

## 1. MBA (Part Time Study Mode)

Programme information for the Anglia Ruskin University MBA programme of study. This programme is delivered in a Part Time Study Mode.

### a) The selection criteria for the MBA part time programme of study:-

Applicants are required to satisfy the following entry requirements:

- EITHER to hold a degree from a UK university, normally at a minimum of lower second class honours
- OR to hold an academic or professional qualification which is equivalent in breadth and depth to a UK honours degree This may include a degree from a non-UK university
- (for applicants whose first language is not English) to demonstrate certified proficiency in the English language of at least IELTS 6.5 or its equivalent), unless they can provide satisfactory evidence that they have been taught and examined through the medium of English

And-

- Applicants who have been taught and assessed in a language other than English should have an English Language equivalent to IELTS 6.5; exceptionally, those with an English language level of 6.0 may be admitted, on the condition that they will study English through a formal and compulsory pre-sessional English Language Programme so that they achieve a level of 6.5 prior to completing the course;
- Students who enter the course with an IELTS score which is under 6.0 will therefore be required to undertake a pre-sessional English Language programme. The requirements for undertaking a pre-sessional English Language programme will form part of the entry conditions specified to individual students depending upon their standard of English language;
- Pre-sessional English Language programmes are delivered in specified formats. Full pre-sessional programmes are of one semester duration with shorter induction programmes where appropriate and specified at the time of acceptance to the course.
- to normally have had at least two years of relevant, post-graduation (or post-qualifying for an applicant holding a professional qualification) work experience on which their MBA learning can build.

All applicants must normally therefore:

- possess an Honours degree or equivalent, i.e. professional qualification, from a recognised British or overseas institution;
- have a minimum level of appropriate management or business or related employment field or related area/discipline/subject experience;
- essential criteria for the admission to the LSC MBA are the applicant's ability to complete the course satisfactorily and benefit from it;
- Applicants who do not fully satisfy the general criteria may be admitted if they are able to demonstrate that they are capable of successfully undertaking and completing the course at the required standard, and are able to contribute fully to, and benefit from, the learning experiences delivered within the course.

Admission criteria and the entry qualifications for the MBA course may include having:-

- (i) A Non-Honours Bachelors Degree in a business related or cognate subject from a UK university and relevant evidenced experience (normally two years);
- (ii) An Honours Degree from a UK University in a non-business related or cognate subject where the applicant has evidenced relevant experience (normally two years);
- (iii) An equivalent certificated degree from a non-UK institution to those specified in (i) and (ii) above
- (iv) Non-degree qualifications such as the Higher National Diploma in Business related subjects (e.g. EdExel), or equivalent overseas qualifications, where the applicant has relevant employment experience.(normally a minimum of three years);
- (v) Qualifications equivalent to those specified in (iv) above in non-business subjects where the applicant has at least four years of relevant experience;
- (vi) Qualifications from relevant Professional Bodies, which are at a level below UK Honours Degree and relevant professional experience,(normally a minimum of three years);
- (vii) In exceptional circumstances applications may also be considered from mature applicants who are able to demonstrate and provide significant evidence of relevant professional and/or academic experience;
- (viii) Applicants who were taught and assessed in languages other than English should have an English language equivalent to IELTS 6.5.

#### *Mature Candidates*

Mature candidates with significant management or related employment field experience may be admitted to the programme without degree or degree equivalent qualifications if they can demonstrate their potential to meet the learning requirements of the course.

Eligibility will be determined by means of an interview with the admissions tutor and subject to confirmation with the MBA Director of Studies and final confirmation with the university. All students must provide written references for their work experience. (Applicants may also be formally considered for admission to the programme using the appropriate APEL, APCL, APA, APL procedures at each Programme Stages).

#### *Non-standard entry*

Applicants who do **not** hold an academic or professional qualification but who can demonstrate appropriate, relevant work experience in a post of management or professional responsibility over an appropriate period of time may be admitted if, in the opinion of the Admissions Tutor, they are capable of profiting from and contributing to the MBA course. Applicants in this category seeking admission to a partner institution in the UK or overseas must be referred to the LAIBS Admissions Tutor for consideration before an offer of a place is made.

Requests for admission with AP(E)L are considered via standard university procedures. Such requests from applicants seeking admission to a partner institution in the UK or overseas must be referred to the Admissions Tutor for consideration before an offer of a place is made.

#### *Diversity and Equality*

The LSC MBA programme of study fully embraces commitment to the active promotion of equality of opportunity and access to higher education.

LSC seeks to ensure that no student is disadvantaged or discriminated against on the grounds of:

- gender;
- age;
- marital or parental status;
- sexual orientation;
- racial group (race, colour, nationality, ethnicity or national origins);
- creed (religious, political or personal beliefs or principles);
- membership or non-membership of a trade union;
- their socio-economic background.

It also aims to ensure that disabled people and those with special needs do not suffer unfair discrimination, and that they are enabled to achieve their full potential as students.

#### **b) The intended Learning Outcomes for the MBA *full time* programme of study are:-**

##### *Knowledge, understanding and skills*

##### *(i) Knowledge and Understanding:*

*On successful completion of the programme students will be expected to be able to:*

- 1 Demonstrate a critical comprehension and evaluative understanding of the main issues, theories and methodologies that are central to business and business management in Organisations;
- 2 Demonstrate a critical awareness, comprehension, and analytic understanding of the main functional areas of business studies, business administration and business management processes within a variety of institutional and organisational contexts.
- 3 Evaluate the role of the professional business manager and the professional and ethical considerations associated with this role and its contexts
- 4 Critically analyse and evaluate organisational strategic management processes within the context of the prevailing internal and external environment
- 5 Demonstrate a critical, analytic and evaluative application of theory to the advancement of management practice and within the context of professional business practices
- 6 Demonstrate a critical awareness and utilisation of research and applied research and scholarship in the evolution of business studies and management practices

##### *(ii) Intellectual (thinking) practical, affective and transferable skills.*

*On successful completion of the programme will be expected to be able to:-*

- 1 Critically reason, synthesise judgements, and analyse complex business issues both systematically and innovatively
- 2 Reflect creatively and critically on their learning experience and make informed judgements on this experience
- 3 Analyse and critically evaluate primary and secondary information collected from research
- 4 Critically utilise, analyse and synthesise problem identification, problem solving and decision making skills, procedures and processes in resolving complex business issues
- 5 Evaluate and critically appraise business and organisational policies, practices, and activities and make informed judgements on these
- 6 Critically formulate, propose, and implement solutions and conclusions to complex business problems and do this in an effective and efficient manner
- 7 Act with reflection, critical insight, and in an independent manner in the planning and managing of their learning with limited guidance and in response to varied contexts, situations and environmental requirements

*(iii) Practical/Professional Skills*

*On successful completion of the programme will be expected to be able to:-*

1. Demonstrate an ability to conduct research into business studies and management issues, fields and environmental contexts either individually or as part of a team through researching and research design; data and evidence collection, evaluation and synthesis; critical analysis, synthesis of interpretation and formation of judgments, and the reporting of findings.
2. Demonstrate critical skills of numeracy, literacy, and qualitative and quantitative abilities in researching, collation, analysis, synthesis and evaluation of evidence
3. Utilise a variety of interpersonal and transferable skills including listening to alternative viewpoints and undertaking the evaluation of argument and intellectual positions;
4. Communicate effectively and efficiently while utilising appropriate means and media of communication
5. Articulate conclusions, make judgments, and form recommendations based on evidence and which are subject to a well-developed capacity for critical appraisal and which are based on imaginative, robust judgement, and firm foundations

*Transferable Skills*

- 1 Structure and communicate ideas both orally and in writing taking appropriate account of the nature of the audience and utilising effective means of communication
- 2 Effectively and efficiently manage their time and be able to work to deadlines
- 3 Be an autonomous learner and take responsibility for their learning , including being able to act independently in the use and application of resources for learning
- 4 Use creative and imaginative thinking in both problem solving and decision making activities
- 5 Effectively clarify and prioritise the addressing of individual and group tasks and lead or work within a group towards meeting the requirements of defined deadlines and outcome specifications
- 6 Practice and promote on-going personal development.

## Course Structure

Credits ECTS	Module Name
Students must take all of the following core modules	
10	Marketing Management
10	Financial Analysis Management and Entrepreneurship
10	Strategic Management
10	Managing Human Capital and Leadership
10	Research Methodologies
Students should take two of the following optional modules	
5	Corporate Finance
5	International Business
5	Strategic Marketing
5	Financial Markets and Investment Analysis
5	International Marketing Management
Students should take one of the following core modules:	
30	Dissertation (Major Project Module)
30	Integrated Case Study (Major Project Module)
30	Business Development Proposal (Major Project Module)

### c) The final level qualification

The Final qualification which is awarded upon successful completion of the programme of study is a *Master of Business Administration* (Awarded by Anglia Ruskin University). The student also receives a *Transcript of Performance* at the completion of the programme.

The Master of Business Administration qualification is delivered at UK Level 7 (Masters Level) award and requires the student to have been awarded 180 UK FHEQ Level 7 Learning Credits which are the equivalent of 90 ECTS/ECVET Learning Credits at EQF/MQF Masters Level.

*Intermediate awards and qualifications.*

Where a student leaves the programme having successfully completed 60 UK Level 7 Learning Credits (equivalent to 30 ECTS/ECVET Learning Credits at EQF/MQF Masters Level), at the end of the first study stage of the programme they may be awarded a Post Graduate Certificate (Business Administration) by the Anglia Ruskin University.

Where a student leaves the programme having successfully completed 120 UK Level 7 Learning Credits (equivalent to 60 ECTS/ECVET Learning Credits at EQF/MQF Masters Level), at the end of the second study stage of the programme they may be awarded a Post Graduate Diploma (Business Administration) by the Anglia Ruskin University.

**d) The teaching, learning and assessment procedures include:-**

Teaching and delivery of the curricular material will be through a blend of lectures, tutorials, seminars and other appropriate teaching modes and utilising a variety of learning and assessment methods, including; - the consideration of a variety of types and sources of case studies and evidence references; individual and/or team presentations; joint class discussions; tutorial-support surgeries; and other appropriate learning methods. A summary of approaches is indicated below.

Students are expected to undertake:-

- *Directed learning*: namely where tutors direct students to undertake study in their own time and specify the work to be undertaken; and increasingly take responsibility for:-
- Their self managed and *independent learning*: namely where students are expected to expand their knowledge and understanding by researching and studying the subject area using their initiative.

At Masters Level students are expected to take increasing responsibility for their individual learning and for their development of approaches to learning. These strategies are facilitated within the design of the programme and are designed to encourage the development of student confidence in their abilities while developing individual cognitive abilities, understanding of discipline and subject content, academic and professional knowledge, reflection on academic and applied aspects of the programme, application skills and an enquiring mind capable of devising and/or implementing creative solutions.

*Lectures*

At Masters Level lectures provide the overview framework within which learning can be coherently and effectively delivered within the programme. They are devised to enable students to contextualise their learning within the keynote concepts and subject exploration appropriate for the programme. Lectures also enable a congruent and consistent body of knowledge to be taught to student cohorts where career backgrounds and professional experience may vary according to individual experience. Lectures provide a background to directed learning but also provide a means for engendering critical thinking and the consideration of evaluative and analytic approaches to topics and subject areas

*Seminars*

Seminars at Masters Level are designed to enable students to develop their critical perspectives on a topic or subject within the programme. They require students to conceive and provide critical papers exploring subject areas or topics related to themes explored in the programme modules. Seminars explore theoretical or practical concepts as well as introducing problem solving and creative thinking within the programme. Seminars are used to provide students with valuable experience in the presentation of argument and discussion at a professional standard as well as providing opportunities for formative, and where appropriate, summative feedback to individuals and to student groups on their academic performance and skills development.

### *Modular Subject Tutorials*

Masters Level tutorials provide opportunities for detailed discussion on academic matters with individual students or groups of students. In the latter case discussion may include consideration of group approaches to a problem, or assignment task, or similar area of academic support. Tutorials also provide opportunities for:-

- Detailed discussion on material covered in lectures/seminars/case studies through an enquiry-driven problem solving approach.
- Providing academic support and guidance related to the development of the student(s) within the programme

### *Case Studies*

Case studies drawn from a variety of “real world” references are designed as a part of the programme teaching and learning strategy. They are used in a range of modules and form a part of an effectively varied assessment strategy. Fictional, real, or simulated case studies are used to support the development of the students analytic, evaluative, and synthetic reasoning and the formation of robust judgments. Case studies may be retrospective, focussed on current problem areas, or prognostic in their developmental function

### *Learning Strategies*

Students are expected to take greater responsibility for their own learning as they progress through their programmes. The course structure and the proposed teaching strategies are designed to encourage this development. The student-centred approach will be encouraged through the use of specific teaching strategies; case studies; projects; practical exercises, supplemented by the use of appropriate support materials; videos; computer software; etc. Active engagement with the subject material is directly encouraged and is viewed as a means of enhancing learning. A variety of learning strategies are used in promoting this approach. Students are therefore directly encouraged to adopt a self-managed approach to their learning.

### *Assessment Strategy*

Assessment of knowledge, skills and competences is achieved using a range of formative and summative assessment which may include assignments; the analysis and critical use of evidence, which may be drawn from a variety of sources; critical reviews; practical and applied assessment; presentation papers; case study analysis and reports; business reports; project reports. Examinations are included in the assessment diet. Assessment philosophy utilises mechanisms that allow and encourage in each student a high degree of critical analysis, problem solving, decision-making and reflection.

The assessment of cognitive skills is incorporated within and is implicit and integral to the assessment strategy of the programme and modules.

Students are encouraged to use a wide range of evidential sources and information references as the basis for the production of work submitted for assessment. The use of individual skills of critique, analysis, evaluation and synthesis are a requirement of module assessment outcomes.

Lecturers are expected to utilise a balance of formative and summative assessment during the programme appropriate to their module. These can range from providing

feedback on discussion- workshops or presentations given in class, or exercises undertaken individually or in groups, to self marked practice mini assignments via a detailed marking scheme provided to students via the virtual learning environment (Student Portal) or other means as appropriate.

#### *Assessment Criteria Descriptors*

The programme is assessed using a framework of criteria referenced assessment descriptors which are used for all modules which make up the MBA Masters level programme.

Each mark band has a descriptor which outlines the rationale and criteria for the marks given within that specified range.

### **Curriculum Content/Module information**

#### **Core Modules**

##### **Marketing Management (10 ECTS)**

###### **Aims**

The module provides a detailed and critical introduction to the key concepts and theories applicable to and used in marketing and marketing management in contemporary contexts and aims to explore and provide a critical introduction to the principles underpinning, and knowledge which is related to the formulation and appraisal of marketing strategies and policies, including those related to the marketing of physical products and services.

The module is also based on the exploration and development of a detailed and critical oversight of marketing management including the role of analysis, planning, implementation, and control of marketing programs and how they are designed to create, build, and maintain mutually beneficial exchanges and relationships with target markets for the purpose of achieving organisational objectives. The module therefore discusses and examines, through a process of disciplined analysis, the needs, wants, perceptions and preferences of target, defined, and intermediary markets and contexts as the basis for effective product design, pricing, communication, and distribution. These ideas lead to the exploration of, and an understanding of the rationale for marketing decisions and the contexts in which marketing decisions may be formulated and determined. This includes a consideration of marketing contexts from a managerial and management perspective and discusses the ways in which marketing plans may be formulated. (The module includes consideration of analytic techniques and the development of marketing plans) in order to provide a framework of understanding for marketing decision-making which incorporates models of decision making. (e.g. logical positivism; entrepreneurship, strategic contexts, single focus decisions)

###### **Assessment**

The module assessment comprises an assignment, or assignments of a maximum of 5000 words in total.

## **Financial Analysis Management and Entrepreneurship (10 ECTS)**

### **Aims**

The module provides students with a comprehensive overview and understanding of the strategic management of finances and financial concepts within an organisation and of the relationship between management decisions related to financial matters and other conceptual values within financial planning areas as well as to business performance. As such the module is aimed at developing the critical understanding of the role of financial principles and their utilisation in an organisation at the strategic level and their impact at the level of decision making within organisations. Students are introduced to the financial focussed toolkit which supports their critical awareness and understanding of the management of financial responsibilities in a business.

The module explores, evaluates and differentiates between the three main types of decision and decision making facing finance managers, namely: - , investment decision making, financing decision making and dividend decisions. In evaluating these types of decisions and their rationale the ways in which financial analysis contributes to our understanding of financial decision making is explored and this is used to illustrate and evaluate how decision making issues and outcomes are interconnected and interrelated with key principles of finance namely the time value of money; the risk-return trade-off; cash flows as a source of value and market prices and their reflection and relationship to information.

The module also discusses and considers the relationship of strategic financial principles and decision making to the regulatory framework of accounting, the analysis of financial statements, and investment analysis and ethics in accounting. This module is therefore aimed at enabling students to understand the financial decision-making process and to interpret the impact financial decisions will have on value creation in an organisation or business context.

### **Assessment**

Module assessment comprises a 4000 words assignment paper and a 2 hour examination (Equivalent of 5000 words overall)

## **Strategic Management (10 ECTS)**

### **Aims**

The module explores and provides students with a detailed critical framework for understanding the concepts, techniques, role, and functions of strategic management, strategic decision making and the formulation and application of strategy within contemporary business organisations, cultures and contexts.

Discussion is aimed at enhancing and supporting the critical understanding of how, in the formulation of corporate strategy for an organisation, differing discipline and functional areas of business (e.g. accounting, finance, human resources, information systems, marketing, operations management, cultural ownership, value and supply chains, and contexts etc.) are required to be considered as part of an integrative approach towards the formulation of strategy, decision making, and the application of strategy.

The role of change management within an organisation and its function within organisations as a driver of competitive advantage and organisational maturation and development is explored as a part of the development, formulation and articulation of strategy.

Examine the contribution which business organisations and contextual circumstances make to strategic development and their inter-relationship, and discusses the relationship and significance to customer service; the supply chain; provision of goods and services; total systems approaches; value chains and value concepts;

client and customer perceptions; the manufacturing and operations plan, and global environments.

### **Assessment**

Module assessment comprises an assignment paper of 4000 words maximum and a two hour examination.

## **Managing Human Capital and Leadership (10 ECTS)**

### **Aims**

The module explores and develops a detailed understanding of the current contexts and practices of human capital and human resource management, workforce management, the management of the individual and people management in differing cultures. This includes a consideration of examples drawn from differing cultures and an analysis of intellectual capital management in contemporary cultures and within differing societies.

The differing contexts for understanding the variable environments in which human resources management and workforce management has developed in contemporary contexts and in differing international cultures are explored as is their relevance to the position of theory and its relationship to practice in contemporary examples.

There is discussion and exploration of the theory, concepts, methods, techniques and issues involved in managing and leading people and human resources within organisations so as to facilitate maintaining and promoting a motivated workforce in an organisation as well as managing for change. The module evaluates and provides an understanding of the role of the manager and concepts of leadership and of how general management and leadership skills relate to the effective and efficient management of a workforce in a variety of contemporary cultural situations. The module also explores the role of the leader and , and the leader as manager, and management functions as they relate to an understanding of the critical operational and strategic perspectives which need to be considered in managing a workforce. There is also exploration of how current workforce management approaches might and may be applied in developing positions of competitive advantage and what strategies might be employed to achieve these objectives.

### **Assessment**

Module assessment comprises an assignment paper of 5000 words which may be two papers of an overall total of 5000 words maximum

## **Research Methodologies (10 ECTS)**

### **Aims**

Introduces students to the essential principles, practices and processes related to the rigorous selection, design, carrying out, analysis, evaluation and completion of a major piece of academic and/or business and management - discipline related research

Provides students with an understanding of the theoretical and practical aspects of research design and evaluation including ethical issues and literature/evidence searches and provide them with the necessary skills to undertake a sustained and individual programme of research.

Supports the development of the students' abilities in critical analysis, evaluation, the making of informed judgments and the communication of these in (a) academic and (b) professional business and management contexts

Develops the students' practical and professional abilities in applying and reviewing business and management research in both academic and simulation-live situations.

### **Assessment**

Module assessment comprises one Research Evidence Review (Literature and evidence sources) 2500 words maximum, and one Research Design Proposal 2500 words maximum.

## **Option Modules**

### **Corporate Finance (5 ECTS)**

#### **Aims**

The module includes a comprehensive introduction to, and understanding and discussion of, the key finance concepts, tools and techniques which are required by the contemporary financial manager in order that they may take critically informed and comprehensive financial decisions in today's competitive business environment.

The module discussion is aimed at enhancing the capability and competency of students in order that they may take informed decisions based on reflective judgements; on the use of effective, analytic, and evaluative tools; on logical procedures and models; and on full understanding of the information and contexts which are at their disposal. As a result the module content explores the theoretical framework of finance, enabling students to evaluate a firm's investment, financing and dividend policies and formulate decisions based on their analysis of complex sources of evidence.

The teaching approach is designed to support and develop evaluative and analytic skills particularly in the identification of financial problems, and the formulation of solutions to problems. Contexts examined and evaluated include the institutional environment of corporate finance and discussion particularly identifies how institutions utilise corporate finance; how they utilise sources of finance and the relationship with the development of the firm/organisation and the advantages and disadvantages of alternative sources of finance and their impact upon the continued development of the organisation/firm.

The broader corporate finance contexts are also examined and this includes identification, analysis, and discussion of how and why economic change and changes in external and internal events and circumstances have an impact on markets and financial institutions and on their work and position in societies, in political contexts, and in wider social, economic, and technological contexts.

Lastly the module provides an overview and an analysis of the concept of globalisation and the way in which this has acted as a change factor in the view which we have of markets, financial institutions, investment analysis thinking, investment practicalities, and ethics.

#### **Assessment**

Module assessment comprises one 5000 word maximum assignment or two 2500 word maximum assignments

### **International Marketing Management (5 ECTS)**

#### **Aims**

The module explores, models and provides a framework for understanding and analysing strategic marketing processes in diverse organisational types and in differing contexts and frameworks of operation, It offers the opportunity to critically discuss, comprehend, compare and contrast the marketing functions in different organisational or environmental contexts including in a range of industry sectors, and in international and national/regional contexts.

In doing so a variety of differing models and case studies are discussed which focus on introducing a variety of marketing concepts and problems drawn from a variety of different and changing marketing environments. The module therefore introduces and explores a number of underlying considerations when evaluating the role of

marketing in an international context and critically examines the adaptations needed when marketing outside national boundaries. There is discussion of differences and distinctions which may apply or be activated or applied when considering cultures and when marketing in a variety of differing cultures internationally as well as a consideration of the implications of product and marketing modifications necessary in a variety of situations internationally

Discussion also includes an examination and evaluation of the concepts and practices in international marketing, with a particular emphasis on globalisation and how it affects the marketing activities of a firm/organisation. This examination includes for example; - global marketing to foreign environments and the formulation of global marketing strategy; an evaluation of the major trends in contemporary marketing strategy within international business.(e.g. the effects of on shoring and back shoring on marketing strategy and national concepts of market ownership and product/service ownership).

Lastly the module focuses on the development of skills in strategic decision-making in international marketing contexts.

### **Assessment**

Module assessment comprises an assignment of 5000 words maximum or two assignments of 2500 words maximum.

## **International Business (5 ECTS)**

### **Aims**

The module provides an overview and analysis of the field of international business including the evaluation of the contexts, concepts, and interpretation of globalisation. It is designed to encourage discussion and understanding related to the key concepts which exist in evaluating the international business environment and provides a clear foundation for students wishing to specialise in this area of business futures.

Content includes the discussion and critical examination of the changing environment for international firms and organisations, particularly the political, social, economic, technological and other configurations that support cross-border trade and investment.

There is consideration and evaluation of the role of national policies, cultures and business systems and the evolution of international markets in goods, services and finance, and the super-national mechanisms and infrastructures for trade, investment and finance. The roles of international companies and models are analysed and evaluated including the concept and role of the international firm and organisation particularly their strategies and organisational design, their entry modes into international enterprise, and their behavioural and control systems. Consideration is also given to the utilisation of the human resource contribution to international business.

Discussion and evaluation of the impact of contemporary events and contexts and of current events/affairs and how these affect international businesses are examined through case study examples and specific contemporary examples. Contemporary business examples and strategic models and examples are also evaluated as are their activities and areas of sector or activity focus, for instance issues relating to international trade, foreign investment, international political conflict, financial crises, etc, within the focus of specific events (e.g. the sovereign debt crisis; the Euro Crisis etc) are discussed as part of the module content.

### **Assessment**

Module assessment comprises one assignment paper of 5000 words or two assignment papers of 2500 words maximum total

### **Strategic Marketing (5 ECTs)**

- This module will provide students with a comprehensive overview of the framework of knowledge and the concepts, theories, practices, applications and models which contribute to strategic marketing activities, the design of marketing strategy at the corporate level of an organisation, and the functional areas which contribute to the discipline of strategic marketing in contemporary businesses and organisational practices. The module will also provide a critical discussion, analysis and evaluation of the contributory role, identity and function of strategic marketing and particularly market-led change strategies and their contribution to the development of overall business and enterprise strategy within organisations. In addition student will have a comprehensive analysis of strategic marketing opportunities and differentiated strategic marketing approaches, positional development processes, and the formulation of strategic marketing plans, in diverse organisational types, differentiated markets, and in differing contexts and frameworks of operation,

#### **Assessment**

Module assessment comprises one 5000 word maximum assignment or two 2500 word maximum assignments

### **Financial Markets and Investment Analysis (5 ECTS)**

A comprehensive discussion and specialised analysis of the knowledge base which constitutes the basis for understanding:- the theory and concepts existing within differing market structures and related sectoral/segmental economic activity (including consideration of globalisation issues); how capital markets and financial institutions work within regional and globalised environmental frameworks; concepts of economic and market change, change impact scenarios, exemplars and case studies; external and internal impacts on economic and market activities; the concepts of change and its impact within the wider effects which environmental circumstances have on markets and financial institutions; market structures and economic models and their functions and position in societies; markets and political, economic, societal, technological, environmental contexts and their relationship to economic activities in local/regional/national and global contexts.

#### **Assessment**

Module assessment comprises one 5000 word maximum assignment or two 2500 word maximum assignments

### **Core Modules.**

#### **Students to select ONE of THREE Major Project Options**

##### **Project – (Dissertation) (30 ECTS)**

###### **Aims**

Provides students with the opportunity to review the general principles of research methods, research objectives, and research contexts; and to demonstrate;-

(a) their full comprehension of these, and:-

(b) their ability to put these into practice, through the planning, development,

and

execution to completion, of a significant body of independent research

undertaken

under supervision

Enables and encourages each student to create a platform and framework in which they may demonstrate their ability to analyse and synthesise the theories, knowledge and skills which they have developed throughout the programme, and, through the use of appropriate research and interpretive methodologies, use these to examine a defined field and topic of enquiry and to work independently in an area of specific interest.

Provides each student with a research framework which allows them to demonstrate their intellectual capacities in analysis, synthesis, evaluation, interpretation, the formation of informed judgments, and the presentation of conclusions.

Enables each student to improve their abilities of independent working, skills of original and critical thinking and methods of research design, data collection, analysis and presentation which enable them to form robust, critical and grounded conclusions based on the consideration of appropriate evidence.

The module requires students to complete a substantial and sustained piece of academic and/or practice related work, which is based on effective and relevant research and to develop this from conception, to hypothesis, to synopsis, through the undertaking of analysis, the synthesis of argument, the evaluation of findings, the formation of conclusions and judgements, and where required, the making of recommendations based on rigorous consideration of evidence.

### **Assessment**

Module assessment comprises the assessment of a 9000-12000 word Case Study Analysis and research reflective report of 2000 words maximum (14000 words maximum overall)

### **Integrated Case Study (30 ECTS)**

#### **Aims**

Provide a learning framework within which the cross-functional contexts of the modern business environment and the skill sets required in this environment are able to be explored within a sustained piece of case study based analysis and research

Critically focus on enabling each student to review practical business problems and proposing solutions to these problems within a controlled "live" learning environment which is focussed on case study evaluation.

Provide opportunities for each student to solve cases/case study examples and justify the solutions that have been put forward from an available pool of different solutions and scenarios.

Provide each student with an introduction to the differential learning opportunities offered within retrospective, contemporary, and prognostic case study analysis and the evaluations which may be drawn from differing examples

The module requires students to complete a substantial and sustained piece of practice related and Case Study based work, which is based on effective and relevant research and to develop this from conception, to hypothesis, to synopsis, through the undertaking of analysis, the synthesis of argument, the evaluation of findings, the formation of conclusions and judgements, and where required, the making of recommendations based on rigorous consideration of evidence. This activity is based on the rigorous evaluation of appropriate Case Study examples, case study modelling and comparative analysis. The module also requires consideration of sectoral contexts/industry contexts and exemplars depending upon the Case Study examples and the areas being researched

### **Assessment**

Module assessment comprises the assessment of a 9000-12000 word Case Study Analysis and research reflective report of 2000 words maximum (14000 words

maximum overall)

### **Business Development Proposal (30 ECTS)**

#### **Aims**

Providing, evaluating and discussing a critical overview of Scenario Planning and Case Study Analysis and their application and use in the development of a Business Development Proposal which is taken and developed to a “live” and launch stage.

Evaluating the critical discussion framework for, and exploring the concepts which may be identified in examples, models and scenario planning contexts in order that these may be reviewed and effectively applied in the development of a business project proposal to the immediate pre-launch stage

Developing each learners experience in, and critical understanding, evaluation and analysis of, scenario evaluation and environmental scanning and how these may be used as creative contributions to business research, critical analysis, and strategic and operational thinking,

Providing each student with the opportunity to develop the skills to communicate proposed solutions and the rationale behind them to an audience of potential investors, peers, business professionals, and academic mentors;

Providing a project context which is based on the clear identification of business opportunity for each individual student and in which their formal report will be capable of being translated into a business venture proposal and able to be presented to investors for consideration for direct investment support

The module requires the student to develop a full business project proposal up to the immediate pre- launch, pre-live stage. This involves the development of the proposed live business project from conception, through evaluation, analysis, synthesis of findings, the formation of judgements and conclusions, the positioning of the project to pre-launch stage. Included in the project requirements will be the concept planning, financial planning, marketing planning, and business proposal and presentation planning, investor planning and investor presentation planning, associated with the development and launch of a new business into the market.

#### **Assessment**

Module assessment comprises the assessment of a 9000-12000 word Business Development Project Proposal and research reflective report of 2000 words maximum (14000 words overall maximum)

e) **The completion (pass rates) rates for the programme are:-**

**[Note: These University award and pass rates include both full and part time student numbers.**

**2018 Graduation results are awaited from the University].**

2016	2017
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Students enrolled	64	90
Students passed	64	81
Completion rate	100%	90%

**f) The further learning opportunities available to students, and information on possible career pathways available as a result of taking a Course/programme of study.**

The programme is designed to deliver diagnostic, formative, evaluative, and investigative learning opportunities which are delivered within a curriculum framework which ensures that all the required areas of discipline subject matter are effectively covered within the teaching provision and the learning strategy.

The programme has therefore been designed to provide students with the opportunity to engage in a coherent learning experience aimed at:-

- Providing the core learning experience and coverage of discipline and subject material required for the business studies student at undergraduate level
- Providing a curriculum which fosters the development of the key business focussed transferable and application skills within the learning experience provided by the programme
- Providing a learning experience in which the discipline and subject knowledge, and understanding and individual capability of each student is fostered with a view to establishing their professional business abilities and application skills and enhancing their career development opportunities
- Providing a *Learning Experience* which is designed to engage students in the requirements of establishing firm academic understanding of the business studies discipline while evaluating their future professional and career direction

The programme design, delivery and teaching content therefore provides firm foundations for, and learning experiences which are designed to develop, the broad base of business studies knowledge and skills which are required to become an effective business and career professional in the key business administration and management areas within the established and emerging sectors of business and associated professions, and/or a successful academic/teacher, and/or practitioner.

Career opportunities therefore exist in the international environment in both public and private professional business areas including marketing; strategy; human resources; financial management; operations management; international business development; planning; business research and development; corporate development; civil service professions; cognate associated areas to business; and similar areas.

The programme is also structured to enable students to undertake further study at the level of a professional doctorate; a doctoral programme in business administration, or a traditional PhD.

Advice is given to students on the possible career and educational opportunities including:- continuing professional development; post graduate research study; career development opportunities.