Programme Specification

UNIVERSITY OF WESTMINSTER

Course record information

Name and level of final award	• Master of Business Administration - MBA • Master of Business Administration - MBA with Professional Experience The award is Bologna FQ-EHEA second cycle degree or diploma compatible
Name and level of intermediate awards	• Postgraduate Diploma (Pg Dip) - Business Administration • Postgraduate Certificate (Pg Cert) - Business Administration
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Business and Management (Master's)
Professional statutory or regulatory body	N/A
Westminster course title, mode of attendance and standard length	• MBA FT, Full-time, September or January start - 1 year standard length • MBA with Professional Experience, Full-time, September or January start - 2 years standard length
Valid for cohorts	From 2026/7

Additional Course Information

Students on the MBA with Professional Experience course are not eligible to transfer to the one-year MBA due to the different structure and timings of the two courses, and will therefore not be eligible for the MBA award without completing and passing the full 240 credits required for their course.

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: https://www.westminster.ac.uk/courses/postgraduate/how-to-apply.

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, covering 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 consultancy project and the internship. The narrative includes an emphasis on blocks of integrated study that will help students develop a set of core competencies.

MBA (1-Year Programme)
The one-year MBA provides advanced knowledge of management theory and practice, developing analytical, strategic, and leadership skills to prepare students for senior roles in a global business environment.

MBA (2-Year Programme with Professional Experience)
The two-year MBA with Professional Experience offers the same advanced management learning, with the addition of a year-long professional placement that deepens practical experience, reflective insight, and career readiness.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. career/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 and the applied projects 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.

1-Year MBA Programme

Students on the one-year MBA programme will be offered the choice of completing either the *Management in Action – Project* or a three-month applied *Management in Action – Internship* module. The *Management in Action – Internship* offers a practical workplace experience, supervised by members of the course team. This accelerated pathway enables students to combine the benefits of professional experience with an early entry into the job market. The WBS placement team, in collaboration with the University of Westminster Career Zone, supports students in securing appropriate placements with employers.

2-Year MBA with Professional Experience

Students on the two-year MBA with Professional Experience route will complete the *Management in Action – Project* module, as well as undertaking a year-long placement through the *Professional Work Experience* module.

This extended pathway allows students to integrate advanced academic learning with extensive workplace practice, developing practical skills, reflective insight, and professional competence. Sustained engagement with work experience challenges ensures that graduates significantly enhance their employability and career readiness.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements of what successful students have achieved as a result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Cognitive Skills, are learning outcomes that help build conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Upon successful completion of the the programme, students will have acquired the requisite knowledge and understanding to:

- 001 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. (KU)
- 002 Systematically evaluate how the latest digital developments (eg blockchain, AU, VR, AR) impact business operations, customer communication, and the firm's market position. (KU)
- 003 Critically analyse leadership traits and behaviours needed for managing change and developing ethically/socially/environmentally sustainable organisations. (KU)
- 004 Critically examine innovation processes and their strategic impact on organisations and economies. (KU)
- 005 Synthesise the key performance drivers in an industry or organization based on theory derived from economics, finance and strategic management. (KU)
- 006 Work individually and collaboratively, in multi-cultural project environments via group activities such as team negotiations, demonstrating a self-aware and reflective approach. (KTS)
- 007 Communicate ideas, problems and solutions clearly and effectively in a variety of formats to specialist or non-specialist audiences. (KTS)
- 008 Diagnose business issues using data from a variety of appropriate sources and use judgment to make informed decisions to improve business and market performance. (SS)
- 009 Use design thinking and creativity to reimagine business models and improve their digital skills. (SS)
- 010 Demonstrate drive, negotiation abilities, personal agility, and resilience to cope in an increasingly global volatile complex business environment. (SS)

Additionally, the students of the MBA with Professional Experience pathway will be able to:

- 012 Critically apply advanced management knowledge, professional skills, and reflective insight to address complex work-based challenges, demonstrating autonomy, adaptability, leadership, and substantial personal and professional development achieved through the placement or professional experience. (PPP)

How will you learn?

Learning methods

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 cocreation 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 methods

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 methods

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 self management 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. The table below 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 involving 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 core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

MBA

Level 7

Full-time Postgraduate students study 180 credits per year for the Masters in Business Administration, comprising the nine core modules and one of the two options.
The Certificate in Business Administration requires 60 credits.
The Diploma in Business Administration requires 120 credits.

Please note that this course may include some Semester 3 teaching.

Module Code	Module Title	Status	UK credit	ECTS
7BUSS022W	Business Diagnosis	Core	20	10
7BUSS024W	Consultancy Project	Core	10	5
7BUSS031W	Design Thinking and Strategic Innovation	Core	20	10
7DIBU007W	Digital Capabilities	Core	20	10
7MARK043W	Digital Marketing	Core	20	10
7ENTP009W	Entrepreneurial Mindset	Core	10	5
7MNST017W	Research Methods and Consultancy Skills	Core	20	10
7MNST005W	Resilient Organisations and Teams	Core	20	10
7BUSS023W	Sustainable Global Growth	Core	20	10
7MNST019W	Management in Action - Internship	Option	20	10
7MNST018W	Management in Action - Project	Option	20	10

MBA with Professional Experience

Level 7

Full-time students take 240 credits across the two years of the course.

The Certificate in Business Administration requires 60 credits.
The Diploma in Business Administration requires 120 credits.

Please note that this course may include some Semester 3 teaching.

Module Code	Module Title	Status	UK credit	ECTS
7BUSS022W	Business Diagnosis	Core	20	10
7BUSS024W	Consultancy Project	Core	10	5
7BUSS031W	Design Thinking and Strategic Innovation	Core	20	10
7DIBU007W	Digital Capabilities	Core	20	10
7MARK043W	Digital Marketing	Core	20	10
7ENTP009W	Entrepreneurial Mindset	Core	10	5
7BUSS030W	Professional Work Experience	Core	60	30
7MNST020W	Project for 2-year MBA	Core	20	10
7MNST017W	Research Methods and Consultancy Skills	Core	20	10
7MNST005W	Resilient Organisations and Teams	Core	20	10
7BUSS023W	Sustainable Global Growth	Core	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

N/A

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 regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

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 and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. 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 utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes our libraries, each of which holds a collection of resources related to the subjects taught at that site. Students 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.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at 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 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. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express their voice in the running of their course. Course 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 course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.
- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in

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