

**ABBREVIATED PROPOSAL AND PROGRAMME SPECIFICATION
FOR
BSc International Business Management**

SUMMARY OF PROPOSAL

S1	SUBJECT AREA(S) (please state) Is the subject area new to the University? If yes, needs LTC and PRC approval	No	
	Is the subject area new to the School? If yes, needs LTC approval in principle	No existing International Business Management degree but most areas already taught	
	(If yes to either question, the fast-track route is not applicable).		
S2	PROFESSIONAL AWARD (if any)	NA	
S3	ACCREDITING/VALIDATING BODY (if relevant)	NA	
S4	LEVEL	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	X
		Integrated Masters	
		Masters	
		Postgraduate Research	
S5	AVAILABLE FROM (academic session) <i>Insert (mm/yyyy)</i>	09/2012 (years 1 & 2)	
S6	SCHOOL OF STUDIES	NBS	

S7	COURSE TITLE	International Business Management	
S8	AWARD	BSc (Hons)	
S9	DURATION (years or months)	Three years	
S10	MODE OF ATTENDANCE (full-time, part-time, distance, other)	Full Time at UEA London	
S11	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES	
		NO	X
S12	COURSE HIGHLIGHTS		

The proposed course comprises the years 1, 2 and 3 of an undergraduate BSc (Hons) with direct entry to year two from the existing INTO diploma (for international students) as well a conventional first year route (designed for home/EU students), also delivered at the UEA London Study Centre..

The course will be assessed and quality assured according the establishing NBS and UEA procedures e.g. module and course reviews, student feedback, external examiner system etc. will follow those used in Norwich to enable strict comparability as far as is possible. Control over module outlines, and assessment will remain in Norwich for oversight and to ensure consistency of standards.

The course will provide a comprehensive undergraduate education in International Business Management. The structure of the course is designed to ensure that all students have a secure grounding in the core business disciplines in Year 2 before moving on to the study of more integrated and dynamic business competencies in year 3. A week long intensive induction programme in the first week of Year 2 will help to form a strong cohort identity and introduce some of the key themes of the course - teamwork in multi-cultural teams, inter-cultural communication and presentation skills, student inquiry-led learning. A course delivery structure mixes orientation, overview and review lectures with intensive classroom based seminar, workshop and presentation activities. A graphical overview of the proposed articulation from the two parallel first years to the common second and third years of the programme is given below.



The course will offer a unique International Business Management educational experience for students with little or no previous management experience.

The core credit bearing curriculum for the first year of the degree programme is comprised of modules tightly based on the established and validated NBS Business Management first year. These modules also replicate the structure of the Business pathway of the INTO Diploma in Business and Economics, ensuring that all students will commence the second year with a common academic foundation. The Core curriculum comprises six, 20 credit, 2 semester modules:

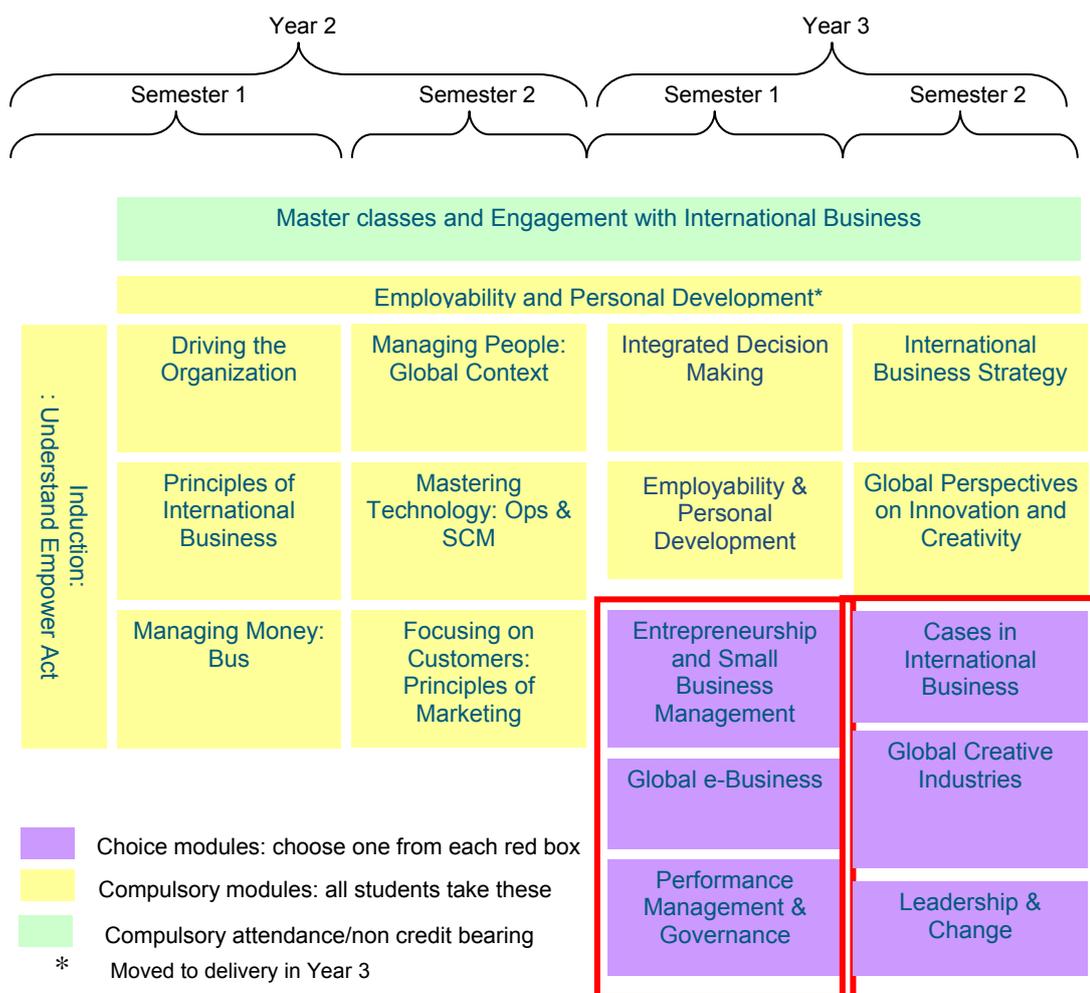
- Introduction to Business;
- Introduction to Organisational Behaviour;
- Developing Business Skills;
- Information Systems and Business Research;
- Economics for Business; and,
- Introduction to Financial and Management Accounting.

These modules will be taught predominantly in weekly 2 hour classes of 20-30 (as is the case with the INTO Diploma). The common curriculum and mode of delivery will enable the two cohorts of students (INTO Diploma and first year) to experience a number of “touchpoints” prior to merging at the start of the second year. These touchpoints may take the form of events, activities or other experiences. London

academic staff will schedule a 'fast track' route for January entry INTO students so that they can join September entry students' "touchpoint" activity from March onwards.

This core curriculum will be complemented by a programme of academic study skills support. The final element of the first year is a programme of language studies (initially focused on Mandarin or Spanish) designed to facilitate greater language and cultural sensitivity (rather than language competence).

The second and third years of the course draw on principles of postgraduate business education, but have adapted these to take account of the pre-experience student body. The course structure builds on and develops themes from the first year curriculum. A suite of compulsory modules in Year 2 develops and assesses the students' abilities in the core business disciplines - managing people, money, technology, organization and customers - and their deployment in different national and international contexts, together with an introduction to the principles of international business. Year 3 of the course seeks to integrate the knowledge-base developed in Year 2 around dynamic business competencies – strategy, innovation and creativity, leadership and change, performance management – as well as key crosscutting topics in international business which build on NBS and UEA's wider expertise - such as sustainability and climate change, e-Business or brand leadership.



The assessed content of the course will be supplemented by a programme of master classes and events designed to promote engagement by students with managers from international businesses. Master classes and other activities are intended to facilitate students' integration into the UEA London Study Centre and

	<p>the wider London business community. Attendance at these events will be compulsory, but not credit bearing, although they will be linked to activities in the credit bearing curriculum.</p> <p>The focus on International Business Management is integrated into all facets of the course. Specifically:</p> <ul style="list-style-type: none"> * The student cohort will eventually comprise students from a wide range of national and cultural backgrounds, reflecting the cosmopolitan location in the City of London as well as the core themes of the course. Students will work in culturally and nationally mixed groups for many classroom tasks and assignments. * The core knowledge and understanding which the course will impart express the international character of the course. Within each module the course will both introduce and explain the current leading theories and models, but also question their applicability in varied national and cultural contexts. Across the course, case studies and illustrative material will be drawn from all the major geographic regions and cultures. *The skills and competencies developed by the students will also reflect the international character of the course. A strong focus on teamwork, in nationally and culturally mixed teams, will be coupled with a strong emphasis on the development, practice and assessment of intercultural communication and presentation skills. The course will also encourage students to develop a wider awareness of diverse cultural assumptions, thinking styles and ethical traditions as well as developing broad cultural sensitivity and emotional intelligence. * Finally, the majority of academic staff teaching and administering on the course will have international experience as students, teachers, researchers or practitioners. <p>A coherent course-wide assessment strategy will focus on and reward subject understanding, analytical, organizational and communication and presentation skills. Formative assessment, collective and individual, will be prioritised. Reflection, critical thinking and ethical and cultural awareness will also be explicitly assessed and rewarded. Annex A shows a mapping of the individual modules in terms of:</p> <ul style="list-style-type: none"> • the QAA benchmark statements; • the assessment mix detailed in this proposal and a recommended situation which we wish to move towards, making use of wider range of assessment; and, • personal development objectives for the course. <p>Full module outlines and final assessment mix will be developed following a carefully designed, extended induction for individuals and teams designated to teach and support modules in London, thus the consistency and integration of the approach.</p> <p>Because this course represents the new challenges of 1) teaching a majority overseas undergraduate degree programme, in a 2) new location; and, with a 3) significantly new curriculum we propose that there is a course review within three years of the start of the programme.</p>	
S13	RELEVANT SUBJECT BENCHMARK STATEMENT(S)	QAA General Business and Management (http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/business.pdf)
S14	ENTRY REQUIREMENTS	Entry Year 1 BBB at A level

		<p>GCSE Maths at grade B or above</p> <p>A foreign language at GCSE at Grade C or above (for EU Non Native Speakers of English - standard NBS IELTS requirements apply)</p> <p>Direct Entry Year 2 Successful completion of UEA International Diploma in Business and Economics and the prevailing NBS IELTS score (including minima in each of the four elements)</p>
S15	CAREER POSSIBILITIES	<p>General Management in International Businesses Entrepreneurship and internationally operating small business management International consulting firms Government and Regulatory agencies (See also sections BC3.1 and 3.2)</p>
S16	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case	
S17	UCAS ADMISSION CODE To be completed by the Planning Office following approval of the Business Case	
S18	FURTHER INFORMATION <i>Insert contact address/email/tel no. AAO</i>	James Cornford, TPSC2.10, ext1636, j.cornford@uea.ac.uk
S19	Course Director	Efthimios Poulis
S20	Course Proposer(s)	James Cornford

THE ACADEMIC CASE

AC1a	Faculty	SSF
	School(s)	NBS
	Course Director(s)	Efthimios Poulis

AC1b	Course Title	International Business Management
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AC1c	Exit Award(s) and Title	BSc (Hons) International Business Management
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AC2	(For undergraduate or integrated masters programmes only)		
	Please select only from the permitted options		
	Weighting for degree classification:	Exit Award (please indicate: e.g. CertHE, DipHE, PgCert, PgDIP)	
	Stage 0		
	Stage 1	0	CertHE ((CCS reg. 6.10)
	Stage 2	50%	DipHE (CCS re. 6.11)
	Stage 3	50%	
	Stage 4		
	Stage 5		
	Stage 6		
	Stage 7		

AC3	COURSE MANAGEMENT INFORMATION			
AC3.1	REGULATORY FRAMEWORK (please tick all that apply)			
	CCS for Undergraduate Courses			X
	Graduate Diplomas			
	Integrated Master's			
	PGCE			
	Common Master's Framework			
	Postgraduate Research			
	Certificate/Diploma in Continuing Education			
	Is the course as a whole assessed on a pass/fail basis?	YES	<input type="checkbox"/>	NO X
	Are any modules assessed on a pass/fail basis?	YES	<input type="checkbox"/>	NO X
	If so, how many modules and what is the credit volume for each module?			

AC4	NEW MODULES
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AC5	If the course is a joint course, how will the student experience be managed?
	NA

AC6	BOARD OF EXAMINERS			
AC6.1	Is there an existing Board of Examiners?	Yes	X	No
AC6.2	If YES, which existing board will be responsible for the course?	It is envisaged that the course will initially make use of the existing NBS UG Board of Examiners (with the addition of a new International Business Management specialist). A new Board of Examiners may be required as the course develops.		
AC6.3	If NO, please enter details for new board of examiners			
AC6.4	Are any new external examiner(s) required?	Yes	X	No
AC6.5	If yes, how many?	1 (International Business Management)		

AC7	ACCREDITATION/VALIDATION			
AC7.1	Is accreditation/validation by a Professional and/or Statutory Body required?	Yes		No X
AC7.2	Please specify which PSB and when accreditation/validation may take place.			

AC8	COURSE PROFILE AND AWARD REQUIREMENTS	
	Year 1	
	Core Modules	<ul style="list-style-type: none"> • NBSL1B1Y - Introduction to Business; • NBSL1P4Y - Introduction to Organisational Behaviour; • NBSL1P3Y - Developing Business Skills; • NBSL1B2Y - Information Systems and Business Research; • NBSL1B4Y - Economics for Business; • NBSL1A2Y - Introduction to Financial and Management Accounting.
	Year 2	
	Core Modules	<ul style="list-style-type: none"> • NBSL2M01 - Driving the Organisation: Organisational Design and Development • NBSL2M06 - Mastering Technology: Operations and Supply Chain Management • NBSL2M02 - Managing People: Global Context • NBSL2M05 - Managing Money: Business Finance • NBSL2M04 - Focusing on Customers: Principles of Marketing • NBSL2M03 - Principles of International Business
	Year 3	
	Core Modules	<ul style="list-style-type: none"> • NBSL3M14 – Integrated Decision-Making for Global E-Business • NBSL3M04 - Employability and Personal Development • NBSL3M01 - International Business Strategy • NBSL3M08 - Global Perspectives on Innovation and Creativity
	Option Modules	<p>Semester 1 - 20 credits from the following:</p> <ul style="list-style-type: none"> • NBSL3M13 - Entrepreneurship and Small Business Management: International Perspectives • NBSL3M12 - Global E-Business • NBSL3M11 - Performance Management and Governance <p>Semester 2 - 20 credits from the following:</p> <ul style="list-style-type: none"> • NBSL3M02 - Cases in International Business • NBSL3M05 - Leadership and Change • NBSL3M16 – Global Creative Industries <p>Modules within this range to be treated as Core</p>

NOTE: Whilst the University will make every effort to offer the module listed, changes may sometimes have to be made for reason outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, the University will endeavour to inform students.

**PROGRAMME SPECIFICATION FOR AN AWARD OF
THE UNIVERSITY OF EAST ANGLIA**

(The summary section may be used for publicity purposes. The full specification may also be publicly available).

Note: One Programme Specification may be used for all courses (ROUs) in the proposal. Please indicate where there are any differences (including any course (ROU) specific learning outcomes) between courses (ROUs) in the free text and explain how learning outcomes at the programme level (i.e. covering all courses) may be demonstrated.

PS1	EDUCATIONAL AIMS AND LEARNING OUTCOMES
PS1.1	<p>Overview of aims and learning outcomes:</p> <p>Today, all business is, to a greater or less extent, international business. International business was once restricted to either large multi-national enterprises (MNEs) or to smaller, but specialist, companies specialising in trade, finance or narrow technical specialisms. However, a mixture of liberalisation, new communication technologies and low cost travel has brought an international dimension to even the smallest of businesses. Even where businesses are not directly engaged in international sourcing, operations or marketing, they are indirectly – but strongly – affected by international flows of ideas, goods, capital, technology and labour, as well as a rapidly developing international regulatory framework.</p> <p>This programme is concerned to equip students with little or no management experience with the foundations – in terms of knowledge, skills and broader personal development – to work effectively in this more inter-connected and globalised world.</p> <p>The structure of the course is designed to ensure that, following the introductory courses in year 1, all students have a secure grounding in the core international business disciplines in Year 2 before moving on to integrated and dynamic business competencies in Year 3. A week long intensive induction programme in the first week of Year 2 will help to form a strong cohort identity and introduce some of the key themes of the course – teamwork in multi-cultural teams, inter-cultural communication and presentation skills, student inquiry-led learning. The course delivery structure mixes orientation, overview and review lectures with intensive classroom based seminar, workshop and presentation activities. The course will make positive and extensive use of the multi-national and multi-cultural characteristics of the student cohort.</p>
PS1.2	<p>Knowledge and Understanding:</p> <p>The course will provide opportunities for students to develop and subject specific knowledge and understanding in the core business disciplines (a-e) and the understanding the International Business Environment (f), as well as a range dynamic business competencies (g-m)</p> <p>a Human Resource Management b Markets and customers c Technology Management, Operations and Information and Communications Technology d Organizational structures, processes and cultures and the behaviour of individuals in organizations e Finance and Business Economics</p>

	<p>f International Business and the International Business Environment</p> <p>g Strategic Management and business strategy</p> <p>h Innovation and Creativity</p> <p>i Entrepreneurship and small business management</p> <p>j Leadership and Change</p> <p>k Performance management</p> <p>l Sustainability</p> <p>m E-business</p>
PS1.3	Cognitive Skills:
	<p>a Ethical Awareness and Sensitivity</p> <p>b Self-management and Critical Reflection</p> <p>c Problem solving and Decision Making</p> <p>d Critical Thinking, Analysis and Synthesis</p> <p>e Numerical and Quantitative Reasoning</p> <p>f Sensitivity to Diversity and Cultural Awareness</p>
PS1.4	Subject specific skills (including practical skills):
	<p>a Communication (written and spoken, including presentations with specific focus on Cross Cultural Communication and Presentation Skills)</p> <p>b Teamwork, leadership, influence and project management (including working in Cross Cultural Teams)</p> <p>c Project planning execution and evaluation</p> <p>d The capacity to design and undertake business related research and inquiry</p> <p>e Business Specific IT skills and information search, management and retrieval techniques</p>
PS1.5	General/transferable key skills and attributes:
	See above

PS2	TEACHING AND ASSESSMENT STRATEGIES AND METHODS
PS2.1	(please describe including how these enable students to demonstrate achievement of the learning outcomes):
	<p>The course will have a coherent assessment strategy linked to the curriculum and to the programme's skills strategy (see above and Annex A). Summative assessment for credit – whether for knowledge, subject specific skills or core skills – will be undertaken when students have had an opportunity for material to be presented and, where appropriate, practised. It is proposed that all modules should provide opportunities for formative assessment (possibly collective or through peer assessment) appropriately timetabled in the programme. Other assessment will comprise a mix of examinations, individual assignments and group project work</p>

	and (videoed) presentations.
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PS3	EQUALITY
PS3.1	<p>How do the admissions criteria ensure equality of opportunity for all applicants?</p> <p>Admission criteria for the course are based on academic achievement and adequate English language skills. The course seeks to make active use of the diversity of students (and staff) in teaching and learning, for example through the use of teamwork and group work.</p> <p>As regards the University's strategic aim of equality of opportunity and widening participation, there is a School admissions officer and support team. The School follows the University's guidelines and is committed to evaluating each application on its individual merits within a framework of consistency and fairness based on applicant's personal and educational background.</p>
PS3.2	<p>What steps have been taken to ensure an inclusive curriculum?</p> <p>As an international business management programme, the curriculum has been designed to ensure that perspectives, theories, examples and cases are drawn from a wide range of international contexts. Sensitivity to diversity and cultural awareness is an explicit objective of the programme, addressed across a number of modules.</p>
PS3.3	<p>In what ways do learning and teaching and assessment methods ensure inclusivity and equality of opportunity?</p> <p>The development of a range of teaching and learning methods (lectures, seminars, resource sessions, teamwork activities, public events, presentations, etc.) and assessment methods (exams, individual and group assignments, journal/portfolios, presentations) across the course will ensure that different learning styles are addressed.</p> <p>The University has worked assiduously in developing systems for the retention and support of students once at the University (for example dyslexia and learning support).</p> <p>Student voice will be encouraged through the SSLC structure but with methods to encourage greater attendance and participation (primarily scheduling and creation of a dynamic, inclusive environment). London representatives will be invited to School Board in Norwich. Module feedback/monitoring will be continued in London. A regular schedule of questionnaires to students using different formats will be drawn up and delivered on site.</p>



LEARNING, TEACHING AND QUALITY OFFICE

**PROGRAMME DOCUMENT FOR AN AWARD OF
THE UNIVERSITY OF EAST ANGLIA**

PART 4: This part is only to be used in the following circumstances:

- **Change to an existing degree title**
- **Change to School(s) of registration**
- **Change to Stage weightings for degree classification (provided these are within the combinations permitted under the relevant Regulatory Framework)**
- **New PgR provision without resource implications (provided this does NOT involve a new award)**

1	BACKGROUND, CONTEXT AND RATIONALE FOR CHANGE
	<p>The School wish to make changes to the IBM for introduction in 2013/14.</p> <p>The School wishes to make the following changes:</p> <ol style="list-style-type: none"> 1) International Business Strategy (NBSL3M01) moves from SEM1 to SEM2 to provide balance for the intended change 2) Cases in International Business (NBSL3M02) becomes an elective module and it is not a core module anymore 3) Leadership and Change (NBSL3M05) moves from SEM1 to SEM2 4) Global e-Business (NBSL3M12) moves from SEM2 to SEM1 5) Integrated Decision Making (NBSL3M14) becomes a core module and moves from SEM2 to SEM1 to provide balance for the intended change

2	<p>DETAILS OF THE PROPOSAL</p>
	<p>(Please summarise e.g. give new degree title)</p> <p>The new structure can be found below:</p> <p><u>SEMESTER 1</u></p> <p>Core modules:</p> <ul style="list-style-type: none"> • Employability and Personal Development NBSL3M04 • Integrated Decision Making NBSL3M14 <p>Elective modules:</p> <ul style="list-style-type: none"> • Entrepreneurship and Small Business Management: International Perspectives NBSL3M13 • Global e-Business NBSL3M12 • Performance Management and Governance NBSL3M11 <p><u>SEMESTER 2</u></p> <p>Core modules:</p> <ul style="list-style-type: none"> • International Business Strategy NBSL3M01 • Global Perspectives on Innovation and Creativity NBSL3M03 <p>Elective modules:</p> <ul style="list-style-type: none"> • Global Creative Industries NBSL3M16 • Leadership and Change NBSL3M05 • Cases in International Business NBSL3M02

3	CONFIRMATION THAT THERE ARE NO RESOURCE IMPLICATIONS			
	Are there any resource implications associated with this proposal? (Please tick as appropriate – if ‘Yes’ a full programme document should be completed)	Yes		No ✓
4	EVIDENCE OF CONSULTATION OF STUDENTS AND WRITTEN CONSENT OBTAINED			
	<p>Consent is not relevant in the same way as deleting or replacing modules. We are simply adjusting the semester of the delivery for a couple of modules.</p> <p>Regarding making one module an elective and another one core in its place, the 2nd year student representative David Huckschlag has given his written consent in an email.</p>			

5	INFORMING APPLICANTS	
	<p>What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/conditional firm or conditional insurance offers.</p> <p>All academic staff have been informed, asked to participate in the decision making and they have finally agreed. Focus groups with students have been held and the student representative mentioned above has agreed.</p>	
6	EFFECTIVE DATE	
	September 2013/14.	
7	APPROVALS, SIGNATURES AND COMMENTS	
	DATE	COMMENTS
SCHOOL DIRECTOR OF LEARNING, TEACHING AND QUALITY		
HEAD OF SCHOOL		
FACULTY DEAN		
FACULTY ASSOCIATE DEAN (LTQ)		