



Programme Specification

Business and Human Resource Management {Top-Up}

[INTUNI]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Business and Human Resource Management {Top-Up} [INTUNI]

Highest award: BA (Hons) Business and Human Resource Management

Awarding institution: UWE Bristol

Affiliated institutions: International University, Vietnam

Teaching institutions: International University, 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 2027

Programme code: NN2Z13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The BA (Hons) Business and Human Resource Management (top up) at International University combines a current and integrated practice based business education covering the main disciplines and operational areas of business with a specific specialist focus on the field of Human Resource Management. The degree offers study of both business and specialist Human Resource Management modules covering a range of perspectives, principles, practices and contemporary issues, alongside support to proactively develop personally, professionally, and academically.

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, engaging with real world problems, related to Vietnam and internationally, and organisations across a range of modules and subjects. This final year programme consists of heavily practice focussed 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.

Students are supported to proactively 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 proactive professional development.

Features of the programme: For students who are interested in developing a specialist knowledge of people at work and how organisations manage their human capital from recruitment, through operations, information systems, rewards and performance management.

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 from ethics, and sustainability. This provides students with practical insights. The top-up has been designed through engaging closely with employers, entrepreneurs, and professional bodies to offer insights into global people management. 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 the year of the programme and is embedded as a core module in the curriculum. 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 UWE'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 extends to learners on this programme in Vietnam.

The BA (Hons) Business and Human Resource Management (top up) actively seeks to provide personalised experiences for Vietnamese learners, grounding student learning in the Human Resource Management aspects of organisations and 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.

Student achievement is supported by a clear professional practice and personal development strand, which imparts key transferable skills and an entrepreneurial mindset over the year; facilitating the transition into, through, and beyond the programme, and underpinning 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 human resource management of for profit and not for profit organisations.
3. Develop students’ independent thinking and informed understanding of critical contemporary business and HRM issues, theoretical debates, and techniques 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 or Human Resource 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 Human Resource Management and the roles and responsibilities of organisations and managers in diverse cultural and global contexts when managing people.

PO2. Critical analysis

The 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 the HRM profession, and a 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 specifically, but not only, in the functional areas of human resource management, 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 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 and managing people.

Assessment strategy: The programme's assessment strategy emphasises subject knowledge and practical and professional skills within business, and Human Resource management environments. 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 a broad mix of assessment types, using 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) including set exercises, 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 business and HR 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 and HR related issues.

4. Academic and Professional development portfolio of evidence demonstrate that students have developed the required professional skills and attributes for a career in HR and 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: International University Vietnam provides a broad range of services designed to support students' academic progress, wellbeing, and future employability. Counselling and psychological services are available to help students

address challenges related to study, personal issues, social relationships, and general psychological wellbeing. A variety of themed counselling sessions have been developed.

Career orientation and employment support are delivered through job information services and structured connections with employers. Recruitment opportunities for current students and graduates are facilitated through partnerships with agencies and private organisations. A central component of this activity is the annual Career Day, which offers opportunities for students to meet employers and gain insights into professional expectations.

Educational guidance includes regular communication of scholarship opportunities—both domestic and international—to help students finance their studies. Academic support also extends to a structured process for monitoring student progress, first year orientation, and the Student Advisor Programme. Additional student engagement is supported through the Student Association and Youth Union.

Library provision is extensive, with dedicated spaces for self study, group work, and computer access. As part of the Vietnam National University network, students benefit from access to a large shared collection of printed books, journals, theses, and extensive electronic databases including over 26,000 e journals and 20,000 e books. Access is available onsite or remotely via individual accounts.

Teaching and learning are further supported by specialist laboratories and IT facilities across departments, equipped with subject specific software.

Overall, the institution provides comprehensive academic, personal, and career related support built on strong infrastructure and extensive learning resources.

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 academic and professional

development module students are allocated to mentor groups. It is intended that students remain in their mentor groups within this module 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 through out the programme and works to the UWE career framework with direct input from UWE careers team. The UWE Careers support team 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 programme and for three years after graduation.

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

The student must take 90 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
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UMPTHM-30-3	Academic and Professional Development: Strategic Human Resource Management 2027-28	30
UMPDYV-30-3	Stakeholder Engagement and Talent Development 2027-28	30
UMPDYW-15-3	Sustainable International HRM 2027-28	15
UMOTHK-15-3	People and Organisations 2027-28	15

Year 1 Optional Modules

Students must take 30 credits from the modules in Optional Modules.

Module Code	Module Title	Credit
UMPTBP-30-3	Transformation of work 2027-28	30
UMOTBN-30-3	Coaching and Mentoring in Organisations 2027-28	30
UMSTAX-30-3	Project Management with Data Analytics 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, with a particular focus on the management of human resources. It offers a diverse 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 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