**BA (Hons) International Business (Top Up) Programme**

**Faculty of Business, Law & Social Sciences (BLSS)**

**Business School**

**Department of Strategy, Marketing & Economics (SME)**

## Section One

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| Programme Philosophy | |
| We live in a global business world with companies operating and trading across national borders. The goal of the BA (Hons) International Business (Top Up) programme is to prepare and develop you for a career in international business which will enable you to take advantage of opportunities in an increasingly internationally mobile employment and enterprise market. Specifically, it will prepare and develop a solid understanding of business and management issues in the context of the global economy, whilst building the key intellectual and vocational skills that will prepare you for a career in international business. It is designed to give you the requisite knowledge and understanding of organisations and the international business environment in which they operate.  This is a programme with a truly international focus and you will develop a wide range of cognitive and intellectual skills. In addition you will develop the competencies specific to business and enterprise by studying and working with people from across the world. The programme is aimed at students within the UK and from other countries who wish to pursue a course in business studies characterised by a core theme focussing on the international business environment. The programme is also appropriate for those who wish to pursue a career in industry, commerce, the public sector or the voluntary sector where an understanding of the functional areas of organisations is required.  The programme enables you to succeed in many business environments at both national and international level, by maximising your communication and people skills and developing your problem-solving capabilities. It will boost your employability and entrepreneurial strengths, as you work with people from diverse cultural backgrounds. Specifically, the programme will:   * Equip you with an in-depth understanding of business theory and the ability to apply business theory and practice in a variety of international business environments and situations; * Develop your key transferable skills that are essential to a career in international business; * Provide you with the opportunity to develop practical knowledge through blended-learning   In this programme you will be able to develop an understanding of a wide variety of activities, functions, professional skills and the powerful critical awareness that careers in today’s business demand in the global business environment. Learn through group presentations, live projects and business case studies. This top up programme will equip you with the practical skills, enterprising attributes and attitudes required to make an immediate impact on business organisations operating in international contexts and the global economy. Recognising the importance of international business in a global economic environment, the programme will offer you the conceptual knowledge and understanding to help you shape organisations in the rapidly changing global environment, such that you can make a long-term difference.  Throughout the programme you will be developed into a work-ready graduate, equipped with a range of intellectual, enterprising and employability skills, together with competencies specific to international business and global enterprise. You will be given real business scenarios to put your learning to the test, as well as the knowledge of international strategic management, to help you understand business on a global scale. It will also develop your core behaviours through learning activities that enable you to practise, exhibit and develop confidence in enterprise. Our staff have worked all over the world, and bring experience from the aerospace industry, the textile industry and multimillion-pound conglomerates, among many other industries. This will provide you with an opportunity to pursue a specialised career in international business. | |
| Programme Aims This section articulates the programme aims framed by the five themes of the Academic Plan. The programme is also developed within the context of the QAA Subject Benchmark statement for Business & Management (July, 2015), which specifies the need for subject knowledge as well as understanding and skills in relation to organisations, the business environment and management. Each of these is set within an international business context. | |
| 1. Pursuing Excellence | The programme will provide you with education and understanding of the fundamental and ethical principles of business concepts, theories, ideas and tools, and their application to a wide variety of business problems. This encapsulates the enterprising behaviours, attributes and skills needed for a rapidly changing business environment. It aims:   * To develop you to integrate academic theory and practice and to be able to apply this knowledge and understanding to international business scenarios; * To stimulate you to produce critical and creative business solutions and make decisions in a variety of business contexts, locally, regionally, nationally and internationally. * To foster an understanding of approaches to evaluate the effectiveness of business activity in general and in global context, in particular. |
| 1. Practice-led, knowledge-applied | The programme aims to provide you with a firm foundation about the practice of business systems and to develop the relevant skills for the constructive use of that knowledge in a range of global settings. Specifically, the programme aims:  * To develop your ability to apply your understanding of organisations, their operations and processes, the business environment and contemporary global management issues, to the solution of specific theoretical and applied problems in business cases;  To develop your confidence and competence to be analytical, intuitive, responsive, flexible, and creative;  * To foster your ability to be attuned to the international business environment and business needs through practical learning, curricular and extra-curricular experiences. |
| 1. Interdisciplinarity | The programme aims to provide you with critical understanding of the multiple dimensions of dynamic businesses, operating in global contexts: their interconnections and integration of broader subject specialisms in a multidisciplinary environment.Specifically, it aims:   * To provide you with the opportunity to develop additional specialist skills in analysing business operational, marketing and management situations and devise approaches that may improve performance of the business aspects of an organisation in the international context; * To provide you with the skills that will enable you to identify accurately the business issues which require research, and apply appropriate methodologies using a variety of sources. |
| 1. Employability-driven | In preparing you for employment as a business professional, or as an entrepreneur who works in international business contexts where your subject knowledge and analytical skills are useful, we aim:   * To develop your core behaviours and attributes for enterprise through applied learning activities and attainment of enhanced socially and economically valuable attitudes, expertise and skills. * To develop you with a wide range of skills and attributes which equip you to become an effective global citizen and business professional. * To encourage you to have positive and critical attitudes towards change and enterprise, so as to reflect the dynamism and vibrancy of the business environment. |
| 1. Internationalisation | In the increasingly globalised world this programme has a truly international focus and you could be studying and working with people from across the world. Specifically, we seek:   * To develop your knowledge and understanding of contemporary local and global economic landscapes, and diversified cultural contexts. * To foster your appreciation of the global economy and the cultural diversity of other countries, and the impact of diversity on business strategies and operations. * To develop and enhance your range of general transferable intellectual and study skills, which will also equip you to become effective and responsible global citizens. |

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| Programme Learning Outcomes |
| On successful completion of this programme you will be able to:   1. Demonstrate a critical knowledge and understanding of the international business environment in which business professionals operate. 2. Identify, critically evaluate and apply theories of international business. 3. Apply practical knowledge of doing business in an international setting, including financial, legal and regulatory requirements. 4. Collect, analyse, and critically evaluate information and data on international markets and firms. 5. Critically evaluate and suggest solutions to decision making problems facing managers of international firms. 6. Critically evaluate and appraise the context of business decision making, including international policy constraints and external influences, and its impact on business process and systems. 7. Use acquired skills to act independently in constructing own learning models, plan and undertake tasks, and accept accountability for own learning decisions.   These learning outcomes are consistent with the QAA Subject Benchmark Statement: Business and Management (July, 2015).  The programme learning outcomes are achieved by successively building up knowledge and understanding of the theories, methods and applications of business. This is in line with the programme philosophy whereby we ensure that successful students can make an immediate impact on the world of work whilst possessing the conceptual and methodological understanding to make a long term difference. In developing knowledge of key academic theories and concepts in relation to international business, you will develop your skills as a business professional as a preparation for employment or for postgraduate study.  The course is designed to allow progressive acquisition of knowledge and skills, as per the programme aims, and you can join it at level 5 or 6. As you progress through the programme, there is greater onus on the international context, the acquisition of detailed practical knowledge and understanding of contemporary academic and practitioner debates. The level learning outcomes for the BA (Hons) International Business (Top up) are as follows:  On successful completion of level 5 you should be able to demonstrate:   * L5.1 An ability to identify, critically evaluate and apply theories of contemporary business issues, strategies and operations. * L5.2 An ability to evaluate, and suggest solutions to, decision-making problems facing the managers of international firms, including marketing communication and supply chain management. * L5.3 An understanding of the theories, concepts and practices of entrepreneurship.   On successful completion of level 6 you should be able to:   * L6.1 Demonstrate an ability to utilise business knowledge, understanding and skills to critically evaluate and formulate evidence-based arguments and identify solutions to both defined and uncertain business problems. * L6.2 Identify, critically evaluate and apply theories of international business. * L6.3 Compose and construct effective methods of communicating international business concepts and other relevant work, accurately and reliably using a range of specialist techniques and practices. * L6.4 Critically evaluate and suggest solutions to decision making problems facing managers of international firms. |
| Programme Learning, Teaching & Assessment Strategy |
| This section explains the learning and teaching approaches, activities and experiences that your programme will offer, and the range of assessments and types of feedback and feedforward you will encounter. It will explain how these will support your continuous learning throughout the programme, and explain the shared expectations in this learning partnership. Our approach to teaching, learning and assessment seeks to develop the skills and attributes you require working in a professional environment.  Business education is about enabling students to develop their analytical, critical reasoning and creativity skills to meet the demands of the contemporary and enterprising workplace. This is particularly important for the BA (Hons) International Business programme. To achieve this, complimentary course delivery methods will be used, alongside established teaching methods. This will include, but not be limited to, the use of live projects for both teaching and assessment, opportunities to create artefacts in class as well as for assessments, and practice based case studies, again for both teaching and assessment. The application of key concepts during lectures and workshops are developed further during seminars and self-directed study. Two of the characteristics employers want from you are the “soft skills” acquired through interacting effectively in groups, and the ability to work independently. This profile of teaching and learning strategies therefore prepare you for the world of work by inculcating these transferable skills so you are able to be a work-ready graduate in the field of international business.  Throughout the course modules employ a variety of teaching methods which blend traditional didactic delivery with practical interactive application and skills development, typically through case studies, simulations, projects, critical readings, seminar exercises. Utilising both the practitioner and academic skills of the teaching team, teaching will consist of variety of different methods and in most scenarios will mirror practice. Specifically, a variety of delivery approaches will be utilised throughout the programme to manage the learning process, including large-group interactive sessions, seminars, tutorials, workshops, peer teaching and learning, project-based learning, experiments, games and technology-enabled learning. Blended learning is adopted, using a mixture of face-to-face learning with online and independent study approach. Whilst face to face sessions will vary in format including large, medium and small group interactive sessions and workshops, students will be expected to arrive to sessions fully prepared and to participate throughout. Online delivery will also be provided via the University’s virtual learning environment (VLE), which will be used to support all modules enabling students to undertake appropriate independent leaning. In addition to electronic copies of materials used during face to face sessions, the VLE will create opportunities to engage with additional content including eLearning packages, quizzes and discussion forums.  As a practice based course, sessions will usually involve the application of academic concepts and themes to real world scenarios and case studies. Case studies are used to explore concepts applied to real-world scenarios. Experiential learning is encouraged via project-based assignments. Analysis, synthesis and evaluation are developed as themes throughout the programme. The application of key concepts during lectures and workshops are explored further during seminars and self-directed study. These approaches to the learning process are supported by appropriate resources including access to business and market research data bases and written materials. The use of such resources encourages your active learning and the ability to select and make appropriate use of supporting evidence. In particular, by using these resources in active way, you will develop problem-solving skills and higher-order skills of reasoning and analysis, as well as exploring information and drawing appropriate policy recommendations.  A wide variety of assessment methods are used and throughout the programme students will be expected, with the appropriate support, to deliver both individually and in groups, reports, presentations, essays, project plans, exams (of various types) and proposals. This balanced approach to assessment furthers the programme aim to develop you as a progressive graduate, with employability and other transferable skills within a relevant business context.  You, our students, are encouraged to be active participants in the learning experience with assessment being more about evidencing your business knowledge and skills rather than just about quantifying your learning. The integration of formative and summative assessment will ensure that you have opportunities for preparation, with constructive feedback, before you are summatively assessed. Assessments will be linked to industrial applications in many cases in order to ensure a coherent progression through the level learning outcomes. They will utilise a variety of methods as identified in section two.  Feedback will be provided on a formative basis during sessions where staff will assist in practical work being undertaken. More formal feedback will also be available at appropriate times throughout the programme, supported by the personal tutor. Formal feedback will also be provided on assignments completed as part of the programme and, in addition to examination marks, additional feedback on exams will be available in a one-to-one meeting on request.  Throughout the programme, you will receive assistance for your own development through co-curriculum activities including dedicated Employability Challenge Weeks and extended induction and transition programmes. You are encouraged to identify and, with guidance, to reflect on your own learning needs and are offered the following support, as appropriate, to meet those needs:   * Course Administrators. * Departmental Undergraduate Coordinator for academic support. * Personal Tutors for academic and personal support and guidance. * Module tutors and module coordinators are available for individual student support and guidance. * Academic study skills from Learner Support tutors. * Business English support. * Employability Office. * Student services (ASK) including Careers, Disability Services, Health and Child Care, Financial advice and Counselling Services.   To increase the employability of our graduates, co-curriculum activities will be implemented utilising the BCU Graduate+ framework. This is designed to augment the subject based skills that students develop through their programmes with broader employability skills and techniques to enhance their employment options when they leave university. Throughout the programme, students will receive assistance for their own development through co-curriculum activities including dedicated Employability Challenge Weeks and extended induction and transition programmes. They are encouraged to identify and to reflect on their own learning needs and are offered the following support to meet those needs:   * Personal tutors for academic and personal support and guidance. * Module tutors and lecturers are available for individual student support and guidance. * Academic study skills from Learner Support tutors. * Business English support. * Course administrators. * Employability Office. * Student Services (ASK), including Careers, Disability Services, Health and Child Care, Financial advice and Counselling Services.   These colleagues are part of the BCU community. They will support the work we do with you, as co-producers of knowledge and understanding. To increase the employability of our graduates, co-curriculum activities will be implemented utilising the BCU Graduate+ framework, which is designed to augment the subject based skills that students develop through their programmes with broader employability skills and techniques to enhance their employment options when they leave university. |
| The Whole Experience We recognise that there are key aspects to every programme that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for your future. Below are Statements of Intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the theme, why it is important, and how your programme addresses these.   * **Widening Participation** * **Inclusivity** * **Information & Digital Literacy** * **Sustainability & Global Citizenship** * **Student Engagement** * **Partnership Engagement** * **Induction & Transition** * **Progression & Retention** * **Support & Personal Tutoring** * **Personal Development Planning** * **Employability (incl. Birmingham City University Graduate Attributes)** |

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| Widening Participation Higher education has a vital role in improving social mobility and BCU’s Strategic Plan highlights the importance of our responsibilities in regards to supporting economic, social and cultural improvement in the city region. We are committed to providing access, retention and progression for students from disadvantaged backgrounds and underrepresented groups. We do this by forging strong relationships with local colleges and schools, thereby providing defined and clear progression routes to facilitate lifelong learning. The Schools and Colleges Liaison Team plays an important role here in ensuring that talented students are attracted to the right programmes, regardless of their background. They work proactively with schools and colleges to provide master classes and campus visits. In the Faculty, our open days provide plenty of encouragement for applicants from all backgrounds to access the University and we provide bursaries to support students progressing from our partner colleges and schools. We try to deliver our programme flexibly to help students with families or other commitments. We also go to great lengths to support students during their time at BCU. All students are allocated a personal tutor and students can access a range of additional support through ASK, the University's integrated and confidential student enquiry service. Essentially, ASK is a one-stop-shop for student queries, linking students with advice on health and wellbeing, careers, finances, visas, and student records. Through our personal tutor programme, we ensure the needs of all our students are met, helping all to achieve their potential and progress through the course. Inclusivity We make every effort to ensure that BCU is an inclusive environment, where explicit consideration is given to the full diversity of our students. We provide an environment which is compliant with the requirements of the Equality Act (2010). Our curriculum is designed to ensure that all students succeed to their potential, regardless of any protected characteristics (disability, sexuality, religion, gender and/or other socio-cultural identities). Most importantly, we recognise that diversity leads to a richer learning experience for all. Where required, and where possible, learning and teaching can be adapted to the specific needs of the student, through the adaptation of delivery and teaching materials. Information & Digital Literacy JISC define digital literacies as 'those capabilities which fit an individual for living, learning and working in a digital society'. This goes beyond the ability to use technology effectively and asks us to consider the journey of many of our students as 'digital natives', in addition to supporting the development of those students who have not yet acquired these skills. As a student, you are expected to have high levels of digital & information literacy both at University and outside: it is an essential ‘life skill’ to be able to access, process and assimilate information in the broadest sense. The ability to articulate that information and to construct new understanding is also critical to graduate success. Through your programme, you are encouraged to recognise different types of information and resources, to develop your ability to question the validity of that information or resource, and to recognise the importance of both print and online resources to facilitate development of your own knowledge. Sustainability & Global Citizenship BCU is committed to integrating sustainability into the curriculum. The notion that we should all seek to find ways to reduce waste, increase recycling, and lower levels of environmental impact will be familiar, but this is a narrow view of sustainability. Our curriculum also considers sustainability in terms of its connection with global citizenship. The United Nations define global citizenship in education as; 'enabling students to develop the attributes, behaviours and skills needed to work and live in a way that safeguards ecological, social and economic wellbeing, both in the present and for future generations’. We encourage our students to live and work more sustainably whilst recognising the impact that their decisions, and actions, have on the local, national and global communities to which they belong. We have made a commitment as an institution to create graduates with a global outlook (Graduate Attributes) and each of our programmes will now include an internationalised programme aim - the inclusion of sustainability within that is a logical connection. The BA International Business Programme demonstrates internationalisation by:   * Using cultural and international experiences or knowledge as a learning resource. * Encouraging intercultural experiences, partnerships and collaborations. * Contributing to international scholarly activity and knowledge exchange. * Providing and promoting a range of accessible opportunities for international and intercultural learning. * Facilitating ongoing intercultural and international dialogue and partnerships. * Proactively developing inclusive learning outcomes, practices, skills, and/or attitudes appropriate for diverse societies, culture and individuals. * Using flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education and culture.  Student Engagement BCU is renowned across the sector for its commitment and approach to student engagement, which aligns with aim 5 of BCU’s Strategic Plan which states ‘we will become recognised as the sector leader for student engagement’. We are committed to the notion that your full participation in all aspects of University life facilitates a more coherent, active and vibrant learning community, which increases your sense of ownership of your learning experience (both at programme and institutional level) which, in simple terms, leads to better student satisfaction levels. For example, there are significant opportunities for you to participate in OpportUNIty student engagement initiatives, which operate through a partnership between the University and Students’ Union.  The aim is to enable students to work as co-designers and collaborators with staff on projects that strengthen the development of the University learning community and enhance the student experience. There are also opportunities to participate in Student Academic Partner [(SAP)](https://icity.bcu.ac.uk/celt/student-engagement/SAP-Projects) projects and for initiatives related to Student Academic Mentoring [(StAMP)](https://icity.bcu.ac.uk/celt/student-engagement/StAMP-Projects). Our [Student Engagement Policy](https://icity.bcu.ac.uk/Notice/Student-Engagement-Policy) gives further insights to the University's expectation of what engagement should like and feel like for students at both undergraduate and postgraduate level.  Programme mentors are also in utilised, providing a valuable learning resource for students, and benefits for all stakeholders. For the employed mentors it strengthens their interpersonal, communication and team working skills that will aid their employability through these enhanced softer skills. For the mentees, they have a peer that is appreciative and knowledgeable of the issues they face. They can become a guide to the resources that students need to be successful. This partnership aids attainment, helping students to realise their potential.  In addition, the programmes undertake co-curriculum activities such as the study trips, internships and placements. These provide students with the opportunity to work with a wide variety of organisations, with the projects equally valued by both students and the organisations alike. This opportunity aids a student’s employability, enhances their learning and improves their confidence, with evidence to show that many organisations adopt some of the ideas and concepts presented, Partnership Engagement Engagement with partners is a key BCU priority which features strongly in BCU’s 2020 Strategic Plan. Our partners are students, as are the wider educational community, and external stakeholders such as employers and cultural/social organisations. Through our partnership working, we aspire to be recognised in the region as a collaborator supporting economic, social and cultural improvement in the city region. Our students are our most important partners and we try to involve students in every level of decision making within the University. We are committed to building on the strong partnerships with education providers in the city and region and try to be pro-active in developing relationships with our local schools and colleges. Employers are particularly valued partners, advising us on our curriculum developments, providing work experience opportunities for you, and contributing to your learning and teaching activities. Our overseas partnerships often result in opportunities for you to mix with students from different countries and to gain different perspectives, as well as opportunities to undertake a period of study overseas. Induction & Transition Coming to University for the first time is exciting but it is also very different from attending school or college. We know that some students struggle to adjust to the freedom and independence of University education but our induction and transition support helps you to adapt to the different experiences you will have, enabling you to develop independent learning skills that enable you to be successful on your programme and prepare you for graduate level employment/further study. To help our students settle in, the university runs a detailed programme that helps students with the following:   * *A range of pre-programme activities that allows new students to meet their teaching team and fellow students.* * *Identification of support mechanisms to aid transition.* * *Social activities.* * *Tailored programmes for level 5 and level 6 to address specific issues such as placement support, career planning.* * *Identification of resources to prepare students for autonomous learning and help them to set short, medium and long-term goals for their own academic and personal development.*  Progression & Retention We want all students to succeed to their potential so they get the most from their study at BCU and progress successfully through the academic year. We try to provide the best learning and assessment experiences we can to help you achieve this. Your education is a partnership. We can provide you with learning materials, guidance and stimuli, but you won’t succeed unless you engage with the University and take full advantage of everything it has to offer. For this reason, we do monitor your attendance and try to help if we notice you are not attending regularly. To help students a series of measures are in place for all programmes. This include but are not limited to:   * *Proactive monitoring of engagement through attendance and participation* * *Specified personal tutor review meetings* * *Peer support through the mentor programme* * *Tutorial support for all modules* * *Emphasis on the importance of pastoral care amongst all staff.*  Support & Personal Tutoring Every student has a Personal Tutor. Your Personal Tutor is there to advise you on your academic progress and can also direct you to additional help, if you need it. You can expect to meet your Personal Tutor for formal meetings three times a year but he or she will also be available if you need additional help or guidance. In addition, every School also has a Student Success Adviser, a recent graduate who has also experienced life as a BCU student. If you are having any problems, your Student Success Adviser can also help you. The University as a whole offers an array of support, such as the Centre for Academic Success, Careers, child care, financial advice, health and wellbeing, visas and immigration, and student mentoring. All of these services can be accessed direct or via our ‘one-stop-shop’, ASK. Personal Development Planning Personal Development Planning (PDP) enables you to be in control of your own future by reflecting on your progress to date and making changes for the future. At BCU we provide structured opportunities for you to become more self-aware, more aware of how to learn and how to improve personal performance, and more able to cope with the transition to your chosen career. Options choices allow you, our students, to choose a specialism that not only aids employability but also caters for your interests.  **Employability (incl. Birmingham City University Graduate Attributes)**  The BA (Hons) International Business programme provides its graduates with a set of attributes which prepare them for their future careers. The BCU Graduate is:   * Professional and work ready; * A creative problem solver; * Enterprising; * Has a global outlook.   The Faculty of Business, Law and Social Sciences is committed to practice-led learning and teaching that will give you experiences of the world of work through a range of activities which could include work placements, voluntary work, live projects, problem-solving, case studies, visits to businesses and social enterprises. These experiences will contribute towards the BCU Graduate Attributes that will prepare you for graduate level employment. The global outlook attribute is clearly an integral part of all elements of an International Business top up programme. Modules will have an explicit focus via teaching and assessment on doing business in an international context, with a view to understanding international organisations, global management practices, and the international business environment in which firms operate; see course overview and aims for more details on this.  In addition, the University has introduced the BCU Graduate+ programme, which is an extra-curricular awards framework that is designed to augment the subject based skills which you develop through your programme with broader employability skills and techniques that will enhance your employment options when you leave university. The key components of the programme are:   * A personalised approach for each student; * Each student will complete a range of activities and build CPD points towards completion of the award. Recognised activities will include cross-University opportunities, career development, ‘employability’ activities delivered within faculties, part-time work experience, volunteering and community action. * All elements will be clearly linked to the University’s new graduate attributes   Given the scope of the programme employability is embedded throughout and is linked to every module. It is a core ethos of the programme and is evidenced in the programme philosophy, approach to teaching and learning, as well as underpinned by co-curriculum activities. |

## Section Two

This section addresses the key regulatory and quality assurance requirements for validation. The programme learning map tracks the programme level learning outcomes, credit structure and (where appropriate) KIS data, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme.

The BA (Hons) International Business Top Up takes student directly onto level 5, with previous work experience or credits accumulated elsewhere. The programme makes use of compulsory modules in strategy, marketing operations and entrepreneurship at level 5, and this is developed with a further modules focusing on the international economy at level 6. The programme overview is outlined below.

**Programme Overview**

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| 5 | Level 5 Transition Programme - 2 weeks | | | |
| S1 | Contemporary Business: Practice and Solutions | Business Strategy | Business Operations |
| S2 | Marketing Communications Planning | Business Entrepreneur | Supply Chain Management |
| 6 | Level 6 Transition Programme - 2 weeks | | | |
| S1 | Innovative Thinking in Organisation Development | Business Process & Systems | e-Business |
| S2 | One Planet Business | International Business | Contemporary Global Management Issues |

Table 1: BA International Business Programme Structure

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| **Level 5** Core Modules | **Core A**  **Contemporary Business: Practice & Solutions** | **Core B**  **Business Strategy** | **Core C**  **Business Operations** | **Core D**  **Marketing Communications Planning** | **Core E**  **Business Entrepreneur** | **Core F**  **Supply Chain Management** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 |
| Assessment method | Portfolio | Portfolio (Poster/Exam) | Portfolio (Group presentation -25%;  Closed book written exam - 75%) | Exam | Portfolio (Elevator Pitch/Group Report) | Close book Exam |
| Assessment scope | A paper; participation of a Group debate; A reflective paper - equivalent of 3000 words | A2/Open Book 1 hour exam | 15 minutes  2 hours (required by professional body) | Time release exam | 5 minutes/4000 words for group | 1.5 hours |
| Semester | 1 | 1 | 1 | 2 | 2 | 2 |
| Assessment week | During the module taught period and week 15 | Week 15 | Week 15 | Exam period | Week 15 | Exam period |
| Feedback scope | Oral and written | Oral and written | Oral and written | Written | Oral and written | Written |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Standard blended |
| Learning Outcomes | Choose and apply appropriate conceptual strategic management models and frameworks to analyse differing external environment and organisational scenarios. | Present appropriate strategic management models and use them to analyse organisational scenarios for a given small business | Evaluate the role and contribution of the operations function in modern businesses | Assess and select the most feasible marketing communications method(s) applicable to a given business scenario | Demonstrate an understanding of theories, concepts and practice of entrepreneurship. | Understand modern supply chain management principles and practice, including the evolution of modern supply chain management theory. |
| Generate, evaluate and justify specific views for differing organisational scenarios | Apply and evaluate Apply and evaluate strategic options for different organisations for a given business case and defend strategic choices using appropriate data | Demonstrate an understanding of business operations’ theories, concepts and practices | Create and present a fully justified, viable marketing communications campaign in response to a given marketing scenario | Explore current trends and issues in Entrepreneurship and Small Business literature. | Discuss and explain the process of supply chain management decision making. |
| Construct and defend arguments regarding specific Contemporary Issues based on research conducted of an Industry (dynamics, Key Success Factors, etc.) | Apply literary and information-processing skills for constructing and defending strategy implementation plans | Apply theoretical principles, tools and concepts to business operation problems to deliver sustainable performance | n/a | Identify and analyse an idea for new venture creation or entrepreneurial opportunity. | Understand and apply appropriate management frameworks which can be used for the planning and control of materials and services, from the viewpoints of quality, quantity and cost analysis. |
| Discuss knowledgeably current business issues with business managers and demonstrate this knowledge and understanding through an assessed reflective paper | Evaluate past strategic management processes for particular cases, using theoretical and practical perspectives to identify the critical issues for organisations and staff | Using theoretical principles, tools and concepts establish how relationships in the supply chain can be managed | n/a | Develop a credible and informed business plan. | Evaluate the range of tools and techniques available to aid efficient and effective Supply chain managerial operations. |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 |
| Linked PSRB (if appropriate) | N/A | N/A | Yes | N/A | N/A | N/A |

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| **Level 5 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| 120 credits or equivalent at level 4 with evidence of alignment to level 4 learning outcomes | In line with university, faculty and programme guidelines | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 30% | Diploma in Higher Education  in the following award:   * BA International Business |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 70% |
| **Pl**acement (including external activity and study abroad) | | % |
| **Impact of options** (indicate if/how optional choices will have a significant impact) |  | |

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| **Level 6** Core Modules | **Core A**  **Business Process & Systems** | | **Core B**  **Innovative Thinking in Organisation Development** | **Core C**  **E-Business** | | **Core D**  **International Business** | | **Core E**  **One Planet Business** | | **Core F**  **Contemporary Global Management Issues** |
| Credit level (ECTS value) | 20 (10) | | 20 (10) | 20 (10) | | 20 (10) | | 20 (10) | | 20 (10) |
| Study Time (%) S/GI/PL | 30:70:00 | | 30:70:00 | 30:70:00 | | 30:70:00 | | 30:70:00 | | 30:70:00 |
| Assessment method | Individual Coursework | | Individual Oral Presentation | Individual Coursework | | Individual Management Report (70%) 2000 word limit +/- 10% and  15 minute group presentation (30%) | | Exam | | individual portfolio |
| Assessment scope | 3000 words | | 10 minutes | 3000 words | | 3000 words  15 min presentation | | Case study exam | | 3000 words |
| Semester | 1 | | 1 | 1 | | 2 | | 2 | | 2 |
| Assessment week | Week 15 | | Week 15 | Week 15 | | Week 15 | | Exam period | | Week 9-15 |
| Feedback scope | Written | | Oral and written | Written | | Written | | Written | | Written |
| Delivery mode | Standard Blended | | Standard Blended | Standard Blended | | Standard Blended | | Standard Blended | | Standard Blended |
| Learning Outcomes | Critically evaluate an existing business process by applying appropriate concepts, theories and methods. | | Explain the significance of innovative thinking and idea generation to support responses to organisational challenges, threats and opportunities. | Analyse & classify an organisation’s current e-business strategy, identifying their strengths and weaknesses relative to those of their direct competitors | | Outline, evaluate and critique the dominant theories of international business. | | Critically apply sustainable business models, frameworks and practices in order to evaluate the effectiveness of sustainable business strategies aimed at achieving one planet business performance | | Identify important contemporary management issues in a global and international context through the analysis of media reporting and public documents. |
| Redesign existing process to achieve well-reasoned benefits. | | Evaluate current approaches and thinking within organisations to generate an idea as an innovative response to a contemporary organisational issue. | Recommend effective e-business strategies for the delivery of products and services to increase market share and sustainability | | Evaluate the attributes and impacts of multinational firms | | n/a | | Critically apply conceptual and theoretical material to contemporary global management issues through the analysis of case material. |
| To generate a plan for the implementation and evaluation of the new process. | | Apply research and critical thinking to develop and promote an idea. | Demonstrate understanding of concepts, theories, frameworks and principles for e-commerce and e- business and their competent use | | Assess the impacts of global competition and institutional differences on businesses | | n/a | | Insightfully address management issues with global significance and recognise the cultural sensitivity of those issues and the solutions different cultures are likely to adopt. |
|  | | Use appropriate resources and techniques to prepare, structure and deliver an oral presentation. |  | | Construct business model for international expansion | | n/a | | n/a |
| Programme Aim Links | 1🗹 2🗹 3🞏 4🗹 5🞏 | | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 | | 1🗹 2🗹 3🗹 4🗹 5🗹 | | 1🗹 2🗹 3🞏 4🗹 5🗹 | | 1🗹 2🗹 3🞏 4🗹 5🗹 |
| Linked PSRB (if appropriate) | N/A | | N/A | N/A | | N/A | | N/A | | N/A |
| **Level 6 Programme** | | | | | | | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | | Accreditation of Prior Experience or Learning (APEL) | | | Study Time Breakdown | | | | Exit award(s) | | |
| 240 credits or equivalent at level 4 with evidence of alignment to learning outcomes;    120 credits or equivalent at level 5 with evidence of alignment to learning outcomes. | | In line with university, faculty and programme guidelines | | | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | | 30% | Ordinary Degree/Honours/ Degree in:  -BA International Business | | |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | | 70% |
| **Pl**acement (including external activity and study abroad) | | | % |
| **Impact of options** (indicate if/how optional choices will have a significant impact) | |  | |

## Section Three - *Module Guides for the following modules:*

Contemporary Business: Practice and Solutions

Business Strategy

Business Operations

Marketing Communications Planning

Business Entrepreneur

Supply Chain Management

Innovative Thinking for Organisation Development

Business Process and Systems

E-Business

One Planet Business

## Contemporary Global Management issues

International Business