



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		
Delivery Location	University of the West of England		
Study abroad / Exchange / Credit recognition			
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			
Highest Award Title	BA (Hons) International Business (SW) BA (Hons) International Business (FT) (non-home level three direct entrants only)		
Default Award Title	n/a		
Fall-back Award Title	n/a		
Interim Award Titles	BA International Business (SW) DipHE International Business CertHE Business and Management		
UWE Progression Route			
Mode(s) of Delivery	SW		
Codes	UCAS: N110	JACS:	
	ISIS2: N140 N140(SW) N14013(FT)		
Relevant QAA Subject Benchmark Statements	General Business & Management		
First CAP Approval Date	March 2012	Valid from	September 2013
Revision CAP Approval Date	2 February 2016	Revised with effect from	September 2016
Version	8.2		
Review Date	September 2018		

Part 2: Educational Aims of the Programme

The B.A. (Hons) International Business 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. To this end, all home students on the programme, and overseas students entering at levels one and two, must complete an international placement either through Study Year Abroad or international work Placement. Students arriving from non-UK destinations can join the programme directly at level 3 as their period of study in the UK provides them with a significant international experience.

The curriculum aims to challenge students in their ways of thinking, behaving, learning, and issues of ethics & 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 organisations. In addition to the requirements for UWE students to complete a year-long period of study outside of their 'home' country or internationally focused work placement, all students are encouraged by the curriculum into actively pursuing other forms of work experience through, for example, internships or volunteering on international projects.

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 that features a prolonged period of international study or employment and that focuses 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 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.

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 (eg 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, eg 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

<i>Learning Outcomes:</i>	UMCD9G-30-1	UMAD4U-15-1	UMOD63-15-1	UMCD9K-30-1	UMSDHT-15-1	UMKD6J-15-1	UMPD78-30-2	UMMD7K-15-2	UMSDKG-15-2	UMCDTX-30-2	UMAD5H-15-2	UMOD88-15-2	UMOD68-30-3	UMSD7T-15-3	UMSD9F-15-3	UMCD9X-15-3	UMCD9Y-15-3	UMCDKD-15-3	UMCD9T-30-3	UMCD9W-30-3	UMCDHU-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					√				√			√			√	√			√			

Part 3: Learning Outcomes of the Programme

<i>Learning Outcomes:</i>	UMCD9G-30-1	UMAD4U-15-1	UMOD63-15-1	UMCD9K-30-1	UMSDHT-15-1	UMKD6J-15-1	UMPD78-30-2	UMMD7K-15-2	UMSDKG-15-2	UMCDTX-30-2	UMAD5H-15-2	UMOD88-15-2	UMOD68-30-3	UMSD7T-15-3	UMSD9F-15-3	UMCD9X-15-3	UMCD9Y-15-3	UMCDKD-15-3	UMCD9T-30-3	UMCD9W-30-3	UMCDHU-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 4: Student Learning and Student Support

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

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BA (Hons) International Business programme teaching is a mix of scheduled, independent and placement learning. For the BA (Hons) International Business:

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.

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.

Placement learning, either :

- **Placement option** - A minimum of 40 weeks in employment
- **Study Year Abroad option** - Two semesters of study (a minimum of 36 weeks at a partner institution abroad)

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 15 and 30 credit 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 one 30 credit module and two 15 credit modules. Students therefore study 60 credits (3 modules) each semester and 120 credits per level (6 modules in total). At level 3 the two 30 credit modules are 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

Part 4: Student Learning and Student Support

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. Students entering directly into level three on the full-time route must complete *Cross-Cultural Learning and Development* to support their transition into the programme and to enable and encourage them to place their personal development in cross-cultural 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, 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 30 credit modules as follows:

	Personal and Professional Strand (Employability)	Enquiry Strand (Research and Academic Skills development)
Level 1	Meeting the Management Challenge	Engaging with Critical Business Enquiry
Level 2	Managing People	Methods of Enquiry
Level 3	Managing Individual & Organisational Change	Work-Based Enquiry Project or Critical Business Enquiry Project or Applied Business 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 (*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.

Part 4: Student Learning and Student Support

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.

All students entering at levels one and two, on the BA(Hons) International Business will be required to undertake either an international work placement of a minimum of 40 weeks or a study year abroad (SYA) at one of a number of partner institutions that are able to offer relevant business courses in English. SYA places are allocated through a competitive process.

The Study year Abroad or international work placement provide a rich opportunity for students to establish links between theory and practice, reassess themselves and confront the challenges associated with either living overseas and/or work, whilst knowing that they will have the opportunity to be supported if there is a problem and that they will be returning to the programme for a further period of reflection and learning after the placement or SYA is completed. Students are provided with a series of activities to support them in securing a place to study overseas or an international work placement. Support is provided before, during and after work or study overseas by academic and support staff from UWE Careers and international development.

During international work Placement or Study Year Abroad students complete one 15 credit Level 3 module (*Learning, Enquiry & Development on Placement* or *Learning & Development on Study Year Abroad*). On return to their final year studies students complete a related final year project in the area of International Business.

Non-home students entering the programme at level three and studying on the FT programme are not required to undertake an additional year's study or work outside of the UK but are required to complete the *Cross-cultural Learning and Development* module which requires reflection on the experience of studying outside of their home country and to undertake a cross-cultural analysis of their home and host country.

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, self and peer assessments, individual and group projects and supervised mini-projects, dissertations, personal development portfolios and employer and self-assessment of the placement.

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.

Part 4: Student Learning and Student Support

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.

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.

Part 4: Student Learning and Student Support

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.

Description of any Distinctive Features

- further development of intellectually vibrant, highly reflective, mutually respectful and diverse student and staff learning communities within the Faculty
- increase in the use of links with the world external to UWE (including professional accreditation where possible) to inform curriculum design and delivery and provide lifelong learning opportunities
- provision of an effective, efficient and supportive infrastructure for learning (organisation and management of programmes, student advice, communication with students etc)
- appropriate design and flexible delivery of curricula which provide an intellectually stimulating learning experience enabling students to develop as highly employable and internationally aware lifelong learners
- provision of effective support for students making the transition to learning at UWE
- provision of effective and ongoing developmental support for all staff
- use of effective strategies for assessment for learning

Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy

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


Part 5: Assessment

UMSD7T-15-3	A (60)							B (40)			
UMOD68-30-3						A (30)G		B (42)			B (28)
UMSD9F-15-3	A (50)							B (50)			
UMCD9T-30-3									A (100)		
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

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time / sandwich student**, including: level and credit requirements; interim award requirements; module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	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) UMSDHT-15-1 International Business Context (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	UMPD78-30-2 Managing People (BIM) (30 credits) UMMD7K-15-2 Managing Business Processes (15 credits) UMSDKG-15-2 Theory and Practice of International Business (15 credits) UMCDTX-30-2 Methods of Enquiry (30 credits) UMAD5H-15-2 Accounting Information for Business (BIM) (15 credits) UMOD88-15-2 Intercultural Communications (15 credits)	There are no optional modules at level 2	DipHE International Business Credit requirements: 240 at the appropriate level

Year Out:

All students joining the programme at levels one or two must choose one of the following options both of which aim to enable students to contextualise their academic learning in an applied international business and/or cultural context:

1. International Work Placement (a minimum of 40 weeks in employment). During the international work placement students complete the module *Learning, Enquiry & Development on Placement* (UMCD9X-15-3) to assess the student's personal development from the experience of placement and their ability to identify issues relevant to their Placement's organisational context and to then frame, scale and position a critical work-based enquiry for the Work Based Project on a topic relevant to their degree specialism of International Business that they will complete on return to university.
2. Study Year Abroad, which consists of two semesters of study (a minimum of 36 weeks at a partner institution abroad). During that time students complete the module *Learning & Development on Study Year Abroad* (UMCD9Y-15-3), to assess the student's personal development from the experience of SYA and their ability to evidence cross-cultural awareness and analysis of the country in which they have been studying. On return to the university, students must select a level 3 Critical Business Enquiry or Applied Business Project topic relevant to their degree specialism of International Business.

Students who do not complete, subsequent to level two, either an international work placement or study year abroad will not be permitted to continue on the BA International Business programme and will instead be enrolled by default on the FT route of the BA Business and Management degree.

To be eligible for either Placement or SYA student must have passed a minimum of 210 credits

Non-UK students directly entering the programme at level three are not required to undertake either SYA or overseas placement but must complete in year three of study the module *Cross-cultural Learning and Development* as part of the FT programme. Students on the FT programme must select a level 3 Critical Business Enquiry or Applied Business Project topic relevant to their degree specialism of International Business.

	Compulsory Modules	Optional Modules	Interim Awards
Year 3	<p>One of: (depending on whether completed a Placement or Study Year Abroad):</p> <p>UMCD9X-15-3 Learning, Enquiry and Development on Placement OR UMCD9Y-15-3 Learning and Development on Study Year Abroad</p> <p>OR (direct entrants only) UMPCDKD-15-3 Cross-Cultural Learning and Development</p> <p>UMOD68-30-3 Managing Organisational and Individual Change (BIM) (30 credits)</p> <p>UMSD7T-15-3 Strategic Management (BIM) (15 credits)</p> <p>UMSD9F-15-3 Multinationals in the Domestic and Global Context (15 credits)</p> <p>One of:</p> <ul style="list-style-type: none"> - UMCD9T-30-3 Work-based Enquiry Project (30 credits) - UMCD9W-30-3 Critical Business Enquiry Project (30 credits) - UMCDHU-30-3 Applied Business Project <p>All Projects must be in the field of International Business</p>	<p><i>(subject to availability)</i></p> <p>Students are required to select one option up to a maximum credit value of 15 credits.</p> <p>UMPD7G-15-3 International HRM</p> <p>UMSD4T-15-3 Doing Business in Asia</p> <p>UMED8X-15-3 Economics of Developing Countries</p> <p>UMKD6Q-15-3 Global Marketing Management</p> <p>UMAD5T-15-3 International Financial Management</p> <p>UMSD7W-15-3 International Business in the Emerging Markets</p> <p>UMED97-15-3 Economic Issues in International Business</p> <p><i>Additional options, as appropriate and available, may be offered through the annual Online Module Choices process each year</i></p>	<p>Interim: BA International Business (SW)</p> <p>Credit requirements 300 credits at the appropriate levels</p>

GRADUATION

Part 7: Entry Requirements

For entry to the UWE programme, the University's Standard Entry Requirements apply with the following additions:

International students seeking direct entry into level 3 require 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 as it subject to review and 'refresh' as part of the wider scheme review conducted in 2011-12, following widespread consultation with key stakeholders including current students, alumni and employers/graduate recruiters. Since that time, it has been reviewed 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 has lead to revision to both assessment strategy, the introduction of new modules and inclusion of a compulsory year abroad.

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.