

PROGRAMME SPECIFICATION

Course record information

Name and level of final award	MBA The Master of Business Administration is a Masters degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards	Postgraduate Diploma of Business Administration Postgraduate Certificate of Business Administration
Awarding body/institution	University of Westminster
Teaching Institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Marylebone
Language of delivery and assessment	English
Mode, length of study and normal starting month	12 months full time September and January start
QAA subject benchmarking group(s)	Business and Management (Postgraduate)
Professional statutory or regulatory body	N/A
Date of course validation/Revalidation	December 2019
Date of programme specification approval	2020
Valid for cohorts	from 2020/21

Course Leader	Dr Paul Langley
Course URL	westminster.ac.uk/courses/postgraduate
Westminster course code	PMBSM17F (FT)
HECoS code	100078
UKPASS code	TBC

Admissions requirements

There are standard minimum [entry requirements](#) for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information.

For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: westminster.ac.uk/courses/postgraduate/how-to-apply

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information: westminster.ac.uk/recognition-of-prior-certified-learning.

Aims of the course

The MBA is designed for passionate young graduates from any discipline (including progressing Westminster graduates) who are seeking an intensive, practically-oriented, advanced education in modern business methods and skills. These graduates will have no/low work experience (0-2 years) and will be seeking business roles in either corporates, start-ups or SMEs, but also in the public sector and non-profit organisations. Our target graduates may also be engineers, scientists or arts students who are looking for intensive business study to help them launch new enterprises. Our target graduates will be both from the UK and overseas. The MBA has been designed to prepare graduates for a rapidly changing business world. Students will see a focus on the latest business thinking, combined with practical application and a specific emphasis on skills development. By focusing on practical skills and real business projects, students will be better prepared for the way that organisations and job roles are changing.

The MBA follows a strong narrative with a journey of discovery, beginning with analysis of problems/issues, the design of innovative solutions, immersion in digital applications and the development of drive, resilience and diplomacy as part of the student's personal growth. In addition to the module assessment, capabilities learned are applied during the entrepreneurship project, the international consultancy project and the internship. The narrative includes an emphasis on seven blocks of integrated study that will help students develop a set of core competences:

- **Business Diagnosis.** Our students will graduate with modern skills in analysing financial, performance and market data. They will become comfortable with data and able to diagnose business problems and use judgment to improve business and market performance.
- **Designing Value.** Our students will be able to use design thinking and creativity to reimagine business models and design new products, services and processes.
- **Digital Capabilities.** Our students will develop and refine their digital skills and will be capable of coding and building prototype apps and websites. They will understand digital information systems and how the latest digital developments (e.g., blockchain, AI, VR and AR) will impact on business operations, business services and performance.
- **Entrepreneurial Mindset.** Intensive immersion in “hackathons” is designed to build an understanding of entrepreneurial thinking and new venture creation. These entrepreneurial skills will be equally deployable within organisations or for new startups.
- **Resilient Organisations and Teams.** Our students will critically analyse the traits, behaviours and management processes needed for resilient and ethically/socially/environmentally sustainable organisations and managing change. Future organisations, managers and leaders will need drive, agility, adaptability and resilience to cope in an increasingly volatile and complex business environment. Our students will be able to demonstrate these capabilities.
- **Sustainable Global Growth.** Our students will have a global perspective to business development. They will be well-practised in working collaboratively and sensitively in multi-cultural project environments.
- **Strategic Innovation in a Digital World.** Our students will finish the MBA with a capstone module of strategy masterclasses (including presentations from industry practitioners) that will cover the latest knowledge and insights needed by innovation leaders. These will focus on innovation and its strategic impact on organisations and economies.

Employment and further study opportunities

Today’s organisations need graduates with both good degrees and skills relevant to the workplace, i.e., employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University’s links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University’s career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers’ requirements, which will inform the service delivered to students.

The innovation in our MBA is the unambiguous focus on preparing graduates for the world of work, through a highly practical and experiential programme. The emphasis on capabilities and attributes and the opportunity to apply these capabilities to real business problems, will give students direct experience that will enhance their CVs and the narrative of their journey when applying for new positions. Furthermore, the interaction with companies during the programme, the applied projects and the final internship, will directly enhance the prospects for early employability after graduation. By focusing on business attributes we expect a very wide range of employers to be interested in our graduates, including corporates, SMEs, startups, public sector and not-for-profit organisations.

There is evidence from discussions with employers (including sectors technology, financial services, creative media and consumer retail) that the rate of change taking place in the business world (particularly from digital disruption) negates the traditional requirement for extensive work experience prior to an MBA. Employability, in this context, requires multiskilled, digitally-competent graduates, equipped with a sophisticated cross-disciplinary understanding of business and its changing context, who demonstrate attributes aligned with innovation, personal agility, adaptability and resilience. Such graduates can adapt quickly to an employer's business model or create new enterprises.

We are including a three month applied "Management in Action – Internship". This is an accelerated programme and we expect students to want the combined benefit of an internship but also an early entry to the job market. The internship may take place in the UK or overseas and will be supervised by members of the course team. The WBS Placement Office (part of the UOW Careers and Employability Service) will help to place students with employers.

Course learning outcomes

Learning outcomes are statements about what successful students will have achieved as the result of learning. These threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course. For the MBA the course learning outcomes are as follows:

Knowledge and understanding (KU)

On successful completion of the course students should be able to

- 1. Critically evaluate entrepreneurial thinking and the process of new venture creation.** This entrepreneurial thinking will be equally deployable within existing organisations or for new start-ups.
- 2. Systematically evaluate how the latest digital developments** (e.g., blockchain, AI, VR and AR) will impact on business operations, business services and performance.
- 3. Critically analyse leadership traits and behaviours** needed for managing change and developing ethically/socially/environmentally sustainable organisations.
- 4. Critically examine innovation processes** and their strategic impact on organisations and economies.
- 5. Synthesise the key performance drivers** in an industry or organization based on theory derived from economics, finance and strategic management.

Specific skills (SS)

On successful completion of the course students should be able to

- 1. Diagnose business issues using data** from a variety of appropriate sources and use judgment to make informed decisions to improve business and market performance.
- 2. Use design thinking and creativity** to reimagine business models and improve their digital skills.

- 3. Demonstrate drive, negotiation abilities, personal agility, and resilience** to cope in an increasingly global volatile complex business environment

Key transferable skills (KTS)

On successful completion of the course students should be able to

- 1. Work individually and collaboratively**, in multi-cultural project environments via group activities such as team negotiations, demonstrating a self-aware and reflective approach.
- 2. Communicate ideas, problems and solutions clearly and effectively** in a variety of formats to specialist or non-specialist audiences

Appendix 1 shows the mapping of course learning outcomes to modules.

Learning, teaching and assessment methods

Learning:

As befits a programme at this level, considerable emphasis will be placed on independent research and study. This will include online resource-based learning through directed and verifiable study. All modules are supported by the University's virtual learning environment (VLE – Blackboard Ultra) where module study materials with the additional learning and reading matter are deposited. The VLE will provide functionality that will enable a hybrid approach, where the dominant face-to-face approach is supplemented and supported through discussion forums and portfolio development. The VLE will also provide individual and team spaces, to enable the noting of contributions and reflections for wider learning and for capture where portfolios form part of the module assessment. Through this synchronous and asynchronous option, the students will be able to engage with both their formal learning and with developing understanding in their own time, individually or in teams, when working collaboratively/cooperatively. Additionally, students will be recommended to also utilise the training materials available through the University library e-sources, LinkedIn Learning, TED talks and Massive Online Open Courses (MOOCs) to help consolidate their learning.

We emphasise the development of problem-solving and decision-making skills, the ability to lead and also work as part of a team and effective oral and written communication. Enquiry based learning is used throughout all the modules. Students will be able to demonstrate enhanced digital skills, including cloud technologies, social media, apps and websites and co-creation platforms.

We are compassionate and inclusive in all of our learning methods. For example, students are encouraged to engage critically and reflectively, acknowledging international cultural differences. Another example is that students are encouraged to work collaboratively, respecting others' learning styles and different points of view.

Teaching:

We use a wide range of teaching methods on the programme which reflect application of key knowledge and skills development. From short lectures to case studies and role-playing exercises as well as computer simulations and “hackathons”. This acknowledges the wide range of preferred learning styles within the student body, in line with the inclusivity guidelines mentioned above. We expect our students to be autonomous learners, able to take responsibility for their own development and that of their peers. Active class participation is essential and the combination of experience and diversity creates a rich learning environment. Therefore students are expected to be proactive in their learning through the study and debate of case studies and real world examples. We use a number of “live” case studies with real clients. These help to develop an application of key concepts and at the same time develop analytical and decision-making skills.

The course aims to achieve an appropriate balance of knowledge and the application of that knowledge in situations which require that students explicitly demonstrate understanding of the internal and external business environments and the need to manage those situations effectively, as well as the people involved in them. This will involve students in the critical thinking, analysis and synthesis of information necessary in the solving of business problems.

Furthermore students will meet on a regular basis with your tutor/mentor through face-to-face and/or e-mail and/or asynchronous discussion and/or other electronic means. You will work with a range of academics on the programme who will be acting in the capacity of tutors, mentors, coaches and consultants, rarely as ‘lecturers’.

Assessment:

A wide range of individual and group assessment methods are used, including an investigative report, reflective essay, group presentation, video presentation, in-class group pitch or presentation, simulation and portfolio of evidence. The context in which students are asked to demonstrate the acquisition and application of knowledge will require demonstration of personal and interpersonal skills that are appropriate to authentic environments, in this case business and management. These include effective selfmanagement and the willingness to be adaptable and resilient, as well as sensitivity to the diverse issues associated with managing people and situations in a working environment. The wide variety of assessments provides flexible ways to meet the learning outcomes reflecting the range of student preferences for different types of assessment, in line with inclusivity guidelines mentioned above. Furthermore, assessments test “real world” problems which are socially, culturally and globally relevant and take into account learners' identities.

Coursework assessments require students to adopt an objective approach which is theory-led and practice-driven. The type of assessment used on particular modules is indicated in each module description. Appendix 2 shows the allocation of credits to various assessments across all the modules. Each module gives an opportunity for students to receive formative feedback as part of the learning processes. For example, sessions will often involve solving issues/problems relating to a case study, either traditional historic-based or live. Students working in groups will prepare solutions to the particular questions and present them to the class. Plenary feedback is given both on the content and the communication of the presentation, thus preparing the students for a summative group presentation assessment.

Course structure

This section shows the modules (eight core and two options) available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year for the Masters in Business Administration, comprising the eight core modules and one of the two options. The Certificate in Business Administration requires 60 credits. The Diploma in Business Administration requires 120 credits.

Credit Level 7				
Module code	Module title	Status	UK credit	ECTS
Semester 1			70	
7BUSS022W	Business Diagnosis	Core	20	10
7MARK023W	Designing Value	Core	20	10
7DIBU007W	Digital Capabilities	Core	20	10
7ENTP009W	Entrepreneurial Mindset	Core	10	5
Semester 2			70	
7MNST005W	Resilient Organisations and Teams	Core	20	10
7BUSS023W	Sustainable Global Growth	Core	20	10
7DIBU008W	Strategic Innovation in a Digital World	Core	20	10
7BUSS024W	International Consultancy Project	Core	10	5
Semester 3 One option from the following two:			40	
7MNST006W	Management in Action – Internship	Option	40	20
7MNST007W	Management in Action – Project	Option	40	20
Total credits			180	

Course Timeline for Sep and Jan starts

In the Sep start delivery, the two 10-credit modules “Entrepreneurial Mindset” and “International Consultancy Project” are delivered in one week block mode at the end of Semester 1 and Semester respectively.

There are some differences in the Semester 2 summer schedule for Jan starts. The three Semester 2 modules are delivered in block mode over 8 weeks so that most of August is available for vacation. Furthermore, the “International Consultancy Project” is delivered before the start of Semester 2.

Professional Body Accreditation or other external references

n/a

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academicregulations. In some cases course specific regulations may be applicable.

How will you be supported in your studies?

Course Management

The Course Leader has responsibility for the academic integrity of the programme. This includes the everyday management of the course, development of the curriculum, and ensuring the delivery in terms of quality control and equivalence of experience for course participants.

The Head of the School of Management and Marketing is responsible for monitoring academic quality and organising assessment procedures for those modules falling under the School's courses at Conferment Boards.

The Associate Head of Westminster Business School (Education and Students) holds responsibility for the overall quality and delivery of the educational process.

The Head of College holds overall responsibility for the course and for other courses run by Westminster Business School.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard Ultra where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at westminster.ac.uk/blackboard.

Learning Support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academiclearning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students¹ can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where

¹ Students enrolled at Collaborative partners may have differing access due to licence agreements.

desktop computers are available with the general and specialist software that supports the courses taught at their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Inclusivity

The course aligns fully with the principles of inclusive curriculum. This includes both learning environment and assessment, delivering inclusive practice that provides the best possible support for all students, by identifying and accommodating their learning needs.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at [westminster.ac.uk/student-advice](https://www.westminster.ac.uk/student-advice). The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at [westminster.ac.uk/students-union](https://www.westminster.ac.uk/students-union).

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel in **2019**. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including evidence of student achievement, reports from external examiners in order to evaluate the effectiveness of the course.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with Revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Student representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- There are also School Staff Student Exchange meetings that enable wider discussions across the School. Student representatives are also represented on key College and University committees.

- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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Appendix 1

The table below shows the mapping of course learning outcomes (KU1-5, SS1-3 and KTS12) to the ten modules. Modules M1 to M8 are core and modules M9 and M10 are options.

	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10
KU1	X			X						
KU2		X	X				X	X	X	X
KU3					X	X				
KU4							X		X	X
KU5	X					X		X		
SS1	X				X			X	X	X
SS2		X	X	X			X		X	X
SS3				X	X	X			X	X
KTS1	X	X	X	X	X	X	X	X	X	X
KTS2	X	X	X	X	X	X	X	X	X	X

M1 Business Diagnosis / DIAGNOSIS [20]
M2 Designing Value / DESIGN [20]
M3 Digital Capabilities / DIGITAL [20]
M4 Entrepreneurial Mindset [10]
M5 Resilient Organisations and Teams / DRIVE [20]
M6 Sustainable Global Growth / DIPLOMACY [20]
M7 Strategic Innovation in a Digital World [20]
M8 International Consultancy Project [10]
M9 Management in Action – Internship [40]
M10 Management in Action – Project [40]

Knowledge and understanding (KU)

KU1 Critically evaluate entrepreneurial thinking and the process of new venture creation. This entrepreneurial thinking will be equally deployable within organisations or for new start-ups.
KU2 Systematically evaluate how the latest digital developments (e.g., blockchain, AI, VR and AR) will impact on business operations, business services and performance.
KU3 Critically analyse leadership traits and behaviours needed for managing change and developing ethically/socially/environmentally sustainable organisations.
KU4 Critically examine innovation processes and their strategic impact on organisations and economies.
KU5 Synthesise the key performance drivers in an industry or organization based on theory derived from economics, finance and strategic management.

Specific skills (SS)

SS1 Diagnose business issues and problems and use judgment to make informed decisions to improve business and market performance.

SS2 Use design thinking and creativity to reimagine business models and improve their digital skills.

SS3 Demonstrate drive, negotiation abilities, personal agility, and resilience to cope in an increasingly global volatile complex business environment.

Key transferable skills (KTS)

KTS1 Work individually and collaboratively, in multi-cultural project environments via group activities such as team negotiations, demonstrating a self-aware and reflective approach.

KTS2 Communicate ideas, problems and solutions clearly and effectively in a variety of formats to specialist or non-specialist audiences.

Appendix 2 Assessments	Credits	Group	Group	Group	Group	Individual	Individual	Individual	Individual	Individual
CORE MODULES		Client Pitch	Presentation	Investigative Report	Simulation	Video Presentation	Investigative Report	Diagnostic Report	Reflective essay	Portfolio of Evidence
Business Diagnosis	20				50%		50%			
Designing Value	20		50%			50%				
Digital Capabilities	20		50%				50%			
Entrepreneurial Mindset	10	50%							50%	
Resilient Organisations and Teams	20							50%	50%	
Sustainable Global Growth	20			50%					50%	
Strategic Innovation in a Digital World	20									100%
International Consultancy Project	10	100%								

Management In Action – Internship Or Management In Action – Project	40							100% (and a formative proposal)		
Total credits	180	15	20	10	10	10	20	50	25	20