

# Programme specification

*(Notes on how to complete this template are provide in Annexe 2)*

## 1. Overview/ factual information

<b>Programme/award title(s)</b>	Master of Business Administration
<b>Teaching Institution</b>	Amity Global Varsity
<b>Awarding Institution</b>	The Open University -UK
<b>Date of first OU validation</b>	30-October-2017
<b>Date of latest OU (re)validation</b>	
<b>Next revalidation</b>	
<b>Credit points for the award</b>	180
<b>UCAS Code</b>	
<b>Programme start date</b>	1-January-2018
<b>Underpinning QAA subject benchmark(s)</b>	<p>The proposed MBA program follows Type-2 Subject Benchmark Statement (3.2 of QAA 2015)</p> <p>Master's graduates will have a broad knowledge and understanding of organisations, the external context in which they operate and how they are managed. They will understand and be able to respond to change. They will have intellectual breadth and be able to make integrative links across the various areas of organisations. They will have strongly developed interpersonal and team working skills. They will have an additional range of skills beyond those general skills expected of first degree holders.</p>
<b>Other external and internal reference points used to inform programme outcomes</b>	OU-UK MBA Program Specifications
<b>Professional/statutory recognition</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face)</b>	DL
<b>Duration of the programme for each mode of study</b>	2 Years
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	15-September-2017

## 2.1 Educational aims and objectives

The MBA is a career development generalist programme for those who have significant post-graduation and relevant work experience on which the learning process should build. The main emphasis of the programme is on leadership through strategic management. While the academic level is masters, there is a strong practical and professional orientation to the curriculum.

As an MBA graduate student should be able to ground new knowledge within the base of your professional experience. Student will be able to reflect on and learn from that prior experience and thus be able to integrate new knowledge with past experience and apply it to new situations. Student will be able to challenge preconceptions and to remove subject and functional boundaries so as to handle complex situations holistically. Student should also have particular strengths in analysing, synthesising and solving complex, unstructured business problems. In addition to being able to communicate the findings, Student should have developed the skills to implement agreed solutions effectively and efficiently. Student should therefore have strongly developed interpersonal skills and be able to interact effectively with a range of specialists.

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

*Not Applicable*

## 2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place

*Not Applicable*

## 2.4 List of all exit awards

Master of Business Administration



### 3. Programme structure and learning outcomes

Programme Structure - LEVEL 7						
Compulsory modules	Credit points	Semester runs in	Optional modules	Credit points	Is module compensable?	Semester runs in
Management : Perspectives & Practice	60	Year-1	Managing financial risk	15		Year-2
The Dynamics of Strategy	30	Year-1	Marketing in the 21st century	15		Year-2
Corporate finance	15	Year-2	Strategic human resource management	15		Year-2
Making a difference: the management initiative	30	Year-2	Supply chain management	15		Year-2

Intended learning outcomes at Level 7 are listed below:

<u>Learning Outcomes – LEVEL 7</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 To <b>know</b> the main managerial issues associated with key business functional areas of Managing People and Organisations; Finance; Marketing; Operations Management; Change and Project Management; and the leading and alternative theories, concepts and models in business and management.</p> <p>To <b>understand</b> the complex and interrelated nature of organisations and management practice; the critiques of and key debates within the study of business and management; and the global context in which business and management is practised</p>	<p><b><u>Module taught for intended learning outcomes:</u></b></p> <p><u>Management : Perspectives &amp; Practice</u></p> <p>The Module, Managing: Perspectives and Practice forms the first stage of the MBA programme providing students with a comprehensive grounding in key management and business disciplines. The module includes an introduction to elements of creative thinking and problem solving, whilst active engagement and critical reflection are central to the design and embedded in the way students will learn. This approach will enable the student to develop right from the start of the Masters programme habits of practical management based on rigorous analysis,</p>

## Learning Outcomes – LEVEL 7

### 3A. Knowledge and understanding

	<p>but which will automatically proceed to synthesis, decision making and implemented activity.</p> <p><b>Teaching and Learning Strategy</b></p> <p>Module teaching and learning will be delivered through all the four integrated channels: the module guide the online study guide, the assignments; and interactive learning via the module moodle website and residential schools and through online forums.</p> <p>Module content will be supplemented through audio visual resources and through the VLE. The main student learning experience will be moderated through the online managing in action strand (study guide) running throughout the module.</p> <p>On-line delivery (i.e. learning delivered via the internet) 75% Off-line delivery (i.e. learning delivered by computer and other media, e.g. print) 25%</p> <p><b>Assessment Methods</b></p> <p>The functional subject blocks will link into an online course study guide, 'Managing in Action' where students will undertake management activities designed around the subject being studied. These management activities will lead into a subject TMA assessment. Students will also be asked to undertake EBI (Evidence based initiative) activities throughout the module these will form part of their final double weighted TMA 07 which together with a small change initiative prepared during the final four weeks of the course.</p> <p>The course will end with a three hour exam TMA attached to each functional block End of module exam Activities in 'Managing in Practice'</p>
<p><b>A2</b> Strategic concepts and issues relating to the nature of strategy and its implementation The different levels at which strategies are made and implemented in organisations.</p>	<p><b><u>Module taught for intended learning outcomes:</u></b></p> <p><u>The dynamics of strategy</u></p> <p>The module will support the role of both the general manager and of the senior</p>

## **Learning Outcomes – LEVEL 7**

### **3A. Knowledge and understanding**

The strategy process and of the interconnections between its various stages

How organisations respond to the impact of the macro environment on organisations and the challenges of environmental change

How organisations analyse their resources and capabilities in terms of meeting their evolving strategic objectives

How organisations choose between potential strategic options, especially through an awareness of their stakeholders, culture, structure and systems

How organisations overcome the challenges of implementing their strategies

How management practice affects organisations and both their choices of, and their ability to implement, strategic decisions

How organisations are affected by international and cross-border developments in the evaluation and realisation of their strategies

Decision making processes, including the consideration of rationality in decision making, and the risks and ethical considerations involved in organisational decision making

manager more directly involved in strategic choices, decision-making and implementation.

The Dynamics of Strategy is a core compulsory module in the MBA. It is a stand-alone 30-point module which is the first of (now) four compulsory core modules on the MBA programme.

For managers, strategy involves a great many activities, and understanding those that make a difference to the success of an organisation is a key skill. Generally, managers should pursue a chosen strategy with consistency and commitment. They need to understand the challenge posed by their organisation's environment, and to see how they can best identify and exploit their organisation's potential sources of advantage. In turn, this means that they need to understand their organisation: its resources and capabilities and the way it competes for scarce resources and customers for its products or services. Managers must be able to act on incomplete information and uncertain predictions of an unknown future, and they must be able to seek out sources of innovation in the way their business operates and competes. Managers must also be able to implement effective change and to align collective objectives in their organisation to allow the development of new capabilities and skills. BB835 also asks students to apply that knowledge to real-life examples and case study situations, and to reflect on and challenge their understanding of strategy.

#### **Learning and Teaching Strategy**

Module teaching, support and learning will be delivered through Tutor Group Forums (TGFs), f2f and online Day Schools, Residential School and the VLE.

Module content will be supplemented through podcasts and links offered on the module website via the VLE. These can be updated and refreshed throughout the life of the module, as and when required.

1. On-line delivery (i.e. learning delivered via the internet)

It is estimated that approximately 60% of materials will be delivered electronically. These will include the Course File, TMAs, activities, podcasts, links

## Learning Outcomes – LEVEL 7

### 3A. Knowledge and understanding

	<p>to other websites, links to articles.</p> <p>2. Off-line delivery (i.e. learning delivered by computer and other media, e.g. print)</p> <p>The seven units will combine online and print delivery. The Residential School activities will be delivered online and via a residential school website. The online residential school will be delivered online.</p> <p><b>Assessment Method:</b> The units will require students to undertake exercises and activities, both within the text and online in the VLE, to help consolidate their learning. Some of these activities will link into TMA assessments. Students will have to successfully participate in at least 80% of the 4-day, 3-night embedded residential school activities. There will be a three-hour exam at the end of the module.</p>
<p><b>A3</b></p> <p>Knowledge and understanding of the fundamentals of financial analysis and corporate finance theory. Specifically:</p> <p>Corporate governance, agency theory and the related role of stakeholders</p> <p>Organisational performance in terms of return on investment, investment risk and capital structure management</p> <p>Corporate finance theories underpinning the cost of capital, dividend policy and efficient markets</p> <p>The techniques and practical application of project appraisal and company valuation methods</p>	<p><b><u>Module taught for intended learning outcomes:</u></b></p> <p><b>Corporate Finance</b></p> <p>The aim of this course is to introduce students to finance problems with face organisations at board level and to enable them to feel at ease working with finance and accounting experts as and when necessary. By the end of this course, students will have a grasp of the fundamentals of financial analysis and corporate financial theory and will know how to tackle the main financial problems they are likely to encounter in the work environment. The financial issues discussed will be those relevant in the private and public sectors and will also be relevant in a global context.</p> <p>Module will consider both public and private-sector finance issues. The boundary between the public sector and the private sector is, in any case, increasingly blurred as public sector organisations are forced to compete in the private sector are privatised, and private-sector organisations are made to be accountable to society as a whole, and not just shareholders.</p> <p><b>Teaching – Learning Strategy</b></p> <p>Course teaching, support and learning will be delivered through Tutor Group</p>

## Learning Outcomes – LEVEL 7

### 3A. Knowledge and understanding

	<p>Forums (TGFs), Elluminate, Tutorials, Residential School and the VLE.</p> <p>Pedagogic use of media tools</p> <p>Module content will be supplemented through podcasts and links offered on the module website via the VLE. These can be updated and refreshed throughout the life of the module, as and when required.</p> <p><b>Assessment Strategy</b></p> <ul style="list-style-type: none"> <li>- module text with activities and exercises</li> <li>- on-line exposition</li> <li>- readings</li> <li>- assignments</li> <li>- face to face teaching (including residential school)</li> <li>- case-study exercises</li> </ul>
<p><b>A4</b></p> <p>Enhanced knowledge and understanding of the relationship between theory and practice, the process of making a difference in organisational contexts, leadership, power, uncertainty, risk, decision making, ethical management and corporate responsibility, managing across boundaries, the management of innovation, evaluation and measurement and communication.</p>	<p><b><u>Module taught for intended learning outcomes:</u></b></p> <p>Making a difference: the management initiative</p> <p>This module provides students with an opportunity to:          develop the capability to make a real difference to organisation performance as a manager / leader          develop and demonstrate a capability for critical and independent learning          develop and demonstrate the capability to apply MBA learning integratively to real world problems.</p> <p><b>Teaching and Learning Strategy</b></p> <p>Tuition, support and learning will be delivered via Tutor Group Forums (TGFs), Elluminate, Day Schools, Residential School and the VLE.</p> <p>Module content will be supplemented through podcasts and links offered on the module website via the VLE. These can be updated and refreshed throughout the life of the module, as and when required.</p>

## **Learning Outcomes – LEVEL 7**

### **3A. Knowledge and understanding**

	<p><b>Assessment Method:</b> Module assessment will be achieved by two (cumulative) Assignments, and an EMA. The TMAs are designed to provide both formative and summative assessment. TMAs 1 and 2 will provide cumulative milestones building towards the final module assessment – TMA 2 and the EMA. Tutor feedback to TMAs will be a vital input.</p>
<p><b>A5</b></p> <p>Sources of finance Features of financing instruments Financial risks and 'risk-mapping' Financial instruments (including derivatives) used to manage risks</p>	<p><b><u>Module taught for intended learning outcomes:</u></b></p> <p><u>Managing Financial Risks</u></p> <p>The module is designed for those who want their MBA to have a major finance element within it and who want to have high level competence in understanding financial instruments, financial markets and the methodology of risk management. As such, BB841 will not only provide an end in itself in terms of meeting student demand for such rigorous financial knowledge but will also provide a high level financial tool kit for those employing detailed financial analysis in module: Making a difference the management initiative.</p> <p><b>Teaching and Learning Strategy</b></p> <p>Via the VLE the intention is to provide 4 or 5 podcasts (with accompanying transcripts) which are constantly available and used to provide management information about difficult concepts. Additionally, the intention is also to create a new podcast for each presentation where appropriate which deals with relevant current affairs in order to maintain currency and freshness. Online tools such as podcasts, mini tutorials, spreadsheets and case studies will be used to illustrate to students that B841 does not just consist of maths and theories detached from the real world but to demonstrate how they are actually used (sometimes imperfectly) in the real world as well as to provide more guidance on technical matters. Existing, tried and tested B821 Audio Visual material will be used as an informative way of giving students a grasp on the technical aspects and these resources have proved popular with B821 students. New mini tutorials will be created to achieve the same end in line with B831 A/V use, thereby creating a</p>

## **Learning Outcomes – LEVEL 7**

### **3A. Knowledge and understanding**

consistency of method within the finance-based modules. The course team chair will build small spreadsheets posted to the website for students to practice on. Some cells within the spreadsheet will be fixed while others can be manipulated. They will be used for Foreign Exchange Analysis, Gap Analysis, Duration Analysis and Credit scoring. They will replicate the types of activities that managers are required to engage in, or oversee, if employed in a risk management function. They are a practice-based tool which a manager or practitioner would be expected to use.

#### **Assessment Methods:**

This module is a 150 hour and 15 credit six month finance elective with a TMA and an EMA.

- On-line spine
- Module text (units)
- Activities and exercises (including A/V tools and spreadsheets)
- Readings
- Assignments
- Tutorials
- Case studies

The online spine structures and directs the student learning. The module text provides core content and context which is exemplified within the online activities which consist of readings, case studies, podcasts, mini tutorials and spreadsheets. The spreadsheets enable self-testing. Case studies and A/V material support the core content and link the theory to practical reality and provide a work-based context to the theory. Tutorials and TGFs reinforce the theory and enable students to test their understanding. Knowledge is summatively tested through the tutor marked assignments.

## **Learning Outcomes – LEVEL 7**

### **3A. Knowledge and understanding**

**A6** Articulate and evaluate the ideas, principles and issues that underpin and determine an organisation's marketing strategy.

Draw appropriately on theories, models, frameworks and concepts in the area of Marketing in general and in such key areas as environmental complexity and how organisations can respond effectively to these.

#### **Module taught for intended learning outcomes:**

Marketing in the 21<sup>st</sup> Century

#### **Teaching and Learning Method:**

15 hours of on line tuition. This has been carefully allocated to include a mix of Elluminate and tutor-led TGF activities.

\_Pedagogic use of media tools

Online tools such as blogs, podcasts, online tutorials using Elluminate, video clips and case studies will be used to demonstrate and apply theories and ideas about Marketing. The majority of VLE material will need to be developed or sourced for this module. Audio Visual and written text material which will be used as an informative way of giving students an opportunity to see concepts in practice and to raise questions about their use in different contexts. We aim to provoke thought, collaborative discussion (via TGF and on-line tutorials) and reflection by use of relevant media tools, as well as provide a varied and stimulating mode of delivery.

#### **Assessment Methods**

The study sessions will require students to undertake exercises and activities online to help consolidate their learning. Some of these activities will link into TMA/EMA assessment.

Assessment will be carried out via the TMA and EMA which are part of each elective module.

Activities and exercises (including A/V tools)

- Assignments
- Tutorials & TGF activities

## **Learning Outcomes – LEVEL 7**

### **3A. Knowledge and understanding**

**A7**

Articulate and evaluate the ideas, principles and issues which are central to human resource management (HRM)

Draw appropriately on theories, models, frameworks and concepts in the area of HRM in general and in such key areas as employee engagement and performance management

#### **Module taught for intended learning outcomes:**

Strategic Human Resource Management

By the end of this module students should be able to:

Ability to apply ideas about SHRM to complex and change situations

Ability to understand aspects of SHRM and evaluate its effectiveness

Ability to be proactive and manage change in the people management (SHRM) arena

#### **Teaching and Learning Strategy:**

15 hours of on line tuition. This has been carefully allocated to include a mix of Elluminate and tutor-led TGF activities.

Online tools such as podcasts (audio and one visual), online tutorials using Elluminate, video news clips and case studies will be used to demonstrate and apply theories and ideas about SHRM.

#### **Assessment Method**

This module is a 15 credit, 150 hour six month elective with one e-TMA and one EMA.

The study sessions will require students to undertake exercises and activities online to help consolidate their learning. Some of these activities will link into TMA assessment.

Assessment will be carried out via the 1 TMA and 1 EMA which are part of each elective module.

## **Learning Outcomes – LEVEL 7**

### **3A. Knowledge and understanding**

**A8**

To develop an understanding of the role of the supply chain manager, the nature of the profession and the approaches to addressing business decisions

To develop increased critical understanding Supply chain management theories, including supply chain dynamics, supply chain risk management and supplier relationship management

To develop increased critical understanding of the impact of the external context on supply chain decision making, including internationalisation and globalisation, social and technological change, government policies and regulation

To develop and understanding of the challenges of implementing supply chain solutions in context

#### **Module taught for intended learning outcomes:**

##### Supply Chain Management

This module is designed for those who want a sound knowledge of and insight into Supply Chain management. The objective of the module is to make students familiar with the most important concepts and practices in the management and improvement of supply chain operations for the benefit of the overall business performance of the firm.

This module provides students with an in-depth insight into the theory, problems, solutions and best practice in the area of Supply Chain Management. They will be asked to participate in a practical simulation of managing a typical, but simplified, supply chain and learn from their (inevitable) failure to completely address the problems generated by supply chain dynamics. This work will be assessed through a reflective TMA that will encourage the students to relate their experience to theory and identify the challenges of implementing best practice.

Other aspects of the in-depth theory covered by the module will be developed through forum discussion during the module and then assessed by the end-of-session EMA.

#### **Teaching and Learning Strategy**

It is a 15 credit module taught over 20 weeks. The module will be assessed by one Tutor-Marked Assignment (TMA) and one End-of Module assignment (EMA).

Each of the module assessments will be presented in report format. Formative assessment will be provided through a series of self-assessment activities in the module materials, feedback in on-line tutorials and asynchronous on-line discussions in Tutor Group Forums. Feedback will be provided for the TMA to assist students in improving their research, reflective and critical thinking skills needed to complete the EMA.

## Learning Outcomes – LEVEL 7

### 3A. Knowledge and understanding

	<p>Assessment</p> <ul style="list-style-type: none"> <li>○ Tutor marked assignment (TMA)</li> <li>○ The Bullwhip effect is specifically assessed in TMA</li> <li>○ The other theories are covered in the End of Module Assessment (EMA).</li> </ul>
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### 3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>B1</b></p> <p>To achieve this knowledge and understanding, you will need to develop key cognitive skills at Masters level:</p> <p>analysing and synthesising key concepts and frameworks with clarity and critical reflection</p> <p>drawing appropriately as a manager on both academic and practitioner knowledge</p> <p>evaluate and compare possible courses of action and make appropriate decisions in the light of the context in which you are managing</p> <p>appraise and accommodate constraints, opportunities and threats present in your management contexts</p>	<p><b><u>Module taught for intended learning outcomes:</u></b></p> <p>Management: perspectives and practice</p> <p><b><u>Assessment Methods</u></b></p> <p>TMA attached to each functional block</p> <p>End of course exam</p> <p>Activities in ‘Managing in Practice’ strand cumulative to TMAs</p>

### 3B. Cognitive skills

**B2** To develop skills in the processes of thinking strategically through applied work on case material, including effective problem solving and decision making  
Think critically and creatively, initiate and manage creative processes in themselves and others, and demonstrate analysis, synthesis and critical appraisal. This includes the capability to identify relevant factors in a situation, identify assumptions in themselves and others, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately  
To build capabilities in the critical appraisal of a range of materials drawn from a variety of sources and creation of salient arguments and perspectives  
Diagnose problem situations and propose appropriate ways forward, using appropriate information and decision criteria; implement and evaluate actions

**Module taught for intended learning outcomes:**

The dynamics of strategy

**Assessment Methods**

Through unit-based activities, and TMAs

### 3B. Cognitive skills

#### **B3**

Critically assess alternative methods for valuing companies  
Apply corporate finance techniques for example, the cost of capital calculation in a business profit and not for profit context  
Select and analyse information for financial business decision-making  
Evaluate capital structures that may be applied by companies and the implications of these structures  
Prepare and evaluate finance appraisals of projects  
Understand how to assess the performance of an organisation

#### **Module taught for intended learning outcomes:**

Corporate finance

#### **Assessment Methods**

- module text with activities and exercises
- on-line exposition
- readings
- assignments
- face to face teaching (including residential school)
- case-study exercises

### 3B. Cognitive skills

#### B4

Achievement of the module learning outcomes implies the development of a number of cognitive skills. Students should demonstrate the ability to:

- Make sense of new knowledge and information.
- Think analytically and synthetically.
- Evaluate critically
- Use logical and coherent argument.
- Integrate MBA study with practical issues encountered in their working life.
- Link theory and practice.
- Be a reflective practitioner.

#### Module taught for intended learning outcomes:

Making a difference: the management initiative

#### Assessment Methods

The assessment components described above and the Residential School will require students to demonstrate the critical and reflective cognitive skills developed through engagement with module activities.

### 3B. Cognitive skills

#### **B5**

Critically evaluate financing structures adopted by companies and organisations

Identify the most appropriate financing structure for companies and organisations

Undertake a 'risk-mapping' of a company or organisation

Demonstrate how risks can be measured

Use financial instruments (and other methods) to demonstrate how risks can be managed

#### **Module taught for intended learning outcomes:**

Managing Financial Risk

#### **Assessment Methods**

- On-line spine
- Module text (units)
- Activities and exercises (including A/V tools and spreadsheets)
- Readings
- Assignments
- Tutorials
- Case studies

### 3B. Cognitive skills

#### **B6**

Critically appraise ethical implications of marketing activities.  
Think analytically, creatively and in an integrated manner about different dimensions of Marketing.  
Keep up-to-date with current and developing thinking in the field of Marketing.  
Solve problems and make decisions: establish criteria, using appropriate decision techniques including identifying, formulating and solving business problems, create and evaluate options; implement and review decisions.

#### **Module taught for intended learning outcomes:**

Marketing in the 21<sup>st</sup> Century

#### **Assessment Methods**

- Activities and exercises
- TGF activities
- Completion of Reflection in a blog
- Assignments
- Elluminate tutorial case study

### 3B. Cognitive skills

#### **B7**

Critically appraise 'solutions' and prescriptions for people management  
Think analytically, creatively and in an integrated manner about different dimensions of HRM  
Keep up-to-date with current and developing thinking in the field of HRM

#### **Module taught for intended learning outcomes:**

Strategic Human Resource Management

#### **Assessment Methods**

- Activities and exercises (including A/V tools)
- TGF activities
- Completion of Reflective Reports
- Assignments

### 3B. Cognitive skills

<p><b>B8:</b> Access and understand relevant published research and information across a range of areas relevant to Supply Chain Management Develop the skills to assess the relevance of theory for practice and apply it where appropriate to improve practice</p>	<p><b><u>Module taught for intended learning outcomes:</u></b> Supply Chain Management</p> <p><b><u>Assessment Methods</u></b> TMA and EMA</p>
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### 3C. Practical and professional skills

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C1 identifying learning needs and design development plans to address them the ability to communicate effectively as a manager with staff and colleagues at all levels and areas of an organisation work effectively with others with openness and sensitivity to diversity plan and manage your work and study time develop an awareness of the impact of your own thinking and behaviour and a use this as the basis for developing your professional and personal competences during this module.</p>	<p><b><u>Module taught for intended learning outcomes:</u></b> Management: perspectives and practice</p> <p><b><u>Assessment Methods</u></b> TMA attached to each functional block End of course exam Activities in 'Managing in Practice' strand cumulative to TMAs</p>

### 3C. Practical and professional skills

#### C2

Contribute to the development and implementation of strategic management within their organisation

Show leadership in a professional context, selecting appropriate style for the situation and contributing relevant expertise, liaising with professional colleagues, and managing a supporting team

Effective communication of information, concepts, arguments and ideas using language and styles appropriate for a business context and audience

Conduct internal research on strategic issues at work, and communicate results effectively to colleagues

Problem-solving and decision-making using appropriate quantitative and qualitative skills including data analysis, interpretation and extrapolation

#### **Module taught for intended learning outcomes:**

The dynamics of strategy

#### **Assessment Methods**

TMA's, exam and Ongoing in the workplace and throughout the MBA

#### C3

The preparation of capital investment proposals

The ability to complete reports on the valuation of companies and other organisations

The selection and justification of corporate finance techniques to support business decisions

#### **Module taught for intended learning outcomes:**

Corporate Finance

#### **Assessment Methods**

- module text with activities and exercises
- on-line exposition
- readings
- assignments
- face to face teaching (including residential school)
- case-study exercises

### 3C. Practical and professional skills

#### C4

This module is designed to fulfil QAA and accrediting bodies' requirements for MBA students to reflect upon their own professional development. They will make an evaluation of their own learning and development as a manager, as a result of their work on B839 in particular and their MBA studies as a whole. The module will enhance students' ability to evaluate their own professional development and skills requirements, in relation to their current work context, as well as their post-MBA development.

#### Module taught for intended learning outcomes:

Making a difference: the management initiative

#### Assessment Methods

The professional development component of the module will be assessed in both TMAs, the EMA and the Residential School.

#### C5

- Awareness and understanding of financial instruments
- Ability to conduct risk-mapping
- Ability to undertake effective risk management
- Understanding the role of treasury divisions in companies and organisations

#### Module taught for intended learning outcomes:

Managing Financial Risk

#### Assessment Methods

- On-line spine
- Module text (units)
- Activities and exercises (including A/V tools and spreadsheets)
- Readings
- Assignments
- Tutorials
- Case-studies

### 3C. Practical and professional skills

#### **C6**

Find, review and evaluate a variety of information relevant to key aspects of Marketing in a professional context.  
Develop work based solutions that are both theoretically robust and offer practical managements solutions.  
Work collaboratively with others on specific issues and problems within Marketing  
Conduct research into business and management issues.

#### **Module taught for intended learning outcomes:**

Marketing in the 21<sup>st</sup> Century

#### **Assessment Methods**

- Module text
- Activities and exercises
- Assignments
- Tutorials and TGF activities
- Case studies

#### **C7**

Find, review and evaluate a variety of information relevant to key aspects of HRM in a professional context;  
  
Compile reports that are intellectually robust and relevant to management practice  
Make appropriate use of ICT  
  
Work collaboratively with others on specific issues and problems within HRM

#### **Module taught for intended learning outcomes:**

Strategic Human Resource Management

#### **Assessment Methods**

- Module text (study sessions)
- Activities and exercises (including A/V tools)
- Readings
- Assignments
- Tutorials and TGF activities
- Case studies

<b>3C. Practical and professional skills</b>	
<p>C8 Learn through reflection on practice and experience Recognise issues of ethics, corporate social responsibility and sustainability in a supply chain context Develop the foundation skills for key competencies in a supply chain management role. Manage and communicate information using IT applications and software packages in accordance with the requirements of the Digital Information Literacy Levels Framework</p>	<p><b><u>Module taught for intended learning outcomes:</u></b> Supply Chain Management</p> <p><b><u>Assessment Methods</u></b>  Students will use software as part of their Unit 2 study of supply dynamics and will be assessed on this in their TMA</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1</b> confidence in applying business and management numeracy skills and quantitative analysis skills of finding, recording and using information, data and evidence effectively – drawing competently on relevant professional and academic literatures skills of independent inquiry, investigation and on-going reflection on your own learning in context using a variety of communication media effectively the ability to work both independently and as a member of a team</p>	<p><b><u>Module taught for intended learning outcomes:</u></b> Management: perspectives and practice</p> <p><b><u>Assessment Methods</u></b>  TMA attached to each functional block End of course exam Activities in 'Managing in Practice' strand cumulative to TMAs</p>

### 3D. Key/transferable skills

**D2** Effective communication of information, arguments and ideas using language and styles appropriate for a business context and audience  
In terms of information and knowledge, scan, store and organise data, abstracting meaning from information, and sharing and developing knowledge through group work on problems  
Problem-solving and decision-making using appropriate quantitative and qualitative skills including data analysis, interpretation and extrapolation  
Communicate effectively: listen, negotiate, persuade and influence, orally, in writing and electronically  
Develop personal effectiveness continuously, improving self-awareness and self-management, becoming more aware of diversity in people and situations, and reflecting on practice to develop work skills on an ongoing basis  
Perform effectively as a team member and leader, encouraging and utilising others' contributions, and build teams through appropriate selection, development and management; this includes effective performance in a virtual team environment

#### **Module taught for intended learning outcomes:**

The dynamics of strategy

#### **Assessment Methods**

TMA's, collaborative work, and exam

### 3D. Key/transferable skills

#### D3

The completion of financial calculations for use in corporate finance decisions (for example, investment analysis), including the use of computer spreadsheets

Sourcing key financial data to support calculations and analysis

Solving complex business finance problems using appropriate corporate finance techniques

#### Module taught for intended Learning Outcome:

Corporate Finance

#### Assessment Method

- module text with activities and exercises
- on-line exposition
- readings
- assignments
- face to face teaching (including residential school)
- case-study exercises

#### D4

Module will develop students' capabilities in the following areas: independent learning, sense making, consultation, evidence selection and data collection, application and use of theory in relation to practice, formulation of implementation plans, decision-making, communication, and the capacity to reflect upon their own learning and professional development.

#### Module taught for Intended Learning Outcome

Making a difference: the management initiative

#### Assessment Method

The key skills will be assessed in the TMAs and the EMA. Independent learning will be essential for fulfilment of TMAs 1 and 2, the EMA and the Residential School. Other key skills are central to the achievement of module tasks. Reflection on students' own learning is addressed in the EMA.

### 3D. Key/transferable skills

#### D5

- Ability to derive financing information and features from financial statements
- Ability to construct a financing portfolio
- Ability to measure risks using mathematical and other techniques
- Ability to apply risk management techniques and use mathematical skills to determine their effectiveness

#### **Module taught for intended learning outcomes:**

Managing Financial Risk

#### **Assessment Methods**

- On-line spine
- Module text (units)
- Activities and exercises (including A/V tools and spreadsheets)
- Readings
- Assignments
- Tutorials
- Case-studies

### 3D. Key/transferable skills

**D6**

In terms of information and knowledge, scan and organise data, abstracting meaning from information and sharing knowledge.  
Developing practical strategies/ solutions to work based marketing issues.  
Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate conclusions clearly to a range of audiences.  
Be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations.  
Develop capacity for future learning.

**Module taught for intended learning outcomes:**

Marketing in the 21st century

**Assessment Methods**

- Activities and exercises
- Reflection in a blog
- Assignments
- Tutorials
- Case studies and related activities

### 3D. Key/transferable skills

#### D7

Deal with complex issues and communicate conclusions clearly to a range of audiences  
Develop the ability to manage change  
Develop skills which can all be brought to bear upon problem situations  
Develop capacity for future learning

#### **Module taught for intended learning outcomes:**

Strategic human resource management

#### **Assessment Method**

- Activities and exercises (including A/V tools)
- Reflective Reports
- Assignments
- Tutorials
- Case studies and related activities

#### D8

Communicate effectively, orally and in writing, using a range of media and including writing assignments and business reports

#### **Module Taught for Intended Learning Outcome**

Supply Chain Management

#### **Assessment Methods**

Forum discussion will be used as part of the development process

TMA & EMA

**[Please insert here title(s) of exit award(s) at Level 6, if applicable]:** Master of Business Administration

#### 4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

*To Deliver International Curriculum programs, Amity will follow the same program structure and modules as Open University.*

#### 5. Support for students and their learning

*Web based Support and Services  
A dedicated team of Academic Counsellors and Teaching Associates will provide students support.*

#### 6. Criteria for admission

- *Applicant must be under-graduate in any discipline, from a recognised institution.*
- *If applicant does not meet the direct entry requirements for admission to this programme, may be eligible for exceptional entry where applicant should have undertaken a minimum of two years' relevant work experience in an organisation.*
- *Applicant may be required to attend a formal interview with the Admissions Panel.*
- *For those applicants whose mother tongue is not English, we require a recent pass in any of the recognised English aptitude test.*

#### 7. Language of study

*English*

*Not Applicable*

## 9. Methods for evaluating and improving the quality and standards of teaching and learning.

Students learn through two inter-related methods. First, using a range of specially-written study materials, case studies, original texts, study guides and assignments and through a range of multi-media material and activities. Secondly, learning is supported through an allocated tutor. This tutor is first and main point of contact. The tutor answers queries on the materials, grades and comments on students work and arranges and runs tutorials, face to face or online.

Samples of tutors' marking and comments are monitored by members of the central module team or experienced tutors who provide feedback to generate comments intended to support and develop tutors' assessment and grading of assignments.

In some cases the assignments may be formative (for example at the beginning of a module to enable you to develop your confidence), but usually they are summative, i.e. they count towards your module result. Modules may also include computer-marked assignments or examination papers.

Formative assessment in the form of informal self-assessed questions allows Students progressively to assess their own progress and understanding. Formal assessment of knowledge and understanding components of the programme is achieved by a series of tutor-marked assignments (TMAs). These assignments are marked and assessed by the module tutor. They are central to the teaching of the module since they allow an opportunity to display students knowledge and understanding – and in consequence any issues concerning either – and so enable tutors to identify and comment on knowledge and understanding. Tutors receive detailed marking guidance from the module team.

### *Online forums*

Students are also encouraged to participate in online forums at both national and local levels. This gives you a chance to share and resolve issues with fellow students as well as tutors and the module team.

### *Examinations*

Most modules also include a three-hour written examination but may involve an end-of-module assessment which could include an investigation-based report.

### *Skills development and assessment*

Cognitive skills in the programme are developed through a range of activities within the programme's modules. Case studies and residential school activities allow students to engage with the issues around management and develop appropriate analysis, evaluation and problem-solving skills.

Skills associated with working with others in a group are developed at the residential

schools, which are compulsory components of the compulsory modules within the MBA.

The programme materials and support from tutors helps develop your skills in managing your own learning. In particular, many of the modules expect student to work largely under their own direction and initiative. Students are expected to reflect on their own performance, identify own learning needs and develop appropriate learning strategies.

Key skills will also be assessed in each end-of-module examination.

Students are expected to have work experience in management. As such, they should already have gained some of these skills. The programme will however allow them to demonstrate and develop them further.

Evidence of practical and professional skills will be apparent in all TMAs and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding.

#### 10. Changes made to the programme since last (re)validation

*Not Applicable*

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																																		
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8			
7	Management : Perspectives & The Dynamics of Strategy	✓								✓								✓								✓										
	Corporate Finance		✓								✓								✓								✓									
	Making a Difference: The Management Initiative			✓								✓									✓							✓								
	Managing Financial Risk				✓								✓									✓							✓							
	Marketing in the 21 <sup>st</sup> century					✓									✓								✓							✓						
	Strategic Human Resource Management						✓									✓								✓								✓				
	Supply Chain Management							✓									✓								✓									✓		

## Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.

## Underpinning QAA Subject Benchmark Standards:

### Master's degrees in the business and management field are awarded to students

who have demonstrated during their programme:

- i. a systematic understanding of relevant knowledge about organisations, their external context and how they are managed
- ii. application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation
- iii. a critical awareness of current issues in business and management which is informed by leading edge research and practice in the field
- iv. an understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues
- v. creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management
- vi. ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations
- vii. conceptual understanding that enables the student to:
  - a. evaluate the rigour and validity of published research and assess its relevance to new situations
  - b. use existing research and scholarship to identify new or revised approaches to practice
- viii. ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process
- ix. ability to communicate effectively using a range of media (for example, orally, in writing, and through digital media)
- x. ability to operate effectively in a variety of team roles and take leadership roles, where appropriate ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications.

Once they are in professional practice, master's graduates should be able to:

- i. apply consistently their knowledge and subject-specific and wider intellectual skills
- ii. deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to a range of audiences
- iii. be proactive in recognising the need for change and have the ability to manage change
- iv. be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations
- v. make decisions in complex and unpredictable situations
- vi. behave ethically and with integrity and manage with a strong sense of social responsibility
- vii. evaluate and integrate theory and practice in a wide range of situations
- viii. be self-directed and able to act autonomously in planning and implementing projects at professional levels
- ix. take responsibility for continuing to develop their own knowledge and skills.