**PARTNERSHIP
WITH
PLYMOUTH
UNIVERSITY**

PROGRAMME SPECIFICATION

Programme Title: Executive Master of Business Administration

Partner Institution: GSM London

Start Date: February 2018

First Date of Award: March 2019

Date(s) of Revision(s) to this Document: 31st October 2017

Contents

PS1. Programme Details

Awarding Institution:	University of Plymouth (UoP)
Teaching Institution:	GSM London
Accrediting Body:	N/A
Language of Study:	English
Mode of Study:	Full Time Part time Block delivery
Final Award:	Executive Master of Business Administration
Intermediate Award:	N/A
Programme Title:	Executive Master of Business Administration
UCAS Code:	N/A
JACS Code:	N/A
Benchmarks:	QAA Framework for Higher Education Qualifications in England, Wales QAA Subject Benchmarks for Masters programmes: General Business and Management (GBM) 2015 The UK Quality Code for Higher Education South East Education Consortium (SEEC) 2010
Date of Programme Approval:	June 2017

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PS2. Brief Description of the Programme

The 'Application Trends Report 2016,' by the Graduate Management Admissions Council (GMAC, 2016) reports considerable growth in the global demand for Executive MBA programs. According to the GMAC's 'Alumni Perspectives Survey Report 2017' (GMAC, 2017), the main reasons for embarking on the MBA continue to be career change, career enhancement or own business start-up. The GSM Executive MBA (EMBA) ensures successful personal transition by accelerating career progression or re-directing it towards new careers.

The programme is tailored for senior professionals who wish to either progress in their current careers or change career direction or create their own enterprise. The programme is problem centered and aims to encourage learners to draw from their managerial experiences when applying theory to problems encountered in the workplace. The concept of bringing '*practice into class*' is embedded in the learning experience whereby the learners are encouraged to critically evaluate workplace cultures, values and practices with a view to introducing change and improving the organisational environment. In doing so learners can position themselves in their own organisations as potential leaders by projecting a transparent '*professional identity*' that influences and enhances the development of leadership qualities and professionalism in the workplace.

The multi-disciplinary programme has been successfully delivered for over two decades and has now been re-designed to ensure continuing currency and rigour from both employment and academic perspectives. The curriculum has further been informed by a combination of feedback from employers, alumni, and academics, resulting in the inclusion of modules such as Markets and Marketing, Emerging Business Technologies and Enterprise Creation.

The programme is delivered by faculty from a range of professional and academic backgrounds. We ensure currency via Research-Informed Teaching such as research-led by faculty researching in areas such as Affinity Marketing or Human Rights. Students also learn by becoming acquainted with Business and Management research methodologies and processes in their core research module. In addition, practitioners provide insight into developments in their area of practice such as Accounting and Finance.

PS3. Details of Accreditation by a Professional/Statutory Body (if appropriate)

N/A

PS4. Exceptions to UoP Regulations

The UoP Regulatory Framework for Taught Postgraduate Awards for GSM London states that all Masters programmes should include a 60 credit major project (Refer to para 2.2.1). There is an exception to the regulations from ARSC for the 40 credit Dissertation Module and the Consultancy Project Module.

PS.5 Programme Aims

The programme will deliver a learning experience whereby learners will be able to:[1]

A1.   Develop multi-disciplinary knowledge and critical understanding of current and emerging issues in business and management through thought leadership and innovative practice.

A2.   Integrate the theory and practice of strategic, holistic and integrated perspectives of organisations and management.

A3.   Enhance management and leadership capabilities for working in as well as leading teams in complex and unpredictable business environments.

A4.   Enable development of own professional practice and approach to continuing personal and professional development, to maximise contributions and personal impact on current and future organisations.

PS.6 Programme Intended Learning Outcomes (ILO)

The programme learning outcomes broadly reflect EMBA attributes such as adding new perspectives to the vast knowledge and expertise, focus, cross-cultural sensitivity, adaptation and professionalism communication. They are also aligned to the GSM mission which is to be '*a daring academic community, working in partnership with our students to enrich their lives and communities...through career-focused, progressive and strengths-based UK education and scholarship that is accessible to all.*'

By the end of this programme the student will be able to:

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[1] Recommended: 5-7 "numbered points"

Knowledge and understanding

K1.0 Demonstrate a critical awareness of the underlying dichotomies of the mobilisation and management of all tangible and intangible resources necessary for the achievement of business goals.

K1.1 Critique the dynamics of organisations and their interaction with regulatory frameworks, wider stakeholders, and constituencies.

K1.2 Creatively and systematically deconstruct strategies applied by business managers, in order to achieve growth and reach a desired future state.

K1.3 Critically evaluate the emerging business themes that are impacting the learner's sector and create and apply innovative strategies for implementing solutions.

K1.4 Advance knowledge and practice to underpin insight of business operations, by combining governance and ethics with ongoing professional practice.

Cognitive and Intellectual skills

C2.0 Critically evaluate and interpret complex issues systematically and be able to communicate them effectively.

C2.1 Creatively, pro-actively and systematically source and apply research to inform management decision making in different organisational contexts.

C2.2 Provide evidence of advanced critical thinking in evaluating and reflecting on established theories and the broader areas in professional practice, through strengths based and autonomous learning.

C2.3 Take responsibility for demonstrating self-direction in contributing to professional knowledge and practice.

C2.4 Scrutinise and critically evaluate business processes and create ideas required to improve business performance.

Transferable skills

T3.0 Transfer and apply skills in in operational and complex work contexts, to formulate new strategic approaches to the enhancement of business performance.

T3.1 Implement specialised problem-solving skills required in research and innovation,

T3.2 Demonstrate an ability to transfer relevant knowledge and skills into the resolution of work-related problem scenarios.

T3.3 Construct and manage pluralist professional identities with a view to maximising personal efficiency and effectiveness within the workplace.

Employment

E4.0 Assess and align personal, professional and corporate ethics when considering the implications of conflict between them, in meeting business goals.

E4.1 Critically evaluate the use of established and new techniques, along with research and analysis, to propose ways of enhancing performance in complex and unpredictable business environments.

E4.2 Create a professional development plan by combining professional enterprise and academic learning to enhance continuing professional development

E4.3 Demonstrate effective approaches to addressing global, as well as local challenges faced by organisations.

Practical

P5.0 Act autonomously in achieving business and professional goals.

P5.1 Work collaboratively in planning and implementing projects at professional levels.

P5.2 Take responsibility for continuing to develop and advance both self and team's knowledge and skills.

PS7. Distinctive Features

The following provides a definitive and approved list of elements that may be used to both conceptualise and promote the market position of this programme:[2]

Key distinctive features of the programme include:

- **Block delivery mode:**   Modules are delivered and completed over the weekend; thereby ensuring immediate application of new knowledge and skills to the work context as well as enabling career progression.

- **Multi-disciplinary faculty:** A range of professional and academic backgrounds with international experience.

- **Multi-disciplinary curriculum:** Students will develop a sophisticated understanding of core aspects of business and management. They will learn how to implement this knowledge within contemporary organisations and develop key management, strategic and analytical skills.

- **Networking opportunities**: Students will build relationships with and learn from experienced, like-minded professionals from all around the world. Studying with a diverse student body will raise awareness of alternative cultural and sector perspectives.

- **Formation Zone engagement**: Entrepreneurial approaches are explored and for those students who are looking to build or develop their own business, GSM London can provide support through its enterprise and incubation unit. The Formation Zone working in partnership with Plymouth University.

PS8. Student Numbers

The following provides information that should act as a guide to assure the quality of the student experience, progression opportunities, and staff and resource planning:

Approximate minimum student numbers per intake = 10

Target student numbers per intake = 50

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[2] Recommended: "bullet points" to assist promotional use

Approximate maximum student numbers per stage = No maximum at this point in time because additional numbers over target will be monitored over the recruitment cycle to ensure that student numbers can be managed.

PS9. Progression Route(s)

Students will be awarded the Executive Master in Business Administration on successful completion of 180 credits. If the students do not complete the full 180 credits then they will be awarded according to the number of credits achieved, when they exit the programme. University of Plymouth Regulations apply.

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

PS10.   Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 7 standard requirement:	A recognised Bachelor Honours Degree with minimum 2:2 classification or equivalent is required. Applicants who have already studied at a level equivalent to a UK Master's programme will be assessed primarily on the basis of their achievement at this level. Overseas qualifications equivalent to those mentioned above may be accepted. For further information contact the Admissions Team on +44 [0]208 516 7800 or at the following email address: admissions@gsmlondon.ac.uk If English is not the applicant's first language, proof of fluency through IELTS, or equivalent, minimum score of 6.5, 5.5 in all four components (listening, reading, speaking and writing). Please refer to https://www.plymouth.ac.uk/international/how-

	to-apply/international-students-entry-requirements for all accepted English language qualifications.
	Applicants where their first degree was studied and awarded in the UK, or in a country that UKVI recognise as a majority English speaking country (list as per the sponsor guidance) will be accepted in lieu of IELTS etc. but only if the degree was awarded 2 years ago or less.
	Candidates with non-standard qualifications will be invited to attend for interview.
	Applicants are required to demonstrate a minimum of 5 years' work experience, at least 3 of which will be at management level.
Work Experience:	Applicants will be required to provide supporting evidence in the form of a satisfactory work reference which covers the period in question.
Other non-standard awards or experiences:	Applicants who lack the normal programme entry requirements are positively encouraged to apply. In such cases, the Admissions Team must be satisfied that the applicant has the necessary potential, knowledge or experience and motivation to follow the programme successfully. Applicants will be interviewed to identify their aptitude for study at postgraduate level through relevant life or career experience, and other factors relating to professional qualifications. Applicants will be required to provide supporting evidence of such achievements.
APCL/APEL possibilities:	In the case of APCL/APEL, a mapping exercise will be undertaken by both GSM London and UoP provided there is evidence of a high level of commonality between the learning outcomes of the programme suites.
	Partial exemptions from programme credit may be obtained in accordance with the UoP Academic Regulations and are dependent on the compatibility of previous study. Each case is considered on its own merit and is subject

	to approval by Plymouth University. An academic reference and/or personal statement may be required. APCL/APEL older than five years will <u>not</u> normally be considered, unless the applicant has recent experiential learning that is directly related to the APCL/APEL. Further information can be found in the Recognition of Prior Learning Regulations within the Consolidated Policies and Regulations Document.
Interview / Portfolio requirements:	Interview(s) may be required by the admissions tutor or a member of the academic faculty.
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:	No

PS11. Academic Standards and Quality Enhancement

The Programme Leader/Manager (or other descriptor) leads the Programme Committee in the following of Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed change to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.

Elements of this process include engaging with stakeholders. In this definitive document it is important to define:

The external examining system acts as a robust safeguard of standards in the UK higher education system. The role of the external examiner is essentially that of a moderator who ensures that assessments are being written and marked according to the level and learning outcomes of the module. The external examiners assess the student's performance against the standards set by the university as well as the national sector thresholds (FHEQ, 2014). The examiners will be expected to act as 'critical friends' whilst sharing good practice in the sector by drawing from wider disciplinary standards and reference points.

Due to the multi-disciplinary nature of the programme the oversight of modules will be around broad disciplinary clusters.

Subject External Examiner(s):   The modules will be clustered around broad disciplinary areas and monitored by Subject External Examiners, who will verify assessment, monitor standards of work produced and provide reports of their findings. The subject externals will be custodians of their own disciplines as well as custodians of the assessment process.

Programme External Examiner: The programme external examiner will have oversight of the programme and may also be a subject external. The programme external will be the custodian of the entire programme and comment on the overall adherence to standards. UoP regulations apply.

Additional stakeholders specific to this programme:

The following additional stakeholders are vital to the successful delivery of this programme:

Students: Engagement through Programme Committee Meetings, student liaison meetings, Module Evaluation Questionnaires, Students' Perception Questionnaires, and discussion forums. The majority of committees within the governance structure feature student representation.

Employers: Engagement through dialogue and consultation to facilitate a curriculum focused on employability and also through participation in employability events.

Graduates: Engagement through the Alumni community.

Academic communities: Engagement through academic partnerships, collaborative research, and projects.

Guest speakers : Engagement through highly specialised areas of expertise and disciplines.

PS12.   Programme Structure

The following provides the current structure diagram for this programme. It enables both full time and part time routes to be compared within a single diagram as well as any optional modules to be clearly indicated.

FHEQ Level: 7 Executive MBA = 180 credits at Level M				
F/T Route Year[3]	P/T Route Year	Core or Option Module[4]	Credits[5]	Module[6]
1	1	Core	20	Markets and Marketing MARM7089
1	1	Core	20	Leadership and Organisational Transformation LOTR7091
1	1	Core	20	21st Century Globalisation CEGL7082
1	1	Core	20	Human Factor HUFA7078
1	2	Core	20	Accounting and Financial Management AFMA7074
1	2	Core	20	Emerging Business and Technologies EBTE7075
1	2	Elective Group 1 Any one equal to 20 credits	20	Enterprise Creation ENCR7085
1	2	Elective Group 1 Any one equal to 20 credits	20	Environmental, Social, and Governance Issues ESGI7086
1	2	Elective Group 1 Any	20	Business Analysis and Project Management

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[3] Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"
[4] Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"
[5] Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to UoP regulations)"
[6] Enter: the module code and title

		one equal to 20 credits		BAPM7024
1	2	Elective Group 2 (DISS7035/CRPO7008)	40	Dissertation DISS7035
1	2	Elective Group 2 (DISS7024/CRPO7008)	40	Consultancy Project CPRO7008

Elective (option) modules will be run subject to demand and viability. Elective modules may not be offered every semester.

PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment[7]

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalised. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

FHEQ level: 7					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
Knowledge / Understanding:	Primary: Lectures and tutorials;	A1	K1.0	Knowledge and understanding is	Markets and Marketing

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[7] For programmes containing more than one FHEQ level of study, i.e. a bachelor programme with levels 4, 5 & 6, a separate map must be provided for each level. The table should be copied and pasted to enable this.

		A2	K1.1	assessed via a combination of formative and summative assessment.	(MARM7089);
This Master's level programme is guided by the expectations set out by Quality Assurance Agency QAA Level 7 Descriptor, South East Education Consortium (SEEC) credit Level 7 Descriptors and the QAA Masters degree subject benchmark in business and management (Type 3: MBA or similar type degrees post-experience). By the end of this programme, students will be able to demonstrate for a threshold pass: A critical awareness of the underlying dichotomies of the mobilisation and management of all tangible and intangible resources necessary for the achievement of business goals. Critique the dynamics of organisations and their interaction with regulatory frameworks, wider stakeholders, and constituencies. Creatively and systematically deconstruct strategies applied by	problem-based learning; work-related learning; guided independent study. Secondary/Supplementary: Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media platforms.		K1.2 K1.3 K1.4		Leadership and Organisational Transformation (LOTR7091); 21st Century Globalisation (CEGL7082); Human Factor (HUFA7078); Accounting and Financial Management (AFMA7074); Emerging Business and Technologies (EBTE7075) Dissertation or Consultancy Project (DISS7035/ CPRO7008)

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business managers, in order to achieve growth and reach a desired future state. Critically evaluate the emerging business themes that are impacting the learner's sector and create and apply innovative strategies for implementing solutions. Advance knowledge and practice to underpin insight of business operations, by combining governance and ethics with ongoing professional practice.					

An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:

Application of knowledge and understanding are embedded within modules on this programme through the range of assessment strategies used. These strategies will encourage focus and reflection on the learning processes. In addition to this, the strengths-based learning masterclasses will help students in understanding how they can use their strengths to drive improvements in their learning.

Cognitive and Intellectual Skills: This Master's level programme is guided by the expectations set out by Quality Assurance Agency QAA Level 7 Descriptor, South East Education	Primary: Lectures and tutorials; problem-based learning; work-related learning; guided independent study. Secondary/Supplementa	A2	C2.0 C2.1 C2.2 C2.3	Cognitive and intellectual skills are assessed via a combination of formative and summative assessment.	Markets and Marketing (MARM7089); Leadership and Organisational Transformation (LOTR7091);

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		A3	C2.4		21st Century Globalisation (CEGL7082);
Consortium (SEEC) credit Level 7 Descriptors and the QAA Masters degree subject benchmark in business and management (Type 3: MBA or similar type degrees post-experience).	ry: Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media platforms.				Human Factor (HUFA7078);
By the end of this programme, students will be able to demonstrate for a threshold pass:					Accounting and Financial Management (AFMA7074);
Critically evaluate and interpret complex issues systematically and be able to communicate them effectively.					Emerging Business and Technologies (EBTE7075)
Creatively, pro-actively and systematically source and apply research to inform management decision making in different organisational contexts.					Dissertation or Consultancy Project (DISS7035/ CPRO7008)
Provide evidence of advanced critical thinking in evaluating and reflecting on established theories and the broader areas in professional practice, through strengths based and autonomous learning.					
Take responsibility for demonstrating self-direction in contributing to					

professional knowledge and practice. Scrutinise and critically evaluate business processes and create ideas required to improve business performance.					

An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:

A focus on various learning techniques, including the use of case studies as well as practical workshops to develop students' cognitive and intellectual skills. In addition to this, the strengths-based learning masterclasses will help students in understanding how they can use their strengths to drive improvements in their learning.

| **Key Transferable Skills:**

This Master's level programme is guided by the expectations set out by Quality Assurance Agency QAA Level 7 Descriptor, South East Education Consortium (SEEC) credit Level 7 Descriptors and the QAA Masters degree subject benchmark in business and management (Type 3: MBA or similar type degrees post-experience).

By the end of this programme, students will be able to demonstrate for a threshold pass: | Primary:
Lectures and tutorials; problem-based learning; work-related learning; guided independent study.

Secondary/Supplementary:
Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media platforms. | A3 | T3.0

T3.1

T3.2 | Key Transferable Skills are assessed via a combination of formative and summative assessment. | Markets and Marketing (MARM7089);

Leadership and Organisational Transformation (LOTR7091);

21st Century Globalisation (CEGL7082);

Human Factor (HUFA7078);

Accounting and Financial Management |

Transfer and apply skills in in operational and complex work contexts, to formulate new strategic approaches to the enhancement of business performance. Implement specialised problem-solving skills required in research and innovation, Demonstrate an ability to transfer relevant knowledge and skills into the resolution of work-related problem scenarios. Construct and manage pluralist professional identities with a view to maximising personal efficiency and effectiveness within the workplace.				(AFMA7074); Emerging Business and Technologies (EBTE7075) Dissertation or Consultancy Project (DISS7035/ CPRO7008)

An explanation for embedding Key Transferable Skills through teaching and learning and Assessment at this level of the programme:

A focus on transferable skills throughout the module, evident through the utilisation of a range of assessments, along with a focus on academic and professional skills. In addition to this, the strengths-based learning masterclasses will help students in understanding how

they can use their strengths to drive improvements in their learning.

Employment Related Skills:	Primary:			E4.0	Employment related skills are assessed via a combination of formative and summative assessment.	Markets and Marketing (MARM7089);
This Master's level programme is guided by the expectations set out by Quality Assurance Agency QAA Level 7 Descriptor, South East Education Consortium (SEEC) credit Level 7 Descriptors and the QAA Masters degree subject benchmark in business and management (Type 3: MBA or similar type degrees post-experience). By the end of this programme, students will be able to demonstrate for a threshold pass: Assess and align personal, professional and corporate ethics when considering the implications of conflict between them, in meeting business goals. Critically evaluate the use of established and new techniques, along with research and analysis, to propose ways of enhancing business performance.	Lectures and tutorials; problem-based learning; work-related learning; guided independent study. Secondary/Supplementary: Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media platforms.	A1 A2 A3 A4 A5		E4.1 E4.2 E4.3		Leadership and Organisational Transformation (LOTR7091); 21st Century Globalisation (CEGL7082); Human Factor (HUFA7078); Accounting and Financial Management (AFMA7074); Emerging Business and Technologies (EBTE7075) Dissertation or Consultancy Project (DISS7035/ CPRO7008)

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Create a professional development plan by combining professional enterprise and academic learning.

Demonstrate effective approaches to addressing global, as well as local challenges faced by organisations. | | | | | |

An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:

This level features the development of academic and professional skills, where students will attend seminars and workshops delivered by guest speakers and visiting lecturers. Modules will provide the relevant, intellectual content designed to enhance students' employability skills and progression in their future careers. In addition to this, the strengths-based learning masterclasses will help students in understanding how they can use their strengths to drive improvements in their learning.

| **Practical Skills:**

This Master's level programme is guided by the expectations set out by Quality Assurance Agency QAA Level 7 Descriptor, South East Education Consortium (SEEC) credit Level 7 Descriptors and the QAA Masters degree subject benchmark in business and management (Type 3: MBA or similar type degrees post-experience). | Primary:
Lectures and tutorials; problem-based learning; work-related learning; guided independent study.

Secondary/Supplementary:
Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and | A1

A2

A3

A4 | P5.0

P5.1

P5.2 | Practical skills are assessed via a combination of formative and summative assessment. | Markets and Marketing (MARM7089);

Leadership and Organisational Transformation (LOTR7091);

21st Century Globalisation (CEGL7082);

Human Factor |

By the end of this programme, students will be able to demonstrate for a threshold pass: Act autonomously in achieving business and professional goals. Work collaboratively in planning and implementing projects at professional levels. Take responsibility for continuing to develop and advance both self and team's knowledge and skills. . .	the use of social media platforms.	A5			(HUFA7078); Accounting and Financial Management (AFMA7074); Emerging Business and Technologies (EBTE7075) Dissertation or Consultancy Project (DISS7035/ CPRO7008)

An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:

Development of practical skills through a range of assessment such as presentations and group work will be utilised, along with wider study within the Level 7 modules. In addition to this, the strengths-based learning masterclasses will help students in understanding how they can use their strengths to drive improvements in their learning.

PS14. Work Based/Related Learning

WBL is an essential element of Master Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

Executive MBA					
WBL/WRL Activity:	**Logistics**	**Prog Aim**	**Prog Intended LO**	**Range of Assessments**	**Related <u>Core</u> Module(s)**
Application of strengths-based learning Simulation Work-based and work-related learning Guest speaker sessions; Pro-bono engagement with the Formation Zone	Some activities will take place on campus while others may take place at other locations. Activities outside of GSM London's sites will be appropriately planned to ensure that students have the opportunity to attend and that all appropriate safety recommendations are fully adhered to.	A1 A2 A3 A4 A5	K1.0; K1.1; K1.2; K1.3; K1.4 C2.0; C2.1; C2.2; C2.3; C2.4 T3.0; T3.1; T3.2 E4.0;E4.1;E4.2 P5.0; P5.1; P5.2	Design and Implementation of projects; evaluation; practice-based assignments; portfolio development; work-related negotiated study; reflective analysis; reports and essays, presentations and seminar; simulation.	Markets and Marketing (MARM7089); Leadership and Organisational Transformation (LOTR7091); 21st Century Globalisation (CEGL7082); Human Factor (HUFA7078); Accounting and Financial Management (AFMA7074); Emerging Business and Technologies (EBTE7075) Dissertation or Consultancy Project (DISS7035/ CPRO7008)
An exposition to explain this map: At this level, students will be involved in a number of activities through the delivery of the modules aimed at providing a work context. These will be delivered through any combination of simulations, presentations, employer site visits, and varying assessment tools.					

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Appendix I: Programme Map - Default Route

The Programme Map groups modules into three stages to show the recommended running order or 'default route' of the MBA. In the event that a student exits the programme prior to completing the full MBA, any combination of modules equal to 60 credits can be undertaken to achieve a Postgraduate Certificate and any combination of modules equal to 120 credits can be undertaken to achieve a Postgraduate Diploma.

The default electives at Stage 3 are: Group 1 Enterprise Creation and Group 2 Dissertation.

Learners will be encouraged to make an elective choice during stage two of the programme. This process will be supported by showcasing all available elective modules at an 'electives fair', as well as ensuring that the choice being made is an informed one. Should a learner be unable to make an elective choice prior to a stated deadline, the default electives identified above would be automatically applied to a learner's programme.

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Strengths Consultation	Stage 1	Stage 2	Stage 3	
	Core Modules		**Electives Group 1:** *Any 1 equal to 20 credits*	**Electives Group 2**
	Markets and Marketing (20 credits) Core	Human Factor (20 credits) Core	Enterprise Creation (20 credits) Elective	Dissertation (40 credits) Elective
	Leadership and Organisational Transformation (20 credits) Core	Accounting and Financial Management Core (20 credits)	Environmental, Social, and Governance Issues (20 credits) Elective	
	21st Century Globalisation (20 credits) Core	Emerging Business and Technologies Core (20 credits)	Business Analysis and Project Management (20 credits) Elective	Consultancy Project (40 credits) Elective
	STRENGTHS-BASED LEARNING & RESEARCH SKILLS WORKSHOPS – Non-credit bearing			

The non-credit bearing research skills workshops will support the dissertation / Consultancy Project modules.

Stage 1: cover the fundamentals of research. This will enable them to develop researching skills needed for all other modules.

Stage 2: prepare proposal, receive feedback on proposal. **Stage 3:** supervision and submission of dissertation / consultancy project.

Appendix II: Summary of Programme Assessments (Including Indicative Content)

Module	Credits	Coursework	Practical
Markets and Marketing	20	100% *Indicative Content*: 80% Individual Written Report (2,800 words) 20% Recorded presentation (20 minutes)	
Leadership and Organisational Transformation	20	100% *Indicative Content*: 30% Written Assignment 1,200 words 70% Report 2,800 words	
21st Century Globalisation	20	100% *Indicative Content*: 70% Written assessment (2,800 words) 30% Recorded oral assessment or presentation (20 minutes)	
Human Factor	20	100% *Indicative Content*: 70% Written Assignment (2,800 words) 30% Report (1,200 words)	
Accounting and Financial Management	20	100% *Indicative Content*: 70% Portfolio (2,800 words) 30% Essay (1,200 words)	
Emerging Business and Technologies	20	100% *Indicative Content*: 70% Recorded oral assessment or presentation (20 minutes) 30% Report (1,200 words)	
Enterprise Creation	20	100% *Indicative Content*: 70% Portfolio (2,800 words) 30% Recorded oral assessment or presentation (20 minutes)	
Environmental, Social, and Governance Issues	20	100% *Indicative Content*: 70% Report (2,800 words) 30% Written assessment (1,200 words)	
Business Analysis and Project Management	20	70% *Indicative Content*: Group Report (2,800 words)	30% *Indicative Content*: Group Presentation (20 minutes)
Consultancy Project	40	100% *Indicative Content*: 90% Project output (7,200 words) 10% Reflection (800 words)	
Dissertation	40	100% *Indicative Content*: 90% Dissertation 10% Reflection (8,000 words)	

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Appendix III: Matching of modules to the SEEC Level 7 Descriptor

MODULES / SEEC DESCRIPTORS	A	B	C	D	E	F	G	H	I	J	K	L	M
Markets and Marketing	X	X	X	X	X		X	X			X		X
Leadership and Organisational Transformation	X	X	X	X	X	X	X	X		X	X		X
21st Century Globalisation	X	X	X	X	X	X	X	X	X	X	X		X
Human Factor	X	X	X	X	X		X	X	X	X	X	X	X
Accounting and Financial Management	X	X	X	X	X		X	X			X	X	X
Emerging Business and Technologies	X	X	X	X	X	X	X	X	X	X	X		X
Enterprise Creation	X	X	X	X	X	X	X	X	X	X	X		X
Environmental, Social and Governance Issues	X	X	X	X	X		X	X			X		X
Business Analysis and Project Management	X	X	X	X	X	X	X	X		X			X
Dissertation	X	X	X	X	X	X	X	X	X	X	X	X	X
Consultancy Project	X	X	X	X	X	X	X	X	X	X	X	X	X

Setting	Knowledge and Understanding	Cognitive skills	Performance and practice	Personal and enabling skills
A. Operational context	C. Knowledge and understanding	D. Conceptualisation and critical thinking	H. Adaptation to context	L. Personal evaluation and development
B. Autonomy and responsibility for actions		E. Problem solving, research & enquiry	I. Performance	M. Interpersonal and communication skills
		F. Synthesis and creativity	J. Team and organisational working	
		G. Analysis and evaluation	K. Ethical awareness & application	