 Business Entrepreneurship) each of which has a developmental application and a practical focus. Group work is an important feature of the learning experience (for example in BUSM 1812 Leadership and Management) and of formative assessment. In this way students learn from each other, establish relationships that will help them through the rest of their studies and engage in the 'lived experience' of managing peers.

Formative assessment is an important element of the programme to help learners learn more effectively and to improve their performance QAA Quality Code, Chapter B6 and opportunities for formative assessment are included in each module.

There are some examinations, notably in BUSM 2811 Accounting and Finance, where assessment is exclusively by way of different types of examination. This is primarily to allow students to obtain optional SAGE accreditation (see also section 22).

In testing student understanding, considerable use is made of relevant and up-to-date case studies, based on real-world examples wherever possible, that encourage students to synthesise, distil and apply theories, models and concepts and then reflect on these.

The minimum pass mark is D- for each module overall, and students are required to submit all items of assessment in order to pass a module, but compensation between assessments within modules is permitted.
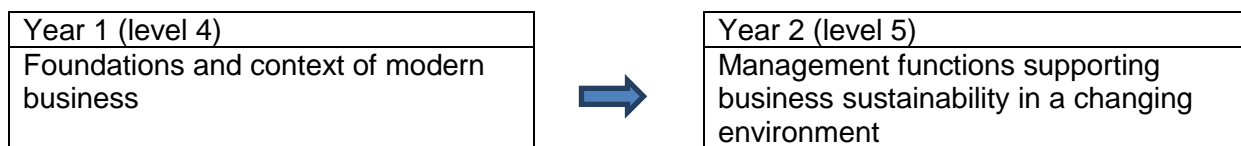
In line with University requirements, wherever practicable, coursework will be marked anonymously. In marking assessed work, moderation and double marking is standard practice. Where there is some doubt as to the authorship of an assessment, University of Worcester has its own published policy for investigating plagiarism.

15. Programme structures and requirements

The programme is made up of 8 (30 credit) modules each taught across two semesters (4 per year full time, 2 per year part time). It has been designed to enable students to gain the foundation knowledge, and to introduce them to the practical skills and contexts they will meet in the world of business.

At year 1 (level 4), BUSM 1019 Business Challenge is of particular relevance as the 'launch module' for the programme. Its rationale is to develop key knowledge and skills that will be built upon throughout the course. Many of these skills are crucial to graduate employability. The remaining year 1 modules expose students to the business environment via principles of law, ethics, sustainability (BUSM 1813); effective management and leadership of self and others (BUSM 1812), and modern marketing and communications techniques (BUSM1814). Modules are underpinned by realistic real-world business scenarios to begin the development of students' commercial awareness, and business acumen before they progress to some of the more specialised modules in year 2.

Year 2 (level 5) further develops students' knowledge, understanding and practical skills in relation to key operational activities of an organisation which support its ongoing growth and sustainability. Students explore the key business management functions required to support a profitable (BUSM2811), customer (BUSM2812) and future-oriented (BUSM2813) approach. In this way, the students become acquainted with the tools to manage a business within the context of a changing and continually challenging external environment. All of this culminates in the Integrated Project (BUSM 2814) which draws together themes from the year 1 and 2 modules and helps students to further their personal and professional development and understand the multi-disciplinary nature of business management.

Year 1 (level 4)	Year 2 (level 5)
Foundations and context of modern business	Management functions supporting business sustainability in a changing environment

If you are undertaking the part-time programme, you will study the 8 modules over 4 years (2 each year). The modules will be studied in the following order for part-time students:
Year 1: BUSM1019/BUSM1812
Year 2: BUSM2811/BUSM2812
Year 3: BUSM1813/BUSM1814
Year 4: BUSM2813/BUSM2814

Award map for Higher National Diploma:

Title: HND (Full-time)

Year: 2014/15 onwards   **Last Updated: September 2014**

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
BUSM 1019	Business Challenge	30	M
BUSM 1812	Leadership and Management	30	M
BUSM 1813	Law, Ethics and Sustainability	30	M
BUSM 1814	Web and E-business	30	M

Requirements at level 4
HND Business Management students must pass 120 credits in total at level 4 from the above modules.

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
BUSM 2811	Accounting and Finance	30	M
BUSM 2812	Marketing, Sales and Customer Management	30	M
BUSM 2813	Business Entrepreneurship	30	M
BUSM 2814	Integrated Project	30	M

Additional academic support by way of tutorials will be given across all these modules at level 4 and level 5.

Requirements at level 5
HND Business Management students must pass 120 credits in total at level 5 from the above module.

16. QAA Academic Infrastructure

The QAA Honours Degree Subject Benchmark Statements for General Business and Management (2007) have been referenced to identify the key areas of knowledge, understanding and skills and to guide the Learning, Teaching and Assessment Strategy for this programme.

The programme has also been designed to meet both the QAA FHEQ Descriptors at levels 4 and 5 and NICATS General Level Descriptors such that successful students will be able to:

- Use a wide range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis (see Intended Learning Outcomes B1, B2, and B3)

- Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively (see Intended Learning Outcomes C1, C3 and C6)

- Develop existing skills and acquire new competencies that will enable them to assume significant responsibility within organisations (see Intended Learning Outcomes B2, C4 and C5)

- Generate ideas through the analysis of concepts at abstract level, with a command of specialised skills and [will have the ability to formulate] responses to well defined and abstract problems (see Intended Learning Outcomes B1, B2, B3, C2 and C5)

- Analyse and evaluate information (see Intended Learning Outcomes B1, B2 and C2)

- Exercise personal judgement across a broad range of functions (see Intended Learning Outcomes for B1, B2, C5, C6 and C7)

- Accept responsibility for determining and achieving personal and/ or group outcomes (see Intended Learning Outcomes C4, C5, C6 and C7)

17. Support for students

Throughout the course students will be allocated an Academic Tutor who will:
- Support academic development and progress. This will include guidance in relation to Personal Development Planning
- Act as the first point of call for any issues or problems arising whilst at University
- Provide an official University reference

The provision of additional formal sessions for academic tutoring and support across all of the subject areas is a key feature of this course. Typically meetings with each subject tutor will take place once each semester and with the Academic Tutor will take place at least four times during the course of the academic year, although some of these meetings may be in groups. However, contact with tutors is encouraged at any time as required.

A further important feature of this course is access to Future Weeks each semester. These will provide the opportunity to maintain and update a self-reflective learning log alongside a CV.

Additionally, the following resources will also support learning during the course:

- Bespoke induction programme including inputs from Student Services as well as course staff
- Course Handbook and module outlines which include details of the weekly learning schedule, reading list, assignments etc
- A dedicated Librarian for the course
- A bespoke VLE to provide access to learning materials, exercises and discussions
- Email (via student email address) to access the Course Leader and module tutors
- Student representation on School committees, including the Course Management Committee, to address course-wide issues and offer feedback (from students on all modules)

18. Admissions

Admissions Policy

The admissions policy for this programme seeks to be inclusive and to encourage participants from a wide and diverse range of backgrounds through equal opportunity.

Entry requirements
The University's standard entry requirements apply: 4 GCSEs at Grade C or above including Maths and English, plus a minimum of 1 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

For students for whom English is not their first language, a sufficient standard (IELTS 6.0 or equivalent) must be reached for admission onto 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 web pages. 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 recognition of Prior Learning can be found at
http://www.worcester.ac.uk/registryservices/941.htm

Admissions procedures
Entry to the programme requires all full-time applicants to apply via UCAS (course code 001(W80)).
Part-time applicants apply directly to University of Worcester (UW)

Admissions/ selection criteria
The University admissions procedures provide opportunities of study to as many students as possible, provided that they have evidence that they have the ability to benefit from study in HE (for example through interview and/or short essay task) and there is a reasonable expectation of achieving an award.

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

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards, include:
- Module feedback questionnaires – mid-module and end of module
- Annual Course Evaluation Report completed by Course Leader
- Periodic (quinquennial) course review including external scrutiny
- Peer Learning Through Observation
- External examiners' reports
- Academic staff annual appraisal
- Feedback from employers
- Course Management Committee
- Meetings with academic and module tutors
- On-line tutorial support systems
- A range of staff development activities provided by Worcester Business School designed to improve teaching and learning
- Research - many of the staff involved in teaching on this course will be engaged in the process of research and will use that research to inform their modules

20. Regulation of assessment

The course operates under the Taught Courses Regulatory Framework.

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- 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
- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- 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 failed modules.

Requirements for Awards

Award	Requirement
HND Business Management	120 credits at Level 4 and 120 credits at Level 5
HNC Business Management	60 credits at Level 4 (BUSM 1019, BUSM 1812) 60 credits at Level 5 (BUSM 2811, BUSM 2812)
HNC Business	120 credits at Level 4 or higher

Exit Awards

- Students who exit the programme having passed at least 120 credits including BUSM 1019, BUSM 1812, BUSM 2811 and BUSM 2812 will be entitled to the exit award of HNC **Business Management**.

- Students who exit the programme having passed a minimum of 120 credits from modules at Level 4 and/or Level 5 from the HNC/HND programmes, but have failed any of the modules specified above, will be entitled to an exit award of HNC **Business.**

These awards are not classified.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about awards and classifications as appropriate.

21. Indicators of quality and standards

- The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to the environment, and the inclusive approach to working with its collaborative partners.
- The University of Worcester holds the Investors in People kitemark renewed in 2011
- The annual National Student Survey 2014 indicated an overall satisfaction score of 4.0 (out of a total of 5)
- Student evaluation of HNC/HND Business Management modules during 2013-14 indicated an average satisfaction rating of 83%
- Student completion rates within HNC/HND Business Management in 2013-14 were in excess of 84%. This figure was in line with comparable programmes both run and overseen by the university.

- Careers Destination Surveys – 95.2% of 2013 Business Management graduates were reported as employed or otherwise engaged within six months of graduating
- Many members of Worcester Business School staff engaged in developing the programme are actively engaged in relevant research, consultancy and professional practice in the disciplines of business management
- The External Examiner's report for the programme was extremely complimentary particularly with respect to student achievement.

22. Graduate destinations, employability and links with employers

Progression to Top-up Degree
Students who successfully pass the HND programme are eligible to progress to the final year (top-up) year of BA (Hons) Business Management. Students can also elect to take a placement year prior to progressing to the top-up degree. Students will be required to register this interest at the beginning of the second year of the HND programme and undertake a placement module. This module will provide access to extensive support and guidance, (e.g. workshops, CV preparation, mock interviews) in preparation for finding a placement. Students progressing to the BA (Hons) top-up degree will be familiar with many of the tutors teaching on the degree programme but will receive advice on module choices, Independent Study preparation and a bespoke induction/academic development programme on entry to the top-up degree.

Graduate Destinations
The HND qualification can lead to a career in business or management and/ or further development opportunities with universities and professional management associations. For example, the Chartered Management Institute (CMI), and the Institute of Leadership and Management leadership awards at Levels 5, 6 and 7.

The course also offers the opportunity of Sage 50 Accounts Certification at level 1 - this is the only accredited performance-based certification approved by Sage to demonstrate expertise to work with Sage 50 Accounts. It provides official proof that students are competent Sage users and is a valuable qualification to add to a CV. Students must, at their own expense, take an examination administered by Sage to achieve this certification.

Student Employability
This HND provides all students with the opportunity and ability to:
- Demonstrate the application of relevant subject knowledge;
- Research and solve real world problems in their discipline(s);
- Analyse critically and apply sound principles of logic and reasoning;
- Communicate effectively and actively with lecturers, peers and others;
- Become numerate in a variety of formats by seeking out, evaluating and engaging with a wide range of information resources effectively and ethically in the process of critical engagement with their discipline(s);
- Manage their learning and development in a manner which will allow continual and lifelong progress to be made;
- Become adept in using interpersonal skills to deal with others in a professional and effective manner;
- Work as a valuable and valued team member;
- Communicate effectively through a variety of media and enhance their communication skills through written and oral presentation opportunities as appropriate when coupled with appropriate feedback;
- Extend their skills in the use of information and computing technology (ICT)

Worcester Business School has developed a set of Employability Standards in consultation with employers. Details of opportunities to develop these within each module are included as separate items to **Appendix 1** to the **Course Handbook**.

This course has been designed with the advice and assistance of employers. Many of the assignments will replicate the tasks and skills which will be encountered in employment and regular contact with employers will be maintained by, for example, inviting guest speakers to address students.

Students will use the HND qualification to progress their employability and potential for management careers. Since 'employability' is a key feature of the course it is envisaged that some students may progress their career by seeking new and better employment as managers/trainee managers in the business sector.

- Worcester Business School has a Director of Business Development in order to promote closer links with employers, and this role is supported by a Business Development Manager and the University's Enterprise Manager. These individuals, together with the Course Leader will be responsible for external liaison. Worcester Business School also has an employer advisor to guide and advise upon course development.
- The School has strong working relationships with a variety of organisations that have supported previous courses over time through sponsorship of employees.
- The Business School's specialist research and consultancy centre, the Centre for People at Work, has a wide range of projects and opportunities to provide links with employers.
- The School has been an important focus of projects linked with the West Mercia Police Constabulary through the Shared Police and Higher Education (SPHERE) partnership. Similar arrangements exist with other organisations e.g. Herefordshire and Worcestershire Fire and Rescue Service for research or consultancy purposes.
- University of Worcester Careers Advisory Service provides on-going support for students

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and the Course Handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.