



## Programme Specification

### International Business {Foundation} [Frenchay]

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## **Section 1: Key Programme Details**

### **Part A: Programme Information**

**Programme title:** International Business {Foundation} [Frenchay]

**Highest award:** BA (Hons) International Business

**Interim award:** BA International Business

**Interim award:** DipHE International Business

**Interim award:** CertHE Business and Management

**Awarding institution:** UWE

**Teaching institutions:** UWE

**Study abroad:** No

**Year abroad:** Yes

**Sandwich year:** Yes

**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:** Sandwich

**Entry requirements:**

**For implementation from:** 01 September 2025

**Programme code:** N1YE23

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

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

**Overview:** The BA (Hons) International Business 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.

A core part of this programme is the requirement for all students on the programme to complete an international placement year either through a Study Year Abroad or an Internationally focussed Work Placement that provides significant international experience.

The foundation year provides students with a springboard from which to succeed in the rest of their programme. It aims to develop confidence, learning mindsets, foundational knowledge, scholarly skills, and a community and sense of belonging.

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.

this 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. This includes the sandwich year modules for placement, the study year abroad module or a work based learning module for students in employment, and a global teams live brief module enabling student the opportunity to work in global teams.

From level 4 students work in mentor groups alongside their Group Mentor and Personal Tutor, where they 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 will give you 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. Students on this programme undertake a year of international experience either through work or study.

This programme also has the following distinctive features:

**Foundation year:** A confidence-building, scaffolded, programmatic foundation year developing students key scholarly, personal and professional skills providing a solid foundation for the rest of the degree

**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 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 professional development stream, which cuts across all 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 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 requirement to engage in either a Study Year Abroad or Work Experience with a 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 placement, internship, paid work, volunteering, cross cultural team work or overseas study. with a strong focus on the development of communication skills and the of 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.

The programme supports the UWE Bristol widening participation strategy by enabling students to undertake a foundation year before progressing to level 4 of the programme.

#### 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 3 (foundational knowledge) - The foundation year is designed to support students to acquire appropriate academic skills, to start the exploration of their

professional identities, and to create a development plan. It gives students the opportunity to focus on development and confidence-building. Assessment is principally through portfolio assessments which are designed to demonstrate learning and development through the year

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:** Programme and Module leaders

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.

Mentor Groups and Personal Tutors:

As part of the programmatic design the year-long professional practice modules students are allocated to mentor groups. It is intended that, in the main, students remain in their mentor groups throughout the duration of the programme, creating peer to peer understanding and support. This integrates the personal tutors as group mentor within a taught and portfolio assessed module strand. 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.

#### Careers support:

Careers support is integrated throughout the programme and works to the UWE career framework with direct input from UWE Careers team. The UWE Careers support team provide students with extensive support in preparation for their placement. Careers also offer support on developing the skills, experience and knowledge necessary for improving employability prospects. The service provides high quality professional advice and guidance focusing on enabling students to take control of and responsibility for their own career planning and progression/development. Students can access support around finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. UWE Careers provides recruiter facing services including advertising graduate job vacancies, work experience and volunteering opportunities, and running both undergraduate and graduate internship schemes. There are also part time jobs advertised by the Student Union JobShop. There is specialist support for international students including specific resources developed for a range of countries where students are recruited from. Students are introduced to the service during the induction to the course and are encouraged to use the service all through their undergraduate programme and for three years after graduation.

#### Placement support:

Student placements are valuable because they allow individuals to gain real-world international experience and skills that increase employability in international contexts. We have a strong, growing network of placement organisations, which

enable international experience to be achieved Past students have secured roles at Rolls Royce, HP, IBM, VW, Microsoft, Maclaren F1, Disney and Lidl, all in a variety of roles with extensive international experience. Some placements have been UK based with extensive international experience, others have been taken up in a non UK context. These placements are supported both prior to and during the sandwich year by the university placements team and staff from the university's global centre to ensure that students have on the necessary foundations and support to gain maximum benefits from their placement experience

#### Study Year Abroad:

Students will also have opportunities to study overseas on courses that are taught in English and relevant to the degree and programme. The study year abroad is not a paid placement. Students are selected for this through a competitive process. Students are supported in their preparations and during the study year by our dedicated study year abroad team and by a study year abroad tutor to ensure that they gain the maximum benefits from this unique experience

#### Study Facilities:

The Bristol Business School has state-of-the-art facilities in its £55 million building within which students have access to cutting-edge learning spaces such as financial trading rooms.

The programme works closely with the University Future Space at Frenchay campus which incubates, hatches and provides growth space for robotics, biosciences and biomedicine startups and provides practice based experience from students to engage with business in development through case study and live brief

Designed with student input, the Business School building offers learning spaces for individual and group study plus conference rooms you can book. It's a space for students and businesses to come together, collaborate and form new partnerships.

In our specialist library and learning hub, business librarians manage vast collections to support students research. Attend workshops to develop your information skills or use our Study Skills.

The library and Business School both offer spaces for silent and group study and rooms you can book. You'll have access to recommended books, trade press, academic journals, and industry databases on and off campus.

### Student Advisors

For concerns of a personal nature, students can access help from Student Advisors. Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, personal circumstance procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on including, when-relevant, how to access the wider support provided by the University. This service is supplemented by extensive online resources.

### Student Union and Course Representatives

An important part of the programme is the involvement of students. Two or three student representatives are elected to serve on the Student Representatives & Staff Forum meetings that are held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. These meetings feed directly into the governance structures at the university.

### Disability Services

Support for students with learning adjustments is coordinated centrally through Disability Services. This acts as a holistic service for students and applicants to the University and also supports the academic and administrative staff.

In addition to the above The University's Student Services offers a range of services to support students during their time at university and beyond:

University Health Centre and general advice on Staying Healthy;  
Careers and employability, advice on choosing a career, and finding student and

graduate vacancies;

UWE volunteering, opportunities for students to get involved in the local community through - the Community Volunteer Programme;

Student Advisors & Counselling for anything from exam stress to homesickness and depression;

The Living Centre, for support with faith and spiritual matters;

Global student support, to help international students to make the most of living and studying in the UK;

Managing disability and dyslexia, to get help with all disability related support needs;

Money and Visas, for financial check-ups, or help with UK visas.

## Part B: Programme Structure

### Year 1

Students must take 120 credits from the modules in Year 1

#### Year 1 Compulsory Modules (Sandwich)

Sandwich students must take 120 credits from modules in Compulsory Modules (Sandwich)

Module Code	Module Title	Credit
UMCTEB-90-0	Foundational Concepts in Business and Law 2025-26	90
UMCTEC-30-0	Foundations in Professional and Personal Development Planning 2025-26	30

### Year 2

Sandwich students must take 120 credits from the modules in Year 2.

#### Year 2 Compulsory Modules (Sandwich)

Sandwich students must take 120 credits from the modules in Compulsory Modules (Sandwich).

Module Code	Module Title	Credit
UMMT8L-30-1	Entrepreneurial Decision Making 2026-27	30

UMST8K-30-1	International Business and Economic Environments 2026-27	30
UMKD6J-15-1	Principles of Marketing 2026-27	15
UMOT8M-30-1	Professional Knowledge: International Management and Organisational Behaviour 2026-27	30
UMAT6G-15-1	Using Financial Information for Business 2026-27	15

**Year 3**

Sandwich students must take 120 credits from the modules in Year 3.

**Year 3 Compulsory Modules (Sandwich)**

Sandwich students must take 120 credits from the modules in Year 3.

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

**Year 4**

Sandwich students must take 15 credits from the modules in Year 4.

**Year 4 Optional Modules - Placement (Sandwich)**

Sandwich students must take 15 credits from the modules in Optional Modules - Placement (Sandwich)

Module Code	Module Title	Credit
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UMCT8T-15-3	Study Year Abroad Learning 2028-29	15
UMCT6K-15-3	Practice-Based Learning Year 2028-29	15

### Year 5

Sandwich students must take 105 credits from the modules in Year 5.

### Year 5 Compulsory Modules (Sandwich)

Sandwich students must take 15 credits from the modules in Compulsory Modules (Sandwich)

Module Code	Module Title	Credit
UMOT6W-15-3	Social Value and Sustainability for Business 2029-30	15

### Year 5 Optional Modules (Sandwich) - List A

Sandwich students must take 30 credits from the modules in Optional Modules (Sandwich) - List A

Module Code	Module Title	Credit
UMMTBF-30-3	Marketing in a Digital World 2029-30	30
UMOTAW-30-3	Humans vs AI: Leading and managing change for future organisations 2029-30	30
UMSTBH-30-3	Global Supply Chain for Advanced Strategy 2029-30	30
UMETBE-30-3	Cross Border Trade Development and Migration 2029-30	30

### Year 5 Optional Modules (Sandwich) - List B

Sandwich students must take 30 credits from the modules in Optional Modules (Sandwich) - List B.

Module Code	Module Title	Credit
UMATBJ-30-3	Financial Management and International Finance 2029-30	30

UMMTBK-30-3	Brand Evolution: Identity, values and market edge 2029-30	30
UMSTAX-30-3	Project Management with Data Analytics 2029-30	30
UMPTBP-30-3	Transformation of work 2029-30	30

### **Year 5 Optional Modules - Professional Development (Sandwich)**

Sandwich students must take 30 credits from the modules in Optional Modules - Professional Development (Sandwich)

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UMST9B-30-3	Professional Development : Contemporary Enterprise and Innovation 2029-30	30
UMOT6X-30-3	Professional Development : Consultancy 2029-30	30
UMST9A-30-3	Professional Development : Business Simulation 2029-30	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 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

It is the Award Board's responsibility to determine whether the student's attainment at FHEQ Level 3 is sufficient to progress to Level 4.