



## PROGRAMME SPECIFICATION

| Part 1: Information                                    |   |
|--|---|
| <b>Awarding Institution</b>                            | University of the West of England   |
| <b>Teaching Institution</b>                            | University of the West of England   |
| <b>Delivery Location</b>                               | University of the West of England<br>National Economics University, Vietnam                             |
| <b>Study abroad / Exchange / Credit recognition</b>    |   |
| <b>Faculty responsible for programme</b>               | Faculty of Business & Law   |
| <b>Department responsible for programme</b>            | BBS: Business and Management  |
| <b>Professional Statutory or Regulatory Body Links</b> |   |
| <b>Highest Award Title</b>                             | BA (Hons) International Business Management   |
| <b>Default Award Title</b>                             | N/A   |
| <b>Interim Award Titles</b>                            | BA International Business Management<br>CertHE Business and Management<br>DipHE Business and Management |
| <b>UWE Progression Route</b>                           |   |
| <b>Mode of Delivery</b>                                | Full-time,  |
| <b>ISIS code/s</b>                                     | <b>N12S</b><br>N12S (NEU)<br>N11Y (FT)  |
| <b>For implementation from</b>                         | September 2017  |

| Part 2: Educational Aims of the Programme   |
|---|
| <p>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.</p> <p>The programme aims to enable students to:</p> <ul style="list-style-type: none"> <li>- acquire a critical understanding of organisations, their management and the changing global</li> </ul> |

**Part 2: Educational Aims of the Programme**

- 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.



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| <b>Part 3: Learning Outcomes of the Programme</b>          |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| The nature of work and organisations                       |   | √ | √ |   |   |   | √ |   |   | √ | √ |   |   |   |   | √ | √ | √ |   |   |
| Management Theory  |   | √ | √ | √ |   | √ | √ |   |   | √ | √ | √ |   |   |   | √ | √ | √ |   |   |
| The management and development of people                   |   | √ | √ |   |   |   | √ |   |   | √ | √ | √ |   |   |   | √ | √ | √ |   |   |
| Managing Diversity   |   | √ | √ |   |   |   | √ |   |   |   | √ |   |   |   |   | √ | √ |   |   |   |
| Business innovation, creativity and enterprise development | √ | √ | √ |   | √ |   |   |   |   |   |   | √ |   |   |   | √ | √ | √ | √ |   |
| The management of information systems                      | √ | √ |   |   |   | √ |   | √ |   |   |   |   | √ |   |   |   |   |   |   |   |
| Use of communication and information technology            | √ | √ |   |   |   | √ |   |   |   |   |   |   |   |   |   |   |   |   |   | √ |
| Digital Business management                                | √ | √ | √ |   | √ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Business Statistics and decision making                    |   |   |   | √ |   | √ |   | √ |   |   |   |   | √ |   |   |   |   |   |   |   |
| Business policy and strategy                               | √ | √ |   |   |   | √ |   |   |   |   | √ | √ | √ | √ |   |   |   | √ | √ |   |
| Ethics and ethical decision making                         |   | √ | √ |   |   |   | √ |   |   |   |   |   |   | √ |   | √ |   | √ | √ | √ |
| Sustainability and sustainable development                 |   | √ | √ | √ |   |   | √ |   |   |   |   |   |   | √ |   | √ |   | √ | √ | √ |
| Global Citizenship   |   | √ | √ |   |   |   | √ |   |   |   | √ |   | √ | √ |   | √ |   | √ | √ | √ |
| Corporate Social Responsibility                            |   | √ | √ | √ |   |   | √ |   |   |   |   |   |   | √ |   | √ |   | √ | √ | √ |
| Business and Management Research;                          |   |   |   |   |   | √ |   |   | √ |   |   |   |   |   | √ |   | √ |   |   |   |
| Relevant qualitative and quantitative research methods     |   |   | √ |   |   | √ |   |   | √ |   |   |   |   | √ |   | √ |   |   |   |   |

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| <b>Part 3: Learning Outcomes of the Programme</b>  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| The diverse nature of enterprise and entrepreneurs   | √ | √ | √ |   |   |   |   |   |   |   |   |   |   |   |   |   |   | √ |   |
| The role of enterprise in society  | √ | √ | √ |   |   |   |   |   |   |   |   |   |   |   |   |   |   | √ | √ |
| A personal awareness of the personal value of enterprise   | √ | √ | √ |   |   |   |   |   |   |   |   |   |   |   |   |   |   | √ |   |
| Information Literacy: gather and critically evaluate information and information from a range of sources.                |   | √ | √ | √ | √ | √ | √ |   | √ | √ | √ |   | √ | √ | √ | √ | √ |   | √ |
| Creativity and inventiveness in approaches to problem solving and an entrepreneurial mindset                             | √ | √ |   |   | √ |   |   |   | √ | √ |   |   |   | √ | √ | √ |   | √ |   |
| Assimilate new knowledge through effective synthesizing  |   | √ | √ |   | √ |   | √ |   | √ | √ |   |   |   | √ | √ | √ | √ |   |   |
| Make informed evidence-based decisions   | √ | √ | √ |   | √ |   |   | √ | √ |   | √ | √ |   |   | √ | √ | √ | √ | √ |
| Ability to solve a range of complex problems in unpredictable contexts   | √ | √ | √ | √ | √ |   |   |   | √ | √ |   |   |   |   | √ | √ | √ | √ | √ |
| Self-inquiry, reflective thinking, and adaptive thinking in approaching and interpreting tasks and problems              |   | √ | √ |   |   |   | √ |   | √ | √ |   |   |   |   | √ | √ | √ |   | √ |
| Identify and analyse business problems across a range of contexts utilizing appropriate concepts, models and frameworks. | √ |   | √ | √ |   |   |   |   | √ |   |   | √ |   |   | √ | √ | √ | √ | √ |
| Implement, verify and review decisions, recommendations, solutions and arguments of self and others                      |   |   |   |   |   | √ |   |   | √ |   |   |   |   |   | √ | √ | √ |   | √ |
| Evaluate and analyse primary data, both qualitative and quantitative.  |   |   | √ |   |   | √ |   |   | √ |   |   |   |   |   | √ |   | √ |   |   |
| The ability to manage a range of financial controls in an organizational context.  | √ |   |   |   |   |   |   | √ |   |   |   | √ |   |   |   |   |   | √ |   |
| The ability to evaluate and manage the performance of self and others  |   |   |   |   |   |   |   |   |   | √ |   |   |   |   |   |   |   | √ |   |
| The ability to select appropriate leadership styles for varying contexts.  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | √ |   | √ |   |

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| <b>Part 3: Learning Outcomes of the Programme</b>  |   |   |   |   |   |   |   |   |   |   |   |  |   |   |   |   |   |   |
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| The ability to design and implement effective training interventions   |   |   |   |   |   |   |   |   |   | √ |   |  |   |   |   |   |   |   |
| The ability to effectively select appropriate candidates in a resourcing context   |   |   |   |   |   |   |   |   |   | √ |   |  |   |   |   |   |   |   |
| The ability to conduct appropriately designed ethical research into business and management issues   |   |   | √ |   |   |   |   |   | √ |   | √ |  |   | √ |   | √ |   |   |
| The ability to express evidence-based ideas and solutions to problems fluently through a range media including reports, essays, presentations etc. appropriate for a diverse audience. | √ | √ | √ | √ | √ |   |   |   |   |   |   |  |   |   |   | √ | √ | √ |
| Effective use of a range of ICT tools  | √ | √ | √ | √ | √ | √ |   | √ |   |   | √ |  |   |   |   | √ |   | √ |
| The ability to effectively negotiate, persuade and influence others in a group setting   |   |   | √ |   | √ |   |   |   |   | √ |   |  |   |   |   |   | √ | √ |
| The ability to work effectively to achieve as a member of a team to achieve goals within time constraints; utilizing the contributions of individual group members.                    | √ | √ | √ |   |   |   |   |   |   | √ | √ |  | √ |   |   |   | √ | √ |
| Ability to recognize and address a range of business related ethical dilemmas, applying the principles of ethical management to a range of situations and choices.                     |   |   | √ |   |   |   |   |   |   |   | √ |  |   |   |   |   | √ | √ |
| The ability to act appropriately and ethically, demonstrating sensitivity to the complexities of a diverse organizational context  |   |   |   |   |   |   |   |   |   |   | √ |  |   |   |   |   |   |   |
| High personal effectiveness  |   |   |   |   |   |   |   |   |   | √ | √ |  |   |   | √ | √ | √ | √ |
| Critical self-awareness, self-reflection and self-management   |   |   | √ |   |   |   | √ |   |   | √ |   |  |   |   | √ | √ |   |   |
| Time management and workload management  | √ | √ | √ |   |   |   |   |   |   | √ |   |  |   |   | √ | √ | √ |   |
| Resilience   | √ | √ | √ |   |   |   |   |   |   | √ |   |  |   |   | √ | √ |   |   |

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| <b>Part 3: Learning Outcomes of the Programme</b>   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|---|---|---|---|
| Life-long learning and clear professional identity  |   | √ | √ |   |   |   | √ |   |   | √ | √ |   |   |  |   | √ | √ |   |   |
| Adaptability and flexibility  | √ | √ | √ |   |   |   |   |   |   | √ |   |   |   |  |   | √ | √ |   | √ |
| Work effectively alone and as a team member   | √ | √ | √ |   | √ |   |   |   |   |   | √ |   | √ |  |   |   |   | √ | √ |
| Effective leadership  |   | √ |   |   |   |   | √ |   |   |   |   |   |   |  |   |   |   |   |   |
| Socially Responsible  |   | √ | √ |   |   |   |   |   |   |   | √ |   |   |  |   | √ |   |   |   |
| Numerical and Statistical skills  | √ |   | √ | √ |   | √ |   | √ | √ |   |   | √ | √ |  | √ |   | √ |   | √ |
| Vision, responsiveness to opportunity, and ambition for business growth; an entrepreneurial capability and confidence | √ |   |   |   |   |   |   | √ |   |   |   |   | √ |  | √ |   | √ |   | √ |

N.B. Transferable skills are developed through an integrated programme of learning which is built into all core modules at levels 1, 2 and 3 and the work placement.

#### 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 delivered within the Business School Undergraduate Scheme, which allows credit accumulation and flexibility in the student learning process.

The Scheme is structured on the basis of mostly 15 credits semesterised modules. At levels 1 and 2 each semester consists of a 12 week teaching block following by a period of assessment. In each semester students study three 15 credits modules. Students therefore study 60 credits (3 modules) each semester and 120 credits per level (6 modules in total). At level 3 the dissertation module (30 credit modules) is year long (over 2 semesters).

The programme is organised within and between each of the three levels, where it is designed to provide a coherent set of modules at each level and to allow students to develop and progress through each level; in relation to knowledge and understanding, cognitive, subject-specific and study skills.

The programme utilizes a level one that is common with the majority of the programmes of the Undergraduate Scheme, this allows students the maximum flexibility to transfer in or out of this programme and to pursue the course of study that is most appropriate to their emergent subject and/or professional interests.

- Level one provides students with a general business foundation to enable them to develop the skills and underpinning disciplinary areas for subsequent levels of study. Students will study *International Business Context*, a foundation module specific to their programme, designed to provide the underpinning knowledge necessary for progression to subsequent specialist modules.
- Level two is structured around a number of key functional areas of business. In addition, students study two specialist modules - *Theory and Practice of International Business*, and *Intercultural Communication*. Students on the BA International Business are also provided with additional activities that aim to overcome any of the perceived barriers to a period of work or study overseas.
- Level three has been designed to integrate the academic knowledge gained in the first two levels of study to enable students to gain a deep understanding of the inter-disciplinary nature of business. Integration is in part achieved through the choice of Level 3 projects, which range from a more traditional dissertation project in the Critical Business or Applied Business Enquiry Projects, to an Applied Work-Based Project. To qualify for the award of International Business students must complete their project in the area of International Business. In addition, students study 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.



**Part 4: Student Learning and Student Support****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, academic level and according to the nature of the learning outcomes the students are expected to meet. Ultimately, the aim of this programme is to enable students to progress to 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. The Faculty 'blend' consists of face to face learning in large and small groups (lectures and seminars/ workshops) supported by on-line learning Blackboard, together with exposure to real life examples through case studies, occasional organisational visits and guest practitioner 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.

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 modules as follows:

|         | Personal and Professional Strand (Employability)                              | Enquiry Strand (Research and Academic Skills development)     |
|---------|---|---|
| Level 1 | Introduction to Business Management   | Contemporary Business Issues                                  |
| Level 2 | Managing People Management Skills   | Research Methods for Business                                 |
| Level 3 | Integrated Business Simulation; Multinationals in Domestic and Global Context | Critical Business Enquiry Project or Applied Business Project |

The development of skills, subject specific, professional and transferable skills are conducted throughout the programme and in more depth in identified modules i.e. analytical and interpretive skills (*Theory and Practice of International Business*), numeric and problem-solving skills (*Accounting Information for Business*), self-reflective capabilities (*Understanding the Principles of Marketing*) and *Intercultural Communication*.

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. Through didactic pedagogy students are challenged to defend their thinking. A final Level project allows students to explore a substantial issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner. A final level 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.

#### Part 4: Student Learning and Student Support

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.

#### 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 have teaching/learning resource booklets and most have set texts in accordance with the university's Reading Strategy. Additional support is provided through the library and an extensive student computing network.

Students are directed towards the University Library [online resources](#) for the development of skills appropriate to the level and style of each module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in module handbooks and/or via Blackboard.

Student learning is fully supported by UWE Library Services through extensive print and electronic resources and a variety of learning spaces. Additional support is provided through the library by means of information and academic skills sessions and self-directed online tutorials available via the University Study Skills website, supported by the online library enquiry service. There is excellent access to electronic resources both on and off campus, facilitated by the extensive student computing network and Wi-Fi.

#### 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 Success 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 intending to go on study year abroad are equally well supported by staff from the international development/ERASMUS and collaborative provision teams. All students will be prepared for living, working and studying overseas during level two.

### Part 4: Student Learning and Student Support

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.

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.

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 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.

#### Part 4: Student Learning and Student Support

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.

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**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  | Compulsory Modules  | Optional Modules                         | Interim Awards                                    |
|--------|---|--|---|
| Year 1 | UMCDMW-15-1<br>Introduction to Business and Management                | There are no optional modules at level 1 | CertHE Business and Management                    |
|        | UMCDMT-15-1<br>Enterprise and Entrepreneurship                        |  | Credit requirements: 120 at the appropriate level |
|        | UMAD4U-15-1<br>Understanding Business and Financial Information (BIM) |  |   |
|        | UMED8A-15-1<br>Understanding the Business and Economic Environment    |  |   |
|        | UMOD63-15-1<br>Understanding Organisations and People (BIM)           |  |   |
|        | UMKD6J-15-1<br>Understanding the Principles of Marketing (BIM)        |  |   |
|        | UMPDN6-15-1<br>Contemporary Business Issues                           |  |   |
|        | UMCDN3-15-1<br>Business Decision Making for Management                |  |   |

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|        | Compulsory Modules  | Optional Modules  | Interim Awards  |
|--------|---|---|---|
| Year 2 | <p>UMPDM3-15-2<br/>Managing People</p> <p>UMPDM5-15-2<br/>Management Skills<br/>(Business and Management)</p> <p>UMAD5H-15-2<br/>Accounting Information for<br/>Business</p> <p>UMSD7R-15-2<br/>International Business</p> <p>UMCDM8-15-2<br/>Research Methods for Business</p> <p>UMCDMA-15-2<br/>Introductory Research Project</p> <p>UMMD7K-15-2<br/>Managing Business Processes</p> | <p>One option module (15 credits) may be selected from: (<i>subject to availability</i>)</p> <p>UMAD5M-15-2 Market Analysis for Private Investors</p> <p>UMED8P-15-2 International Trade and Multinational Business</p> <p>UMED8U-15-2 Good Business, Bad Business and Sustainability</p> <p>UMKD6M-15-2 Integrated Marketing Communications</p> <p>UMPD7E-15-2 Employment Relations<br/>OR<br/>UMPD7J-15-2 Equality Law and Diversity Management</p> <p>UMSD7Q-15-2 Entrepreneurship &amp; Small Business</p> <p>UMMDFY-15-2 Digital Business Management</p> <p>UMAD5N-15-2 Credit Management: Theory and Practice</p> | <p>DipHE Business and Management</p> <p>Credit requirements: 240 at the appropriate level</p> |

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|        | Compulsory Modules  | Optional Modules  | Interim Awards   |
|--------|---|---|--|
| Year 3 | <p>UMCD9W-30-3<br/>Critical Business Enquiry Project<br/>OR<br/>UMCD9Q-30-3<br/>Enterprise Project<br/>OR<br/>UMCDHU-30-3<br/>Applied Business Project<br/>OR<br/>UMCDF5-30-3<br/>Business Project<br/>(All projects must be in the field of<br/>International Business)</p> <p>UMSD7T-15-3<br/>Strategic Management (BIM)</p> <p>UMODML-15-3<br/>Managing Organisational Change</p> <p>UMSD9F-15-3<br/>Multinationals in the Domestic<br/>and Global Context</p> <p>UMSDMK-15-3<br/>Integrated Business Simulation</p> | <p><b><i>Subject to availability and alteration,</i></b><br/>two options should be selected up to a maximum value of 30 credits.</p> <p>The list below is for illustrative purposes only:</p> <p>UMAD5T-15-3 International Financial Management</p> <p>UMPD7G-15-3 International HRM</p> <p>UMSD7W-15-3 International Business in the Emerging Markets</p> <p>UMSD4T-15-3<br/>Doing Business in Asia</p> <p>UMED8X-15-3<br/>Economics of Developing Countries</p> <p>UMKD6Q-15-3<br/>Global Marketing Management</p> <p>UMED97-15-3<br/>Economic Issues in International Business</p> | <p>BA International Business Management</p> <p>Credit requirements: 300 at the appropriate level</p> |

## ACADEMIC SERVICES

### 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.

|  |   |  |  |
|--|---|--|--|
|  | <p>UMCD9W-30-3<br/>Critical Business Enquiry Project<br/>OR<br/>UMCD9Q-30-3<br/>Enterprise Project<br/>OR<br/>UMCDHU-30-3<br/>Applied Business Project<br/>(All projects must be in the field of International Business)</p> <p>UMSD7T-15-3<br/>Strategic Management (BIM)</p> <p>UMODML-15-3<br/>Managing Organisational Change</p> <p>UMSD9F-15-3<br/>Multinationals in the Domestic and Global Context</p> <p>UMSDMK-15-3<br/>Integrated Business Simulation</p> | <p><b>Subject to availability and alteration,</b><br/>two options should be selected up to a maximum value of 30 credits (the list below is for illustrative purposes only):</p> <p>UMAD5T-15-3 International Financial Management</p> <p>UMPD7G-15-3 International HRM</p> <p>UMSD7W-15-3 International Business in the Emerging Markets</p> <p>UMSD4T-15-3<br/>Doing Business in Asia</p> <p>UMED8X-15-3<br/>Economics of Developing Countries</p> <p>UMKD6Q-15-3<br/>Global Marketing Management</p> <p>UMED97-15-3<br/>Economic Issues in International Business</p> | <p>BA International Business Management</p> <p>Credit requirements: 300 at the appropriate level</p> |
|--|---|--|--|

### 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.

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|---|----------------------|---------|---|--|
| First CAP Approval Date   | CAP 22 February 2016 |         |   |  |
| Revision CAP Approval Date<br><i>Update this row each time a change goes to CAP</i> | 15 December 2016     | Version | 2 |  |
| Next Periodic Curriculum Review due date  | September 2022       |         |   |  |
| Date of last Periodic Curriculum Review   |                      |         |   |  |