



Programme Specification

International Business Management {Top-up} [BAV]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: International Business Management {Top-up} [BAV]

Highest award: BA (Hons) International Business Management

Awarding institution: UWE Bristol

Affiliated institutions: BAV

Teaching institutions: BAV

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: Applicants must hold a Pearson BTEC Higher National Diploma (HND) Level 5 (or an equivalent qualification recognised by UWE), together with an English language qualification meeting UWE's requirements.

For implementation from: 01 September 2027

Programme code: N1SC13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The BA (Hons) International Business Management (Top-up) run at Banking Academy, Vietnam 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.

Building on prior relevant 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 year of study.

As a practice-focused programme, students engage with authentic learning, teaching and assessment approaches throughout. This final year programme consists of real-world practice modules including a capstone module which draws together learning into practice with a 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) International Business Management (Top-up) gives Banking Academy, Vietnam 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 one year 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 as relevant, students are encouraged to explore diverse applications of acquired skills. Integrated activities organised by Banking Academy Vietnam, 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 year of the programme and is embedded as a core module in the curriculum. 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 in Vietnam and abroad.

Educational Aims: The BA (Hons) International Business Management (Top-up) 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 Vietnam and global contexts.

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 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 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 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. Academic and Professional development 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. BAV works with UWE 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: The Banking Academy of Vietnam offers strong academic support through modern teaching and learning resources. Its classrooms are equipped with advanced technology to create an interactive environment, while computer labs and specialized training rooms provide practical experience alongside theoretical study. The university also maintains a well-stocked library with textbooks, reference materials, and digital resources to support research and coursework, and students will also have access to online resources from UWE's library.

Students at Banking Academy, Vietnam benefit from a highly active and supportive educational environment. The university places strong emphasis not only on academic achievement but also on the development of soft skills such as teamwork, leadership, communication, and problem solving, ensuring students are well prepared for the demands of professional life.

Beyond the classroom, Banking Academy, Vietnam offers a rich extracurricular landscape with a wide variety of student clubs that encourage personal growth, social connection, and practical skill development. Students can join clubs such as

the English Club, Business Club, Music Club, and Volunteer Club, each offering its own programme of activities ranging from public speaking competitions to cultural events and community service. Annual events such as “Banking’s Got Talent” and the “BA Youth Festival” create a vibrant campus atmosphere where students can express creativity, build friendships, and celebrate university life.

The university also provides extensive experiential learning opportunities. For example, the High Quality K26 Extracurricular Programme immerses students in a multi phase developmental journey that equips them with essential skills such as critical thinking, time management, resilience, and teamwork. As part of this programme, students visit major organisations including Agribank, Vietinbank, TH Group, and VSIP Industrial Park, allowing them to observe real world financial operations and engage directly with industry professionals who share insights on workplace expectations, career paths, and personal effectiveness. These experiences help students gain clarity about their future careers and build confidence in navigating professional environments.

In addition to broad extracurricular offerings, Banking Academy, Vietnam faculties run their own discipline specific activities designed to deepen students’ academic and practical engagement.

Banking Academy, Vietnam offers a dedicated online careers platform that enables students to join a talent network, receive job alerts, access personalised job recommendations, track their applications, and use practical resources such as CV writing guidance and employment tips, giving them structured support as they prepare for the job market.

Since Banking Academy, Vietnam is governed by both the State Bank of Vietnam and the Ministry of Education and Training, there is close alignments with national workforce needs, creating natural pathways for students into roles within government bodies, regulatory agencies, and financial institutions. Students also have opportunities to connect with external organisations through events such as the “Student Cafe Program – Talkshow,” which brings together business leaders, industry experts, lecturers, and students to discuss trends in fields like logistics and

supply chain management. These sessions help students deepen their understanding of the business environment, broaden their professional networks, and explore career possibilities with informed guidance.

Overall, life at Banking Academy, Vietnam offers a balanced combination of academic support, skills development, community engagement, and professional exposure, fostering a dynamic and well rounded university experience that prepares students exceptionally well for their future careers.

Part B: Programme Structure

Year 1

The student must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UMSTHL-30-3	Academic and Professional Development: Business Simulation 2027-28	30
UMOT6W-15-3	Social Value and Sustainability for Business 2027-28	15
UMSTBH-30-3	Global Supply Chain for Advanced Strategy 2027-28	30
UMSTAX-30-3	Project Management with Data Analytics 2027-28	30
UMPTHP-15-3	People and Global Organisations 2027-28	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

This course provides an integrated business and management programme focused on developing the knowledge, skills and attributes concerned with the conduct of

business and management across borders. It comprises modules covering a range of disciplines and functions in international business, enabling students to develop the knowledge to support students in their future 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.