University of the West of England — BRISTOL

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	Frenchay Taylor's University, Malaysia.
Faculty responsible for programme	Faculty of Business and Law.
Department responsible for programme	Business & Management
Modular Scheme Title	Postgraduate Modular Scheme
Professional Statutory or Regulatory Body Links	Accredited by AMBA (revalidation due 2015)
Highest Award Title	Master of Business Administration
Default Award Title	n/a
Fall-back Award Title	n/a
Interim Award Titles	PG Certificate in Business Administration PG Diploma in Business Administration
UWE Progression Route	
Mode(s) of Delivery	Full-time/part-time/blended/distance
Codes	**UCAS:**	**JACS:**
	ISIS2: N12212 N12212 (FT) N12242 (PT)	**HESA:**
Relevant QAA Subject Benchmark Statements	Master's degrees in Business and Management
CAP Approval Date	22 May 2014
Valid from	September 2014
Valid until Date	September 2020
Version	2.1

Part 2: Educational Aims of the Programme

The Bristol MBA aims to prepare managers for the changing demands of the global market and the increasing complexity of contemporary business and organisations.

Aligning with the UWE Bristol 2020 Strategy, the programme is practice orientated and aims to integrate theory and practice, developing students both academically and professionally. Students will be able to ground their new knowledge within the base of their previous experience (and that of the rest of their cohort of students), be able to reflect on and learn from that past experience and be able to integrate new knowledge with past experience and apply it to new situations. They will be able to engage in evidence-based, ethical and sustainable management and business decision-making and have developed a range of

Part 2: Educational Aims of the Programme
professional and transferable skills. The programme aims to provide students with flexibility as to how they study and the ability, through their choice of electives and dissertation, to tailor the programme to meet their own professional requirements. Considerable emphasis is placed on the professional development of students throughout the programme.
Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)
This flexibly delivered programme prepares managers for the demands of the global market and the increasing complexity of contemporary business and organisations. Students will be able to ground their new knowledge within the base of their previous experience (and that of the rest of their cohort of students), be able to reflect on and learn from that past experience and be able to integrate new knowledge with past experience and apply it to new situations. They will be able to engage in evidence-based, ethical and sustainable management and business decision-making and have developed a range of professional and transferable skills.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

The Learning Outcomes should be set out under the following four headings:
A. Knowledge and Understanding (subject specific)
What a student, on successful completion of the proposed programme (or at different stages within it) is expected to know and understand about the subject.

B. Intellectual Skills (generic)
Those cognitive skills which a student is expected to be able to demonstrate upon successful completion of the proposed programme, eg critical thinking, analysis, synthesis of different types of information, evaluation, problem solving, application and testing of hypotheses, etc.

C. Subject/Professional/Practical Skills (subject specific)
Any subject specific, professional or practical skills which are expected to be developed by a student successfully completing the programme. They may include skills of manipulation or observation (eg in a laboratory or field setting), design, production, or may be related to researching (a topic or problem), using and processing information or analysing textual content etc.

D. Transferable Skills and other attributes (generic)
An indication of the generic skills which successful completion of the programme is likely to enhance, eg key skills of numeracy, communication, ability to use information technology and learning to learn.

Where work-based or work-place learning is an intended part of the proposed programme, the team will need to ensure that the learning outcomes are clearly articulated and contribute to the overall aims of the programme,

Learning Outcomes:	UMKDFG-15-M	UMSDFM-15-M	UMPDFL-15-M	UMODFH-15-M	UMADFJ-15-M	UMMDFF-15-M	UMODFK-15-M	UMSDFN-45-M	UMSDFP-45-M
A) Knowledge and understanding of:									
The impact of the external context on organisations: external context includes 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.	X	X	X		X	X			
The development and operation of markets for resources, goods and services; customer expectations, service and orientation.	X								
The sources, uses and management of finance; the use of accounting and other information systems for managerial applications					X				
The management of resources and operations in the production and marketing of goods	X				X				

Part 3: Learning Outcomes of the Programme

	1	2	3	4	5	6	7	8	9
and/or services									
The development, management and exploitation of information systems and their impact upon organisations.					X				
The leadership, management and development of people within organisations; change management			X	X					
The development of appropriate policies and strategies within a changing context to meet stakeholder interests.	X	X							
A range of contemporary and pervasive issues which may change over time.	X	X	X	X	X	X	X	X	X
(B) Intellectual Skills									
Critical thinking and creativity: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. 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
Using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge.		X			X		X	X	X
(C) Subject/Professional/Practical Skills									
Numeracy and quantitative skills including the development and use of relevant business models					X	X			
Comprehension and effective use of relevant communication and information technology for application in business and management						X			
Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports.	X	X	X	X			X	X	X
Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring.			X	X					
The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting							X	X	X
Complex problem-solving and decision-making: establish criteria, using appropriate decision-making 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
The ability to interact effectively with a range of specialists.							X		X
(D) Transferable skills and other attributes									
Personal effectiveness: self-awareness and		X		X			X	X	X

Part 3: Learning Outcomes of the Programme

	1	2	3	4	5	6	7	8	9	10
self-management; time management; sensitivity to diversity in people and different situations; the ability to continue learning including through reflection on practice and experience.										
Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence; team selection, delegation, development and management.		X	X				X		X	
Ability to recognize and address ethical dilemmas and corporate social responsibility issues, applying ethical and organizational values to situations and choices.	X	X			X	X		X	X	X

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

The teaching and learning and assessment strategy of Bristol Business School encourages students to take responsibility for their learning and staff to take responsibility for facilitating that learning. Learning approaches have an overall emphasis on learning through active student involvement. Assessment is viewed as an integral part of the learning process not simply as a measure of the achievement of the learning outcomes.

Learning on the MBA will be achieved through a combination of independent study, supported by online materials, and "flipped" class-based activity (which may take place in a physical or virtual classroom). It is intended to design all the modules in online mode thus offering students the flexibility to switch between on-campus and distance learning mode. The on-campus class activity for the taught modules will be delivered in both week long concentrated blocks and over a semester length period with weekly class activity. Depending on the composition of the student cohort on any particular module run, online cohort activities may be either synchronous or asynchronous or a mix of the two.

All students, on-campus and distance, will be expected to undertake independent study, supported by online materials (which may be text-based or multi-media) in order to prepare for the class-based activities.

The MBA expects around 1,800 hours of learning effort from students. Students who choose to study through campus attendance in class activity will have 36 contact hours for each of the core taught modules, 24 contact hours for each of the elective taught modules and dissertation supervision of at least 12 hours. In addition, there will be a week of induction activity and a full programme of extra-curricular activity including additional guest lectures, workshops, external speakers, research seminars and business trips. Students studying in distance learning mode will be expected to spend equivalent amounts of time in supported activity.

In the course of their learning, students may encounter formal inputs from lecturers, focused reading, case presentations, guest speakers from local and international businesses, individual and group practical exercises and projects with individual/group/plenary reviews. Teaching is based on research literature, professional experience and significant use of debate and discussion. The emphasis will be on a learning process with a focus upon students' practice and experience which will enable that experience to be reviewed in relation to relevant conceptual and theoretical frameworks in order both to inform their future practice and to deepen their understanding of relevant theories. Group learning and assessment approaches are used in order to develop students' team-working abilities.

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills. Each module handbook will direct students towards appropriate resources and may recommend the purchase of a core textbook. Students will also be directed towards the FBL study skills website and to other sources of academic support both within the Faculty and elsewhere in the University.

All students will undertake a dissertation or project which amounts to 450 hours of independent learning. This allows students to explore a substantial issue utilizing appropriate concepts, frameworks and methodologies and may involve in-company research on an employed or non-employed basis.

Full-time students will undertake four 15 credit modules in each of two semesters followed by the completion of a dissertation normally to be submitted within twelve months of enrolment. They will be enrolled on a 15 credit "spine" module throughout the entirety of their time as students on the MBA; this module will support their professional development and their development of the research skills necessary to undertake the dissertation. The assessment strategy for this module will include the submission of a research proposal both orally (by presentation) and in writing as well as the submission at the end of their programme of a critical reflection, based on a portfolio of evidence assembled during

the course, on how their learning throughout the MBA has helped to shape their professional development.

Students studying on a part-time basis will proceed through the programme at a slower rate, typically taking twice as long as full-time students to complete the programme.

Student support is provided by academic staff, usually module leaders, for all issues relating to the content, delivery and assessment of modules. A range of wider support services is provided by the University in relation to all aspects of the academic provision and personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on. Additional academic support and guidance is provided by the Programme team who are also responsible for ensuring the collection of and response to student feedback.

Support for student employability issues in addition to that provided by the "spine" module is provided by UWE Careers who help them to access skills, experience and knowledge to improve their employability prospects. The service provides high quality and professional advice and guidance focusing on enabling them to take control of and responsibility for their own career planning and progression/development. There is specialist support for international students including specific resources developed for a range of countries from which students are recruited. Students are introduced to the service during the induction to the course and are entitled to use the service all through their programme and for three years after graduation.

An important part of the programme is the involvement of students. Two or three student representatives are elected to serve on the Student Representatives & Staff Forum meetings that are held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. The meetings are chaired by the programme manager. The aim of the meetings is to discuss issues raised by students in an open and friendly atmosphere so that students feel able to contribute openly and honestly about their experiences. Virtual meetings can be held for student groups who are not easily able to attend meetings on campus. Any issues raised are taken forward by the programme manager and where appropriate they may be discussed at Departmental Committees or Faculty Academic Standards and Quality Committee.

Support to students with disability is coordinated centrally through Disability Services. This acts as a holistic service for disabled students and applicants to the University but also supports the academic and administrative staff who work with disabled students.

In addition to the above The University's Student Services offers a range of services to support students during their time at university and beyond:

- University Health Centre and general advice on Staying Healthy;
- Careers and employability, advice on choosing a career, and finding student and graduate vacancies;
- UWE volunteering, opportunities for students to get involved in the local community through the Community Volunteer Programme;
- Student Advisors & Counselling for anything from exam stress to homesickness and depression;
- The Living Centre, for support with faith and spiritual matters;
- Global student support, to help international students to make the most of living and studying in the UK;
- Managing disability and dyslexia, to get help with all disability related support needs;
- Money and Visas, for financial checkups, or help with UK visa.
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Part 4: Student Learning and Student Support

Description of any Distinctive Features A distinctive feature of this programme is the ability of all modules to be studied in distance mode. This gives students, many of whom will be in full-time employment, the ability to select the mode in which they are studying and to change that mode to suit their circumstances.

Part 5: Assessment

A: Approved to [University Regulations and Procedures](University%20Regulations%20and%20Procedures)

Assessment Strategy The assessment strategy for the programme is designed to have a focus on practice-oriented activity which will support active learning and the development of the range of skills included in the programme learning outcomes. Assessment within the compulsory modules includes opportunities to develop the skills of making presentations, team-working, problem-solving and decision-making whilst also requiring students to apply theoretical and conceptual frameworks to practice. Several assessments demonstrate an emphasis on learning through reflection and personal effectiveness. In particular, the portfolio-based assessment within the programme-long Integrated Management Research and Professional Development module provides an opportunity for students to critically reflect on their learning throughout the MBA programme and how this has, or will, help to shape their professional practice. The critical reflection should provide evaluation of the extent to which the student has used relevant concepts and theories to make a contribution to academic and/or professional practice as well as their own learning. The compulsory dissertation requires students to demonstrate an ability to plan and manage a substantial independent analytic investigation.

Assessment Map

The programme encompasses a range of **assessment methods** detailed in the following assessment map:

		In-class Written Test	Oral assessment and/or presentation	Written Assignment	Individual Report / Project	Individual report on simulation	Group Project	Group report on simulation	Research Proposal	Dissertation	Portfolio	Reflective Report/Learning Log
Compulsory modules	UMKDFG-15-M		A (40)		B (60)							
	UMSDFM-15-M						B (75)					A (25)
	UMPDFL-15-M			B (75)								A (25)
	UMODFH-15-M						B (50)					A (50)
	UMADFJ-15-M	A (50)			B (50)							
	UMMDFF-15-M				B (60)	A (40)						
	UMODFK-15-M		B (12)						B (48)		A (40)	
	UMSDFN-45-M									A (100)		
	UMSDFP-45-M			A (30)	A (70)							
Optional Modules	UMADF8-15-M		A (25)		B (75)							
	UMECTP-15-M				A (100)							
	UMMDF6-15-M				A (100)							
	UMSCD5-15-M				A (100)							
	UMSDF3-15-M				A (100)							
	UMOCQR-15-M				A (25)							A (75)
	UJGUP9-15-M		A (40)	B (60)								
	UMMDF7-15-M			B (50)							A (30)	A (20)
	UMSCCW-15-M		A (50)	B (50)								

Part 6: Programme Structure   Master of Business Administration

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**

ENTRY ↓	**Compulsory Modules** (all 15 credits) Customer and International Market Analysis UMKDFG-15-M Strategy and Implementation UMSDFM-15-M Managing People *in a Global Context* UMPDFL-15-M Leadership, Complexity and Change UMODFH-15-M Financial Decision Making UMADFJ-15-M Systems, Structures and Operations UMMDFF-15-M Integrated Management Research and Professional Development UMODFK-15-M	**Optional modules** 30 credits of electives selected from those on the following list (*not all the validated modules will necessarily be offered in every academic year*) : *Global Financial Strategy UMADF8-15-M* *Risk and Sustainability in Global Operations UMECTP-15-M* *Project Management in a Complex World UMMDF6-15-M* *Creativity and Innovation UMSCD5-15-M* *Management Consultancy UMSCCW-15-M* *Coaching and Mentoring UMOCQR-15-M* *Globalisation and the Law UJGUP9-15-M* *Digital Business Information Systems UMMDF7-15-M* *Emerging Markets: The New World Order*	**Interim Awards:** **Postgraduate Certificate in Business Administration** *Credit requirements: 60 credits, including at least 30 from the compulsory modules (excluding dissertation)*
			Postgraduate Diploma in Business Administration *Credit requirements: 120 credits including at least 75 from the compulsory modules (excluding dissertation)*
	Compulsory (45 credits): Executive Dissertation UMSDFN-45-M OR Consultancy Dissertation UMSDFP-45-M	*UMSDF3-15-M*	**Prerequisite requirements** 60 credits at M level (composed of compulsory and elective modules on MBA) **Awards:** **Master of Business Administration** Credit requirements MBA: 180 credits M level (including dissertation)

Part time: A part-time student will follow the programme in the same order but at a slower pace, typically taking only two taught modules in each semester.

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

A hallmark of the learning environment on the MBA is that all students contribute to the pool of experience in which their collective learning is grounded. Students will be expected to demonstrate as part of the application process that they have sufficient appropriate work experience for this purpose. It is unlikely that anyone with less than two to three years' experience will be able to meet this requirement.

Applicants for the MBA will normally be interviewed.

Part 8: Reference Points and Benchmarks

The programme has been designed to accord with the UWE Bristol 2020 Strategy of delivering professionally recognised and practice-oriented programmes, which contribute to an outstanding learning experience and generate excellent graduate employment opportunities and outcomes for all students.

The views of current students, alumni, employers and external academic advisors have been taken into account in the development of the programme.

The programme aligns to level 7 of the Framework for Higher Education Qualifications and against the Subject Benchmark for Masters courses in Business and Management (type 3 provision).

The design has also been informed by the guidelines for MBA provision of AMBA, EFMD and AACSB.

It also aligns with the Principles for Responsible Management Education.

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 he/she 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 individual modules can be found in module specifications, available on the University's website.