**MSc Management Programme**

Incorporating the following pathways:

Master of Science in Management and Entrepreneurship  
Master of Science in Management and Finance  
Master of Science in Management and International Business  
Master of Science in Management and Marketing  
Master of Science in Management

**Programme Codes by Pathway**

PT0534 - 02 (Sept 12 month MSc Management and Marketing)  
PT0534 - 03 (Sept 12 month MSc Management and Finance)  
PT0534 - 05 (Sept 12 month MSc Management and International Business)  
PTO534 – 06 (Sept 12 Month MSc Management and Entrepreneurship)  
PT0295 - 03 (Jan 12 month MSc Management and Finance)  
PT0295 - 05 (Jan 12 month MSc Management and International Business)  
PT0323 - 05 (Sept 15 month MSc Management and International Business)  
PT0XXX – 01 (12/15 month MSc Management)

**Business, Law and**

**Social Sciences**

**Birmingham City Business School**

**The Department of  
Strategy, Marketing and Economics**

This document is presented in three sections:

## Section One

This section will provide students with key information on their 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 the student learning experience.

## Section Two

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

## Section Three

This section collates the Module Guides from across the programme.

## Section One

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| Programme Philosophy | |
| The MSc Management programme is based on the philosophy that businesses need managers who can make good and timely decisions to successfully achieve business objectives by effectively navigating the increasing change and complexity of two key environments;   1. The dynamic, fast changing external business environment and 2. The ‘enterprise environment’ (i.e. the internal integrated interdisciplinary environment made up of a network of cultures, structures, systems, skills and people).   As a potential future manager, you will need to be able to understand a wide range of factors including economic, environmental and ecological, cultural diversity, ethical and social responsibility, legal and regulatory, political, sociological, digital and technological. But it is not enough to just understand these factors, you will also need to be adept at predicting, reacting to and making decisions based on their effects at local, national and global levels and on the strategy, behaviour, management and sustainability of organisations and their environments.    You will need to fully engage with the course content to ensure that you become equipped with world class skills to manage these diverse factors so as to drive business productivity and growth and thereby contribute to a business’ competitiveness and success in a global economy.  To develop your skills, the programme employs a ‘theory into practice’ approach from a critical and informed perspective so as to advance your effectiveness. 'Theory into practice' is developed by a variety of methods including case studies, live client projects, company visits and via a work-based learning component such as a consultancy project with a real company.  To this end, it is expected that you will be able to demonstrate three core skills on completion of the programme that will underpin your development of professional managerial expertise in whatever management pathway that you choose. These transferable, lifelong learning skills include:   1. **Evidence based management consisting of:**     1. Skills in making objective, rational decisions based on a critical analysis of the best available evidence whilst recognising that managerial decisions are not rational choices between discrete options, but in fact choices that overlap within an ambiguous context in which managerial interpretation, sense making and judgement plays an important role.    2. Skills to create convincing options and recommendations for a variety of different managerial situations using the best available evidence 2. **Independent expression:**     1. Skills related to creativity, innovation and entrepreneurism are recognised as the key drivers of growth in business. Managers must therefore be able to confidently generate and express their ideas, thoughts and opinions, to enable organisations to reconceptualise and reconsider the way they operate. Managers have to both know their ideas are valid, based on a belief in the evidence base, but also innovate beyond what they know to demonstrate originality and create new insights.    2. You will be expected to practise your creative skills and express your opinions effectively on theory, on your own practice and that of others through lively debate in class, in teams and in your assessments. 3. **Self-management:**    1. Skills in general management can be defined as planning, organising, co-ordinating, controlling and most importantly influencing and leading – but unless you are demonstrating these skills through your own self- directed behaviours and values it is difficult to build credibility and respect amongst those you need to influence and lead. So good management practice starts with good self-management.    2. Learning from your experiences and reflecting on your own personal and professional skills development is a recurrent theme of each stage of the programme and will ensure you are given every opportunity to realise your management potential.   No matter what future management area your career choices lead to, it is the Programme Team’s belief that through committed engagement during your course you will acquire, practice and be work ready to deliver these fundamental skills for a range of management roles and careers.The result will be that you will be capable of making management decisions at both a strategic and at a tactical level, emphasising the complexity and dynamics of business and management whilst being cognisant of the integrative nature of the various factors which impinge upon management decisions.  **Programme Structure**  The programme has been devised into three stages to allow you to build and develop your management understanding, knowledge and skills:   1. **Stage One** will enable you to receive a thorough grounding in the disciplines related to the functional aspects of management and their interaction with each other and the contextual forces which impact upon organisations. The integrated complexity of these key business disciplines including Finance, People Management, Marketing and Operations are explored both from an internal and external perspective. You will learn how to navigate each discipline’s decision making processes so as to find the most effective way of achieving your management objectives. 2. **Stage Two** this knowledge and understanding is then further developed to provide integrative strategic themes through the specialist pathways and management core modules. The impact of globalisation of business in all disciplines is a coherent theme throughout the programme but particularly focused on in this stage. 3. **Stage Three** enables you to put theory into practice via a major project. The final core Major Project module is tailored to your career aspirations by providing three project options; a work-based study route including a Placement option, enabling you to relate the project to a current employer; or a ‘consultancy project’ option where you find a client who has a management problem that you feel you can solve; or a traditional dissertation involving both the theory and practice of some aspect of management. Whatever route you choose, it will give you the opportunity to identify a topic and industry of your choice related to your specialist area and will therefore tailor your degree to enhance your employability for your final chosen career destination.   Whilst the core topics cover the fundamental skills of management, the pathway modules (option modules) develop more specific skills:  **The MSc Management and Marketing pathway** places customers as the unifying theme and places marketing at the centre of corporate strategy and its application. You’ll become knowledgeable in knowing how to make a company stand out from the competition, developing innovative brand and communications plans whilst also developing skills in Digital Marketing in the final stage of the course.  **The MSc Management and Entrepreneurship pathway** will enable you to develop your business concept into a substantial piece of research and business plan whilst ensuring you don’t just learn what an entrepreneur is but also begin to become one. You will explore critical issues faced by entrepreneurs such as entrepreneurship capital, buying a business, succession planning and start-up marketing. You will be able to self-appraise and reflect on your entrepreneurship skills whilst also receiving mentoring from expert tutors.  **The MSc Management and International Business pathway** teaches you the core skills and attributes you need to become a successful international manager. You’ll become adept at strategic and tactical business decisions, understanding international cultural differences, and managing and motivating staff in businesses on an international scale. You will begin to explore the complexity of international operations management integrated with corporate social responsibility, sustainability and the role of innovation.  **The MSc Management and Finance pathway** will enable you to operate effectively as a manager within the international financial sector. You’ll learn how to navigate the risks of foreign exchange rates and the intracacies of dividend policy theory and practice for international firms. You will also study both personal and institutional portfolio management covering key areas such as Shares, Bonds, Property Chattels and commodities and fund management principles and issues.  In addition to the development of core and pathway specific skills, this programme will also provide you with the following advantages:   * On graduating you will receive an industry recognised professional qualification from the Chartered Management Institute (CMI) * You will work alongside a diverse range of international students giving a real experience of what it is like to work and collaborate with your peers from a range of diverse cultures from Europe, Nigeria, India, China, Vietnam, Korea and North America and others. * You will have the opportunity to visit a leading service or manufacturing company to gain insight into the complexity of real world global operations such as Jaguar Landrover * You will be supported with Business English language diagnostics and tutor support to help improve you in the international language of business * You will be given the option to find a business to work with as part of your Major Project in the final stage of your course * You’ll be taught by highly qualified module tutors with significant professional practice experience of a range management and international business roles.   **Management Careers**  Managers work in a variety of different roles and industries and the suite of programmes on offer at BCU gives you a range of options dependent on the kind of career you want.  Throughout the programme you’ll be developed into a work-ready postgraduate, equipped with a range of technical and employability skills suitable for a wide range of positions. Your course will foster your intellectual development and encourage your personal commitment to the purpose of becoming a professional manager. Career destinations include management positions in public, private and not-for-profit organisations encompassing a wide variety of sizes and structures of organisations. Career development and the enhancement of essential transferable skills are central to the philosophy of the programme. | |
| Programme Aims This section articulates the programme level learning outcomes framed by the five themes of the Academic Plan. | |
| 1. Pursuing Excellence | To facilitate the development and demonstration of learners’ intellectual skills of information processing, analysis, synthesis, critical appraisal and reflection, creativity and innovation and the ability to manage, make decisions and demonstrate leadership in situations of ambiguity and uncertainty. |
| 1. Practice-led, knowledge-applied | To provide an intellectually challenging and vocationally relevant learning experience where learners can develop and demonstrate a critical knowledge and understanding of the theoretical concepts of business and management and their utility in improving business and management practice.  To produce future managers who are able to improve the quality of management decision-making, leadership and business practice across a range of organisations and in a variety of contexts by providing ‘theory into practice’ opportunities throughout the programme. |
| 1. Interdisciplinarity | To generate a critical appreciation by learners of how ‘management’ is located within the context of other business disciplines such as marketing, finance, operations and people management.  To enable learners to explore different stakeholder perspectives on management problems, enabling them to develop their own management practice based on a critical evaluation of both their own and others approaches to both existing but also emerging themes and problems in business and management practice. |
| 1. Employability-driven | To provide learners with the opportunity to focus on particular aspects of business and management relevant to their backgrounds, interests and career aspirations through a choice of a specialist pathway.  To enable learners to develop a range of transferable business and management competences, including digital and research skills, to enhance employability and support career advancement in a variety of different managerial contexts and industries. |
| 1. Internationalisation | To deepen understanding and broaden an awareness of cultural issues through working within international student groups.  To facilitate learners knowledge of the complexity of international business, specifically the internal enterprise environment of global business operations and the dynamic external international business environment. |
| Programme Learning Outcomes | |
| On successful completion of this programme you will demonstrate the following knowledge, understanding and skills:  **Learning Outcomes – Knowledge & Understanding**  K1 Apply knowledge and understanding of advanced theories, concepts and methods to the inter-disciplinary challenges of business and management practice.  K2 Examine and evaluate strategic and tactical business decisions in a variety of contexts and within their specialist discipline.  K3 Appreciate the complexity and dynamics of business and management competences and capabilities that are enabled to respond appropriately to internal and external change.  K4 Contribute effectively to identifying, developing and selecting appropriate solutions to solve business and management problems.  K5 Demonstrate a deep understanding and critical awareness of the current key issues, challenges and practices located in their chosen field of management.  K6 Employ advanced research and critical enquiry to further develop their professional understanding of their chosen specialism to aid and inform business and management decision making.  **Learning Outcomes – Key Skills**  On successful completion of the programme the student should be able to:  S1 Develop analytical skills necessary to investigate, understand and formulate solutions for management problems.  S2 Think critically and creatively to synthesise, evaluate and organise their ideas and concepts and those of others.  S3 Solve complex problems and make decisions in ambiguous and uncertain business and management environments.  S4 Communicate and express evidence based ideas and arguments coherently and persuasively whilst effectively utilising relevant CIT.  S5 Develop personal effectiveness through self-management strategies and skills to meet business challenges.  S6 Learn through reflection on practice (their own and others), from their experience and from feedback from others.  S7 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.  S8 Demonstrate essential skills in qualitative and quantitative research collecting, validating and interpreting data effectively utilising appropriate methodologies.  S9 Lead projects and teams developing skills in task prioritisation, working to deadlines, dealing with risk and uncertainty, leading, organising, influencing and motivating others from diverse cultures and backgrounds, in a professional manner.  The pathways are intended as a degree of relative specialisation within the context of a Type 2 Generalist (career entry) Masters degree following the QAA Benchmarks (*Masters awards in Business and Management, 2015)* and can be taken by students without previous degrees in the specialism.  The following benchmark and other (external) reference points used to inform programme outcomes:   * The QAA’s award descriptors for Postgraduate level qualifications * The University’s award descriptors for Postgraduate level qualifications * The QAA’s Subject Benchmark statement for Business and Management (2015)   The programme learning outcomes are achieved by successively building up knowledge and understanding of the theories, methods and applications of management. This is in line with the programme philosophy whereby we ensure that successful students can make an immediate impact on the world of work whilst possessing the conceptual and methodological understanding to make a long term difference. In developing knowledge and understanding you will develop your skills as a manager through successive stages of study. | |

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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, and the range of assessments and types of feedback and feedforward you will encounter. It will explain how these will support your continuous learning throughout the programme, and explain the shared expectations in this learning partnership. Our approach to teaching, learning and assessment seeks to develop the skills and attributes you require working in a professional environment. Assessment on the programme is designed to be an integral part of your learning process and to enhance and confirm your knowledge and practice.  A variety of delivery approaches will be utilised throughout the programme to manage the learning process, including both small-group and large-group interactive sessions, seminars, tutorials, workshops, peer teaching and learning, project-based learning and technology-enabled learning.  Although a proportion of the contact time will be spent in teaching, emphasis will also be placed upon the use of the small group and/or team as a resource for learning. There will be group discussion of practical management situations and problems, making use of case studies, problem situations and scenarios and where relevant, the participants' own experiences.  Face-to-face sessions will vary in format including large, medium and small group interactive sessions and workshops. You will be expected to arrive at sessions fully prepared and willing to participate throughout and expected to undertake considerable independent study to prepare for and support class contact time.  The application of key concepts during lectures and workshops are developed further during seminars and self-directed study. Two of the characteristics employers want from you are the “soft skills” acquired through interacting effectively in groups, and the ability to work independently. This profile of teaching and learning strategies therefore prepare you for the world of work by inculcating these transferable skills. A particular emphasis will be placed on developing your transferable research skills via the Research Practice module. This will support your learning and progression in other modules and enable you to plan, implement and progress effectively with your major project. Discussion and interactive sessions will encourage students to critically examine key elements of business and management practice further.  As a practice based course, sessions will usually involve the application of academic concepts and themes to real world scenarios and case studies using actual data. In developing your research skills you will frequently have to source and extract this data. Case studies will also be used to explore concepts applied to real-world scenarios. 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 the University’s virtual learning environment (Moodle). This provides electronic copies of materials used during face to face sessions, and the virtual learning environment will facilitate engagement with additional content including quizzes and discussion forums. Modules will require you to engage with online study to prepare for, participate in, and further develop the necessary employability skills.  Assessment on the programme is designed to be an integral part of your learning process to enhance and confirm your knowledge and practice. A wide variety of assessment methods are used and throughout the programme you will be expected (with the appropriate support) to deliver both individually and in groups. You will prepare substantial research based project reports, presentations (oral and poster), essays, project plans, exams (case-based, open-book and closed-book, computer-based and essay-based) and research proposals. This balanced approach to assessment furthers the programme aim to develop employability and other transferable skills within a relevant business and management context. For example the ability to identify recommendations under pressure based on a case-study within a time-based examination reflects the real-world of fast paced managerial judgement and decision making, whilst the research required to support your major project mirrors the work of managers as they collect evidence to support long range planning to support strategy development. You may be required to defend your major project through a viva, drawing on the skills developed in the Programme.  Feedback will be provided on a formative basis during structured and semi-structured sessions, and staff will assist in practical work being undertaken. Formative feedback will be provided to you through a combination of self-reflection, peer group reflection and tutor feedback. More formal summative feedback on coursework will also be available from your tutors at appropriate times throughout the programme. In addition to examination marks, generic feedback on examinations will be provided via the virtual learning environment, and additional feedback on examinations will be available on request from tutors, in one-to-one sessions.  Throughout the programme, you will receive assistance for your own development through personal tutors and co-curriculum activities including extended induction and transition programmes. You are encouraged to identify and, with guidance, reflect on your own learning needs and are offered the following support as appropriate to meet those needs:   * Personal tutors for academic and personal support and guidance * Year leaders for academic and personal support and guidance * Module tutors and lecturers are available for individual student support and guidance * Academic study skills from Learner Support tutors * Business English support * Course administrators * Employability Office * Student services (ASK) including Careers, Disability Services, Health and Child Care, Financial advice and Counselling Services.   These are part of the BCU community and we will work with you as co-producers of knowledge and understanding. To increase the employability of our postgraduates, co-curriculum activities will be made available via utilising the BCU Graduate+ framework, which whilst designed for BCU Undergraduates, does provide opportunities to augment the subject based skills that students develop through their programmes with broader employability skills and techniques to enhance their employment options when they leave university.  **Programme Delivery**  The course runs for either 12 months (full-time, September start), 12 months (full-time January start) or 15 months (full-time September start) and is split into three stages.  The availability of the course is defined as follows:   |  |  |  |  | | --- | --- | --- | --- | |  | **Start and Duration** | | | | **Pathway** | **September 12 months** | **January 12 months** | **September 15 months** | | MSc Management & International Business | Yes | Yes | Yes | | MSc Management & Finance | Yes | Yes | No | | MSc Management & Marketing | Yes | No | No | | MSc Management & Entrepreneurship | Yes | No | No | | MSc Management\* | Yes | Yes | Yes |   \*Please note that the generic MSc Management pathway is for existing students only to which they can only be transferred with the approval of the Programme Team (and subject to Immigration rules). This pathway is not externally marketed.  Each module consists of a mixture of lectures, seminars, workshops and online interactive activities and assessments. Each module is typically taught on a weekly basis during term time consisting of 3 hours per module per week split into combinations of 1-3 hourly sessions. A total of 9 contact hours per week is typical for Stage 1 and Stage 2. Stage 3 will consist of 3 hours of contact time per week supplemented with 1-2-1 project supervision meetings as and when required for the Major Project. Each 20 credit module is designed to require 200 hours of study of which approximately 25% will be via contact with module tutors, which will vary by module. The remaining time of independent learning will be structured with guidance from the module tutor to incorporate activities such as online learning, reading and group or team based work.  If you start your course in September on a 15 months course, your Stage 1 modules are split over two terms (6 hours per term of contact time) to give you more time to adjust to studying at Masters Stage and to attend an additional skills module in Term 1 to enhance your Management and study skills in preparation for Stage 2. |
| 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 * Inclusivity * Information & Digital Literacy * Sustainability & Global Citizenship * Student Engagement * Partnership Engagement * Induction & Transition * Progression & Retention * Support & Personal Tutoring * Personal Development Planning * Employability (incl. Birmingham City University Graduate Attributes) |
| 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. We are committed to providing access, retention and progression for students from disadvantaged backgrounds and underrepresented groups. We do this by forging strong relationships with local, national and international universities, colleges and schools, providing defined and clear progression routes to facilitate lifelong learning.  The Schools and Colleges Liaison team, the University’s International Office and the Centre for Academic Success play an important role here in ensuring that talented students are attracted to the right programmes, regardless of their background. Together they work proactively with schools and colleges to provide subject ‘taster’ sessions, master classes, summer schools, pre-sessional tuition, campus visits and in-country tuition. In the Faculty, our open days provide plenty of encouragement for applicants from all backgrounds to access the University and we provide varying levels of scholarships, bursaries and awards to support students progressing, whether students are ‘home’, from the EU or overseas. On our postgraduate awards 100% of our students are classified as ‘mature’ (over 21) and we try to deliver our programme flexibly to help students with families or other commitments. We also go to great efforts to support students during their time at BCU. All students are allocated a personal tutor and 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.  Through our personal tutor programme, we ensure the needs of all our students are met during their course, helping all to achieve their potential and progress through the programme. At key points in the academic year and through their studies our students have the chance to discuss with their Personal Tutor and the Course Director their progress on the course and to seek advice where needed. 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.  Where required and where possible learning, teaching can be adapted to the specific needs of the student, through the adaptation of delivery and teaching materials. The substantial use of technology used to keep students in close communication is a good example of how this is enabled in practice. Information & Digital Literacy JISC define digital literacies as 'those capabilities which fit an individual for living, learning and working in a digital society'. This goes beyond the ability to use technology effectively and asks us to consider the journey of many of our students as 'digital natives', in addition to supporting the development of those students who have not yet acquired these skills. 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 graduate 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.  As a future senior manager you will be expected to be able to demonstrate not only comprehension of contemporary digital platforms relevant to the nature of the work of your organisation but you will be expected to be a competent user of a range of such technologies. A number of modules will provide the opportunity to develop technology-related skills. For example, you will need to develop a variety of spreadsheet related skills to enable you to effectively model both demand generation and cash flow as part of your core Stage One modules. In all cases it will not be assumed that you are already competent in such techniques and you will always have the opportunity to avail yourself of additional support either directly from the tutor or via the Centre for Academic Success. Sustainability & Global Citizenship BCU is committed to integrating sustainability into the curriculum. The notion that we should all seek to find ways to support reduce 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. We have made a commitment as an institution to create graduates with a global outlook (Graduate Attributes) and 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. * Using flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education and culture.   No international travel opportunities are explicitly designed into the course but you will be in a cohort that includes students from around the world. Many of the case studies used will be of an international nature and you will be strongly encouraged to incorporate international aspects into your assignments.  Many of the modules on the course will explicitly consider issues related to Global Citizenship and sustainability but more specifically in the Cross Cultural Management and International Operations and Innovation Management modules. 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.  Many international students from the MSc Management programme have participated successfully in OpportUNIty to become more work ready and employable whilst at the same time contributing to the development of their course and the wider student experience at BCU. For example, you may have the opportunity to work as a Student Buddy or Mentor to help international students transition to studying in the UK for the first time. For the employed mentors it strengthens their interpersonal, communication and team working skills that will aid their employability through these enhanced softer skills. For the mentees, they have a peer that is appreciative and knowledgeable of the issues they face and an individual who can provide guidance to the resources that students need to be successful. This partnership aids attainment, helping students to realise their potential.  In addition, the programmes undertake co-curriculum activities such as the study trips, live client briefs and work related major projects. These provide students with the opportunity to work with a wide variety of organisations, with the projects equally valued by both students and the organisations alike. This opportunity aids a student’s employability, enhances their learning and improves their confidence, with evidence to show that many organisations adopt some of the ideas and concepts presented, 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 for you and contributing to your learning and teaching activities. Our overseas partnerships often result in opportunities for you to mix with students from different countries and to gain different perspectives, as well as opportunities to undertake a period of study overseas subject to VISA restrictions. Induction & Transition Coming to University is exciting but it can be very different from your experience at other Universities, or from your education in your home country if you are an international student. We know that some students struggle to adjust to the freedom and independence of University education but our induction and transition support 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 employment/further study.  To help our students settle in, the university runs a detailed programme that helps students with the following:   * A range of pre-programme activities that allows new students to meet their teaching team and fellow students such as the International Orientation week in September * Identification of support mechanisms to aid transition such as the Student Buddy & Mentor scheme * Social activities run by, for example, the Postgraduate Society * Tailored programmes for postgraduate level students to address specific issues such as placement support, career planning * Identification of resources to prepare students for autonomous learning and help them to set short, medium and long-term goals for their own academic and personal.   The MSc Management programme runs an induction programme at the beginning of each course which we expect all students to engage with prior to starting term. The induction will ensure that you are aware of the demands of studying a full-time Masters programme. It will also provide the opportunity for both you and your teaching team to get to know each other a little and to assess any support work that might be needed to get your basic academic skills, including your use of Business English, up to a suitable level. Where needs are identified we will point you towards appropriate resources or invite you in to University for a discussion with your tutor or to engage with a learning activity. 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. To help students there are a series of measures in place for all programmes. This include but not limited to:   * Proactive monitoring of engagement through attendance and participation * Specified personal tutor review meetings * Peer support through the mentor programme * Tutorial support for all modules * Emphasis on the importance of pastoral care amongst all staff.   If you are an International student a number of additional attendance measures are employed to ensure that you are continuing to comply with the conditions of your VISA such as monthly signing in sessions. Support & Personal Tutoring Every student has a Personal Tutor. Your Personal Tutor is there to advise you on your academic progress and can also direct you to additional help, if you need it. You can expect to meet your Personal Tutor for formal meetings when you are attending University for your taught sessions but he or she will also be available if you need additional help or guidance, both online and on Campus. In addition, every School also has a Student Success Adviser, a recent graduate who has also experienced life as a BCU student. If you are having any problems, your Student Success Adviser can also help you. The University as a whole offers an array of support, such as the Centre for Academic Success, Careers, Child 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. Personal Development Planning Personal Development Planning (PDP) enables you to be in control of your own future by reflecting on your progress so far and making changes for the future. In BCU, we provide structured opportunities for you to become more self-aware, more aware of how to learn and how to improve personal performance, and more able to cope with the transition to your chosen career.  The flexibility of pathways allows you to choose a specialism that not only aids employability but also caters for your interests. In support of furthering your career you will have full access to the Birmingham City University careers service. You will also have the opportunity to base some of your assignments either on your current employer on organisations of your choice, thereby creating opportunities to demonstrate your ability either to your current or a prospective employer. This is particularly the case with your final dissertation/project double module.  Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:   * a two-week preparing to study programme dealing with orientation and the dissemination of essential information * within modules, further support provided in relation to report and proposal writing, presentation, case study, problem solving, examination techniques and other relevant techniques * a Student Handbook, containing information relating to the University, the Business School, the course and the modules will be provided via the programme Moodle site * access to academic and administrative staff at reasonable times * access to Business School resources, including the Student Learning Zone, the Marketing Technology Suite, a range of supported IT equipment, postgraduate computer rooms and continuous support from tutors * access to the services of the Faculty librarian * assistance and support for learning skills provided centrally by the University * access to the University’s Student Services, including those offered by the careers service, financial advisors, medical centre, disability service, crèche, counselling service and chaplaincy  Employability (incl. Birmingham City University Graduate Attributes) Every BCU programme aims to provide graduates with a set of attributes which prepare them for their future careers.  The BCU Graduate:   * is professional and work ready * is a creative problem solver * is enterprising * has a global outlook   The Faculty of Business, Law and Social Sciences is committed to practice-led learning and teaching that will give you experiences of the world of work through a range of activities which may include work placements, voluntary work, live projects, problem-solving, case studies, visits to businesses and social enterprises.  In addition, the University has introduced the BCU Graduate+ programme, which is an extra-curricular awards framework that is designed to augment the subject based skills that you develop through your programme with broader employability skills and techniques that will enhance your employment options when you leave university. The key components of the programme are:   * A personalised approach for each student; * Each student to complete a range of activities and build CPD points towards completion of the award. Recognised activities will include cross-university opportunities, careers development, ‘employability’ activities delivered within Faculties, part-time work experience, volunteering and community action. * All elements will be clearly linked to the University’s new graduate attributes   Given the scope of the programme employability is embedded throughout the programme and is linked to every single module. It is core ethos of the programme and is the evidenced in the programme philosophy, approach to teaching and learning, as well as underpinned by co-curriculum activities. |

## 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 and (where appropriate) KIS data, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme.

**Programme Structure (12 month Programmes)**

|  |  |  |  |
| --- | --- | --- | --- |
| Postgraduate *Preparing to Study* Programme | | | |
| PG Cert Stage (60 credits) | Managerial Finance  (20 credit core module) | The Integrated Business  (20 credit core module) | Leadership Development  (20 Credit Core Module) |
| PG Dip Stage (120 credits) | International Strategic Management  (20 credit core module) | Option Module\*  (20 credit) | Option Module\*  (20 credit) |
| Masters Stage (180 credits | Major Project  (40 credit core module) | | Option Module\*  (20 credit) |

***\*Optional Modules by Pathway (Pathway chosen at point of pre-enrolment)***

**Master of Science in Management and Entrepreneurship**

PG Dip Stage: New Venture Creation (20 Credits)

PG Dip Stage: Research Project Management (20 credits) OR Research Practice (20 Credits)

Masters Stage: Entrepreneurship in Practice (20 Credits)

**Master of Science in Management and Finance**  
PG Dip Stage: International Financial Strategy (20 Credits)

PG Dip Stage: Research Project Management (20 Credits) OR Research Practice (20 Credits)

Masters Stage: Security Analysis and Portfolio Management (20 Credits)

**Master of Science in Management and International Business**

PG Dip Stage: International Operations Strategy & Innovation (20 Credits)

PG Dip Stage: Research Project Management (20 Credits) OR Research Practice (20 Credits)

Masters Stage: Cross Cultural Management (20 Credits)

**Master of Science in Management and Marketing**PG Dip Stage: Strategic Brand & Communications Management (20 Credits)

PG Dip Stage: Research Project Management (20 Credits) OR Research Practice (20 Credits)

Masters Stage: Digital Marketing Strategy (20 Credits)

**Master of Science in Management**

PG Dip Stage: An Option Module from another pathway (20 credits)

PG Dip Stage: Research Project Management (20 Credits) OR Research Practice (20 Credits)

Masters Stage: An Option Module from another pathway (20 Credits)

Students will be required to choose between Research Project Management or Research Practice modules before the end of Stage 1

**Structure (15 months Programme only)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Postgraduate *Preparing to Study* Programme | | | | |
| Term | **TERM 1** | | | |
| PG Cert Stage (60 credits) | Leadership Development  (20 Credit core module) | | Enhancing Management Skills  (0 Credits) | |
| **TERM 2** | | | |
| The Integrated Business  (20 credit core module) | | Managerial Finance  (20 credit core module) | |
| Term | **TERM 3** | | | |
| PG Dip Stage (120 credits) | International Strategic Management  (20 credit core module) | Option Module\*  (20 credit) | | Option Module\*  (20 credit) |
| Term | **TERM 4** | | | |
| Masters Stage (180 credits | Major Project  (40 credit core module) | | | Option Module\*  (20 credit) |

***\*Optional Modules by Pathway (Pathway chosen at point of enrolment)***

**Master of Science in Management and International Business**

PG Dip Stage: International Operations Strategy & Innovation (20 Credits)

PG Dip Stage: Research Project Management (20 Credits) OR Research Practice (20 Credits)

Masters Stage: Cross Cultural Management (20 Credits)

**Master of Science in Management (12 and 15 months)**

PG Dip Stage: An Option Module from another pathway (20 credits)

PG Dip Stage: Research Project Management (20 Credits) OR Research Practice (20 Credits)

Masters Stage: An Option Module from another pathway (20 Credits)

Students will be required to choose between Research Project Management or Research Practice modules before the end of Stage 1.

**PSRB Awards (All pathways)**

All students who successfully pass all their modules, achieving 180 credits overall will achieve a CMI Level 7 QCF Certificate in Strategic Management and Leadership. Three core modules have been mapped to the CMI award as follows:

* PG Cert Stage: Managerial Finance and Leadership Development
* PG Masters Stage: Major Project

**Module Delivery Pattern (all programmes)**

Modules are delivered in stage order from the start date of the student’s programme to reflect the underlying learning, teaching and assessment strategy of the programme and to comply with the University’s assessment regulations.  This means that students who start their course in January will begin with their Certificate level modules. Student class sizes permit the efficient delivery of repeat classes of Certificate stage modules at this entry point. Students who start in January will join the 15 month cohort teaching groups in subsequent stages. Stages will be delivered on a semester basis as per the Faculty’s agreed common academic calendar for postgraduate programmes.

**Pathway Transfers**

Students can transfer between pathways (excluding the MSc Management pathway) before the end of their Stage 1 subject to both pathway and module availability and subject to Programme Director approval and immigration rules where applicable. Pathways and modules will not run without sufficient student numbers.

**Transfer to the MSc Management pathway**

In line with the University’s Postgraduate Assessment Regulations (SPAR2), students who fail an option module one or more times will be counselled by either their tutor, personal tutor and/or a member of the programme team to consider studying an alternative option module at the same stage subject to module availability and immigration rules. This offer is available only once for the life of the student’s course. Option modules will not run without sufficient student numbers. Where students accept the offer to study an alternative option module they will be transferred to the MSc Management pathway.

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| --- | --- | --- | --- | --- | --- | --- |
| **Level 7** Core Modules | **MAN70XX Leadership Development** | **MAN70XX  The Integrated Business** | **ACC7001 Managerial Finance** | **STR7001 International Strategic Management** | **BUS7037  Major Project** | **BUS70XX**  **Enhancing Management Skills** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) | 20 (10) | 40 (20) | 0 (0) |
| Study Time (%) S/GI/PL | 25/75/00 | 25/75/00 | 25/75/00 | 25/75/00 | Dependent on pathway | 25/75/00 |
| Assessment method | 100% Portfolio | 100% Group Presentation | 100% Coursework | 100% Group Presentation | 100% Coursework/ Portfolio | 100% E-Portfolio |
| Assessment scope | 3,000 words portfolio | 2\*15 min presentations | 3,000 words Essay incorporating spreadsheet calculations | 30 min presentation | Portfolio based dependent on Pathway and Project option selected | 3,000 words portfolio |
| Assessment week | Final week of occurring Term | Final week of occurring Term | Final week of occurring Term | Final week of occurring Term | Dependent on Pathway | Final week of occurring Term |
| Feedback scope | Provided formatively verbally and/or in writing and summatively in line with Faculty Policy.. | Provided formatively verbally and/or in writing and summatively in line with Faculty Policy. | Provided formatively verbally and/or in writing and summatively in line with Faculty Policy. | Provided formatively verbally and/or in writing and summatively in line with Faculty Policy. | Provided formatively verbally and/or in writing and summatively in line with Faculty Policy. | Provided formatively verbally and/or in writing and summatively in line with Faculty Policy |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Standard Blended |
| Learning Outcomes | 1. Identify a range of personal skills and suggest areas for development or improvement, underpinned by contemporary theory, models and / or concepts | 1. To review and analyse the situation of an integrated business using appropriate spreadsheet software to interrogate contextual data from a marketing and operations perspective, within a globalised business environment. | 1. Evaluate the different competing financial objectives of the firm and the agency problem between shareholders and managers in publicly listed companies. | 1. Critically apply conceptual strategic management models and frameworks to analyse a given organisational context. | 1. Identify, determine and justify a disciplinary-relevant project, including its aims, scopes and objectives. | 1. Develop the necessary personal and professional skills necessary for effective study and course participation at Masters level |
| 1. Critically evaluate and apply different aspects of leadership and management practice to demonstrate how these can contribute to organisational effectiveness within a global context | 2To be able to create viable marketing and operations management options and propose and present comprehensive recommendations based on them for a given digital business scenario, whilst ensuring the effective integration and optimisation of marketing and operations. | 2. Demonstrate the ability to analyse financial data, conduct cost-benefit analysis and financial planning for effective business decisions using spreadsheet software package. | 2. Demonstrate the application of alternative strategic options for an organisation and recommend a preferred strategy. | 1. Self-manage research, including managing the supervisory process and reflecting critically on the work undertaken to identify improvements in research and project practice |  |
| 3. Critically examine and assess the contribution of leadership and management theory to develop effective leaders | 3. To demonstrate excellence in leadership, communication and team collaboration and to reflect on personal and professional skill development. | 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. | 3. Evaluate the future direction of the organisation and present strategic options in an international/global context | 1. Understand how to identify and synthesise the relevant conceptual theory and methodological techniques from the programme pathway, using a range of sources and data, applying them to a particular topic, case or organisation. |  |
| 1. From a practical perspective, use technology to aid management decision making |  | 4. Critically appraise the major issues of capital management, relative advantages and disadvantages from the various perspectives of the stakeholders of the firm. |  | 1. Professionally present the analysis of the data and the results of the project, including drawing appropriate conclusions and providing recommendations and guidance for managerial judgements and decision making in the chosen discipline or pathway. |  |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🞏 5🞏 | 1🞏 2🞏 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🞏 5🗹 | 1🞏 2🗹 3🗹 4🗹 5🞏 | 1🞏 2🗹 3🞏 4🗹 5🞏 |
| Linked PSRB (if appropriate) |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Level 7** Optional Modules | **MAN70XX Research Practice** | **MAN70XX Research Project Management** | **BUS70XX**  **New Venture Creation** | **MAN7013 International Operations Strategy & Innovation** | **BUS 70XX**  **Entrepreneurship in Practice** | **BUS 70XX  Digital Marketing Strategy** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 25/75/00 | 25/75/00 | 25/75/00 | 25/75/00 | 25/75/00 | 25/75/00 |
| Assessment method | 100% Exam | 100% Coursework | 100% Coursework | 100% Coursework | 100% Coursework | 100% Coursework |
| Assessment scope | 3 hours exam restricted open book online using Moodle | 3,000 words Project Plan Proposal | Group Portfolio incorporating online pitch and report | 3,000 words essay | 3,000 words Report | 3,000 words Report |
| Assessment week | Final week of occurring Term | Final week of occurring Term | Final week of occurring Term | Final week of occurring Term | Final week of occurring Term | Final week of occurring Term |
| Feedback scope | Provided formatively verbally and/or in writing and summatively in line with Faculty Policy. | Provided formatively verbally and/or in writing and summatively in line with Faculty Policy. | Provided formatively verbally and/or in writing and summatively in line with Faculty Policy. | Provided formatively verbally and/or in writing and summatively in line with Faculty Policy. | Provided formatively verbally and/or in writing and summatively in line with Faculty Policy. | Provided formatively verbally and/or in writing and summatively in line with Faculty Policy. |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Standard Blended |
| Learning Outcomes | 1. Articulate clear research aims, objectives and research question appropriate for the type of business and management problems the student is likely to encounter | 1. Demonstrate the ability to design, develop and communicate a comprehensive, organisation-related research project plan supporting a convincing business case that draws on appropriate project management tools, critically justified in terms of (for example) quality, risk assessment, resource needs and implementation requirements. | 1. Demonstrate the ability to create, adapt and pitch a business idea via a minimal viable product or service through carrying out primary and secondary research to analyse and evaluate its value incorporating features, design, benefits and pricing structure. | 1. Evaluate International Operations Management real world scenarios | 1. Critically appraise and identify the key challenges for entrepreneurial management in small to medium sized businesses in different environments and cultures. | 1. Effectively analyse a commercial problem requiring a Digital Marketing solution |
| 2. Explain the relative merits of a variety of primary data collection and analysis methods. | 1. Demonstrate a critical understanding and command of appropriate theories of research methods, techniques and approaches need to plan, justify and support a specific research project. | 2. Critically reflect upon your skills and capabilities in delivering a new venture through active participation in practice based experiential learning opportunities. | 1. Demonstrate critical awareness of the issues, problems and practices that characterise International Operations Management | 2. Critically evaluate entrepreneurial strategies, opportunities and behaviours for successful impact and growth of small to medium sized enterprises and social enterprises underpinned by relevant theories and concepts. | 2. Create a best practice solution to a Digital Marketing problem which is most appropriate to the analysis and conditions, drawing upon appropriate tools and frameworks |
| 3. Critically evaluate a management research scenario and develop a justified research project design. |  | 3. Apply and integrate cross-disciplinary learning in Management to problems of starting a new venture by applying concepts learned in Management, Finance, Marketing, Operations and Human Resources leading to developing a credible feasibility study for a new venture. | 1. Critically evaluate and appraise the role that innovation plays in the development of Operations Management techniques in different national and cultural settings | 3. Demonstrate capacity to creatively formulate effective strategies and recommendations for best practice to solve identified innovation and entrepreneurship issues and challenges in a constantly evolving and dynamic global business environment. | 3. Develop a set of objectives along with appropriate metrics |
| 4. Evaluate their own personal development and skills in relation to research through reflection on their progress in the module and identify what support they need to develop their research skills further. |  |  | 1. Critically assess the approaches for developing a culture of creativity and innovation in an organisation | 4. Demonstrate ability to structure an analytical entrepreneurship report and present in a formal, persuasive and coherent manner with arguments that demonstrates academic rigour. | 4. Utilise a range of data in order to justify your proposed strategy |
| Programme Aim Links | 1🞏 2🗹 3🞏 4🗹 5🞏 | 1🞏 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🞏 2🗹 3🗹 4🞏 5🗹 | 1🗹 2🞏 3🞏 4🗹 5🗹 | 1🞏 2🞏 3🞏 4🗹 5🗹 |
| Linked PSRB (if appropriate) | N/A | N/A | N/A | N/A | N/A | N/A |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 7** Optional Modules | **MAN70XX International Financial Strategy** | **MAN70XX  Security Analysis and Portfolio Management** | **BUS70XX  Cross Cultural Management** | **MKT70XX  Strategic Brand & Communications Management** |  |  |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) | 20 (10) |  |  |
| Study Time (%) S/GI/PL | 25/75/00 | 25/75/00 | 25/75/00 | 25/75/00 |  |  |
| Assessment method | 100% Coursework | 100% Coursework | 100% Patchwork | 100% Coursework |  |  |
| Assessment scope | 3,000 words essay | 3,000 words essay incorporating calculations | Patchwork assessment including online Quizzes, Group Presentations and individual essay (2,500 words) | 3,000 words Communications Plan |  |  |
| Assessment week | Final week of occurring Term | Final week of occurring Term | Final week of occurring Term | Final week of occurring Term |  |  |
| Feedback scope | Provided formatively verbally and/or in writing and summatively in line with Faculty Policy. | Provided formatively verbally and/or in writing and summatively in line with Faculty Policy. | Provided formatively verbally and/or in writing and summatively in line with Faculty Policy. | Provided formatively verbally and/or in writing and summatively in line with Faculty Policy. |  |  |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended |  |  |
| Learning Outcomes | 1. Critically examine Fisher-Hirshleifer model in relationship with the firm’s investment decisions with and without capital markets. | 1. Critically analyse investment fund performance using appropriate theory and models for a range of organisations. | 1. Critically evaluate and synthesis theories of cultural difference with reference to their impact on international management | 1. Critically analyse the current brand equity of a given business. |  |  |
| 1. Critically apprise theory and practice of determining cost of capital, using the Capital Asset Pricing Model for investment appraisal and it limitations for investment appraisal at advance level. | 2. Evaluate portfolio risks and return using appropriate theory and models for a variety of organisations in a domestic and global context. | 2. Critically evaluate the applicability of management theory to specific cultural contexts. | 2. Comprehensively evaluate and select the most appropriate marketing communications method(s) applicable to a given business scenario. |  |  |
| 1. Evaluate the role of stock market within the context of stock market efficiency, dividend policy and its implications for firm’s capital structure. | 3. Analyse and evaluate trading environment and current research activities in the topic area | 3. Critically examine and select appropriate management styles for specific cultural contexts. | 3. Develop a fully justified integrated marketing communications plan in response to a live client brief. |  |  |
| 1. Analyse and evaluate challenges and opportunities for national and international merger and acquisition activity, environment and current research for the topic area. |  |  |  |  |  |
| Programme Aim Links | 1🞏 2🞏 3🞏 4🗹 5🗹 | 1🞏 2🞏 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🞏 5🗹 | 11🗹 2🗹 3🞏 4🞏 5🗹 |  |  |
| Linked PSRB (if appropriate) | N/A | N/A | N/A |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 7 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| **Stage One Entry Requirements**  **12 Months Routes Only:**  An honours degree of a British University or equivalent institution (minimum 2:2) OR An equivalent graduate level qualification from an overseas university or equivalent institution (minimum 2:2) OR A pre-masters programme approved by BCU OR A pre-masters programme with a minimum of 55% average  **15 Months Route Only:**  A pass (3rd) degree\* of a British University or equivalent institution OR An equivalent graduate level qualification from an overseas university or equivalent institution (i.e. equivalent to a minimum of a pass [3rd] degree)\* | **Stage Two Entry Requirements**  A Post Graduate Certificate (Level 7 or equivalent, minimum value of 60 credits)\* in a business subject aligned with the chosen pathway (International Business, Finance or Marketing) AND  Candidates will be required to submit an extended application to evidence how their Post Graduate Certificate meets the programme learning outcomes at the equivalent stage.  **Stage Three Entry Requirements**  A Post Graduate Diploma (Level 7 or equivalent, minimum value of 120 credits)\* in a business subject aligned with the chosen pathway (International Business, Finance or Marketing) AND  Candidates will be required to submit an extended application to evidence how their Post Graduate Diploma meets the programme learning outcomes at the equivalent stage AND  Candidates will be required to have passed a Research Methods module (Level 7 or equivalent, minimum value of 15 credits)\* AND Candidates will be required to submit an original Dissertation Proposal that has been passed by the Programme Team prior to admission approval. | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 25% | **Stage One: (60 Credits)**  PG Certificate in Business Management  **Stage Two: (120 Credits**)  PG Diploma in Business Management  **Stage Three: (180 credits) depending on pathway chosen:**  Master of Science in Management and International Business  Master of Science in Management and Marketing  Master of Science in Management and Finance  Master of Science in Management and Entrepreneurship  Master of Science in Management  **Stage Three: All Pathways (180 credits)**  Chartered Management Institute Level 7 QCF Certificate in Strategic Management and Leadership |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 75% |
| **Placement** (including external activity and study abroad) | | 0% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) | Students who fail an option module can choose an alternative option module from the same stage (this offer is made only once during the life of their programme). In this case, Students are transferred automatically to the generic ‘Master of Science in Management’ pathway. This offer can only be made to International Students if the transfer enables the student to comply immigration rules. | |

\* Other qualifications will be considered on a case by case basis.

**English Language Proficiency**  
In addition to the above criteria International students must be able to furnish satisfactory evidence of a level of attainment in English Language commensurate with study at Master’s level in the University. In most cases, this will be a minimum TOEFL score of 575 or a minimum IELTS score of 6.0 average, no less than 5.5 in any component.

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| --- |
| Additional Information |
| **PSRB Awards**  All students who successfully pass all their modules, achieving 180 credits overall will achieve a CMI Level 7 QCF Certificate in Strategic Management and Leadership. Three core modules have been mapped to the CMI award as follows:   * PG Cert Stage: Managerial Finance, Leadership Development & The Integrated Business * PG Masters Stage: Major Project |

## Section Three

See Section 2 for details.