

Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England Taylors University, Malaysia
Faculty responsible for programme	Faculty of Business and Law
Programme accredited by	The Association of MBAs
Highest award title	MBA
Default award title	MBA
Interim award title	PG Certificate in Business Administration PG Diploma in Business Administration
Modular Scheme title (if different)	n/a
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	Business and Management
On-going/valid until* (*delete as appropriate/insert end date)	On-going
Valid from (insert date if appropriate)	September 1 st 2008 (Revised 1 September 2012)
Authorised by...	Date:...
Version Code	
4	
<i>For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications</i>	

Section 2: Educational aims of the programme

An MBA is both a post experience and postgraduate qualification. The target audience for the MBA is primarily managers who wish to build on their existing experience and have an aspiration to reach a senior management position. A key goal of the MBA is to integrate theory and practice while its general educational aims are to develop cognitive, critical, intellectual and relevant personal and interpersonal skills at leadership level.

The programme aims to enable students to:

1. Develop a strategic, integrated and holistic perspective on organisations and management through a study of management at:
 - An individual, group and organisational behavioural level
 - A functional, process and strategic level and through reflection on prior experience (both personal and within the cohort)
2. Prepare for a senior management career through the development of enhanced personal and interpersonal skills and, in particular, leadership capability and skills in facilitating change in organisation and business development.
3. Equip students with an advanced understanding of concepts and current and pervasive issues in business and management.
4. Develop the analytical and research skills needed to make logical arguments and creative contributions to improve business and management practice.
5. Be more self-aware of their strengths and aspirations so as to identify potential career development paths.
6. Contribute to society at large by enhancing life-long learning skills and personal development.

The programme is structured to provide a strategic perspective on business and management, but it is also designed to help students establish some autonomy over the content of their degree. The provision of two electives and a substantial dissertation (in total 50% of the credits) encourage students to pursue their own interests for career and business development.

Section 3: Learning outcomes of the programme

The nature of our MBA programme centres around the assumption that the participants have significant relevant previous work experience. The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes at leadership level, in the areas indicated below. The MBA corresponds to the equivalent of at least 1,800 hours learning effort. The total number of contact hours throughout the programme including the dissertation work is no less than 500 hours. This includes 8 modules taught over 36 hours each; research methods component of 24 hours, dissertation supervision accounting for at least 12 hours, PDP module – 36 hours; 5 full days (40 hours) of induction and up to 100 hours of various extra-curricular activities including additional guest lectures, tutorials (e.g. project management skills), external speakers, research seminars and outings (visits to companies).

A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
<p>A Knowledge and understanding of: MBA graduates should be able to collect relevant information across a range of areas pertaining to a current situation, analyse that information and synthesise it into an appropriate form in order to evaluate decision alternatives. Within the broad framework of organisations, their external context and management, it is therefore expected that graduates will gain knowledge and develop understanding in the following areas:</p> <ol style="list-style-type: none"> 1. The impact of contextual forces on organisations including legal systems; ethical, economic, environmental, social and technological change issues; international developments; corporate governance 2. Markets and customers: the development and operation of markets for resources, goods and services; customer expectations, service and orientation 3. The concepts, processes and institutions in the production and marketing of goods and/or services; the management of resources and operations 4. 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 5. The leadership, management and development of people within organisations: organisational theory, behaviour, HRM, change management 6. The nature of knowledge and the role of qualitative and quantitative research in an uncertain business environment. 7. The development, management and exploitation of information systems and their impact on organisations 8. The use of relevant communication and information technologies for application in business and management within a global knowledge based economy 9. The development of appropriate business policies and strategies within a changing context to meet stakeholder interests. 10. A range of contemporary and pervasive issues which may change over time. Illustrative examples may include innovation, creativity and enterprise; management consulting and coaching; project based work and management; e-commerce; knowledge 	<p>Teaching/learning methods and strategies: Knowledge and understanding is acquired through a range of compulsory and elective modules, including the dissertation research process. Compulsory modules make a primary contribution to one or more knowledge and understanding outcomes as indicated in the learning outcomes map below, but most modules make additional contributions, which are identified separately in the module specifications. The primary contributions of the compulsory modules are identified in the matrix below.</p> <p>Acquisition of Learning Outcome A10 is provided through all modules (compulsory and elective) and may be further studied in depth via a dissertation.</p> <p>All modules offer an exposure to relevant theory firmly linked to the practical world of leadership, business and management. Most modules (compulsory and electives) comprise a project based element enabling students to demonstrate their ability to integrate their learning across subjects and disciplines and their understanding of theory and its practical application (for example, Leadership and Change, Managing Human Resources, Delivering Customer Value, Dissertation)</p> <p>All modules use a range of learning approaches including lectures, seminars, workshops, group work, case studies and exercises. Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject. Students are normally time-tabled for 36 hours of formal class contact for each taught 15 credit module. In some modes a blended learning approach will be taken to the delivery of the 36 contact hours specified for each module.</p>

<p>management; relationships marketing; management of complexity; sustainability, business ethics, values and norms; globalisation</p>	<p>Assessment: Testing of the knowledge base is through a range of formative and summative assessment approaches (that may be individual or group based), including coursework, presentations and examinations</p>
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B Intellectual Skills

Learning outcomes

Teaching, learning and assessment strategies

<p>B Intellectual Skills On completion of the programme students will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. 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. 2. 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 3. Information and knowledge: scanning and organising data, abstracting meaning from information and sharing knowledge. 	<p>Teaching/learning methods and strategies</p> <p>Intellectual skills are developed, in a general sense, throughout the programme and this commences with Induction. Particular contributions to this set of skills by compulsory modules are as follows: <i>B1 – Management in a Complex World, Managing Human Resources, Leadership and Change;</i> <i>B2- Managing Decisions, Managing Human Resources, Delivering Customer Value</i> <i>B3 – Managing Decisions, Strategy, the Dissertation and Research Methods modules</i></p> <p>All the elective modules develop, directly or indirectly, most of these skills.</p> <p>Assessment A variety of formative and summative assessment methods are employed to demonstrate the acquisition of intellectual skills. These include reflective essays, learning diaries, management reports, presentations, tests, case studies, and examinations.</p>
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C Subject, Professional and Practical Skills

Learning outcomes

Teaching, learning and assessment strategies

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
<p>On completion of the programme students will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. Numeracy and quantitative skills including the use of models of business situations. 2. Effective use of Communication and Information Technology (CIT) 3. 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. 4. Ability to conduct research into business and management issues 5. Project management, research and consultancy skills 	<p>All modules within the programme support the development of Subject/Professional/Practical skills, while some specifically focus on these learning outcomes, as outlined in the matrix below. For example:</p> <p><i>C1 –C2 – Managing Decisions and Management in a Complex World make a major contribution to these learning outcomes</i></p> <p><i>C3 – Managing Decisions, Managing Human Resources, Leadership and Change, Strategy, and Professional Development Planning (PDP) Programme, alongside Dissertations, directly contributes to the development of this learning outcome</i></p> <p><i>C4 is achieved through the Research Methods and Dissertation modules, though this is underpinned by a range of smaller research activities in other modules;</i></p> <p><i>C5 is achieved through the Research Methods and Dissertation modules, the Professional Development Programme, specific electives and a range of extra-curricular, adding-value activities such as short courses, tutorials and guest talks in the related areas.</i></p> <p>Assessment</p> <p>Assessment is via a range of methods deemed to be most appropriate to the specific learning outcomes in the context of each module.</p> <p><i>C1 is assessed directly in Managing Decisions and indirectly in all other modules</i></p> <p><i>C2-4 are assessed in all modules</i></p> <p><i>Additionally C4 and C5 are assessed in depth in the Dissertation and Research Methods modules.</i></p>

D Transferable Skills and other attributes

Learning outcomes

Teaching, learning and assessment strategies

D Transferable skills and other attributes	Teaching/learning methods and strategies
<p>On completion of the programme students will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. Personal effectiveness: self-awareness and self-management; time management; sensitivity to diversity in people and different situations; the ability to continue learning. 2. Effective performance within a team environment and the ability to recognise and utilise individuals' contributions in group processes; team selection, delegation, development and management. 3. Leadership and performance management: selecting appropriate leadership style for situations; setting targets, motivating, monitoring performance, coaching and mentoring, continuous improvement. 4. Ethics and value management: recognising ethical situations, applying ethical and organisational values to situations and choices. 5. Learning through reflection on practice and experience. 	<p>Most of these skills are developed in a general sense throughout the programme starting with Induction and significantly supported by the PDP module.</p> <p><i>D1-D5</i> are specifically covered in Leadership and Change.</p> <p><i>D3-D5</i> are specifically covered in Managing Human Resources.</p> <p><i>D1, D2 and D5</i> – the PDP programme contributes significantly to the achievement of these learning outcomes</p> <p>Assessment</p> <p>Assessment of transferable skills is accomplished through a range of methods which include written individual and group course work, peer assessment, self-assessment, tests, presentations, examinations, dissertations</p> <p>Additionally, as a value added service students are provided with feedback from a voluntary Assessment Centre.</p> <p><i>D1-D5</i> are primarily assessed through the Leadership and Change module</p>

MBA Programme: Matrix representing award learning outcomes by individual modules

Most of the learning outcomes are developed in a general sense, and addressed directly or indirectly, in all modules in the award. However, the module map illustrates where the skills discussed above are developed as a particular aim of the module.

Learning outcomes	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Modules																							
Management in a Complex World UMECCN-15-M	X		X				X	X		X	X				X							X	
Managing Decisions UMAC4N-15-M				X		X				X		X	X	X	X	X							
Managing Human Resources UMPCYC-15-M	X				X					X	X	X				X					X	X	
Delivering Customer Value UMKC8V-15-M		X	X							X		X											
Leadership and Change UMOCB4-15-M					X					X	X					X			X	X	X	X	X
Strategy UMSCCS-15-M						X			X	X			X		X	X						X	
Research Methods													X				X	X					
Dissertation UMSCDC-60-M/UMSCUK-60-M										X			X		X	X	X	X					X
PDP (Professional development planning)																X		X	X	X			X

**Section 4: Programme structure
Master of Business Administration**

ENTRY ↓	Certificate Stage	Compulsory Modules (all 15 credits) Management in a Complex World UMECCN-15-M Managing Decisions UMAC4N-15-M Managing Human Resources UMPCYC-15-M Delivering Customer Value UMKC8V-15-M	Optional modules Two 15 credit electives taken at Diploma stage: Financial Statement Analysis – Executive UMAC4K-15-M Risk and Sustainability in Global Operations UMECTP-15-M Managing Diversity Complexity and Change UMOCBL-15-M	Interim Awards: Postgraduate Certificate in Business Administration Credit requirements: 60 drawn from any taught modules within MBA
	Diploma Stage	Compulsory modules (all 15 credits) Leadership and Change UMOCB4-15-M Strategy UMSCCS-15-M	Project Management – Executive UMMC9W-15-M Strategic Customer Management UMKC8J-15-M Management Consultancy UMSCCW-15-M Creativity and Innovation UMSCD5-15-M Entrepreneurial Decision Making UMSTCS-15-M	Interim Awards: Postgraduate Diploma in Business Administration Credit requirements: 120 all drawn from taught modules within MBA
	Masters Stage	Compulsory modules Executive Dissertation and Research Methods UMSCDC-60-M (60 credits) OR Executive Consultancy Dissertation and Research Methods UMSCUK-60-M	Doing Business in Asia UMSTJ-15-M Governance in Asia UMSTK-15-M Global Financial Strategy UMACT9-15-M Groups, Teams and Organisations UMOD3J-15-M Coaching and Mentoring UMOCQR-15-M	Awards: Target / highest title: MBA Credit requirements MBA: 180 credits M level

→ GRADUATION

Section 5: Entry requirements

Entry at Year 1

Applicants must possess:

1. A minimum of a lower second class honours degree from a recognised higher education institution (or equivalent from a recognised overseas institution) or equivalent professional qualification (e.g. accountancy) (Non UK degrees must be listed on NARIC as recognised as equivalent to a UK honours degree).
2. Appropriate work experience of at least 3 years while the student body should average at least five years relevant experience. Entrants onto the Executive MBA will be expected to have a minimum of 3 years managerial experience.
3. For students who have not obtained a UK degree or for whom their degree programme was delivered and assessed in the English language in the home institution then:
 - An IELTS score of at least 6.5
 - A TOEFL score of 600 (computer version 250)
4. the criteria and processes for admissions with credit for prior learning, advanced standing and exemptions are rigorous and reliable. Such admissions are limited to no more than 20% of the cumulative MBA intake in a given year, and are not accepted for enrolment on the full-time mode of delivery.
5. Non standard entry for candidates who do not meet the criteria 1-4 above may also be considered and must be authorised by the programme director (or nominee). Candidates without a recognised degree will be mature and experienced managers, likely to have at least 5 years managerial experience. Overall, these candidates must be deemed as having the potential to meet the learning requirements of the MBA.

Entry at the Diploma Stage

Entry at this stage is extremely rare and is limited by our agreement with the accrediting body (The Association of MBAs)

Section 6: Assessment Regulations

All assessment is governed by the University's current Academic Regulations and Procedures .

Section 7: Student learning: distinctive features and support

This programme is designed in support of the Teaching and Learning Strategy of the Business School, which has five main strands. They are:

1. The development of autonomous learners.
2. Provision of learning opportunities, which are personally and professionally relevant and quality assured.
3. The maintenance of a supportive learning environment.
4. The promotion of the scholarship of teaching.
5. The provision of continuing professional development opportunities for all staff within a culture of reflective practice.

CURRICULUM DESIGN CONTENT AND ORGANISATION

The programme is delivered within a modular scheme, which allows credit accumulation and flexibility in the student learning process. The MBA is a 180-credit programme of which 90 are for six compulsory modules, a further 30 are for two elective modules, and a 60 credit dissertation.

TEACHING, LEARNING AND ASSESSMENT

The programme is delivered by senior academics from across BBS who are experienced and research active scholars, well respected within an international network of academics and practitioners.

This programme is designed in support of the University Learning and Teaching and Assessment Strategy which is designed to underpin all programmes. The vision for the strategy is that:

'We will become an inclusive and welcoming learning community, actively engaged with global society and based on values of mutual respect, critical engagement and self-awareness'

The strategy contains 6 key aims, each with a number of objectives, which are linked and build cumulatively on each other. The aims are listed below:

1. To be a university that is learning centred in all that it does.
2. To develop approaches to learning, teaching and assessment that are underpinned by shared values and ethical frameworks, sound health and safety practices and informed by research and professional practice.
3. To develop inclusive, flexible and accessible curricula, learning spaces and resources that enable personalized learning in campus, placement and work-based settings.
4. To provide diverse modes of assessment both for and of learning.
5. To develop learners who know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professional and entrepreneurs in global settings and as global citizens.
6. To develop self-critical learners who value others as collaborators in their learning and co-constructors of knowledge and its exchange.

The strategy is designed to be continuously evolving and provides a base for further refinement and development. An important reality check for the statements above is the extent to which students enrolled on our programmes can verify their experiences of learning, teaching and assessment in the light of the strategy aims and objectives. Feedback from students through module and programme evaluations and programme management committees is critical to the successful achievement of our vision.

The teaching and learning and assessment strategy of Bristol Business School (and its collaborating faculties) encourages students to take responsibility for aspects of their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles, academic level and according to the nature of the learning outcomes the students are expected to meet. Ultimately, the aim of this programme is to enable students to progress to a high level of autonomy in learning and thus engender life long learning within a socially inclusive environment.

To achieve this a variety of learning approaches have been integrated throughout the programme with an overall emphasis on active student participation. Guided learning (including lectures, tutorials, seminars, workshops, visiting speakers, organisational visits, on-line and networked learning, electronic workshops and conferencing, case studies), group learning and independent learning are used throughout the programme with the level of independence increasing as the student moves through the programme from stage 1.1 to stage 2. In the majority of taught modules teaching contact accounts for less than 25% of the student learning hours associated with the module. Cooperation of employers is encouraged to ensure that the learning is practically based. In the absence of employers cooperation, the Faculty relies on support and help from RBI to facilitate connections with other organisations interested in co-production of knowledge through the engagement with MBA student projects.

The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage creative thinking. Thus many of the approaches used, including those that are case based, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus. Group learning approaches also challenge students in a number of ways.

Teaching is based on research literature, professional experience and significant use of debate and discussion. Through didactic pedagogy students are challenged to defend their thinking. The 20,000 word dissertation allows students to explore a substantial issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner.

All students will undertake a dissertation that amounts to 600 hours of independent learning. This work may involve in-company research on an employed or non-employed basis. The Business School does not arrange placements (or internships) and these are regarded as the responsibility of the student who may wish to use this opportunity for career development purposes.

Assessment is an integral part of the teaching and learning process. The faculty supports the University's Assessment Regulations and Procedures and its requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used in controlled and non-controlled conditions assessment are: invigilated timed assignments including examinations, presentations, in-class tests, self and peer assessments, individual and group projects and supervised projects, and dissertations. The range of assessments indicated have been incorporated to:

- Test the student's ability to integrate concepts theories and practice;
- Ascertain their learning strengths and weaknesses and continuing development needs;
- Expose students to a variety of assessment methods in order to promote the growth of their life-long learning skills.

LEARNING RESOURCES

All modules have teaching/learning resource guides and draw on publications and research from academic, industry and consultancy sources. Each module will have at least one set textbook provided and a list of recommended reading in accordance with the university's Reading Strategy. Additional support is provided through library and an extensive student computing network. All postgraduate modules use the institutional VLE – Blackboard – for web enhanced delivery and to thus provide students with 24/7 access to module information and resources on and off campus.

STUDENT SUPPORT AND GUIDANCE

Student support is provided by academic staff, usually module leaders, for all issues relating to the content, delivery and assessment of modules. The Business School Student Advice Centre provides timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including when relevant how to access the wider support provided by the University. 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 using student representatives and the Programme Management Committee. The faculty has a Group that oversees the development and implementation of faculty policy concerning widening participation and student support and guidance.

Students seeking employment opportunities during their studies have access to the university's Job Shop and are also encouraged to develop valuable skills by volunteering with the Community Volunteer Service. Further student support is provided by the Business School through the postgraduate administration team and the Admissions Office. The needs of direct entry students are also recognised and met through an additional induction day. The Global Student Support unit provides support to assist international students in adapting to life in the UK.

All students have a formal induction week to socialise them to university life and to provide them with the means to access the support that they may require during their study at UWE. A student handbook documents this for students, as does the Business School website. There are a range of central services offered to students. These include: the Centre for Student Affairs for careers service and the university's counselling provision, information technology services, student accommodation, sports facilities, student union services, the Chaplaincy and the Centre for Performing Arts.

Support to students with disability is offered both at the faculty level under the remit of the Leader of Student Support & Guidance and centrally through the University's Disability Resource Service. The Leader of Student Support and Guidance coordinates academic support for disabled students in the Faculty. This includes communication of individual student's support requirements to teaching and support staff and advice and recommendations on reasonable adjustments to teaching and assessment. The LSSG also coordinates staff development on disability issues and provides information and advice to academic and support staff and to students in relation to disability issues. Together, these act as a holistic service for disabled students and applicants to the University and also support the academic and administrative staff members who work with disabled students.

Section 8 Reference points/benchmarks

Five key influences have informed the design of this award:

1. The University's mission statement
2. Monitoring and evaluation of the current Business School provision of MBA programmes and as informed by best practice on other Masters awards via such mechanisms as the Academic Development and Quality Committee.
3. The QAA subject benchmarks for Masters Awards in Business and Management - Type III (MBA type (Career development) – Final Version
4. The Association of MBAs accreditation criteria and guidelines (The EQUIS and AACSB guidelines are also considered for completeness)
5. The SEEC (Southern England Consortium for Credit Accumulation and Transfer) Credit Level Descriptors 2001

1. The University's Mission Statement

This award reflects the spirit of the university's mission to "advance an inclusive, civilised and democratic society and its enrichment through education, research, consultancy and public service." (www.uwe.ac.uk/vision) The award meets the university's stated aspirations of:

Promoting educational opportunity, - through entry onto the programme and also the encouragement of AL and AEL processes where appropriate.

Exciting and enabling students to shape and enjoy a first class educational and social experience which enlarges the mind, - through the academic content of the modules.

Emphasise the importance of values, the pursuit and utility of knowledge, and the advancement of culture, - through specific academic input at M level, and the students' working environment.

2. The outcomes of monitoring and evaluation of current MBA provision in the Business School

Following an extensive review of the current MBA provision a number of aspects were highlighted as offering scope for development. The potential impact of ICT on teaching and learning approaches together with the pressures on both full and part-time students have informed the re-design of the programme. There has been a need to produce a delivery pattern on the FT MBA that offers the genuine possibility of completing within one year. In order to achieve this an even more integrated approach has been required for module design and to facilitate this the larger 15 credit sized module has been adopted. Another concern for the on-going improvement of our offerings was the ability to deliver a programme in block release mode.

3. The QAA Benchmarks for Knowledge and Understanding Content for Generalist Programmes (Types II & III (MBA))

The programme learning outcomes have been expressed in Section 3 of this validation document. There a mapping of how the QAA Type III (MBA) outcomes will be delivered by the modules is presented along with how the programme addresses the skills required for all postgraduate degrees in business and management.

4 The Association of MBAs

The accreditation of the MBA programme by the Association of MBAs is a highly important facet of independent quality assurance for not just BBS but also prospective students and employers. The Association requires that any accredited programme encompasses relevant knowledge and understanding of organisations, the external context in which they operate and how they are managed by addressing the following areas of knowledge in its curriculum (module(s) supporting requirement given in brackets):

- l) The concepts, processes and institutions in the production and marketing of goods and/or services and the financing of business enterprise or other forms of organisation (Delivering

- Customer Value, Managing Decisions)
- II) The concepts and applications of accounting, of quantitative methods, and management information systems including IT applications (Managing Decisions)
 - III) Organisational Theory, behaviour, HRM issues and interpersonal communications (Leadership and Change, Managing Human Resources and skills based input in value added services including Induction, PDP programme and extra-curricular activities such as external guest lectures and relevant Faculty research seminars).
 - IV) The processes and problems of general management at the operational and strategic level (all modules contribute)
 - V) Business research methods and consultancy skills (Research methods and Dissertation; in general terms, all modules contribute as they all encompass some aspect of practical research)
 - VI) The impact of environmental forces on organisations, including legal systems, ethical, social, economic, and technological change issues; (Management in a Complex World, Managing Human Resources, Strategy)
 - VII) The ability to respond to and manage change should be covered explicitly (Leadership and Change)
 - VIII) Business Policy and Strategy (Strategy)
 - IX) Leadership and entrepreneurship (Strategy; Leadership and Change)
 - X) Contemporary and pervasive issues, such as creativity, enterprise, innovation, e-commerce, knowledge management, globalisation and sustainability (a range of electives in addition to the contribution made by compulsory modules; Dissertation)
 - XI) The international dimension of the above, including political risk and contemporary process of regionalisation, emerging markets, global governance and globalisation (all modules, compulsory and electives, contribute)

The MBA is a programme of study aimed at the preparation for strategic leadership and transformational roles in organisations, and as such should offer both a rigorous and intellectually demanding programme of study and the opportunity for personal development. This is achieved by introducing the PDP module in addition to the 8 taught modules and the dissertation research project.

The BBS MBA programme's curriculum reflects the general character of the MBA while providing an opportunity to students to pursue to a degree their individual interest through the choice of electives and the Dissertation topic. According to AMBA, further specialisation within the MBA is conditioned by the providing institution's ability to provide an explicit rationale for the MBA designation, adequate resources and strengths, and assurances that the programme retains its broad character.

The MBA programme is of an applied nature and as such uses a range of learning and teaching methods including those which support co-production of knowledge (between the researchers/students and practitioners/employers) and encourage collaborative learning.

Equal/Equis – European Quality Link (EFMD)

The guidelines for MBAs can be found at <http://www.efmd.be/equis/5.10.htm>. The guidelines are presented here for completeness and it is believed that the BBS MBA would meet their curriculum requirements:

- I) The MBA provides broad coverage of their main functional areas in management, namely accounting, finance, marketing and sales, operations management, information systems management, law, human resource management.
- II) It is also expected to provide basic instruction in economics and quantitative analysis.
- III) The curriculum will normally be highly integrative and will include courses in business policy and strategy
- IV) Beyond the mere acquisition of knowledge and technical skills, the curriculum is expected to put theory into practice by focusing on the personal development of participants through such competencies as decision-making, teamwork, leadership skills, entrepreneurial potential, negotiation skills, communication skills, communication and presentation skills.
- V) The latter part of the programme should make provision for electives and may include the possibility for participants to choose a major area of study.

AACSB guidelines for MBAs

The latest draft obtained (14th September 01) contained the following statements. Masters level graduates in MBA or general management will demonstrate intellectual capacities in management-specific knowledge and abilities. Specifically, graduates should demonstrate capabilities in the following areas:

- I) Financial reporting, analysis and markets for example: financial recording for describing fiduciary status of an organisation, analysis of financial information as the basis for management decisions, and financial instruments and institutions.
- II) Global and organisational economic analysis for example, this includes recognition of the dynamic relationships among economic forces in international and national trade and organisational operations.
- III) Creation and distribution of goods and services for example, understanding of the means of: production, promotion, and distribution of goods and services to consumers.
- IV) Human behaviour in organisations for example, understanding of interpersonal functioning of organised activity, in groups, and organisations from the perspective of the individual and the organisation.
- V) Cross-functional integration for example, understanding the interconnectedness of the multiple human and economic dimensions of organisational performance.
- VI) Ability to manage people, processes and resources in an organisation.

5. SEEC Credit level descriptors 2001

The programme conforms with the SEEC level 7: Masters descriptions for the Development of Knowledge and Understanding, Cognitive and Intellectual Skills, Key/Transferable Skills, and Practical Skills and all modules on the programme are validated at M level.

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. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Academic Registrar..

Structure: MBA programme

