**Executive Master of Business Administration (MBA)**

**Programme Code PT0972**

**Faculty of Business, Law**

**and Social Sciences**

**Department of Management, HR and Enterprise**

This document is presented in three sections:

## Section One

This section will provide you with key information on your learning experience and how it will be continuously enhanced. This will include;

* Programme Philosophy and Aims
* Programme Learning, Teaching and Assessment strategy
* Statements of Intent for key learning experience themes

This section aims to address Quality Enhancement and Learning & Teaching excellence across your learning experience.

## Section Two

This section addresses regulatory and quality assurance requirements for the purposes of programme validation and mapping of your learning experience.

## Section Three

This section collates the Module Guides from across the programme.

# Section One

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| Programme Philosophy | |
| You live through this MBA programme. It is not passive as you progressively incorporate and apply your activities to your own organisation. This means that you increasingly bring your work into your MBA, and your MBA into your work. You also have the opportunity to apply your learning as part of a group in a live consultancy project for a real client. Your final project can be focused on your own organisation.  If the consultancy client is based outside of the UK, or the UK Midlands area, we provide a budget for travel and accommodation. Should you choose to have better travel/accommodation than the budget covers then you can of course choose to contribute the difference. Organisations such as OnlyLyon (Lyon Development Agency), Serco, TNS Global and many more have been used for consultancy projects. These will vary from time to time.  We do recognise that you are a busy manager and need to accommodate your normal work activities as well as your MBA learning. Therefore, most of the classroom based activities are on a Friday and Saturday once a month. One or two modules will be delivered online and the final two modules are practice and research based requiring only a small element of classroom activity. This may differ for international, corporate or other particular programmes.  With businesses becoming increasingly complex, collaborative and international in nature, it is critical for today’s MBA graduates to have the ability to think and perform in different contexts. With this in mind, the Executive MBA programme is designed to acknowledge the increasing emphasis on the interconnected perspective arising from todays' market developments and explores the complexity and diversity of business in an increasingly internationalised and networked world. The overall focus of the programme is to allow you to move beyond internal organisational mindsets and consider issues and identify solutions in a connected context.  The programme helps you to develop and accelerate your career in management and leadership, within an interconnected context and takes account of the managerial interpretations of complex and networked business issues in practice and research. Graduates of the Executive MBA will therefore be expected to develop critical analytical skills in assessing the holistic environment for business; identify new opportunities and analyse markets; deal with complex issues systematically and creatively; and communicate clearly to a range of audiences. A key feature of the programme is organisational relevance for career development, through exploring knowledge and skills in professional organisational contexts through both theory (management and leadership literacy) and practice (management and leadership competence).  The Executive MBA is based on the philosophy that management education should provide a thorough grounding in the disciplines related to the functional aspects of management. It should also examine management decision-making at a strategic level, stressing the integrative nature of the various factors which come into play. The aim is to encourage you to develop your skills and competences as a future manager or senior manager by providing opportunities to apply the knowledge and skills you gain in individual and group-based learning situations.  The structure of the Executive MBA programme is shown later and comprises three elements:  Postgraduate Certificate in Management; this stage covers the functional areas of management and the skills required in today's dynamic business.  Postgraduate Diploma in Management Studies; at Diploma level, the emphasis changes from understanding the internal workings of organisations to strategic issues, for example, how organisations manage their interfaces with the environment.  Master of Business Administration; the Master’s stage is about integration and application of what you have learned. It requires you to complete a consultancy project and a strategic management project. The consultancy project is completed in groups which will undertake an assignment for a selected organisation.  The opportunity is for skills and knowledge to be developed on a module specific basis as you progress through each level. The certificate stage of the programme will provide a solid grounding in business, marketing and financial analysis fundamentals. The diploma stage helps you develop a strategic approach to business and management. The Master’s stage broadens your understanding and application of the challenges faced by business and management. It focuses on a live consultancy assignment and a strategic management project. These allow you to synthesise and apply what you will have learnt through developing an external consultancy report and through the development of a substantial piece of analytical writing for your own organisation (or a selected one).  The programme requires you to bring a minimum level of relevant management background/experience to the programme in order to contribute into your progress, and as a basis for development.  Within the broad framework of organisations, it is expected that EMBA graduates will gain knowledge and develop understanding in the following areas:   * **Markets** - the development and operation of markets, customer expectations, contemporary marketing communication strategies * **Finance** - the sources, uses and management of finance; the analysis and use of accounting information for planning and decision making * **Organisations and People** – the nature of organisations and connected interactions; the management and development of people within organisations * **Management and Project management** - the management of resources; the development, management and exploitation of organisations and their impact upon connected organisations * **Leadership and Management** - transformational leadership, strategic management of change and challenges inherent in the contemporary environment including the development of appropriate strategies * **Strategy and Contemporary issues** – a broad range of emerging and contemporary management issues such as sustainability, globalisation, corporate social responsibility, diversity, culture and risk management * **Enterprise, Innovation and creativity** – corporate intrapreneurship, business innovation as a source of competitive advantage, creativity, and knowledge management, the discovery and exploitation of business opportunities   This is not a complete list, and you will be exposed to a wider range of issues. The interconnected nature of the programme is demonstrated progressively across all modules through the module content and assessments. Additionally, the programme will use diverse student backgrounds to encourage cross-learning in terms of business and management practices from different sectors and territories.  **Programme Outcomes**  The Programme-level learning outcomes are identified below.  **Learning Outcomes**  On successful completion of the programme you will be able to:   1. Apply knowledge and understanding of advanced theories, concepts and methods to the inter-disciplinary challenges of business and management practice 2. Examine and evaluate strategic and tactical business decisions in a variety of contexts and within your specialist discipline 3. Demonstrate an understanding of the strategic and complex nature of the managerial function in the context of competing technical, social and moral perspectives and be able to respond appropriately to internal and external change 4. Diagnose and critically evaluate organisational and management problems and identify appropriate strategies for intervention and implementation 5. Demonstrate a deep understanding and critical awareness of the current key issues, challenges and practices located in (your chosen field of) management 6. Employ advanced research and critical enquiry to further develop your professional understanding of business and management to aid and inform decision making 7. Identify, evaluate and contextualise appropriate research methodologies and methods 8. Understand the importance of behavioural processes and group dynamics in organisations   **Intellectual Skills**  On successful completion of this programme you will be able to:   1. Collect, collate and interpret some key areas of organisational data and management information 2. Further develop conceptual, analytical and practical skills as a considered practitioner 3. Evaluate your own approach to decision-making and use appropriate models 4. Critically analyse evidence using the main theoretical perspectives of relevant business areas 5. Conduct analysis of business and organisational situations at a strategic level, applying appropriate analytical tools in organisational diagnosis, data collection, intervention and change processes   **Practical Skills**  On successful completion of this programme you will be able to:   1. Manage self and others more effectively through leadership and interpersonal skills 2. Successfully manage organisational change interventions and projects 3. Demonstrate the ability to act strategically whilst managing ambiguity and uncertainty 4. Work with organisations to identify and communicate research questions, implement research and establish strategic solutions   **Transferable Skills and Attributes**  On successful completion of this programme you will be able to:   1. Progressively use analytical skills necessary to investigate, understand and formulate solutions for management problems 2. Think critically and creatively to synthesise, evaluate and organise your ideas and concepts and those of others 3. Solve complex problems and make decisions in ambiguous and uncertain business and management environments 4. Communicate and express evidence based ideas and arguments coherently and persuasively 5. Demonstrate personal effectiveness through self-management practice and skills to meet business challenges 6. Learn through consideration and identification of practice, from your experience and from feedback from others 7. Understand and appreciate the importance of different communities of interest and networks, the role of negotiation, collaboration, ethics and organisational culture and values, and demonstrate empathy for resolution of conflict 8. Demonstrate essential skills in qualitative and quantitative research collecting, validating and interpreting data effectively utilising appropriate methodologies 9. Lead projects and teams in developing skills in task prioritisation, working to deadlines, dealing with risk and uncertainty, leading, organising, influencing and motivating others from diverse cultures and backgrounds, all in a professional manner.   For details of each module contributing to the programme, please consult the module specification documents. | |
| Programme Aims This section articulates the programme level learning outcomes framed by the five themes of the Academic Plan. | |
| 1. Pursuing Excellence | * Consolidate, in a practical context, advanced knowledge and management of organisations * Develop the analytical, critical communication and presentational skills to meet and exceed expectations at the postgraduate level of study in the context of the modules, and to become familiar with the central problems of research * Challenge and question preconceptions and remove boundaries to handle complex situations holistically that relates to real business situations * Critically examine issues from a range of perspectives to come to a greater understanding of the complex and challenging nature of management. |
| 1. Practice-led, knowledge-applied | * Develop appropriate skills in research and research design both in the context of the taught elements of the programme and through the completion of a Consultancy Project and Strategic Management Project * Provide developing managers with the practical competencies necessary to cope effectively within, and lead, the organisations of the future * Conduct critical research and enquiry into real and live business challenges and aid business decision-making through solutions informed by research and contemporary management theories, knowledge and concepts. * Develop the power of critical inquiry, logical thought, creative imagination and independent judgement within a context of practical, work-based application |
| 1. Interdisciplinarity | * Provide a conceptual approach and transferable skills that can be applied in diverse disciplines, markets and cultures, thereby enhancing career development * Provide ability for a critical understanding of a wide range of issues relating to Business and Management within an interconnected context * Ability to improve the quality of management decision-making, leadership and business practice across a range of organisations and in a variety of sectors, disciplines, contexts, and settings * Application of contemporary theories, knowledge and understanding of organisations; the management and interrelation of key functional areas, including marketing, finance; business processes and people management in various contexts |
| 1. Employability-driven | * Progressively develop interpersonal skills and leadership potential so as to be able to interact effectively with a range of specialists and to implement agreed solutions effectively and efficiently * Enhance transferable skills and, thereby, potential for progressing in specific or general careers in different sectors * Exhibit the development and achievement of knowledge, skills, behaviours, attitudes and attributes for successful working in organisations and working with others from diverse cultures and backgrounds in a professional manner * Critically analyse and evaluate opportunities and activities, and demonstrate critical thinking and creativity in applying intrapreneurship or entrepreneurship and innovation to the management of organisations |
| 1. Internationalisation | * Enable development of specialist knowledge in specific areas relating to the broad themes of the programme within a national, international or global context * Progress understanding and development towards a strategic view of management emphasising the complexity and dynamics of business and management in the international context * Deepen understanding and broaden awareness of international and cultural issues through working with and within international student groups (where possible) and case studies from across the globe * Critically examine the nature of organisational change and to evaluate the impact of change on management/leadership approaches and actions in a globalised environment. |

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| Programme Learning, Teaching & Assessment Strategy |
| This section explains the learning and teaching approaches, activities and experiences that your programme will offer, the range of assessments and types of feedback and feedforward you will encounter, and explain how these will support your continuous learning throughout the programme, and explain the expectations we have of you in this learning partnership. Learning and Teaching Strategy The Programme Director and Programme Administrator will be responsible for the overall organisation, management, and development and monitoring of the day to day running of the programme. Every module will be evaluated by means of feedback from on-going discussion with student groups and also module evaluation questionnaires.  The strategy here has been specifically created for executives undertaking study on a part-time basis. In essence this means that a different method of delivery of the programme (blocks) and different assessment methods have been adopted from those used on our full time or online MBAs.  The teaching and learning strategy adopted within the Executive MBA Programme is based on and builds upon the University’s Teaching and Learning Strategy. The key strategic objectives driving the Teaching and Learning Strategy for this programme are to:  • Provide you with a high quality teaching and learning environment  • Constantly seek to review the quality of the teaching and learning processes that you experience  • Improve achievements and progression across all students on the programme  • Facilitate acceleration of career development  • Where appropriate to work towards professional bodies recognition and accreditation  • Continually improve the reputation and external positioning of the programme  The modules in this programme will utilise methods of teaching and learning which are appropriate to Masters level study, as set out in the framework for higher education qualifications in England,  Wales and Northern Ireland (FHEQ) and outlined in principle in the Quality Assurance Agency for Higher Education (QAA) Benchmark statement for Masters Programmes in Business (2015). These incorporate methods such as a case study approach, group discussions, presentations, report writing and many more. Although a proportion of the contact time will be spent in teaching, emphasis will also be placed upon individual study and the use of the group as a resource for learning. There will be group work and presentations/discussion of practical management situations and problems, making use of case studies own experiences.  The Programme will employ a variety of teaching and learning methods designed to meet its aims. The style of teaching will vary to represent individual module objectives. Information relating to the structure of the module, assessment and attendance requirements, and reading lists will be in the form of individual module specifications which will include indicative module content and schedules. The Programme will expect you to read and be aware of current theoretical issues within the literature and relevant journals. Classes will be interwoven with discussions and debating opportunities regarding rapidly changing events in an interconnected world. Class sizes will be small enough to allow for the interactive teaching and learning approach that will emphasise the diverse and inclusive nature of the programme. This also provides an opportunity for you to share prior knowledge and learn from each other. You will also be expected to attend scheduled events including consultancy visits and external presentations.  The programme seeks to foster an environment in which you take responsibility for the management of your own learning in an active form of inquiry rather than as a passive receiver of wisdom. As much learning will take place outside the classroom, you will be expected to engage with Moodle as a variety of resources to support learning will be uploaded and updated on a regular basis. These will be complemented by other learning resources.  A key feature of the programme will be the opportunity for you to engage with real business in a live environment through a live consultancy project giving the opportunity to identify, consider and synthesise the application of the learning process.  A variety of delivery approaches will be utilised throughout the programme to manage the learning process, including: seminars; tutorials; workshops; peer teaching/learning and project-based learning. The programme is delivered primarily in blocks on Fridays and Saturdays once a month. Within this, blended learning is adopted, using a mixture of face-to-face education with online and independent study. Face-to-face sessions will vary in format including group interactive sessions and workshops, and individual activities. In preparing you for work you will be expected to arrive at sessions fully prepared and willing to participate throughout. The application of key concepts during structured sessions are developed further during seminars, group-work and self-directed study. Two of the characteristics increasingly expected in middle and senior management are the “wider business skills” acquired through interacting effectively in groups (internally and externally), and the ability to work independently. This profile of teaching and learning strategies embedded in each module, and collectively across the programme, therefore prepares you to accelerate your career by progressively developing these transferable skills. The use of such approaches and resources encourages your active learning and the ability to select and make appropriate use of supporting evidence. In particular, by using these resources in an active way, you will develop problem-solving skills and higher-order skills of reasoning and analysis, as well as exploring information, and drawing appropriate business conclusions.  Specifically, utilising both the practitioner and academic skills of the tutor team, the approach to teaching will consist of a variety of different methods and in many scenarios will mirror practice. Business education is about enabling you to develop analytical, critical reasoning and creativity skills to meet the demands of the contemporary and enterprising workplace. To achieve this, complimentary course delivery methods will be used, alongside established teaching methods. These will include, but not be limited to, use of live projects for both teaching and assessment, practice based case studies for both teaching and assessment. Moodle, the University’s virtual learning environment (VLE), will be used to support all modules enabling you to undertake appropriate independent leaning.  As a practice-based course, sessions will often involve the application of academic concepts and themes to real world scenarios and case studies which may use actual data. In developing your research skills you will frequently have to derive, source and extract information or data. Case studies will also be used to explore concepts applied to real-world scenarios and experiential learning is encouraged via project-based assignments. Analysis, synthesis and evaluation are developed as themes throughout the programme and online delivery will also be provided via Moodle. This provides electronic copies of materials used during face to face sessions, and will facilitate engagement with additional content including any eLearning packages. Modules will require you to engage with online study to prepare for, participate in, and enhance career development skills.  You are encouraged to actively participate in the learning experience with assessment being more about evidencing your business knowledge and skills rather than just about quantifying your learning. The integration of formative learning and summative assessment will ensure that you have opportunities for preparation and development, with constructive feedback before you are (summatively) assessed. Assessments will often be linked to practice in order to facilitate a coherent progression through the learning outcomes, and will utilise a variety of methods as identified in the individual module guides. You will both individually and in groups prepare a combination of substantial research project reports, business reports, presentations (oral and poster), essays, project plans, exams (case-based, open-book or closed-book, computer-based or essay-based) and research proposals. This balanced approach to assessment furthers the programme aim to develop progressive postgraduate, career development and other transferable skills, within a relevant business context.  Formative learning (including formative feedback) will be provided during structured and semi-structured sessions, and tutors will assist in practical work being undertaken. More formal feedback on coursework will also be available from your tutors at appropriate times throughout the programme. In addition to marked work, generic feedback, where appropriate, will be provided via Moodle, and additional feedback on submitted module work will be available on request from tutors.  Learning and teaching on the course is supplemented by:   * Initial Induction. This includes preparation for learning, teaching and assessment, use of library and Moodle resources. * Course handbook. This will contain supporting guidance on the course structure plus learning, teaching and assessment guidelines. * Module handbooks. These contain key learning materials, formative learning, and summative assessment tasks.   You are encouraged to identify and, with guidance, consider your own learning needs and are offered the following support as appropriate to meet those needs:   * Module tutors are available for individual support and guidance. * Course Administrator and Programme Director. * Student services (ASK) including Disability Services, Health and Child Care, Financial advice and Counselling Services.  Assessment Objectives and Strategy The assessment strategy adopted within the Executive MBA is designed to facilitate the intended learning outcomes of the programme being appropriately tested through the assessment process. Assessment methods will represent the differing theoretical and practical approaches, and learning outcomes of the modules. The assessment procedures are intended to achieve a number of objectives. These are:   1. To provide constructive feedback regarding progress at each stage of the course and to provide information for counselling where needed. 2. To check that the required academic standards are being maintained. 3. To provide a mix of assessment methods by which you can demonstrate your understanding of the issues presented. 4. To provide information to the examiners on which the decision can be made regarding the award of the MBA.   **Formative learning**  Formative learning will form an integral part of the assessment strategy and will be integrated into each module throughout the programme. On a regular basis, you will gain ‘informal formative learning and feedback’ which will contribute to the overall learning process. This feedback is not recorded against your record, but is to be *used* to allow you to improve your work and prepare you for summative assessment. This feedback will be gained from module tutors and peers and is available through seminars, workshops and face-to-face tutorials. Care will be taken to ensure that you fully understand the level of engagement with assessment that is required to meet the FHEQ requirements for Masters level study.  **Summative assessments**  Summative assessments will be used on each module throughout the programme. These assessments are formal and recorded against your record, and informs the decision on your exit award of the programme. The assessments may include unseen written examinations and both individual and group coursework culminating in a substantial individual piece of work in the form of a Strategic Management Project. You would normally base your Strategic Management Project within your organisation. This offers further opportunity for you to actively synthesise the learning you have achieved. If your own organisation is not appropriate for this module then you can select an alternative organisation with the agreement of your module tutor.  It is intended that you will start to think of your Strategic Management Project proposal and preliminary work from the start of the second year so that by the time you focus on it you have a clear idea and approach for the project, and have negotiated appropriate access to people and/or material. Strategic Management Project supervisors will be allocated by the Module Leader at the start of the module. The Module Leader will ultimately be responsible for allocating supervisors who may not necessarily be your preferred supervisor. The allocation of supervisors is based on their existing workload and areas of expertise.  **Assignment Marking**  Assignments will be marked by the module leader/tutor and a sample moderated by another lecturer. Samples will then be sent to the relevant external examiner for confirmation. The pass mark will be 50% for each module and there will be one assessment for a 20 credit module and up to two for modules with credit value exceeding 20 credits. Following assessment, feedback is given to you within four weeks (or other date as shown on each assessment brief) of the date of submission regarding your performance to aid you in enhancing your work. All marks remain provisional and subject to internal moderation and external examiner scrutiny until they are confirmed by the Programme Exam Board. |
| The Whole Experience We recognise that there are key aspects to every programme that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for your future – below are Statements of Intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the theme, why it is important, and how your programme addresses these. |
| Widening Participation Higher education has a vital role in improving social mobility and BCU’s Strategic Plan highlights the importance of our responsibilities in regards to supporting economic, social and cultural improvement in the city region and beyond. We are committed to providing access, retention and progression for students from disadvantaged backgrounds and underrepresented groups. We do this by providing defined and clear progression routes to facilitate lifelong learning. In the Faculty, our open days provide plenty of encouragement for applicants from all backgrounds to access the University. We go to great efforts to support students during their time at BCU. All students can access a range of additional support through ASK, the University's integrated and confidential student enquiry service. Essentially, ASK is a one-stop-shop for student queries, linking students with advice on health and wellbeing, careers, finances, visas, and student records. Inclusivity We make every effort to ensure that BCU is an inclusive environment, where explicit consideration is given to the full diversity of our students. We provide an environment which is compliant with the requirements of the Equality Act (2010). Our curriculum is designed to ensure that all students succeed to their potential, regardless of any protected characteristics (disability, sexuality, religion, gender and/or other socio-cultural identities). Most importantly, we recognise that diversity leads to a richer learning experience for all. We also ensure that students with special needs are catered for through extended submission deadlines for course and extra time during exams. Information & Digital Literacy JISC (formerly the Joint Information Systems Committee) define digital literacies as 'those capabilities which fit an individual for living, learning and working in a digital society'. As a student, you are expected to have high levels of Digital & Information Literacy both at University and outside; it is an essential ‘life skill’ to be able to access, process and assimilate information in the broadest sense. The ability to articulate that information and to construct new understanding is also critical to postgraduate success. Through your programme, you are encouraged to recognise different types of information and resources, to develop your ability to question the validity of that information or resource, and to recognise the importance of both print and online resources to facilitate development of your own knowledge. Sustainability & Global Citizenship BCU is committed to integrating sustainability into the curriculum. The notion that we should all seek to find ways to support reducing waste, increase recycling, and lower levels of environmental impact will be familiar, but this is a narrow view of sustainability. Our curriculum also considers sustainability in terms of its connection with Global Citizenship. The United Nations define Global Citizenship in education as;  'enabling students to develop the attributes, behaviours and skills needed to work and live in a way that safeguards ecological, social and economic wellbeing, both in the present and for future generations’. We encourage our students to live and work more sustainably whilst recognising the impact that their decisions, and actions, have on the local, national and global communities to which they belong’.  Each of our programmes will now include an internationalised programme aim - the inclusion of sustainability within that is a logical connection. The Faculty and Programme demonstrates internationalisation by:   * Using cultural and international experiences or knowledge as a learning resource * Encouraging intercultural experiences, partnerships and collaborations * Contributing to international scholarly activity and knowledge exchange * Embedding and debating global exemplars and perspectives in the curriculum * Providing and promoting a range of accessible opportunities for the international and intercultural learning * Facilitating on going intercultural and international dialogue and partnerships * Proactively developing inclusive learning outcome, practices, skills, and/or attitudes appropriate for diverse societies, culture and individuals. * Adapting the content, language pace and modes of delivery and assessment to the learning context and the diversity of learners * Viewing and utilising the diversity of the academic community (whether differences in cultural and educational backgrounds, country of origin or languages spoken) as a key learning resource * Using flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education and culture.  Student Engagement BCU is renowned across the sector for its commitment and approach to Student Engagement, which aligns with Aim 5 of BCU’s Strategic Plan ‘we will become recognised as the sector leader for student engagement’. We are committed to the notion that your full participation in all aspects of University life facilitates a more coherent, active and vibrant learning community, which increases your sense of ownership of your learning experience (both at programme and institutional level) which in simple terms, leads to better student satisfaction levels. For example, there are significant opportunities for you to participate in OpportUNIty student engagement initiatives, which operate through a partnership between the University and Students’ Union. The aim is to enable students to work as co-designers and collaborators with staff on projects that strengthen the development of the University learning community and enhance the student experience; offering support for Student Academic Partner [(SAP)](https://icity.bcu.ac.uk/celt/student-engagement/SAP-Projects) projects and for initiatives around Student Academic Mentoring [(StAMP)](https://icity.bcu.ac.uk/celt/student-engagement/StAMP-Projects). Our [Student Engagement Policy](https://icity.bcu.ac.uk/Notice/Student-Engagement-Policy) gives further insights to the University's expectation of what engagement should like and feel like for students at both undergraduate and postgraduate level. Partnership Engagement Engagement with partners is a key BCU priority which features strongly in BCU’s 2020 Strategic Plan. Our partners are students, as are the wider educational community, and external stakeholders such as employers and cultural/social organisations. Through our partnership working, we aspire to be recognised in the region as a collaborator supporting economic, social and cultural improvement in the city region. Our students are our most important partners and we try to involve students in every level of decision making within the University. We are committed to building on the strong partnerships with education providers in the city and region and try to be pro-active in developing relationships with our local schools and colleges. Employers are particularly valued partners, advising us on our curriculum developments, providing work experience opportunities and contributing to your learning and teaching activities. Induction & Transition Coming to University for postgraduate education is exciting. Our induction helps you to adapt to the different experiences you will have, enabling you to develop independent learning skills that enable you to be successful on your programme and prepare you for postgraduate level career development or further study.This supports your transition to the MBA programme including relevant academic approaches. Progression & Retention We want all students to succeed to the best of their ability so that you stay at BCU and progress through the different stages of your programme. We try to provide the best learning and assessment experiences we can to help you achieve this. Your education is a partnership. We can provide you with learning materials, guidance and stimuli, but you won’t succeed unless you engage with the University and take full advantage of everything it has to offer. For this reason, we do monitor your attendance and try to help if we notice you are not attending regularly. In each of our modules, you will receive feedback as part of your learning process which is formative and comes in various forms and this can be either oral or written. This will ensure you are fully prepared for the summative forms of assessment which usually take place at the end of each module. On completion of the programme, there are opportunities for further study into higher research degrees such as the DBA or PhD. Support The University as a whole offers an array of support, such as the Centre for Academic Success, Careers, Chile Care, Finance/Money Matters, Health and Wellbeing, Visas and Immigration, and Student Mentoring. All of these services can be accessed direct or via our ‘one stop shop’, ASK. |

# Section Two

This section addresses the key regulatory and quality assurance requirements for validation. The programme learning map tracks the programme level learning outcomes, credit structure, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme. The programme embraces the career aspirations of those wanting to pursue a career in middle or senior management.

**Programme Overview**

Several drivers have been used to design the structure and content of the Programme. These include:

* The QAA subject benchmark statements for general Master’s degree in Business and Management and for MBAs
* Chartered Institute of Management (CMI) Level 7 Qualifications in Strategic Management and Leadership syllabus
* Comparator progressive higher education (HE) institutions
* Professional experience of the tutor team from working in leadership, management, strategic and related fields
* Feedback from current and past students, external examiners and employers

The programme is constituted as a suite of level 7 modules delivered over two years. In-class activity is typically over two days per month (usually a Friday and Saturday) to facilitate your ongoing career and encourage participation from national and international locations.

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| Certificate Level + Induction | | |
| Organisations and People Management | Marketing Management | Financial Performance Management |
| Diploma Level | | |
| Contemporary Strategic Management and Globalisation | Strategic Leadership and Transformation | Enterprise, Innovation and Creativity |
| MBA Level | | |
| Consultancy Project | Strategic Management Project | |

**Table 1:** Executive MBA Programme Structure

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| **Level 7 Certificate Stage** | **Organisations and People Management** | **Marketing Management** | **Financial Performance Management** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30/70/00 | 30/70/00 | 30/70/00 |
| Assessment method | 1. Group portfolio of progressive team work produced during the module (75%); plus 2. An individual report considering and identifying team-working development (25%) | Coursework | Coursework |
| Assessment scope | 1. Variety of work during the module  2. 1500 words | 3000 words | 3000 words |
| Assessment week | N/A Block taught | N/A Block taught | N/A Block taught |
| Feedback scope | On request 20 days later | On request 20 days later | On request 20 days later |
| Delivery mode | Block Delivered - Standard Blended | Block Delivered - Standard Blended | Block Delivered - Standard Blended |
| Learning Outcomes | 1. Critically review contemporary issues, challenges and complexities of managing organisations in a diverse environment | 1. Investigate the marketing environment and review the nature, scope, role and key factors influencing the market prospects. | 1. Evaluate the different competing financial objectives of the firm and the agency problem between shareholders and managers in publicly listed companies |
| 2. Critically assess HR policies, procedures, and processes and evaluate their nature, purpose, effectiveness and implementation to support strategic objectives | 1. Examine the issues, problems and practices involved when approaching markets and evaluate strategic options in the design and implementation of marketing programmes. | 2. Demonstrate the ability to analyse financial data, conduct cost-benefit analysis and financial planning for effective business decisions using spreadsheet software package |
| 3. Critically evaluate contemporary HR and employment related issues such as legal, cultural and organisational frameworks in which domestic or international organisations operate | 1. Using a range of theoretical perspectives, critically evaluate the importance of the various elements of the marketing mix and marketing strategies adopted by domestic and/or international businesses. | 3. Critically evaluate investment projects using appropriate investment appraisal techniques to assess suitability and viability of the projects consistent with the overall strategy and business model(s) of the firm |
| 4. Critically reflect on the skills and knowledge acquired as an aspiring manager in the contemporary management or HR function and reflect on the experience of working within a diverse work team | 1. Synthesise the critical aspects of marketing to identify, produce and inform arguments, plans and selling issues in the marketplace. | 4. Critically appraise the major issues of capital management, relative advantages and disadvantages from the various perspectives of the stakeholders of the firm |
| Programme Aim Links | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 |
| Linked PSRB (if appropriate) | NFBS Code |  |  |
| **Level 7 Diploma Stage** | **Contemporary Strategic Management and Globalisation** | **Strategic Leadership and Transformation** | **Enterprise, Innovation and Creativity** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30/70/0 | 30/70/0 | 30/70/0 |
| Assessment method | Poster | Coursework   1. Review of literature 25% 2. Case study 75% | Individual Project |
| Assessment scope | A1 | 1. 1000 words 2. 2000 words | 3000 words |
| Assessment week | N/A Block taught | N/A Block taught | N/A Block taught |
| Feedback scope | On request 20 days later |  |  |
| Delivery mode | Block or Online Delivered - Standard Blended | Block or Online Delivered - Standard Blended | Block Delivered - Standard Blended |
| Learning Outcomes | 1. Evaluate and appraise the global business context and appreciate the dynamic nature of doing business in today’s globalized market environment | 1. Critically examine and assess the contribution of leadership and management theory to strategic leadership styles, practice and appraise a range of tools, models and theoretical concepts concerned the process of managing change | 1. Critically Review literature, theories, models and concepts and how they have informed contributed towards your choice of business and the development of the business plan |
| 2. Understand the importance of adapting leadership and strategic management to meet organisational and regional expectations when doing business abroad | 2. Critically evaluate organisations ethical and value-based approaches to leadership and apply different aspects of strategic leadership and management practice to demonstrate how these impact on organisational effectiveness within a global context | 2. Demonstrate the skills of conducting feasibility study, data collection, analysis and synthesis necessary for the formation of defendable business plan with evidence of primary and/or secondary research |
| 3. Critically analyse contemporary theories in management and formulate a range of different approaches aimed at maintaining effective strategic management in response to prevailing global business considerations | 3. Reflect on and critically evaluate change/transformation processes in organisations that takes into account organisational dynamics, culture and human (emotional) dimensions in attempts to transforming and managing change and how leadership strategies have impacted on organisational direction | 3. Create a coherent and realistic business plan that integrates the key functional areas of organisations and demonstrates creativity, innovation and underpinned by entrepreneurship theories, models and concepts |
| 4. Demonstrate acquired skills in global awareness, communication, and strategic management while recommending solutions for organisations seeking to pursue international strategies | 4. Recommend and justify appropriate change models/strategies including the leadership strategy and style to manage change and reactions to change, including resistance management in the real world and arrive at solutions to overcome these issues |  |
| Programme Aim Links | 1🗹 2🗹 3🞏 4🗹 5🗹 | 1🗹 2🗹 3🞏 4🗹 5🗹 | 1🗹 2🗹 3🞏 4🗹 5🗹 |
| Linked PSRB (if appropriate) | NFBS Code |  |  |

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| **Level 7 MBA Stage** | **Consultancy Project** | **Strategic Management Project** |  |
| Credit level (ECTS value) | 20 (10) | 40 (20) |  |
| Study Time (%) S/GI/PL | 30/70/0 | 30/70/0 |  |
| Assessment method | 1. Consultancy report 75% 2. Presentation 25% | Individual business report |  |
| Assessment scope | 1. c.5000 words - Negotiated with client 2. Up to 30 minutes | 6000 words |  |
| Assessment week | N/A Block taught | N/A Block taught |  |
| Feedback scope | On request 20 days later | On request 20 days later |  |
| Delivery mode | Block Delivered - Standard Blended | Block Delivered - Standard Blended |  |
| Learning Outcomes | 1. Critically review appropriate methodological issues, academic models and theory and their practical applicability to the business/organisational arena in order to produce a ‘fit for purpose’ consultancy presentation and report | 1. Formulate a management project with clearly defined aims and objectives |  |
| 2. Demonstrate a critical understanding of relevant management issues and the implications/potential impact of derived/proposed recommendations | 2. Critically evaluate the literature related to the chosen management topic |  |
| 3. Initiate, negotiate and agree a project’s terms of reference with the various stakeholders involved, evaluating the opportunities, costs and risks involved | 3. Demonstrate the ability to devise, select and apply a methodology appropriate to the chosen project |  |
| 4. Successfully present and support a business consultancy ‘report’ and orally present and support a final presentation of the consultancy project findings to the client and supervisors | 4. Demonstrate the skills of research, analysis and synthesis necessary for the formation of defensible conclusions and appropriate recommendations |  |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🞏 |  |
| Linked PSRB (if appropriate) | NFBS Code |  |  |

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| **Level 7 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| 1. A degree or equivalent qualification, or APEL; and 2. Also occupy (or have occupied) a position of relevant management responsibility for a minimum of two years. | In line with University and/or Programme requirements  It is recognised that many applicants may already have a relevant professional or other qualification, or significant relevant experiential learning. In such circumstances Accreditation of Prior (Experiential) Learning for individual modules and / or stages may be given on a case by case basis. In some cases, applicants may be admitted into the next level such as Postgraduate diploma or straight onto the Masters’ level depending on individual claims | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 30% | PG Certificate in Business Administration  or  PG Diploma in Business Administration  or  Master of Business Administration |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 70% |
| **Pl**acement (including external activity and study abroad) | | 0% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) | N/A | |

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| **Additional Information**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Mapping of QAA benchmarks for Master’s in Business & Management Programmes**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Descriptors for MBA** | Managing Organisations and People | Managing Financial Performance | Operations and Project Management | Strategic Leadership and Transformation | Enterprise, Innovation and Creativity | Global Strategic Management and Contemporary Issues | Research Skills | Internship Management Project | Dissertation | | | **(A) Knowledge and Understanding**  **Graduates will be able to demonstrate knowledge and understanding in the following areas:** |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Contextual Forces | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | | Markets and Customers |  |  | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | | Management of Resources and  Operations | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | | Principles of Finance |  | 🗸 |  |  |  |  |  | 🗸 | 🗸 | | Management and Development of  People | 🗸 |  | 🗸 |  | 🗸 | 🗸 |  |  | 🗸 | | Research Methods |  |  |  | 🗸 |  |  | 🗸 |  | 🗸 | | Knowledge Management (CIT) |  |  |  | 🗸 |  |  | 🗸 |  | 🗸 | | Business Strategy |  |  | 🗸 |  |  |  | 🗸 |  | 🗸 | | Innovation, Creativity and Enterprise |  |  |  |  |  |  | 🗸 |  | 🗸 | | **(B) Skills for MBA - Graduates will be able to demonstrate Skills in the following areas:** | | | | | | | | | | | | Critical Thinking and Creativity | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | | Problem Solving and Decision Making | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | | Scanning and Organising Information | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | | Research Skills (e.g. communication, IT) |  |  |  | 🗸 |  |  | 🗸 |  | 🗸 | | Communication and Personal Effectiveness | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | | Learning through Reflection and Practice | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | | Ethics & Value Management | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | | Numeracy & Quantitative Skills |  | 🗸 |  | 🗸 |  |  | 🗸 | 🗸 | 🗸 | | Leadership & Effective Performance Management | 🗸 |  | 🗸 |  | 🗸 | 🗸 | 🗸 |  | 🗸 | |

**QAA MBA Benchmarking Analysis**

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| The table demonstrates the mapping between the Executive MBA programme learning outcomes and the QAA Masters benchmark statement for the subject of Business and Management (2015). |
| |  |  | | --- | --- | | **Programme Learning Outcome** | **Aspect of the subject benchmark statement addressed** | | 1, 2,3,4,5, 6,13,18,20 | Graduates should be able to demonstrate relevant knowledge and understanding of organisations, the external environment in which they operate and how they are managed. There is likely to be an emphasis upon understanding and responding to change and the consideration of the future of organisations and the external environment in which they operate. | | 5,6,7,8,9,10,12,18,19,20 | The interrelationships among and the interconnectedness between these areas are very important within the overall student learning experience, and should be demonstrated in the capabilities of successful graduates from all modes of delivery. | | 6,7,15,16,17,18 | Organisations - this encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence upon the external environment. | | 1,3,4,,16,20,26 | External environment - this encompasses a wide range of factors, including economic, environmental, ethical, legal, political, sociological and technological, together with their effects at local, national and international levels upon the strategy, behaviour, management and sustainability of organisations. | | 3,4,5,7,10,12,13,19 | Management - this encompasses the various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management together with rational analysis and other processes of decision making within organisations and in relation to the external environment. | | 1,2,3,5,6,7,9,13,17,18 | Within the framework of these three main areas, it is expected that graduates will also be able to demonstrate knowledge and understanding in the following areas:   * markets - the development and operation of markets for resources, goods and services * customers - customer expectations, service and orientation * finance - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications * people - the management and development of people within organisations * operations - the management of resources and operations * information systems - the development, management and exploitation of information systems and their impact upon organisations * communication and information technology - the comprehension and use of relevant communication and information technologies for application in business and management * business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests * pervasive issues - sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management | | 18,19,20,21,22,23,24,25,26 | Business and management degrees are strongly related to practice and therefore there should be a strong link between the development of skills and employability of graduates. Graduates should be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. Graduates should also be able to demonstrate relevant personal and interpersonal skills | | 13,18,25 | Numeracy and quantitative skills including data analysis, interpretation and extrapolation. The use of models of business problems and phenomena. Effective use of communication and information technology for business applications | | 8,11,14,16 | Effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise  Effective performance, within a team environment, including leadership, team building, influencing and project management skills  Interpersonal skills of effective listening, negotiating, persuasion and presentation | | 4,9,10,12,13 | Ability to conduct research into business and management issues, either individually or as part of a team for projects/dissertations/presentations. This requires familiarity with and an evaluative approach to a range of business data, sources of information and appropriate methodologies, and for such to inform the overall learning process | | 11,23 | Self reflection and criticality including self awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues. Also, the skills of learning to learn and developing a continuing appetite for learning; reflective, adaptive and collaborative learning. | | 8,14,24,26 | Demonstrate the capabilities for leadership & effective performance management | |

## Section Three - *Module Guides for the following modules:*

*Organisations and People Management*

*Marketing Management*

*Financial Performance Management*

*Contemporary Strategic Management and Globalisation*

*Strategic Leadership and Transformation*

*Enterprise, Innovation and Creativity*

*Consultancy Project*

*Strategic Management Project*