



PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	UWE
Delivery Location(s)	UWE Frenchay and Guangzhou University China
Faculty responsible for programme	HLSS
Modular Scheme title	N/A
Professional Statutory or Regulatory Body Links (type and dates)	N/A
Highest award title	BA (Hons) Business and Chinese Studies
Default award title	BA (Hons) Business and Chinese Studies
Interim award titles	Cert. HE Business and Chinese Studies
UWE progression route	Dip. HE Business and Chinese Studies
Mode(s) of delivery	Full time Part time
Codes	
UCAS code TN11	JACS code TN11
ISIS code TN1113	HESA code
Relevant QAA subject benchmark statements	The QAA Benchmarks for Chinese Studies Section 9 Work-based and Placement Learning – September 2007. The QAA general business and management benchmark statements
On-going/valid until	ongoing
Valid from (insert date if appropriate)	September 2009

Original Validation Date: 29/04/2008

Latest Committee Approval...QSC Chair's Action **Date:...14 July 2009**

Version Code 2

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2a – Business: Educational aims of the programme

This award seeks to provide an opportunity for students to combine the development of knowledge and skills from the business and management field with those from a defined set of complementary half awards from the Universities' Joint Honours Programme.

The half award in Business has been designed to provide a broad business education. The objective is to provide students with the opportunity to analyse and evaluate business organisations and to understand the ways in which they operate. In addition students are required to identify and analyse business problems and evaluate alternative solutions. This work is set against a background of the environment in which businesses operate. By the final year students are equipped through their first two years of study to undertake integrative and subject specialist subjects. The programme's philosophy is underpinned by a commitment to developing students as independent autonomous learners.

The programme aims to enable students to:

- Study organisations, their management and the changing external environment in which they operate.
- Develop knowledge and understanding and intellectual, subject specific and transferable skills in a range of subject contexts.
- Access a learning opportunity that allows them to select a complementary area of study from another Field or Faculty.
- Prepare for a career in a range of organisational contexts.
- Contribute to society at large by enhancing life-long learning skills and personal development

Section 2b – Chinese Studies: Educational aims of the programme

- To equip students with knowledge and understanding of Chinese civilisation, society and culture.
- To acquaint students with social, political, economic and cultural issues relating to the People's Republic of China.
- To foster a critical engagement with the area of Chinese Studies within a coherent framework of disciplines and interdisciplinarity, with emphasis upon historical, socio-political, socio-cultural and business-culture approaches.
- To equip students with some ability to read, write, speak and understand Mandarin Chinese, using both pinyin and Chinese pictograms
- To equip students with a range of generic and subject-specific skills fitting them for further study and/or employment in professional environments, especially those requiring a knowledge of China.
- To develop generic cognitive skills – notably those of enquiry, analysis, synthesis, evaluation and coherent presentation – in articulate and self-directed graduates possessing a high degree of intellectual independence.
- To develop subject-specific practical skills, including: proficient information-gathering using a diverse range of research resources, traditional and electronic; ability to engage constructively with other cultures; ability to apply concepts from different disciplines and/or interdisciplinary approaches; lucid and critical presentation of data and ideas.
- To develop key transferable skills emphasising self-motivation and self-reliance, co-operative interpersonal relations, information management, analysis, communication and critique.

Section 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: ...

A. Knowledge and understanding (Business)

Learning outcomes

Teaching, Learning and Assessment Strategies

<p>A. Knowledge and understanding of</p> <p>On completion of the programme students will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of the disciplines, in the areas of:</p> <ol style="list-style-type: none"> 1. The Global Business Environment 2. The nature of markets and customers and the role of marketing. 3. The use of accounting and the sources, uses and management of finance. 4. The nature of organisations, work and management. 5. The management and development of people 6. The management of resources and operations 7. The management of information systems and use of communication and information technology 8. Business policy and strategy 9. Quantitative methods for managerial applications. 10. Business and management research 	<p>Teaching/learning methods and strategies</p> <p><i>Knowledge and understanding is acquired through the compulsory modules at levels 1,2 and 3. Compulsory modules make a primary contribution to one or more knowledge and understanding outcomes as indicated below. The optional module makes an additional contribution, which is identified separately in the module specification. The primary contributions of the compulsory modules are identified below:</i></p> <p><i>Acquisition of 1 is by the core modules the Global Business Context(L1), and Strategic Management (L3)</i></p> <p><i>Acquisition of 2 is through the core module Marketing (L2)</i></p> <p><i>Acquisition of 3 is by the core module Understanding Financial Information (L1).</i></p> <p><i>Acquisition of 4 is by the core modules Management and Organisational Behaviour (L1), Human Resource Management (L2) and Organisation Analysis (L3),</i></p> <p><i>Acquisition of 5 is provided by the core modules Management and Organisational Behaviour (L1) and Human Resource Management (L2)</i></p> <p><i>Acquisition of 6 is provided by the core modules Operations and Business Systems Management (L2) and Strategic Management (L3)</i></p> <p><i>Acquisition of 7 is provided by the core modules Operations and Business Systems Management (L2)</i></p> <p><i>Acquisition of 8 is provided by the core modules Strategic Management (L3) and Organisation Analysis (L3)</i></p> <p><i>Acquisition of 9 is provided by the core module Understanding Financial Information (L1)</i></p> <p><i>Acquisition of 10 is provided by the core modules at level 3 (Strategic Management and Organisational Analysis)</i></p> <p><i>All modules use a range of learning approaches including lectures, seminars, workshops, group work, cases studies and exercises. Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject.</i></p> <p>Assessment</p> <p><i>Testing of the knowledge base is through a range of formative and summative assessment methods including coursework (learning outcomes 1-10), oral presentation (learning outcomes 1-10), tasks undertaken under examination conditions (learning outcomes 1-10).</i></p>
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A. Knowledge and understanding (Chinese Studies)

Learning outcomes	Teaching, Learning and Assessment Strategies
A. Knowledge and understanding of	Teaching/learning methods and strategies

<ol style="list-style-type: none"> 1. Sufficient Mandarin Chinese in its spoken and written form to be able to have some ability to read, write, speak and understand the language 2. The historical and cultural heritage of contemporary China 3. The social, political and economic features of modern China. 4. The specific issues relating to the modernization of China and its role in the global economy. 5. Issues relating to the cultural identity and characteristics of the Chinese people 6. Issues relating to Chinese business culture 	<p><i>Acquisition of 1 is through study and practice of Mandarin in spoken and written forms</i></p> <p><i>Acquisition of the remaining outcomes is through a balanced mix of lectures and seminars, the latter becoming increasingly student-led as learners engage with specific aspects of the curriculum and begin to undertake research in private study time. Wherever possible and appropriate, audio-visual study aids and electronic information sources (especially the Internet) will be exploited to add extra dimensions to the learning experience over and above those provided by more traditional methods. Students will be encouraged to make use of these also in their seminar presentations.</i></p> <p><i>All modules will be integrated into UWE online.</i></p> <p>Assessment</p> <p><i>In the module involving the acquisition of the language the knowledge base will be tested through written, spoken and listening tests. For the remaining modules, testing of the knowledge base is achieved through a balanced mix of written examinations, seminar presentations and written assignments.</i></p>
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B. Intellectual Skills

<p>B. Intellectual Skills</p> <ol style="list-style-type: none"> 1. The ability to extract and synthesise key information from spoken and written sources. 2. The ability to identify and solve problems. 3. The ability to engage in analytical and critical thinking and to present ideas within the structured framework of a reasoned argument. 4. The ability to select and apply appropriate methodologies and theories. 5. The ability to think independently. 	<p>Teaching/learning methods and strategies</p> <p><i>Intellectual skills are developed through a range of learning approaches including lectures, seminars, workshops, group work, cases studies, projects, exercises and I.T. based activities and through formal and informal exercises including: note-taking and summary writing; seminar participation and presentations; textual analysis and commentary; essay planning and writing, both under controlled conditions and as coursework assignments. .</i></p> <p>Assessment</p> <p><i>All of these intellectual skills are tested to varying degrees by each of the assessment types, namely written examinations, seminar presentations and written assignments as well as reflective essays, learning diaries, management reports, presentations, tests, case studies, and examinations.</i></p>
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C. Subject, Professional and Practical Skills

<p>C. Subject/Professional/Practical Skills (Business)</p> <ol style="list-style-type: none"> 1. Carry out a business and management research programme 2. Write management reports 3. Contribute effectively to group projects and deliver Presentations 4. Select and use subject specific tools and techniques 	<p>Teaching/learning methods and strategies (Business)</p> <p><i>1 is achieved through a range of research activities at levels 1, 2 and 3.</i></p> <p><i>2 is achieved in all core standard modules at levels 1, 2 and 3</i></p> <p><i>3 is achieved through Management and Organisational Behaviour at level 1, Marketing at level 2 and Organisation Analysis at level 3.</i></p> <p><i>4 is achieved through Understanding Financial Information (L1), Human Resource Management (L2), Operations and Business Systems Management (L2) Marketing (L2), Organisation Analysis (L3)and Strategic Management (L3)</i></p> <p>Assessment</p> <p><i>Skill 1 is primarily assessed through written coursework</i></p> <p><i>Skill 2 is primarily assessed through coursework reports</i></p> <p><i>Skill 3 is primarily assessed through coursework seminar presentations</i></p> <p><i>Skill 4 is primarily assessed through course work reports and exercises and examinations in all modules</i></p>
<p>C. Subject/Professional/Practical Skills (Chinese Studies)</p> <ol style="list-style-type: none"> 1. The ability to understand the field of study by approaching it through a variety of disciplines. 2. The ability to evaluate different methodologies and theories. 3. The ability to appreciate cultural difference and to adopt cross-cultural perspectives. 4. Effective note-taking, summarising and drafting. 5. Research skills using a wide range of sources, and the ability to synthesise and present cogently the products of that research. 	<p>Teaching/learning methods and strategies (Chinese Studies)</p> <p><i>Lectures will introduce students to the main theories underpinning the various disciplinary approaches in use, and seminars will provide opportunities to deploy different methodologies appropriately. Studying the variegated cultures of a continent with which most students have some familiarity will naturally foster informed cross-cultural perspectives. Effective performance in lectures, seminars and assessments will depend upon the acquisition of practical skills 4 and 5.</i></p> <p>Assessment</p> <p><i>All skills will be assessed in all exercises, with skills 1, 2 and 4 emphasised in written work and skills 3 and 5 emphasised in seminar presentations.</i></p>

D. Transferable Skills and other attributes

<p>D Transferable skills and other attributes</p> <ol style="list-style-type: none"> 1. The ability to synthesise data and muster material effectively in order to present it clearly and coherently in written form. 2. The ability to do likewise in the form of oral presentation. 3. The ability to work autonomously under pressure and to meet deadlines. 4. The ability to work co-operatively as a constructive team member. 5. The ability to make competent use of a range of information and communications technology for gathering and managing information. 6. Extract, process and present numerical information for a given purpose. 7. Reflect on own performance and respond positively to feedback. 8. Transfer knowledge and skills across different settings. 	<p>Teaching/learning methods and strategies (Business)</p> <p><i>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.</i></p> <p><i>All skills are developed in all core modules.</i></p> <p><i>Skill 4 is given particular emphasis in Management and Organisation Behaviour (L1)</i></p> <p><i>Skill 6 is given particular emphasis in Understanding Financial Information(L1)</i></p> <p><i>Skill 5 and its application pervades all modules.</i></p> <p><i>Skill 8 is given particular emphasis in Organisation analysis (L3), and Strategic Management (L3).</i></p> <p>Assessment (Business)</p> <p><i>Assessment of transferable skills is accomplished through a range of methods which include written individual and group coursework, peer assessment, tests, presentations, examinations.</i></p> <p><i>All skills are assessed in the core modules at level 3</i></p> <p>Teaching/learning methods and strategies (Chinese Studies)</p> <p><i>Skills 1, 2 and 5 will be taught mostly by example through the lecturers' use and provision of study-support materials (printed, audio-visual, electronic), and their personal performance in lectures and seminars. Skill 3 will be fostered by the requirement to manage and progress coursework assignments and to submit them on time. Skill 4 will be developed through regular seminar exercises requiring teamwork on, for example, textual study, research tasks, joint seminar presentations, etc. Skill 5 will be developed by the requirement to research assignments using Web-based and other electronic resources, to engage with UWE on-line and to submit all written coursework in word-processed format.</i></p> <p>Assessment (Chinese Studies)</p> <p><i>Skill 1 is explicitly tested in written assignments, both coursework and exams. Skill 2 is expressly assessed in seminar presentations. Skill 3 is implicitly assessed by the student's timely submission of coursework and completion of examination papers. Skills 4 and 5 are not formally assessed.</i></p>
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Section 4: Programme structure

Use next page to provide a structural chart of the programme showing:

- Level and credit requirements
- Interim award requirements
 - Module diet, including compulsory/core/optional modules

Summary of Modules Available for this Programme

N.B. Module codes are strictly provisional.

Level 1

UMED7A-20-1	Global Business Context**
UMAC33-20-1	Understanding Financial Information
UMOCA8-20-1	Management and Organisational Behaviour
UPUQME-30-1	Introduction to Contemporary China
UPUQMF-30-1	Identity and Social Behaviour in China and Introduction to Chinese

Level 2

UMPCNM-20-2	Human Resource Management and Employment Relations
UMKC7Q-20-2	Marketing
UMMC9B-20-2	Operations and business Systems Management
UPUQQ6-30-2	China in the 20 th century
UPUQQ9-30-2	Language and Culture through Chinese media and film and Continuing study of Chinese

Level 2L

UPLQ7F-120-P	Placement (Chinese Studies)
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Level 3

UMSCC3-20-3	Strategic Management
UMOCOA-20-3	Organisational Analysis BBS Optional Module
UPUQSQ-30-3	Business in Contemporary Chinese Society and Further Study of Chinese
UPUQSR-30-3	The Chinese Diaspora
UPUQST-30-3	China's Relations with the World
UPUQSS-30-3	Chinese Studies Project

**Students also studying the half award in Economics may not take the Global Business context module and will replace it with the level one BBS Business Information Technology Management module.

ENTRY
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Level 1	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UMED7A-20-1 Global Business Context**(L1, Existing, 20 Credits) • UMOCA8-20-1 Management and Organisational Behaviour (L1, Existing, 20 credits) • UMAC33-20-1 Understanding Financial Information (L1, Existing, 20 credits) • UPUQMF-30-1 Identity and Social behaviour in China + Introduction to Chinese 	<p>Optional modules</p> <p>No optional modules are available at level 1</p>	<p>Interim Awards:</p> <p><i>CertHE in Business and Chinese Studies</i></p> <ul style="list-style-type: none"> • Credit requirements 120 (inc. 60 in other HA, min. 100 at level 1 or above) • Other requirements Pass in Core module
	<p>Core modules</p> <ul style="list-style-type: none"> • UPUQME-30-1 Introduction to Contemporary China 		
Level 2	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UMPCNM-20-2 Human Resource Management (L2, Existing, 20 Credits) • UMKC7Q-20-2 Marketing (L2, Existing, 20 Credits) • UMMC9B-20-2 Operations and Business Systems Management (L2, Existing, 20 Credits) • UPUQQ9-30-2 Language and Culture through Chinese Media and Film and Continuing study of Chinese 	<p>Optional modules</p> <p>No Optional modules are available at level 1</p>	<p>Interim Awards:</p> <p><i>DipHE in Business and Chinese Studies</i></p> <ul style="list-style-type: none"> • Credit requirements 240 (inc. 120 in other HA, min. 100 at level 2 or above, min. 120 at level 1 or above) • Other requirements Pass in Core module
	<p>Core modules</p> <ul style="list-style-type: none"> • UPUQQ6-30-2 China in the 20th century 		
Placement Year	<p>UPLQ7F-120-P Placement Module Students combining this award with an award in Spanish, Business, History, Politics or ICC will be encouraged to take an optional year abroad/placement.</p>		

Level 3	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UMSCC3-20-3 Strategic Management (Level 3, Existing, 20 credits) • UMOCAA-20-3 Organisational Analysis (Level 3, Existing, 20 credits) • UPUQST-30-3 China's Relations with the World 	<p>Optional modules</p> <p>One option should be selected up to a maximum value of 20 credits from a list of BBS titles. (Full list available at www.uwe.ac.uk/bbs)</p> <p>One from:</p> <ul style="list-style-type: none"> • UPUQSR-30-3 The Chinese Diaspora • UPUQSS-30-3 Chinese Studies Project 	<p>Prerequisite requirements</p> <ul style="list-style-type: none"> • Minimum credit / module requirements • Pre-requisites: <i>None</i> • Other: <i>None</i>
	<p>Core modules</p>	<ul style="list-style-type: none"> • Business in Contemporary Chinese Society and Further Study of Chinese 	<p>Awards:</p> <p>Target/highest title: BA (Hons) Business and Chinese Studies</p> <p>Default title: BA Business and Chinese Studies</p> <p>Credit requirements BA (Hons): 180 credits at the appropriate levels BA: 150 - 170 credits at the appropriate levels</p>

Business Placement only

Students wishing to undertake the placement year must have achieved at least 200 credits prior to placement of which at least 100 credits must be from the half award in Business.

→ GRADUATION

Section 5: Entry requirements – Business

Entry at Level 1

GCSE in Maths and English (Grade C or higher)

And

Tariff points in range 200 -260 in any subject excluding General Studies.

Or

EDEXCEL Diploma (Final year): 6 merits or 4 distinctions and 2 Merits.

Or

Approved Access route

Or

Baccalaureate: EB: 66%-70% or IB: 24-28 points

Or

Irish Highers: BBB-BBBB

Entry at levels 2 and 3

The programme supports direct entry at levels 2 and 3 using AL and AEL processes where appropriate.

If English is not your first language, test results such as IELTS 6.0, TOEFL 570 (or 230 if computer test, NEAB or Cambridge Proficiency grade C are required.

Entry requirements – Chinese Studies

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

A & AS Levels - Normally Tariff Points within the range of 240-300

Advanced GNVQ – Level 3

Access Courses – Validated access course in appropriate subjects.

Baccalaureate – Chinese with between 66% and 70%. International with between 24 and 28 points.

Section 6: Assessment Regulations

University Academic Regulations and Procedures 2008/2009

Section 7: Student learning: distinctive features and support – Business

This programme is designed in support of the Teaching, Learning and Assessment Strategy of the Business School, which has five key strands. They are:

- *The development of autonomous learners.*
- *Provision of learning opportunities, which are personally and professionally relevant and quality assured.*
- *The maintenance of a supportive learning environment.*
- *The promotion of the scholarship of teaching.*
- *The provision of continuing professional development opportunities for all staff within a culture of reflective practice.*

CURRICULUM DESIGN CONTENT AND ORGANISATION

The half award is delivered within a modular scheme, which allows credit accumulation and flexibility in the student learning process. The BBS undergraduate provision is organised around 20 credit modules. Therefore, students on the half award study 3 modules at Levels 1 and 2, and 3. The modules are taught as 'long thin' modules. This means that they are taught across the whole of the academic year, teaching periods one and two, with examinations in teaching period three. 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.

Clearly in designing a half award in the broad field of Business and Management care needs to be taken to ensure that an appropriate curriculum is provided whilst acknowledging that subject coverage may be more limited than in a single honours programme. The programme design uses modules that are also available in the BA (Hons) Business Studies Programme as it is felt that the students will benefit significantly from the depth of study in the modules selected. Care has also been taken to ensure that the curriculum acknowledges the half awards that it may partner with. These are; Business and Economics, Business and Information Systems, Business and Statistics, Business and Sociology, Business and Law, and Business and Languages. In view of this, the only potential issue of curriculum conflict arising is for students selecting the combination of Business and Economics. For these students we have made the change to level one, from the study of the Global Business Context to Business Information Technology Management. This will ensure that they are not studying similar material in terms of content on both half awards.

Level one provides students with a general business foundation to enable them to develop the skills and underpinning disciplinary areas for subsequent years of study and which covers the business and organisational environment and the financial and other informational systems and tools. Level two is structured around the key functional areas of business. Level three has been designed to integrate the academic knowledge gained in the first two years of study to enable students to gain a deep understanding of the inter-disciplinary nature of business. In addition students have one optional module to select, which focuses on specific areas of interest, pervasive and contemporary issues. The optional module allows level three students to develop a deeper understanding of the area of business in which they have a specialist interest. The programme is of three years duration and so does not offer a placement opportunity. The programme does not offer a dissertation module (these are normally of a 40 credit value in the Faculty) but it is felt that the possible benefit of this is outweighed by the opportunity to study an optional module at level 3 and by the benefits provided by the opportunity to study the partner half-award. Students who wish to undertake a placement, a fuller business and management curriculum or a dissertation may of course apply for one of the single honours programmes that are offered by the Faculty

Teaching contact is designed to reflect the change in students from dependent to interdependent through to independent learners. As such a typical level one module would be delivered through a lecture and a workshop each week. At level two you would expect to find a greater variation of delivery patterns with some fortnightly workshops, and structured student activities to support their learning. At level three there is a greater emphasis on independence and as such the patterns of delivery tend to reflect this through a smaller amount of workshop contact, but an increasing amount of individual supervision sessions. On some level three modules students are also expected to provide portfolios of their work and development throughout the year.

TEACHING, LEARNING AND ASSESSMENT

The teaching, learning and assessment strategy of Bristol Business School (and its collaborating faculties) encourages students to take responsibility for 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 learning and thus engender life long learning within a socially inclusive environment.

To achieve this a variety of learning approaches have been integrated throughout the programme with an overall emphasis on active student participation. Guided learning (including lectures, tutorials, seminars, workshops, visiting speakers, organisational visits, on-line and networked learning, electronic workshops and conferencing, case studies), group learning and independent learning are used throughout the programme with the level of independence increasing as the student moves from level one to level three. In the majority of modules at all levels teaching contact accounts for less than 25% of the student learning hours associated with the module.

Subject specific, professional and transferable skills are developed in skill-based sessions in identified modules i.e. spreadsheets in Understanding Financial Information, presentation skills in Marketing, team work and negotiation in Management and Organisational Behaviour, research skills in Organisational Analysis. In other modules these skills may be practised further or assessed.

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. Group learning approaches also challenge students in a number of ways. 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.

All students on the “sandwich” route” undertake a work placement of at least 40 weeks in their placement year. This provides a rich learning experience during which students are presented with the challenges of undertaking a role in a business organisation, whilst being able to rely on the support of the Business School’s Placements Office. On completion of the placement, students return to the final year of the programme for a further period of reflection and learning. Students on this programme normally undertake a placement in a business organisation, relating to their area of interest, which further supports the development of their specialist knowledge and skills.

Assessment is an integral part of the teaching and learning process. The range of assessments indicated have been incorporated to:

- test the students’ ability to integrate concepts theories and practice;
- ascertain their learning strengths and weaknesses and continuing development needs;
- expose students to a variety of assessment methods in order to promote the growth of their life-long learning skills.

The faculty supports the University modular assessment regulations (MAR) 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.

LEARNING RESOURCES

All modules have teaching/learning resource booklets and most have set texts. Additional support is provided through library and ICT facilities. Increasingly courses are supported by web based facilities. The current provision is through the learning resource web (LRW). This is to be replaced with blackboard, which is being piloted currently. Additional support for students can be found through the study skills on-line provision, which has been developed with the assistance of students to provide a useful and user-friendly resource.

STUDENT SUPPORT AND GUIDANCE

Student support is provided by academic staff, usually module leaders, for all issues relating to the content and delivery of the module. The Student Advice Centre provides timely, accurate and confidential advice where necessary and appropriate for the half award in business students, as well as where and how to access the support provided by the University. Additional support and guidance is provided by Programme Directors and Year Tutors who are also responsible for ensuring the collection of and response to student feedback using student representatives and Programme Management Committees.

The Business School Placements Office actively liaises with potential employers to secure appropriate placements for “sandwich” route students. It also provides extensive support for students in preparation for, as well as throughout, their industry placement period. Further support is provided through the UG administration team, the admissions office, the international office, the Students Union, the central university career service and the university’s counselling provision. The international office has an international administrator dedicated to the international students. In addition, international students are provided with an additional induction week, and sent specific literature to assist with their study. Direct entry students are also provided with an additional induction day, and sent specific literature to assist with their study. All students have a formal induction week. The student induction process as well as socialising students to university life provides them with the information to access any support that they may require during their study at UWE. A student handbook documents this for students, as does the student advice centre website. There are a range of central services offered to students. These include; Centre for Student Affairs, information technology services, student accommodation, sports facilities, student union services, the Chaplaincy and the Centre for Performing Arts.

Section 7: Student learning: distinctive features and support – Chinese Studies

- *Students will have the opportunity not only to learn about China, including contemporary issues in the first year of study, but also to acquire some knowledge of Mandarin Chinese. Close tutorial support and supervision will be offered by staff.*

Section 8 Reference points/benchmarks

Programme design has been informed by-

- *Subject Benchmark Statement – The QAA Benchmarks for Chinese Studies Section 9 Work-based and Placement Learning – September 2007*
- *UWE teaching and learning and assessment policies.*
- *UWE, Academic Registry: Approval of New Programmes and Award Routes: Guidance Notes to Programme Planners (2005/06)*
- *The University's mission statement*
- *Monitoring and evaluation of the current Business School provision of undergraduate Business and Management awards – BA Hons Business Studies (BABS), BA Hons Business Administration (BABA), BA Hons Business Studies and BA Hons Business Administration with Tourism (BABST and BABAT), BA Hons International Business Studies (BAIBS), BA Hons International Business with Modern Languages (BAIBML), BA Hons Marketing (BAM), BA Hons Management with Information Systems (BAMIS), BA Hons Business studies and BA Hons Business Administration by part-time study.*
- *The QAA general business and management benchmark statements*
- *The SEEC (Southern England Consortium for Credit Accumulation and Transfer) Credit Level Descriptors 2001*

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. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.