University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England (UWE)
Teaching Institution	University of the West of England (UWE) Marketing Institute Singapore Training Centre The British College (TBC) The Trade Tower Thapathali, Kathmandu, Nepal
Delivery Location	University of the West of England (UWE) Marketing Institute Singapore Training Centre The British College (TBC) Thapathali, Kathmandu, Nepal
Faculty responsible for programme	Faculty of Business and Law (FBL)
Department responsible for programme	Bristol Business School
Modular Scheme Title	n/a
Professional Statutory or Regulatory Body Links	*n/a*
Highest Award Title	MSc International Management
Default Award Title	*none*
Fall-back Award Title	*none*
Interim Award Titles	PG Diploma International Management PG Certificate International Management
UWE Progression Route	n/a
Mode(s) of Delivery	FT
Codes	**UCAS:**	**JACS:**
	ISIS2: N14512 N14512 N14E12 (TBC, Nepal) N14D42 (MISTC)	**HESA:**
Relevant QAA Subject Benchmark Statements	Business and Management	

First CAP Approval Date	CAP 26 March 2015	Valid from	September 2015
Revision CAP Approval Date		Revised with effect from	
Version	*4*		
Review Date	September 2021		

Part 2: Educational Aims of the Programme
This Masters in International Management is designed for those who have recently completed their undergraduate degree and who wish to progress to a career in management, in an international context, either within a corporation, government, or an international organisation.

Part 2: Educational Aims of the Programme

Prospective students may not have significant work experience, and their initial university education may have been in any discipline.

The primary aims of the programme are to:

- equip students with an advanced understanding of concepts, and current and pervasive issues in international business and management
- develop the analytical and research skills needed to make reasoned and creative contributions to improve business and management practice
- prepare students for a career in international business and management by extending their personal and interpersonal skills
- provide a forum for the exchange of information and ideas among participants with the intention of broadening their experience and enhancing their ability to work with other people
- gain experience of working with people from different nations, cultures, and academic backgrounds
- enhance lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large
- facilitate the exposure of students to global business practices and to provide the possibility of work experience

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The programme is structured to provide a broad functional coverage of business and management, but is also designed to help students establish some autonomy over the content of their degree. The provision of an elective and a substantial dissertation encourage students to pursue their own specific interests in international business and management.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

This section should set out what a student is expected to know, understand and be able to do on successful completion of the programme. It will be particularly important for a approval panel to be able to judge the extent to which these reflect the Educational Aims set out in Section 2.

The Learning Outcomes should be set out under the following four headings:
A. Knowledge and Understanding (subject specific)
What a student, on successful completion of the proposed programme (or at different stages within it) is expected to know and understand about the subject.

B. Intellectual Skills (generic)
Those cognitive skills which a student is expected to be able to demonstrate upon successful completion of the proposed programme, eg critical thinking, analysis, synthesis of different types of information, evaluation, problem solving, application and testing of hypotheses, etc.

C. Subject/Professional/Practical Skills (subject specific)
Any subject specific, professional or practical skills which are expected to be developed by a student successfully completing the programme. They may include skills of manipulation or observation (eg in a laboratory or field setting), design, production, or may be related to researching (a topic or problem), using and processing information or analysing textual content etc.

D. Transferable Skills and other attributes (generic)
An indication of the generic skills which successful completion of the programme is likely to enhance, eg key skills of numeracy, communication, ability to use information technology and learning to learn.

Where work-based or work-place learning is an intended part of the proposed programme, the team will need to ensure that the learning outcomes are clearly articulated and contribute to the overall aims of the programme.

Learning outcomes with an Education for Sustainable Development (ESD) context should be highlighted. There is no expectation that all modules within a programme will consider ESD but in order to meet the expectation that a programme will consider ESD modules at each level of study must explicitly consider ESD.

Part 3: Learning Outcomes of the Programme								

Learning Outcomes:	UMSCQV-15-M	UMAD47-15-M	UMSCQX-15-M	UMSD3M-15-M	UMOD48-15-M	UMKD49-15-M	UMSCCQ-15-M	UMSCDB-60-M
(A) Knowledge and understanding of:								
Markets – the development and operation of markets for resources, goods and services						√		√
Customers – customer expectations, service and orientation						√		√
Finance – the sources, uses and management of finance; the use of accounting and other information systems for managerial applications		√						√
People – the management and development of people within organisations			√		√			√
Operations – the management of financial, information and human resources, and operations and their impact upon organisations		√	√	√		√		√
Communication and information technology (CIT) – comprehension and use of relevant CIT for application in business and management		√				√		√
Business policy and strategy – the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests				√			√	√
Pervasive issues – these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management	√		√				√	√
(B) Intellectual Skills								
being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise, and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately	√	√	√	√	√	√	√	√
being able to solve complex problems and make decisions; establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions	√	√	√	√	√	√	√	√
numeracy and quantitative skills including the development and use of relevant business models	√	√	√	√	√	√	√	√

Part 3: Learning Outcomes of the Programme

Learning Outcomes:	UMSCQV-15-M	UMAD47-15-M	UMSCQX-15-M	UMSD3M-15-M	UMOD48-15-M	UMKD49-15-M	UMSCCQ-15-M	UMSCDB-60-M
the ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting	√	√	√	√	√	√	√	√
using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and	√	√	√	√	√	√	√	√
effective use of ICT	√	√	√	√	√	√	√	√
effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports	√	√	√	√	√	√	√	√
effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management	√	√	√	√	√	√	√	√
leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring	√	√	√	√	√	√	√	√
ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices	√	√	√	√	√	√	√	√
(D) Transferable skills and other attributes								
high personal effectiveness	√	√	√	√	√	√	√	√
critical self-awareness, self reflection and self-management	√	√	√	√	√	√	√	√
time management	√	√	√	√	√	√	√	√
sensitivity to diversity in people and different situations	√	√	√	√	√	√	√	√
ability to continue to learn through reflection on practice and experience	√	√	√	√	√	√	√	√
encourage effective performance within a multi-national / multi-cultural team environment and recognise and utilise individuals' contributions in group processes	√	√	√	√	√	√	√	√

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

The range and composition of modules that make up the first term serve to provide a broad based understanding of a range of strategic management subjects, along with an understanding of how to gain and use financial and other management information. Students also learn about the development of appropriate policies and strategies within a changing environment, to address a range of stakeholder interests. The International Management module provides students with the broad contextual understanding necessary to be effective managers in an international business environment.

In their second term of study, students develop their knowledge of the management of resources and operations. They learn about the development and operation of markets for goods and services and how to meet customer expectations. Students also engage further with knowledge about pervasive issues such as sustainability, corporate social responsibility and globalization. In addition to these subjects students can start to further develop their particular interests through the selection of an elective module.

With the conclusion of the second term, the taught element of this programme is complete and students seeking the degree of MSc International Management embark on their dissertation. This programme provides for a dissertation with placement or without. The placement component is optional and awarded to interested students on a merit basis. Both this module and the placement provision are conceived as means of enhancing their employment opportunities through work experience and the development of related practical skills. The dissertation modules allow students the opportunity to investigate in depth an issue that is of particular interest to them. The choice of topic is made in submission of a proposal and students then work independently, but with advice and guidance from their allocated supervisors, to complete their projects.

Given the internationalization aims of the FBL and world-wide base from which this programme recruits, there are two intakes per annum: 1) September and 2) January. This provides greater flexibility for students.

TEACHING, LEARNING ASSESSMENT

This programme is designed in support of the University Learning and Teaching and Assessment Strategy which is designed to underpin all programmes. The vision for this strategy, detailed below, is reflected by TBC's delivery, namely:

'We will become an inclusive and welcoming learning community, actively engaged with global society and based on values of mutual respect, critical engagement and self-awareness'

The strategy contains 6 key aims, each with a number of objectives, which are linked and build cumulatively on each other. The aims are listed below:

1. To be a university that is learning centred in all that it does.
2. To develop approaches to learning, teaching and assessment that are underpinned by shared values and ethical frameworks, sound health and safety practices and informed by research and professional practice.
3. To develop inclusive, flexible and accessible curricula, learning spaces and resources that enable personalized learning in campus, placement and work-based settings.
4. To provide diverse modes of assessment both for and of learning.
5. To develop learners who know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self- employed professional and entrepreneurs in global settings and as global citizens.
6. To develop self-critical learners who value others as collaborators in their learning and co-constructors of knowledge and its exchange.

The strategy is designed to be continuously evolving and provides a base for further refinement and development. An important reality check for the statements above is the extent to which students enrolled on programmes can verify their experiences of learning, teaching and assessment in the light of the

strategy aims and objectives. Feedback from students through module and programme evaluations and programme management committees is critical to the successful achievement of our vision.

The teaching and learning and assessment strategy of UWE, which is reflected by TBC, encourages students to take responsibility for aspects of their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles, academic level and according to the nature of the learning outcomes the students are expected to meet. Ultimately, the aim of this programme is to enable students to progress to a high level of autonomy in learning and thus engender life long learning within a socially inclusive environment.

To achieve this, a variety of learning approaches have been integrated throughout the programme with an overall emphasis on active student participation. Guided learning (including lectures, tutorials, seminars, workshops, visiting speakers, on-line and networked learning, electronic workshops and conferencing, case studies), group learning and independent learning are used throughout the programme. In the majority of modules teaching contact accounts for less than 20% of the student learning hours associated with the module.

The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage creative thinking. Thus many of the approaches used, including those that are case based, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus. Group learning approaches also challenge students in a number of ways.

Teaching is based on research literature, professional experience and significant use of debate and discussion. Through didactic pedagogy students are challenged to defend their thinking. The dissertation allows students to explore a substantial issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner.

Assessment is an integral part of the teaching and learning process. The range of assessments indicated have been incorporated to:
- test the students' ability to integrate concepts theories and practice;
- ascertain their learning strengths and weaknesses and continuing development needs;
- expose students to a variety of assessment methods in order to promote the growth of their life-long learning skills;
- test students' level of skills development.

Teaching and administrative staff would be alerted to SEDNA issues through the appropriate channels provided by the BBS and would be dealt with accordingly.

LEARNING RESOURCES
All modules have a handbook which provides students with a ready resource guide. Typically, this handbook outlines the specific lectures and seminars, and draw on publications and research from academic, industry and international organisation communities.

STUDENT SUPPORT AND GUIDANCE
Student support is provided by academic staff, usually module leaders, for all issues relating to the content and delivery of the module. The Programme Team (academic, administrative and the TBC Student Advice Centre) provides timely, accurate and confidential advice where necessary on all aspects of the provision including that relating to fees, assessment arrangements, extenuating circumstances procedures, option choice, timetabling and so on, as well as where and how to access the support provided by the University. The Programme Manager and tutors are also responsible for ensuring the collection of, and response to, student feedback using student representatives and Staff Student Programme Liaison Groups

Additional support is provided through library and ICT facilities.

Description of any Distinctive Features
The programme is designed and delivered within a postgraduate modular scheme which allows credit accumulation and flexibility. As entrance requirements do not specify a particular academic background, it can be anticipated that cohort composition may be heterogeneous and vary over time. In consequence this

Part 4: Student Learning and Student Support

programme has been designed, in part, to address these characteristics.

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Assessment Strategy

The assessment strategy comprises of formal tutor assessment, informal tutor assessment and informal peer review and feedback. Formal testing of the knowledge base, intellectual, subject specific and transferable skills is through a combination of unseen and open book examinations, supervised mini-projects, essays, and presentations. Informal testing of intellectual, subject specific and transferable skills is through class interaction during work on current academic research and understanding, case studies, practical exercises and experiential exercises.

This award supports the University's assessment regulations and its requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used in controlled and non-controlled conditions assessment are: invigilated timed assignments including examinations, presentations, in-class tests, self and peer assessments, individual and group projects and supervised mini-projects and dissertations.

Assessment Map

The programme encompasses a range of **assessment methods.** These are detailed in the following assessment map:

Assessment Map for *MSc International Management*

Please enter a 'G' next to Comp letter if group work . eg. A (G)		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules	UMSCQV-15-M			A (35)				A (65)			
	UMAD47-15-M								A (100)		
	UMSCQX-15-M	A (50)						B (50)			
	UMSD3M-15-M						A (25)	B (75)			
	UMOD48-15-M							A (100)			
	UMKD49-15-M	A (100)									
	UMSCCQ-15-M	A (50)						B (50)			
	UMSCDB-60-M									A (100)	
Option Modules	UMOCB6-15-M						B (50)		A (50)		
	UMMC9V-15-M							A (G) (15) A (10)	B (75)		
	UMKC8P-15-M	A (100)									
	UMSCQY-15-M	A (50)						B (50)			
	UMMDF7-15-M							A (50)	B (50)		

Part 6: Programme Structure MSc International Management

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
level and credit requirements
interim award requirements
module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	• Strategic Analysis UMSCQV-15-M • Managing Finance UMAD47-15-M • International Management UMSCQX-15-M • Management Research UMSD3M-15-M • People and Organisations in an International Context UMOD48-15-M • Delivering Customer Requirements UMKD49-15-M • Globalization UMSCCQ-15-M • Dissertation: International Management (60 credits) UMSCDB-60-M	*Subject to availability* • Leadership UMOCB6-15-M • Project Management UMMC9V-15-M • Global Marketing UMKC8P-15-M • Asian Management UMSCQY-15-M • Digital Business Information Systems UMMDF7-15-M	• PG Certificate International Management 60 credits, including International Management UMSCQX-15-M or Globalization UMSCCQ-15-M • PG Diploma International Management 120 credits, including International Management UMSCQX-15-M or Globalization UMSCCQ-15-M Target Award: • MSc International Management 180 credits - including International Management UMSCQX-15-M or Globalization UMSCCQ-15-M

GRADUATION

Part time:
The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student.**
Copy the diagram above, but indicate the structure in terms of Year 1.1, 1.2, 2.1, 2.2 and 3

Part 7: Entry Requirements

This Masters in International Management is a career entry generalist programme that primarily aims to attract students from any first-degree discipline, with little or no work experience.

Normally applicants are expected to have a 2:2 honours degree or equivalent academic qualification. If this is not the case, applicants must have, a) successfully completed some form of post-18 education and be able to demonstrate at least two years management experience, or b) have a recent GMAT score of at least 550

Where the undergraduate degree was not gained in the UK a language qualification is usually required: IELTS 6.5,

The programme supports entry with Accredited Learning and Accreditation of Experiential Learning where appropriate

Part 8: Reference Points and Benchmarks

The programme design reflects:

- *Subject benchmarks (QAA Unit in Business and Management - QAA benchmarks for Postgraduate Management Programmes – 2007)*
- *Descriptor for a qualification at Masters (M) level: Masters degree – extracted from the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, January 2001*
- *The University's Mission Statement (UWE)*
- *University teaching and learning policies: UWE and Bristol Business School Teaching and Learning Strategy*
- *The SEEC Credit Level Descriptors 2001*
- *Bristol Business School Review of Postgraduate Programmes 2007*

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator. Other sources of information are:

- UWE and TBC Postgraduate Prospectus/website
- Student Handbook

The University's Disability Statement

The UWE's philosophy is to integrate provision for disabled students within the services offered to all students at the University and so remove the barriers that can be disabling, TBC's philosophy reflects this. Both UWE and TBC aim to provide an inclusive educational experience and so to respond fully to the spirit as well as the letter of current legislation in the UK and in Nepal as appropriate.

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