



## **Programme Specification**

### **Business and Management {Top Up}[De|Tel]**

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Business and Management {Top Up}[DeITel]

**Highest award:** BA (Hons) Business and Management

**Awarding institution:** UWE Bristol

**Affiliated institutions:** Delter Telfort International Business Institute

**Teaching institutions:** Delter Telfort International Business Institute

**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 2027

**Programme code:** N1TA13

## Section 2: Programme Overview, Aims and Learning Outcomes

### Part A: Programme Overview, Aims and Learning Outcomes

**Overview:** The BA (Hons) Business and Management (top up) programme offers students at Deltier Telfort a contemporary, integrated, and interdisciplinary practice-based business education encompassing the underpinning theoretical, functional and operational areas of business and management. The programme has been designed to support Chinese students to develop personally, professionally, and academically.

Throughout the BA(Hons) Business and Management (top up) programme, students will engage with a variety of modules, topics and areas to gain a holistic and specialist understanding of the practices of organisations, and gain the skills and aptitudes required for further study or a career in Business and Management.

Building on relevant prior learning, 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 the year. This final year programme consists of real-world practice modules including a capstone module which draws together learning into practice with direct emphasis on student centred practice-led activity which is CV enhancing and “real world”.

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) Business and Management (top up) is driven by the needs of organisations, with an emphasis on skills development and is for students who want the flexibility to discover new areas.

Students will learn about a range of organisational functions like marketing, finance

and human resource management from enthusiastic, research-active experts and supportive tutors. Students gain real-world experience through access to guest speakers, case studies and online simulations, ensuring you graduate ready for work.

This one year programme 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, ethics, and sustainability. This provides students with practical insights. Integrated activities, such as pitches and recorded industry guest lectures with international speakers, enrich the learning experience of an international degree.

**Digital Capability:** Technology literacy will be essential for future business leaders to thrive and the programme recognizes 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

academic and professional development stream, which cuts across the programme and is embedded as a core module throughout the year. This stream supports students' developmental journey, 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". This aim is translated through the programme for learners at Deltor Telfort.

The BA (Hons) Business and Management (top up) actively seeks to provide personalised experiences for all learners, grounding student learning in the business environment and context wherever appropriate through engagement with professionals and authentic assessments that afford students' opportunities to test out concepts in practice and reflect on organisations both inside and outside China.

Student achievement is supported by a clear professional practice and personal development strand of transferable skills and entrepreneurial mindsets over the year that facilitates the transition into, through, and beyond the programme, 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 the changing external environment, organisations and management of profit and not for profit businesses;
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 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 enterprise and employability skills and attributes necessary to plan effectively for their chosen future and be able to undertake appropriate personal development for a career in business and management and/ or further study both in China and internationally.

### **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, thorough, and comparative appreciation of the interdisciplinary nature of the business management field; with a detailed knowledge and critical understanding of core and specialist optional subjects including the behaviour of people at work, and the role of marketing, data, and strategic and operations management in enterprise and organisations.
- 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 business context and digital 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, and employability.
- PO5. Social value and sustainability  
Demonstrate a critical understanding of the learners' role and social responsibilities as global citizens, and the sustainable development goals and activities of managers and organisations in society.

**Assessment strategy:** Assessments are designed programmatically so as to facilitate a progression from relevant L5 entry qualifications through to level 6 top up year of study:

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 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. 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 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 studies, 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 business related issue.

4. Academic and Professional practice portfolio 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 academic and professional development module where group activities are undertaken and group mentor support is provided.

**Student support:** Deltier-Telfort utilise as "Campus within a Campus" model we employ with its Chinese post-secondary partners; hence, the space we used -is arranged and provided by the university.

The classrooms used by Deltier Telfort facilitate cooperative and collaborative approaches to student learning. Employing a "flipped" approach to

classroom engagement, students can prepare for their interactions with instructors and mentors with the extensive library of online content and instructional resources (which are provided in two languages). Students also have access to online resources offered by UWE Library.

Students have access to self-study modules in the school libraries and other learning centres, where they have WiFi based access to the internet and their e-learning accounts.

Chinese universities have excellent library resources, with the library acting as a central hub in the learning environment in our partner schools. In addition, Delft Telfort provides access to online databases to provide access for extended reading assigned in the courses and for any research associated with individual assignments or the development of course papers in the higher level courses

## Part B: Programme Structure

### Year 1

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

### Year 1 Compulsory Modules

Students must take 90 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UMOT6W-15-3	Social Value and Sustainability for Business 2027-28	15
UMSTHL-30-3	Academic and Professional Development: Business Simulation 2027-28	30
UMSTBH-30-3	Global Supply Chain for Advanced Strategy 2027-28	30
UMOTHK-15-3	People and Organisations 2027-28	15

**Year 1 Optional Modules**

Students must take 30 credits from the modules in Optional Modules. Optional modules on offer vary depending on intake month.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UMSTAX-30-3	Project Management with Data Analytics 2027-28	30
UMPTBP-30-3	Transformation of work 2027-28	30
UMMTBK-30-3	Brand Evolution: Identity, values and market edge 2027-28	30
UMOTAW-30-3	Humans vs AI: Leading and managing change for future organisations 2027-28	30
UMETBE-30-3	Cross Border Trade Development and Migration 2027-28	30
UMMTBF-30-3	Marketing in a Digital World 2027-28	30

**Part C: Higher Education Achievement Record (HEAR) Synopsis**

This course provides a comprehensive business education, equipping students with the knowledge and skills for a successful career in a complex business world. It offers a broad range of modules, enabling students to develop the knowledge to support the achievement of career aspirations. Successful completion of the programme requires students to be independent, analytical and critical. It requires them to work effectively within diverse teams and demonstrate strong information literacy, a spirit of enquiry and to be reflective in practice. It will also require a broad theoretical and practical knowledge of a broad range of business functions and the 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 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.

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: Academic regulations and procedures - Academic information | UWE Bristol