University of the
West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England National Economics University, Vietnam
Delivery Location	University of the West of England National Economics University, Vietnam
Study abroad / Exchange / Credit recognition	n/a
Faculty responsible for programme	Faculty of Business & Law
Department responsible for programme	Bristol Business School, Business and Management
Modular Scheme Title	Bristol Business School Undergraduate Scheme
Professional Statutory or Regulatory Body Links	n/a
Highest Award Title	BA (Hons) International Business Management (FT)
Default Award Title	n/a
Fall-back Award Title	n/a
Interim Award Titles	BA International Business Management (FT) CertHE Business and Management DipHE Business and Management
UWE Progression Route	n/a
Mode(s) of Delivery	FT
Codes	**UCAS:** **JACS:** **ISIS2:** N12S (NEU) **HESA:** N11Y (FT)
Relevant QAA Subject Benchmark Statements	General Business & Management
First CAP Approval Date	2 February 2016 Valid from September 2016
Revision CAP Approval Date	*14 July 2016* Revised with effect from September 2016
Version	1.1
Review Date	September 2022

Part 2: Educational Aims of the Programme

The BA. (Hons) International Business Management offers students a current and integrated business education covering the main disciplines and operational areas of business, with a specific focus on the international dimensions of business and management. The curriculum aims to challenge students in their ways of thinking, behaving, learning, and issues of ethics and ethical decision making, sustainability and global citizenship are embedded throughout. The programme actively seeks input from the external environment and student learning is grounded in the external context wherever appropriate through, for example, external speakers; assessments that require students' opportunities to test out concepts in practice and reflections on their own experience of organizations. Student achievement is supported by a clear personal development strand to the programme designed to develop the transferable skills and 'brain habits' that facilitate the transition into higher education and underpins employability and lifelong learning.

The programme aims to enable students to:

- acquire a critical understanding of organisations, their management and the changing global environment in which they operate;
- be equipped with the employability attributes and skills necessary for international careers in business and management;
- develop an analytical and enquiring approach in the analysis of business problems so that considered and appropriate conclusions are drawn – which can be communicated effectively in a variety of forms;
- have an informed understanding of critical contemporary business issues and theoretical debates, including ethics & ethical decision-making, sustainability and global citizenship;
- work with academic theory in practice;
- develop a strong sense of self and the life-long learning skills to make an ongoing contribution to society at large.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

An integrated business and management programme focused on developing the knowledge, skills and attributes commensurate with intercultural working and the development of an international career in business and management. The programme of study covers a broad spectrum of disciplines and business functions, including marketing, human resource management and business strategy, challenges students in their ways of thinking, behaving and learning, and promotes the consideration of ethics & ethical decision-making, sustainability and global citizenship as central to the conduct of effective business and management. Graduates of this programme are equipped with a skillset relevant to a broad range of business and management functions in addition to knowledge of cross-cultural management, global markets and the challenges of conducting business across borders.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

This section should set out what a student is expected to know, understand and be able to do on successful completion of the programme. It will be particularly important for a approval panel to be able to judge the extent to which these reflect the Educational Aims set out in Section 2.

The Learning Outcomes should be set out under the following four headings:
A. Knowledge and Understanding (subject specific)
What a student, on successful completion of the proposed programme (or at different stages within it) is expected to know and understand about the subject.

B. Intellectual Skills (generic)
Those cognitive skills which a student is expected to be able to demonstrate upon successful completion of the proposed programme, eg critical thinking, analysis, synthesis of different types of information, evaluation, problem solving, application and testing of hypotheses, etc.

C. Subject/Professional/Practical Skills (subject specific)
Any subject specific, professional or practical skills which are expected to be developed by a student successfully completing the programme. They may include skills of manipulation or observation (e.g. in a laboratory or field setting), design, production, or may be related to researching (a topic or problem), using and processing information or analysing textual content etc.

D. Transferable Skills and other attributes (generic)
An indication of the generic skills which successful completion of the programme is likely to enhance, e.g. key skills of numeracy, communication, ability to use information technology and learning to learn.

Where work-based or work-place learning is an intended part of the proposed programme, the team will need to ensure that the learning outcomes are clearly articulated and contribute to the overall aims of the programme.

*Learning outcomes with an Education for Sustainable Development (ESD) context should be highlighted. There is no expectation that all modules within a programme will consider ESD but in order to meet the expectation that a programme will consider ESD **modules at each level of study must explicitly consider ESD**.*

Part 3: Learning Outcomes of the Programme

Learning Outcomes:	UMCD9G-30-1	UMAD4U-15-1	UMOD63-15-1	UMCD9K-30-1	UMED8A-15-1	UMKD6J-15-1	UMPD78-30-2	UMMD7K-15-2	UMSD7R-15-2	UMCDTX-30-2	UMAD5H-15-2	UMOD68-30-3	UMSD7T-15-3	UMSD9F-15-3	UMCDHU-30-3 / UMCD9W-30-3
A) Knowledge and understanding of:															
The global business environment					√				√				√		
The nature of markets and customers and the role of marketing						√			√						
The use of accounting and the sources, uses and management of finance		√									√				
The nature of organisations, work and management	√		√				√					√		√	
The management and development of people			√				√								
The management of resources and operations								√	√				√	√	
The management of information systems and use of communication and information technology	√			√				√		√					
Business policy and strategy								√	√			√		√	
Quantitative methods for managerial applications	√			√					√						
Business and management research			√						√	√					√
Ethics & ethical decision making; sustainability & global citizenship	√			√			√		√						√
Knowledge appropriate to the programme subject specialism of International Business					√				√					√	√

Learning Outcomes:	UMCD9G-30-1	UMAD4U-15-1	UMOD63-15-1	UMCD9K-30-1	UMED8A-15-1	UMKD6J-15-1	UMPD78-30-2	UMMD7K-15-2	UMSD7R-15-2	UMCDTX-30-2	UMAD5H-15-2	UMOD68-30-3	UMSD7T-15-3	UMSD9F-15-3	UMCDHU-30-3 UMCD9W-30-3
(B) Intellectual Skills															
Gather and critically evaluate evidence and information from a range of sources	√			√	√	√	√		√	√		√	√	√	√
Identify and analyse business problems in a range of contexts using appropriate concepts and frameworks	√		√		√	√	√		√	√		√	√	√	
Draw conclusions, develop judgements, create and evaluate alternative solutions and make decisions on their application	√				√	√	√		√	√		√	√		√
Apply these skills in a range of complex and unpredictable contexts.	√	√		√	√	√	√		√	√		√			
(C) Subject/Professional/Practical Skills															
Carry out a business and management research programme															√
Write management reports	√	√	√	√	√	√	√		√	√	√	√	√	√	√
Contribute effectively to group projects and deliver presentations	√				√	√			√			√			
Select and use subject specific tools and techniques	√	√		√		√	√	√	√		√		√		
Develop professional identity and subject expertise relevant to degree programme	√				√		√		√			√		√	√

Part 3: Learning Outcomes of the Programme

Learning Outcomes:	UMCD9G-30-1	UMAD4U-15-1	UMOD63-15-1	UMCD9K-30-1	UMED8A-15-1	UMKD6J-15-1	UMPD78-30-2	UMMD7K-15-2	UMSD7R-15-2	UMCDTX-30-2	UMAD5H-15-2	UMOD68-30-3	UMSD7T-15-3	UMSD9F-15-3	UMCDHU-30-3 / UMCD9W-30-3
D) Transferable skills and other attributes															
Work effectively alone	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Work effectively in groups	√			√		√	√					√			√
Present, discuss and defend ideas concepts and views through formal and informal written and spoken languages			√	√	√		√	√	√	√		√	√	√	√
Extract, process and present numerical information for a given purpose	√	√			√			√		√	√	√			√
Use information technology	√	√		√		√	√	√		√	√	√			√
Manage own time and workload	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Take responsibility for own learning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Reflect on own performance and respond positively to feedback	√		√	√		√	√		√	√	√	√	√	√	√
Transfer knowledge and skills across different settings			√	√	√	√	√	√	√	√		√	√	√	√
Develop a strong sense of self and the life-long learning skills to make an ongoing contribution to society at large	√			√			√			√		√			√

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

On the *BA (Hons) International Business Management* programme teaching is a mix of scheduled and independent learning:

Scheduled learning includes lectures, seminars/workshops, 'lectorials' (a mix of lecture and seminar), 'webinars' (synchronous online seminars) group project supervision and individual supervision, some of which may also be facilitated in an online environment. Scheduled sessions may vary slightly depending on the module choices made. In addition a range of other learning activities will be embedded within the programme that, together with this scheduled contact time, will enable learning outcomes to be achieved and demonstrated.

Independent learning includes hours engaged with essential reading, preparation for classes, reviewing lecture content, case study preparation, assignment preparation and completion, exam revision etc. Scheduled sessions may vary slightly depending on the module choices made.

Description of the teaching resources provided for students

The programme is structured on the basis of 15 and 30 credit semesterised modules. Each semester consists of a 12-week teaching block following by a period of assessment. In each semester students study a combination of 15 and 30 credit modules, studying 60 credits each semester and 120 credits (6 modules) in total.

The programme has been designed to integrate the academic knowledge gained in students' prior study in business and management and to enable students to gain a deep understanding of the inter-disciplinary nature of international business. Such integration is in part achieved through undertaking the *Business Project* module focused on an area of International Business. In addition, students study *Strategic Management* and one core international business module – *Multinationals in Domestic and International Context* – and have two optional modules to select, both which focus on specific areas of management or business in an international context.

Teaching, Learning & Assessment

The teaching, learning and assessment strategy of the faculty encourages students to assume responsibility for many aspects of their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles and according to the nature of the module learning outcomes the students are expected to meet. Ultimately, the aim of this programme is to enable students to achieve a high level of autonomy in their learning and to view that learning as an ongoing process over which they have some control, about which they are able to make active choices, and which they are free to challenge.

To achieve this, an appropriate blend of learning approaches and opportunities have been integrated throughout the programme with an overall emphasis on active student participation. This 'blend' consists of face-to-face learning in large and small groups (lectures and seminars/ workshops) supported by on-line learning via Blackboard, together with exposure to real life examples through case studies and, where possible, guest speakers. There is a significant requirement for students to work independently throughout the programme – both individually and in groups - with the level of this independence increasing as the student moves from level one to level three.

At NEU, teaching resources are provided by UWE module leaders via Blackboard and NEU have their own module Blackboard pages that they can populate with this material to be complemented with content that contextualises learning within the local environment.

The programme seeks to contribute to both personal and academic development, and the acquisition and expression of academic literacy and a range of critical transferable skills. Such development is achieved across all modules and culminating in the *Business Project* and *Managing Organisational and Individual Change*.

Part 4: Student Learning and Student Support

Included within the programme is a clear personal development strand of transferable skills and "brain habits" of the sort which facilitate the transition into HE and underpin employability and lifelong learning. These Personal and Academic Literacies – study, research, and employability skills – are developed at all levels of the programme through the 30 credit modules as follows:

	Personal and Professional Strand (Employability)	Enquiry Strand (Research and Academic Skills Development)
LEVEL ONE	Meeting the Management Challenge	Engaging with Critical Business Enquiry
LEVEL TWO	Managing People	Methods of Enquiry
LEVEL THREE	Managing Organisational and Individual Change	Final Year Project

Whilst the 30 credit modules provide the focus for the development of skills, subject specific, professional and transferable skills are further developed throughout the programme and in more depth in identified modules i.e. analytical and interpretive skills (International Business), numeric and problem-solving skills (Accounting Information for Business Decision-makers) and self- reflective capabilities (Understanding the Principles of Marketing).

The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage creative thinking. Thus many of the approaches used, including those that are case based, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus.

Teaching is based on research literature, professional experience and significant use of debate and discussion to challenge students to rationalise and defend their thinking. The business Project allows students to explore a substantial issue in international business utilising appropriate concepts, frameworks and methodologies in a highly independent manner. In addition, the level three 'capstone' module requires students to integrate learning from the total programme and to reflect on how this prepares them for a future in complex and changing global organisations.

Assessment is an integral part of the teaching and learning process. Students are exposed to a variety of assessment methods that test their ability to integrate theory and practice and which promote the growth of their life-long learning skills. Assessment feedback helps students to ascertain their learning strengths and weaknesses and continuing development needs.

Assessments are designed to facilitate a progression through differing levels of complexity at each level of study:

- At level 1, a sound knowledge of the basic concepts of a subject.
- At level 2, a sound understanding of the principles of the field of study and the ability to apply these principles more widely.
- At level 3, an understanding of a complex body of knowledge, some of it at the current boundaries of the academic discipline.

The faculty supports the University's current Academic Regulations and Procedures, and its requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used in controlled and non-controlled conditions assessment are: invigilated timed assignments including examinations, presentations, in-class tests, critical self-reflection, individual and group projects, and personal development portfolios. The programme is designed to ensure students are exposed to a range of assessment to contribute to the balanced development of academic and employment-related skills.

Part 4: Student Learning and Student Support

Learning Resources

All modules make use of Blackboard for web-enhanced delivery to at least the recommended minimum standard and for communications with students. All modules provide supporting teaching and learning resources, typically accessible online, and most have set texts or compilations of required reading in accordance with the university's Reading Strategy.

In support of their studies, students are directed towards UWE online resources to support the development of academic skills appropriate to each module and the level of study. Via the UWE web pages, students have access to a range of electronic databases and are supported in their use by both academic and library staff and guidance is provided in module handbooks and/or via Blackboard.

Additional support is provided through the library by means of information skills sessions embedded at module level and self-directed online tutorials. There is also an extensive programme of regular workshops including referencing management, database searching and finding journal articles. The library offers zoned space from silent to group study and student bookable rooms. There is excellent access to electronic databases on campus through the extensive student computing network and wifi. Most databases are also available off campus and supported by the online library enquiry service.

Student Support & Guidance

Student support for all issues relating to the content, delivery and assessment of modules is provided by Module Leaders, and for more general academic and professional concerns, by Programme Managers.

At each level students are supported by Academic Personal Tutors, an academic member of staff who will have access to information on the performance and profile of the student, allowing them to effectively support students' personal and academic development. This is an academic role and where students have problems of a personal nature they are to be referred as appropriate to UWE Student Services Student Advisors and to UWE Careers regarding employability issues. In addition, students can seek support from the Faculty's Academic Support Centre, an initiative intended to support the learning of all students within the faculty by offering one-to-one appointments to discuss individual learning issues and workshops covering a range of topics relevant to learning.

These Student Services Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including when relevant how to access the wider support provided by the University. This service is supported by extensive online resources.

The UWE Careers Placement Support Team provides extensive support for students in preparation for their placement period and acts as a recruitment service for employers.

Students and graduates are also supported by UWE Careers who help them to access skills, experience and knowledge to improve their employability prospects. The service provides high quality and professional advice and guidance focusing on enabling them to take control of and responsibility for their own career planning and progression/development. They can access support around finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. UWE Careers provides recruiter facing services including advertising graduate job vacancies, work experience and volunteering opportunities, and running both undergraduate and graduate internship schemes. There are also part time jobs advertised by the Student Union Jobshop. There is specialist support for international students including specific resources developed for a range of countries where students are recruited from. Students are introduced to the service during the induction to the course and are encouraged to use the service all through their undergraduate programme and for three years after graduation.

Part 4: Student Learning and Student Support

All students take part in an Induction programme at the start of their studies. Separate induction events are arranged for students who arrive as direct entrants at levels 2 & 3.

All new students are provided with a short Student Handbook to help them through their first weeks at university and to act a guide to the complex information environment in which they now find themselves. Together with the student portal myUWE, the university's Essential Student Information web pages provide support and the more detailed and up to date information to students.

An important part of the programme is the involvement of students. Two or three student representatives are elected to serve on the Student Representatives & Staff Forum meetings that are held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. The meetings are arranged by cluster group and are chaired by programme managers. The aim of the meetings is to discuss issues raised by students in an open and friendly atmosphere so that students feel able to contribute openly and honestly about their experiences. Any issues raised are taken forward by programme managers. Where appropriate they may be discussed at Departmental Committees or Faculty Academic Standards and Quality Committee.

Support to students with disability is coordinated centrally through Disability Services. This acts as a holistic service for disabled students and applicants to the University but also supports the academic and administrative staff who work with disabled students.

In addition to the above The University's Student Services offers a range of services to support students during their time at university and beyond:

- University Health Centre and general advice on Staying Healthy;
- Careers and employability, advice on choosing a career, and finding student and graduate vacancies;
- UWE volunteering, opportunities for students to get involved in the local community through the Community Volunteer Programme;
- Student Advisors & Counselling for anything from exam stress to homesickness and depression;
- The Living Centre, for support with faith and spiritual matters;
- Global student support, to help international students to make the most of living and studying in the UK;
- Managing disability and dyslexia, to get help with all disability related support needs;
- Money and Visas, for financial check-ups, or help with UK visas.

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At NEU/ISME, student support for all issues relating to the content, delivery and assessment of modules is provided by Module Leaders, and for more general academic and professional concerns, by the Programme Manager.

NEU students are supported by course coordinators, programme staff who will have access to information on the performance and profile of the student, allowing them to effectively support students' personal and academic development.

These course coordinators provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including, when relevant, how to access the wider support provided by the university.

The ISME Careers Placement Support Team provides employability support for students and act as a recruitment service for employers. ISME also offers Oversea Study Consultation Service which provides consultancy services for NEU students who have desire to study overseas following the completion of their undergraduate studies. The consultancy services include suggestion on speciality selection, university

Part 4: Student Learning and Student Support

selection, application completion, financial requirement and visa application preparation and so on.

ISME regularly invites experts from corporations, government bodies and international organizations to come to share their working experience and to provide students with careers guidance.

All students are required to take part in an Induction programme at the start of their studies. All new students are provided with a short Student Handbook to provide them with details guidance and rules and regulations of the University, the School and the programme. Together with the student portal myUWE provided by UWE, the school's web pages provide support and the more detailed and up to date information to students.

An important part of the programme is the involvement of students. Two or three student representatives are elected in each cohort to serve on the Student Representatives and Staff Forum with meetings held each term to discuss issues raised by students in relation to their experience of studying on the NEU-UWE programme. The meetings are chaired by the programme manager and aim to enable students to discuss issues in an open and friendly atmosphere and to contribute to the ongoing improvement of the programme and the student experience. Any issues raised are taken forward by the programme manager.

In addition to the above ISME's Student Services offers a range of services to support students during their time at university and beyond:
- Careers and employability, advice on choosing a career, and finding student and graduate vacancies;
- Volunteering, opportunities for students to get involved in the local community through the Youth Union programme;
- Student Advisors & Counselling for a range of Wellbeing-related issues.

Part 5: Assessment

A: Approved to University Regulations and Procedures

Assessment Strategy
Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

As set out in the assessment map below, the assessment regime for this programme reflects a strategy that seeks to develop and evaluate a range of skills, knowledge and attributes associated with business and management in international context. A broad mix of assessment types is employed, including presentations, reports, academic essays, critical problem-solving, case analysis and self-reflection, to develop capabilities in written communication for different purposes and audiences, presentation skills, group working, intercultural understanding and high level research skills. As an integral element of the programme, development during international work and/or study is assessed through reflection on experience and through research that contributes to their final year project. The provision of formative feedback is integral to the assessment regime in many modules. In pursuit of achievement, students are expected to make full use of the academic and professional resources provided by the university and are required to undertake extensive independent and collaborative work outside of scheduled teaching.

This strategy and the integrity of the assessment is subject to periodic review by the programme leader in response to changes to modules and to ensure the appropriateness and currency of the overall diet.

Assessment Map	BA(Hons) International Business Management

The programme encompasses a range of **assessment methods** including; ….. *(eg essays, posters, presentations, written examinations)*. These are detailed in the following assessment map:

Assessment Map for *BA (Hons) International Business Management*

G = group work		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	UMCD9G-30-1						B (10)		B (60)		A (30)
	UMAD4U-15-1				A (50)				B (50)		
	UMED8A-15-1				A (50)			B (50)			
	UMOD63-15-1	A (50)						B (50)			
	UMKD6J-15-1						A (50)G	B (50)			
	UMCD9K-30-1	A (30)						B (35)			B (35)
Compulsory Modules Level 2	UMPD78-30-2	A (25)						B (35)			B (40)
	UMAD5H-15-2				A (60)			B (40)			
	UMSD7R-15-2	A (50)						B (50)			
	UMCDTX-30-2							B (70)			A (30)
	UMMD7K-15-2	A (50)						B (50)			
Compulsory Modules Level 3	UMSD7T-15-3	A (60)						B (40)			
	UMOD68-30-3						A (30)G	B (42)			B (28)
	UMSD9F-15-3	A (50)						B (50)			
	UMCD9W-30-3							B (75)			A (25)
	UMCDHU-30-3								A (100)		

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

Part 6: Programme Structure	BA (Hons) International Business Management (UWE)

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **student**, including level and credit requirements and module diet, including compulsory and optional modules.

ENTRY

Year 1

Compulsory Modules	Optional Modules	Interim Awards
UMCD9G-30-1 Meeting the Management Challenge (BIM) (30 credits) UMAD4U-15-1 Understanding Business and Financial Information (BIM) (15 credits) UMOD63-15-1 Understanding Organisations and People (BIM) (15 credits) UMCD9K-30-1 Engaging in Critical Business Enquiry (30 credits) UMED8A-15-1 Understanding the Business and Economic Environment (15 credits) UMKD6J-15-1 Understanding the Principles of Marketing (BIM) (15 credits)	There are no optional modules at level 1	CertHE Business and Management Credit requirements: 120 at the appropriate level

Year 2

Compulsory Modules	Optional Modules	Interim Awards
UMPD78-30-2 Managing People (BIM) (30 credits) UMMD7K-15-2 Managing Business Processes (15 credits) UMSD7R-15-2 International Business (15 credits) UMCDTX-30-2 Methods of Enquiry (30 credits) UMAD5H-15-2 Accounting Information for Business (BIM) (15 credits	***Subject to availability and alteration***, one option module (15 credits) may be selected from: Market Analysis for Private Investors UMAD5M-15-2 International Trade and Multinational Business UMED8P-15-2 Good Business, Bad Business & Sustainability UMED8U-15-2 Integrated Marketing Communications UMKD6M-15-2 *Contd.*	DipHE Business and Management Credit requirements: 240 at the appropriate level

Year 2 (contd.)			Management Communication & Decision-Making UMOD6H-15-2 Employment Relations UMPD7E-15-2 OR Law and Equality at Work UMPD7J-15-2 Entrepreneurship & Small Business UMSD7Q-15-2 Digital Business Management UMMDFY-15-2 Credit Management: Theory and Practice UMAD5N-15-2	

		Compulsory Modules	Optional Modules	Interim Awards
	Year 3	UMCD9T-30-3 Work-based Enquiry Project OR UMCD9W-30-3 Critical Business Enquiry Project OR UMCD9Q-30-3 Enterprise Project OR UMCDHU-30-3 Applied Business Project OR UMCDFS-30-3 Business Project (All projects must be in the field of International Business) UMSD7T-15-3 Strategic Management (BIM) UMOD68-30-3 Managing Organisational and Individual Change (BIM) UMSD9F-15-3 Multinationals in the Domestic and Global Context	***Subject to availability and alteration***, two options should be selected up to a maximum value of 30 credits. The list below is for illustrative purposes only: UMAD5T-15-3 International Financial Management UMPD7G-15-3 International HRM UMSD7W-15-3 International Business in the Emerging Markets UMSD4T-15-3 Doing Business in Asia UMED8X-15-3 Economics of Developing Countries UMKD6Q-15-3 Global Marketing Management UMED97-15-3 Economic Issues in International Business	BA International Business Management Credit requirements: 300 at the appropriate level

GRADUATION

Part 6: Programme Structure		
BA (Hons) International Business Management		National Economics University, Vietnam

National Economics University students enter directly onto level 3 of the BA (Hons) International Business Management. This structure diagram demonstrates the student journey from entry through to Graduation for a typical NEU student, including level and credit requirements and module diet, including compulsory and optional modules. The learning outcomes of NEU's BTEC HND (management pathway) have been mapped against levels 1 and 2 of the BA (Hons) International Business Management.

	UMCD9W-30-3 Critical Business Enquiry Project OR UMCDHU-30-3 Applied Business Project (All projects must be in the field of International Business) UMSD7T-15-3 Strategic Management (BIM) UMOD68-30-3 Managing Organisational and Individual Change (BIM) UMSD9F-15-3 Multinationals in the Domestic and Global Context	***Subject to availability and alteration***, two options should be selected up to a maximum value of 30 credits (the list below is for illustrative purposes only): UMAD5T-15-3 International Financial Management UMPD7G-15-3 International HRM UMSD7W-15-3 International Business in the Emerging Markets UMSD4T-15-3 Doing Business in Asia UMED8X-15-3 Economics of Developing Countries UMKD6Q-15-3 Global Marketing Management UMED97-15-3 Economic Issues in International Business	BA International Business Management Credit requirements: 300 at the appropriate level

Part 7: Entry Requirements

The University's Standard Entry Requirements apply.

For NEU students, satisfactory completion of the BTEC HND diploma at National Economics University in addition to IELTS with 6.0 in all components or an overall band score of 6.5 or above.

Part 8: Reference Points and Benchmarks

The following reference points and benchmarks have been used in the design of the programme:

The learning outcomes of the programme map against both the QAA subject benchmark statement for *General Business & Management* and the following University and Faculty strategies and policies:

University strategies and policies
- University's Vision & Mission – 2020 Strategy
- UWE Charter

Faculty strategies and policies:
- Blended Learning Framework
- Curriculum Principles
- Employability Strategy
- Faculty of Business and Law LTA Strategy

Staff research projects
- Where ever possible staff are encouraged to utilize their research – and that of colleagues – to inform their teaching, both in terms of content and pedagogic approach

Employer interaction and feedback
- Employers and alumni are regularly consulted to ensure the currency and relevance of the programme

The programme will be subject to ongoing consultation with key stakeholders including current students, alumni and employers/graduate recruiters in order to maintain the currency of the module content and programme structure. It will also be developed in response to student feedback, the developing demands of employers and on the basis of benchmarking against similar programmes at other higher education institutions and the criteria for accreditation by professional bodies.

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 he/she 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 individual modules can be found in module specifications, available on the University's website.