

PROGRAMME SPECIFICATION - IMBA

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| 1 | Awarding institution/body University of Worcester |
| 2 | Teaching institution University of Worcester |
| 3 | Programme accredited by Not Applicable |
| 4 | Final award Master of Business Administration |
| 5 | Programme title MBA in International Business Management PG Diploma in International Business Management PG Certificate in Management |
| 6 | Pathways available Not applicable |
| 7 | Mode and/or site of delivery Standard taught or block delivery, University of Worcester or partner institution |
| 8 | Mode of attendance Part Time, Full Time |
| 9 | UCAS Code Not applicable |
| 10 | Subject /Professional Benchmark statements QAA Master's Level Benchmark Statement Business and Management (2007) |
| 11 | Date of Programme Specification preparation/revision reapproved July 2011 |
| 12 | <p>Educational aims of the programme</p> <p>The International MBA programme, leading to the final award of MBA in International Business Management, combines theory with practice in order to enable students to build on previous business experience. The intent is to develop a critical appreciation of the use of the theories, tools and techniques of management to support effective strategic decision making in an international context. 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> <ol style="list-style-type: none"> 1. An advanced understanding and critical awareness of the management of international organisations and of the changing global context in which they operate, particularly the issues of ethics and sustainability. 2. An ability to creatively apply knowledge and understanding of international business and management to improve business and management practice and provide effective management solutions 3. A practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge of international business management 4. A stimulating academic environment which is based upon the values of academic openness, critical appraisal and intercultural insight. 5. Preparation for a career in international business management, including the ability to advance knowledge of international business management through skills including lifelong learning and self-managed research 6. An opportunity to develop theoretical and applied perspectives of a specialist aspect of business management (e.g., Finance, Marketing, Human Resource Management) 7. An opportunity to engage with contemporary business and management practice and key emerging themes in particular those related to ethical and sustainable business practices |

13 Intended learning outcomes and learning, teaching and assessment methods

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| <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • The role and function of organisations in an international context • The core disciplines of business and management including finance, human resource management, marketing, operations management and strategic planning in an international context. • The range of research methods that can be applied to the study of international business management. • The application of strategic thinking to the successful management of international organisations with a particular focus on aspects of marketing, leadership and change management, finance and operations management • The key drivers of change affecting the management of international organisations including globalisation and the rise of internet marketing. • A critical understanding of the processes of strategic problem solving and decision making in an international context. | <p>Examples of teaching, learning and assessment methods used:</p> <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 international consultancy project. • Students will be asked to reflect on their own cultural understanding and experience and to appreciate those of students from other parts of the world. • Students will be expected to assess cultural differences in terms of their impact on management decision-making |
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Skills and Other Attributes

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| <p>Intellectual/cognitive skills:</p> <ul style="list-style-type: none"> • The ability to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate | <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 |
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| <p>statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately in relation to current areas of the international business and management curriculum</p> <ul style="list-style-type: none"> • Being able to solve complex marketing, change, finance, operations and strategic management problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving problems; and the ability to create, identify and evaluate options; the ability to implement and review strategic management decisions • Scanning, organising, analysing, synthesising, and interpreting information from a variety of financial and non-financial data in order to abstract meaning and to share knowledge • Exercising judgement and understanding to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices, particularly in global and international contexts • Identifying, auditing, critically appraising and empathising with different cultural perspectives | <p>of data</p> <ul style="list-style-type: none"> • Modules raise issues in which judgement needs to be exercised • Intellectual and cognitive skills are assessed by means of written assignments, including extended essays. • Understanding different cultural perspectives forms a part of International Business Strategy and the various international options. |
| <p>Professional practical skills</p> <ul style="list-style-type: none"> • Engage in information retrieval, organisation and effective dissemination recognising the challenges of information management across national and cultural boundaries | <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 |

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| <ul style="list-style-type: none"> • Engage in team-based activities including assuming a leadership role and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management; and empathising with different cultural perspectives • Demonstrate an ability to conduct independently managed research into international business management issues through research design, data collection, analysis, synthesis and reporting • Presentation skills. | <ul style="list-style-type: none"> • Project-based tasks involving group management and co-ordinated presentation • Dissertation provides group-based and individual support for the development of research skills • Assessment of information transfer 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 including the application and development of relevant international business management models • Effective two-way communication skills, (e.g. listening; negotiation and persuasion; effective oral and written communication of complex ideas and arguments); using a range of media, including the preparation of business reports and intercultural audits • High personal effectiveness: critical self-awareness, self-reflection and self-management; time management; sensitivity to diversity in people and different intercultural situations and the ability to continue to learn through reflection on practice and experience • 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. |

- Leadership and performance management: selecting appropriate leadership style for different situations and cultural contexts; setting targets, motivating, monitoring performance, coaching and mentoring

A variety of learning and teaching methods have been designed for use in the modules that comprise the International 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. Given the international nature of the programme we would also expect the interaction of students from different countries to enhance their appreciation of different cultural perspectives related to decision-making in an international context.

The International Dissertation requires students to apply their knowledge and skills to an international industry or organisation. It is designed to enable students to demonstrate their abilities in planning, research and presentation (both verbal and written) applied to a real situation. As such it takes the theme of internationalisation and provides a strategic focus. It also reflects the practitioner base that differentiates MBA programmes from other post-graduate courses according to the QAA benchmarks.

The Business School fully embraces the use of E-Learning 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. Similarly, another member of staff, voice 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 e-learning, the VLE 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.

The teaching and learning strategies for individual modules that have been outlined in this document have been undertaken in accordance with the University's Curriculum Design Policy and Guidance on writing learning outcomes and developing assessment criteria.

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 specifications (see section 4 of the handbook 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. In particular the use of case studies, presentations and reports encourage the development of applied skills that can be transferred into the working environment.

In line with the University of Worcester Assessment Policy, assessments for the individual modules have been designed to enable students to demonstrate that they have successfully met the learning outcomes. These are specified in each assignment brief along with any assessment criteria. Students are also supported through the use of grade descriptors and examples of prior assessment answers

15 Programme structures and requirements

Table 15.1 Award Map Table

| LEVEL 7 | | | | |
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| Module Code | Module Title | Credits (Number) | Status Mandatory (M) or Optional (O) | Prerequisites (Code of Module required) |
| BUSM4111 | Marketing Management | 20 | M | None |
| BUSM4112 | Organisational Leadership & Change Management | 20 | M | None |
| BUSM4113 | Finance for Managers | 20 | M | None |
| BUSM4091 | International Business Strategy | 20 | M | None |
| BUSM4092 | Operations Management | 20 | M | None |
| BUSM4114 | Emerging Themes in International Business | 20 | O | None |
| BUSM4116 | International Human Resource Management | 20 | O | None |
| BUSM4118 | International Financial Management | 20 | O | None |
| BUSM4121 | Emerging Themes in Marketing | 20 | O | None |
| BUSM4099 | International Dissertation (Applied) | 60 | M | None |

PG Certificate in Business Management

Students who complete any three 20 credit point modules (a total of 60 credits) from those designated are eligible for the award of Post Graduate Certificate in Management if they choose to exit at this point.

PG Diploma in International Business Management

Students who complete a minimum of 120 credits (but less than 180 credits) from the five mandatory taught modules, any one of the taught optional modules or the International Dissertation (Applied) are eligible for a PG Diploma in International Business Management if they choose to exit at this point.

MBA in International Business Management

Students completing the International MBA, leading to the award of MBA in International Business Management, must pass the five mandatory taught modules, any one of the taught optional modules **and** the International Dissertation (Applied). Students must therefore successfully complete 180 credits in total, to be awarded the MBA.

The course will normally take one calendar year to complete. Part time students will normally complete the course over 3 years, but may complete in 2.

16 QAA Academic Infrastructure

The QAA Subject Benchmarks for Master's degrees in business and management (2007) 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 (<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/BusinessManagementMasters.pdf>).

The programme is a Type 3 MBA award intended as a career development generalist programme which builds on work experience and has a key focus on leadership through strategic management. 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 subjects are strategic in focus, with a professional (practical) orientation.

The QAA subject benchmarks for Masters awards in Business and Management (2007) specify key areas of knowledge and understanding and these have been used to inform the Assessment strategy for this generalist programme in management.

The programme conforms to the requirements set out for Masters level qualifications by the Framework for Higher Education Qualifications (FHEQ).

(<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/FHEQ08.pdf>.)

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.

17 Support for students

The following activities and documents have been put in place to provide support for Masters students at Worcester Business School and help promote equality of opportunity for all:

- The Worcester Business School induction programme includes inputs from Student Services and International Centre
- Course handbook including guidance for Dissertation and modules outlines which include planned teaching activities, attendance requirements, assessment briefs, assessment criteria and reading lists
- Support from Information & Learning Services (ILS) during induction, and via their Information Desk, a nominated Academic Liaison Librarian and Study Guides
- Representation on Course Management 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 Centre
- English language support provision through the Language Centre
- Academic achievement sessions to support student study skills
- Student and academic support, representation and social networking via the Students' Union
- Equal Opportunity via the Disability and Dyslexia Service, which implements codes of practice in relation to disability, racial and other forms of discrimination and also provides practical support and guidance for students with learning difficulties
- Career Services offer one-to-one drop-in advice and information and publishes career events, activities and job opportunities. Worcester Business School also has its own internet which advertises placement and career opportunities
- A Virtual Learning Environment – VLE to provide module-specific material, documents, activities and networking

18 Admissions policy, criteria and procedures

For admission to the course candidates are expected to have:

- At least a second class honours degree (from a UK HEI) in any subject, or (for international students) hold a qualification recognised as equivalent by the University.
- **Plus** a minimum of 2 years work experience, at an appropriate level, which can be made up from a range of full-time, part-time and voluntary work.
- Additionally, students whose first language is not English are required to demonstrate proficiency to a minimum level of 6.5 IELTS or equivalent.
- In exceptional circumstances candidates may be admitted without a first degree via APL, provided they have at least two years business/management experience at an appropriate level.

Please contact the Registry Admissions Office for further information or guidance on 01905 855111. Application forms are available on request. Interviews are not normally required prior to acceptance, however applicants may arrange an

appointment with the Programme Manager by email (r.saunders@worc.ac.uk) or by phone (+44 (0)1905 542057).

Mature Students

UW values diversity in its student body and students from all backgrounds are very welcome.

Students with few or no formal qualifications should contact the Registry Admissions Office (01905 855111) with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

For further information or guidance please contact Registry Admissions Office on 01905 855111.

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

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

- Module feedback questionnaires
- Course Management Committee
- Meetings with personal tutor and module tutors
- StARs (Student Academic Representatives)

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

- Module feedback
- Annual Course Evaluation Report completed by course leader
- Periodic course review, including external scrutiny
- Peer teaching observation
- External examiners reports
- Academic staff annual appraisal
- Staff Development Away Days and other events

Committees with responsibility for monitoring and evaluating quality and standards

School Committees

- Business School Quality Assurance Committee
- Business School Post Results Moderation Group
- Course Management Committee chaired by the course manager, and including the staff team and student representation, meeting twice-yearly as part of the programme evaluation.
- School Board
- School Learning, Teaching & Student experience Committee

University Committees

- Academic Standards and Quality Enhancement Committee
- Ethics Committee
- University Learning, Teaching and Student Experience Committee

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.

20 Regulation of assessment

Requirements to pass modules

- Students are assessed by a combination of course work and exam.
- 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.
- Attendance requirements are indicated in each module specification.
- 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.
- For full details of submission regulations see [Postgraduate Regulatory Framework](#)

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.

Requirements for Awards

The following awards are available to students who choose to exit with the following number of credits:

| <u>Award</u> | <u>Requirement</u> |
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| Postgraduate Certificate in Management | 60 credits at Level 7 (excluding Dissertation) |
| Postgraduate Diploma in International Business Management | 120 credits at Level 7 |
| MBA in International Business Management | 180 credits at Level 7 (including the Dissertation). |

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. A sample of all work (including all fails and distinctions) is moderated internally and externally prior to the board.

The awards of PG Cert, PG Dip or Masters may be made with Merit or Distinction

These conditions are set out in the [Postgraduate Regulatory Framework](#), Section 15

21 Indicators of quality and standards

- In the annual round of module evaluations (2009/2010) post graduate students have rated their overall module satisfaction as in excess of 90%.
- Many members of staff engaged in developing the programme are actively engaged in relevant research and consultancy in the disciplines of management
- 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 2008
- The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22 Employability and Graduate Destinations

- Worcester Business School aims to promote closer links with employers through the work of its **Business Development Team**. The team is currently

working with key decision makers in a variety of private, public and third sector organisations, and is supported by **the School's Employers' Advisory Group**, which meets on a regular basis.

- The School works closely with a number of **professional organisations** including the Chartered Institute of Management, Institute of Commercial Management, Chartered Institute of Marketing, Chartered Institute of Personnel and Development, Chartered Institute of Public Relations, Institute of Financial Accountants, Chartered Institute of Payroll Professionals, and British Computer Society.
- The School has worked with a number of **business clients** in developing and delivering its programmes. These include - The NHS (a range of Primary Care and Acute Trusts); Local Government (a range of County, District and Unitary Authorities); West Mercia, Warwickshire, Gloucestershire and Staffordshire Constabularies; Ministry of Defence and The Royal Air Force; Her Majesty's Prison Service; Royal Mail; Financial Service Organisations (e.g. Lloyds TSB, HBOS Plc, Clerical Medical, NFU Mutual and Virgin Money); Housing Associations, Southco and Malvern Instruments.
- The School has well-developed working relations with the **local business community** many of whom contribute to Masters programmes to give a real-world insight into the future world of work.
- These professional and business networks also involve **external events**, many of which are open to students, as well as employers.
- The Business School's specialist **research and consultancy centre**, CPW Consulting (Centre for People at Work), has a wide range of contract-funded consultancy and research projects and provides further opportunities for students to link with employers.
- The School has, for a number of years, been an important focus for **projects linked with the West Mercia Constabulary** through the Shared Police and Higher Education Research and Enterprise (SPHERE) partnership, which enables the force to utilise academic expertise to enhance its policing activities e.g. through Masters students' dissertation/ consultancy projects. partnership
- The School also works alongside the University's Business Development Office, servicing our Graduate Internship programme, and liaising with **external agencies**, such as the Institute of Directors, Federation of Small Businesses, Chamber of Commerce and Confederation of British Industry.
- **Career guidance** is available through University of Worcester Careers Advisory Service and 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 s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and Section 3 of the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.