

## PROGRAMME SPECIFICATION

### Course record information

Name and level of final award:	<b>BA (Hons) International Business with Arabic</b> <b>BA (Hons) International Business with Chinese (Mandarin)</b> <b>BA (Hons) International Business with French</b> <b>BA (Hons) International Business with German</b> <b>BA (Hons) International Business with Spanish</b> known collectively as BA(Hons) International Business Language (BAIBL)
Name and level of intermediate awards:	BA Business Management with Language Diploma of Higher Education in Business Management Certificate of Higher Education in Business Management
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Marylebone Campus, London, UK
Language of delivery and assessment:	English
Course/programme leader:	Dr Nadia Amin
Course URL:	
Mode and length of study:	Full-time. September start. 4 years (one year study abroad compulsory).
University of Westminster course code:	
JACS code:	
UCAS code:	
QAA subject benchmarking group:	General business and management (2007)
Professional body accreditation:	
Date of course validation/review:	2009/2010
Date of programme specification:	June 2012

## Admissions Requirements:

Normal entry requirements for Year 1 are expected to be:

- 300 UCAS points (equivalent to BBB at A2, DDM at BTEC National Diploma) plus GCSE Mathematics and English at grade C or equivalent.
- International Baccalaureate 30 points.
- Access course with overall Merit profile
- Evidence of ability to successfully study a foreign language to A level or equivalent (in the case of students from non-English speaking countries, for whom English is not their first language, achievement of WBS English proficiency standard shall satisfy this criterion)

BAIBL Entry Points 2012/13

Language	Entry Point
Arabic	Ab initio      Post-A
Chinese	Ab initio      Post-A
French	Ab initio      Post-A      Native Speaker
German	Post-A      Native Speaker
Spanish	Ab initio      Post-A      Native Speaker

Key skills and General Studies A2 will be viewed as a part of the candidate's overall application but will not normally be a qualification for entry.

The equivalence of qualifications from outside the UK will be determined according to guidance from NARIC (National Academic Information Centre).

All entrants who do not have English as their first language are normally expected to have a qualification in English Language usage equivalent to IELTS 6.0 (minimum of 5.5 in each component) or above

There may be the opportunity to apply for direct entry to Year 2 (Level 5) for candidates who have already achieved the equivalent of 120 UK (60 ECTS) credits at Level 4 from a degree course or relevant vocational or professional qualification from a UK or overseas institution. Similarly applications are considered for direct entry to Year 3 (Level 6) for candidates who have also already achieved the equivalent of 120 UK (60 ECTS) credits at Level 5. The applicant's claim for Accreditation of Prior Certified Learning (APCL) must show that they have not only met the credit requirements above but have also successfully met the relevant learning outcomes and reached an appropriate standard in subjects which are pre-requisite for effective progress through the subsequent levels of the course.

Every applicant who is judged to be academically suitable will be considered for admission. For applicants with a disability or long-term medical condition (including mental health), reasonable adjustments will be made where practicable in the light of the assessment of student need by the University's Disabilities Service in discussion with the relevant academic Department.

## Aims of the course

This course is designed to provide an undergraduate business education, focusing on the knowledge, skills and competences required for graduates to function effectively in English and the language of the degree in an international business environment, or to acquire the skills appropriate to self-employment in an international business environment.

The course seeks to provide an academic experience with a strong emphasis on development of the knowledge skills and capabilities appropriate to the rapidly changing global, cultural and technological business environment. The course aims to enable graduates to function linguistically in diverse cultural and business situations and communicate effectively in everyday and work-related situations in the language of the degree. In bringing together theory and practical business skills, the course seeks to develop an awareness of contemporary business practice and an awareness of the interaction between functional areas of business in order to contribute to the success of organisations. The course aims to develop an enquiring, critical and reflective approach to ideas and issues, enabling successful graduates to contribute proactively to the world of private business, to public or 'third' sector organisations, to the main business-related professions and to the wider society within which it operates.

The course will focus on the understanding of 'management' within a business context but also within the wider social context, embracing social, political, environmental, historical, literary and philosophical perspectives in the UK and a country/region where the language of the degree is the official language.

The Course aims to:

- produce graduates who understand the rapidly changing world of international business and its role in the different parts of global society
- to produce graduates with a high degree of proficiency in reading, writing and oral communication between the language of the degree and English
- develop the knowledge, skills and capabilities graduates require to respond proactively, creatively and with cultural sensitivity to contemporary issues and the challenges of the international business environment
- provide a stimulating programme of study to develop a range of intellectual, professional and transferable skills that will enable graduates to gain employment in international organisations and internationally and then to add value to an organisation and to the knowledge economy
- produce graduates who are confident in developing personal awareness and the intellectual attributes necessary for success in employment
- produce graduates who have cultural sensitivity and insight into the values and business practices in at least one of the societies in which their language is the main language.
- equip graduates with the knowledge, understanding and academic skills to continue to post-graduate study
- encourage students to reflect on the knowledge, values and assumptions that underpin their understanding of business and management in different cultural contexts
- encourage students to reflect on the impact of their own actions and those of others on the world of business and the wider society
- provide students with an opportunity of living, studying and in some cases working in a specified international environment

### **Employment and Further Study Opportunities**

The labour market is undergoing rapid and fundamental change. The drivers of this change are: economic, technological, political and environmental. The future world of work will demand people who can respond to and participate in change. It will require more flexibility in patterns of employment with individuals taking responsibility for their own career development with many developing their own business or consultancy.

Businesses increasingly require people who can communicate effectively, recognising cultures which are foreign to their own, and can interact effectively within a team appreciating and supporting leadership, being proactive in leadership, negotiating, and managing conflict. Businesses also rely on people who can work independently and remotely, using technology to overcome the traditional constraints of location, time and national boundaries.

Westminster Business School (WBS) is committed to developing employable graduates and the curriculum has been designed to enhance employability at all levels of study. Employability is seen as an intrinsic aspect of all degree programmes in the School and development of essential graduate attributes is embedded in the keystone modules BKEY401 Professional Competences, BKEY501 Business Research and Professional Practice and BKEY601 Strategic Perspectives. The compulsory year abroad will give students depth of knowledge of the cultural, social and business environments of a non-UK country. The year abroad will enable the graduate to provide evidence of adaptability, practicality and having developed an international perspective on living in a non-home environment.

The compulsory year abroad will give students depth of applied knowledge of the language of their degree, the cultural, social and business environments of a country where the language of the degree is the official language. The year abroad will enable the graduate to provide evidence of adaptability, practicality and having developed an international perspective on living in a non-home environment. There is a designated team of advisors in the Business Experience & International Unit (BEIU) who have effective links with partner institutions to support the student in the year abroad.

Past graduates are equipped to follow a variety of careers in the private, public and not-for-profit sectors. It is believed that graduates will be attractive to two distinct groups of potential employers. They will be attractive to UK/EU based companies that wish to gain an employee with the added value of depth of knowledge of the communication in and cultural context of a specified language and to employers based in one of the specified language countries who wish to gain an employee with expertise in international business with the added value of the ability to communicate in English and/or knowledge of the UK business environment. In the past graduates of this degree have been particularly attracted/attractive to the hospitality and finance industries.

Increasing numbers of students progress to further study on graduation: Graduates will be able to proceed to further study in specialist fields of business or they may further develop their language proficiency by taking a postgraduate degree in a Department of Modern Languages, specialising in vocational aspects, such as interpreting or translation. Graduates will be able to undertake further study at institutions where tuition is in the language of their degree.

### **Learning outcomes**

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

	In order to <b>progress from Level 4 to Level 5</b> , the student should be able to:	In order to <b>progress from Level 5 to Level 6</b> , the student should be able to:	On <b>successful completion of the programme</b> , the student should be able to:
<b>Knowledge and understanding</b>	<p>In order to <b>progress from Level 4 to Level 5</b>, the student should be able to:</p> <ul style="list-style-type: none"> <li>• describe and use personal and technological communication methods</li> <li>• use quantitative analysis to present information and solve business problems</li> <li>• explore and critically evaluate economic concepts through authentic problem-based learning</li> <li>• understand the impact of law on business relationships and show an awareness of ethical issues in relation to personal beliefs and values</li> <li>• <b>develop and enhance their proficiency in operating linguistically in the language of their degree and/or between the language of the degree and English, this will cover the four language skills: aural, oral, reading and writing</b></li> <li>• <b>understand the key aspects of human behaviour expressed in business in the performance of people in organisations in relation to own experience and applied in the marketing of products</b></li> <li>• <b>prepare and use financial information</b></li> </ul>	<p>In order to <b>progress from Level 5 to Level 6</b>, the student should be able to:</p> <ul style="list-style-type: none"> <li>• map the terrain of professional and career choice</li> <li>• apply management research methods</li> <li>• <b>exhibit progression in the chosen language of the degree</b></li> <li>• <b>plan and prepare for their year abroad including application to university in the host country</b></li> <li>• <b>critically examine and analyse the impact and importance of global markets and international business</b></li> <li>• <b>integrate and develop their knowledge in a country (or 2 countries) where the language of the degree is the official language</b></li> <li>• <b>successfully complete an agreed programme of study at an agreed institution of higher learning in a country where the language of the degree is the official language</b></li> </ul>	<p>On <b>successful completion of the programme</b>, the student should be able to:</p> <ul style="list-style-type: none"> <li>• possess a cross-cultural perspective on the operational and strategic position of organisations</li> <li>• critically examine contemporary issues influencing business thinking and behaviour</li> <li>• critically evaluate alternative policies and strategies a company may adopt to meet stakeholder needs and minimise risk within changing internal and external environments</li> <li>• <b>be proficient in the language of their degree and able to transfer between English and the language of the degree having exhibited progression through all levels of study</b></li> </ul>

<p><b>Key Transferable Skills – Professional Working Skills &amp; Attributes</b></p>	<p><i>Business awareness</i></p> <ul style="list-style-type: none"> <li>describe the major functional areas of business</li> <li>show an awareness of ethical issues in own studies and relate these to personal values</li> </ul>	<p><i>Business awareness</i></p> <ul style="list-style-type: none"> <li>apply theory to integrated <b>international</b> business practice</li> <li>evaluate the impact of <b>international</b> business on the wider social environment in relation to general ethical perspectives</li> </ul>	<p><i>Business awareness</i></p> <ul style="list-style-type: none"> <li>critique theoretical frameworks and apply to practice</li> <li>understand the importance of, and apply, personal corporate and professional responsibility</li> </ul>
<p><b>Key Transferable Skills – People Skills &amp; Attributes</b></p>	<p><i>Communication</i></p> <ul style="list-style-type: none"> <li>communicate effectively in an appropriate format in a clear and concise manner using a range of communication tools <b>including the language of the degree</b> and with structured and coherent arguments</li> </ul> <p><i>Teamwork &amp; Leadership</i></p> <ul style="list-style-type: none"> <li>work effectively in a group on a given task meeting obligations to other group members</li> <li>recognise, support or be proactive in leadership</li> </ul>	<p><i>Communication</i></p> <ul style="list-style-type: none"> <li>communicate effectively in an appropriate medium and style with regard to audience and desired effect <b>in English and the language of the degree</b></li> </ul> <p><i>Teamwork &amp; Leadership</i></p> <ul style="list-style-type: none"> <li>interact effectively within a group, allocating tasks, receiving and giving information and ideas, and modifying responses where necessary to achieve team goals <b>in English and the language of the degree</b></li> <li>take responsibility for the direction and action of a group</li> <li>reflect on the group outcome and process to improve personal performance</li> </ul>	<p><i>Communication</i></p> <ul style="list-style-type: none"> <li>engage in debate in a professional manner, using communication to persuade and convince <b>in English and the language of the degree</b></li> </ul> <p><i>Teamwork &amp; Leadership</i></p> <ul style="list-style-type: none"> <li>work effectively as a member of a team, negotiating in a professional manner and managing conflict <b>in English and the language of the degree</b></li> <li>build a shared understanding of team goals</li> <li>continually reflect on the group process to improve personal and group effectiveness</li> </ul>
<p><b>Key Transferable Skills – Learning and Study Skills &amp; Attributes</b></p>	<p><i>Cognitive</i></p> <ul style="list-style-type: none"> <li>demonstrate factual knowledge</li> <li>structure a coherent argument with conclusions linked to evidence</li> </ul> <p><i>Information literacy</i></p> <ul style="list-style-type: none"> <li>access and use a given range of information tools including the internet</li> </ul> <p><i>Numeracy</i></p> <ul style="list-style-type: none"> <li>collect numerical data from a range of defined sources, perform simple explorations to solve a range of given problems</li> </ul>	<p><i>Cognitive</i></p> <ul style="list-style-type: none"> <li>select and apply the major business theories in a practical context</li> </ul> <p><i>Information literacy</i></p> <ul style="list-style-type: none"> <li>access, collect and analyse self-determined quantitative and qualitative information for effective use</li> </ul> <p><i>Numeracy</i></p> <ul style="list-style-type: none"> <li>use quantitative information to verify and extend existing theory</li> </ul>	<p><i>Cognitive</i></p> <ul style="list-style-type: none"> <li>critically analyse theories, concepts and problems</li> <li>formulate a complex argument within a theoretical and contextual framework</li> <li>challenge received opinion and use own criteria and judgement</li> </ul>

	<p><i>Information for decision-making</i></p> <ul style="list-style-type: none"> <li>• apply given business tools accurately under direction to a well-defined problem and begin to appreciate the complexity of the issues</li> </ul> <p><i>Research</i></p> <ul style="list-style-type: none"> <li>• access and collect, with guidance, different written information</li> </ul>	<p><i>Information for decision-making</i></p> <ul style="list-style-type: none"> <li>• assess the reliability and validity of quantitative information</li> <li>• use a range of established techniques to initiate and undertake critical analysis of information</li> <li>• <b>adopt multiple perspectives to identify key elements of real-life problems and select appropriate methods/tools for their resolution</b></li> </ul> <p><i>Research</i></p> <ul style="list-style-type: none"> <li>• critically review current research and critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make own judgements</li> </ul>	<p><i>Information for decision-making</i></p> <ul style="list-style-type: none"> <li>• evaluate options within the limitation of imperfect and incomplete information</li> <li>• develop appropriate criteria to identify a range of solutions to a complex problem and use decision-making in unpredictable contexts</li> </ul> <p><i>Research</i></p> <ul style="list-style-type: none"> <li>• <b>develop and implement own research strategy, working with a minimum of guidance</b></li> </ul>
<p><b>Key Transferable Skills –</b></p> <p><b>Self Management Skills &amp; Attributes</b></p>	<p><i>Personal Awareness and Career Management</i></p> <ul style="list-style-type: none"> <li>• manage and prioritise own study time in order to meet deadlines</li> <li>• explore and reflect on personal capabilities as defined in the personal development planning process</li> </ul>	<p><i>Personal Awareness and Career Management</i></p> <ul style="list-style-type: none"> <li>• evaluate own strengths and weaknesses</li> <li>• identify career opportunities and critically assess own skills and attributes against requirements for future employment</li> <li>• reflect on outcomes, processes, the experience of others and personal experience to improve performance</li> <li>• <b>prepare and manage all aspects of the move to, life and study in a non-UK country</b></li> </ul>	<p><i>Personal Awareness and Career Management</i></p> <ul style="list-style-type: none"> <li>• initiate own activity, plan and manage own time effectively</li> <li>• manage own personal development</li> <li>• translate own strengths into evidence for personal marketability for employment</li> <li>• <b>Reflect on experience and outcomes in a non-UK environment</b></li> </ul>

## Learning, Teaching and Assessment Methods

### Approach

Within a broader concern to improve the student experience in WBS undergraduate provision, courses emphasise *active* student learning such as seminars, workshops, problem-based, authentic and blended learning to promote student learning and engagement rather than a didactic, lecture-led approach, where the focus tends to be on the transmission of knowledge from 'expert' to note-taking student 'learner'. However, within this overarching approach, there is recognition that the use of a template for all modules at all levels is not appropriate so the guiding principle is that of fitness for purpose. We believe that assessment should be used to both measure student achievement *and* to promote student learning and engagement. In addition, the rich mix of students' previous experiences will develop their cultural sensitivity and consequently empower them to work in a variety of cultural contexts.

Each 15 credit module is based upon a nominal total student learning time of 150 hours which includes staff facilitated learning and independent learning including, on-line support.

In summary, the learning, teaching and assessment strategy used will develop the students' intellectual abilities; their knowledge; their powers of creativity; analysis, synthesis and evaluation; and their transferable skills. The strategy reflects an appropriate balance between broadening and deepening their academic knowledge and developing practical business skills.

### Level 4

#### *Learning*

At Level 4, the key aims are to effectively manage the transition to higher education, with all its attendant demands and expectations, and to motivate and engage first year students in the study of business. The two 30cr year-long Keystone modules (taken by all students and representing one-half of the first year programme) have adopted an enquiry-based pedagogy – using case and problem-based learning – as a means for students to access both the necessary contextual knowledge and to develop essential competences for the world of work and to underpin further study. These integrated, interdisciplinary modules (BKEY401 Professional Competences and BKEY402 Business Context) have been designed to increase the authenticity of the learning environment. These integrated, cross-disciplinary modules introduce the notion of learning as being based on enquiry and research. Further emphasis is placed on enhancing the first year experience by front-loading the support from personal tutoring with BKEY401 Professional Competences learning activities actively supported by a Personal & Professional Development Tutor (PPDT). Students are encouraged to engage actively in their own learning and to reflect on their learning and development needs through their personal development planning which is integrated into this module.

Other Level 4 BAIBL core modules have been designed to provide the subject-specific knowledge and skills necessary to provide students of BAIBL with knowledge of business basics necessary to operate in any business environment. These modules also embody significant elements of collaborative and active learning. Students will be assessed for language level by the Department of Languages and placed into the appropriate start point (beginner, intermediate, proficient). Their future language studies are based on progression in language studies from this level.

#### *Teaching*

The teaching will foster the forms of learning indicated above and follows the University's guidelines on student-centred, active learning. The methods of delivery vary to reflect the learning outcomes of the module: for example, the Keystone module BKEY401 Professional Competences is delivered in two-hour sessions to allow the use of activity-based learning, closely linked to individual reflection and supported by the personal and professional development tutoring system which will run in parallel. The learning activities in this and other Keystone modules will be experienced in a range of situations such as seminars, workshops, group discussion, group



presentations, debates, individual research, peer feedback, on-line group discussions, on-line learning, on-line self-assessments.

Students will be cohorted (scheduled to attend sessions with other students on the same degree course) across the Keystone modules at Level 4. Experience has shown that this promotes social cohesion, improves student engagement and retention, and allows contextualisation of learning activities.

Knowledge and understanding of a subject is often developed through lectures and seminars. In the core modules, weekly keynote lectures of 1- 1¼ hour address the main theoretical aspects and are linked to seminar/workshop activities of 1½ hours with groups of no more than 25 students. This group size allows for the use of activity-based learning and individual reflection. The seminars/workshops encompass a range of business related activities and provide the opportunity for students to reflect on theory and its application to contemporary business practice. Where appropriate, students will be encouraged to work in groups, to test their own ideas against their peers in order to develop their own understanding. Such activities also help them to develop the skills of group and team work required in the world of business. It is envisaged that International Business core modules will follow this pattern.

The delivery of Keystone modules, the knowledge of fundamental business areas and 30 credits of Language means it is impossible to offer an elective in year 1. It is seen as important to cover these topics in first year as BAIBL has a high attrition rate particularly in first year. There are several reasons for the high rate of transfer. Students discover that studying the language of their choice at university level is more demanding than they expected and do not enjoy studying the language and do not want to continue with it. Sometimes they are unsuccessful at the language although successful in business modules. Some students find business so attractive they want more opportunity to study business and specialise in a business discipline. Increasingly students are finding they would prefer to take a 3 year qualification rather than a four year qualification. Most of the changes of course happen in the first year. In order to retain an 'escape route' for BAIBL students who want or need to change course modules have been included that will provide the same Learning Outcomes as BABM first year core modules so that students can transfer onto that degree without loss of progression.

A quarter of BAIBL student's curriculum will be learning in the language of their degree. This will be made up of 60 credits in modules appropriate for their entry level. Beginning and intermediate students will deepen language knowledge in the 4 main areas (aural, oral, reading and writing, while students entering at proficient level will deepen their language skills and develop language transfer skills in the language being studied.

Certain weeks have been designated by the University as primarily for guided independent learning. The purpose of these weeks is to encourage students to work on their own, adopting enquiry-led approaches to their learning and become self-aware about their learning capabilities. To ensure a coherent student experience, the Guided Independent Study weeks for all Level 4 modules will be Learning Weeks 6 and 12.

#### *Assessment*

At Level 4, in the Keystone modules, there is now a more explicit focus on formative assessment early in the programme to allow students to make more informed judgements on their work (in an HE setting), to provide a more constructive framework for feedback ('feed-forward') and to reduce the assessment burden. Ultimately, this will have a positive impact on student retention and progression.

**The Language School has a requirement that Level 4 Language modules must be passed in order to progress to Level 5.**

## **Level 5**

### *Learning*

During Level 5, students begin to take more responsibility for their own learning and to develop practical and applied awareness of the challenges and issues of the contemporary business world. Although there is more emphasis on knowledge acquisition here than at Level 4, in line with the greater intellectual maturity of students at this stage in their academic careers, it is the (critical) application of this knowledge to develop a 'systematic understanding' of business that is crucial. This includes a willingness to engage with 'real-world' complexity and uncertainty. In the year-long 30-credit Keystone module (BKEY501 Business Research and Professional Practice), which represents one-quarter of the second year, students are divided into small learning sets to undertake a substantial piece of business research. The research process itself provides the structure for students to acquire relevant investigative skills, to work in teams and to reflect on and evaluate their own learning and professional (and personal) development. The module helps prepare students for final-year project work or other pieces of independent research as well as enhancing employability skills in preparation for an optional placement or study abroad year.

BAIBL students develop understanding of the international business environment through the Global Markets module; they will also work through the practical aspects of international re-location in the Preparation for the Year Abroad module. This module will also include research and analysis of the attractiveness of cities and/or universities. Their study of the language of their degree will develop at a level appropriate to their entry point.

### *Teaching*

The Keystone module will consist of a small number of initial keynote lectures to introduce concepts and issues with 1½ hour seminars using activity-based learning, closely linked to individual reflection supported by the personal and professional development tutoring system which will run in parallel.

The integrated Business core modules will be taught using keynote lectures to introduce subject specific knowledge and seminars where students will work in groups to develop practical business models and to apply their knowledge to practical situations using case-studies, business simulations, in-tray exercises, etc.

Students will continue to develop their language at the appropriate

### *Assessment*

In the Level 5 Keystone module, emphasis is placed on enhancing students' self-evaluative ability with peer review of work in progress on research strategies used to encourage critical review. The development of transferable skills may be developed also through extra-curricular activities including work experience, student representative work, and social and cultural activities and are recorded and assessed through a personal development portfolio.

The Language School has a requirement that Level 5 Language modules must be passed in order to progress to Level 6.

## **Level 6**

### *Learning*

At Level 6, there is an expectation that students, through a self-directed approach, will be able to engage proactively with their own learning and understand how their learning relates to that of others. The final year Keystone 30-credit, year-long module (BKEY601 Strategic Business Perspectives) builds on and synthesizes the knowledge and skills developed at Level 4 and Level 5 in order for students to pull together their (contested) understandings of business and business activities, in often ambiguous or uncertain settings. This module uses small business 'teams' to explore 'real-world' case studies reflecting important business issues or problems and, in the process, helps to further enhance student employability. A key learning approach is the use of a web-based business simulation which requires student teams to apply their acquired knowledge

and skills – and to manage any conflicts that arise – in an international, competitive strategic context.

Final year BAIBL students will take a core module in International Trade and Finance Law that integrates their learning and experience of international business.

The final year also requires students to undertake an extended piece of independent research and writing in a 15 credit self-directed dissertation, requiring primary or secondary research. This independent research provides a valuable foundation for both employment and postgraduate study in terms of evidencing the student's development of self-motivation, the ability to prioritise time and resources in order to meet deadlines, to deal with pressure effectively, to apply their own informed perspective, and to prepare a cogent analysis based on clearly articulated evidence.

The year abroad living, studying and possibly working in the language of the degree in a country where the language of their degree is an official and main language is seen by the Department of Languages as significantly enhancing students' language development. The language learning in the year abroad is recognised by the Department of Languages by placing students at 2 levels higher than the last level studied (rather than the one level of normal progression). Again the level will depend on a student's starting point. All students will exit at a level that represents 4 years of study of the language of their degree.

### *Teaching*

The focus at Level 6 is on the student. At Level 6, students are provided with opportunities to learn through group analysis of case-studies and work related materials. They will be expected to identify information required to meet module learning outcomes, then to research and present this for the benefit of themselves and the group.

When lectures are used, for example in the Keystone module, they will be split between keynote lectures to introduce concepts and issues and a series of lectures by visiting speakers from industry.

### *Assessment*

Recognising that a business course needs to assess students' ability to work with others, group work has been incorporated into the Level 6 Keystone module. However, it has been identified from research on past students that, although the ability to work in a group is valuable in future employment, the derivation of fair, individual assessment marks is regarded highly by most students. Therefore all modules will incorporate individual assessment elements that have higher overall weighting than the group assessments.

## **Course Structure**

Modules are divided into:

**Keystone** modules taken by all students in the Westminster Business School Undergraduate programme and have been designed to develop the key transferable skills expected of a business graduate.

**Core** modules are ones that must be undertaken by all students on the BAIBL degree. They provide the fundamental skills and knowledge expected to be addressed in a degree in international business. Level 4 core modules act as academic building blocks, provide opportunities for skill development and introduce the principles and functions of business. Level 5 core modules develop an understanding of how businesses operate, how they are managed and resourced and how effective managerial decisions are made. Skills of enquiry, evaluation and analysis are further developed.

**Option** modules allow students to focus on an area of international business.

**Free modules**, of which a student may take a maximum of 15 UK (7.5 ECTS) credits in a year, may be chosen from the International business options or from the Westminster electives (which are modules from the whole University) subject to availability, pre-requisite requirements and coherence with the student's personal study programme.

## Course Structure – BA(Hons) International Business Language

Credit Level 4				
Module code	Module title	Status	UK credit	ECTS
BKEY401	Professional Competences	Keystone	30	15
BKEY402	Business Context	Keystone	30	15
BBUS403	Financial Information	Core	15	7.5
BBUS404	Behavioural Aspects of International Business	Core	15	7.5
	Language	Core	30	15
<b>Award of Certificate of Higher Education available</b>				
Credit Level 5				
Module code	Module title	Status	UK credit	ECTS
BKEY501	Business Research & Professional Practice	Keystone	30	15
BINT501	International Business Learning Environments I	Core	15	7.5
BMKT506	Global Markets	Core	15	7.5
	Language	Core	30	15
Min 1; max 2 from:				
BEQM506	The Global Economy	Option	15	7.5
BEQM507	The European Business Environment	Option	15	7.5
BHRM503	Employment: European Dimension	Option	15	7.5
BMKT507	Principles of International Marketing	Option	15	7.5
Max 1 from:	WBS UG Programme or Westminster electives	Option	15	7.5
<b>Award of Diploma of Higher Education available</b>				
Compulsory study abroad year				
Credit Level 6				
Module code	Module title	Status	UK credit	ECTS
BKEY601	Strategic Perspectives	Keystone	30	15
BFBL608	International Trade & Finance Law	Core	15	7.5
BINT601	International Business Learning Environments II	Core	15	7.5
BINT602	International Business Project	Core	15	7.5
	Language	Core	30	15
1 from:				
BEQM607	International Economics	Option	15	7.5
BFBL619	European Union Law	Option	15	7.5
BFBL620	International Banking	Option	15	7.5
BFBL621	International Capital Market Law and Financial Services	Option	15	7.5
BHRM602	Business Flexicurity and the New Europe	Option	15	7.5
BHRM604	Comparative International Management	Option	15	7.5
BLDE606	Cultural Differences & People Management	Option	15	7.5
BMKT604	Cross Cultural Studies for Marketing	Option	15	7.5
BMKT605	International Marketing Planning & Practice	Option	15	7.5
	WBS UG Programme or Westminster electives	Option	15	7.5
<b>Award of BA available</b>				
<b>Award of BA Honours available.</b>				

Please note: Not all option modules will necessarily be offered in any one year.

## Academic regulations

The BA (Hons) International Business Language degree and its intermediate awards operate in accordance with the University's Academic Regulations and the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at [westminster.ac.uk/essential-westminster](http://westminster.ac.uk/essential-westminster). The following regulations should be read in conjunction with the *Modular Framework for Undergraduate Courses* and relevant sections of the current *Handbook of Academic Regulations*, which is available at [westminster.ac.uk/academic-regulations](http://westminster.ac.uk/academic-regulations).

## Award

A **pass** in a module is achieved when the overall mark is greater than or equal to 40%.

In addition all Westminster Business School undergraduate modules require a minimum mark of 35% in the final assessment and a minimum mark of 35% in the assessed components within the module assessment (the module handbook will indicate those assessments which combine to give the in-module and end-of-module components).

To qualify for the award of **BA (Hons) International Business Language**, a student must:

- obtained at least 360 credits including:
  - passed 75 credits at credit Level 4 or higher **including 30 credits in the core language modules** and achieved at least a condoned credit in each of the remaining modules worth 45 credits at Level 4; and
  - passed a minimum of 120 Credits at credit Level 5 or higher **including 30 credits in the core language modules**; and
  - passed a minimum of 120 credits at credit Level 6 or higher **including 30 credits in the core language modules**.
- attempted modules with a maximum value of 330 credits at credit Levels 5 and 6.

The class of the Honours degree awarded is decided by two criteria, the average of the best 105 credits passed at credit Level 6 being in the range of the class to be awarded, and the average of the next best 105 credits passed at credit Levels 5 and 6 provided the next best 105 credits passed are no more than one classification below this.

## Support for Students

On arrival, a Welcome Week programme will introduce students to the academic and administrative staff responsible for the course, the layout of the site on which they will be studying, the Library and IT facilities, Blackboard (a virtual learning environment) and the University intranet. Students will be provided with the Course Handbook and access to the Course Blackboard site, which provide detailed information about the course. The Welcome Week programme aims to provide an interesting introduction to the course where new students may not only gain information but have the opportunity to integrate socially while taking part in business related activities. During Welcome Week, students complete activities with their allocated tutor group, facilitated by Student Ambassadors and their Personal and Professional Development Tutor (PPDT). Their PPDT will provide advice and guidance on academic matters on a planned and regular basis and will also work with the student to identify, develop and articulate their employability skills in their Personal Development Plan. PPDTs provide the link between course delivery by academic staff and the

more specialist support provided by University Services. This personal tutorial support continues through Years 2 and 3. This intensive, pro-active support in the first year, followed by pastoral support, continued personal development and career guidance alongside immediate access to advice should provide the support a student needs to achieve their maximum potential.

At University level, Services for Students provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy provides multi-faith guidance. The International Education Office provides particular support for international students. The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University.

Within the School, the School Senior Tutor leads and co-ordinates the work of the Personal and Professional Development Tutors who provide pastoral guidance and academic support. The School Disability Officer supports students with specific needs. There is a designated team of advisors in the Business Experience & International Team (BEIT) who have UK, international and pan-European links with both academic institutions and with industry so are able to provide effective support for those students who wish to find a relevant work placement or to spend a semester or a year on a study abroad programme. Guidance and information on general matters concerning the course is provided by a dedicated Programme Administrator within the School Registry.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their School. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books).

Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their School. Students can also securely connect their own laptops and mobile devices to the University wireless network.

The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students.

## **Reference Points for the course**

### ***School:***

There is a strong research culture in Westminster Business School, where we have internationally renowned research centres coupled with a good reputation for transferring research knowledge into practice. Up to date research from staff in the areas of Employment: skills, labour markets, diversity, employment relations; Finance and Financial Services: pensions, financial services markets, econometric forecasting for financial markets; and Business Information Organisation and Process Management: internet-based systems for strategic decision making have directly informed and enriched the development of curriculum for the UG Business programme.

Pedagogic research within the School on student-centred active learning, enquiry-based learning, delivering effective feedback, supporting student diversity by considering teaching and assessment international students and using technology to enhance support and feedback has had a direct impact on the programme.

The course aims have been designed to reflect the University's mission to provide for the intellectual, social and professional development of the individual. The learning, teaching and assessment strategy supports the University's mission to provide high quality higher education and

to meet the requirements of the University policies on employability and student-centred active learning.

### **Externally**

The skills strategy for the course has drawn upon the key national documents: QAA (2001) A Framework for HE Qualifications in England, Wales and Northern Ireland; and QAA (2007) Subject benchmarks in Business and Management. When embedding good practice in modules, module teams have used the SEEC (2003) Credit Level Descriptors for Further and Higher Education as a reference point. The requirements of relevant professional bodies for recognition and exemptions have influenced the curriculum and assessment of the specialist pathways.

### **Professional body accreditation**

The requirements of relevant professional bodies for recognition and exemptions have influenced the curriculum and assessment of the specialist pathways.

### **Quality management and enhancement**

#### **Course management**

The BA International Business degree will be managed by a Course Leader. The BAIB Course Leader will report to the Director of Undergraduate Studies and will liaise with the course team, academic departmental representatives, academic administrators and support services to enhance the learning experience of the students and to ensure the academic coherence and quality of the course. The Director of Undergraduate Studies holds responsibility for managing and monitoring the delivery and quality assurance of the suite of undergraduate degrees within the School and reports directly to the Associate Dean (Learning & Teaching). The BAIB Course Leader will be a member of the Course Leader forums which are held regularly to discuss operational matters, such as admissions and student progression, and to consider Course Committee feedback. Minimum standards, on matters such as Induction, are agreed and adhered to. Action points from this forum are sent, as appropriate, to the Heads of Department and the School Manager.

Westminster Business School operates a matrix management structure. Each member of academic staff is allocated to one of six Departments. Each Head of Department has responsibility for maintaining and monitoring the quality of all modules in that Department and holds line-management responsibility for all full- and part-time academics in their Department. The BA Business Management draws upon Keystone, Core and Option modules from all six Departments. Each Department has at least one away-day per year to identify and address ways of improving the design and delivery of the School's undergraduate courses. Staff in the Department participate in annual appraisal and observation of their teaching by their colleagues leading to staff development through course attendance or research activity. Academics attend staff-development workshops and symposia around current teaching, learning and assessment issues.

#### **Course approval, monitoring and review**

The course was initially approved by a University Validation Panel in 2010. The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the School to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of

student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the School action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

### **Student involvement in Quality Assurance and Enhancement**

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Schools' quality assurance evidence base.

For more information about the BA International Business degree course, visit the University website at:

[www.westminster.ac.uk/wbs](http://www.westminster.ac.uk/wbs)

<http://www.westminster.ac.uk/courses/undergraduate/subject?subject=Business%20and%20Management&level=UG>

or contact Marylebone Admissions Office

[mrdmark@westminster.ac.uk](mailto:mrdmark@westminster.ac.uk)

**Please note:** This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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