University of the West of England
BRISTOL

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	The British College, The Trade Tower, Thapathali, Kathmandu, Nepal
Delivery Location	The British College, The Trade Tower, Thapathali, Kathmandu, Nepal
Faculty responsible for programme	Faculty of Business & Law
Department responsible for programme	Business and Management
Modular Scheme Title	Bristol Business School Undergraduate Scheme
Professional Statutory or Regulatory Body Links	
Highest Award Title	BBA (Hons) Business and Management
Default Award Title	*n/a*
Fall-back Award Title	*n/a*
Interim Award Titles	BBA Business and Management DipHE Business and Management CertHE Business and Management
UWE Progression Route	
Mode(s) of Delivery	Full-time
Codes	**UCAS: N100**		**JACS:**
	ISIS2: N202 N202 FT		**HESA:**
Relevant QAA Subject Benchmark Statements	General Business & Management
First CAP Approval Date	4 July 2013	Valid from	1 September 2013
Revision CAP Approval Date	15 December 2016	Revised with effect from	New student intake for September 2017
Version	*2*		
Review Date	September 2018		

Part 2: Educational Aims of the Programme
The BBA (Hons) Business and Management offers students a current and integrated business education covering the main disciplines and operational areas of business.   The curriculum aims to challenge students in their ways of thinking, behaving, learning, and issues of ethics & ethical decision making, sustainability and global citizenship are embedded throughout. The programme actively seeks input from the external environment and student learning is grounded in the external

Part 2: Educational Aims of the Programme

context wherever appropriate through, e.g. external speakers; assessments that require students' opportunities to test out concepts in practice and reflections on own experience of organisations. Student achievement is supported by a clear personal development strand of transferable skills and 'brain habits' over all three levels that facilitates the transition into Higher Education and which underpins employability and lifelong learning.

The programme aims to enable students to:

- acquire a critical understanding of organisations, their management and the changing external environment in which they operate;
- be equipped with the employability attributes and skills necessary for a career in business and management;
- develop an analytical and enquiring approach in the analysis of business problems so that considered and appropriate conclusions are drawn – which can be communicated effectively in a variety of forms;
- have an informed understanding of critical contemporary business issues and theoretical debates, including ethics & ethical decision-making, sustainability and global citizenship;
- work with academic theory in practice;
- develop a strong sense of self and the life-long learning skills to make an ongoing contribution to society at large.

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

This course provides a comprehensive business education, equipping students with the business knowledge and skills for a successful career in a complex business world. It offers a broad range of modules, ensuring a breadth of knowledge to support students in their future career aspirations. Successful completion of the programme requires students to be independent, analytical and critical. It requires them to work effectively within diverse teams and demonstrate strong information literacy, a spirit of enquiry and to be reflective in practice. It will also require a broad theoretical and practical knowledge of a broad range of business functions and the broader international business environment.

Part 3: Learning Outcomes of the Programme

	Enterprise and Innovation	Introduction to Business and Management	Contemporary Business Issues	Understanding the Business & Economic Environment	Understanding the Principles of Marketing	Business Decision Making	Understanding Organisations and People	Understanding Business and Financial Information	Research Methods for Business	Management Skills	Managing People	Managing Business Processes	Accounting Information for Business	International Business/ or alternative	Introductory Research Project	Option modules (Semester 2)	Managing Organisational Change	Final Year Projects	Strategic Management	SIMULATION	Option Modules Semester 1	Option Modules Semester 2
A) Knowledge and understanding of:																						
Markets and Business context																						
The global business environment		√	√	√	√	√	√				√	√		√		√			√	√	√	√
The nature of markets, customers and the role of marketing	√				√											√					√	√
Customer Expectations, service and orientation					√											√					√	√
Marketing management principles in a global context					√																√	√
Financial Management																						
The use of accounting and the sources, uses and management of finance	√							√				√	√							√	√	√
Information systems for managerial applications	√	√				√		√				√	√			√				√	√	√

Part 3: Learning Outcomes of the Programme

Operations

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
The management of financial, information and human resources and operations and their impact on organisational performance	√	√		√		√				√								√	√		√

Organisations, People and Management

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
The nature of work and organisations		√	√			√			√	√					√	√	√			√	√
Management Theory		√	√	√		√	√		√	√	√				√	√	√				√
The management and development of people		√	√			√			√	√	√				√	√	√				√
Managing Diversity		√	√			√				√					√	√					√
Business innovation, creativity and enterprise development	√	√	√		√						√				√	√	√	√			√

Communication and information technology (CIT)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
The management of information systems	√	√				√		√					√			√				√	√
Use of communication and information technology	√	√				√							√								√
Digital Business management	√	√	√		√											√				√	√

Business Strategy and decision making

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Business Statistics and decision making				√		√		√					√								
Business policy and strategy	√	√				√				√	√	√	√					√	√		√

Part 3: Learning Outcomes of the Programme

Ethics and Sustainable Development:

Learning Outcome	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Ethics and ethical decision making		√	√				√				√	√	√		√	√		√
Sustainability and sustainable development		√	√	√		√					√	√	√		√	√		√
Global Citizenship		√	√			√			√	√	√	√	√		√	√	√	√
Corporate Social Responsibility		√	√	√		√					√	√	√		√	√		√
Research																		
Business and Management Research;			√		√			√				√		√				
relevant qualitative and quantitative research methods														√				
Enterprise and Entrepreneurship																		
The diverse nature of enterprise and entrepreneurs	√	√	√									√		√				√
The role of enterprise in society	√	√	√									√		√				√
A personal awareness of the personal value of enterprise	√	√	√									√		√				√
(B) Intellectual Skills																		
Information Literacy: gather and critically evaluate information and information from a range of sources.			√	√	√	√	√	√		√		√	√		√	√	√	√
Creativity and inventiveness in approaches to problem solving and an entrepreneurial mindset	√	√			√			√		√			√	√	√	√	√	√

Part 3: Learning Outcomes of the Programme

Learning Outcome	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Assimilate new knowledge through effective synthesizing		√	√		√		√		√		√				√		√	√	√		√	√
Make informed evidence-based decisions	√	√	√		√			√	√	√					√	√	√	√	√	√	√	√
Ability to solve a range of complex problems in unpredictable contexts	√	√	√	√	√				√		√				√		√	√	√	√	√	√
Self-inquiry, reflective thinking, and adaptive thinking in approaching and interpreting tasks and problems		√	√				√		√		√				√		√	√		√	√	√
Identify and analyse business problems across a range of contexts utilizing appropriate concepts, models and frameworks.	√		√	√					√			√			√		√	√	√		√	√
Implement, verify and review decisions, recommendations, solutions and arguments of self and others						√			√						√	√	√	√		√	√	√
Evaluate and analyse primary data, both qualitative and quantitative.			√			√			√						√			√			√	√

(C) Subject/Professional/Practical Skills

Learning Outcome	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
The ability to manage a range of financial controls in an organizational context.	√							√				√				√				√		√
The ability to evaluate and manage the performance of self and others										√											√	√
The ability to select appropriate leadership styles for varying contexts.																√				√		√
The ability to design and implement effective training interventions										√											√	√
The ability to effectively select appropriate candidates in a resourcing context										√												√

Part 3: Learning Outcomes of the Programme

Learning Outcome																							
The ability to conduct appropriately designed ethical research into business and management issues			√						√			√			√			√					
The ability to express evidence-based ideas and solutions to problems fluently through a range media including reports, essays, presentations etc. appropriate for a diverse audience.	√	√	√	√	√													√	√	√			√
Effective use of a range of ICT tools	√	√	√	√	√	√		√				√						√		√			√
The ability to effectively negotiate, persuade and influence others in a group setting			√		√					√										√			√
The ability to work effectively to achieve as a member of a team to achieve goals within time constraints; utilizing the contributions of individual group members.	√	√	√							√	√		√							√			
Ability to recognize and address a range of business related ethical dilemmas, applying the principles of ethical management to a range of situations and choices.			√								√									√	√	√	√
The ability to act appropriately and ethically, demonstrating sensitivity to the complexities of a diverse organizational context											√												√

(D) Transferable skills and other attributes

High personal effectiveness										√	√					√	√	√	√	√			
Critical self-awareness, self-reflection and self-management			√				√			√						√	√						√

Part 3: Learning Outcomes of the Programme

Learning Outcome	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Time management and workload management	√	√	√							√						√	√	√		
Resilience	√	√	√							√						√	√	√		√
Life-long learning and clear professional identity		√	√				√			√	√					√	√			
Adaptability and flexibility	√	√	√							√						√	√		√	√
Work effectively alone and as a team member	√	√	√		√						√		√			√			√	√
Effective leadership		√					√													√
Socially Responsible		√	√								√					√	√		√	√
Numerical and Statistical skills	√		√	√		√		√	√			√	√		√	√		√	√	√
Vision, responsiveness to opportunity, and ambition for business growth; an entrepreneurial capability and confidence	√							√				√			√		√		√	√

N.B. Transferable skills are developed through an integrated programme of learning which is built into all core modules at levels 1, 2 and 3 and the work placement.

Assessment of transferable skills is accomplished through a range of methods which include individual written coursework, group written coursework, peer and employer assessment, self-assessment, tests, presentations, oral examinations, formal written examinations and dissertations or reports.

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Part 4: Student Learning and Student Support

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

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

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme, there is also contact time of some 12 hours/week at TBC. This contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BBA(Hons) Business and Management programme teaching is a mix of scheduled and independent learning. For the BBA (Hons) Business and Management::

Scheduled learning includes lectures, seminars/workshops, 'lectorials' (a mix of lecture and seminar), 'webinars' (synchronous online seminars) group project supervision and individual supervision, some of which may also be facilitated in an online environment. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, preparation for classes, reviewing lecture content, case study preparation, assignment preparation and completion, exam revision etc. Scheduled sessions may vary slightly depending on the module choices made.

Description of any Distinctive Features
Description of Distinctive Features and Support

The overarching aim of the FBL Learning Teaching & Assessment Strategy is *'to maximise student achievement (both in relation to award classification and to employability) and student satisfaction whilst maintaining appropriately rigorous academic standards and supporting the university's vision of becoming an inclusive and welcoming learning community, actively engaged with global society and based on values of mutual respect, critical engagement and self-awareness'.*

This overarching aim is reflected by TBC in their franchise delivery of the programme, they also reflect the FBL supporting objectives of the strategy:
- further development of intellectually vibrant, highly reflective, mutually respectful and diverse student and staff learning communities within TBC
- increase in the use of links with the world external to TBC (including professional accreditation where possible) to inform curriculum design and delivery and provide lifelong learning opportunities
- provision of an effective, efficient and supportive infrastructure for learning (organisation and management of programmes, student advice, communication with students etc)
- appropriate design and flexible delivery of curricula which provide an intellectually stimulating learning experience enabling students to develop as highly employable and internationally aware lifelong learners
- provision of effective support for students making the transition to learning at TBC
- provision of effective and ongoing developmental support for all staff
- use of effective strategies for assessment for learning

A student registered on a The British College, Nepal (TBC) programme is entitled to:
1. Access online learning materials and resources for every module through a virtual learning environment and have access to the resources and information of an up to date library.
2. Opportunities for on-going feedback on work and progress towards assessments in every year of the course.

3. Participate in a course induction, which will be provided at the beginning of each year of the course.
4. A meeting with a personal tutor once per semester. [All new and first year students will be invited to a meeting with their personal tutor within four weeks of the start of their studies]
5. A course that has been informed in its development by external stakeholders. (e.g. employers, professional bodies)
6. Participate in Personal Development Planning within the context of the course.
7. Have the opportunity to engage in embedded activities within the course which develop and enhance your graduate employability and lifelong learning.
8. Receive clear dates at the beginning of each module about assessment, submission dates, when and how to receive formative feedback on assessment during every module, and how tol receive feedback on marked assessments within the 4 week feedback period.
9. Receive clear and easy to understand information about the course and the services available.
10. Be engaged, via the course student representative, in the course review, evaluation and development processes.
11. Have questions to the college's services responded to within the advertised timescales in our corporate service standards.

Normally be given the course timetable no later than four weeks before the beginning of each semester.

Curriculum Design Content & Organization

The programme is delivered within the Business School Undergraduate Scheme, which allows credit accumulation and flexibility in the student learning process.

The Scheme is structured on the basis of 15 and 30 credit semesterised modules. Each semester consists of a 12 week teaching block following by a period of assessment. In each semester students study one 30 credit module and two 15 credit modules. Students therefore study 60 credits (3 modules) each semester and 120 credits per level (6 modules in total).

The programme is organised within and between each of the three levels, where it is designed to provide a coherent set of modules at each level and to allow students to develop and progress through each level; in relation to knowledge and understanding, cognitive, subject-specific and study skills.

The programme utilizes a level one that is common with the majority of the programmes of the Undergraduate Scheme, this allows students the maximum flexibility to transfer in or out of this programme and to pursue the course of study that is most appropriate to their emergent subject and/or professional interests.

1. Level one provides students with a general business foundation to enable them to develop the skills and underpinning disciplinary areas for subsequent levels of study.
2. Level two is structured around the key functional areas of business. In addition students can select one option from a range of modules that are designed to supplement and compliment the core modules and allow students to start to specialise around their particular area of interest.
3. Level three has been designed to integrate the academic knowledge gained in the first two levels of study to enable students to gain a deep understanding of the inter-disciplinary nature of business.
   Integration is in part achieved through the choice of Level 3 project, which range from a more traditional dissertation project in the Critical Business Enquiry Project; to a new business launch or creating a business case project in the Enterprise Project.
   In addition students have two optional modules to select, which focus on specific areas of interest and contemporary issues in business and management. These optional modules allow level three students to develop a deep understanding of the areas of business in which they have a specialist interest.

Part 4: Student Learning and Student Support

Teaching, Learning & Assessment

The FBL teaching, learning and assessment strategy is reflected at TBC and encourages students to assume responsibility for many 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 their learning and to view that learning as an ongoing process over which they have some control, about which they are able to make active choices, and which they are free to challenge.

To achieve this, an appropriate blend of learning approaches and opportunities have been integrated throughout the programme with an overall emphasis on active student participation. This 'blend' consists of face to face learning in large and small groups (lectures and seminars/ workshops) supported by TBC's on-line learning Orbund, together with exposure to real life examples through case studies, occasional organisational visits and guest practitioner speakers. There is a significant requirement for students to work independently throughout the programme – both individually and in groups - with the level of this independence increasing as the student moves from level one to level three.

Included within the programme is a clear personal development strand of transferable skills and "brain habits" of the sort which facilitate the transition into HE and underpin employability and lifelong learning. These Personal and Academic Literacies – study, research, and employability skills – are developed at all levels of the programme:

	Personal and Professional Strand (Employability)	Enquiry Strand (Research & Academic Skills development)
Level 1	Introduction to Business and Management	Contemporary Business Issues
Level 2	Managing People Management Skills	Research Methods for Business
Level 3	Managing Organisational Change	Work-based Enquiry Project or Critical Business Enquiry Project or Enterprise Project

Whilst the 30 credit modules provide the focus for the development of skills, subject specific, professional and transferable skills are further developed throughout the programme and in more depth in identified modules i.e. analytical and interpretive skills (*International Business*), numeric and problem-solving skills (*Accounting Information for Business Decision-makers*) and self-reflective capabilities (*Understanding the Market Process*)

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.

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. A Level 3 project allows students to explore a substantial issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner. A Level 3 capstone module requires students to integrate learning from the total programme and to reflect on how this prepares them for a future in complex and changing organisations.

Assessment is an integral part of the teaching and learning process. Students are exposed to a variety of assessment methods that test their ability to integrate theory and practice and which promote the growth of their life-long learning skills. Assessment feedback helps students to ascertain their learning strengths and weaknesses and continuing development needs.

Assessments are designed to facilitate a progression through differing levels of complexity at each

level of study:

- At level 1, a sound knowledge of the basic concepts of a subject.
- At level 2, a sound understanding of the principles of the field of study and the ability to apply these principles more widely.
- At level 3, an understanding of a complex body of knowledge, some of it at the current boundaries of the academic discipline.

The faculty supports the University's current Academic Regulations and Procedures, 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, dissertations, and personal development portfolios.

Learning Resources

All modules delivered at TBC make use of Orbund for web-enhanced delivery to at least the recommended minimum standard and for communications with students. All modules have teaching/learning resource booklets and most have set texts in accordance with the university's Reading Strategy. Additional support is provided through the library and an extensive student computing network.

Students are directed towards TBC's Library online MySkills resource for the development of skills appropriate to the level and style of each module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in module handbooks and/or via Orbund.

Additional support is provided through the library by means of information skills sessions embedded at module level and self directed online tutorials. There is also an extensive programme of regular workshops including referencing management, database searching and finding journal articles. The library offers zoned space from silent to group study and student bookable rooms. There is excellent access to electronic databases on campus through the extensive student computing network and wifi. Most databases are also available off campus and supported by the online library enquiry service.

Student Support & Guidance

Student support for all issues relating to the content, delivery and assessment of modules is provided by Module Leaders, and for more general academic and professional concerns, by Programme Managers.

At each level students are supported by a Personal Tutor, 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 is an academic role and where students have problems of a personal nature they are to be referred as appropriate to TBC Student Services Student Advisors and to TBC Careers regarding employability issues. In addition, students can seek support from TBC's Personal Tutors or Course Leaders thus supporting the learning of all students within TBC by offering one-to-one appointments to discuss individual learning issues and workshops covering a range of topics relevant to learning.

The TBC Student Services Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances 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 TBC. This service is supported by extensive online resources.

TBC Students and graduates are supported by TBC Careers who help them to access skills, experience and knowledge to improve their employability prospects. The service provides high quality and professional advice and guidance focusing on enabling them to take control of and responsibility for their own career planning and progression/development. They can access support around finding vacancies for work

experience, volunteering, part time work and internships, as well as events and workshops. TBC Careers will provide recruiter facing services including advertising graduate job vacancies, work experience and volunteering opportunities. There will also be part time jobs advertised.. Students are introduced to the service during the induction to the course and are encouraged to use the service all through their undergraduate programme and for three years after graduation.

All students take part in an Induction programme at the start of their studies. Separate induction events are arranged for students who arrive as direct entrants at levels 2 & 3.

All new students are provided with a short Student Handbook to help them through their first weeks at university and to act a guide to the complex information environment in which they now find themselves. The university's online information pages will also provide support more detailed and up to date information to students as appropriate.

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 TBC and on the programme. The meetings are arranged by cluster group and are chaired by programme managers. The aim of the meetings is to discuss issues raised by students in an open and friendly atmosphere so that students feel able to contribute openly and honestly about their experiences. Any issues raised are taken forward by programme managers as appropriate.

Affiliation with NAM for research facilitation

The British College and the Nepalese Academy of Management (NAM) has signed a Memorandum of Understanding to ensure the promotion and development of management research within Nepal.

NAM's aim is to promote management research, education and knowledge dissemination within Nepal, as well as advance management theory in a local and global context and being a firm supporter of their goals, TBC will provide fully furnished offices for free to help assist this not-for-profit organisation achieve its aim. The British College will assist NAM with the publication of their Management Journal.

In return, the Nepalese Academy of Management will provide TBC student access to a wealth of practical experience, by providing them the opportunity to attend and present at academic conferences. Additionally, NAM will help create an educational environment that will benefit TBC students and faculty members, by providing regular access to both local and international lecturers and guest speakers.

The British College and the Nepalese Academy of Management will work closely together to: promote and nurture the development of knowledge locally and globally; provide forums for academics to present and publish research; and promote the development of research and education activities throughout Nepal.

Support to students with disability is coordinated centrally through Student Services. This acts as a holistic service for disabled students and applicants to the College but also supports the academic and administrative staff who work with disabled students.

In addition to the above TBC Student Services offers a range of services to support students during their time as a university student and beyond:

- Careers and employability, advice on choosing a career, and finding student and graduate vacancies;
- TBC volunteering, opportunities for students to get involved in the local community through the Hatemalo Programme which was introduced by students initiatives;
- Student Advisors & Counselling for anything from exam stress to homesickness and depression;
- Student services, to help international students to make the most of living and studying in Nepal;
- Managing disability and dyslexia, to get help with all disability related support needs;
- Money and Visas, for financial check-ups, or help with Nepal visas.

Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Part 6: Programme Structure   BAA(Hons) Business and Management, TBC Nepal

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,
 compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	UMCDMW-15-1 Introduction to Business and Management UMCDMT-15-1 Enterprise and Entrepreneurship UMAD4U-15-1 Understanding Business and Financial Information (BIM) (15 credits) UMED8A-15-1 Understanding the Business and Economic Environment (15 credits) UMOD63-15-1 Understanding Organisations and People (BIM) (15 credits) UMKD6J-15-1 Understanding the Principles of Marketing (BIM) (15 credits) UMPDN6-15-1 Contemporary Business Issues UMCDN3-15-1 Business Decision Making for Management	There are no optional modules at level 1	CertHE Business and Management Credit requirements: 120 at the appropriate level

		Compulsory Modules	Optional Modules	Interim Awards
Year 2		UMPDM3-15-2 Managing People UMPDM5-15-2 Management Skills (Business and Management) UMAD5H-15-2 Accounting Information for Business (BIM) (15 credits) UMSD7R-15-2 International Business UMCDM8-15-2 Research Methods for Business UMCDMA-15-2 Introductory Research Project UMMD7K-15-2 Managing Business Processes (Business, International and Management)	One option module (15 credits) may be selected from: *(subject to availability)* UMAD5M-15-2 Market Analysis for Private Investors UMED8P-15-2 International Trade and Multinational Business UMED8R-15-2 Emerging Economies UMKD6M-15-2 Integrated Marketing Communications UMOD6H-15-2 Management Communication and Decision-Making UMPD7E-15-2 Employment Relations UMSD7Q-15-2 Entrepreneurship and Small Business *Additional options, as appropriate and available, may be offered each year subject to agreement in writing having been given by the relevant Head of Department at UWE who will have verified that the appropriate resourcing base is in place*	DipHE Business and Management *Credit requirements:* 240 at the appropriate level

	Compulsory Modules	Optional Modules	Interim Awards
Year 3	UMCD9W-30-3 Critical Business Enquiry Project OR UMCD9Q-30-3 Enterprise Project or UMCDHU-30-3 Applied Business Project UMSD7T-15-2 Strategic Management (BIM) UMOLML-15-3 Managing Organisational Change UMSDMK-15-3 Integrated Business Simulation	Three options should be selected up to a maximum value of 45 credits. *(subject to availability)* UMAD5T-15-3 International Financial Management UMED8X-15-3 The Economics of Developing Countries UMKD6Q-15-3 Global Marketing Management UMKD6S-15-3 Interactive & Digital Marketing UMMD7P-15-3 Project Management UMOD6F-15-3 Organisational Leadership UMPD7G-15-3 International HRM UMSD7W-15-3 International Business in the Emerging Markets UMSD89-15-3 Virtual Business UMED95-15-3 Sustainable Business *Additional options, as appropriate and available, may be offered each year subject to agreement in writing having been given by the relevant Head of Department at UWE who will have verified that the appropriate resourcing base is in place*	BBA Business and Management *Credit requirements:* 300 credits at the appropriate levels

GRADUATION

Part time:
N/A A part-time route is not offered on this degree programme

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following exceptions.

Where students are studying an accelerated version of the programme an approved variant to University Academic Regulations and Procedure will allow students to study more than 160 credits in any one academic year.

Part 8: Reference Points and Benchmarks

The following reference points and benchmarks have been used in the design of the programme:

The learning outcomes of the programme map against both the QAA subject benchmark statement for General Business & Management and the following University and Faculty strategies and policies:

University strategies and policies
- University's 2020 Strategy
- UWE Charter

Faculty strategies and policies:
- Blended Learning Framework
- Curriculum Principles
- Employability Strategy
- Faculty of Business and Law LTA Strategy

Staff research projects
- Where ever 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

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, available on the University's website.

First CAP Approval Date	4 July 2013			
Revision CAP Approval Date *Update this row each time a change goes to CAP*	15 December 2016	Version	*2*	link to RIA
Next Periodic Curriculum Review due date	*Academic year in which next Periodic Curriculum Review due (6 years from initial approval or last Periodic Curriculum Review)*			
Date of last Periodic Curriculum Review				