Programme Specification of 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 has the following general educational and specific programme aims:

The programme is delivered at academic UK FHEQ Level 7 and is designed for those who:-
(a) Hold the equivalent of a UK Honours Bachelors degree in a business or management related
or cognate 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 development 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 MBA level 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 and to progress and complete all stages of a taught
MBA programme.

More generally the Master of Business Administration programme educational aims are to:-

- enhance lifelong learning skills and personal development to enable students to work with
  self-direction, originality and to contribute to business and society at large;
- enable students to undertake advanced study of organisations, their management and the
  changing external context in which they operate;
- develop students’ ability to apply knowledge and understanding of business and management
  to complex issues, both systematically and creatively, to improve business and management
  practices;
- enhance students’ transferable skills of research, interpretation, critical evaluation and their
  ability to turn theory into practice;
- develop students’ intellectual skills, including critical reasoning, analysis, creativity and
  reflection;
- prepare students for a career or career development in business and management by
  developing professional skills;
- prepare students for research or further study in the field of business and management;
- develop master's level knowledge and skills in business and management subjects to enhance
  students’ employability and the utility of their first discipline;
- provide students with an in-depth study of corporate finance techniques and processes which
  enable management to evaluate and make strategic decisions in the context of competitive
  international environments;
- provide students with a comprehensive understanding of contemporary business theories and
  practices in an international environment;
- Provide students with a comprehensive understanding of contemporary marketing theories and
  practices in an international environment.

The above aims will be met by students developing the following general objectives:-

- Demonstrating their critical understanding of how they learn and their ability to formulate
  new ideas,
- Exercising knowledge of, and ability to use and demonstrate, appropriate information
  systems,
Exercising and critically demonstrating skills in analysis, evaluation, synthesis and the development of critical judgements and decision making in business, management and organisational contexts

Demonstrating their ability to undertake original research and to analyse the data and information gathered and implement new ideas and strategies for the benefit of organisations, and bring these to a successful conclusion

Demonstrating written and oral communication skills, and the effective use of media and methods in the communication of ideas to a variety of appropriate audiences.

For international students, consolidating and enhancing their English language skills within business, management and organisational contexts and applications.

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

The following are the intended generic Programme Learning Outcomes:

Generic Programme Outcomes

The following sections provide a set of generic programme outcomes covering Cognitive, Practical and Transferable Skills that apply to all programmes. Knowledge and Understanding outcomes are listed separately within the individual programme specifications. They are drawn from the document Masters Awards in Business and Management, Quality Assurance Agency for Higher Education, 2007.

Cognitive Skills

| CS01 | ability to think critically and be creative; manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately; |
| CS02 | ability to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions; |
| CS03 | ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting; |
| CS04 | ability to use information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge, gained from critical analysis of research. |
Practical Skills

| PS01 | effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management; |
| PS02 | leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring; |
| PS03 | ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices. |

Transferable Skills

| TS01 | numeracy and quantitative skills including the development and use of relevant business models; |
| TS02 | effective use of Communication and Information Technology; |
| TS03 | effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports; |
| TS04 | high personal effectiveness: critical self-awareness, self-reflection and self-management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience. |

In addition to the generic skills outcomes the following section specifies the Knowledge and Understanding outcomes particular to this programme:

Knowledge and Understanding

| KU01 | relevant knowledge and understanding of organisations, their diversity and the external context in which they operate and how they are managed; |
| KU02 | the processes, procedures and practices for effective leadership and management of organisations; |
| KU03 | managing and responding to change and consideration of the future of organisations and the external contexts in which they operate; |
| KU04 | interconnections and interrelationships between management functions, decision making and the external context; |
| KU05 | the functions, cultures, purposes, structures and behaviour of organisations; |
| KU06 | the external environment and its effects at local, national and international levels upon the strategy, behaviour, management and sustainability of organisations; |
| KU07 | the management of contemporary issues relevant to both internal and external contexts; |
| KU08 | the critical application of models, frameworks, theories and techniques to the advancement of management practices; |
KUBF02 the modern principles of corporate finance and critical evaluation of firms’ financing and investment decisions;

KUEN02 the international context of entrepreneurship. How entrepreneurial businesses vary between cultures and political contexts. Approaches to international entrepreneurship;

KUEN03 the management of growth in entrepreneurial organisations; differences of motivation, organisation and behaviour in different groups (including a consideration of gender and minority ethnic groups);

KUMA04 the ability to formulate and articulate appropriate marketing strategies and the implementation of a marketing plan on a local and international level
## Programme Learning Outcomes Mapping Matrices

<table>
<thead>
<tr>
<th>Module</th>
<th>Knowledge and Understanding</th>
<th>Cognitive Skills</th>
<th>Practical Skills</th>
<th>Transferable Skills</th>
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<tr>
<td></td>
<td>KU01</td>
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<td>KU03</td>
<td>KU04</td>
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<td>Financial Analysis and Management</td>
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<td>CS01</td>
<td>CS02</td>
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<td>Marketing Management</td>
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<tr>
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<tr>
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<td></td>
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<tr>
<td>Corp. Finance</td>
<td></td>
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</table>
| Internatio
Business | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Internatio
Marketing Managem
ment | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Financial Markets and Investmen
Analysis | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Strategic Marketing | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Dissertatio
n | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Integrated case study | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Business Development Proposal | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
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.

3.1 Delivery Sequence Full Time Mode

The design of the programme enables students to enter at a number of entry points within each calendar year. Students may study the programme either as a full time or a part time student. The sequence for completion of the programme requirements is dependent on registration as part or full-time students, on the pace and patterning of individual study, and the maximum and minimum study periods which are specified in the university academic regulations for part and full-time students. It is anticipated that the majority of registered students at international campuses will be engaged in part time study and that the majority studying at the London campus will be full time.

Students who are registered for full time study within a three trimester programme delivery framework are normally expected to study the programme modules in the following semester order within a single twelve month period of study:-
LEVEL 7 – Full Time Students - Trimester Study Pattern

**Part One - Trimester 1**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Module type (core, compulsory or optional)</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>SBLC7008</td>
<td>Managing Human Capital and Entrepreneurship</td>
<td>Compulsory</td>
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<tr>
<td>SBLC7009</td>
<td>Marketing Management</td>
<td>Compulsory</td>
<td>20</td>
</tr>
<tr>
<td>SBLC7010</td>
<td>Financial Analysis and Management</td>
<td>Compulsory</td>
<td>20</td>
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**Part One - Trimester 2**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Module type (core, compulsory or optional)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBLC7011</td>
<td>Strategic Management</td>
<td>Compulsory</td>
<td>20</td>
</tr>
<tr>
<td>SBLC7012</td>
<td>Research Methodologies (MBA)</td>
<td>Compulsory</td>
<td>20</td>
</tr>
</tbody>
</table>

**Part One - Trimester 2 (Two options to be chosen from the following menu)**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Module type (core, compulsory or optional)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBLC7013</td>
<td>Corporate Finance</td>
<td>Option</td>
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</tr>
<tr>
<td>SBLC7014</td>
<td>Financial Markets and Investment Analysis</td>
<td>Option</td>
<td>10</td>
</tr>
<tr>
<td>SBLC7015</td>
<td>International Business</td>
<td>Option</td>
<td>10</td>
</tr>
<tr>
<td>SBLC7016</td>
<td>International Marketing Management</td>
<td>Option</td>
<td>10</td>
</tr>
<tr>
<td>SBLC7017</td>
<td>Strategic Marketing</td>
<td>Option</td>
<td>10</td>
</tr>
</tbody>
</table>

**Part Two – Trimester 3 (One option to be chosen)**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Module type (compulsory, compulsory or optional)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBLC7018</td>
<td>Dissertation (Major Project Module)</td>
<td>Optional</td>
<td>60</td>
</tr>
<tr>
<td>SBLC7019</td>
<td>Integrated Case Study (Major Project Module)</td>
<td>Optional</td>
<td>60</td>
</tr>
<tr>
<td>SBLC7020</td>
<td>Business Development Proposal (Major Project Module)</td>
<td>Optional</td>
<td>60</td>
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*Note on delivery structure*

The delivery of the programme is based on a typical year long cycle with a regular sequence of entry points to the programme occurring throughout the year. There are normally six entry points during each calendar year and each module is normally delivered in a taught period of eight weeks followed by assessment periods.

Students have the opportunity to enter the programme at each entry point during the year and the period of study is discussed with the students at the commencement of their admission to the program.
programme. Study opportunities therefore are continuous throughout the calendar year with teaching taking place over approximately 48 weeks.

Part time students are able to study the modules in any order dependent on their entry point to the programme and the features which distinguish full time from part time students are those which confirm the period of study of the student and the semester sequencing of study which for full time students is indicated in the matrix above.

Part Time students may study the modules within the carousel delivery structure described in this document. All students must complete all Part One requirements and successfully pass all Part One assessments prior to Part Two being able to be assessed in compliance with university regulations for masters’ programmes.

[Note: - Where full time students enter the programme they would normally be expected to study the modules in the order indicated above, this is not however a fixed learning journey and the final agreement on study pattern and order of study may be dependent on the demands on the student – including employment requirements; their individual circumstances and the pace of their study requirements.]
4 Learning and Teaching Strategies

The learning, teaching and assessment strategy for the programme has been designed to specifically provide a supportive learning environment which is tailored to the particular requirements of both the full time and part time student. The design and delivery pattern for the programme also ensures that each mode of study delivers an equivalent learning experience for all students while providing a flexible and accessible means of study for applicants who may be in a position to study full time but who may alternatively have the varied demands of employment, career commitment, or personal commitments to meet in their lives.

The programme learning, teaching and delivery models therefore are able to facilitate study for (a) those able to commit to a programme of full time study and (b) to those who require a different pattern of part time access to masters’ level higher education and the opportunities for individual development which this offers.

In meeting these aims there are distinctions in the design of the delivery models which are used to deliver Part One of the programme to full time and part time students respectively. The learning and teaching strategy and delivery models for Part One are explained below and are also outlined in this document – Section 2.5 Features of the School/Faculty (See above).

Part One delivery models are specifically related to the taught modular nature of this part of the MBA programme and while there is distinctiveness in the full and part time model for delivery and access to study purposes each provides a focused and equivalent learning experience based on the standardised module aims, learning outcomes, assessment diet requirements, access to learning support materials, teaching contact hours, study period, and composition of teaching delivery and administrative support teams.

Learning, Teaching and Assessment - Generic Strategy

Teaching and delivery of the full MBA curriculum is therefore facilitated through a blend of workshops, lectures, tutorials, seminars, supported by mentoring and academic guidance sessions which are take place through the period of programme delivery. Teaching modes utilise 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.

Within the programme all students are expected to take increasing responsibility for their individual learning and for their development of approaches to learning as these relate to the nature of the Major Project. These strategies 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 and the demands of their Major Project; application skills and an enquiring mind capable of devising and/or implementing creative solutions.

Lectures-Seminars-Workshops

These provide the foundation framework within which learning can be coherently and effectively delivered within Part One of the programme and provide the basis for the development of individual work in Part Two. They are devised to enable students to contextualise their learning within the keynote concepts and subject exploration appropriate for the Part One of the programme and for the subsequent development of their Part Two Major Project. They also enable a congruent and consistent body of knowledge to be explored within a supportive and participatory learning framework where
career backgrounds and professional experience may vary according to the experience of individual students. These provide a background to directed learning but also provide a means for engendering critical thinking and the consideration of evaluative and analytic approaches to topics and subject areas.

Lectures-seminars-workshop discussion also provides direct encouragement and support for skills development and students are able to practise and refine their skills within a learning environment which provides formative and focussed feedback and contributes to the development of individual learning and also enhance applied skills and contribute to professional development capability. They facilitate transition between theory and practice.

Tutorial-seminars-discussion groups may also be continued through the Major Project module and are designed to enable students to develop and share their critical perspectives on their Major Project and its development. They require students to critically discuss their subject area/topics and the themes, theories and evidence explored in undertaking their Major Project. Experience in the participatory presentation of argument and discussion at a professional standard is encouraged as well as providing opportunities for formative, and where appropriate, summative feedback to individuals and to student groups on their academic performance, topic and skills development.

Seminars
Seminars-discussion groups are designed to enable students to develop their critical perspectives on a topic or subject within the programme. They require students to conceive and provide critical papers exploring subject areas or topics related to themes explored in the programme modules. Seminars explore theoretical or practical concepts as well as introducing problem solving and creative thinking within the programme. Seminars are used to provide students with valuable experience in the presentation of argument and discussion at a professional standard as well as providing opportunities for formative, and where appropriate, summative feedback to individuals and to student groups on their academic performance and skills development. They may be delivered within workshops or as part of the ongoing teaching provided through the duration of a module.

Modular Subject Tutorials
Tutorials provide opportunities for detailed discussion on academic matters with individual students or groups of students. In the latter case discussion may include consideration of group approaches to a problem, or assignment task, or similar area of academic support. Tutorials also provide opportunities for:-
- Detailed discussion on material covered in workshops/lectures/seminars/case studies through an enquiry-driven problem solving approach
- Providing academic support and guidance related to the development of the student(s) within the programme

Part Two Tutorial and Supervisory discussion sessions
Part two tutorials are aimed at specifically supporting the student in the development and successful carrying out of their Major Project. They may be conducted on an individual basis or in group sessions dependent on the nature of the Major Projects which are being undertaken in particular cohorts. Group discussion sessions may identify common areas for discussion or themes which are appropriate to the support of the Major Projects

Practical Workshop discussion
Practical workshop discussions provide direct skills development support in specific modules (e.g. in Finance and Accounting). Students are able to practise and refine their skills within a learning environment which provides formative and focussed feedback and contributes to the development of
individual learning. Workshops also enhance applied skills and contribute to professional development capability. They facilitate transition between theory and the workplace.

Case Studies
Case studies drawn from a variety of “real world” references are designed as a part of the programme teaching and learning strategy. They are used in a range of modules and form a part of an effectively varied assessment strategy. Fictional, real, or simulated case studies are used to support the development of the students analytic, evaluative, and synthetic reasoning and the formation of robust judgments. Case studies may be retrospective, focused on current problem areas, or prognostic in their developmental function.

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-centered 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.

5 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.

6 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 50%.
Management of Assessment Strategy

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 and the knowledge base within the module;
  - learned knowledge from other areas/qualifications;
  - their personal and/or professional 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 and practical 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, formative and summative presentations/presentation papers - both group and individual, are also employed to enable students to demonstrate the skills required of a business and academic professional.

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.
### MBA Module Descriptor Specifications

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<th>MODULE CODE:</th>
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<tbody>
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<td>Managing Human Capital and Entrepreneurship</td>
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#### AIM(S)

The module aims to:-

- Enable the student to examine, reflect on and critically analyse theories and practices relevant to management, entrepreneurship, HRM and managing people in a variety of settings and cultural contexts.
- Provide a critical introduction to business concepts, personal development, and process skills which are needed to be successful in an entrepreneurship/small business venture.
AIM(S)

The module aims to:-

- Develop an integrated understanding of the key marketing concepts, theories, perspectives, policies and strategies and their use in marketing management, decision making, and planning in business sectors.

- Provide a disciplined analysis of the needs, wants, perceptions and preferences of differentiated markets and their identity as the basis for effective product design, pricing, communication, and distribution.
SBLC7010

TITLE: Financial Analysis and Management
LEVEL: 7
CREDITS: 20

JACS CODE: N300

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 the relationship between financial decision making and other conceptual and applications values in businesses.
• Provide students with a critical understanding of the role, principles, operating contexts, applications, and impacts of strategic and operational financial decision making in an organisation
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.
The module aims to:

- Introduce students to the principles, theories, practices, contexts, sources 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.

- Develop the students’ knowledge and understanding of research methods and the selection and use of appropriate research methods in carrying out a piece of sustained research.
AIM(S)

The module aims to:-

- Provide a comprehensive understanding of the environment and contexts of corporate finance in organisations, and the key concepts and techniques which are used by contemporary financial managers in making financial decisions.
- Enhance the theoretical, analytic, evaluative decision making skills and capabilities of students related to financial evaluation of evidence sources, organisational investment, financing and dividend policy contexts
AIM(S)

The module aims to:-

- Provide students with an understanding of the critical importance of how capital markets and financial institutions work
- Provide students with a critical understanding of the impact which wider economic, contextual and environmental changes, have on both markets and financial institutions and on individual companies capital budgeting decisions and finance decisions.
AIM(S)
The module aims to:-

- Provide students with a critical analysis and overview of the field of international business and the contexts, concepts, and interpretation of globalisation and its environmental identities.
AIM(S)

The module aims to:

- Discuss, analyse, evaluate, and critically examine the contexts, research requirements, and operational requirements which exist in International Marketing environments.

- Discuss, analyse, and critically evaluate the differences and distinctions which apply in multi-cultural and international marketing contexts, environments, sectors and circumstances.
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
AIM(S)
The module aims to:-

- Provide students with the opportunity to independently 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 independent planning, development, and execution to completion, of a significant body of independent research undertaken under supervision and presented in the form of a Dissertation on an approved subject area.

- 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 independently examine a defined and approved subject area.

- Enable the student to demonstrate their intellectual and practical capacities to potential employers and/or as a contribution to the development of a future post graduate academic career or to private professional practice.

- 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.
TITLE: Integrated Case Study (Major Project Module)
LEVEL: 7
CREDITS: 60

JACS CODE: N0

AIM(S)

The module aims to:

- Provide a learning experience through which the learning outcomes from the programme can be brought together, reflected upon in a formal report, and consolidated from a management perspective into a substantial body of work focused upon a case study approach to research, the critical evaluation of contemporary scenarios, and applied outcomes

- Provide a discussion and learning framework within which the cross-functional contexts and interdisciplinary skill sets of the modern manager operating in a contemporary business environment are able to be explored and demonstrated within a sustained piece of applied research within a case study approach

- Provide students with an introduction to the learning opportunities offered within retrospective, contemporary, and prognostic case study analysis and the management evaluation which may be drawn from differing examples.
The module aims to:-

- Provide a critical overview of scenario planning contexts and Case Study Analysis and their application in the development of a viable Business Development Proposal to a “live”, presentational, and business launch stage.
- 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 focused learning framework.
- 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 a formal experience in the preparation and delivery of a business venture and development proposal and presentation which is suitable for formal presentation to business investors and for submission for financial investment support.