



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Master of Business Administration (Full-time)

Final Award: **Master of Business Administration (MBA)**

With Exit Awards at:

Postgraduate Certificate in Management (CMS)

Postgraduate Diploma (PG Dip)

Master of Business Administration (MBA)

To be delivered from: 1 Sep 2014

| Level | Date |
|---|-------------|
| Masters or Postgraduate Certificate in Management (CMS) | 2019-20 |
| Masters or Postgraduate Diploma (PG Dip) | 2019-20 |
| Masters or Master of Business Administration (MBA) | 2019-20 |

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1. Introduction

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

2. Basic Programme Data

| | |
|---|--|
| Final Award: | Master of Business Administration (MBA) |
| Programme Title: | Master of Business Administration (Full-time) |
| Exit Awards and Titles | Postgraduate Certificate in Management (CMS) Postgraduate Diploma (PG Dip) Master of Business Administration (MBA) |
| Subject(s) | |
| Mode(s) of delivery | Full Time |
| Is there a Placement or Exchange? | |
| UCAS code | |
| Awarding Body | University of Lincoln |
| Campus(es) | Lincoln Campus |
| School(s) | Department of Strategy and Enterprise |
| Programme Leader | Andrea Caputo (ACaputo) |
| Relevant Subject Benchmark Statements | |
| Professional, Statutory or Regulatory Body Accreditation | |
| Programme Start Date | 2019-20 |

3. Programme Description

3.1 Overview

The Lincoln MBA

Background

Lincoln International Business School has well-established MBA programmes in full-time and part-time modes.

A strong MBA is an important feature of the Lincoln International Business School strategic plan to achieve accreditation and growth. The decision was made in 2012 to develop 'The Lincoln MBA' as a distinctive brand, with a unified academic structure for a high quality programme which could be offered flexibly in full-time, part-time, corporate, and in due course, blended and distance learning study modes. The programme redesign has been informed by consultation and feedback with students, staff, alumni, external examiners, and International partners and representatives. Favourable comments have led to the many positive features of the existing programmes being retained and developed, whilst critical feedback has enabled significant redesign and improvement to be incorporated.

The aim of the Lincoln MBA is to create a unified MBA award and a single framework, which enables versions of the programme to be designed and delivered to address different market needs, through a range of delivery/learning modes, under the umbrella of the QAA MBA national benchmark statements. The distinguishing features of the Lincoln MBA are:

1. A coherent academic core of 'Fundamental' modules which are consistent across all delivery modes;
2. Flexibility to introduce other modules to meet the distinctive requirements of learners in different delivery modes;
3. A philosophy of connecting theoretical, practical and applied learning with high level critical reflections by learners on their personal and professional development;
4. An intention to continue to innovate, develop and improve the programmes in response to changing market, learner and organisational requirements.

Introducing the Lincoln MBA

The revalidation brings the Full and Part Time programmes together (essentially the on-campus provision) under the same Programme Specification, with the same Aims and Objectives and Programme Learning Outcomes (ILO) but preserving the essential specificity and flexibility required in different target markets through providing different 'Modes of Delivery'. Each 'mode' has a separate Curriculum Map where the modules constituting the mode are mapped across to the ILO's for the Lincoln MBA.

In consolidating the existing programmes within a single framework, a number of essential modules have been identified which all students choosing to study the MBA with the University of Lincoln will undertake, regardless of their chosen mode of study. These modules are called the 'Lincoln MBA Fundamentals' and they are:

Managing People

Managerial Finance

Organisational Strategy Group Consultancy Project

While the delivery of these MBA Fundamentals will reflect the needs of the particular mode of study, the module descriptors will be unified. This mirrors the central philosophy of the Pre-Approved Framework for Off-Campus Variations which has been used successfully as part of the Part Time MBA (IMDP) since 2000. Corporate clients appreciate the ability to have an MBA that meets their specific needs but which is also clearly aligned to the on-campus programme and the MBA benchmarks.

Research Methods and Dissertation are not listed as 'Fundamental' modules as they are essential requirements under the University's Taught Postgraduate Regulations.

Where appropriate to the particular study mode some student choice will also be offered. So each mode of the Lincoln MBA may consist of:

Lincoln MBA Fundamentals

Core Modules

Elective Modules

Client Specific Modules (on Corporate Programmes)

(Blended Delivery – on-campus and distance learning modules)

Details of the programme structure of each mode of delivery are located within the related programme handbook document. There are also possibilities for bringing together the full and part-time, on-campus students for a shared Managing People residential event and for other shared learning activities.

Optional modules will run as far as at least 10 students select them. Timetabling arrangements may limit the availability of modules to some students. As the options reflect staff's research interests, they may alter over time due to staff availability.

3.2 Aims and Objectives

Educational Aims of the Lincoln MBA

The Lincoln MBA aims to provide managers with learning opportunities that are in line with their current and future development needs. It is designed to enable managers to develop a greater awareness of their own capabilities within a supportive, developmental and challenging environment aimed at promoting greater self-awareness and flexibility.

Participants are encouraged to critically examine issues from a range of perspectives to come to a greater understanding of the complex and challenging nature of management. Considerable demands are placed upon students to read widely, reflect on experience and participate fully in their learning.

Within this general framework the programme has the following objectives:

- to provide the appropriate knowledge and skills to manage effectively up to senior management level

- to promote vocational management development within a context of practical, work-based application
- to develop the capacity of participants to manage their own learning and development
- to develop the power of critical inquiry, logical thought, creative imagination and independent judgement within a context of practical, work-based application

To this end each stage has its own Aims and Objectives

Aims and Objectives: Postgraduate Certificate in Management Studies

This stage can be seen as an interdisciplinary foundation for management knowledge and the acquisition of core management skills. It is designed to develop a multiplicity of perspectives across the range of management resources and functions. A key theme of this stage is the diversity of managerial roles and management activities

The Postgraduate Certificate in Management is designed to provide underpinning elements for Diploma Level study by developing students' understanding and skills of application of basic management tools in such a way that this can subsequently be built on; but equally important, it is designed to stand alone in that it offers a comprehensive learning experience in that it will provide an opportunity for students to:

- acquire underpinning knowledge skills and abilities required for effective first level management
- develop their capacity to manage their own learning and development
- develop transferable intellectual skills in particular the ability to:
 - communicate clearly in speech, writing and other appropriate modes of expression
 - argue rationally and draw independent conclusions based on rigorous, analytical and critical approach to data, demonstration and argument
 - apply what has been learned
- demonstrate an awareness of the programme of study in a wider context.

Aims and Objectives: Postgraduate Diploma in Management Studies

This stage provides an analytical study of organisations and their management and enables the core aspects of management and decision making to be addressed and critically examined. In addition, functional and operational aspects of the management process will be developed and explored in depth. A key theme of this stage is that the managerial role is both process-orientated and strategic.

The Postgraduate Diploma in Management stage of the programme is designed to develop the knowledge base and intellectual skills by adopting a more critically evaluative approach. It is designed to build on the learning from the Postgraduate Certificate in Management and to provide a sound underpinning for the Masters stage. At the same time it stands alone and offers the opportunity for students to:

- develop critical thinking and analytical skills
- develop skills in relation to information and data handling and management
- develop critical interpersonal and communication skills
- provide critical appreciation of the relationship between theory and practice
- provide knowledge, skills and abilities required for a more strategic approach to management.

Aims and Objectives: Master of Business Administration

The Masters of Business Administration is designed to provide an in depth analytical approach to the study of the management of organisations by building on the strategic elements of the DMS and through more focus on intervention issues. The key theme of this stage is implementation and evaluation.

The Masters of Business Administration aims to provide an academically rigorous programme of study to facilitate the development of skills, expertise and vision to enable managers to be critical, analytical and creative in their organisations. It is aimed at equipping students for senior management positions where they will be addressing issues of corporate policy and strategic implementation. Students will be able to:

- critically evaluate the complexity of the managerial role and the strategic context
- identify, evaluate, apply and critique appropriate methodologies and practical strategies
- evaluate and analyse organisational problems and discriminate between alternative strategies of implementation
- develop skills in organisational diagnosis, consultancy processes, data collection, interpretation and presentation
- develop key transferable skills relating to self-awareness,

reflexivity and reflective practice

- synthesise and articulate their analysis of complex situations.

3.3 Variations to Standard Regulations and Guidance

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 diagnose and evaluate internal and external business and organisational contexts using appropriate theories and models
- 2 understand, evaluate and analyse managerial practice in relation to organisational resources and functions
- 3 understand the importance of behavioural processes and group dynamics in organisations
- 4 Critically evaluate the integrative and processual nature of managerial activity
- 5 understand organisational decision-making and their own approach to decision-making
- 6 identify, evaluate and contextualise appropriate research methodologies and methods
- 7 diagnose and critically evaluate organisational problems and identify appropriate strategies for intervention and implementation
- 8 Demonstrate an understanding of the strategic and complex nature of the managerial function in the context of competing technical, social and moral perspectives
- 9 Recognise the importance of managing change in organisations

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 10 Collect, collate and interpret organisational data and management information
- 11 Develop conceptual, analytical and practical skills as a reflective practitioner
- 12 Evaluate their own approach to decision-making and use appropriate models
- 13 Critically analyse evidence using the main theoretical perspectives of relevant business areas
- 14 Conduct analysis of business and organisational situations at strategic level, applying appropriate analytical tools in organisational diagnosis, data collection, intervention and change processes

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 15 Manage self and others more effectively through leadership and interpersonal skills
- 16 Successfully manage organisational change interventions and projects
- 17 Demonstrate the ability to act strategically whilst managing ambiguity and uncertainty

- 18 Work with client organisations to identify and communicate research questions, implement research and establish strategic solutions

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

- 19 Develop practical and conceptual skills as an independent learner
- 20 Communicate complex management issues and findings effectively, via oral, written and digital means
- 21 Actively synthesise the learning acquired from the review of theory with that gained through the investigation of practice
- 22 Identify and reflect on relationships between methods, processes and outcomes
- 23 Make effective decisions through undertaking critical analysis

For details of each module contributing to the programme, please consult the module specification document.

5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

The teaching and learning strategy adopted within the MBA Programme derives from and builds on the University's Teaching and Learning plan as it applies to the post-experience, post-graduate nature of learning and from the College's Teaching and Learning Strategy.

The University teaching and learning plan is subject to continuous critique and review in the pursuit of excellence. The University has published the Teaching and Learning Strategic Plan 2013 - 2017 which is intended to act as guide and informer for development.

The key College strategic objectives driving the Teaching and Learning Strategy are to:

- Provide all students with a high quality teaching and learning environment
- Constantly seek to review the quality of the teaching and learning processes
- Improve student achievements and value added indicators
- Increase in graduate employment
- Attainment of high ratings from professional bodies and external agencies
- Improvement in the reputation and external positioning of the College

The modules will utilise methods of teaching and learning which are appropriate to Masters level study, as set out in the FHEQ and outlined in principle in the QAA Benchmark statement for Masters Programmes in Business (2007), such as a case study approach, group discussions, presentations, report writing etc. Although a proportion of the contact time will be spent in teaching, emphasis will also be placed upon the use of the group as a resource for learning. There will be group discussion of practical management situations and problems, making use of case studies, simulation materials (including real life data and computer technology) and where relevant, the participants' own experiences. External academic and professional speakers from the Business world will be invited to address the students.

The Programme will employ a variety of teaching and learning methods designed to meet its aims. The style of teaching will vary to reflect individual module objectives. Information relating to the structure of the module, assessment and attendance requirements and reading lists will be in the form of a formal module handbook, which may include indicative lecture notes and problem sheets. The Programme, in keeping with other postgraduate programmes, will expect students to read and be aware of current theoretical debates within the literature, including relevant journals, and reading lists will also include reference to current events in the business sector. Classes will be interwoven with discussions and debating opportunities regarding the rapidly changing events at a global level. Class sizes will remain small allowing for the interactive teaching and learning approach that will be required given that students will emanate from varied cultural, work and undergraduate backgrounds. This also provides an opportunity for mature students to share prior knowledge and explore inter-linkages. Students will also be encouraged to attend the many events often scheduled for employer engagement activity in the Business School.

Sessions in learning support areas such as library, Blackboard, using the internet and information technology will be incorporated in the programme and will be supported by the Academic Librarian. These will enable students to gain practical experience in their application. As the Programme develops, on-line learning resources, bulletin boards and discussion groups will be developed. The University's portal will be used as a platform for this facility.

The Programme leader will be responsible for the overall organisation, development and monitoring

of the Programme. Every module will be evaluated by means of on-going discussion with students and also individual evaluation sheets. The Head of Post Graduate Taught Programmes/ Programme Leader will chair a Programme committee, which will meet twice annually and will comprise of the Programme delivery team and student representatives. Regular feedback through such means will help to enrich the Programme and ensure quality procedures are complied with.

The MBA programme provides the opportunity for students to apply knowledge and skills directly to client based organisations. The inclusion of work based assessments at Certificate and Diploma stages of the programme provides for a greater emphasis on employability – with the MBA employability featuring throughout the taught modules and assessment work will be linked to company sponsors where possible, emphasising the link between business ideas and practice. Many of the taught modules lend themselves to an external focus where the student can try ideas and discuss approaches with sponsors. The programme seeks to foster an environment in which students on the programme take responsibility for the management of their own learning in an active form of inquiry rather than as a passive receiver of wisdom. This approach embraces the central tenets of the University's 'Student as Producer' policy on Teaching and Learning.

5.2. Assessment Strategy

The assessment strategy adopted within the MBA ensures that the Intended Learning Outcomes of the Programme are appropriately tested through the assessment process. Assessment methods will reflect the differing theoretical and practical approaches and learning outcomes of the modules. The key objective is that the learning outcomes of the Programme are appropriately tested through the assessment process. They include unseen written examinations and individual coursework.

Work based learning assessments will be employed where appropriate. These assessments provide a blend of theoretical underpinning with client organisation application. Students will be encouraged to become independent researchers developing the ability to become autonomous learners through interaction with 'live' consultancy project. Work based learning assessment will be coordinated with local companies and supervised by subject tutors. Each company is vetted and approved by the Module leader in conjunction with the Employability Manager within the Business School. It is the experience of the school that many such organisations are looking for student directed projects. The subjects predominantly used for this mode of assessment will normally be Marketing and innovation at Certificate level and Group Consultancy and organisational strategy at the Diploma level.

Formative assessments will be integrated into the programme. Students will be offered feedback to ensure that it contributes to the learning process. Assessments may contain an element of individual choice or group work. Care will be taken to ensure that the students fully understand the level of engagement with assessment that is required to meet the FHEQ requirements for Masters level study. Modules will be assessed by a combination of unseen written examination and/or course work based on group or individual written assignment with a word count of up to 5,000. For the Dissertation, at Master's stage, participants will produce a research dissertation of a 15,000 to 18,000 words (maximum). Students may wish to base their dissertations within their client organisations. This offers further opportunity for students to actively synthesise the learning they acquire from a review of theory with that acquired in their investigation of practice. It is intended that the students will work on their research proposal during the second semester so that by the end of that second semester they can formally start their dissertation. During the second semester, students will be able to discuss their research proposals informally with prospective supervisors. This will enable them not only to explore various topics and their feasibility but will encourage early

formulation of research strategy and is consistent with the Student as Producer program which the University supports.

The pass mark will be 50% for each module in keeping with the postgraduate regulations (August 2008). Following assessment, detailed formative feedback is given to students within four weeks of the date of submission regarding their performance to aid them in enhancing their work. All marked work is subject to moderation and processing through a Programme Board, which includes external examiner scrutiny.

Appendix II: 'Assessment Map' gives a top-level indication of the scheduling and distribution of assessment modes within the programme. Details of unit assessment strategy are included with each unit specification

6. Programme Structure

The total number of credit points required for the achievement of Postgraduate Certificate in Management (CMS) is 60.

The total number of credit points required for the achievement of Postgraduate Diploma (PG Dip) is 120.

The total number of credit points required for the achievement of Master of Business Administration (MBA) is 180.

Masters

| Title | Credit Rating | Core / Optional |
|---|----------------------|------------------------|
| Managerial Finance 2019-20 | 15 | Core |
| Corporate Governance and Sustainability 2019-20 | 15 | Optional |
| Group Consultancy Project 2019-20 | 15 | Core |
| Business Economics 2019-20 | 15 | Core |
| Organisational Strategy 2019-20 | 15 | Core |
| Leadership for Enterprise 2019-20 | 15 | Optional |
| Managing People 2019-20 | 15 | Core |
| Research Methods and Design 2019-20 | 15 | Core |
| The MBA Dissertation project 2019-20 | 45 | Core |
| Global Supply Strategies 2019-20 | 15 | Optional |
| Negotiation 2019-20 | 15 | Core |
| Marketing Management 2019-20 | 15 | Core |

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

Key: Delivered and Assessed Delivered Assessed

Masters

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Business Economics 2019-20 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | | | <input checked="" type="checkbox"/> | | | | | |
| Corporate Governance and Sustainability 2019-20 | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| Global Supply Strategies 2019-20 | | | | | | | | | | | | |
| Group Consultancy Project 2019-20 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Leadership for Enterprise 2019-20 | | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Managerial Finance 2019-20 | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | | | | <input checked="" type="checkbox"/> | | |
| Managing People 2019-20 | | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Marketing Management 2019-20 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Negotiation 2019-20 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | | | | | <input checked="" type="checkbox"/> | |
| Organisational Strategy 2019-20 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| Research Methods and Design 2019-20 | | | | | | <input checked="" type="checkbox"/> | | | | | | |
| The MBA Dissertation project 2019-20 | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |

| | PO13 | PO14 | PO15 | PO16 | PO17 | PO18 | PO19 | PO20 | PO21 | PO22 | PO23 |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Business Economics 2019-20 | <input checked="" type="checkbox"/> | | | | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Corporate Governance and Sustainability 2019-20 | | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Global Supply Strategies 2019-20 | | | | | | | | | | | |
| Group Consultancy Project 2019-20 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Leadership for Enterprise 2019-20 | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | |
| Managerial Finance 2019-20 | | | | | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Managing People 2019-20 | | | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | |
| Marketing Management 2019-20 | | | | | <input checked="" type="checkbox"/> | | | | | | |

| | | | | | | | | | | | |
|--------------------------------------|--|---|---|---|--|---|---|---|---|---|---|
| Negotiation 2019-20 | | | ✓ | | | | ✓ | | ✓ | ✓ | |
| Organisational Strategy 2019-20 | | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | |
| Research Methods and Design 2019-20 | | | | | | | ✓ | | | ✓ | |
| The MBA Dissertation project 2019-20 | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ |

Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

Masters

| | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 |
|---|----|----|-----|----|----|----|----|-----|----|-----|----|-----|
| Business Economics 2019-20 | | | | | | 50 | | | | | | 50 |
| Corporate Governance and Sustainability 2019-20 | | | | | | | | 30 | | | | |
| Global Supply Strategies 2019-20 | | | | | | | | | | | | |
| Group Consultancy Project 2019-20 | | | | | | | | | | | | |
| Leadership for Enterprise 2019-20 | | | | | | | | | | | | |
| Managerial Finance 2019-20 | | | | | | | | | | | | |
| Managing People 2019-20 | | | | | | | | | | | | |
| Marketing Management 2019-20 | | | | | | | | | | 40 | | 60 |
| Negotiation 2019-20 | | | | | | | | | | | | |
| Organisational Strategy 2019-20 | | | | | | | | | | | | 25 |
| Research Methods and Design 2019-20 | | | | | | | | | | | | |
| The MBA Dissertation project 2019-20 | | | | | | | | | | | | |
| | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| Business Economics 2019-20 | | | | | | | | | | | | |
| Corporate Governance and Sustainability 2019-20 | | | 70 | | | | | | | | | |
| Global Supply Strategies 2019-20 | | | | | | | | | | | | |
| Group Consultancy Project 2019-20 | | | | | | | | | | 100 | | |
| Leadership for Enterprise 2019-20 | | | | | | | | 100 | | | | |
| Managerial Finance 2019-20 | | | | | | | | | | | | 100 |
| Managing People 2019-20 | | | 100 | | | | | | | | | |
| Marketing Management 2019-20 | | | | | | | | | | | | |
| Negotiation 2019-20 | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|----|----|-----|----|----|----|----|-----|----|-----|----|----|
| Organisational Strategy 2019-20 | | | | | | | | | | | | |
| Research Methods and Design 2019-20 | | | | | | | | | | | | |
| The MBA Dissertation project 2019-20 | | | | | | | | | | 100 | | |
| | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
| Business Economics 2019-20 | | | | | | | | | | | | |
| Corporate Governance and Sustainability 2019-20 | | | | | | | | | | | | |
| Global Supply Strategies 2019-20 | | | 30 | | | | | | | 70 | | |
| Group Consultancy Project 2019-20 | | | | | | | | | | | | |
| Leadership for Enterprise 2019-20 | | | | | | | | | | | | |
| Managerial Finance 2019-20 | | | | | | | | | | | | |
| Managing People 2019-20 | | | | | | | | | | | | |
| Marketing Management 2019-20 | | | | | | | | | | | | |
| Negotiation 2019-20 | | | | | | | | | | | | |
| Organisational Strategy 2019-20 | 75 | | | | | | | | | | | |
| Research Methods and Design 2019-20 | | | | | | | | 100 | | | | |
| The MBA Dissertation project 2019-20 | | | | | | | | | | | | |
| | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 |
| Business Economics 2019-20 | | | | | | | | | | | | |
| Corporate Governance and Sustainability 2019-20 | | | | | | | | | | | | |
| Global Supply Strategies 2019-20 | | | | | | | | | | | | |
| Group Consultancy Project 2019-20 | | | | | | | | | | | | |
| Leadership for Enterprise 2019-20 | | | | | | | | | | | | |
| Managerial Finance 2019-20 | | | | | | | | | | | | |
| Managing People 2019-20 | | | | | | | | | | | | |
| Marketing Management 2019-20 | | | | | | | | | | | | |
| Negotiation 2019-20 | | | 100 | | | | | | | | | |
| Organisational Strategy 2019-20 | | | | | | | | | | | | |
| Research Methods and Design 2019-20 | | | | | | | | | | | | |
| The MBA Dissertation project 2019-20 | | | | | | | | | | | | |

| | 49 | 50 | 51 | 52 | EP 1 (Wk 16) | EP 2 (Wks 33, 34, 35) |
|---|----|----|----|----|--------------------|-----------------------------------|
| Business Economics 2019-20 | | | | | | |
| Corporate Governance and Sustainability 2019-20 | | | | | | |
| Global Supply Strategies 2019-20 | | | | | | |
| Group Consultancy Project 2019-20 | | | | | | |
| Leadership for Enterprise 2019-20 | | | | | | |
| Managerial Finance 2019-20 | | | | | | |
| Managing People 2019-20 | | | | | | |
| Marketing Management 2019-20 | | | | | | |
| Negotiation 2019-20 | | | | | | |
| Organisational Strategy 2019-20 | | | | | | |
| Research Methods and Design 2019-20 | | | | | | |
| The MBA Dissertation project 2019-20 | | | | | | |

Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

| | BAM01 | BAM02 | BAM03 | BAM04 | BAM05 | BAM06 | BAM07 | BAM08 | BAM09 |
|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PO1 | | | | | | | | | |
| PO2 | | | | | | | | | |
| PO3 | | | | | | | | | |
| PO4 | | | | | | | | | |
| PO5 | | | | | | | | | |
| PO6 | | | | | | | | | |
| PO7 | | | | | | | | | |
| PO8 | | | | | | | | | |
| PO9 | | | | | | | | | |

| | BAM10 | BAM11 | BAM12 | BAM13 | BAM14 | BAM15 | BAM16 | BAM17 | BAM18 |
|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PO1 | | | | | | | | | |
| PO2 | | | | | | | | | |
| PO3 | | | | | | | | | |
| PO4 | | | | | | | | | |
| PO5 | | | | | | | | | |
| PO6 | | | | | | | | | |
| PO7 | | | | | | | | | |
| PO8 | | | | | | | | | |
| PO9 | | | | | | | | | |

| | BAM19 | BAM20 | MDBM01 | MDBM02 | MDBM03 | MDBM04 | MDBM05 | MDBM06 | MDBM07 |
|-----|-------|-------|--------|--------|--------|--------|--------|--------|--------|
| PO1 | | | | | | ✓ | | | |
| PO2 | | | | | ✓ | ✓ | | | |
| PO3 | | | | | | | | | |

| | | | | | | | | | |
|-----|--|--|---|---|--|---|---|---|--|
| PO4 | | | ✓ | | | | ✓ | | |
| PO5 | | | | | | | | | |
| PO6 | | | | | | ✓ | | | |
| PO7 | | | | | | ✓ | | ✓ | |
| PO8 | | | | ✓ | | | | | |
| PO9 | | | | | | | | | |

| | MDBM08 | MDBM09 | MDBM10 | MDBM11 | MDBM12 | MDBM13 | MDBM14 | MDBM15 | MDBM16 |
|-----|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| PO1 | | ✓ | | | | | | | |
| PO2 | | | | | | | | | |
| PO3 | | | | ✓ | | | | | |
| PO4 | | | | | | | | | |
| PO5 | | | | | | ✓ | | | ✓ |
| PO6 | | ✓ | | | | | | | |
| PO7 | | | | | | | | | |
| PO8 | | | | | | ✓ | | | |
| PO9 | | | | | | | ✓ | | |

| | MDBM17 | MDBM18 | MDBM19 |
|-----|--------|--------|--------|
| PO1 | ✓ | | |
| PO2 | | | |
| PO3 | | | |
| PO4 | | | |
| PO5 | | | |
| PO6 | | | |
| PO7 | | | |
| PO8 | | | |
| PO9 | | | |

Subject Specific Intellectual Skills

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

| | BAM01 | BAM02 | BAM03 | BAM04 | BAM05 | BAM06 | BAM07 | BAM08 | BAM09 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PO10 | | | | | | | | | |
| PO11 | | | | | | | | | |
| PO12 | | | | | | | | | |
| PO13 | | | | | | | | | |
| PO14 | | | | | | | | | |

| | BAM10 | BAM11 | BAM12 | BAM13 | BAM14 | BAM15 | BAM16 | BAM17 | BAM18 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PO10 | | | | | | | | | |
| PO11 | | | | | | | | | |
| PO12 | | | | | | | | | |
| PO13 | | | | | | | | | |
| PO14 | | | | | | | | | |

| | BAM19 | BAM20 | MDBM01 | MDBM02 | MDBM03 | MDBM04 | MDBM05 | MDBM06 | MDBM07 |
|------|-------|-------|--------|--------|--------|--------|--------|--------|--------|
| PO10 | | | | | | ✓ | | ✓ | |
| PO11 | | | | | | | | | ✓ |
| PO12 | | | | | | | | | |
| PO13 | | | | | | | | ✓ | |
| PO14 | | | | ✓ | | ✓ | | | |

| | MDBM08 | MDBM09 | MDBM10 | MDBM11 | MDBM12 | MDBM13 | MDBM14 | MDBM15 | MDBM16 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| PO10 | | | | | | | | | |
| PO11 | ✓ | | | | | | | | |
| PO12 | | | | | | ✓ | | ✓ | |
| PO13 | ✓ | | | | | | | | |
| PO14 | | | | | | | | | |

| | | | | | | | MDBM17 | MDBM18 | MDBM19 |
|------|--|--|--|--|--|--|--------|--------|--------|
| PO10 | | | | | | | | | |
| PO11 | | | | | | | | | ✓ |
| PO12 | | | | | | | | | |
| PO13 | | | | | | | | | |

PO14

Subject Specific Practical Skills

| | BAM01 | BAM02 | BAM03 | BAM04 | BAM05 | BAM06 | BAM07 | BAM08 | BAM09 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PO15 | | | | | | | | | |
| PO16 | | | | | | | | | |
| PO17 | | | | | | | | | |
| PO18 | | | | | | | | | |

| | BAM10 | BAM11 | BAM12 | BAM13 | BAM14 | BAM15 | BAM16 | BAM17 | BAM18 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PO15 | | | | | | | | | |
| PO16 | | | | | | | | | |
| PO17 | | | | | | | | | |
| PO18 | | | | | | | | | |

| | BAM19 | BAM20 | MDBM01 | MDBM02 | MDBM03 | MDBM04 | MDBM05 | MDBM06 | MDBM07 |
|------|-------|-------|--------|--------|--------|--------|--------|--------|--------|
| PO15 | | | | | | | | | |
| PO16 | | | | | | | | | |
| PO17 | | | | | | | | | |
| PO18 | | | | | | | | | |

| | MDBM08 | MDBM09 | MDBM10 | MDBM11 | MDBM12 | MDBM13 | MDBM14 | MDBM15 | MDBM16 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| PO15 | | | | ✓ | | | | | |
| PO16 | | | | | | | ✓ | | |
| PO17 | | | | | | | | ✓ | ✓ |
| PO18 | | | | | | | | | |

| | | | | | | | MDBM17 | MDBM18 | MDBM19 |
|------|--|--|--|--|--|--|--------|--------|--------|
| PO15 | | | | | | | | | ✓ |
| PO16 | | | | | | | | | |

| | | | |
|------|--|---|--|
| PO17 | | | |
| PO18 | | ✓ | |

Transferable Skills and Attributes

| | BAM01 | BAM02 | BAM03 | BAM04 | BAM05 | BAM06 | BAM07 | BAM08 | BAM09 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PO19 | | | | | | | | | |
| PO20 | | | | | | | | | |
| PO21 | | | | | | | | | |
| PO22 | | | | | | | | | |
| PO23 | | | | | | | | | |

| | BAM10 | BAM11 | BAM12 | BAM13 | BAM14 | BAM15 | BAM16 | BAM17 | BAM18 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| PO19 | | | | | | | | | |
| PO20 | | | | | | | | | |
| PO21 | | | | | | | | | |
| PO22 | | | | | | | | | |
| PO23 | | | | | | | | | |

| | BAM19 | BAM20 | MDBM01 | MDBM02 | MDBM03 | MDBM04 | MDBM05 | MDBM06 | MDBM07 |
|------|-------|-------|--------|--------|--------|--------|--------|--------|--------|
| PO19 | | | | | | | | | |
| PO20 | | | | | | | | | |
| PO21 | | | | | | | | | |
| PO22 | | | | | | | | | |
| PO23 | | | | | | | | | |

| | MDBM08 | MDBM09 | MDBM10 | MDBM11 | MDBM12 | MDBM13 | MDBM14 | MDBM15 | MDBM16 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| PO19 | | | | | ✓ | | | | |
| PO20 | | | ✓ | | | | | | |
| PO21 | | | | | | | | | |
| PO22 | | | | | ✓ | | | | |

Appendix IV: Benchmark Benchmark Statement(s)

MDBM01 - *Demonstrate a systematic understanding of relevant knowledge about organisations, their external context and how they are managed.*

MDBM02 - *Demonstrate application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation.*

MDBM03 - *Demonstrate a critical awareness of current issues in business and management which is informed by leading edge research and practice in the field.*

MDBM04 - *Demonstrate an understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues.*

MDBM05 - *Demonstrate creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management.*

MDBM06 - *Demonstrate ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations.*

MDBM07 - *Able to evaluate the rigour and validity of published research and assess its relevance to new situations.*

MDBM08 - *Able to extrapolate from existing research and scholarship to identify new or revised approaches to practice.*

MDBM09 - *Ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process.*

MDBM10 - *Ability to communicate effectively both orally and in writing, using a range of media.*

MDBM11 - *Able to operate effectively in a variety of team roles and take leadership roles, where appropriate.*

MDBM12 - *Able to consistently apply their knowledge and subject-specific and wider intellectual skills.*

MDBM13 - *Able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to a range of audiences.*

MDBM14 - *Able to be proactive in recognising the need for change and have the ability to manage change.*

MDBM15 - *Able to be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations.*

MDBM16 - *Able to make decisions in complex and unpredictable situations.*

MDBM17 - *Able to evaluate and integrate theory and practice in a wide range of situations.*

MDBM18 - *Able to be self-directed and able to act autonomously in planning and implementing projects at professional levels.*

MDBM19 - *Able to take responsibility for continuing to develop their own knowledge and skills.*

BAM01 - *Students should demonstrate a systematic understanding of relevant knowledge about organisations, their external context and how they are managed*

BAM02 - *Students should demonstrate application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation*

BAM03 - *Students should demonstrate a critical awareness of current issues in business and management which is informed by leading edge research and practice in the field*

BAM04 - *Students should demonstrate an understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues*

BAM05 - *Students should demonstrate creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management*

BAM06 - *Students should demonstrate ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations*

BAM07 - *Students should demonstrate conceptual understanding that enables the student to: A. evaluate the rigour and validity of published research and assess its relevance to new situations. B ...*

BAM08 - *Students should demonstrate ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process*

BAM09 - *Students should demonstrate ability to communicate effectively using a range of media (for example, orally, in writing, and through digital media)*

BAM10 - *Students should demonstrate ability to operate effectively in a variety of team roles and take leadership roles, where appropriate*

BAM11 - *Students should demonstrate ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications*

BAM12 - *Masters Graduates should be able to apply consistently their knowledge and subject-specific and wider intellectual skills*

BAM13 - *Masters Graduates should be able to deal with complex issues both systematically and*

creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to a range of audiences

BAM14 - *Masters Graduates should be able to be proactive in recognising the need for change and have the ability to manage change*

BAM15 - *Masters Graduates should be able to be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations*

BAM16 - *Masters Graduates should be able to make decisions in complex and unpredictable situations*

BAM17 - *Masters Graduates should be able to behave ethically and with integrity and manage with a strong sense of social responsibility*

BAM18 - *Masters Graduates should be able to evaluate and integrate theory and practice in a wide range of situations*

BAM19 - *Masters Graduates should be able to be self-directed and able to act autonomously in planning and implementing projects at professional levels*

BAM20 - *Masters Graduates should be able to take responsibility for continuing to develop their own knowledge and skills*