



Course Handbook

Full-Time

Master of Business Administration
(MBA)

2020/21

Mark Rees Lancashire School of Business and Enterprise



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

Welcome to the Full-Time Masters of Business Administration Programme

This is your guide to the Full-Time MBA programme at the University of Central Lancashire. We recognise that deciding to spend a year of your life investing in your personal and professional development by embarking on the MBA programme is an important commitment on your part. This guide has been designed to help you get the most from this investment. It aims to give you information on the aims and objectives of the MBA, the learning outcomes you will achieve, what you will be studying, how you will be assessed and more general information on how the MBA is managed. It also includes guidance on what we expect of you as members of the MBA and the University, and what you can expect of us as the team of staff responsible for the MBA programme.

It is part of our University's philosophy to involve students in the running of their courses as much as possible. Quite soon therefore, we shall be asking you to nominate representatives to serve on the Course Student Staff Liaison Committee (SSLC). So, perhaps at this early stage, you might like to be thinking about whether you personally would like to be a Student Representative.

We are committed to do everything we can to make your MBA studies and time with the University of Central Lancashire an enjoyable and worthwhile experience.

We offer you our best wishes for the coming months.

Mark Rees Programme Director

1.1 Rationale, aims and learning outcomes of the course

The MBA offers you the opportunity to gain both the essential knowledge of business management and an in-depth understanding and insight into a range of specific managerial processes and issues. We seek to enable our graduates to gain a competitive edge in pursuing managerial and professional careers and to make an outstanding contribution to the performance of their employing organisations.

The Lancashire School of Business and Enterprise postgraduate management programmes are well established and enjoy a considerable reputation amongst employer organisations in the private, public and voluntary sectors in the UK and overseas.

Our MBA programme, firstly will involve you in a great deal of hard work! It will also challenge you. Some of these challenges will be very much along the lines that you might expect of a postgraduate programme. Some may be more of a surprise!

The following are examples of the challenges you will face:

- confront your own personal strengths and weaknesses to be prepared to share these insights with others in order for all of you to learn
- reflect on your experience in order to develop an enhanced understanding of the principles of effective business management
- be prepared to test out those principles in the real world of business, rather than just in the safety of the classroom
- master increasingly sophisticated and complex techniques and skills in order to tackle real-life business problems
- work collaboratively with others in the learning process
- make mistakes and to learn from such mistakes
- have fun and to help others have fun too!

These last two challenges are often the most difficult to meet head on. We believe that effective management development comes primarily from groups of individuals joining together with the common need and thirst to learn and to develop themselves.

The MBA programme offers you the opportunity to work in groups that are small enough to develop a supportive team culture but big enough to provide the necessary diversity of experience and expertise.

Working with others towards common goals will almost certainly be frustrating, annoying and, at times, painful. However, it will also be exhilarating, energising and satisfying

The aims and learning outcomes of the programme, together with the teaching and learning and assessment methods, are:

Aims of the programme

- to provide you with a postgraduate career development general programme in business and management that will enable you to achieve learning outcomes at a level appropriate for the award of an MBA from the University
- to provide you with the opportunity to develop your critical understanding of business and management and its constituent processes from both a theoretical and practical perspective.
- to enable you to critically review and integrate your existing work experience with your postgraduate studies within an intensive process of management development
- to provide you with a learning experience which will enable you to enhance your career potential, personal and professional effectiveness, and performance in employment in the field of business and management in a wide range of organisations.

Learning outcomes

A. Knowledge and Understanding
A1: communicate an understanding and critical evaluation of the body of knowledge and research relating to business and management, including strategy and international management, new business venture development, data analytics and the primary business functions
A2: communicate knowledge, understanding and critical evaluation of business and management research methodologies and methods
B. Subject-specific skills
B1: collect and analyse information in order to synthesise it into a form that enables complex business management situations to be evaluated and addressed.
B2: understand and be able to apply appropriate techniques and skills to allow detailed investigation into relevant business and management issues.

B3: generate, evaluate and implement creative solutions in a business management context.

C. Thinking Skills

C1: engage in postgraduate level academic and applied investigations within the field of business and management

C2: critically review your work experience to date in the light of contemporary knowledge and understanding of business and management

C3: engage in project work at a professional level integrating prior experience and contemporary knowledge

C4: plan, implement and report on an extended programme of individual research into a contemporary business and management issue, problem or field of study

D. Other skills relevant to employability and personal development

D1: apply key personal, social, technical and other transferable skills relevant to employment within a management context, including communication, team-working, leadership and critical and creative thinking.

D2: be able to learn through reflection on practice and experience in order to facilitate your personal and professional development.

D3: Learn and work independently as a reflective practitioner, including goal setting, planning, self-management and review

D4: Work as part of a team

1.2 Course Team

The MBA FT course is located in the Lancashire School of Business and Enterprise , within the Division of Strategy and Enterprise

Course Leader	Room	Phone 01772 89 (add ext)	E-Mail
Mark Rees	GR153	4723	MSPRees@UCLan.ac.uk

THE COURSE TEAM IS AS FOLLOWS (TBC):

<u>STAFF</u>	<u>E-MAIL</u>	<u>ROOM</u>	<u>Phone 01772 89 (add ext)</u>
Nadia Zahoor	NZahoor@uclan.ac.uk	GR153	4656
Joe Riordan	JRiordan@uclan.ac.uk	GR265	4689
Judi Morgan	JMorgan3@uclan.ac.uk	GR257	4776
Yahaya Yusuf	YYusuf@uclan.ac.uk	GR049	4534
EmmaThirkell	ETHirkell@uclan.ac.uk	GR250	4772
Marcus Simmons	MSimmons1@UCLan.ac.uk	GR153	4535
Dorota Marsh	Dmarsh@uclan.ac.uk	GR258	4728

1.3 Expertise of staff

The Course Team is well developed in terms of teaching and learning practice established over many years and builds upon the previous business and industry experience of individuals, whilst maintaining good links with commerce and the professional bodies. A number of staff are active in research.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.



1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Allen Building

Medicine

Dentistry

telephone: 01772 895566

email: AllenHub@uclan.ac.uk

Harris Building

Lancashire Law School

Humanities and the Social Sciences

Centre for Excellence in Learning and Teaching

telephone: 01772 891996/891997

email: HarrisHub@uclan.ac.uk

Foster Building

Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

Computing and Technology Building

Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
email: CandTHub@uclan.ac.uk

Greenbank Building

Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
email: GreenbankHub@uclan.ac.uk

Brook Building

Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk

The Course is part of the Division of Strategy and Enterprise in the Lancashire School of Business and Enterprise . The Head of Division is:

Karl Lester	GR334	Ext4666	KRLester@uclan.ac.uk	
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1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

E-mail is the accepted means of communication with you the student generally about your course and for matters relating to you individually. This is to your Uclan e-mail address. In some circumstances telephone will be used: you should ensure that you update your mobile phone number.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Mr Alastrair Balchin
Liverpool Business School
Liverpool John Moores University



2. Structure of the course

2.1 Overall structure

The structure of your programme reflects the aims, objectives and learning outcomes. The MBA is divided into three Stages. Stage 1 is completed during Semester One which runs from September to December; Stage 2 is completed during Semester Two which runs from January to May, and Stage 3 is completed between the end of Semester Two and the end of the first week in September.

In overall terms, your programme consists of a set of modules which are taken by all students.

Within the University, modules come in different sizes, usually half (10 credits) and single (20 credits), double (40 credits) and treble modules (60 credits) are to be found. Modules are also Level-rated to reflect their academic standing. Postgraduate programmes such as the MBA consist of Level 7 modules.

Module Registration Options

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Your MBA programme consists of a combination of taught modules (10 credits and 20 credits), and a double module (40 credits) Dissertation. To gain the MBA you will have to successfully complete a total of 12 modules (180 credits), including Dissertation.

Stage 1

Stage 1 consists of 5 modules and these modules are taken by all students on the MBA programme during Semester One.

Module Code	Module Title
AC4410	Accounting and Finance
MD4043	Leadership and Management
MK4024	Contemporary Marketing Principles
HR4005	Managing People
EC4005	Fundamentals of Economics

Stages 2 and 3

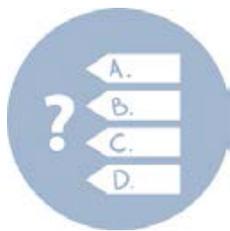
Stage 2 consists of further 6 taught modules taken during Semester 2:

MG4101	Operations Management Strategy
MD4100	Strategy and International Management
MD4060	New Enterprise Venture Development
MG4002	Data Analytics
MD4064	Designing a Research Project
MD4044	Entrepreneurship Theory and Practice

Stage 3 consists of a double-module

We also run the MBA with placement which allows students to undertake a placement as part of their studies. Students apply for paid positions on a competitive basis and secure positions through their own efforts. Some assistance in preparation for applying for placements will be provided, however placements are paid employment and the employer has the final say. The work undertaken by the student must be of an adequate standard in an area of work strongly related to the content of the MBA Programme and the appropriateness of any placement will be assessed / approved by a member of the academic team on an individual basis.

To gain the MBA with Professional Placement you will have to successfully complete a total of 12 modules (180 credits), including Dissertation and MD4054 (Professional Placement).



2.3 Course requirements

To gain the award of Masters of Business Administration you must attempt and successfully complete modules to the value of 180 credits.

You may be awarded a Postgraduate Diploma in Business Administration if you complete modules to the value of 120 credits at Level 6 or above with a minimum of 100 credits at Level 7 (excluding dissertation). If you complete modules to the value of 60 credits at Level 6 or above with a minimum of 40 credits at Level 7 (Only from taught modules) you may be awarded a Postgraduate Certificate in Business Administration

2.4 Study Time

2.4.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

You are expected to undertake preparation for classes, reading and personal study for each module as well as assessment and class contact time. Your personal study, assessment, preparation, and class contact time is expected to be the equivalent of 200 hours per 20 credit module



2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

GreenbankHub@uclan.ac.uk or by telephoning the hub on 01772 891998 or 01772 891999.

If you are an international student from outside the EU and governed by the UK Border Agency (UKBA), Points Based System (PBS) - you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

You can monitor your attendance record on the SAM system at UCLan.

Each time you are asked to enter your details on SAM for a lecture or seminar you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Your postgraduate programme recognises the diversity of student learning needs and experiences. Teaching and learning strategies have been designed to meet these differing needs. The multiplicity of learning outcomes within the programme also requires a multiplicity of approaches

Students are supported by the electronic Blackboard system where materials are made available to them by module to support their learning. They are expected to complete guided self-study for each module in parallel to the taught inputs and other tutor-led work.

Particular teaching and learning strategies to be adopted to achieve the specified learning outcomes are outlined in the Module Information Pack (MIP) which accompanies each module.

Teaching and learning strategies may include the following:

Self-directed study with peer group support
Lectures
Plenary and small group work
Individual and team presentations
Videos, computer software, CD ROM, and documentary analysis
Learning logs
Case study analysis
Live organisational analysis
Research tasks
Critical and reflective thinking
Structured reading
Critical discussion and evaluation
Informed negotiation
Seminar paper presentation and discussion
Simulations
Visiting speakers
Study visits
Experiential learning activities
E-learning materials
Dissertation research

The strategy adopted by each module should be viewed in the light of a number of general principles. Each module's teaching and learning approach is designed to support and sustain:

- the acquisition, analysis and consideration of relevant concepts and theories;
- the application of such concepts and theories to personal and organisational settings;
- the analysis of live issues and problems identified by students and tutors;
- the development of sound working relationships between a diverse group of students.

The role of the tutor is very much to act as a facilitator and catalyst as much as it is to provide specific knowledge inputs. The aim is the holistic development of the student, where intellectual thought and analysis, personal confidence and competence are given expression within a stimulating 'involved learning' setting.

Our experience of working with people tells us that it is your knowledge and experience, used in a supportive way, which creates significant added value to the more tutor led inputs.

It goes without saying that for this rich and stimulating learning process to be achieved all of the members of the programme need to commit themselves to the full participation in the programme. This means more than just turning up for all scheduled sessions. It means being fully prepared, being willing and able to make your own particular contribution to the sessions, and being prepared to take on responsibility for the achievement of learning from the process of human interaction that ensues

3.2 Study skills

It is expected that students will over the duration of the course both acquire new skills and enhance their existing skills. Students will learn from lecture, seminar and workshop activities and from both directed and student initiated self-study. The use of experiential learning and learner-centred activities such as presentations, the dissertation and projects, together with encouraging both self-analysis and evaluation will enable continuous personal and professional development. Students will engage in presentations on a regular basis and when possible will be offered leadership, teamwork and outdoor experiences.

In particular students are recommended to take advantage of the UCLan support services such as:

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>

Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

International student support

If you are a student from overseas then there is a dedicated support service for you to help you with studying modules and the assessments.



3.3 Learning resources

3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, ebooks, images and texts.

Module information are available on Blackboard.

Students at UCLan now have unlimited free 24/7 access to lynda.com, an online library of high-quality instructional training videos and tutorials covering a wide range of software, technology and business topics. lynda.com is designed for all levels of learners and is available whenever you're ready to learn - you can even use it on your iPhone, iPad, Android phone or tablet, or other mobile device. To access lynda.com:

1. Go to www.lynda.com
2. Select Login (top right-hand corner)
3. Under Log in through your organization or school enter www.uclan.ac.uk and click Go
Enter your UCLan username and password

3.4 Personal development planning

Employability skills and personal development is embedded in all modules on the course. However, additional resources are made available in e-Learn for students to use. These include time management, emotional intelligence, assertiveness, impression management, giving and receiving feedback etc. Students are encouraged to attend events and sessions organised by Careers, the universities career planning and employability service. There is also the opportunity for students to undertake mini-modules related to employability and career development. These do not form part of the MBA programme and are not credit bearing.



3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>



4.1 Academic Advisors

Students are directly supported by the Programme Director

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

The Disability Lead for the Lancashire School of Business and Enterprise is Angela M Mackenzie

Email: ammackenzie@uclan.ac.uk

Tel: 01772 894910

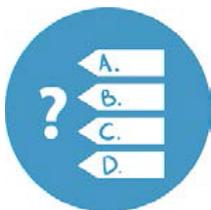
4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment



5.1 Assessment Strategy

Assessment is an important part of your development as a student both to test understanding and knowledge and as ever developing base upon which to build. The learning achieved from completing an assessment and from the feedback received, especially about how to improve are very valuable.

Each learning outcome of the course has to be assessed and this is achieved in the various modules. Most modules are assessed purely by course work, but some modules have time constrained assessments (such as in class tests and debates) during semester.

Assessment covers four areas:

Knowledge and understanding

A variety of assessments are used including essays, reports, in-class tests, formal oral debates, individual/group research tasks, presentations, dissertation proposal and dissertation.

Subject specific skills

This may take the form of essays, reports, reports, in-class tests, oral debates, individual and group case study analyses; individual and group research tasks; group presentations, dissertation proposal and dissertation

Thinking skills

A variety of assessments are used including individual and group reports; group presentations; critical review of research publications; dissertation research proposal and masters dissertation.

Other skills relevant to employability and personal development

A variety of methods are used including critical essays, learning logs, reflective logs, reports, in-class tests, formal oral debates individual and group reports and oral presentations, case study analyses, project plans, dissertation proposal, dissertation

5.2 Notification of assignments and examination arrangements

Students will be notified on Blackboard of the requirements for individual assessments and the deadlines for submission. Examination arrangements will also be given on Blackboard.

The respective module leaders notify through the Module Information Packs and Assessment Briefs, which may be contained within the MIP or published separately. Students are advised to take note of any special or separate communication from individual module leaders as announcements by e.g. e-mail or in lectures. Assessments will always be notified in writing.

Short Tests and Examinations may be set within the semester or at the end of a semester/year and students should ensure that they are fully aware of when and where these are.

Students should take note that some pieces of work have to be submitted by or on a particular day and sometimes by a particular set time on that day e.g. 9.00 am.

Each assessment will have particular criteria specified in the assessment brief. This will be published either as part of the Module Information Pack, or as a separate assessment document.

5.3 Referencing

Students are expected to use the Harvard referencing system.

It is important when writing in assessed work that you adopt the correct academic style used at the University. This may be very different from what you are used to from pre-degree study and especially if you are an international student. The following is given as a brief review of this important area. The most important point to remember is that you are expected to write in your own words, yet give reference to your source as you write within the text of your report. It is a common misunderstanding that it is all right to use your sources words so long as you give the source – no it isn't acceptable. Generally you should not use the words of your source at all and if you do you must identify this as such by putting the words exactly as originally written and within quotation marks. These should be short and form a very minor part of the overall work that you present. You are expected to build arguments not from your opinion but from your sources, using these as evidence to build up your points and citing their work i.e. giving references to them as the original source, but using your own words.

You are required to use the Harvard system of referencing when you write. You cite the short reference within your text of author, date and page and given the full reference in a listing at the end of your work. See the Lancashire School of Business and Enterprise Referencing Guide

Writing in the correct style is very important and not doing so is often the cause of plagiarism which is considered to be against the university regulations and carries severe penalties. It is thus to be avoided.

5.4 Confidential material

Students do not generally have to use confidential material but there are some situations in which they need to be cognisant of the legal and ethical requirements of protecting confidentiality e.g. when conducting research with respondents.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may

also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement, for example, as a result of student feedback we have removed the formal examination from our MBA Programme assessment strategy.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

As a student your feedback is essential to inform the Course Team of your views about modules, the course as a whole and the University facilities. There are opportunities to do so personally in dialogue with the module tutors and the course leader through the year and more formally through the Student Liaison Officer and Student Representatives who represent all the students at the Staff Student Liaison Committee meetings (once a semester and through the Module Evaluation Questionnaires if applicable) .

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

1. Awarding Institution /Body	University of Central Lancashire / University of Central Lancashire Cyprus
2. Teaching Institution	University of Central Lancashire, Cyprus University of Central Lancashire Preston*
3. University School/Centre	School of Business & Management, UCLan Cyprus Lancashire School of Business and Enterprise, UCLan Preston
4. External Accreditation	Cyprus Agency for Quality Assurance & Accreditation in Higher Education
5. Title of Final Award	Master of Business Administration
6. Modes of Attendance offered	Part-time UCLan Preston Part-time Distance Learning – UCLan Cyprus only
7. UCAS Code	n/a
8. Relevant Subject Benchmarking Group(s)	Business and Management (General)
9. Other external influences	n/a
10. Date of production/revision of this form	September 2018 / Revised July 2019
11. Aims of the Programme	<ul style="list-style-type: none">• to provide you with a postgraduate career development general programme in business and management that will enable you to achieve learning outcomes at a level appropriate for the award of an MBA from the University• to provide you with the opportunity to develop your critical understanding of business and management and its constituent processes from both a theoretical and practical perspective.• to enable you to critically review and integrate your existing work experience with your postgraduate studies within an intensive process of management development• to provide you with a learning experience which will enable you to enhance your career potential, personal and professional effectiveness, and

performance in employment in the field of business and management in a wide range of organisations.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1: to communicate a knowledge, understanding and critical evaluation of the body of knowledge and research relating to business and management, including management theory and practice, HRM, accounting and finance, marketing, management environment, strategic management and change management.

A2: to communicate a knowledge, understanding and critical evaluation of business and management research methodologies and methods.

Teaching and Learning Methods

Distance Learning Mode (PT): Online lecture, live seminars, online guided discussion boards and group discussion; case study analysis; background reading and research; video clips, podcasts, guided reading material; dissertation.

Full Time/Part Time Mode: Lectures, plenary and small group discussion; case study analysis; background reading and research; guest speakers, group research tasks, dissertation.

Assessment methods

Distance Learning Mode (PT): A range of online assessments methods – reports, essays, online group and individual discussions assessments.

Full Time/Part Time Mode: Essays, reports, individual/group research tasks, presentations, dissertation proposal and dissertation.

B. Subject-specific skills

B1: to collect and analyse information in order to synthesise it into a form that enables complex business management situations to be evaluated and addressed.

B2: to understand and be able apply appropriate techniques and skills to allow detailed investigation into relevant business and management issues.

B3: to generate, evaluate and implement creative solutions in a business management context.

Teaching and Learning Methods

Distance Learning Mode (PT): Online lecture, live seminars, online guided discussion boards and group discussion; case study analysis; background reading and research; video clips, podcasts, guided reading material; critical reviews of academic writing; reflective learning activities; dissertation.

Full Time/Part Time Mode: Lectures, exercises, plenary and small group discussion; case study and video analysis; background reading; dissertation.

Assessment methods

Distance Learning Mode (PT): Individual essays and reports; critical review of academic writing; reflective learning essays and reports; dissertation proposal and dissertation.

Full Time/Part Time Mode: Essays, reports, individual and group case study analyses; individual and group research tasks; group presentations, dissertation proposal and dissertation.

C. Thinking Skills

C1: to engage in postgraduate level academic and applied investigations within the field of business and management.

C2: to critically review your work experience to date in the light of contemporary knowledge and understanding of business and management

C3: to engage in project work at a professional level integrating prior experience and contemporary knowledge.

C4: to plan, implement and report on an extended programme of individual research into a contemporary business and management issue, problem or field of study.

Teaching and Learning Methods

Distance Learning Mode (PT): Online lectures and live seminars as in A and discussion; critical reviews of academic writing; reflective learning activities; individual applied investigations; preparatory research methodology lectures,

<p>followed by the planning and implementation of an individual postgraduate level research project with tutorial support from your Dissertation supervisor.</p> <p>Full Time/Part Time Mode: Plenary discussions, individual and group applied investigations; preparatory research methodology lectures and workshops, followed by the planning and implementation of an individual postgraduate level research project with tutorial support from your Dissertation supervisor.</p>				
Assessment methods				
<p>Distance Learning Mode (PT): Individual essays and reports; critical review of research publications; reflective learning reports; online discussion boards; Dissertation research proposal and Dissertation.</p> <p>Full Time/Part Time Mode: Essays, individual and group reports; group presentations; critical review of research publications; Dissertation research proposal and Dissertation.</p>				
D. Other skills relevant to employability and personal development				
<p>D1: to apply key personal, social, technical and other transferable skills relevant to employment within a management context, including communication, team-working, leadership and critical and creative thinking.</p> <p>D2: to be able to learn through reflection on practice and experience in order to facilitate your personal and professional development.</p>				
Teaching and Learning Methods				
<p>Distance Learning Mode (PT): Online lectures, and live seminars as in A, plenary and group online discussions, investigative tasks, reflective learning activities, experiential learning, dissertation.</p> <p>Full Time/Part Time Mode: Lectures, plenary and small group discussions, group presentations and group investigative tasks; experiential learning, dissertation.</p>				
Assessment methods				
<p>Distance Learning Mode (PT): Essays, reports, case study analyses, reflective learning assessments, project plans, dissertation proposal and dissertation.</p> <p>Full Time/Part Time Mode: Essays, individual and group reports and oral presentations, case study analyses, project plans, dissertation proposal, dissertation.</p>				
13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating UK / ECTS	
7	MD4015	Management and Organizations	10/5	<p>Master of Business Administration (MBA) Requires 180 credits (90 ECTS) at Level 7</p>
	MD4050	Management Environment	10/5	
	MK4025	Contemporary Marketing in Organizations	10/5	<p>Postgraduate Diploma in Business Administration Requires 120 credits (60 ECTS) at Level 7</p>
	MG4101	Operations Management	10/5	
	MD4002	Management Learning and Research	20/10	

	MD4063	Management Consulting Project	20/10	Postgraduate Certificate in Business Administration Requires 60 credits (30 ECTS) at Level 7.
	AC4410	Accounting and Finance	10/5	
	HR4006	Contemporary Human Resource Management	10/5	
	MG4032	Business Intelligence	10/5	
	MD4011	Strategic Management	10/5	
	MD4061*	Management Coaching Skills	20/10	
	MD4960*	MBA Dissertation	40/20	
	MD4992**	MBA Dissertation	60	
		*Only available at Cyprus Campus ** Only available at Preston Campus		

15. Personal Development Planning

A supported PDP process commences with a briefing during the MBA induction programme. For students who are engaged in concurrent part-time higher education alongside their full-time employment, the opportunity to continuously relate their studies with their work experience is a powerful vehicle for fostering their own personal development. Module MD4002 requires students to reflect on their own learning style and how this contributes to their personal development while undertaking the programme. Students are also expected to utilise the University Learning Development Unit's 'Skills Learning Resources' website; discussions with their personal tutor; draw on modules in terms of curriculum, teaching/learning/assessment strategies; the dissertation process; University careers advice service website; extra-curricular experiences and to maintain a PDP file. A more detailed account is available in the Course Handbook Appendix

16. Admissions criteria

**Correct as at date of approval. For latest information, please consult the University's website.*

Admission is based on a holistic review of each candidate's work experience and educational qualifications in order to assess their ability to benefit from the Programme.

Candidates must have at least 2 years of relevant and appropriate work experience. In terms of the minimum educational qualifications, an honours degree or its international equivalent (at least Lower Second Class) or a professional qualification deemed to be honours degree (2/2) equivalent is typically sought.

Candidates without a degree but with substantial managerial or professional experience and/or an equivalent professional body qualification will also be considered for the part-time Programme.

IELTS score of 6.5 (or equivalent).

17. Key sources of information about the programme

- LSBE Postgraduate brochure and web-site
- UCLan Cyprus web-site

18. Curriculum Skills Map

Level	Module Code	Module Title	Compulsory (Comp), Core (C) or Option (O)	Knowledge & Understanding		Subject-specific Skills			Thinking Skills				Other skills relevant to employability and personal development					
				A1	A2		B1	B2	B3		C1	C2	C3	C4	D1	D2		
7	AC4410	Accounting and Finance	Comp	√			√	√			√	√			√	√		
	HR4006	Human Resource Management	Comp	√			√	√			√	√			√	√		
	MD4015	Management and Organizations	Comp	√			√	√			√	√			√	√		
	MD4050	Management Environment	Comp	√			√	√			√	√			√	√		
	MK4025	Contemporary Marketing in Organizations	Comp	√			√	√			√	√			√	√		
	MG4032	Business Intelligence	Comp	√			√	√			√	√			√	√		
	MD4011	Advanced Strategic Management	Comp	√			√	√			√	√			√	√		
	MD4063	Management Consulting Project	Comp	√			√	√	√		√	√	√		√	√		
	MD4002	Management Learning and Research	Comp	√	√		√	√			√	√		√	√	√		
	MG4101	Operations Management	Comp	√			√	√			√	√			√	√		
	MD4061	Management Coaching Skills	Comp	√			√	√			√	√			√	√		
	MD4992	MBA Dissertation	Comp	√	√		√	√	√		√	√		√	√	√		
	MD4960	MBA Dissertation	Comp	√	√		√	√	√		√	√		√	√	√		

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

Learning outcomes for the award of: Postgraduate Diploma in Business Administration (PGDip in Business Administration)

19.1 Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
A1: to communicate a knowledge, understanding and critical evaluation of the body of knowledge and research relating to business and management, including management theory and practice, HRM, accounting and finance, marketing, management environment, strategic management and change management. A2: to communicate a knowledge, understanding and critical evaluation of business and management research methodologies and methods.
B. Subject-specific skills
B1: to collect and analyse information in order to synthesise it into a form that enables complex business management situations to be evaluated and addressed. B2: to understand and be able to apply appropriate techniques and skills to allow detailed investigation into relevant business and management issues. B3: to generate, evaluate and implement creative solutions in a business management context.
C. Thinking Skills
C1: to engage in postgraduate level academic and applied investigations within the field of business and management. C2: to critically review your work experience to date in the light of contemporary knowledge and understanding of business and management C3: to engage in project work at a professional level integrating prior experience and contemporary knowledge. C4: to plan, implement and report on an extended programme of individual research into a contemporary business and management issue, problem or field of study.
D. Other skills relevant to employability and personal development
D1: to apply key personal, social, technical and other transferable skills relevant to employment within a management context, including communication, team-working, leadership and critical and creative thinking. D2: to be able to learn through reflection on practice and experience in order to facilitate your personal and professional development.

Learning outcomes for the award of: Postgraduate Certificate in Business Administration (PGCert in Business Administration)

19.2 Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding

A1: to develop understanding and engage in critical evaluation of the body of knowledge and research relating to business and management, including management theory and practice, HRM, accounting and finance, marketing, management environment and strategic management.

B. Subject-specific skills

B1: to collect and analyse information in order to synthesise it into a form that enables complex business management situations to be evaluated and addressed.

B2: to understand and be able apply appropriate techniques and skills to allow detailed investigation into relevant business and management issues.

C. Thinking Skills

C1: to engage in postgraduate level academic study and learning within the field of business and management.

C2: to critically review your work experience to date in the light of contemporary knowledge and understanding of business and management.

D. Other skills relevant to employability and personal development

D1. to apply key personal, social, technical and other transferable skills relevant to employment within a management context, including communication, team-working, and critical and creative thinking.

D2: to be able to learn through reflection on practice and experience in order to facilitate your personal and professional development.