



Programme Specification

Business and Management {Top Up}[HUTECH]

Version: 2027-28, v2.0, Validated

Contents

Programme Specification	1
Section 1: Key Programme Details	2
Part A: Programme Information	2
Section 2: Programme Overview, Aims and Learning Outcomes	2
Part A: Programme Overview, Aims and Learning Outcomes	3
Part B: Programme Structure.....	9
Part C: Higher Education Achievement Record (HEAR) Synopsis	10
Part D: External Reference Points and Benchmarks	10
Part E: Regulations	12

Section 1: Key Programme Details

Part A: Programme Information

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

Highest award: BA (Hons) Business and Management

Awarding institution: UWE Bristol

Affiliated institutions: Ho Chi Minh City University of Technology (HUTECH),
Vietnam

Teaching institutions: Ho Chi Minh City University of Technology (HUTECH),
Vietnam

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 2025

Programme code: N10P13

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 at HUTECH offers students a contemporary, integrated, and interdisciplinary practice-based business education encompassing the underpinning theoretical, functional and operational areas of business and management, alongside support 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”.

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, competitions 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. Engaging closely with employers, entrepreneurs, and professional bodies as relevant, 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 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, 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 HUTECH 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 their own experience of organisations in Vietnam and abroad.

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.

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 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 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: HUTECH provides a broad and structured system of student support through its dedicated Center for Student Support, which acts as a key contact point for addressing student needs and enquiries. The centre operates from the university's main campus and serves as a hub for guidance, assistance, and general support services for students across faculties.

A wider range of support activities is delivered through the Office of Student Affairs, which plays a central role in managing student welfare, wellbeing, and engagement. This department oversees student management, welfare services, cultural and artistic activities, sports programmes, skill-development courses, start-up and

academic competitions, community service initiatives, and health consultations. It also administers institutional events, manages class committee activities, oversees internal communications, and supports security and disciplinary processes.

Together, these units ensure that students have structured access to personal, academic, and extracurricular support, contributing to a positive and well-organised student experience.

HUTECH also promotes a lively campus environment with extensive student activities, clubs, and engagement programmes, helping students develop socially and professionally. Its large scale and diverse student population support a vibrant learning community with opportunities for growth beyond formal study.

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

Module Code	Module Title	Credit
-------------	--------------	--------

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.