

# PROGRAMME SPECIFICATION

## 1. Key Information

<b>Programme Title:</b>	International Business Studies
<b>Awarding Institution:</b>	Buckinghamshire New University
<b>Teaching Institution(s):</b>	Buckinghamshire New University
<b>Subject Cluster:</b>	Business
<b>Award Title (including separate Pathway Award Titles where offered):</b>	BSc (Hons) International Business Studies BSc (Hons) International Business Studies with Foundation Year
<b>Pathways (if applicable)</b>	
<b>FHEQ level of final award:</b>	Level 6
<b>Other award titles available (exit qualifications):</b>	Diploma of Higher Education International Business Studies Certificate of Higher Education International Business Studies
<b>Accreditation details:</b>	
<b>Length of programme:</b>	3 years
<b>Mode(s) of Study:</b>	Full-time
<b>Mode of Delivery:</b>	In person (on-site) delivery
<b>Language of study:</b>	English
<b>QAA Subject Benchmark(s):</b>	QAA Subject Benchmark Statement Business and Management (March 2023) QAA FHEQ (Level 6) 2014
<b>Other external reference points (e.g. Apprenticeship Standard):</b>	Chartered Management Institute (CMI) Professional Standard
<b>Course Code(s):</b>	BSINBUFT BSINBUFY – with Foundation Year
<b>UCAS Code(s):</b>	IBS3 IBS4 – with Foundation Year
<b>Approval date:</b>	
<b>Date of last update:</b>	

## 2. Programme Summary

The BSc International Business Studies programme is designed to prepare students for a future career by providing relevant educational requirements to develop high-quality graduates who will innovate beyond current practices in a variety of international contexts and for a range of organisations.

In all sizes of organisation, specific responsibilities and job titles graduates may apply to will vary, but the knowledge, skills and behaviours needed for entry-level management roles, graduate roles and self-employment will be the same. Key responsibilities may include devising, business planning and start-up, managing diverse projects and teams, leading and managing across borders, financial and resource management and evaluating a range of activities undertaken by local, regional, national and international organisations and groups.

The design of the programme will provide learners with the knowledge, skills, and behaviours to be able to:

- Enhance diverse team formation, working and co-operation
- Demonstrate agile project planning and management skills
- Lead, manage and contribute to organisational goals across borders
- Become adaptable problem solvers
- Apply the legal, financial and ethical tools for organisational success

The programme:

- Is ideal for those considering a career overseas or in a multi-national organisation
- Provides a sound foundational learning base upon which to build a future-focused manager for an ever changing, and sometimes ambiguous business landscape
- Is delivered through active learning and authentic assessment by both faculty and practitioners in the field of business management

### 3. Programme Aims and Learning Outcomes

#### Programme Aims

This programme aims to:

1. Develop students' ability to apply research, writing, numerical, digital and personal skills within an international business context.
2. Provide students with opportunities to critically appraise relevant knowledge and understanding of organisations across the globe, differences in the external environment in which they operate and management theory.
3. Support students in the development and application of a range of skills for a career in business and management, for example, managing people and projects, communication, cultural intelligence, working in diverse teams, research and appropriate technologies.
4. Develop students' ability to critically reflect on the effectiveness of their own skills and knowledge, as part of a commitment to ongoing professional development.
5. Encourage the examination of contemporary and strategic issues in international business through the application of relevant analytical concepts, models and theories.
6. Facilitate the evaluation and demonstration of an informed understanding of ethical responsibilities contributing to their professional values and their role in organisations and society in the 21st century.
7. Develop skills of independent learning, analysis, synthesis and critical thinking through the application of business and management concepts and principles and the related underpinning theories, in order to evaluate and solve problems in a wide range of business organisations and situations.

## Programme Learning Outcomes

### Knowledge and Understanding (K)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
K1	Apply knowledge and expertise of organisational management in different national cultures to a range of international business contexts
K2	Assess the ways in which multinational organisations operate in the global business environment
K3	Utilise a range of contemporary and appropriate technologies in developing and communicating solutions for a global context
K4	Apply relevant theories, models and tools for the effective operation of organisations operating across borders
K5	Demonstrate an awareness of sustainability issues relating to international business

### Analysis and Criticality (C)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
C1	Evaluate international business theories and models related to social responsibility and sustainability
C2	Analyse the utility of a range of digital media and technologies to support international business operations
C3	Apply a critical lens to the internal and external organisational factors of international business
C4	Critically evaluate relevant options for the start-up and management of a range of international business endeavours

### Application and Practice (P)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
P1	Apply relevant theories to business issues in an international context
P2	Use a range of relevant models to recommend relevant courses of action to increase operational efficiency in an international context
P3	Demonstrate effective leadership and team working in diverse teams
P4	Independently initiate projects in a range of complex contexts, using a range of appropriate skills and resources

### Transferable skills and other attributes (T)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
----	------------------

<b>T1</b>	Exhibit interpersonal skills for effective management and leadership
<b>T2</b>	Communicate information, plans and recommendations accurately and reliably in a manner fit for purpose and audience
<b>T3</b>	Demonstrate the use of business acumen in finance, marketing and/or human resource management
<b>T4</b>	Employ independent learning skills in a range of academic and professional tasks to an advanced level

## Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through the facilitation of entrepreneurship and reflexive thinking skills. The course design allows students to develop an awareness of modern business practices across the globe, through practical activities which will equip them with a holistic understanding of how organisations function and how the functional areas of a business work together to achieve organisational aims.

A practical and practice-based programme, this course will equip students with the agile, reflexive and critical thinking skills which are vital for success in modern organisations.

The course is based around the three core pillars of creativity; social and ethical awareness and responsibility; and leadership and self-development and students will explore the functional areas of international business through these themes giving them an immersive experience which will result in a thorough understanding of the challenges and opportunities faced by organisations working across the globe in the 21<sup>st</sup> century.

## 4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- Learners will normally have achieved 88-128 UCAS points; however, every application will be assessed on its individual merits.
- If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the programme.
- Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.
- Students should be able to demonstrate proficiency in English language to a level equivalent to IELTS 6.0 overall and a minimum of 5.5 in all areas (speaking, listening, reading and writing). This is equivalent to the CEFR B2 level required for UKVI compliance.



## 5. Programme Structure

Level	Modules (Code, Title and Credits)	Exit Awards
<p><b>Level 4</b></p>	<p><b>Core modules:</b>                      BAM4051 Sustainable Globalisation: Innovations for a Shared Future (20 credits)                      BAM4052 Finance for International Business (20 credits)                      BAM4020 Principles of Marketing (20 credits)                      BAM4053 Managing People Across Cultures (20 credits)                      BAM4054 Global Strategies in Digital Business (20 credits)                      BAM4055 EDI and Global Citizenship: Promoting Inclusivity Worldwide (20 credits)</p>	<p><b>Certificate of Higher Education</b>, awarded on achievement of 120 credits at Level 4</p>
<p><b>Level 5</b></p>	<p><b>Core modules:</b>                      BAM5065 International Trade (20 credits)                      BAM5028 Data Analytics for Business Decisions (20 credits)                      BAM5067 Leading and Managing Diverse Teams (20 credits)                      BAM5068 The Responsible Business (20 credits)</p> <p><b>Option modules:</b>                      BAM5063 The Business Communicator (20 credits)                      BAM5064 Intergenerational Business: Family Business Growth Strategies (20 credits)                      BAM5066 The Entrepreneurial Mind (20 credits)                      BAM5034 Business Law and Practice (20 credits)</p>	<p><b>Diploma of Higher Education</b>, awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5</p>
<p><b>Level 6</b></p>	<p><b>Core modules:</b>                      BAM6012 International Finance (20 credits)                      BAM6006 Sustainable Strategic Agility and Innovation (20 credits)                      BAM6039 Supply Chain Resilience (20 credits)                      BAM6014 Independent Professional Project (20 credits)</p>	<p><b>Ordinary Degree</b>, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5</p>

	<p><b>Option modules:</b> BAM6009 Field Immersion for Leadership and Career Development (20 credits) BAM6038 Business Simulation – Strategic Decision-Making in a Dynamic Environment (20 credits) BAM6011 International Marketing (20 credits) BAM6040 International Law (20 credits)</p>	<p><b>Honours Degree</b>, awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6</p>
--	--	--

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

## 6. Learning, Teaching and Assessment

### Learning and teaching

The programme will engage and develop students' learning through in-person delivery, supported by effective use of the virtual learning environment (VLE) and flipped learning. Short-burst lecture elements will form part of the programme, enhanced through an active and flipped learning approach. The ABC curriculum framework will support the delivery of the curriculum, through the application of a range of teaching styles - I.e., acquisition, collaboration, investigation, discussion, practice and production, to encourage students to familiarise themselves with a range of learning styles and to be more active in sessions. The use of ABC will also lend itself well to the combination of VLE and in-class learning. The below definitions of inputs explain in more detail what students will be exposed to throughout their course of study.

#### Lectures

This is the most formal teaching strategy employed in teaching the modules but will constitute a much smaller part of the overall teaching and learning delivery. Short elements of the lecture method will be used to deliver a body of theoretical information to a group of learners and will be incorporated into a seminar, workshop or tutorial session to consolidate learning.

The lecture format may be supported by written handouts, web or library references which serve to reinforce and expand the audio-visual information presented. In addition, staff will make appropriate use of the University's VLE (Virtual Learning Environment) and rich-media facilities. This will enable lecturers to enhance the traditional communication and learning mediums, as well as making material available to learners off-site and at the university.

#### Tutorials

Often in smaller groups or on a one-to-one basis, tutorials incorporate guided learning, which can either support a formal lecture by working through materials with the help of a module tutor or academic coach or by discussing plans for formative and summative assessment.

#### Practical Sessions

Most often in small groups, practical sessions will be made up of simulations, live briefs and role play elements, based on case studies and scenarios. This will enable students to immerse themselves in activities which mirror real-life situations.

#### Seminars

These can vary from large group seminars, which provide an opportunity for the learner-led formal debate of topic areas, to 'impromptu' discussion sessions with smaller groups, which may for example follow the showing of a video.

#### Other Activities

Other techniques such as industrial visits, guest lectures and computer aided learning tools will be used where appropriate. This variety of techniques is aimed at stimulating learning.



The teaching and learning strategies for individual modules are detailed in the relevant module descriptors.

## Assessment

The assessment of this programme includes varied methods. Assessments are, wherever possible, authentic and tied to real-world contexts and constraints, allowing students to practically demonstrate the skills they have developed.

Selected assessments will provide opportunities for learners to exhibit a level of innovation and creativity associated with excellence within a professional business context.

During Level 4, students will be exposed to a variety of summative and formative assessments whilst developing the academic skills to be a successful learner at university; programme content and learning outcomes strongly relate to students developing their knowledge, skills and behaviours and understanding of the subjects being studied and assessed. Assessments at Level 4 will be focused on ensuring students have the underlying knowledge, skills, and behaviours in preparation for subsequent years of study.

Level 5 and 6 assessments will encourage the development and application of appropriate theoretical and practical knowledge, skills and behaviours in authentic professional contexts. This will be supported by frequent small-scale formative assessments wherever possible with the opportunity for appropriate practice and development prior to the submission of the summative assessment.

The programme will culminate with the requirement for the development of an authentic business artefact, to encourage students to think critically, solve challenging problems, and develop professional employability skills. This might involve the development of a policy, business plan, training course, marketing campaign, or similar. This brings together the knowledge, practical and analytical skills that students will have developed throughout the programme.

## Contact Hours

Students can expect to receive approximately 6 hours of scheduled learning activities per week. These will include a combination of lectures, seminars, and workshops. A full breakdown of contact hours can be found in individual module descriptors.

## 7. Programme Regulations

This programme will be subject to the following assessment regulations:

- Regulations for Taught Degree Programmes.

## 8. Support for learners

The following systems are in place to support students to be successful with their studies:

- The appointment of an Academic Coach at level 4 and a personal tutor at levels 5 and 6, to support students through their programme. The Academic Coach will provide both pastoral and academic support in the first year of studies, which will be handed over to personal tutors at level 5.
- A programme handbook and induction at the beginning of studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where students can access all University systems, information and news, record their attendance at sessions, and access their personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

## 9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

## 10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The PSRB Standards of Proficiency (SOP) for Chartered Management Institute
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy, Thrive 2028



Mapping of Subject Benchmark Statement to Programme Learning Outcomes

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)				Application and Practice (P)				Transferable skills and other attributes (T)			
	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4
Knowledge and understanding: a solid and substantial knowledge and understanding of the broad range of areas of business and management and the complex relationships between these and their application to practice	X	X	X	X	X					X	X	X	X				
A command of subject-specific skills as well as proficiency in generic skills and attributes	X	X	X	X	X					X	X	X	X	X	X	X	X
A view of business and management which is influenced by a wide range of appropriate learning sources, including evidence of an independent approach to						X	X	X	X						X	X	

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)				Application and Practice (P)				Transferable skills and other attributes (T)				
	Benchmark / Standard requirement	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4
learning and critical evaluation																		
Application: the skills and abilities to apply knowledge in complex and contemporary organisational environments, and some capacity to develop and apply their own perspectives to their studies, to deal with uncertainty and complexity, to explore alternative solutions, to demonstrate critical evaluation and to integrate theory	X					X	X	X	X	X	X	X					X	X
Values: an ability to integrate the values of global social responsibility.	X			X			X	X	X	X	X		X	X			X	X

Mapping of Programme Learning Outcomes to Modules – UPDATE BELOW! (AT LEAST 2 MODS SHOULD BE MAPPED TO PLOs)

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)				Application and Practice (P)				Transferable skills and other attributes (T)			
	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4
<b>Level 5</b>																	
International Trade		X						X	X		X		X		X		
Data Analytics for Business Decisions			X				X	X			X		X		X		
Leading and Managing Diverse Teams	X			X						X	X	X	X	X	X	X	
The Responsible Business	X			X	X	X		X		X		X	X	X	X	X	
<b>Level 6</b>																	
International Finance		X					X	X	X		X		X		X	X	X
Sustainable Strategic Agility and Innovation	X	X	X	X	X	X		X		X			X		X		X
Supply Chain Resilience		X		X			X	X	X		X		X		X		X
The Professional Project				X					X	X			X		X		X