

LEEDS BECKETT UNIVERSITY

Course Specification

BA (Hons) International Business Management

Our courses undergo a process of review periodically, in addition to annual review and enhancement. Course Specifications are updated on an annual basis to include modifications approved through our University's quality assurance processes. This Course Specification provides an indication of the current curriculum. If any changes are made to material information an updated Course Specification will be made available.

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Target award, course title and programme code:

BA (Hons) International Business Management

Levels of qualification: 4-6

Course Rationale

With this online **Bachelor (Hons) in International Business Management** for international students, the IBA will be responding to the needs of a globalised business environment. The programme is designed to address these needs by providing a broad business foundation at Levels 4 and 5, followed by specialised global and strategic competencies at Level 6, which equals the existing top-up programme.

The structure of Certificate → Diploma → Bachelor ensures flexibility. Learners can step on and off the programme at various levels as well as develop knowledge and competencies in a scaffolded manner:

- **Level 4** builds fundamental understanding of business functions, economics, marketing, leadership, and research methods.
- **Level 5** advances quantitative and analytical skills through mathematics, statistics, finance, operations, and digital business.
- **Level 6** integrates strategic management, organisational behaviour, international economics, advanced marketing, and cultural studies, preparing students for managerial roles or postgraduate study.

This progression aligns with EQF/ECTS expectations and supports both academic progression and employability.

Emphasis on Applied Learning and Employability

The curriculum covers core areas traditionally expected in business, management, and commerce programmes. Quantitative modules (e.g., corporate finance, statistics, optimisation models) align with industry demand for data-driven decision making, while qualitative modules strengthen communication, leadership, and analytical reasoning.

Students learn to:

- analyse unfamiliar business scenarios under time constraints,
- analyse and interpret research findings,
- present and argue for viable business solutions,
- interpret financial and economic data,
- use spreadsheets, analytics tools, and modelling techniques.

These competencies reflect workplace expectations and enhance graduate readiness for roles in management, finance, marketing, logistics, and international operations.

Graduates will gain skills increasingly demanded in management roles and postgraduate study programmes. And the international orientation will ensure that graduates are well-prepared for international careers.

Assessment types—case studies, oral exams, problem sets, video presentations, emphasis on evaluation of discussion activities and personal argumentation, as well as a final dissertation—will encourage applied learning as well as meet the AI challenge.

Online Delivery

This new BA programme will be offered online through the IBA's e-learning mode, which has proved successful and now been used in app. 30 years. The latest technology possible is always applied – the current LMS is Canvas - but the main focus is on sound pedagogical practice that through practice has proved itself viable and successful – such as asynchronous dialogues, analytical reasoning, student-centered visible learning and flexibility.

The E-learning mode of delivery is designed to address the need for a course which can be undertaken without the need to give up working in order to study full-time, or to have to relocate to an appropriate university. It is rigorous and taught to the highest academic standards while retaining a flexibility in terms of length and pace of study in order to cater to a diverse range of personal circumstances.

Aims of the Programme

To give students:

- Comprehensive knowledge and understanding of the business theories and methods which need to be applied in an international context
- Substantial awareness of the various functions of a modern company and the external conditions under which it has to operate
- Understanding of both the present situation and future trends in the global economy
- A challenging but supportive environment in which personal responsibility for learning, initiative, motivation and commitment are positively encouraged
- The opportunity to acquire the skills and knowledge which will further enhance their value both as employees and active members of their community

Course Learning Outcomes

International Business Management (Certificate → Diploma → Bachelor)

The programme is designed so that students progressively develop knowledge, cognitive skills, applied skills, and professional competencies.

Level 4 - Certificate

Upon successful completion of the Certificate, students will be able to:

1. Demonstrate foundational knowledge of core business disciplines including management, organisation theory, marketing, and micro-economics.

2. Use basic economic and business models (e.g., supply/demand, market structures, SWOT/TOWS) to analyse simple business problems.
3. Apply introductory marketing and management techniques to simple scenarios.

Level 5 - Diploma

Upon successful completion of the Diploma, students will be able to:

1. Demonstrate intermediate-level understanding of finance, logistics and supply chain management, business mathematics, digital business, and sustainability.
2. Evaluate supply chain designs, sourcing strategies, and digital business solutions using intermediate analytical tools.
3. Integrate knowledge across business disciplines to formulate well-reasoned solutions to moderately complex problems.

Level 6 - Bachelor

By the completion of the full Bachelor programme, graduates will be able to:

1. Identify, critically evaluate, synthesise and apply theories of International Business
2. Critically evaluate and apply practical knowledge of doing business in an international setting, including cross-cultural issues
3. Collect, analyse, and critically evaluate information and data on international markets and firms
4. Critically evaluate, reflect on, and suggest solutions to decision making problems facing managers of international firms
5. Critically evaluate and appraise the context of business decision making, including international policy constraints and external influences

Course Structure

The full BA programme consists of 3 separate awards, each of which are composed of independent modules. All modules have to be taken and are separately assessed.

Most modules may be taken in random order, but some are connected. Therefore, students are recommended to consult the proposed structure published on the IBA website and VLE.

After successful completion of all modules, students are required to write a Research Project (RP).

All modules start twice a year, in September and February. This means that students are enrolled and exams are held twice a year, which adds maximum flexibility to the programme.

Each of the modules at level 4 and 5 carry 20 credits (10 ECTS), whereas modules at level 6 carry 10 credits (5 ECTS). The final Research Project carries 40 credits (20 ECTS) adding up to a total of 360 credits (180 ECTS).

Contained awards available:

Award	Title	Level	Credits
UG Cert	International Business Management	4	120
UG Dip	International Business Management	5	120
BA (Hons)	International Business Management	6	120

Length of programme, FT/PT and mode of study:

Programme	Length (years)	FT/PT (please specify)	Mode (campus based/DL or other)
BA (Hons) International Business	3-6 years (optional)	PT	DL

Learning and Teaching

The acquisition of knowledge and understanding as well as intellectual skills is attained through a combination of:

Wide reading of core texts and supplementary books and academic texts.

Participation in asynchronous and synchronous discussion (webinars) groups.

Self-directed study through closely supervised e-learning methodologies including peer-to-peer activities and assessment, as well as elements from John Hattie's Visible Learning concept.

In the IBA's e-learning concept the focus is moved from the lecturer to the students, the learners. The students will actively seek information for a purpose that they are encouraged to identify beforehand. The lecturer's role becomes that of a coach, who helps and inspires students to acquire knowledge and especially skills that they have identified as relevant and/or important themselves.

Project supervision.

Graduate Attributes

By the end of their undergraduate studies a Leeds Beckett graduate will:

- be enterprising
- be digitally literate
- and have a global outlook

These are the three Leeds Beckett graduate attributes and are embedded throughout the undergraduate curriculum. Embedding of graduate attributes within the programme is done through learning and assessment activities through delivery of the modules.

Enterprising: This attribute is defined as “the development of creativity, organisational skills, problem solving, business skills, leadership skills and project management skills”. This graduate attribute is developed and both formatively and summatively assessed in most modules.

Digital literacy: This attribute is defined as “the confident and critical use of information and digital technology to enhance academic, personal and professional development”. It is developed and assessed throughout the programme via the use of e-learning technologies in general.

Global Outlook: This attribute is defined as “enabling effective and responsible engagement in a multicultural and globalising world”. This graduate attribute is developed and assessed in all modules.

Use of the Virtual Learning Environment

All activity on this course will take place in the IBA’s VLE including:

- General information (Student handbook)
- Announcements
- E-activities
- Discussion groups
- Submission of coursework and presentations
- Assessment feedback - both generic and to individual students

All module leaders on the course are expected to post learning materials and full course documentation, including assessment specifications and criteria, on the VLE.

Communication enhances students’ experience and allows greater levels of student satisfaction to be achieved. As professional educators the university staff use and endorse all relevant tools as a part of their daily routine.

Central to IBA’s e-learning concept is the extensive use of asynchronous discussion fora, in which students are encouraged to participate actively in discussions and also to facilitate their own discussions.

Knowledge transfer is effected through online webinars, reading of textbook and research material, and checking through multiple/choice facilities and submission of papers (course work). Knowledge creation is further assured through open discussions in the conferences.

Discussion is the instructional strategy most favoured by adult learners because it is interactive and encourages active, participatory learning. The discussion format encourages learners to analyse alternative ways of thinking and acting and assists learners in exploring their own experiences so they can become better critical thinkers. The discussion is often the heart of an online course.

The course seeks to develop students’ information interpretation, critical analysis and analytical/problem solving skills. The e-learning synchronous and asynchronous conferences and assignments also develop communication, essay and report writing skills. Overall the course seeks to build the students’ critical understanding and analytical judgement.

Student Support

Support for students includes access to:

Course Administration

Module Leaders

Course Management Team

Research Project Supervisor

With regard to tutorial and other support, students are given on induction a comprehensive set of instructions and guidelines on how to work within the e-learning mode. Such information is based upon the premise that they are likely to have little or no previous experience of learning by this mode. They are given a clear indication of what is required of them, and what they can expect from the IBA with regard to assessment, support, appeals and so on. The web-based conference process, a fundamental and crucial part of the e-learning process, is also clearly explained at this stage.

All teaching and administrative staff responsible for delivering the programme are given extensive initial training and regular refresher courses as and when required by, for example, any substantial updates to the VLE.

On commencement of their selected study module, the module leader becomes a module tutor, offering teaching and more specific subject support as well as technical and other help. Students are also able to contact the course administration and management at any time with more general issues that their module tutor cannot answer. This system has worked very well since the IBA degree programme by e-learning commenced under OUVS validation in 1997.

IBA e-learning experience has demonstrated that strict adherence to timetables and prompt and reliable response to student contact – whether submission of assessed material or questions relating to their progress – is even more important in an e-learning environment than a conventional one, and every effort is made to ensure that students do not feel in any way disadvantaged by the e-learning system – rather, that they should experience a better reliability of tutor-response than would be possible in a traditional learning environment dependent upon conventional office hours and course timetables.

B) Other sources of support and information include:

Course Guide

Module Guides

IBA website

Canvas BA info module (electronic course handbook)

IT support

C) Careers guidance

Because of the nature of the programme and its delivery mode, information and advice will normally be offered on-line. However, students able to visit the IBA in Kolding are always welcome and shall have full access to IBA facilities and resources.

Quality enhancement indicators

The award and progression board meeting at the end of each semester is attended by our external examiner.

Internal programme monitoring and review is achieved through Course Board meetings (two per year) and the use of the University and IBA Course Evaluation Questionnaires. It is also expected that any necessary feedback will be provided from the Student/Staff Consultative Committee.

This programme specification for the IBA BA in International Business Management complies with the *QAA Benchmark Statements in General Business and Management* and the *QAA Code of Practice for the assurance of academic quality and standards in higher education, Section 2: Collaborative provision, flexible & distributed learning (including e-learning)*.

The IBA shall use LBU procedures when academic misconduct is identified.

The IBA shall use its own complaints procedure in the first instance, but students will have ultimate right of access to the LBU appeals process.

Assessment Strategy

Each Module is separately assessed both formatively and summatively on the basis of defined learning outcomes, either by an examination, by coursework, or by a mixture of the two.

Lecturers assess students' work on the basis of clearly defined criteria, and peer-to-peer assessment and portfolios are being integrated increasingly as a natural part of the individual student's visible learning progression.

Feedback on Assessed Coursework

Staff adhere to the University's target of a four-week turnaround on student work.

An increasing number of tutors employ "feed-forward" techniques such as examining exemplar good and bad past submissions against criteria, in order to anticipate or eliminate misunderstandings of assessment tasks, and to enhance learning; this process is often related to formative assessments to further consolidate the student's understanding.

Formative feedback is a feature of all modules in some of a number of forms, for example:

- Tutor feed-forward on proposals
- Individual and group presentations within the online VLE
- Responses to practice assessments/test questions
- Tutor comments on VLE discussion forums
- Peer-to-peer directed dialogues on VLE discussion forums
- Peer-to-peer critiques/feedback on prepared written work and discussion.

Formative assessment (as distinct from formative feedback and feedforward, above) is taken to mean the provision of feedback designed to directly inform students' interim work towards an item of summative assessment. In general therefore formative assessment is specific to individual modules' learning and teaching strategies and the mode of summative assessment adopted. The approach to formative assessment varies between the modules; from informal to formal; in line with current thinking. Informal assessment is not allocated a word count but feeds forward into the summative work.

Formative assessment activities are varied across the programme levels in line with increasing development of learner autonomy.

Module Assessment Methods

Certificate – level 4

Module Titles	Written Examination	Written Assignment/case study	Report	Dissertation	Course Participation	Project Output	Oral Assessment	Video-recorded presentation	Practical Skills Assessment	Set Exercises/ m/c exercises
Business Organisation					√					√
Business Administration and Management		√							√	
Principles of Micro-Economics		√					√			
Introduction to Marketing		√							√	
Managing Creativity and Innovation			√					√		
Philosophy of Science and Research Methods	√								√	

Diploma – level 5

Module Titles	Written Examination	Written Assignment/case study	Report	Dissertation	Course Participation	Project Output	Oral Assessment	Video-recorded presentation	Practical Skills Assessment	Set Exercises/m/c choice
Business Mathematics and Statistics	√									
Basic Corporate Finance							√			√
Logistics and Supply Chain Management							√		√	
Digital Business and Information Systems								√	√	√

Business Communication			√		√				√	
Sustainability and Business		√					√		√	

Bachelor – level 6

Module Titles	<i>Written Examination</i>	<i>Written Assignment</i>	<i>Report</i>	<i>Dissertation</i>	<i>Course Participation</i>	<i>Project Output</i>	<i>Oral Assessment</i>	<i>Video-recorded presentation</i>	<i>Practical Skills Assessment</i>	<i>Set Exercises</i>
Economics							√		√	
Culture Studies			√					√	√	
Marketing issues 1		√			√	√			√	
Marketing Issues 2					√		√		√	
Organizational Behaviour			√				√		√	
Corporate Strategy		√					√		√	
Finance 1										√
Finance 2							√			√
Research Project				√			√		√	

In order to pass a module a student is required to achieve a mark of at least 40%. Where there is more than one element of assessment (e.g. course work and examination), the weighted average mark for all the elements must be at least 40%.

In order to qualify for the award of a Bachelor Degree, a student must have passed all modules and the Research Project, and the classification of degrees with Honours is based on the following bands:

1st Class 70%+

2nd Class (Upper Division) 60 - 69%

2nd Class (Lower Division) 50 - 59%

3rd Class 40 - 49%

The classification is determined by a weighted average of module marks. Provided that students have passed the required modules of the bachelor degree, honours degrees are classified on the basis of the overall average mark

achieved from the 8 modules carrying 7.5 % of the weight in calculating classification each plus the Research Project carrying 40%.

For a protocol fail to be allowed a student must have obtained an overall minimum of 30% for a module. Students can be granted a maximum of one protocol fail in exceptional circumstances.

Students who fail modules in levels 4-6 are not normally permitted to attempt to make good the failure(s) in the same semester; they may, however, be permitted to repeat the module(s) in the next semester in which it is being offered. Where a student successfully makes good a failure, the mark recorded for the module and used in the calculation of classifications will be 40%