

Programme Specification for Executive Master of Business Administration (EMBA)

This document applies to Academic Year 2025/26 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	Executive MBA, PG Diploma, PG Certificate
5.	Programme title	Executive MBA PG Diploma in Management Studies, PG Certificate in Management Studies
6.	Pathways available	N/A
7.	Mode and/or site of delivery	Students study modules through attendance at workshops delivered in short blocks e.g., weekends at the University and other sites approved by the University supported by online webinars and support through the VLE.
8.	Mode of attendance and duration	Part time, normally for 27 months
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	QAA Masters Awards in Business and Management (2023)
11.	Date of Programme Specification preparation/ revision	November 2023 – course approved July 2024 – annual updates July 2025 – annual updates

12. Educational aims of the programme

The Executive MBA is designed for Business Owners, Chief Executives, Directors, Senior and Middle Managers, namely, those with leadership responsibility who are ready to explore their capability in depth and are looking to further their career.

This programme is a postgraduate programme comprising bite-size packages of learning. It aims to develop business leaders' and managers' understanding and critical appreciation of the theories, tools, techniques and applications of a wide range of business areas, including marketing, finance, innovation, strategy, research, coaching and mentoring, ethics, governance, and digital transformation. The programme aims to develop the learner's knowledge, understanding and practical application of the curriculum, and has the Principles of Responsible Management Education (PRME) embedded within the programme adding a sustainability thread throughout the programme. The programme also seeks to improve personal effectiveness, contributing to improved organisational performance, and thereby enhancing the quality of management as a profession.

The programme focuses upon applied learning, encouraging students to relate new knowledge and skills to real leadership and management scenarios. In particular, the purpose of the programme is to provide students with:

1. An advanced understanding of management in organisations and the changing external context in which they operate.
2. An appreciation of the role that sustainability plays across a wide variety of business functions.
3. Opportunities for systematic development of the skills of objective analysis, evaluation and presentation to enable students to further develop confidence in effectively appraising and implementing management strategies.
4. The capability to understand personal approach to leadership and management, and to inform this approach through the development of appropriate knowledge, skills, behaviours and techniques in a dynamic way.

5. An ability to apply knowledge and understanding of all key business functions, both systematically and creatively, to improve business practice.
6. Enhancement of lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large.
7. A stimulating academic environment which is based upon the values of academic openness and critical appraisal.

These aims and the accompanying intended learning outcomes stated below, are presented for those students completing the Executive MBA award.

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

Knowledge and Understanding			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
1	Critically evaluate how sustainability, ethicality, and social responsibility impact on business practices and management in organisations.	BMGT4217 BMGT4247 BMGT4210 BMGT4219	PGCert PGDip MBA
2	Systematically review how organisations operate within an external global context, and how this relationship impacts on business and management decision-making and practice.	BMGT4210 BMGT4219	PGCert PGDip MBA
3	Appraise skills/techniques/technologies that can be used to deliver effective personal and organisational transformation.	BMGT4221 BMGT4202 BMGT4248 BMGT4223	PGDip MBA
4	Advance the boundaries of business and management knowledge through an understanding of appropriate methods of research.	BMGT4205 BMGT4276	MBA

Cognitive and Intellectual skills			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
5	Critically evaluate leading edge research and practice in business and management.	All modules	PGCert PGDip MBA
6	Apply relevant knowledge, based on theory and practice, to develop visionary strategies for delivering success in a wide range of complex situations.	BMGT4217 BMGT4210 BMGT4221 BMGT4223	PGCert PGDip MBA
7	Critically reflect on personal performance, style and skill in delivering effective change.	BMGT4247 BMGT4248	PGDip MBA
8	Methodically plan and execute an original, creative and robust investigation into business and management issue	BMGT4205 BMGT4276	MBA

Skills and capabilities related to employability			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
9	Apply knowledge of organisations, and both internal and external influences, to business and management practice.	All modules	PGCert PGDip MBA
10	Communicate in an appropriate style for a business and management audience.	All modules	PGCert PGDip MBA
11	Analyse and synthesise data, using a wide range of appropriate techniques to make sound judgements, recommendations, strategies and solutions for organisations.	BMGT4217 BMGT4210 BMGT4202 BMGT4223 BMGT4221	PGDip MBA
12	Demonstrate self-direction and a proactive approach to learning by autonomously designing, implementing and critically evaluating an independent research project.	BMGT4276	MBA

Transferable/key skills			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
13	Critically evaluate the value of academic and professional sources in making decisions and informing practice	All modules	PGCert PGDip MBA
14	Apply knowledge of social responsibility, ethical and professional standards to ensure responsible behaviour and practice	BMGT4217 BMGT4247	PGCert PGDip MBA
15	Demonstrate awareness of digital citizenship in the responsible creation of digital artefact and online communication	BMGT4202 BMGT4205	PGDip MBA
16	Apply analytical and evaluative skills to investigate problems and create effective, evidence-based solutions.	BMGT4217 BMGT4210 BMGT4202 BMGT4223 BMGT4221	PGDip MBA

Learning, teaching and assessment

The curriculum approach has been designed to incorporate a wide range of modules, reflecting key business functions. The learning and teaching methods employed in this course (including seminars, interactive workshops, and case studies) will provide students with a range of opportunities to develop the skills necessary to apply business theories and practice to a variety of situations. Also, learning and teaching approaches will provide students with the opportunity to reflect on, and apply, their own workplace experience to the academic theories and frameworks.

Whilst this is a face-to-face course the university Virtual Learning Environment provides a platform for online sessions, a repository for materials and allows for online collaborative activities to take place.

Students will be assessed using a variety of methods, including management reports, portfolios, presentations, proposals, projects and reflective reports.

Teaching

The programme is a face-to-face course with those elements taking place on selected Fridays and Saturdays. Each module will have an associated pre-read/material, which will then be followed by the taught sessions that will leverage this pre-work to do meaningful work. The learning approach will be an inclusive one with a range of different teaching styles and methods used to allow learning accessible for all learners. Typically, the taught sessions will include group discussions, interactive workshops, and case study analyses. Group discussions enable the development of understanding of topics that have been introduced as part of the pre-work. Interactive workshops take a variety of formats and are intended to enable the application of learning through small group activities. Case study analyses enable learners to apply theories, concepts and frameworks to real business situational challenges to bring content to life, to drive relevancy and engagement. Additionally, students will be given the opportunity to access coaching support through their modules and course.

The VLE will allow for student interaction outside of modules via programme level discussion boards and will be encouraged to set up and interact with others in the cohort. Finally, the link with these external events and the CMI will create opportunities for the students to build their professional and personal networks.

In addition, postgraduate students will have a minimum of two meetings with their Personal Academic Tutors, timed to coincide with key points, such as induction or assessment.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

Year one has four 15 credit modules with two in each semester. For each module students will be expected to attend an online 2hr module introduction followed by the face-to-face on-campus workshops that will take place on a Friday and a Saturday starting at 9.15 and running until approximately 4.15 each day. Following the on-campus workshops there may be additional activities to engage with and will be directed learning to undertake.

This delivery pattern will be replicated in year 2 which also has four 15 credit modules.

Year three has a single 15 credit module and a 45-credit consultancy assignment which will be studied independently with the assistance of a tutor that will be assigned to the student.

In a typical (15 credit) module you will have around 16 contact hours of teaching. Typically contact time could be structured around:

- 14 hours of interactive on campus workshops
- 2 hours of live online workshop sessions

Typically, class contact time will be structured around a range of different activities to encourage inclusive and accessible learning opportunities, which can include:

- 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, you are expected for a typical 15 credit module to undertake:

- 50 hours of preparation for the module assessment (approximately 4.5 hours per week)
- 80 hours of guided independent learning. (Approximately 6 hours per week)
- 4 hours of seminar activity in groups working in action learning sets. (It is expected this will be undertaken online, via Teams or similar, or an alternative method the Action Learning Set agrees appropriate)

Typically, this will involve completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online and preparing coursework assignments and presentations.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

In addition, students will be expected to participate in Action Learning Set activities and additional educational and support sessions provided by the teaching team to complement their learning and development. These additional support sessions may include external speakers/events, wellbeing sessions, or complementary certification opportunities.

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 academics and professional practitioners with industry experience.

Teaching is informed by research and consultancy, and most of the lecturer team will have a range of backgrounds with industry experience, higher education teaching qualifications or fellowship of the Higher Education Academy.

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.

Assessment methods are as shown below:

14.

Module	Practical Assessment	Written Assignment	Presentation	Project	Practical Report	Research Proposal
BMGT 4217			40		60	
BMGT 4247		60	40			
BMGT 4210					100	
BMGT 4219		100				
BMGT 4248	40				60	
BMGT 4202			40		60	
BMGT 4223					100	
BMGT 4221		100				
BMGT 4205						100
BMGT 4276				100		

Assessment strategy

The Assessment strategy of the programme, like the Learning and Teaching strategy, has been designed to provide students with a variety of challenges appropriate for Masters level modules in leadership and management. The range of assessments are specified in the module specifications. Further details are provided in the Course Handbook. Whilst all students are required to complete most summative assessed work on an individual basis, students at postgraduate level, are actively encouraged to discuss their understanding of models, concepts and theories, and more importantly their application to a given scenario, with other members of their group. This allows the sharing of ideas and experiences, testing of understanding, and a greater critical evaluation of the ideas under discussion. This sharing of ideas is encouraged through the VLE. This inclusive and collaborative approach will mean students learn from each other and develop relationships that will help them through the rest of their programme. Formative assessment is therefore often conducted by group-based activities. Opportunities for formative assessment are identified within individual modules. Detailed assessment briefs are made available to students via the VLE.

In line with UW requirements, wherever practicable, assignments 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.

In assessing student understanding, great use is made of relevant and up to date case studies that encourage students to apply leadership and management theories, models and concepts to critically evaluate their own work-based situations. In this way students are encouraged to use their studies to critically evaluate and reflect upon their own organisations and issues.

Students will receive support from their module tutor during the period of assessment of the module. During this time, students will have access to the VLE which will offer guidance, web links and other materials designed to support the student in engaging with the assignment. Students will also have access to tutors via Teams, or indeed via an appointment made to see the tutor through e-mail correspondence. The assignments are designed to demonstrate critical thinking around the specific issue or problem which will form the focus of the assignment. It is expected that appropriate theoretical ideas will be used from the course and wider reading, as directed, and applied appropriately in the course of analysing the issue or problem. There will be an opportunity to apply these ideas and reflect critically upon them in order to evaluate their appropriateness in given situations.

In designing the assessment strategy for the Executive MBA, the programme team have been careful to align with the [University's Assessment Policy](#) and the University's [Generic Grade Descriptors](#) at Masters level.

15. Programme structures and requirements

The following awards are completed by taking and passing modules of study, all of which are mandatory (as indicated). The typical duration for completing each stage is shown below with the maximum registration period allowed for completion of these awards in part time mode (without credit on entry):

- | | |
|--|-------------------------|
| • Executive MBA | 2.5 years (Max 6 years) |
| • PG Diploma in Management Studies | 2 years (Max 4 years) |
| • PG Certificate in Management Studies | 1 year (Max 2 years) |

Award map for PG Certificate in Management Studies (60 credits) and for PG Diploma in Management Studies (120 credits) and Executive MBA (180 Credits)

Module Code	Module Title	Status			
		Mandatory (M) or Optional (O)			
		Credits	PG Cert	PG Dip	MBA
BMGT4217	Sustainability and Ethical Business Practices	15	M	M	M
BMGT4247	Responsible Leadership and Conscious Change Management	15	M	M	M
BMGT4210	Sustainable Market Positioning	15	M	M	M
BMGT4219	Fundamentals of Finance for Sustainable Business	15	M	M	M
BMGT4248	Coaching and Mentoring	15	-	M	M
BMGT4202	Digital Transformation and Data-Driven Decision Making	15	-	M	M
BMGT4223	Leading Successful Projects	15	-	M	M
BMGT4221	Innovation and Design for a Better World	15	-	M	M
BMGT4205	Insight & Investigation	15	-	-	M
BMGT4276	Consultancy Project	45	-	-	M
TOTAL CREDITS		180	60	120	180

PG Certificate

To be awarded the PG Cert in Management Studies (CMS) students must successfully complete 60 credits at Level 7 of the mandatory modules (BMGT4217, BMGT4247, BMGT4210, BMGT4219).

PG Diploma

To be awarded the PG Dip in Management Studies (DMS) students must successfully complete the PG Cert plus BMGT4248, BMGT4202, BMGT4223, BMGT4221 to a total minimum of 120 credits at Level 7 of the mandatory modules.

Masters (MA/MSc/MBA)

To be awarded the Executive Master of Business Administration (EMBA) students must successfully complete 180 credits at Level 7, including 60 credits from the dissertation. This can be achieved by completing all mandatory modules for this level.

16. QAA and professional academic standards and quality

This award is located at Level 7 of the [OfS sector recognised standards](#).

Masters programmes in business and management in the UK are developed in accordance with [the QAA Subject Benchmark](#) to assure comparability of standards. The Benchmark recognises that there is a wide diversity of courses available and that these different orientations need to be explicitly addressed when designing the learning, teaching and assessment requirements, as well as the specific knowledge, understanding and skills that underpin the course.

The different types of business and management Masters courses, as defined by QAA, are set out later in this section. All aspects of the Executive MBA programme are strategic in focus, with a professional (practical) orientation.

The QAA subject benchmark for Masters awards in Business and Management specify key areas of knowledge and understanding and these have been used to inform the assessment strategy for this generalist programme in leadership and management. The mapping exercise demonstrates the way in which the programme modules support the ten key areas of knowledge and understanding. The QAA subject benchmark also provides a skill set for Masters programmes and these have been mapped to show which modules act to support the key transferable skills associated with leadership and management. Full details of mapping are available in the Course Handbook.

To assure sector recognised standards, the QAA Subject Benchmark Statement: Master's Degrees in Business and Management was used to develop the module diet. The benchmark standards include 12 learning outcomes, all of which have been used to develop our modules and learning and teaching approach. For example, the FHEQ states that students performing at this level require 'a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice'. Moreover, it is stated that at this level, students are required to 'deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences'. They must also 'demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level'. The Executive MBA aims and outcomes, specified earlier in this document, capture this emphasis upon critical awareness of current problems, dealing with complex issues and demonstrating creativity and originality in analysing and solving problems.

In particular, the specialist modules, Insight and Investigation and the Consultancy Project, have been crafted to instil within students a profound understanding of current research and advanced scholarship in business management and leadership. The Insight and Investigation module serves as a vehicle for cultivating a critical awareness of the latest research findings and encourage students to explore further into related fields, equipping them with the necessary analytical skills to evaluate methodologies and develop critiques of them. The Consultancy Project provides the opportunity for students to explore the use of different methodologies, demonstrate their decision-making abilities in complex and unpredictable situations using initiative, creativity and personal responsibility.

QAA Masters Programmes in Business in Management Framework (2023)

This course is classed as a Type 2 course with the QAA. A course covering the breadth of businesses and management designed to be delivered exclusively for those with relevant work experience. Full details of the QAA Subject Benchmark Classification for Masters Degrees in Business and Management is available at:

<https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-business-and-management#>

17. Support for students

The following activities and documents have been put in place to provide support for Postgraduate students at Worcester Business School:

During the course induction, students will receive guidance to support a re-orientation to study and a full understanding of issues related to academic integrity. The induction will consist of an online welcome session, approximately 2 hours, followed by a one day on-campus event. The online induction event will provide a brief welcome session to introduce the programme leader, discuss expectations of the course, explain the timetable and introduce the Worcester Business School. The on-campus event will provide opportunities to explore the main themes of the course, introducing the teaching team and other support services available whilst also providing an opportunity for the cohort to get to know each other in preparation for their learning and for working in Action Learning Sets.

In addition, a full range of study skills advice sheets are available through the University. This includes advice regarding skills such as self-organisation, minimising stress and reading efficiently. This information will be made available via the VLE. Support is also provided in relation to study at a distance, note-taking and oral presentation skills, all of which will prove invaluable for those returning to study, and indeed for some, to Higher Education for the first time. Other information deals with the issue of plagiarism and referencing. Module tutors are also available as a valuable resource to guide and advise on the completion of assessments.

There are also additional student support services available university wide. This support can be found within the following links:

<https://www2.worc.ac.uk/firstpoint/>

<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

<https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/>

[Our Community - University Of Worcester](#)

18. Admissions

Admissions policy

This programme is open to Business Owners, Chief Executives, Directors, Senior and Middle Managers, namely, those with leadership responsibility and who are ready to explore their capability in depth. This programme will be appropriate to those who have experience of senior management in either a commercial or public sector environment. Students need not necessarily have had previous exposure to studies in business, leadership or management.

The University is committed to widening participation and encouraging diversity in the student population. Worcester Business School works closely with central student support services including the Admissions Office, the Disability & Dyslexia Service, and the International Recruitment Team 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

Either

- An honours degree at 2:2 level or above in any subject
- At least two years of business/management experience at a senior level.

Applicants will be required to provide evidence of their qualifications as well as their relevant experience through personal statements and references.

OR

- Qualifications and experience considered by the Programme Leader and/or admissions tutor to be equivalent to the above. All students applying via this route will be assessed by the Programme Lead.
- Students whose first language is not English will be expected to have reached a sufficient standard on admission to the programme (e.g. IELTS 6.5, with a minimum of 5.5 in each element or equivalent).

International students must hold a qualification equivalent to a UK first or second class honours degree.

When assessing a non-standard entrant's suitability for entry onto the programme candidates will need to demonstrate their potential to achieve the aims and outcomes of the programme. The applicant will also need to demonstrate that their experiences are equivalent to having achieved a 2.2 at undergraduate level. The following criteria may be taken into consideration:

- Evidence of successful academic study at level 6 or equivalent.
- Ability to write in a clear, coherent and critical manner
- Demonstrate interest and motivation for successful study on the programme
- An interview with the candidate will be undertaken and a reference from an employer that details the applicant's experiences, and current (or previous) role(s) will be required. The applicant may also be asked to undertake a critical written report for consideration.

See Admissions Policy for other acceptable qualifications.

Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

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, to ascertain a candidate's ability to study. Candidates will not be interviewed unless there is a need to clarify or seek further information to support the candidates' admissions process. The course leader can provide support to potential applicants if required.

Admissions/selection criteria

Candidates will be selected on the basis of evidence of a capability to engage with academic work at postgraduate level, from personal statements regarding previous academic experience and a track record in a leadership and management position.

19. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 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.
- Students who submit 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 who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- 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 Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7, as specified on the award map
PG Dip	Passed a minimum of 120 credits at level 7, as specified on the award map
MBA	Passed a minimum of 180 credits at level 7, as specified on the award map

PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

Classification of Masters

The classification will be determined by whichever of the following two methods results in the higher classification.

Method 1

- a) Candidates will be awarded a Distinction where they have attained an average of A- (PD) or higher from the credit achieved with the University for the award.
- b) Candidates will be awarded a Merit where they have attained an average of C+ (PM) or higher from the credit achieved with the University for the award.

Method 2

- a) Candidates will be awarded a Distinction, irrespective of their other module results, where they have attained 90 credits at grade A- (PD) or higher
- b) Candidates will be awarded a Merit, irrespective of their other module results, where they have attained 90 credits at grade C+ (PM) or higher

Candidates will be awarded a Pass where they have not fulfilled the rules for Method 1 or Method 2, but are eligible for the award of a Masters.

20. Graduate destinations, employability and links with employers

Most students completing the Executive MBA will normally already be in employment and holding a position of significant leadership responsibility.

Graduate destinations

The majority of learners studying for the Executive MBA are already working within leadership and management roles, however, completion of the MBA enables learners to break through the 'glass-ceiling' and progress onto more senior leadership roles.

Student employability

Worcester Business School has dedicated Employer Engagement Team which share responsibility for promoting closer links with employers, through the Business School Advisory Board, links with professional organisations e.g. Institute of Directors, Federation of Small Businesses, Herefordshire and Worcestershire Chamber of Commerce; professional bodies e.g. Chartered Management Institute (CMI), Chartered Institute of Personnel and Development (CIPD), Institute of Leadership & Management (ILM), Chartered Institute of Marketing (CIM) and also via direct engagement.

University of Worcester Careers Advisory Service provides on-going support for registered students on the programme.

Periodic Career Fairs are organised by WBS and by Student Careers Service.

Links with employers

The Business School has strong links with other intermediary organisations, such as Social Enterprise West Midlands, Women in Rural Enterprise etc. As above, the University represents an important regional (and national/ international) focus for

networking, and this may add tremendous value during engagement with the programme.

In addition the Business School holds regular “Round Table” events which provide the opportunity for academics and course leaders to engage, consult and link with a variety of employers from across the area.

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.