PARTNERSHIP WITH PLYMOUTH UNIVERSITY

PROGRAMME SPECIFICATION

Programme Title: Master of Business Administration (Digital Innovation)

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:	Master of Business Administration (Digital Innovation)
Intermediate Award:	N/A
Programme Title:	Master of Business Administration (Digital Innovation)
UCAS Code:	N/A
JACS Code:	N/A
Benchmarks:	QAA Framework for Higher Education Qualifications in England, Wales (2014) 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

PS2. Brief Description of the Programme

The Master of Business Administration (Digital Innovation) programme at GSM London distinctively empowers non-technical professionals for a career in general business management and leadership, while delivering an additional focus on the impact of digitally innovative business practice. This combination of traditional MBA curriculum, plus an additional digital and innovation focus, enables graduates to operate in both generalist and specialist management and leadership roles.

Every business is now a digitally mediated business, with innovations such as consumerisation, mobile, big data and social cutting across sector and functional boundaries, such as how Uber is disrupting workforce patterns to drive a "gig" economy, Netflix innovated media consumption models and "Big Data" analytics is innovating practice in areas such as finance, medicine and ethics. This does not mean learners need to understand how digital works, but rather leverage its potential to enhance their own careers and the outcomes for their organisations.

Digital innovation is about transforming the entire organisation; creating new business models, products and services; generating new revenue streams; and creating a unique customer experience. An estimated 50,000 innovation leaders are required per year up to 2025 to meet this challenge. Given innovation's cross-functional and fast-moving nature, these roles are still being defined. However, innovation leaders currently work in roles as diverse as Management Consultancy, Chief Marketing Officer, Customer Experience Manager and Chief Executive Officer. The Digital Innovation pathway therefore offers graduates an exciting opportunity to develop within existing MBA-level roles and additionally leverage emerging opportunities.

The MBA continues to be one of the most sought after educational credential across the globe, with Europe benefiting from an increase in applications (GMAC, 2016). The programme design has been informed by a combination of feedback from employers, alumni, academics, and GSM London's 20 year history of delivering a successful and engaging MBA programme.

The programme is tailored for adult learners (andragogy) who are highly motivated and driven by a quest for knowledge and self-development. It is 'problem', not 'content', centered and aims to encourage professionals to reflect upon and gain an understanding of 'what matters in practice' and what values shape decision making, leading to the formation and consolidation of a 'professional identity'. It embraces the principles of strengths-based learning, whilst focusing on underlying business and management issues and the appropriate frameworks for their solutions.

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.

PS5. Programme Aims

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

A1. Develop multi-disciplinary knowledge and a critical understanding of current and emerging issues in business and management within digitally driven business and the wider business environment, whilst appreciating the inter-connectedness of the different disciplines.

A2. Convert knowledge of strategic, holistic, ethical and integrated perspectives of organisations and management into practice for solutions to business problems in the context of digitally innovative business practice.

A3. Enhance management and leadership capabilities for working in as well as leading teams in complex and unpredictable business environments, within wider business contexts in general, and digitally mediated business environments in particular.

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

A4. Develop a globally pertinent transferable skill set that connects learning to practice and supports the development of an evolving professional identity and strengths-based competences within diverse and multi-cultural work environments.

PS6. Programme Intended Learning Outcomes (ILO)

The programme learning outcomes broadly reflect MBA attributes such as commitment and focus, communication, logical analysis, decision-making, creativity, entrepreneurship, ethics, leadership and team orientation. 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:

Knowledge and understanding

K1.0 Critically evaluate the significance of mobilisation and management of human resources as well as other tangible and intangible resources, necessary for the achievement of business goals, particularly those pertinent to digitally innovative practice.

K1.1 Critique of the dynamics of organisations, and their interactions with regulatory frameworks and wider society.

K1.2 Scrutinise the strategies, particularly digital strategies, used by business managers in order to achieve growth, and reach a desired future state.

K1.3 Critically evaluate the emerging themes reshaping wider business practices, and in digitally disrupted environments in particular, and create innovative strategies for implementing solutions.

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

Cognitive and Intellectual skills

C2.0 Interpret complex issues systematically, make sound judgements even in the absence of complete data, and be able to communicate these effectively.

C2.1 Pro-actively source and apply research to inform management decisions in different organisational contexts, and particularly as they relate to digital contexts.

C2.2 Provide evidence of advanced critical thinking and reflect upon professional practice and development through strengths-based learning.

C2.3 Critically reflect and augment the formation and enhancement of 'professional identities' necessary for career enhancement within wider business contexts in general, and digitally mediated contexts in particular.

C2.4 Deconstruct and reconstruct business processes and create ideas required to improve business performance.

C2.5 Take responsibility for contributing to professional knowledge and practice and for its strategic application within digitally mediated business environments.

Transferable skills

T3.0 Transfer study into complex work contexts that requires a new strategic approach in the enhancement of business performance.

T3.1 Acquire specialised problem-solving skills required in research and innovation, in order to create new knowledge and procedures.

T3.2 Be adaptable, show originality, insight, and critical and reflective abilities, which can all be brought to bear upon problem situations.

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

Employment

E4.0 Debate and reflect upon ethical considerations and values relevant to business activity, including the implications of digital within business decisions and general practices.

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

E4.2 Create professional development plan by combining professional enterprise and academic learning.

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

Practical

P5.0   Be self-directed and able to act autonomously in achieving business and professional goals.

P5.1   Work collaboratively in planning and implementing projects at professional levels, particularly within digitally mediated business environments.

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:

- MBA (Digital Innovation) empowers future managers and leaders first and foremost across general business contexts, and supplements this with an additional specialist focus on digitally innovative business practice. Graduates are therefore empowered to undertake traditional MBA level roles, as well as giving themselves the distinctive edge of a specialism in digitally innovative business practice - an area of increasing relevance for modern enterprise.

- MBA (Digital Innovation) is distinctive in that it empowers learners to enhance their leadership and managerial practice within digitally mediated business contexts, without needing a specialist technical background. This non-technical managerial perspective is in contrast to other more technical or digital sector specific postgraduate offerings, and provides an entry point for non-technologists who may go on to manage in digital contexts.

- An estimated 50,000 innovation leaders are required per year up to 2025. Given the cross-functional and fast-moving nature of innovation, these roles are still being defined. The Digital Innovation pathway therefore offers graduates an exciting opportunity to develop within existing MBA-level roles and to leverage new role opportunities as they emerge.

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

- GSM London is currently the only London-based provider of a Masters of Business Administration (Digital Innovation).

- GSM London's London base gives learners proximity to world class innovation ecosystems such as "Here East", Europe's largest innovation centre in East London, and "Silicon Roundabout", London's TechCity cluster.

- Flexible delivery modes such as week-end study allow for optimum use of time.

- The GMAC *'Alumni perspectives survey report'* (2017) concludes that nearly two-thirds of MBA Alumni start their own business. GSM London's Formation Zone operates a business counselling service, runs regular events germane to business initiation and growth, and offers a business incubation facility to provide intensive help to new enterprises. The availability of this facility on campus, and the networking opportunities offered through GSM London's membership of Enterprise Educators UK, would be particularly appropriate for MBA level learners interested in opening, or innovating an existing, business.

- Multi-disciplinary programmes encompassing essential disciplines such as Human Factor, Markets and Marketing, Business Analysis and Project Management, and Digital Governance, that inform effective leadership and management of organisations.

- Internationally renowned faculty drawn from a wide range of academic backgrounds with experience of teaching in UK and international universities; most of whom are active within the wider business environment, undertaking research and/or providing commercial expertise to both national and international organisations.

- Diverse student and alumni base, typically from the EU, UK, Middle East and Africa, employed within an eclectic mix of profit and non-profit organisations. This cultural and occupational diversity results in excellent networking opportunities, and the development of global citizenship and professional identities.

- Strength-based approach to learning enables learners to identify what they already excel at and use these as building blocks for further success. The underlying principle is that by focussing on strengths and heightening awareness of natural behavioural tendencies, learners begin to accelerate their leadership potential – a key goal of this MBA programme. The strength – based approach also aids in the development and consolidation of effective professional identities and personal development.

- GSM London's weekend postgraduate programmes are assessed through 100% work based management assignments. This allows for the immediate application of theory to practice, recognises existing capital of the andragogic

(adult) learner, and encourages students to actively participate in a range of functional areas outside of their traditional departmental responsibilities.

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

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 MBA (Digital Innovation) 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.

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 three years' work experience.
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. 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.
	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. University of Plymouth 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. Focus on developing networks of academics and industry specialists in the Islamic Finance area.

Graduates: Engagement through the Alumni community in particular with Executive MBA alumni based in the Middle East.

Academic communities: Engagement through academic partnerships, collaborative research, student engagement team and GSM Formation Zone.

Guest Lecturers: Engagement through highly specialised areas of expertise and disciplines. Engagement in GSM Finance Society events and activities and GSM Careers in Finance week.

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 MBA (Digital Innovation) = 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	Management and Business Research MBRE7090
1	1	Core	20	Enterprise Systems Architecture ESAR7077
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	21st Century Globalisation CEGL7082
1	2	Elective Group 1 Any one equal to 20 credits	20	Digital Governance DIGO7083
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 (DISS7035/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	MBA	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.

	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.	A2	K1.0 K1.1 K1.2 K1.3 K1.4	assessed via a combination of formative and summative assessment.	(MARM7089); Management and Business Research (MBRE7090); Enterprise Systems Architecture (ESAR7077); Human Factor (HUFA7078); Accounting and Financial Management (AFMA7074); Emerging Business and Technologies (EBTE7075) Dissertation or Consultancy Project (DISS7035/ CPRO7008)
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 the students will be able to demonstrate for a threshold pass: Critically evaluate the significance of mobilisation and management of human resources as well as other tangible and intangible resources, necessary for the achievement of business goals, including those pertinent to digitally innovative practice. Critique of the dynamics of organisations, and their interactions with regulatory frameworks and wider society.					

Scrutinise the strategies, including digital strategies, used by business managers in order to achieve growth, and reach a desired future state.					
Critically evaluate the emerging themes reshaping wider business practices, and in digitally disrupted environments in particular, and create innovative strategies for implementing solutions.					
Advance knowledge and practice to underpin insight of business operations, by combining governance and complexities of business 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 is embedded within the 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:	Primary:		MBA	Cognitive and intellectual 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	Lectures and tutorials; problem-based learning; work-related learning; guided independent study.		C2.0 C2.1		Management and Business Research (MBRE7090);
	Secondary/Supplementary: Electronic and computer-	A2	C2.2		Enterprise Systems

Masters degree subject benchmark in business and management (Type 3: MBA or similar type degrees post-experience).	based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media platforms.	A3	C2.3 C2.4 C2.5		Architecture (ESAR7077); Human Factor (HUFA7078); Accounting and Financial Management (AFMA7074); Emerging Business and Technologies (EBTE7075) Dissertation or Consultancy Project (DISS7035/ CPRO7008)
By the end of this programme the students will be able to demonstrate for a threshold pass: Interpret complex issues systematically, make sound judgements even in the absence of complete data, and be able to communicate these effectively. Pro-actively source and apply research to inform management decisions in different organisational contexts. Articulate advanced critical thinking and reflect upon professional practice and development through strengths-based and autonomous learning. Critically reflect and augment the formation and enhancement of 'professional identities'					

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Date of approval or most recent subsequent amendment:
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necessary for career enhancement within wider business contexts in general, and digitally mediated contexts in particular. Deconstruct and reconstruct 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 the students will be able to demonstrate for a threshold	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	MBA T3.0 T3.1 T3.2 T3.3	Key Transferable Skills are assessed via a combination of formative and summative assessment.	Markets and Marketing (MARM7089); Management and Business Research (MBRE7090); Enterprise Systems Architecture (ESAR7077); Human Factor (HUFA7078); Accounting and Financial Management

pass:					(AFMA7074);
					Emerging Business and Technologies (EBTE7075)
Transfer study into complex work contexts that requires a new strategic approach in the enhancement of business performance.					Dissertation or Consultancy Project (DISS7035/ CPRO7008)
Acquire specialised problem-solving skills required in research and innovation, in order to create new knowledge and procedures.					
Be adaptable, show originality, insight, and critical and reflective abilities, which can all be brought to bear upon problem situations.					
Construct and manage pluralist professional identities with a view to maximising personal efficiency and effectiveness within the workplace.					

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: 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 the students will be able to demonstrate for a threshold pass: Debate and reflect upon ethical considerations and values relevant to business activity, including the implications of digital within business decisions and general practices. Critically evaluate the use of established and new techniques, along with research and	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.	A1 A2 A3 A4 A5	MBA E4.0 E4.1 E4.2 E4.3	Employment related skills are assessed via a combination of formative and summative assessment.	Markets and Marketing (MARM7089); Management and Business Research (MBRE7090); Enterprise Systems Architecture (ESAR7077); Human Factor (HUFA7078); Accounting and Financial Management (AFMA7074); Emerging Business and Technologies (EBTE7075) Dissertation or Consultancy Project (DISS7035/ CPRO7008)

analysis, to propose ways of enhancing and innovating business performance. Create 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, in addition to other modules which provide relevant intellectual content designed to enhance students' employability skills and progression in their future career. 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 | 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 | A1

A2

A3 | MBA

P5.0

P5.1

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

Management and Business Research (MBRE7090);

Enterprise Systems Architecture (ESAR7077); |

similar type degrees post-experience).	and video lectures, and the use of social media platforms.	A4 A5			Human Factor (HUFA7078); Accounting and Financial Management (AFMA7074); Emerging Business and Technologies (EBTE7075) Dissertation or Consultancy Project (DISS7035/ CPRO7008)
By the end of this programme the students will be able to demonstrate for a threshold pass: Be self-directed and able to 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					

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

Development of practical skills through the range of assessment will be utilised such as presentations and group work, 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:

MBA (Digital Innovation)					
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	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, C2.5 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); Management and Business Research (MBRE7090); Enterprise Systems Architecture (ESAR7077); 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 work context. This will be delivered through any combination of simulations, presentations, employer site visits, and varying assessment tools.

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 Digital Governance and Group 2: Consultancy Project .

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.

MASTER OF BUSINESS ADMINISTRATION (DIGITAL INNOVATION)

Strengths Consultation	Stage 1	Stage 2	Stage 3	
	Core Modules		**Electives Group 1:** *Any one equal to 20 credits*	**Electives Group 2**
	Markets and Marketing (20 credits) Core	Human Factor (20 credits) Core	Digital Governance (20 credits) Elective	Dissertation (40 credits) Elective
	Management and Business Research (20 credits) Core	Accounting and Financial Management Core (20 credits)	21st Century Globalisation (20 credits) Elective	
	Enterprise Systems Architecture (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 – Non-credit bearing			

Strengths-based philosophy holds the core belief that all individuals have strengths and resources. The underlying principles of Strengths-Based learning are to identify and invest in further development of key strengths. Learners will complete the GALLUP strength finder questionnaire and be encouraged to further develop their top five strengths in their daily interactions within the work and non-work contexts.

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)	
Management and Business Research	20	100% *Indicative Content*: 70% Report (2,800 words) 30% Written assessment (1,200 words)	
Enterprise Systems Architecture	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)	
21st Century Globalisation	20	100% *Indicative Content*: 70% Written assessment (2,800 words) 30% Recorded oral assessment or presentation (20 minutes)	
Digital Governance	20	100% *Indicative Content*: 70% Written assessment (2,800 words) 30% Recorded oral assessment or presentation (20 minutes)	
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)	

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
Management and Business Research	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 Systems Architecture	X	X	X	X	X		X	X		X	X		X
Digital Governance	X	X	X	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	