

## Course record information

<b>Name and level of final award</b>	<ul style="list-style-type: none"> <li>Bachelor of Arts with Honours - Global Trade and Business</li> </ul> <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
<b>Name and level of intermediate awards</b>	<ul style="list-style-type: none"> <li>Bachelor of Arts (BA) - Global Trade and Business</li> </ul>
<b>Awarding body/institution</b>	University of Westminster
<b>Teaching institution</b>	University of Westminster
<b>Status of awarding body/institution</b>	Recognised Body
<b>Location of delivery</b>	Primary: Central London
<b>Language of delivery and assessment</b>	English
<b>QAA subject benchmarking group(s)</b>	Business and Management
<b>Professional statutory or regulatory body</b>	
<b>Westminster course title, mode of attendance and standard length</b>	<ul style="list-style-type: none"> <li>Global Trade and Business, Full-time, September start - 1 year standard length</li> </ul>
<b>Valid for cohorts</b>	From 2023/4

## Additional Course Information

Your qualification will need to be assessed by the course leader to ensure the programme content meets the required learning outcomes for accreditation of prior learning from the HND Diploma, Foundation Degree or other NQF Level 5 qualification in a related subject.

## Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/study/undergraduate/how-to-apply>

## Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

<https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning>

## Aims of the programme

The BA Global Trade and Business is a 'top-up' course for students who have previously studied business and management to Level 5 and are seeking a deeper understanding of the influence of global trade on business. As a result, students will be enabled to apply the principles of international trade to various aspects of business decisions and operations.

During the course, students are expected to develop a range of professional attributes and transferable skills such as team working, problem-solving, research, critical and creative thinking as well as communication skills. Furthermore, students are expected to develop an appreciation of wider social and political issues surrounding business decisions.

## Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

## Careers and Further study

More and more businesses are part of global value chains, which connect the production and supply of products across countries. Hence, graduates with knowledge and understanding of international trade in a business context are in high demand. The course will enhance individuals employability within the business sector, as well as equipping graduates for careers in international trade within an international organisation, or the voluntary or public sector. Increasing numbers of students progress to further study on graduation: either taking professional qualifications (in business, management, marketing for example) or proceeding to a specialist Masters degree in the business area.

## Gaining employability skills while you study

Employability and enterprise are strongly embedded in the modules, including taking part in Work Based and Placement Learning (WBPL) to gain valuable employability skills that will make students stand out when applying for work. The WBPL is embedded within Global Trade and Business course through the core professional experience module. In this module, lectures, seminars and workshops are structured to equip students undertake a project in collaboration with a public or private organisation. The module team will help to facilitate meetings between students and the organisation in the development of the project task. It will also enable students to develop an ability to reflect on their experience for their own self development as a budding professional. The benefit of the professional experience module is that students will acquire key transferable skills and employability skills that will put them in a good position to obtain graduate positions in business, management and marketing. The opportunity to have a real work experience in a professional setting will help students become "work-ready" for business organisations. This is a unique and exciting experience for students studying a top-up award in the UK. It will help students develop a global outlook, which is valued by employers.

## Support and guidance

Whether you're looking for a part-time job while you study, wondering what career would suit you, or want to improve your transferable skills, the Careers and Employability Service can help. They work with hundreds of employers to provide you with a variety of opportunities to work and develop new skills – from part-time work and work placements to volunteering, networking events and graduate opportunities.

## What will you be expected to achieve?

Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall knowledge and understanding you will gain from your course (KU)
- Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

- Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)
- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

**Level 6 course learning outcomes:** upon completion of Level 6 you will be able to:

- L6.0 Demonstrate comprehensive knowledge and understanding of theoretical explanations of international trade and their policy application. ( KU CS )
- L6.1 Challenge received opinion related to global trade and business issues. ( GA KTS )
- L6.2 Critically assess how individuals, organisations and institutions manage and evaluate implications of corporate social responsibility. ( GA PPP )
- L6.3 Critically analyse data by applying quantitative or qualitative research techniques to a business/trade issue and recommend an evidence-based solution. ( KU GA PPP )
- L6.4 Carry out self-reflection for the purpose of continuous professional development. ( PPP KTS )
- L6.5 Effectively communicate by employing academic, professional and networking skills. ( PPP KTS )
- L6.6 Develop research skills for evidence-based decision making ( KU GA CS )

## How will you learn?

### Learning methods

#### Embedding Equality, Diversity and Inclusion (EDI) in the curriculum

At the University of Westminster, diversity, inclusion and equality of opportunity are at the core of how we engage with you. We are fully committed to enabling a supportive and safe learning environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable. Our inclusive culture will support you to reach your full potential. We pledge to continue to respect and value diversity within our communities of students, colleagues and stakeholders, to challenge inequities, to strive to eliminate unlawful discrimination, to promote equality of opportunity, and to foster an inclusive institutional culture. We acknowledge the special role of higher education in promoting equality of opportunity and furthering social inclusion and mobility, within and beyond our university. We recognise that ensuring equality of opportunity is essential for our culture, performance and success. All our students, colleagues and stakeholders have rights and responsibilities. All our students, colleagues and stakeholders are required to become familiar with and observe the spirit and letter of our equality, diversity and inclusion related policies and practices.

The course supports the University's EDI policies and strategies, being designed with an inclusive curriculum approach where students will have a learning experience which encourages all students' participation with the aim of reducing barriers to learning. The course considers the varying needs of students, and where possible, approaches pedagogical frames from different social, cultural and geographical contexts thus providing students with a more robust and holistic conceptualisation of the subject matter. Case studies; authors; guest speakers, reading lists and critical perspectives are embedded within the course to diversify the curriculum and provide students with curricula that is inclusive, responsive and intersectional in design.

The teaching team are committed to EDI and attend institutional training sessions on EDI, inclusive pedagogies, and authentic assessment approaches to ensure that they are abreast of the latest pedagogical approaches to EDI. This engagement in training means that the team can effectively embed such approaches into course and module content. In addition, the teaching team consist of scholars from diverse backgrounds, both culturally and geographically, which positively impacts upon the approach taken to support EDI, and to accommodate all students using a range of proven methods.

The course operates a multi-faceted approach which can be evidenced in the design and delivery of inclusive modules by staff who aim to actively engage a diverse group of learners. This creates a sense of belonging and engagement where you can relate content to your own experiences. Furthermore, the Global Trade and Business course embeds EDI in authentic assessment, particular approaches to support students in developing academic skills to transition to the standards of a UK institution through organised learning activities and the use of existing frameworks in EDI to ensure best practice.

The following explains how the teaching team use different approaches to meet the needs of students who learn in different ways.

## **Blended learning**

We use a blended learning approach which combines the best of traditional face to face teaching methods such as seminars with the use of on-line resources such as videos, tests and quizzes to improve your learning experience. Blended learning will enable you to:

- Have a degree of flexibility regarding when you study
- Become an independent learner
- Clarify confusing topics by reviewing videos of topics (as many times as required)
- Revise more effectively by using multi-media resources and not just your own notes

The flexibility allowed for with this approach is an important dimension of ensuring equal access for a range of learners.

## **Specialist research-engaged teaching**

At Level 6 you will be expected to undertake substantial reading on all specialist subjects so that you are actively engaged in the process of research and inquiry; this is good practice for the continuing professional development expected by employers as well as for those of you who may be planning to continue on to postgraduate study. You will be guided to read through a diverse range of approaches. Teaching will also be informed by our research so giving you the benefit of the knowledge of current theories and, where appropriate, their practical application, which can be related to your own experiences.

## **Synoptic learning**

Students will also be engaged in synoptic learning which will encourage them to appreciate and apply the full breadth and depth of their knowledge by drawing connections between what they have learnt on different modules. In the context of this course, where students will directly enter Level 6 from a range of educational backgrounds, the research methods module supports students to recognise and reflect on different learning expectations. Students will be taught how to evaluate arguments necessary for the critical evaluation of literature across all modules as well as undertake independent research in the Global Trade and Business Project. Furthermore, the assessment within the research methods in business module will help students to apply the process of reflection in the professional experience module. The course leader will identify any students in need of additional academic skills support to ensure that no student is left to struggle on their own as they make the transition to this course. The provision of supplementary academic support is often helpful to student learning across a range of modules. The course leader will make all reasonable efforts to identify any students at risk of been left behind and in need of additional support.

## **Embedding employability and enterprise**

In addition, we embed work based learning into the course so that you have the opportunity to relate what you have learnt to your own career aspirations. In the professional experience module, students will work in groups on a work-based task in collaboration with a public or private organisation (local or international).

## **Teaching methods**

The BA Global Trade and Business emphasises active student learning through seminars, workshops, problem-based and blended learning designed to engage your interest. Students will draw on their knowledge of strategic perspectives (6MNST008W), in order to see the bigger picture of how international businesses operate locally and globally. Students will also draw on their knowledge of global trade and the international economy (6ECON009W and 6MNST005W) to understand in an applied manner how changes in trade and economic policy influence business decisions locally and globally. Employability and enterprise are strongly embedded in the modules through the use of practical activities, which will prepare you for work in diverse labour markets. Through this mix of activities we will provide you with equal access to learning, which will help you reach your full potential.

Course-material will be provided electronically through the virtual learning environment platform (Blackboard) which means you can access learning material when and where you want. For students with disabilities, technology can play a critical part in supporting learning. Therefore, the Blackboard learning platform conforms to the highest levels of global accessibility standards and the use of this technology is an important part of establishing a learning culture around accessibility. Blackboard also allows you to communicate with your group members and your module leader.

You will be encouraged to work in groups with other students during seminars and for any non-assessed purpose, including revision. This gives you the opportunity to learn from one another and helps you to value the views of others and to learn to give and receive constructive feedback. During your time at University positive behaviour will be encouraged, and we will challenge all forms of negative behaviour or ideas.

## Assessment methods

Assessment is an integral part of the learning process. Assessment is not just about giving/receiving marks and feedback about student performance. It is designed to promote initiative and creativity. Assessment also helps students develop other skills including: critical thinking, structuring of coherent arguments, evaluation, research and analysis, professional communication skills, effective group presentation, self-reflection, time management, the ability to meet deadlines and ability to work under pressure.

### Formative assessment

Every module incorporates "formative assessment" which students are expected to complete as it provides them with useful feedback, so they can reflect on their progress and act on the feedback to prepare for the assessments that count. Formative assessments are important to students as they help them to identify ways in which they can improve and areas of strength to be developed further. This type of feedback also ensures that extra support is put in place as needed so that students are given sufficient guidance to allow them to succeed.

### Summative assessment

Summative assessment will measure individual learning and achievement. Weightings for each assessment element will vary to reflect the nature and focus of the module. The course team actively adopt a variety of summative assessment, as described below, as this is critically important to ensure that we take account of a range of ways that students can demonstrate their learning.

### Authentic assessment

Authentic assessment may be understood as assessment that requires students to use the same competencies or combinations of knowledge, skills and attitudes that they need to apply in professional life. Examples include: case studies, blogs or presentations.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	L6.0, L6.1, L6.3, L6.4, L6.6
Literate and effective communicator	L6.1, L6.2, L6.3, L6.4
Entrepreneurial	L6.3, L6.5
Global in outlook and engaged in communities	L6.0
Socially, ethically and environmentally aware	L6.2

## Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives:** are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.
- Additional information may also be included above each level for example where you must choose one of two specific modules.

## Modules

### Level 4

Module Code	Module Title	Status	UK credit	ECTS
<i>no modules for this level</i>				

### Level 5

Module Code	Module Title	Status	UK credit	ECTS
<i>no modules for this level</i>				

### Level 6

Module Code	Module Title	Status	UK credit	ECTS
6BUSS014W	Global Trade and Business Project	Core	20	10
6ECON009W	International Political Economy	Core	20	10
6ECON005W	International Trade	Core	20	10
6BUSS015W	Professional Experience in Global Trade and Business	Core	20	10
6BUSS013W	Research Methods in Business	Core	20	10
6MNST008W	Strategic Perspectives	Core	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

## Professional body accreditation or other external references

### Course management

BA Global Trade and Business has a designated Course Leader who will meet students during the first week and who is available for consultation during weekly office hours throughout the year or by appointment. Students take modules, normally in common with students from the same course, which each have a Module Leader who is responsible for the smooth running of that module. Module Leaders are usually available during term-time during their office hours or by appointment. The degree is one of a number offered by Westminster Business School and students will be part of a vibrant academic community with access to a full programme of additional seminars and social events organised by our student societies. Students will have a personal tutor who will help and guide them through the complexities of life at University.

### Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](http://westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

### Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. 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. Further information on Blackboard can be found

at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. 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 in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

## Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>.

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

## How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored each year by the College 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 evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

## How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a 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.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

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 they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©

