

SECTION 2: PROGRAMME SPECIFICATION

MBA Programme Specification

1. Awarding Institution/Body	University of Worcester (UW)
2. Teaching Institution	University of Worcester (UW)
3. Programme Accredited By	Not Applicable
4. Final Award	Master of Business Administration (MBA)
5. Programme Title	Master of Business Administration (MBA)
6. Pathways Available	Not Applicable
7. Mode and/or site of delivery	Part-Time and Full-time at UW
8. Mode of Attendance	Part-Time and Full-time
9. UCAS Code	N/A
10. Subject Benchmark Statement	Masters Awards in Business and Management
11. Date of Programme Specification Preparation/ Revision	September 2011/CDE
12. Educational Aims of the Programme	
<p>The Programme aims to develop managers' understanding and critical appreciation of the theories, tools and techniques of management to enable them to more effectively lead and manage change in organisations and make effective use of resources in the strategic decision making process. In so doing, it seeks to improve the quality of management as a profession. In particular, the purpose of the programme is to provide students with:</p> <ul style="list-style-type: none"> • An advanced understanding of the management of organisations and the changing external context in which they operate. • Opportunities for the systematic development of the skills of objective analysis, evaluation and presentation to enable students to further develop confidence in effectively appraising and implementing management strategies. • An ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice. • A stimulating academic environment which is based upon the values of academic openness and critical appraisal. 	
13. Intended Learning Outcomes and Learning, Teaching and Assessment Methods	
Knowledge and understanding of:	Examples of teaching, learning and assessment methods used:
<ul style="list-style-type: none"> • The role and function of organisations and the context in which they operate • The core disciplines of business and management including finance, human resource management, marketing and strategic planning at middle/senior management level. • The range of research methods that can be applied to the study of business management and leadership. • The application of strategic thinking to the successful management of organisations • The key drivers of change affecting the management of organisations including the technological environment and globalisation. • A critical understanding of the processes of strategic problem solving and decision making. 	<ul style="list-style-type: none"> • A programme of structured lectures, interactive seminars, group work sessions and individual tutorials • The researching and writing of assignments and subsequent oral and written feedback • In-depth, self-directed research and tutorial guidance and discussion • Assessment is by a variety of means including essays, oral presentations, group work, research-driven tasks and open and closed-book examinations • Research-based knowledge and understanding is assessed through the dissertation.

Skills and Other Attributes	
<p>Intellectual/cognitive skills:</p> <ul style="list-style-type: none"> • Critical thinking and critical appraisal applied to current areas of business and management curriculum • Problem solving and dealing with complex issues of management • Interpretation and abstracting meaning from a variety of financial and non-financial data • Exercising judgement and understanding in relation to ethical issues and practice. 	<p>Examples of teaching, learning and assessment methods used:</p> <ul style="list-style-type: none"> • All modules require learners to engage in discussion of key issues and the critical application of key concepts • Case study work offers students the opportunity to engage in problem solving and complex issues • Modules in finance and strategy require analytical skills to be applied to a variety of data • Modules raise issues in which judgement needs to be exercised • Intellectual and cognitive skills are assessed by means of written assignments, including extended essays.
<p>Professional practical skills</p> <ul style="list-style-type: none"> • Engage in information retrieval, organisation and effective dissemination • Engage in team-based activities including assuming a leadership role • Demonstrate an ability to conduct independently managed research into business and management issues • Presentation skills. 	<p>Examples of teaching, learning and assessment methods used:</p> <ul style="list-style-type: none"> • ILS representative runs session during induction relating to information resources available • Group and individual tasks involving library and internet-based information retrieval feature in various modules • Project-based tasks involving group management and co-ordinated presentation • Research methods module and dissertation provide group-based and individual support for the development of research skills (MBA only) • Assessment of information dissemination skills through group oral presentations, including use of peer assessment • Written assignments used to assess research skills.
<p>Transferable/key skills:</p> <ul style="list-style-type: none"> • Numeracy and quantitative skills • Two-way communication skills, e.g. negotiation and persuasion • Self management skills and personal effectiveness, e.g. time management • Professional development • Effective use of ICT. 	<p>Examples of teaching, learning and assessment methods used:</p> <ul style="list-style-type: none"> • Quantitative skills taught through use of worked examples, e.g. in finance modules and research methods • Group exercises involving role-play are used to develop two-way communication skills • Time management skills are conveyed as an integral element of successfully completing the dissertation • Certain quantitative skills are assessed through the use of time constrained formal examinations • Reflective learning is promoted through development of the research proposal for the dissertation.
<p>A wide variety of learning and teaching methods have been designed for use in the modules that comprise the MBA Programme. Particular care has been taken to ensure that modules utilise complementary teaching and learning approaches so that students experience a good balance of activities.</p> <p>The Research Methods is designed to provide the necessary guidance required by the student to undertake a piece of supervised research. In order to support this learning, students will be required to develop a viable research proposal which they will present to an audience that includes a member of the teaching team with the necessary subject knowledge. This member of staff will then normally be designated as the supervisor for the dissertation component of the course which follows on from the Research Methods module and concludes the award.</p> <p>The Business School fully embraces the University's E-Learning strategy, and has to date demonstrated some innovative practices in this area. In particular, a member of the MBA teaching team received funding from the Mercia Institute of Enterprise for developing online teaching materials. These were successfully trialled in 2006. Similarly, another member of staff, voice</p>	

recorded her lectures, uploaded them onto Blackboard, and set students learning exercises linked to those recordings. Moreover, the E-Learning champion for the Business School outlines in a recent document, the key objective for a VLE for every module. As part of the Business School's implementation of the University's e-learning strategy, the MBA team intend to utilise Blackboard (the institutional virtual learning environment). This will facilitate the sharing of ideas, both prior to class based discussion of for example, case studies, and on the preparation of assignments. Traditionally, students on management development programmes have valued the face-to-face interaction with their fellow students, and the intention therefore is to supplement this experience with the use of on-line discussion groups, rather than substitute it.

14. Assessment strategy

As with the Learning and Teaching strategy, outlined above, the Assessment strategy has been designed to provide students with a variety of challenges appropriate for Masters level modules in business and management. The range of assessments specified in the module outlines (see Table 14.1 for a summary) have been developed in order to support the pedagogical approaches employed and which are appropriate for the nature of the subject disciplines covered. It has also been the course team's intention to ensure that a variety of assessments are covered. Assessment styles include individual and group-based work. Group based assessments and activities will be enhanced through the use of Blackboard discussion forums, enabling group members to interact virtually.

Table 14.1: Assessment Strategy

Module	Title	Group Project/ Presentation	Written Assignment
BUSM4014	Strategic Management and Globalisation		4,000 word Individual Case Study (100%)
BUSM4015	Leadership and Change Management		Presentation of Mind Map + 1000 word explanation (40%) 2000 word Rationale Paper (60%)
BUSM4016	SME Growth and Entrepreneurship (Option)	Presentation (25%)	2,000 word Individual Report (25%) ; 3,000 word Group Report (50%)
BUSM 4018	Applied Coaching & Mentoring		1500 word Mentoring/Coaching Practice Journal (40%) 2000 word Mentoring/Coaching Performance Plan (60%)
BUSM4021	Financial Management	Presentation (25%)	3,000 word Case Study (75%)
BUSM4022	Organisation Management		2000 word Essay (50%) , 2,000 word Case Study (50%)
BUSM4023	Marketing Management		4,000 word Essay (100%)
BUSM4005	Research Methods		1,500 word Critique (40%) 2,500 word Essay (60%)
BUSM4006	Dissertation		10000 word Dissertation (100%)

15. Award Map for the MBA Programme

Table 15.1 Award Map Table

LEVEL 7				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
BUSM4014	Strategic Management & Globalisation	20	M	None
BUSM4015	Leadership & Change Management	20	M	None
BUSM4016	SME Growth & Entrepreneurship	20	O	None
BUSM4018	Applied Coaching & Mentoring	20	O	None
BUSM4021	Financial Management	20	M	None
BUSM4022	Organisational Management	20	M	None
BUSM4023	Marketing Management	20	M	None
BUSM4005	Research Methods	20	M	None
BUSM4006	Dissertation	40	M	BUSM 4005

PG Certificate in Management Studies (CMS)

Students who complete the three 20 credit point modules BUSM 4021, BUSM 4022 and BUSM 4023, are eligible for the award of Post Graduate Certificate in Management Studies (CMS) if they choose to exit at this point.

PG Diploma in Management Studies (DMS)

Students who complete the three CMS modules (BUSM 4021, BUSM 4022 and BUSM 4023) **plus** the 20 credit point modules in Strategic Management and Globalisation (BUSM 4014) and Leading and Managing Change (BUSM 4015) and one option of 20 credit points (either BUSM 4016 or BUSM 4018), are eligible for a PG Diploma in Management Studies (DMS). Alternatively, students who complete any five of the above six modules plus the 20 credit point Research Methods module (BUSM4005), are eligible for a PG Diploma Studies in Management (DMS) if they choose to exit at this point.

Master of Business Administration (MBA)

Students completing the Master of Business Administration (MBA) award must take the six Mandatory taught modules, **plus** one optional module from those listed above, **and** complete the dissertation (BUSM 4006). Students must therefore successfully complete 180 credits in total, to be awarded the MBA.

Timetable for the MBA

6pm | 7pm | 8pm | 9pm

Thursday

Year 1	Term 1	Organisational Management
	Term 2	Marketing Management
	Term 3	Financial Management

Wednesday

Year 2	Term 1	Leadership and Change
	Term 2	Strategic Management & Globalisation
	Term 3	SME Growth & Entrepreneurship
		Applied Coaching & Mentoring

Tuesday

Year 3	Term 1	Research
	Term 2	Dissertation

16. QAA Academic Infrastructure

QAA benchmarking of Masters programmes in business and management within the UK recognises that there is a wide diversity of courses available and that these different orientations need to be explicitly addressed when designing the learning, teaching and assessment requirements, as well as the specific knowledge, understanding and skills that underpin each type of course.

The different types of business and management Masters courses, as defined by QAA, are set out in Table 16.1. The current proposal is designed to offer a Type 3 award which provides a career development approach to the teaching of business and management subjects. This course is oriented towards students who have a minimum of two years business/management experience in addition to a first degree in any discipline. It is also aimed at mature entry students, or those seeking a career change. The MBA (incorporating the DMS) subjects are strategic in focus, with a professional (practical) orientation.

The QAA subject benchmarks for Masters awards in business and management specify key areas of knowledge and understanding and these have been used to inform the Assessment strategy for this generalist programme in management. The mapping exercise shown in Table 16.2 demonstrates the way in which the modules (BUSM 4021 to BUSM 4006) support the ten key areas of knowledge and understanding.

The QAA subject benchmarks also provide a skill set for Masters programmes and these have been mapped in Table 16.3 to show which modules act to support the key transferable skills associated with business and management.

The programme conforms to the requirements set out for Masters level qualifications by the FHEQ. In particular, the specialist modules, the Research Methods and Dissertation are designed to help instil within students a critical awareness of current research and scholarship within the disciplines of management. The Dissertation, in particular, provides students with an opportunity to engage in a critical review and application of research methodologies relevant to the various aspects of business and management research.

Table 16.1: QAA Masters Programmes in Business in Management Framework

Programme type	Description	Illustrative titles
<i>Type 1</i>	<i>Specialist</i>	
<i>A</i>	<i>Specialist (career entry)</i> Career preparation, Recent graduates but some mature entry students Cognate first degree (normally) In-depth study of one area Theory plus dissertation/project Research or professional orientation	MSc or MA in Marketing or International Business or Business Studies (Information Management) MRes (in B and M area)
<i>B</i>	<i>Specialist (career development)</i> Further career development, usually while in employment Cognate first degree (normally) or experience Study of practice in specialist area Professional orientation	MSc or Ma in HRM or Marketing etc (including those linked to Professional institute qualifications)

Type 2	Generalist (career entry) Post-experience, career preparation Recent graduates but some mature entry students First degree in any discipline General B and M subjects Possible (minor) specialism or focus More theoretical approach but with emphasis on theory into practice	MSc or MA in Management or Business Studies or International Business or Marketing/Public Sector/ Strategic Marketing
Type 3	MBA type (career development) Post experience (minimum 2 years) Career change or acceleration Mature entry students First degree in any discipline General B and M subjects but with strategic and integrated focus Professional (practical) orientation	MBA or MBA (Health or other Sector Management), MSc Strategic Management

Table 16.2 Knowledge & Understanding for MBA generalist programme.
It is expected that graduates will gain knowledge and develop understanding in the following areas :

Key Area of Knowledge and Understanding	BUSM 4021 Financial Management	BUSM 4022 Org. Management	BUSM 4023 Marketing Management	BUSM 4014 Strategic Mgt and Globalisation	BUSM 4015 Leadership & Change Mgt	BUSM 4016 SME Growth & Entre.	BUSM 4018 Managing Coaching & Mentoring	BUSM 4005 Research Methods	BUSM 4006 Dissertation
a) The impact of contextual force on organisations including legal systems; ethical, economic, environmental, social and technological change issues; international developments; corporate governance	x	x	x	x	x	x	x	x	x
b) Markets and customers; the development and operation of markets for resources, goods and services; expectations of customers and equivalent stakeholders, service and orientation		x	x	x		x		x	x
c) The concepts, processes and institutions in the production and marketing of goods and/or services; the management of resources and operations	x	x	x	x		x		x	x
d) The financing of the business enterprise or other forms of organisations; sources, uses and management of finance; use of accounting for managerial and financial reporting applications	x	x		x		x		x	x
e) The management and development of people within the organisations; organisation theory, behaviour, industrial/employee relations, HRM, change management		x			x	x	x	x	x
f) The uses and limitations of a range of research methods/techniques, both qualitative and quantitative, and an understanding of their strengths and weaknesses for providing information and evaluating options in an uncertain organisational environment			x					x	x
g) The development, management and exploitation of information systems and their impact on organisations	x	x	x	x				x	x

h) The use of relevant communication and information technologies for application in business and management within a global knowledge-based economy		x	x	x		x	x	x	x
i) The development of appropriate business policies and strategies within a changing context to meet stakeholder interests	x	x	x	x	x	x	x	x	x
j) A range of contemporary and pervasive issues which may change over time. Illustrative examples may include innovation, creativity and enterprise; e-commerce, knowledge management; sustainability; business ethics, values and norms; globalisation.		x	x	x	x	x	x	x	x

Table 16.3 Student Skills for MBA generalist programme.
All MBA students are expected to demonstrate a range of cognitive and intellectual skills together with techniques specific to Business & Management. They should demonstrate relevant personal and interpersonal skills.

Key Area of Knowledge and Understanding

	BUSM 4021	BUSM 4022	BUSM 4023	BUSM 4014	BUSM 4015	BUSM 4016	BUSM 4018	BUSM 4005	BUSM 4006
a) Critical thinking and creativity: managing creative processes in self and others; organising thoughts, analysis, synthesis, critical appraisal. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately	x	x	x	x	x	x	x	x	x
b) Problem solving and decision making: establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions	x	x	x	x	x	x	x	x	x
c) Information and knowledge: scanning and organising data, abstracting meaning from information and sharing knowledge	x	x	x	x	x	x	x	x	x
d) Numeracy and quantitative skills including the use of models of business situations; qualitative research skills	x							x	
e) Effective use of Communication and Information Technology (CIT)	x	x	x	x	x	x	x	x	x
f) Two-way communication: listening, negotiating and persuading or influencing others; oral and written communication, using a range of media, including the preparation of business reports	x	x	x	x	x	x	x	x	x
g) Personal effectiveness: self-awareness and self-management; time management; sensitivity to diversity in people and different situations, the ability to continue learning	x	x	x	x	x	x	x	x	x
h) Effective performance within a team environment and the ability to recognise and utilise individuals' contributions in group processes; team selection, delegation, development and management	x	x	x	x	x	x	x	x	
i) Leadership and performance management: selecting appropriate leadership style for situations; setting targets, motivating, monitoring performance, coaching and mentoring, continuous improvement		x			x		x		
j) Ethics and value management: recognising ethical situations, applying ethical and organisational values to situations and choices		x	x	x	x	x	x	x	x
k) Ability to conduct research into business and management issues	x	x	x	x	x	x	x	x	x
l) Learning through reflection on practice and experience	x	x	x	x	x	x	x	x	x

17. Support for students

The following activities and documents have been put in place to provide support for Masters students at Worcester Business School:

- Induction programme including inputs from Student Services and International Office
- Course handbook including guidance for Dissertation and modules outlines
- Support from ILS staff during induction and through Information Desk and Study Guides
- Representation on Course Committee to address course-wide issues
- Each student is allocated a personal tutor to provide support for learning
- Registry provides student-specific information, including module results, on the SOLE page of the University website
- Range of support services including accommodation office through Student Services
- Special events for international students co-ordinated by International Office
- English language support provision through the Language Unit
- Equal opportunities unit implements codes of practice in relation to disability and racial and other forms of discrimination

A full programme of study skills is provided by the University. This includes advice regarding basic skills such as time management, learning styles and library skills. Support for students in relation to effective reading, note-taking and oral presentation skills is followed by sessions that deal with aspects of essay writing (including the issue of plagiarism). Finally the programme provides advice regarding examination preparation and stress management. Students who are studying in the UK for the first time and whose first language is not English are required to follow this programme in full.

18. Admissions policy, criteria and procedures

General admissions requirements of the programme are as follows:

- *A second class honours degree in any subject, or International students holding a qualification recognised as graduate equivalent by the University, **plus** 2 years business/management experience, at an appropriate level.*
- *Additionally, students whose first language is not English are required to demonstrate proficiency to a minimum level of 6.5 IELTS or equivalent.*
- *Candidates may be admitted without a first degree via APEL, provided they have at least two years business/management experience at an appropriate level.*

There is no formal institutional policy on interviewing applicants. However, the team intend to interview for the programme, to ensure that candidates meet the entry requirements.

19. Methods for evaluating and improving the quality and standards of teaching and learning

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards, include:

- Module feedback
- Annual Monitoring Report completed by course manager
- Quinquennial course review, as part of Periodic Review process, including external scrutiny
- Peer teaching observation
- External examiners' reports
- Academic staff annual appraisal

Committees with responsibility for monitoring and evaluating quality and standards –

- Business School Quality Committee
- Business School Post Results Moderation Group

- Staff-Student Consultative Committee and the Management Course Committee chaired by the course manager, and including staff and student representation to oversee the operation of the course. This will meet every semester.
- University Board of Undergraduate Studies
- Academic Standards and Quality Enhancement Committee
- Ethics Committees (University and Business School)
- Learning, Teaching & Student Experience Committees (University and Business School)

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Module feedback questionnaires which are independently managed
- Staff-Student Consultative Committee and the Management Course Committee Student meetings with a personal tutor
- Occasional meetings may be held with mentors/training managers (of sponsoring organisations). It should be noted that organisation-based mentors, whilst strongly encouraged are not mandatory

The Business School has a number of Teaching Fellows with the responsibility of developing and enhancing the learning experience of all students within the school.

Regulation of assessment

Students are assessed by a combination of course work, presentations, group work and a case study examination. The minimum pass mark is 50% for each module.

The following awards will be available to students who meet the following requirements:

<i>Award</i>	<i>Requirement</i>
Postgraduate Certificate (CMS)	60 credits at Level 7
Postgraduate Diploma (DMS)	120 credits at Level 7
MBA	180 credits at Level 7 including a dissertation

The awards of CMS, DMS or MBA may be made with merit or Distinction, as per the university regulations (<http://www2.worc.ac.uk/registry/pdf/AssessmentPolicy.pdf>)

University examination boards will review and confirm results for modules, and considers candidates' mark profiles to make decisions about progression, awards and degree classifications as appropriate. In line with the University of Worcester Assessment Policy (Academic Regulations and Procedures: Section U), assessments for the individual modules have been designed to enable students to demonstrate that they successfully met the learning outcomes. Each module outline thus specifies an assessment strategy outlining the nature of the summative assessment exercises it employs and the respective weighting of each assessment item in its overall assessment loading.

Requirements to pass modules

Modules are assessed using a variety of assessment activities which are detailed in the module specifications.

The minimum pass mark is 50% for each module.

Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.

Some modules have attendance requirements (delete if this does not apply).

Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.

Students who submit work later than 5 days but within 14 days of the due date will not have work

marked unless they have submitted a valid claim of mitigating circumstances. Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.

Retrieval of failure

Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.

Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.

If following reassessment the module has been passed, the module grade will be capped at 50%. If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.

A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

20. Indicators of Quality

- Many members of staff engaged in developing the programme are actively engaged in relevant research and consultancy in the disciplines of management (refer to Staff CVs for further details)
- Annual External Examiners reports for the School have been extremely supportive and complimentary
- University of Worcester holds the Investors in People kitemark which was renewed in 2005
- In November 2005, the institution was audited by the Quality Assurance Agency (QAA). The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

21. Career opportunities and links with employers

- Worcester Business School has recently appointed a Director of Business and Professional Development in order to promote closer links with employers, and this role is supported by a newly appointed Business Development Consultant. The Director is currently working with key staff in the Business School to establish an Employers Advisory Group and Support Services for local businesses.
- The School has a strong working relationship with the University of Worcester's Business Partnerships Office that provides external links through agencies such as the Chamber of Commerce
- The Business School's specialist research and consultancy centre, the Centre for People @ Work, has a wide range of projects and opportunities to provide links with employers
- The School has been an important focus of projects linked with the West Mercia Constabulary through the Shared Police and Higher Education (SPHERE) partnership
- University of Worcester Careers Advisory Service provides on-going support for students
- Periodic Career Fairs are organised by Student Services

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if she/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the Course Handbook and module guides. The accuracy of the information contained in this document is reviewed by the University of Worcester and may be checked by the Quality Assurance Agency for Higher Education or other appropriate bodies.

Key sources of information about this course can be found in:

- Student Course Handbook
- Postgraduate Regulatory Framework
- University of Worcester Masters Programmes Handbook

Further information can be found on the University's website at: www.worc.ac.uk