



International Master of Business Administration

Programme specification

Birmingham City Business School

May 2014

Programme Specification

Date of Publication to Students [Sept 2014]

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://www.bcu.ac.uk/bcbs> (2) in the Module Specifications

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham City University
Interim Awards and Final Award:	PG Certificate in Business Administration, PG Diploma in Business Administration, International Master of Business Administration
Programme Title:	International Master of Business Administration
Main fields of Study:	Business and Management
Modes of Study:	Full Time
Language of Study:	English
UCAS Code:	
JACS Code:	

Relevant subject benchmark statements 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 (2007)
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/BusinessManagementMasters.asp>

Programme philosophy and aims

The International MBA programme is based on the philosophy that management education and development should provide a thorough grounding in the disciplines related to the functional aspects of management. The international nature of the programme is demonstrated in a number of ways. The modules have been developed with international context throughout to allow the students to explore and investigate the core module content in multicultural and global settings. Additionally, the programme will use the diverse student backgrounds to encourage cross-learning within the cohorts in terms of business and management practices from around the world. The programme will 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 students to develop their skills and competencies as managers by providing opportunities to apply the knowledge and skills they gain, culminating in an individual, business related research investigation.

The aims of the programmes are to:

1. Provide an intellectually challenging and vocationally relevant learning experience where participants 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.
2. Provide participants with knowledge and the development of understanding in the functional areas of management, and their interaction with the contextual forces which impact on organisations.
3. Progress participants' understanding and development towards a strategic view of management emphasising the complexity and dynamics of business and management in the international context.
4. Provide participants with the opportunity to focus on particular aspects of business and management relevant to their backgrounds, cultures, interests and career aspirations, culminating in a business research project.
5. Facilitate the development and demonstration of participants' intellectual skills of information processing, analysis, synthesis, critical appraisal, creativity and innovation and the ability to manage and make decisions in situations of ambiguity and uncertainty.
6. Deepen understanding and broaden awareness of international cultural issues through working within international student groups.
7. Provide aspiring managers with the practical competencies necessary to allow them to cope effectively within, and lead, the organisations of the future.
8. Produce 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, including international settings.

Intended learning outcomes and the means by which they are achieved and demonstrated:

Programme Learning Outcomes

1. Demonstrate knowledge and understanding of advanced theories, concepts and methods in relation to the functional aspects of business and management within their contextual environments and their application to management practice.
2. Examine, evaluate and implement strategic and tactical business decisions in a variety of contexts and within their specialist discipline, whilst appreciating the complexity and dynamics of business and management.
3. Choose and apply relevant theories, conceptual models and techniques to the solution of business and management problems and critically evaluate their utility in management practice.
4. Exhibit the development and achievement of skills in relation to communication, organisation and working with others from diverse cultures and backgrounds in a professional manner.
5. Apply advanced theory to business and management practice and within a specialist discipline.
6. Conduct advanced research and enquiry to aid business decision-making.
7. To demonstrate a comprehensive understanding of business and management theory and how it applies to international settings.

Level Learning Outcomes

Postgraduate Certificate in Management:

1. To apply relevant knowledge and understanding of organisations, how they operate and how they are managed in multinational contexts.
2. To apply a range of relevant knowledge of the generic "functional" aspects of business and their management and integration - marketing, finance; business processes and people management.
3. To demonstrate problem solving and decision making abilities: including identifying and solving business problems; evaluating options; implementing and reviewing decisions.
4. To demonstrate the practical competencies and skills necessary to succeed in business and management.

Postgraduate Diploma in Management Studies:

5. To apply strategic management concepts and models to deal with issues in simulated real world contexts.
6. To apply relevant knowledge of the contextual perspectives for examining how the environment impacts on business organisations and on organisational decision-making.
7. To critically examine the nature of organisational change and to evaluate the impact of change on management/leadership approaches and actions.
8. To critically analyse and evaluate entrepreneurial opportunities and activities, and to apply entrepreneurship theory to the management of innovation.

9. To apply concepts, principles and models to deal with issues in simulated international contexts.
10. To demonstrate advanced practical competencies necessary to succeed in business and management, including research and analytical skills.

International Master of Business Administration:

11. To demonstrate critical thinking and creativity: managing creative processes in self and others; organising thoughts and analysis.
12. To be able to conduct research into business and management issues at postgraduate level.
13. To communicate findings and implement agreed solutions effectively and efficiently.
14. To critically examine the nature of international markets and apply concepts and models to deal with issues in simulated international contexts.

Learning teaching, and assessment methods used

The teaching and learning strategy will be delivered to relatively small groups throughout the programme in order to increase interactivity and provide greater individual support to students.

The programme adopts a broad range of learning approaches involving a mixture of formal and informal methods of teaching. Considerable participation and analysis from students is planned through, for example, case study analysis, group discussions and presentations. Theoretical concepts might typically be delivered in a lecture followed by smaller group seminars based on, for example, group based case study analysis, delivered within a workshop setting.

Discussion and interactive sessions will encourage students to critically examine key elements of business and management further. In addition, students are expected to undertake considerable independent study to support class contact time.

Throughout the programme students, as part of their professional personal development, will be engaged in a comprehensive programme of Business Management Skills Development which will offer students ample opportunities to improve their transferable skills, in addition, to the development of their management research skills.

In addition, participants will benefit from talks delivered by guest speakers from industry to allow engagement with contemporary business and management issues.

A programme of industrial/commercial visits will be arranged throughout the programme to provide students with 'real-life' experience of organizations

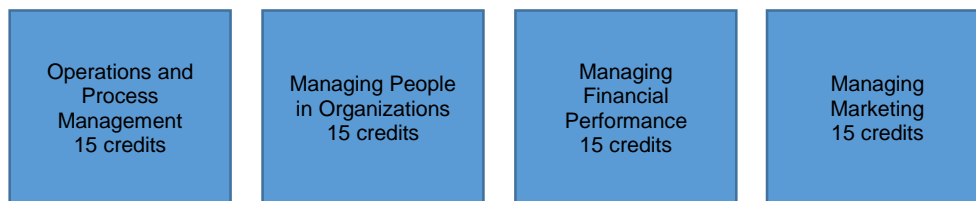
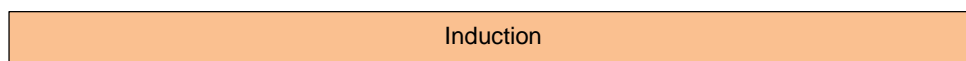
Participants will be offered the opportunity to undertake an Internship with a company in the U.K. which will provide first-hand experience of how companies work and the challenges they face.

Assessment on the programme is designed to be an integral part of the learning process for students and to enhance and confirm their knowledge and practice. Formative feedback will be provided to students through a combination of self-reflection, peer group and tutor feedback. Summative assessments will provide a measure of the extent to which students have achieved the learning outcomes of the modules. Assessment within the modules will take various forms including: coursework assignments, reports, presentations, examinations, in-company project or dissertation.

The structure of the course, the modules, credit values, and the awards which can be gained are shown in the diagram below.

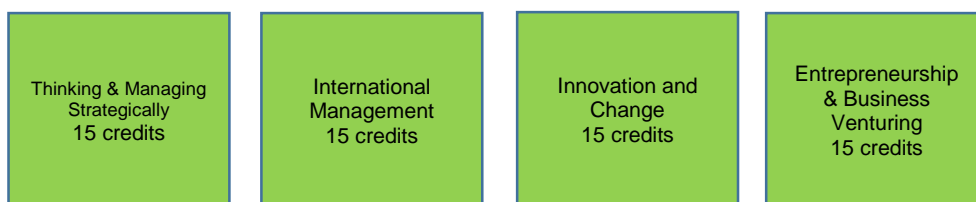
INTERNATIONAL MBA FT (Sept -12 month or Jan -15th month)

Term 1



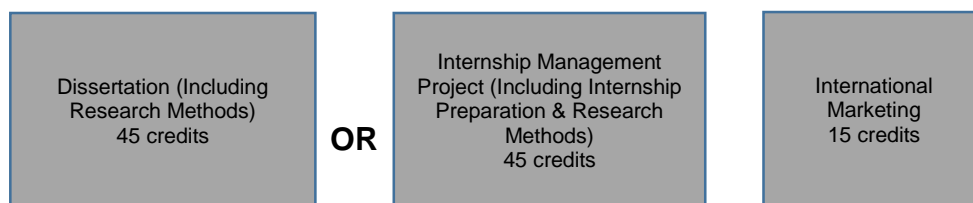
(Exit award PG Certificate in Business Administration 60 level 7 credits)

Term 2



(Exit award PG Diploma in Business Administration 120 level 7 credits)

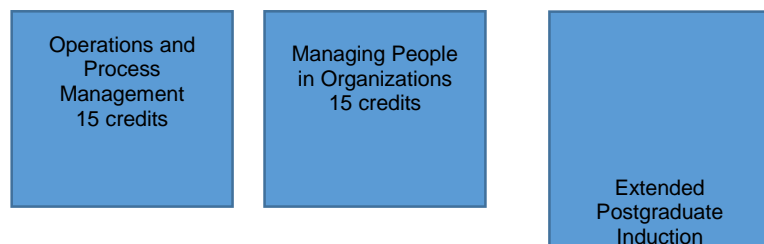
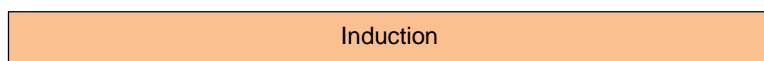
Term 3



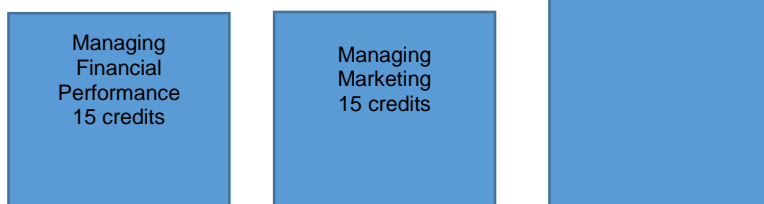
(Exit award International Master of Business Administration 180 level 7 credits)

INTERNATIONAL MBA FT (Sept - 18 month)

Term 1

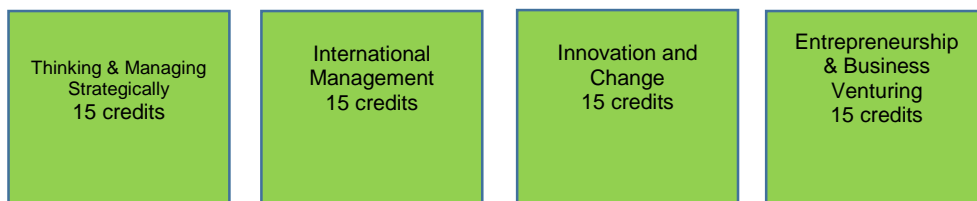


Term 2



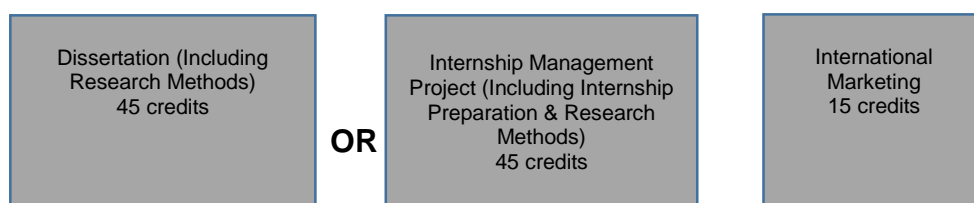
(Exit award PG Certificate in Business Administration 60 level 7 credits)

Term 3



(Exit award PG Diploma in Business Administration 120 level 7 credits)

Term 4



(Exit award International Master of Business Administration 180 level 7 credits)

Support for Learning including Personal Development Planning (PDP)

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 one-week induction programme dealing with orientation and the dissemination of essential information. This is then extended across the Certificate and Diploma levels of the programme through the Personal Development and Research Skills elements.
- within modules, further support provided in relation to essay-writing, problem solving and examination techniques
- a Course Guide, containing information relating to the University, the Business School, the course and the modules
- access to academic and administrative staff at reasonable times
- access to Business School resources, including the Centre for Academic Success, and a range of supported IT equipment, including postgraduate computer rooms and continuous support from Academic Development Tutors
- access to the services of the Faculty librarian
- Careers advice
- 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

Criteria for admission

Candidates must satisfy the general admissions requirements of the programme, which are as follows:

The admissions team will examine a range of criteria as an indication of the capability of a student to benefit from and to complete the International MBA programme successfully.

A) Prior Qualification:

An honours degree of a British University or equivalent institution (minimum 2:2)
(for the 18 month programme (minimum 3rd class or Ordinary degree))

or

An equivalent graduate level qualification from an overseas university or equivalent institution (minimum 2:2) or minimum 3rd class or Ordinary degree for 18 month programme

or

A graduate level professional qualification in an appropriate field of study

or

A pre-master's programme

Applications from mature students, who do not fulfil the standard entry requirements outlined above, will also be considered.

B) References

Applicants should provide two academic references in support of their application and may be subject to interview.

C) English Language

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 (minimum of 5.5 in each band).

In addition, a GMAT score of at least 500 is preferable, but is not an admissions requirement.

D) Advanced Entry

Direct entry to the PG Diploma in Business Administration stage of the programme may be available to those holding a relevant PG Certificate in Management from a UK University or overseas equivalent; these will be considered on a case by case basis.

Direct entry to the Master's stage of the programme may be available to those holding the BTEC Edexcel EDSML level 7, 120M level credits qualification.

Other Postgraduate qualifications will be considered on a case by case basis.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

Committees:

- Board of Studies
- Examination Board
- Faculty Academic Standards and Quality Enhancement Committee
- Faculty Learning and Teaching
- Faculty Student Experience Committee
- Faculty Board
- Senate

Mechanisms for review and evaluation:

- Individual module evaluation by students, staff and, where appropriate, stakeholders
- Regular review of VLE content and usage
- Review of teaching support (texts, cases etc.)
- Annual review of modules by module leaders
- Annual course evaluation reports and action plans
- Annual monitoring process
- Peer observation of teaching
- Individual performance reviews
- External examiners' comments and formal reports
- Student representatives' feedback to Boards of Studies
- Approval and review and re-approval events

Mapping of QAA benchmark for PG Business & Management programmes

Descriptors for MBA (A) Knowledge and Understanding Graduates will be able to demonstrate knowledge and understanding in the following areas:	Managing Marketing	Managing People & Organisations	Managing Financial Performance	Operations and Process Management	Extended Postgraduate Induction (18 month only)	Thinking and Managing Strategically	Innovation and Change	International Management	Entrepreneurship and Business Venturing	International Marketing	Dissertation	Internship
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					✓		✓		✓			
Critical Thinking and Creativity	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Problem Solving and Decision Making	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Scanning and Organising Information	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Research Skills (eg communication, IT)	✓	✓	✓	✓	✓		✓		✓		✓	✓
Communication and Personal Effectiveness	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learning through Reflection and Practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ethics & Value Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Numeracy & Quantitative Skills			✓	✓	✓				✓			
Leadership & Effective Performance Management		✓			✓	✓	✓	✓	✓			

Appendix 1 – QAA MBA Benchmarking Analysis

This table demonstrates the mapping between the International MBA programme learning outcomes and the QAA Masters benchmark statement for the subject of Business and Management (2002 & 2007).

Programme Learning Outcomes

1. Demonstrate knowledge and understanding of advanced theories, concepts and methods in relation to the functional aspects of business and management within their contextual environments and their application to management practice.
2. Examine, evaluate and implement strategic and tactical business decisions in a variety of contexts and within their specialist discipline, whilst appreciating the complexity and dynamics of business and management.
3. Choose and apply relevant theories, conceptual models and techniques to the solution of business and management problems and critically evaluate their utility in management practice.
4. Exhibit the development and achievement of skills in relation to communication, organisation and working with others from diverse cultures and backgrounds in a professional manner.
5. Apply advanced theory to business and management practice and within a specialist discipline.
6. Conduct advanced research and enquiry to aid business decision-making.

Programme Learning Outcome	Aspect of the subject benchmark statement addressed
1, 2 & 3	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.
2 & 5	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.
1 & 2	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, 2 & 3	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 & 5	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	<p>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:</p> <p>markets - the development and operation of markets for resources, goods and services</p> <p>customers - customer expectations, service and orientation</p> <p>finance - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications</p> <p>people - the management and development of people within organisations</p> <p>operations - the management of resources and operations</p> <p>information systems - the development, management and exploitation of information systems and their impact upon organisations</p> <p>communication and information technology - the comprehension and use of relevant communication and information technologies for application in business and management</p> <p>business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests</p> <p>pervasive issues - sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management</p>
3, 4 & 5	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
5	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
4	<p>Effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise</p> <p>Effective performance, within a team environment, including leadership, team building, influencing and project management skills</p> <p>Interpersonal skills of effective listening, negotiating, persuasion and presentation</p>
6	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
4	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.