



Programme Specification

International Business Management [Greenwich]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: International Business Management [Greenwich]

Highest award: BA (Hons) International Business Management

Interim award: BA International Business Management

Interim award: DipHE Business and Management

Interim award: CertHE Business and Management

Awarding institution: UWE Bristol

Affiliated institutions: Greenwich University (Pakistan)

Teaching institutions: Greenwich University (Pakistan)

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CBL Bristol Business School, College of Business and Law

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2026

Programme code: N13R13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The BA (Hons) International Business Management at Greenwich University offers students a current and integrated practice-based business education covering the main underpinning theoretical, functional and operational areas of business, with a specific focus on the international dimensions of business and management. Alongside support to develop personally, professionally, and academically.

The curriculum aims to challenge students in their ways of thinking, behaving, and learning. The Educational Development Strands of professional development, research and academic skills, sustainability, and development of entrepreneurial mindsets are embedded throughout the programme of study.

As a practice-focused programme, students engage with authentic learning, teaching and assessment approaches throughout. At level 5 this includes a global teams live brief module providing students the opportunity to work in global teams. It culminates in a final year of real-world practice modules including a capstone module choice which draws together learning into practice and a beyond campus module choice which has a direct emphasis on student centred practice-led activity which is CV enhancing and “real world”, engaging students beyond the campus, including the international workforce module.

Students are supported to develop a portfolio of practice, completing activities; identifying their skills, developing action plans, and reflecting on how their degree, and other activities, are helping them to gain the skills they need for their personal and professional development.

Features of the programme: The BA(Hons) International Business Management will give students a solid grounding in the fundamentals of business management, with a focus on the international dimensions of business. This is a programme for students with an interest in what it means to work in and with international and global business.

This programme also has the following distinctive features:

Transferable enterprise employability skills: The programme focuses on developing a diversified skill set, including technical competencies, digital literacy, critical thinking, ethical values, and communication skills. This approach aims to produce graduates who are work-ready and able to succeed and flourish.

Practice-Led & engaged with industry: Grounded in a practice-led approach, the curriculum integrates cutting-edge research from ethics and sustainability. This provides students with practical insights. Engaging closely with employers, entrepreneurs, and professional bodies, students are encouraged to explore diverse applications of acquired skills. Integrated activities, such as fieldwork, pitches and industry guest lectures, enrich the learning experience and offer networking opportunities.

Digital Capability: Technology literacy will be essential for future business leaders to thrive and the programme recognises the importance of digital literacy and integrates this into teaching students to use a range of digital tools effectively. Whilst the changes in this area are rapid, emerging technologies (ET) including Artificial intelligence (AI) are transforming modern business. As Business educators, we embed critical thinking and practical application that motivates learners to embrace new technologies and understand how they will be applied in future enterprises.

Sustainability: Students will study core modules that focus on ethical and sustainable practices, in addition our programme aims to inspire students to embrace sustainable innovation. Through practical application and use of real-world case studies, students are challenged to consider their role in shaping a sustainable future.

Professional Practice development: A distinctive feature of the programme is the professional development stream, which cuts across the three levels of the programme and is embedded as a core module in the curriculum at every level. This stream supports students' developmental journey, offering learners group mentor

support and providing the structure to allow students to develop a compelling narrative of their degree journey to present to potential employers.

Educational Aims: The overarching aim of the University's Learning and Teaching Strategy is that "our students will enjoy a personalised, inclusive and transformative experience that empowers them to be engaged, committed and passionate learners who thrive in our university environment and achieve their best".

The BA (Hons) International Business Management degree actively seeks to provide personalised experiences for all learners, grounding student learning in the international business environment and international context directly through the core modules which have an significant international focus. Wherever appropriate this is also supported through engagement with professionals and authentic assessments that afford students' opportunities to test out concepts in practice and reflect on their own experience of organisations in global contexts. In addition, all students are actively required by the curriculum to pursue beyond campus experience of some sort i.e. via, internship, paid work, volunteering, or cross cultural team work. With a strong focus on the development of communication skills and Cultural Intelligence. Student achievement is supported by a clear professional practice and personal development strand of transferable skills and entrepreneurial mindsets over all levels that facilitates the transition into, through, and beyond, Higher Education and which underpins enterprise, employability, and lifelong learning.

Educational Aims:

1. Provide students with high quality learning and teaching experiences that are practice-led, and sustain a culture of student-centred learning, incorporating current research to ensure learning is research-informed
2. Provide students with an in-depth knowledge and critical understanding of organisations and management of profit and not for profit businesses and the changing global environment in which they operate;

3. Develop students' independent thinking and informed understanding of critical contemporary business issues and theoretical debates to work with academic theory in practice;
4. Develop students' analytical and enquiring approaches to the analysis of business problems in an international context so that considered and appropriate conclusions are drawn – which can be communicated effectively and appropriately.
5. Develop students' collaborative skills, strong sense of self and life-long learning skills, including ethical, personal, and social responsibility as global citizens.
6. Prepare students with the employability skills and attributes necessary to plan effectively for their chosen future and be able to undertake appropriate personal development for international careers in business and management and/ or further study.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Knowledge and understanding
Demonstrate a systematic and detailed appreciation of the behaviour of people at work, and the role of marketing, data, and strategic and operations management in enterprise and organisations; with an advanced knowledge and critical understanding of the core and optional subjects relevant to international business and the role and responsibility of organisations and managers in diverse societies with their contrasting cultural and institutional context.
- PO2. Critical analysis
Ability to apply a conceptual understanding to devise, sustain and critically analyse arguments. Effectively solving problems with a critical appreciation of context, ambiguity, and uncertainty.

PO3. Skills and attributes

Ability to apply the skills and attributes necessary to work collaboratively and individually, in a digital, culturally diverse world; effectively communicating complex information, ideas, problems, and solutions as appropriate to the needs of varied and different audiences.

PO4. Personal and professional futures

Demonstrate self-awareness informing the learners' ongoing personal and professional development, alongside a reflective understanding of how the knowledge and skills developed throughout the programme can enhance their entrepreneurial thinking, practice, global mindset and employability.

PO5. Social value and sustainability

Demonstrate a critical understanding of the learners' roles and social responsibilities as global citizens, and the sustainable development goals and activities of international managers in international organisations and society.

Assessment strategy: Assessments are designed programmatically so as to facilitate a progression through differing levels of complexity at each level of study:

Level 4 (remembering and understanding), a sound knowledge and understanding of the underlying concepts of a subject and ability to evaluate and interpret these

Level 5 (applying and analysing) , a knowledge and critical understanding of the established principles of the field of study, the ability to apply these principles more widely and analyse them critically.

Level 6 (evaluating and creating), a systematic understanding of a complex body of knowledge, some of it at the current boundaries of the academic discipline, with the ability to critically apply and evaluate arguments and assumptions appreciating uncertainty and the limits of knowledge.

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods which are assessed against publicised marking criteria:

1. Regular formative assessment is used at all Levels to monitor students' progress

and provide feedback about knowledge and understanding gained and development of skills and attributes, providing an opportunity for identifying and rectifying students potential challenges, as well as contributing to summative assessment in some instances.

2. Presentations and Posters (individual and collaborative) are formally and informally assessed for content and process in modules at each level. In addition to assessing the students' analytical skills and relevant theoretical understanding, these provide opportunities to assess students' oral communication skills and prepare them for presentation processes common in international business environments. These include opportunities for peer review assessment, where group members can allocate marks to reflect each group member's contribution when working collaboratively. This also provides an opportunity for personal reflection.

3. Written assignments, projects, case study's, reports, and set exercises. These are expected to be well written and presented and are used to assess the students' development of key skills as well as theoretical knowledge and critical understanding. They provide opportunities for in depth focus on specific international business related issue.

4. Professional practice portfolios of evidence demonstrates that students have developed the required professional skills and attributes for a career in business. Students will also reflect and comment on their own learning and personal development.

5. Formal examinations are used very occasionally and only if they are the most appropriate assessment approach for assessing students' theoretical understanding and critical abilities, and manage time effectively. The University has systems in place to ensure that examining procedures are moderated and regulated.

6. In line with inclusionary learning and teaching principles the programme provides alternative assessment proposals where students with logistical or other difficulties can elect to submit in an alternative format. This relates primarily to presentations/vivas and in these instances students will be offered a choice of face

to face, online or recorded where possible. With regard to group work this will be encouraged in many modules, collaborative working is assessed summatively in the professional practice modules where group activities are undertaken and group mentor support is provided.

Student support: Greenwich University provides student support across academic guidance, wellbeing, library resources, careers and employability, financial assistance and general campus facilities.

Academic support is provided through teaching departments, classroom-based provision, computer laboratories, and curriculum-related learning resources. The Student Affairs and Career Services office also supports students with personal, academic and career-related concerns through counselling and guidance.

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

The Personal Tutor, is 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 embedded relational approach to student support enables wellbeing to be addressed through the curriculum, and students direct academic personal support at the individual and group level.

Wellbeing support includes psychological counselling services, which are described by the university as being provided in a safe, confidential and supportive environment. The Student Affairs and Career Services office also provides timely, accessible and personalised counselling support for students, covering personal, financial, and wellbeing matters including assessment arrangements, personal circumstances, and deadline extensions.

Library support is a strong area of provision. The university library supports the

curriculum and provides access to books, e-books, research journals, the HEC Digital Library, an online catalogue and a Book Bank for students who may not be able to afford expensive textbooks. Greenwich University students will also have access to a range of UWE library resources.

Digital and study facilities include computer laboratories, software, printers, scanners and multimedia equipment.

At Greenwich University, careers support is provided through the Student Affairs and Career Services office. Students receive guidance on CV writing, interview preparation, and career planning, with links to Karachi-based employers across banking, FMCG, consulting, and logistics sectors.

At Greenwich University, support for students with disabilities or specific learning requirements is coordinated through the Student Affairs team, who work with academic staff to put reasonable adjustments in place. The university's policies include disability within anti-discrimination and harassment protections.

Greenwich University operates a course representative system at programme level. Student representatives participate in regular Student-Staff Liaison meetings each semester, the outcomes of which feed into both Greenwich University's internal quality processes and UWE Bristol's partnership oversight. In addition, the Reach Out Portal enables student feedback and concerns to be captured.

Part B: Programme Structure

Year 1

Students must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full-time)

Students must take 120 credits from the modules in Compulsory Modules (Full-time).

Module Code	Module Title	Credit
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UMMT8L-30-1	Entrepreneurial Decision Making 2026-27	30
UMKD6J-15-1	Principles of Marketing 2026-27	15
UMAT6G-15-1	Using Financial Information for Business 2026-27	15
UMST8K-30-1	International Business and Economic Environments 2026-27	30
UMOT8M-30-1	Professional Knowledge: International Management and Organisational Behaviour 2026-27	30

Year 2

Students must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full-time)

Students must take 120 credits from the modules in Compulsory Modules (Full-time).

Module Code	Module Title	Credit
UMST8Y-30-2	Developing Cross Cultural Practice 2027-28	30
UMST8P-30-2	Strategy, Innovation, and Operations 2027-28	30
UMPDM4-15-2	Managing Human Resource in Global Business 2027-28	15
UMST8W-30-2	Professional Skills: International Business Research 2027-28	30
UMST8X-15-2	Multinationals in the Domestic and Global Context 2027-28	15

Year 3

Students must take 120 credits from the modules in Year 3.

Year 3 Compulsory Modules (Full-time)

Module Code	Module Title	Credit
UMOT6W-15-3	Social Value and Sustainability for Business 2028-29	15
UMPTCN-15-3	International Workforce 2028-29	15
UMST9B-30-3	Professional Development : Contemporary Enterprise and Innovation 2028-29	30
UMSTBH-30-3	Global Supply Chain for Advanced Strategy 2028-29	30
UMMTBK-30-3	Brand Evolution: Identity, values and market edge 2028-29	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

This programme provides a current, practice based international business education. Offering a breadth and depth of international focused modules, equipping students with the business knowledge, skills and cultural capabilities for a successful international career in business and management and/or further study. Successful completion of the programme requires students to be independent, analytical and critical. Requiring them to work independently and collaboratively, demonstrate strong information literacy, a spirit of enquiry and to be reflective in practice. It requires a broad theoretical and practical knowledge of a range of business functions and the broader cultural and international business environment.

Part D: External Reference Points and Benchmarks

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

UWE reference points and benchmarks:

The teaching and learning approach of Bristol Business School, and UWE as articulated through its Teaching and Learning Governance structures and committees.

UWE, Bristol Strategy 2030:

UWE Academic Regulations

UWE learning and teaching strategy

Digital Learning Service in CBL Team

University policies

Enhancement Framework

QAA/ FHEQ and OFS reference points and benchmarks

QAA Framework for Higher Education; and OFS sector regulatory standards

OFS Framework for Higher Education Qualifications (2022)

QAA Assessment overview

QAA Quality code: assessment

QAA Subject Benchmarks

Future employability reports:

The Chartered Management Institute (CMI) (2021)

World Economic Forum (WEF) on the future of work (2023)

CBI education and skills survey 2022

Staff research projects:

Wherever possible staff are encouraged to utilise 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.

Student consultation:

Student consultation is ongoing on feeds directly into the continued improvement of the programme.

Part E: Regulations

Approved to University Regulations and Procedures.