



London School of Commerce

**Programme Specification
for the**

**Master of Business Administration
(MBA)**

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1 Programme Aims and Objectives

The programme, which is at academic level 7 under the UK FHEQ, is designed for those who

- (a) hold the equivalent of a UK Honours Bachelors degree in a business related subject, or for
- (b) other appropriate applicants, (see Admission Criteria below), who wish to enhance their cognitive abilities and applied skills, and their professional and career opportunities.

The programme includes topics, which will develop students' understanding and ability to manage business processes, procedures and principles, together with enhancing the student's critical view of those strategic and operational contexts which make up the modern business environment.

The principal aim of the programme is therefore to produce graduates with the knowledge, skills and potential to become successful managers and business professionals in a variety of contexts and subject options within the global business environment.

More generally the MBA programme aims to:-

- Develop the existing knowledge, appropriate experiences, and skills of students to enable them to become effective managers and enable them to play a leading role in industry, and/or the professions and/or public service;
- Add value to the participants first degrees, and/or further degrees and/or their significant work experience through developing an integrated and critically aware understanding of the role of managers in business and business contexts;
- Enable the student to become a reflective practitioner – able to make practical decisions based upon an understanding of academic content and processes as well as practical experience and thus having the ability to unite theory and practice;
- Encourage students objectively to analyse their personal competences and opportunities for self development and thus build on the learning arising out of the programme;
- Facilitate his/her personal, academic and professional development.

1.1 Objectives:

The above aims will be met by students developing their:

- understanding of how they learn and their ability to formulate new ideas,
- knowledge of, and ability to use, appropriate information systems,
- skills in numeracy to enable them to understand and use finance and accounting processes,
- ability to undertake original research and to analyse the data and information gathered,
- ability to implement new ideas and strategies for the benefit of organisations,
- written and oral communication skills, and
- For international students, enhancing their English language skills.

2 Programme Learning Outcomes

A. Knowledge, understanding and skills

- (i) **Knowledge and Understanding:**
Students completing the programme will be able to:

- A1 Demonstrate a critical comprehension and evaluative understanding of the main issues, theories and methodologies that are central to business and business management in

- organisations;
- A2 Demonstrate a critical awareness, comprehension, and analytic understanding of the main functional areas of business studies, business administration and business management processes within a variety of institutional and organisational contexts.
 - A3 Evaluate the role of the professional business manager and the professional and ethical considerations associated with this role and its contexts
 - A4 Critically analyse and evaluate organisational strategic management processes within the context of the prevailing internal and external environment
 - A5 Demonstrate a critical, analytic and evaluative application of theory to the advancement of management practice and within the context of professional business practices
 - A6 Demonstrate a critical awareness and utilisation of research and applied research and scholarship in the evolution of business studies and management practices

(ii) Cognitive Skills

Students completing the programme will be able to:

- B1 Critically reason, synthesise judgments, and analyse complex business issues both systematically and innovatively
- B2 Reflect creatively and critically on their learning experience and make informed judgments on this experience
- B3 Analyse and critically evaluate primary and secondary information collected from research
- B4 Critically utilise, analyse and synthesise problem identification, problem solving and decision making skills, procedures and processes in resolving complex business issues
- B5 Evaluate and critically appraise business and organisational policies, practices, and activities and make informed judgements on these
- B6 Critically formulate, propose, and implement solutions and conclusions to complex business problems and do this in an effective and efficient manner
- B7 Act with reflection, critical insight, and in an independent manner in the planning and managing of their learning with limited guidance and in response to varied contexts, situations and environmental requirements

(iii) Practical/Professional Skills

Students completing the programme will be able to:

- C1 Demonstrate an ability to conduct research into business studies and management issues, fields and environmental contexts either individually or as part of a team through researching and research design; data and evidence collection, evaluation and synthesis; critical analysis, synthesis of interpretation and formation of judgments, and the reporting of findings.
- C2 Demonstrate critical skills of numeracy, literacy, and qualitative and quantitative abilities in researching, collation, analysis, synthesis and evaluation of evidence
- C3 Utilise a variety of interpersonal and transferable skills including listening to alternative viewpoints and undertaking the evaluation of argument and intellectual positions; engaging in critical discourse, and debate with peers and responding to the views of others; engaging in critical discussion and persuading or influencing others.
- C4 Communicate effectively and efficiently while utilising appropriate means and media of communication
- C5 Articulate conclusions, make judgments, and form recommendations based on evidence and which are subject to a well developed capacity for critical appraisal and which are based on imaginative, robust judgement, and firm foundations

(iv) Transferable Skills

Students completing the programme will be able to:

- D1 Structure and communicate ideas both orally and in writing taking appropriate account of the nature of the audience and utilising effective means of communication

- D2 Effectively and efficiently manage their time and be able to work to deadlines
- D3 Be an autonomous learner and take responsibility for their learning , including being able to act independently in the use and application of resources for learning
- D4 Use creative and imaginative thinking in both problem solving and decision making activities
- D5 Effectively clarify and prioritise the addressing of individual and group tasks and lead or work within a group towards meeting the requirements of defined deadlines and outcome specifications
- D6 Practice and promote on-going personal development

3 Mapping of Programme Learning Outcomes and Module Achievement of learning Outcomes

The mapping grid of Learning Outcomes to Modules is included below:-

	Learning Outcomes																							
MODULE TITLE:	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
STAGE ONE: PRINCIPLES MODULES																								
Information Technology & Management Information Systems	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>						
Business Environment	<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>					
Accounting and Decision Making Techniques	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>											
STAGE TWO: CORE MODULES																								
Managing Human Capital and Entrepreneurship	<input type="checkbox"/>		<input type="checkbox"/>																					
Marketing Management	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>												
Financial Analysis and Management	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>															
STAGE THREE: CORE MODULES																								
Strategic Management	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>												
Research Methodologies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>																	
STAGE THREE: ELECTIVES																								
Corporate Finance	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>											
Financial Markets and Investment Analysis	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>							
International Business	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>															
International Marketing Management	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>												
Strategic Marketing	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>																			
STAGE FOUR; MAJOR PROJECT MODULES																								
Dissertation	<input type="checkbox"/>																							
Integrated Case Study	<input type="checkbox"/>																							
Business Development Proposal	<input type="checkbox"/>																							

4 Programme Structure and Delivery Sequence

Overview

The full MBA Programme comprises Four, fourteen week trimesters in each of which students study various modules as indicated below.

The three modules studied in the first *Principles* (trimester 1) stage are compulsory

The three modules studied in the *Core Subject Stage* (trimester 2) are compulsory.

In the *Electives Pathway of Study Stage*, (trimester 3) in addition to the two Core Modules the student is also required to study two Electives Modules from a menu of five elective modules.

In the *Major Project Stage* (trimesters 3-4) the student is required to study the compulsory Research Methodologies Module. Following a review of academic performance, and with the agreement of the Research Methodologies tutor and the programme leader (or their confirmed nominees), the student will be required to study one of the *Major Project* study modes indicated in the table below namely:-

- 1 A Dissertation, OR -
- 2 An Integrated Case Study (prognostic, current or retrospective), OR -
- 3 A Business Development Proposal.

4.1 Delivery Sequence Full Time Mode

The indicative delivery sequence for the programme in its full time mode is indicated in the following table:-

MBA Four Trimester Programme	Core or Elective Modules	CATS points /ECTS points
Stage 1: Trimester 1: Principles Stage Completion of three Core Modules		
Information Technology and Management Information Systems	Core	20/10
Business Environment	Core	20/10
Accounting and Decision Making Techniques	Core	20/10
Stage 2: Trimester 2: Core Study Stage Completion of three Core Modules		

Managing Human Capital and Entrepreneurship	Core	20/10
Marketing Management	Core	20/10
Financial Analysis and Management	Core	20/10
Stage 3 : Trimester 3:		
Completion of two Core Modules plus any two electives		
Strategic Management	Core	20/10
Research Methodologies	Core	20/10
Electives Menu;		
<i>Marketing Electives</i> Strategic Marketing International Marketing Management	Elective Elective	10/5 10/5
<i>Finance Electives</i> Corporate Finance Financial Markets and Investment Analysis	Elective Elective	10/5 10/5
<i>International Business Electives</i> International Business International Marketing Management	Elective Elective	10/5 10/5
Stage 4: Major Project Stage		
Completion of the Research Methodologies Module and One Major Project Option		
One of the following modes of study and presentation 1 A Dissertation, OR - 2 An Integrated Case Study (current or retrospective), OR - 3 A Business Development Proposal.	Elective Elective Elective	60/30 60/30 60/30

5 Learning and Teaching Strategies

Teaching and delivery of the curricular material will be through a blend of methods in order to reach all students effectively. These can include lectures, tutorials, seminars and workshops and other appropriate teaching modes and utilising a variety of learning and assessment methods, including; - the consideration of a variety of types and sources of case studies and evidence references; individual and/or team presentations; joint class discussions; tutorial-support surgeries; and other appropriate learning methods. A summary of approaches is indicated below.

Students are expected to undertake:-

- Directed learning:-namely where tutors direct students to undertake study in their own time and specify the work to be undertaken; and increasingly take responsibility for-
- Their self managed and independent learning: - namely where students are expected to expand their knowledge and understanding by researching and studying the subject area using their initiative.

At the Masters level students are expected to take increasing responsibility for their individual learning and for their development of approaches to learning. These strategies are facilitated within the design of the programme and are designed to encourage the development of student confidence in their abilities while developing individual cognitive abilities, understanding of discipline and subject content, academic and professional knowledge, reflection on academic and applied aspects of the programme, application skills and an enquiring mind capable of devising and/or implementing creative solutions.

Learning Strategies

Students are expected to take greater responsibility for their own learning as they progress through their programmes. The course structure and the proposed teaching strategies are designed to encourage this development. The student-centred approach will be encouraged through the use of specific teaching strategies; case studies; projects; practical exercises, supplemented by the use of appropriate support materials; videos; computer software; etc. Active engagement with the subject material is directly encouraged and is viewed as a means of enhancing learning. A variety of learning strategies are used in promoting this approach. Students are therefore directly encouraged to adopt a self-managed approach to their learning.

6 Assessment Strategies

Assessment of knowledge and understanding is achieved using a range of assessments which include assignments; the analysis and critical use of evidence, which may be drawn from a variety of sources; critical reviews, practical and applied assessment, presentations (individual and group), case study analysis and reports, business reports, project reports. Examinations are included in the assessment diet. Assessment philosophy utilises mechanisms that allow and encourage in each student a high degree of critical analysis, problem solving, decision-making and reflection.

The assessment of cognitive skills is incorporated within and integral to the assessment strategy of the programme and modules.

Students are encouraged to use a wide range of evidential sources and information references as the basis for the production of work submitted for assessment. The use of individual skills

of critique, analysis, evaluation and synthesis are a requirement of module assessment outcomes.

Lecturers are expected to utilise a balance of formative and summative assessment during the programme appropriate to their module. These can range from providing feedback on presentations given in class, or exercises undertaken individually or in groups, to self marked practice mini assignments via a detailed marking scheme provided to students via the virtual learning environment (Student Portal) or other means as appropriate.

7 Assessments

Assessments and the mode of assessment are designed to relate directly to learning outcomes and the nature of the assessment task set within the Module. Individual modes of assessment may cover a range of learning outcomes depending on the Module requirements

In designing and deciding upon an assessment format for a module the following factors have been considered:

- The module learning outcomes and their level, with particular emphasis on the student's ability to analyse, synthesise, evaluate and communicate information derived from:
 - module content;
 - learned knowledge from other areas/qualifications;
 - experience;
 - The implementation of systematic information-seeking strategies.
- The need to encourage and support students in applying their skills to specific industry/business/management/conceptual and applied problems.
- The need to encourage students to engage with problem based, problem resolution, and problem solving learning
- Supporting students in their ability to identify and approach problem solving in a systematic way and employing assessment strategies that could resolve problems.
- Assessment performance criteria and criteria referenced assessment, as communicated to the student and contained in module specifications.
- The validity, reliability of the assessment methods, which are monitored by module leaders and programme teams.
- Time constraints (for students and staff) and the need to ensure consistency.
- The need for assessment to allow for review and reflection by the student.

The programme assessment philosophy has taken account of the practical nature of business and management skill sets but also recognises the need to demonstrate sufficient relationship between theory and practice, and theory into practice.

Cognitive, professional and transferable skills are appropriately assessed by assignment or applied tasks. A range of strategies such as case study analysis, essay type assignments, critical literature review, presentations - both group and individual, can be employed to enable students to demonstrate the skills required of a business and academic professional.

Whilst examinations are frequently used for assessment the teaching team are mindful that they only provide particular types of opportunity for analysis and critical reflection on assessment tasks.

The security of ensuring within assessment processes that work submitted for assessment is the student's own work, is established and confirmed via presentations. These are followed by question and answer sessions for those modules that include a presentation as part of the assessment function.

All written work is submitted electronically and passed through *Turnitin* as an aid to detecting potential plagiarism. The issue of plagiarism, and the consequences of engaging in the act of plagiarism, is explained to students at their induction and also in module lectures to ensure that instances of academic malpractice are minimised and where these are identified they are subject to the appropriate disciplinary action.

The overall Module pass mark is set at an overall average for the module of 40%. However to gain a pass in a module the student must achieve a minimum mark of 40% in each component of assessment for that respective module.

Management of Assessment Strategy

The management of assessment strategy varies practically from module to module. Where assessment is based on examinations instruction is incorporated into lectures and seminar sessions to ensure that students manage their time effectively, address issues and questions raised in the examination, design their answers in a structured way and focus upon key requirements of the question paper.

The management of assignments as part of the assessment strategy is placed within the time frame for the undertaking of the assignment. Semester long assignment tasks are outlined at the commencement of the semester and their progress is monitored during the semester by module leaders or tutors responsible for the assignment. Formative feedback is given as appropriate during the assignment period and this is given through electronic means or in face to face individual or group discussion.

Presentation and workshop assessment strategy is managed according to whether formative or summative assessment is utilised within the management and evaluation of tasks set. Feedback is given where formative assessment is used and particularly relates to presentations given by groups or individuals.

Where student absence occurs the LSC biometric attendance registers trigger a formal notification to the student and to Programme Administrators. This process ensures that attendance requirements are monitored and that the student understands the level of commitment which is needed to successfully meet the assessment standards and deadlines set within the programme.

8. MBA Module Descriptor Specifications

Module Title

Information Technology and Management Information Systems

Aim(s)

The module aims to:-

- Provide a comprehensive study of the use of information systems for management.
- Provide a focus on the development and effective use of management information systems in today's companies' decision-making and an examination of traditional information systems development from the end-user's perspective.
- Evaluate and interpret the understanding of managerial decision making and the practical application of information systems to enhance the organisation's effectiveness in achieving its goals.
- Enable students to comprehensively understand the use of applications software to develop individual applications that solve business problems.
- Develop and introduce a framework for investigating the opportunities and problems associated with computer-based management information system that will provide the background for determining the usefulness of computers to assist management in the planning and control of business operation.

Module Title

Business Environment

Aim(s)

The module aims to:-

- Introduce students to a detailed understanding of the working of the market system, the case for free markets and the causes of market failure and explore the historical basis of economic thought
- Provide students with a comprehension of microeconomics and how to apply the tools of microeconomics to analyse social and economic issues and enhance students' critical awareness of the limitations of microeconomics for analysing the behaviour of consumers, firms and markets.
- Through the use of case study analysis and examples encourage and facilitate students in their application of appropriate theoretical models and their use in understanding problems and in make predictions of the effects of particular actions.
- Provide an explanation and interpretive framework of knowledge for understanding the relationship between microeconomic analysis and the economic policies of governments and discuss and consider broad macroeconomic issues as they relate to the collective roles of households, businesses and governments.
- Provide a basis for the analysis of the broad sectors of the economy and demonstrate how these interact to create impacts in output, employment, inflation and interest rates.
- Introduce students (through specific case study examples) to underlying contexts and concepts of business law and to the legal complexities, issues and problems of conducting business in the contemporary business environment (including through internet technology) and introduce students to contexts and frameworks of economic and contextual thinking which underpin business activity

Module Title

Accounting and Decision Making Techniques

Aim(s)

The module aims to:-

- Provide students with an understanding and comprehensive introduction to the use and application of accounting data in making business decisions.
- Enable students to understand the complexity of professional accounting requirements, processes and practices, including the requirements within the regulatory framework of accounting, the preparation and analysis of financial statements, the formulation and application of investment analysis and the importance of governance and the role of ethics in accounting practices.
- Introduce students to the key concepts and applied skills, knowledge and attitudes which enable students to: - process financial data, to analyse and interpret accounting reports, and to present the results within an ethical framework, to financial decision makers.
- Develop the student's ability to determine the use of mathematics and statistics in the evaluation of problems and in the solving of business problems in an analytic and systematic way
- Provides a firm foundation in statistics and commonly used quantitative methods, which will prove useful in helping students to understand and appreciate other modules in our diploma and advanced diploma in Business and Management.
- Develop the students' knowledge and critical understanding of the context, scope, underlying principles and concepts relating to accounting and business decision making and their impact upon management decision making.

Module Title

Managing Human Capital and Entrepreneurship

Aim(s)

The module aims to:-

- Enable the student to examine, reflect on and critically analyse theories and practices relevant to management and entrepreneurship including individual and team-group learning; reflective self-managed learning practices; the facilitation of the learning environment; psychology models and managing people in a variety of settings and cultural contexts.
- Provide a critical introduction to the business concepts, personal development, and process skills which are needed to be successful in an entrepreneurship/small business venture.
- Develop and encourage evaluative confidence, and critical and reflective self awareness in the student which is based on their robust understanding of the integrative skills, competencies and knowledge required for their effective evaluation of new venture opportunities and the subsequent realisation of these in successful new business ventures
- Develop the student's awareness and evaluative ability, particularly in identifying the critical role of opportunity creation and opportunity recognition as potential drivers in the identification of successful new venture opportunities
- Evaluate the role of the entrepreneur and critically analyse specific examples of new venture development as a part of successful entrepreneurial activities including the concepts of risk management, individual and corporate hygiene factors underpinning NPD activity
- Critically examine the models which exist and the principal success factors which may be identified in starting and growing a new venture and contextualise these factors within the broader definitions of entrepreneurship, entrepreneurialism, and other models of business launch, growth and life cycle.
- Examine and critically analyse theories and practices relevant to personal, managerial, and entrepreneurial competencies, (e.g. management and individualised learning; competency requirements and learning; reflective self-managed learning practices; integration and definitions of management competencies and development concepts; the facilitation of the learning environment; psychology models and managing people in a variety of settings,).
- Provide opportunities for critically developing the students' reflective learning abilities particularly those associated with effective and enhanced managerial performance.
- Provide the student with a framework of orientation to the self-directed, active learning methods of the program through the:-
Discussion and exploration of contemporary ideas on effective leadership and management.
The utilisation of team exercises, case studies and assessments which provide a framework for reflective learning.

Module Title

Marketing Management

Aim(s)

The module aims to:-

- Develop an integrated understanding of the key concepts and theories applicable to and used in marketing and marketing management.
- Provide a critical introduction to the principles underpinning and knowledge which is related to the formulation and appraisal of marketing strategies and policies including those related to the marketing of physical products, and within services marketing.
- Provide a detailed and critical oversight of marketing management including the role of analysis, planning, implementation, and control of marketing programs and how they are designed to create, build, and maintain mutually beneficial exchanges and relationships with target markets for the purpose of achieving organisational objectives.
- Provide a disciplined analysis of the needs, wants, perceptions and preferences of target and intermediary markets as the basis for effective product design, pricing, communication, and distribution.
- Provide an understanding of the rationale for marketing decisions and their contexts from a *managerial perspective*. (Including analytic techniques and the development of marketing plans)
- Provide a framework of understanding for marketing decision-making which incorporates models of decision making. (e.g. logical positivism; entrepreneurship single focus decisions)

Module Title

Financial Analysis and Management

Aim(s)

The module aims to:-

- Provide students with a comprehensive overview and understanding of the strategic management of finances and financial concepts within an organisation and of the relationship between management decisions related to financial matters and other conceptual values within financial planning areas as well as to business performance.
- Provide students with a critical understanding of the role of financial principles and their utilisation in an organisation at the strategic level and their impact at the level of decision making within organisations.
- Provide and enable students to possess a *toolkit* which supports their critical awareness and understanding of the management of financial responsibilities in a business.
- Explore, evaluate and differentiate between the three main types of decision facing finance managers, namely:- , investment decision making, financing decision making and dividend decisions.
- Analyse, illustrate and evaluate how decision making issues and outcomes are interconnected and interrelated with key principles of finance namely the time value of money; the risk-return trade-off; cash flows as a source of value and market prices and their reflection and relationship to information.
- Discuss and consider the relationship of strategic financial principles and decision making to the regulatory framework of accounting, the analysis of financial statements, and investment analysis and ethics in accounting.
- Enable students to understand the financial decision-making process and to interpret the impact financial decisions will have on value creation.

Module Title

Strategic Management

Aim(s)

The module aims to:-

- Provide students with a detailed integrative framework for understanding the role and functions of Strategic Management within contemporary business organisations.
- Enable students to comprehend how organisations formulate, implement, and evaluate strategies and how they consider the strategic alternatives available to them.
- Develop in students and provide them with a comprehensive understanding of strategic management concepts and the techniques which are used in the development and formation of strategies.
- Provide a framework and context within which knowledge acquired across the programme may be coupled with new strategic-management techniques and how this may be synthesised to chart the future potential direction of different organisations.
- Enhance understanding of how, in the formulation of strategy for an organisation, the different functional areas of business (e.g. accounting, finance, human resources, information systems, marketing, operations management, etc.) are required to be considered as part of an integrative approach.
- Consider how management tools (e.g. SWOT/PESTEL analysis) may be used to formulate strategy and position the organisation *internally* and in the external environment
- Examine the contribution which business organisation, operations and circumstances make to strategic development and their relationship and significance to customer service; the supply chain; provision of goods and services; total systems approaches; value chains and value concepts; client and customer perceptions; the manufacturing and operations plan, and global environments,

Module Title

Research Methodologies

Aim(s)

The module aims to:-

- Introduce students to the essential principles, practices and processes related to the rigorous selection, design, carrying out, analysis, evaluation and completion of a major piece of academic and/or business and management - discipline related research
- Introduce students to the theoretical and practical aspects of research design and evaluation including ethical issues and literature/evidence searches.
- Develop the necessary analytical and critical approaches, evaluative and writing skills, and literature review techniques, in order that students may apply these in the production of a major piece of academic research and/or the production of a major business discipline related research project
- Support the development of the students' abilities in critical analysis, evaluation, the making of informed judgments and the communication of these in (a) academic and (b) professional business and management contexts
- Develop the students' knowledge and understanding of qualitative and quantitative research methods and in the selection and use of appropriate and rigorous research methods including basic descriptive and inferential statistics; questionnaire design and evaluation; data analysis and advanced qualitative research methods.
- Develop the students' insights into how to conduct their own robust and rigorous evaluations of business and management issues and their ability to interpret the validity and rigour of the research of others.
- Develop the students' practical and professional abilities in applying and reviewing business and management research in both academic and simulation-live situations
- Provide students with the skills to produce an acceptable research design proposal for answering a fundamental research question including how to critically evaluate the research of others in order to assess its value to the furtherance of the study and practice of business and management.

Module Title

Corporate Finance

Aim(s)

The module aims to:-

- Provide a comprehensive understanding of the key concepts, tools and techniques which are required by the contemporary manager in order that they may take critically informed and comprehensive financial decisions in today's competitive business environment.
- Enhance the capability and competency of students in order that they may take informed decisions based on reflective judgements; on the use of effective, analytic, and evaluative tools; on logical procedures and models; and on full understanding of the information and contexts which are at their disposal.
- Explore the theoretical framework of finance, enabling students to evaluate a firm's investment, financing and dividend policies and formulate decisions based on their analysis of complex sources of evidence.
- Develop the students evaluative and analytic skills particularly in the identification of financial problems, and the formulation of solutions to problems
- Examine and evaluate the institutional environment of corporate finance and particularly identify how institutions utilise corporate finance; how they utilise sources of finance and the relationship with the development of the firm/organisation and the advantages and disadvantages of alternative sources of finance and their impact upon the continued development of the organisation/firm.

Module Title

Financial Markets and Investment Analysis

Aim(s)

The module aims to:-

- Provide students with an understanding of the critical importance of how capital markets and financial institutions work
- Analyse, identify, and discuss how and why economic change and changes in external and internal events and circumstances have on markets and financial institutions and on their work and position in societies, in political contexts, and in wider social, economic, and technological contexts.
- Provide students with a critical understanding of the impact which wider economic and environmental changes, have on both markets and financial institutions and on individual companies capital budgeting decisions and finance decisions.
- Provide an analysis of the concept of globalisation and the way in which this has acted as a change factor in the view which we have of markets, financial institutions, investment analysis thinking, investment practicalities, and ethics.
- Assess the alternatives for financial sourcing, risk analysis contexts, and organisational sustainability within a global financial context

Module Title

Strategic Marketing

Aim(s)

The module aims to:-

- Provide students with a framework for understanding and analysing strategic marketing processes in diverse organisational types and in differing contexts and frameworks of operation,
- Provide students with the opportunity to critically discuss, comprehend, compare and contrast the marketing functions in different organisational or environmental contexts including in a range of industry sectors, and in international and national/regional contexts
- Providing students with models and case studies which introduce marketing concepts and problems drawn from a variety of different and changing marketing environments.
- Enable students to build a comprehensive understanding and develop their analytical capabilities, in the context of market-driven strategies and varied examples.
- Relate marketing to the concepts and direct formulation of strategic decision-making and the operational decision making which follows both of which have a long-term impact on the organisation.
- Discuss and consider the concepts and practicalities underlying Strategic Marketing particularly as a process focussed on creating satisfied customers through the integration of all business functions and through the continuous search for a sustainable competitive advantage through innovation.
- Develop interpersonal and teamwork skills through group project activities.

Module Title

International Marketing Management

Aim(s)

The module aims to:-

- Considers and critically examine the adaptations needed when marketing outside national boundaries.
- Discuss and evaluate the differences and distinctions which may apply or be activated or applied when considering cultures and marketing in a variety of differing cultures internationally
- Consider the implications of product and marketing modifications necessary in a variety of situations internationally
- Assess and analyse study of various world regions and their consumption, terrain, demographics, and geographics as they influence marketing practices.
- Examine and evaluate concepts and practices in international marketing, with a particular emphasis on globalisation and how it affects the marketing activities of a firm/organisation. This examination includes for example;- global marketing to foreign environments and the formulation of global marketing strategy.
- Evaluate the major trends in contemporary marketing strategy within international business.(e.g. the effects of on shoring and back shoring on marketing strategy and national concepts of market ownership and product/service ownership)
- Provide students with an understanding of marketing in a multinational, multicultural environment;
- Develop the students skills in strategic decision-making in international marketing contexts.

Module Title

International Business

Aim(s)

The module aims to:-

- Provide students with an overview of the field of international business and consolidate a foundation for future specialisation in this field.
- Provide an overview and analyse of the contexts, concepts, and interpretation of globalisation.
- Discuss and critically examine the environment for international firms and organisations, particularly the political, social, economic, technological and other configurations that support cross-border trade and investment.
- Evaluate the role of national policies, cultures and business systems and the evolution of international markets in goods, services and finance, and the super-national mechanisms and infrastructures for trade, investment and finance.
- Analyse and evaluate the role of international firms and organisations particularly their strategies and organisational design, their entry modes into international enterprise, and their behavioural and control systems.
- Discuss and evaluate the impact of contemporary events and contexts and of current events/affairs and how these impact on international businesses through case study examples and specific contemporary examples.
- Contextualise contemporary business activities, for instance issues relating to international trade, foreign investment, international political conflict, financial crises, etc, within the focus of specific events (e.g. the sovereign debt crisis; the Euro Crisis etc)

Module Title

Dissertation (Major Project Module)

Aim(s)

The module aims to:-

- Provide students with the opportunity to review and reflect upon the general principles of research methods, research objectives, and research contexts; and to demonstrate:-
 - (a) their full comprehension of these, and:-
 - (b) their ability to put these into practice, through the planning, development, and execution to completion, of a significant body of independent research undertaken under supervision
- Create a platform and framework for the student in which they may demonstrate their ability to analyse and synthesise the theories, knowledge and skills which they have developed throughout the programme, and, through the use of appropriate research and interpretive methodologies, use these to examine a defined field and topic of enquiry and to work independently in an area of specific interest.
- Provide students with the experience of carrying through and completing a significant body of research, which will require them to:-
 - (i) draw on the theory, knowledge and skills gained throughout the programme, and:-
 - (ii) Demonstrate their intellectual and practical capacities to both potential employers and/or to the development of a future post graduate academic career or to private professional practice.
- Enable students to integrate knowledge developed from their study areas and their emerging areas of professional practice within a significant and sustained piece of research
- Provide students with a research framework which allows them to demonstrate their intellectual capacities in analysis, synthesis, evaluation, interpretation, the formation of informed judgments, and the presentation of conclusions.
- Provide direct learning opportunities for the development of higher cognitive skills
- Enable the students to improve their abilities of independent working, skills of original and critical thinking and methods of research design, data collection, analysis and presentation.

Module Title

Integrated Case Study (Major Project Module)

Aim(s)

The module aims to:-

- Provide a learning experience for students whereby the learning outcomes from the MBA programme can be brought together, reflected upon in a formal report, and consolidated from a general management perspective into a substantial body of work focussed upon a case study approach to research and applied outcomes
- Provide a discussion and learning framework within which the reality of the cross-functional contexts of the modern business environment and the matching skill sets required in this environment are able to be explored within a sustained piece of applied research within a case study approach
- Provide a learning platform in which the inter-disciplinary skill set needed in contemporary management contexts is able to be developed while drawing on a range of general management disciplines & competencies exhibited by the student and tested within the project.
- Providing an integrative Learning Framework within a case study approach aimed at and based upon real-life business situations, while providing the mentoring safety of the academic environment and sheltered from the risks of the real world.
- Critically focus on enabling students to review practical business problems and proposing solutions to these problems within a controlled “live” learning environment.
- Provide opportunities for students to solve cases/case study examples and justify the solutions that have been put forward from an available pool of different solutions.
- Provide opportunity for students to focus on decision making areas and ensuring that viability of responses becomes a key element of their skill sets
- Provide students with an introduction to the differential learning opportunities offered within retrospective, contemporary, and prognostic case study analysis and the evaluations which may be drawn from differing examples.

Module Title

Business Development Proposal (Major Project Module)

Aim(s)

The module aims to:-

- Provide students with a critical overview of Scenario Planning and Case Study Analysis and their application in the development of a Business Development Proposal to a “live” and launch stage.
- Provide an introduction to four scenario planning contexts in order that the student may apply these to their professional and career intentions and objectives
- The Scenarios are:-
 - Scenario 1 - a company start up
 - Scenario 2 - as a current business owner
 - Scenario 3 - working in the current employee organisation
 - Scenario 4 - as a commercial or non-commercial organisation that is known to the candidate
- Provide the student with specific opportunities to reflect upon and integrate the knowledge acquired in the modules forming the early stages of the programme within an employability and career development focussed learning framework
- Provide students with an opportunity to reflect upon and develop the ability to apply their knowledge to the analysis and solution of the kinds of business and management problems that are encountered in the developing a viable and persuasive business proposal
- Provide the student with the opportunity to develop the skills to communicate proposed solutions and the rationale behind them to an audience of potential investors, peers, business professionals, and academic mentors;
- Provide the student with the opportunity to present a plan of action on the basis of the research and speak persuasively with the respect to the feasibility of the action and the likelihood of it leading to business success.
- Provide a framework in which the topic of the Scenario when carried through to completion offer the students clear opportunities for New Venture start ups
- Provide a Major Project context which is based on the clear identification of business opportunity for the student and in which their formal report will be capable of being translated into a business venture proposal and able to be presented to investors for consideration for direct investment support.
- Provide a formal experience for students in the preparation and delivery of a business proposal and presentation which is suitable for presentation to business investors and for submission for financial support.
- (Note The students undertaking this option will be eligible to have their project submitted to the Entrepreneurship Award for the cash prize for the initial start-up capital (£25,000).