MBA Global validation

MBA Global scheme validation

MBA Global MN2CN
MBA Global Finance MN2CO

Programme Specification

SECTION ONE: General Information

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>MBA Global - Scheme</th>
</tr>
</thead>
</table>

FINAL 08/09/2016
### MBA Global
MBA Global Finance

<table>
<thead>
<tr>
<th>Approval of Specification</th>
<th>September 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award Title &amp; Interim Awards</td>
<td>Masters of Business Administration Global Masters of Business Administration Global Finance Postgraduate Certificate in Management Postgraduate Diploma in Management</td>
</tr>
<tr>
<td>Mode of Study</td>
<td>Full-time: ☒ Part-time: ☒ E-learning: ☒ Distance:☐ Sandwich:☐</td>
</tr>
<tr>
<td>Programme Start Date &amp; Period of Validation</td>
<td>Start Date: September 16</td>
</tr>
<tr>
<td></td>
<td>5 Years: ☐ Indefinite: ☒ Other (Please state):</td>
</tr>
<tr>
<td>Awarding Institution</td>
<td>University of Derby: ☒ Other (Please State):</td>
</tr>
<tr>
<td>College Managing the Programme</td>
<td>Business, Law and Social Sciences and UDOL.</td>
</tr>
<tr>
<td>Institutions Delivering the Programme</td>
<td>University of Derby: ☒ Other (Please State): Mediterranean College; Athens, Thessaloniki and Glyfada</td>
</tr>
</tbody>
</table>
| Relevant External Reference Points | a) **Subject Benchmarks:** The Quality Assurance Agency (2015) Benchmark statement: Master’s Degrees in Business and Management is a statement that “defines what can be expected of a graduate in the subject, in terms of what they might know, do and understand at the end of their studies” (p.1). This programme has been developed to reflect the expectations of a management professional.  

b) **FHEQ:** Quality Assurance Agency (2014) The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies is an integral element of Part A of the UK Code for Quality for Higher Education. This programme has therefore been designed in line with the guidance and principles contained within this framework. |
c) **Qualification Descriptors:** Also contained within Part A of the UK Code for Quality for Higher Education are qualification descriptors which are statements describing the distinctive features of Master’s degrees. These have influenced the programme aims and learning outcomes. The Quality Assurance Agency (2014) Master’s degree characteristics; draft for consultation, has also been used to inform the characteristics of this master’s level programme.

d) **Professional Body Requirements:** The specific requirements set out within the CMI Level 7 Qualification Standards – Strategic Leadership and Management

<table>
<thead>
<tr>
<th>External Accreditation/Recognition</th>
<th>Chartered Management Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition will be sought from The Chartered Management Institute (CMI) to commence in line with the revalidated programme in Academic year 2016-7</td>
<td></td>
</tr>
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<table>
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<th>JACS Code(s)</th>
<th>N200</th>
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**SECTION TWO: Overview**

**Background/Context:**

A Master in Business Administration has been offered as a generalist programme within the University Regulatory Framework for taught postgraduate programmes since the early 1990s.

A review of MBA provision has been undertaken across different Colleges of the University in addition to consultation with students and external organisations. Following this consultation, the programme is being refocused ‘to develop in individuals an integrated and critically aware understanding of management and organisations in a global context, and assist them to take effective roles within them’ (QQA Benchmark Statement). Following consultation across the Institution, specialist pathways for Finance and Security Leadership have been developed (the latter is presented on a separate Programme Specification owing to it being a closed programme).

The MBA programme has continued to attract a consistent number of part-time and full-time students each year, and in particular those that have a strong skill set in business and management. Over the past three years, the programme has also been delivered fully online, engaging learners from over 60 countries globally. There are also plans for the revised MBA Global offer to service the needs of organisations and corporate clients. With the three cohorts above in mind, the proposed MBA Global is global in nature, developed as a shared and consistent programme across modes of study.
Overview of the Programme:

The MBA is defined as a career development generalist programme for those who have significant post-graduation and relevant work experience on which the learning process should build. The main emphasis of these programmes is on leadership through strategic management. While the academic level is positioned no differently from that of Type 2 programmes, there is a strong practical and professional orientation to the curriculum and they may be linked to professional institute qualifications. Due to the maturity and work experience of the students, MBA programmes are expected to be different in their objectives, recruitment and pedagogical processes to other master’s degrees in business and management.

The MBA Global programme is being designed to provide a natural progression for graduate students and will be particularly attractive to those wishing to pursue a career involving elements of strategic financial and performance management, operations, markets and resources, management and leadership, as well as aspects of risk and logistics, each within a global context. Each module provides the student with an advanced and applied understanding of key aspects of international business and aims to produce a Masters graduate who is fully conversant with local and global business issues through practical application and leading edge theory.

The programme is intended to be structured around an international global setting. With industries becoming increasingly globalised, it is seen as critical for today’s business graduates to have the ability to perform and think in both local and international contexts. The focus of the modules, and the programme overall, allows the student to move beyond a domestic mind-set, critically consider issues and look for solutions in a truly global context.

Aligned to QAA Benchmark statements, the programme is both academically and practically challenging; students will critically consider various aspects of global business and management, finance, risk, and logistics. There is a heavy emphasis on helping students to develop stronger employability skills, and exposing students to experience real-life case studies and projects. The value added from this real-world approach to learning is considerable, and, importantly for students, transferable.

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

Students will be able to network with peers at the programme level as well as the module level, many of whom are fellow professionals working within different sectors and industries, globally located hence interaction and collaborative work offers excellent networking opportunities.

Key Characteristics:
A programme underpinned by the strategic ambitions of Colleges and the University, offering a coherent learning experience.

- Developing a strategic, holistic and integrated perspective of business, organisations and management
- Flexibility in terms of delivery, including a truly blended offering, and the opportunity to benefit from a multi-modal approach
- A substantial emphasis on grounding the syllabus in global application
- Programmes are delivered by respected academics and practitioners who are passionate about teaching
- Considerable focus on enhancing employability skills for students completing the programme
- Two modules focused on skills development with an emphasis on self-development through coaching.
- A ‘CPP’ (Corporate Placement Project), which may be chosen in place of a dissertation, particularly for students wishing to embark upon either placements or work experience whilst completing their PG studies
- The masters’ phase further supports the development of critical analysis, problem solving, objective evaluation and reflection on an area of management.
- Accreditation by CMI for learners wishing to become Chartered Managers.

Programme Aims:

The core programme aims are to set the MBA Global within the context of the broader field of business and management, enabling learners to demonstrate relevant knowledge and understanding of organisations, the external context in which they operate and how they are led.

Specific programme aims are to:

- Prepare individuals to be operationally effective in leadership positions in their chosen business industry / sector by providing them with the tools to achieve this; a strong theoretical base and a range of skills relevant to today’s business practice.
- Provide programme content and a Learning, Teaching and Assessment strategy with sufficient flexibility to meet the diverse market demands of local, national and international student preferences;
- Enable students to identify problems, complex issues and opportunities, make sound judgements in the absence of complete data to achieve business benefit and competitive advantage to ensure those decisions add strategic value to an organisation;
- Evaluate the need for change, and the skills required to manage and lead change;
- Develop professional behaviours, values and technical elements of professional competencies through a range of leadership, managerial and strategic related skills necessary to operate in, understand and lead a business function within complex and unpredictable employment contexts;
- Provide a learning environment that supports global professional networking and sharing of practice;
- Produce graduates who can be creative, innovative and dynamic in their work;
- Progressively develop cognitive, intellectual and practical skills within a relevant business and management context;
• Progressively develop transferable 21st Century graduate skills as a foundation for lifelong learning;
• Support participants in the process of self-reflection and development in order to enhance employability, career development and lifelong learning;
• Provide an academically rigorous and challenging programme of study aligned with the QAA Qualification Framework and CMI Strategic Leadership and Management standards enhancing critical and reflective practice; and
• Provide a programme within the Postgraduate Regulatory framework with sufficient elements to meet the requirements of the Chartered Management Institute Qualification Standards.

SECTION THREE: Programme Learning Outcomes

QAA Subject benchmarks (2015) indicate that the overall objective of Master's level business and management degrees is to educate individuals as management and business specialists, and thus to improve the quality of management as a profession. The purpose of this degree and the defined pathways are:

• The advanced study of organisations, their management and the changing external context in which they operate.
• Preparation for and/or development of a career in business and management by developing skills at a professional level, or as preparation for research or further study in the area. This includes the development of positive and critical attitudes towards leadership, change and enterprise, so as to reflect the dynamism and vibrancy of the business and management environment.
• Development of the ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice, including within an international context
• Development and enhancement of a range of general transferable skills and attributes, which, while being highly appropriate to a career in business, are not restricted to this
• Development of lifelong learning skills, including engendering an enthusiasm for business and for learning more generally as part of continuing personal and professional development.

To achieve the standards set out in the QAA benchmark statement, by end of the programme students will have achieved a range of learning outcomes at the level 7 standard of the Framework for Higher Education Qualification (FHEQ). These are aligned with the QAA Subject Benchmark Statement for specialist Masters’ Degrees in Business and Management (2007) and the CMI Level 7 Qualification Standards for Strategic Leadership and Management.

Knowledge and Understanding

Graduates will have a deep and systematic understanding of knowledge relating to organisations, their external context and management and will demonstrate their knowledge and understanding in the following areas:

Postgraduate Certificate in Management
• The impact of the external context upon organisations, including economics, markets and the development of management practices and innovations at local, national and international level in the development of their strategies and management.

• The holistic nature of risk and its management through quantitative and qualitative techniques.

• The nature of change and how to implement, manage and lead change processes within an organisation.

**Postgraduate Diploma in Management**

• Markets and customers; the development of markets for goods and services, customer expectations.

• The production of goods and/or services and the management of operations and resources and their supply chain.

**MBA Global / Global Finance**

• The impact of the external context upon organisations, including economics, markets and the development of management practices and innovations at local, national and international level in the development of their strategies and management.

• The financing of the organisations; uses and limitations of accounting information, financial markets and corporate finance.

  The breadth of organisational functions and their contribution to organisational capability and effectiveness relevant to the sector. The global variations in the internal characteristics of organisations, in particular stakeholder diversity and differences in culture, structure and governance;

**MBA Global Finance**

In addition to the knowledge identified above, students on the MBA Global Finance will also gain a comprehensive understanding of the following:

**Postgraduate Certificate in Management**

• The analysis of potential merger activity, financing and its impact on management processes.

**Postgraduate Diploma in Management**

• The impact of global institutions and international investment decisions

**Intellectual Skills**

All students (MBA Global / Global Finance) will be able to:

• Think critically and creatively

• Research and analyse external factors and trends;
• Extract and analyse relevant information from an array of financial data
• Demonstrate skills of analysis and synthesis through the application of knowledge to complex business contexts and scenarios;
• Plan and undertake a business impact project demonstrating the measurable and achievable business performance outcomes;
• Demonstrate strategic awareness and thinking capability;
• Critically evaluate a range of academic literature and competing theoretical paradigms and apply relevant academic concepts demonstrating intellectual rigour;
• Present logical and relevant arguments.

Subject Specific Skills

All students (MBA Global / Global Finance) will be able to:
• Demonstrate knowledge and skills relating to successful leadership and management within a diverse cultural context;
• Contribute towards the development of appropriate business strategies, policies, procedures and change programmes within a dynamic business context;
• Utilise quantitative methods to manipulate financial information and propose appropriate recommendations;
• Demonstrate a range of professional behaviours in line with the CMI Level 7 qualification standards (e.g. curious; decisive thinker; skilled influencer; driven to deliver; collaborative; personally credible; courage to challenge; role model);
• Manage tasks, projects and resources
• Demonstrate numerical and quantitative skills;
• Demonstrate an understanding of the impact of professional and ethical standards and principles on business practice and the organisation.

Transferable Skills

All students (MBA Global / Global Finance) will be able to:
• Understand and challenge personal ways of thinking and behaving, demonstrating a reflective and self-critical approach;
• Demonstrate alternative ways of thinking and behaving in seeking solutions to complex business problems;
• Demonstrate skills and commitment to life-long learning and personal development;
• Present and justify intellectually rigorous arguments;
- Demonstrate a wide range of communication skills and adjust listening; negotiating; persuading; influencing; oral and written communication/presentation; team working; partnership skills.
- Research and apply relevant knowledge and skills to specific situations.
This programme can be studied in multiple ways*.

1. Full time – Delivery over a 12 month period.
2. Part Time - Delivery over a 24 – 36 month period.
3. Online – Part time over 18-36 months
4. Block delivery – Part time delivery over an appropriate period taught on location, or at UoD depending on corporate specifications
5. Opportunity for multi-modal approach – Full or Part time delivery, as detailed above, taught part face to face and online.

The programme is modular in structure so that the programme outcomes are addressed systematically throughout the programme.

*The specifics of the programme structure at Mediterranean College are covered in detail in the Operations Manual relating to the same, please consult this document as appropriate.

4.1 Core Programme

<table>
<thead>
<tr>
<th>Core</th>
<th>Core</th>
<th>Core</th>
<th>Prescribed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic and Financial Performance Management (20 credits)</td>
<td>Critical Perspectives in Strategic Management and Leadership (20 credits)</td>
<td>Global Strategic Operations, Markets and Resources (20 credits)</td>
<td>Transforming Personal Skills (0 credits)</td>
</tr>
<tr>
<td>Business Research Methods and Data Analysis (20 credits)</td>
<td>Risk Management in a Global Context (20 credits)</td>
<td>Global Supply Chain Management and Logistics (20 credits)</td>
<td>Career Coaching and Mentoring (0 credits)</td>
</tr>
<tr>
<td>Core</td>
<td>Core</td>
<td>Core</td>
<td>Prescribed</td>
</tr>
<tr>
<td>Dissertation (60 Credits) or Corporate Placement Project (60 credits)</td>
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</tbody>
</table>

Core – You must pass this module.
Prescribed - You must attempt this module.

Students who do not complete the full Masters programme of study (180 credits) may be awarded a Post Graduate Certificate in Management (60 credits) or a Post Graduate Diploma in Management (120 credits).

4.2 Study Patterns*
# MBA Global structure – September start FT

*Exemplar of a study pattern for a September start, FT January starts also available*

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Strategic and Financial Performance Management (20c)</th>
<th>Critical Perspectives in Strategic Management and Leadership (20c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>September - January</td>
<td>Global Strategic Operations, Markets and Resources (20c)</td>
<td>Transforming Personal Skills (0c)</td>
</tr>
<tr>
<td>Semester Two</td>
<td>Business Research Methods and Data Analysis (20c)</td>
<td>Risk Management in a Global Context (20c)</td>
</tr>
<tr>
<td>February - May</td>
<td>Global Supply Chain Management and Logistics (20c)</td>
<td>Career Coaching and Mentoring (0c)</td>
</tr>
<tr>
<td>Semester Three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June - September</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation (60c) or Corporate Placement Project (60c)</td>
<td></td>
</tr>
</tbody>
</table>

# MBA Global Finance structure – September start FT

*Exemplar of a study pattern for a September start, PT (24months) January starts also available*

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Strategic and Financial Performance Management (20c)</th>
<th>Critical Perspectives in Strategic Management and Leadership (20c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>September - January</td>
<td>Global Strategic Operations, Markets and Resources (20c)</td>
<td>Transforming Personal Skills (0c)</td>
</tr>
<tr>
<td>Semester Two</td>
<td>Business Research Methods and Data Analysis (20c)</td>
<td>Merger and Acquisitions (20c)</td>
</tr>
<tr>
<td>February - May</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Finance (20c)</td>
<td></td>
</tr>
<tr>
<td>Semester Three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June - September</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation (60c) or Corporate Placement Project (60c)</td>
<td></td>
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*The specifics of the arrangements for delivery at Mediterranean College are covered in detail in the Operations Manual relating to the same, please consult this document as appropriate.

# MBA Global structure – Study Pattern Online
<table>
<thead>
<tr>
<th>Trimester 1</th>
<th>September - December</th>
<th>Strategic and Financial Performance Management (20c)</th>
<th>Critical Perspectives in Strategic Management and Leadership (20c)</th>
<th>Transforming Personal Skills (0c)</th>
<th>Career Coaching and Mentoring (0c)</th>
<th>Dissertation (60c) or Corporate Placement Project (60c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trimester 2</td>
<td>February - April</td>
<td>Business Research Methods and Data Analysis (20c)</td>
<td>Global Supply Chain Management and Logistics (20c)</td>
<td>Transforming Personal Skills (0c)</td>
<td>Career Coaching and Mentoring (0c)</td>
<td>Dissertation (60c) or Corporate Placement Project (60c)</td>
</tr>
<tr>
<td>Trimester 3</td>
<td>May - August</td>
<td>Global Strategic Operations, Markets and Resources (20c)</td>
<td>Risk Management in a Global Context (20c)</td>
<td>Transforming Personal Skills (0c)</td>
<td>Career Coaching and Mentoring (0c)</td>
<td>Dissertation (60c) or Corporate Placement Project (60c)</td>
</tr>
</tbody>
</table>

**MBA Global Finance structure – Study Pattern Online**

<table>
<thead>
<tr>
<th>Trimester 1</th>
<th>September - December</th>
<th>Strategic and Financial Performance Management (20c)</th>
<th>Critical Perspectives in Strategic Management and Leadership (20c)</th>
<th>Transforming Personal Skills (0c)</th>
<th>Career Coaching and Mentoring (0c)</th>
<th>Dissertation (60c) or Corporate Placement Project (60c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trimester 2</td>
<td>February - April</td>
<td>Business Research Methods and Data Analysis (20c)</td>
<td>Mergers and Acquisitions (20c)</td>
<td>Transforming Personal Skills (0c)</td>
<td>Career Coaching and Mentoring (0c)</td>
<td>Dissertation (60c) or Corporate Placement Project (60c)</td>
</tr>
<tr>
<td>Trimester 3</td>
<td>May - August</td>
<td>Global Strategic Operations, Markets and Resources (20c)</td>
<td>International Finance (20c)</td>
<td>Transforming Personal Skills (0c)</td>
<td>Career Coaching and Mentoring (0c)</td>
<td>Dissertation (60c) or Corporate Placement Project (60c)</td>
</tr>
</tbody>
</table>

Online learners undertake their studies either at a Standard rate or at an Accelerated rate. For the standard route, learners undertake 20 credits per trimester during the first year, along with Transforming Personal Skills (0c), 20 credits per trimester during the second year, along with Career Coaching and Mentoring (0c) and undertake their Dissertation or Corporate Placement Project in year three. For the accelerated route, learners undertake 40 credits per trimester, engaging with
Transforming Personal Skills (0c) in trimester one, Career Coaching and Mentoring in trimester two and the Dissertation or Corporate Placement Project in year two.

4.3 Personal Development Planning*

PDP provides a unique opportunity to support you on your journey within higher education. You will need to use and apply a range of theoretical tools and models to your workplace context throughout the learning journey. The programme ensures that you reflect on your personal brand and highlights areas for personal and professional development that are then explored further throughout the programme.

To support the understanding and development of these skills you will be offered a skills diagnostic opportunity at the beginning of your programme and two 0 credit modules have been designed explicitly for you to reflect on your current personal competencies. From this you will be directed to a range of resources to help you to develop in the future, with a view to pursuing your CMI Chartered Manager application.

Furthermore you will be assigned an academic member of staff who will act as a personal tutor/coach/mentor throughout your programme. Students will identify their strengths, development areas and career aspirations and, with the guidance of the staff member, develop a Personal Development Plan. The coach/mentor will also support you to apply module content to your personal learning needs and context, and will work with you to ensure that you get the best out of the programme and fulfil your academic potential.

You are able to network with peers at the programme level as well as the module level, many of whom are fellow professionals working within different sectors and industries, globally located, hence interaction and collaborative work offers you excellent networking opportunities.

*The specifics of the study patterns at Mediterranean College are covered in detail in the Operations Manual relating to the same, please consult this document as appropriate.

SECTION FIVE: Learning & Teaching*

The Teaching, Learning and Assessment (TLA) Strategy of the programme is guided by the University’s TLA strategy and it has been developed to be mindful of the diverse nature of the students, their backgrounds and their prior experiences of teaching and learning. The overall aim of the MBA Global TLA Strategy is to take the student through a relevant journey in terms of knowledge and the development of intellectual, transferable, analytical and critical awareness skills. A key component of the MBA Global TLA Strategy as distinct from other postgraduate management programmes, is the focus on using real management experiences as an integral part of the learning process, both in terms of individuals reflecting on their experience and practice, and also groups of students sharing their experiences as a group.

In defining the TLA strategy the programme is mindful of the different delivery routes that are available, and therefore the approaches have been designed so as to encourage innovation and flexibility whilst also maintaining both equity and equivalence of experience.
The parameters of 4,000 word (or equivalent) assessments per 20 credits examined has broadly been applied both for face to face delivery and also on-line delivery. Assessment methodologies have been altered to reflect the multi-modal offer. Multi-modal here refers to face to face, online, block or a mixture of face to face / block and online delivery. With this in mind the programme has tailored assessment say, to reflect the more traditional classroom approach versus a series of online forums enabling discussion of a series of specific problem scenarios. Collaborative activity can then be assessed via group or individual contributions.

In terms of lectures beyond the normal content, the programme will utilise additional features such as a number of face to face guest lectures from within industry, as is the practice on the other PG provision, MOOQs and other networking opportunities.

**Face-to-Face programme**

During the induction period and first stage of the programme, students will become familiar with a range of teaching and learning approaches and mutual expectations will be discussed and agreed. We recognise that full-time students, particularly international students, and part time students who are returning to learning after a break from formalised education, will have different learning needs and expectations. All modules in the PG Certificate stages carry a responsibility to develop general leadership skills and personal development/planning/employability skills.

The development of the autonomous and independent learner is further enhanced by a range of technology enhanced learning tools and activities. Students will have access to a range of tools and activities, providing support for research activities, personal diagnostics, additional content, online discussion and self-directed study techniques. Whilst didactic approaches to teaching will be used where appropriate, e.g. when progression of learning is predicated on specific knowledge, these will reduce through the stages of the programmes. Different methods will be used to take account of different learning preferences and include, for example, face to face or virtual lectures, case studies, role play, debates, student presentations, formative and summative enquiry based learning, and problem solving activities. The programme encourages students to apply learning to the work place and this is a central feature of the teaching and learning strategy. This will be achieved through a variety of means with the aim being to encourage and develop critical evaluation and the ability to synthesise and apply solutions to complex real life management problems.

Teaching and learning approaches will be appropriately applied to each cohort in order that the same learning outcomes are achieved, but at times through different methods, whilst facilitating the development of effective peer support networks and learning sets. Where appropriate, co-teaching of different groups (e.g. Full time/part time) will be used to enhance the learning experience of the different groups. The use of speakers (from various sectors and professional bodies), and visits to organisations will also enhance breadth and depth of knowledge. This will provide a stimulating experience as well as assisting students in their ability to critically evaluate and apply knowledge and intellectual skills to differing situations.

**Online**

This programme is underpinned by the University of Derby Online Learning’s Academic Framework. This framework outlines the teaching and learning approach taken within modules delivered through the online mode. Modules are delivered by practicing professionals and expert
academics, thus ensuring that modules are up-to-date and relevant and that pertinent current examples are used to illustrate the teaching.

For students wishing to study the programme online appropriate learning technologies are used to support synchronous and asynchronous activity between students and academic staff; these include virtual live classrooms, discussion fora and collaborative learning tools such as wikis. Professionally developed learning materials, activities and access to digital resources is supported through the University’s virtual learning environment.

Modules within the programme use the “Self-paced, Supported Online Learning” learning design, the “Collaborative Online Learning” design and the “Reflective Online Learning” design.

The key features of self-paced, supported online learning are:

- You can work through the module at your own pace, with a tutor and peer group to call on for support, with a set of optional tasks to undertake to support your learning and with explicitly identified formative assessment activities about which you receive online feedback and guidance from your online tutor.
- You are provided with a set number of units of learning content. Content can be textual; can include video and audio material, screencasts or presentations with voiceovers.
- Each unit of content contains optional tasks for you to undertake to apply or ‘process’ the content. These activities will include suggestions for postings you could make in the community space for the module.
- Each module contains explicitly identified formative assessment activity that you can undertake and for which you can expect to receive feedback from your tutor.
- You may be provided with the opportunity to participate in a set number of live classroom sessions during the module (and recordings of these sessions will be made available to everyone on the module).

The key features of collaborative online learning are:

- At a set point or points within the module, you are required to participate in online collaborative activity with a small group of your peers which contributes towards your final assessment for the module.
- A primary responsibility of the tutor will be to facilitate the assessed collaborative activity.
- The collaborative activity will take place within a private space for each group within the module’s ‘Community space’ on Blackboard.
- You are provided with a set number of units of learning content. Content can be textual; can include video and audio material, screencasts or presentations with voiceovers.
- Some of the units of content contain optional tasks for you to undertake to apply or ‘process’ the content.
- There will be a community space / discussion area for the module which is the primary space for you to receive support from tutors and peers.
- The community space / discussion area will be lead and managed by online tutors.
• You may be provided with the opportunity to participate in a set number of live classroom sessions during the module (and recordings of these sessions will be made available to everyone on the module).

The key features of reflective online learning are:

• As you work through the module, you are set activities that require you to contribute to a ‘portfolio’ of work which contributes to your final assessment for the module.
• The portfolio or collection of reflection (which may be a blog or journal) can be used to assess knowledge, to assess reflective skills (such as analysis, synthesis or evaluation, often higher level skills) or to assess development over a period of time.
• You are provided with a set number of units of learning content. Content can be textual; can include video and audio material, presentations with voiceovers.
• There will be a community space / discussion area for the module which is the primary space for you to receive support from tutors and peers.
• The community space / discussion area will be lead and managed by online tutors.
• A primary responsibility of the tutor will be to facilitate and provide formative feedback on the production and development of your portfolio of work.
• You may be provided with the opportunity to participate in a set number of live classroom sessions during the module (and recordings of these sessions will be made available to everyone on the module).

More detail on the University of Derby Online Learning’s Academic Framework (which has been approved by the University’s Academic Board) can be found at:
http://www.derbyonlinelearning.co.uk/content1.asp?MenuID=3641&courseld=UDO7714

*The specifics of the learning and teaching approach at Mediterranean College are covered in detail in the Operations Manual relating to the same, please consult this document as appropriate.

SECTION SIX: Assessment

A range of assessments, commensurate with level 7 requirements has been devised and the programmes operate within the University’s Regulatory Framework and conform to its regulations on assessment. A flexible approach has been taken in developing the assessment strategy, to allow for the diverse nature of the student cohorts as well as the different learning preferences of individual students. Additionally, requirements of the Chartered Management Institute has been taken into consideration so that students’ employability is enhanced and those who wish to gain relevant affiliation/recognition are assisted in doing so.

Formative assessment will be provided across the breadth of modules to provide students with a structured learning approach, as well as feedback opportunities. The process may include self-assessment, peer review, tutor feedback, and come from exercises based on, for example, enquiry based learning and problem based learning activities.
Summative assessment will aid students in developing Masters’ levels in knowledge, skills and personal development. Over the course of a programme students will experience different assessment methods which may include computer aided tests, research projects, work based reports, case study analysis, patchwork assessment, and reflective reports. In all cases, assessment is directly related to either a student’s personal development or in applying solutions to their own organisations or case study organisations.

In all programmes the final assessment at Master’s level will normally be a major piece of independent research and application. This challenges students to demonstrate a wide range of knowledge and skills, including those as indicated in the QAA level 7 benchmarks and CMI requirements. For this piece of work students may either embark upon a Dissertation (60 credits) or a Corporate Placement Project (60 credits). Both will, upon successful completion, lead to the aware of MBA Global or MBA Global Finance. The difference between these two options are that the student undertakes a more formal piece of academic research writing with the former, or with the latter or more applied project based submission. For both options students will be supported by an academic supervisor who will guide them through the process towards their final submission. Students embarking upon the CPP option will also be supported by CES, who will help source placement opportunities and prepare students for the recruitment process and the period of placement with the company. Further details will be made available, as with all modules, in the module handbooks.

Assessments for all modules have been designed to be inclusive for all students. This programme operates within the University’s Regulatory Framework and conforms to its regulations on assessment

Statement of Ethics

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people e.g. for module assessments or Independent Studies. Information on these principles can be found on the University web site at www.derby.ac.uk/research/ethics http://www.derby.ac.uk/research/ethics
SECTION SEVEN: Admission

Within the context of the University’s Mission Statement, equal opportunities and the Admissions policy, the course aims to attract a wide range of applicants.

We are delighted to accept applicants who meet either of the following criteria, normally:

1. A good (2:1) degree in any subject from a recognised UK university or an equivalent international, academic or professional qualification.
   Or
2. Significant management experience and a substantial record of achievement. Candidates meeting this criteria may not have previously studied at university.

Supporting CVs and references are required in all cases.

Applicants who are applying to study on the programme and do not have English as their first language will need to hold IELTS 6.5 or recognised equivalent. Students who can demonstrate that they have already successfully studied in a country with English as the first language may not need a formal English language qualification. Where this is the case requirements will be assessed on an individual basis by interview with the Programme Leader.
The university has a wide network of support services to help and support students through any difficulties they may experience. The Programme Leader is an important first point of contact for help and guidance.

Details of available support services can be found at the Student Support and Information Services (SSIS) section of the University website http://www.derby.ac.uk/ssis, including links to the University Careers Development Centre, http://www.derby.ac.uk/careers. There is a clear link between your wellbeing and academic success. We believe that there is a clear link between your wellbeing and academic success, thus our well-being service, http://www.derby.ac.uk/campus/support/ provide a wide range of face to face, telephone and online support about counselling, health and wellbeing and support for disabled students and those with specific learning requirements. In addition, students may also access help from The Chaplaincy and Pastoral Services http://www.derby.ac.uk/chaplaincy, from the International Student Centre http://www.derby.ac.uk/international and from the Student Union independent advice service (The Source) http://www.udsu.co.uk/advice.

The Programme Leader is responsible for issues of an academic or personal nature that affect a student’s well-being and/or progress on the programme. These include:

- signing enrolment and curriculum plans
- advising on requests for extensions to deadlines (the EEC system), provided students have written evidence supporting the application for an extension
- issues regarding timetables
- issues regarding module delivery and assessment that have not been resolved after a discussion with the relevant module leader
- disciplinary matters relating to attendance and assessment

The Module Leader is responsible for all issues regarding the content and assessment of their module.

The Elected Student Representatives plays an important part in the management of each programme. Their role is to present issues at the programme committee, and the individual may act as spokesperson for their programme.

The Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials and other support as outlined in the Personal Tutor Policy.

The University Website / UNIVERSITY OF DERBY ONLINE (UDO)
This electronic information centre contains administrative, academic and other information. Information about Rights, Responsibilities and University Regulations (3Rs) is available electronically and students are strongly advised to consult this website for information.

Other important points of contact if you are studying on campus:

College of Business and University of Derby
The College of Business Reception Centre can often help students to locate a member of staff, documentation or forms to complete or other details relevant to the completion of the programme.

Additional guidance can be provided as follows:

**Admissions** provide help with registration, administration and related issues. For further support, students can approach one of the **Student Liaison Officers** for help and advice.

**English Language Support** deliver courses to improve English language skills. It also offers advice on techniques that may be unfamiliar, such as referencing, report and essay writing.

**Other important points of contact if you are studying online:**

For online learners there is an Online Student Orientation which serves the purpose of highlighting the particular needs of online study and to prepare learners for the online learning environment. This orientation is available to you before formal entry to the programme and is accessible to you throughout your studies.

- As an enrolled student there are a number of support mechanisms available including; Online Learning Advisors team who provide advice and guidance on administrative, technical and pastoral support issues,
- Subject specialist Academic Leads who are able to provide academic guidance and are also able to refer students to central university services designed to support their academic and personal development within the programme.

Within the University of Derby Online Learning’s Academic framework we also discuss student support and the opportunities available to students. More detail in this area is available from [http://www.derbyonlinelearning.co.uk/content1.asp?MenuID=3643&courseld=UDO7714](http://www.derbyonlinelearning.co.uk/content1.asp?MenuID=3643&courseld=UDO7714)

**Module Support**

Problems or questions regarding a particular module should be directed initially to the module tutor, the person who leads the online module. If they are unable to help, you should then contact the Online Learning Advisors team for guidance and they will provide assistance on what to do next. Students choosing the CPP module will also be supported by the CES department.

**Library and Student Services (LiSS)**

**Student Services**, which include medical services and personal counselling,

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources and academic skills. Our Library service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within library. It includes a suite of online self-help resources accessible 24/7 via the University’s website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.
Programme and module leaders collaborate with library subject specialists to ensure that students reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, eBooks and electronic journal titles will, in most cases, be prioritised. Students can access a wide range of great electronic and print content in a single search and they can find out more about key texts and journals for your subject by accessing the library’s subject resources webpages. Where appropriate, module reading lists will be made available to you electronically using the university’s online reading list system.

*The specifics of the arrangements for student support and guidance at Mediterranean College are covered in detail in the Operations Manual relating to the same, please consult this document as appropriate.*

SECTION NINE: Employability

The MBA Global programmes are designed to prepare students with the skills and knowledge to accelerate their business, management and leadership careers. They provide a useful foundation for both generalist and functionally specific managerial careers. In successfully achieving an MBA Global award, and where the required work experience can be evidenced, meeting the CMI qualification standards will allow students to apply for CMI Chartered Manager status, thereby significantly enhancing their employability in a wide range of sectors. If students do not have the required experience at this stage, they can still apply for standard CMI membership and then apply for Chartered Manager status on completion of the Business Impact Report post qualification.

SECTION TEN: Post Programme Opportunities

This programme is designed to support the further development of practical skills and knowledge to help you progress to senior leadership roles within your sector.

Whilst most students who complete and pass this programme are likely to be in full time employment, the knowledge and skills gained from studying this programme will enhance your ability to develop your career and/or enrich your professional practice. Furthermore the programme may enhance your academic ambitions which may include progressing on to doctoral studies.
The University of Derby has direct links to a wide range of organisations working in many different industry sectors. These range from large corporate organisations in the private sector, national and local government departments to smaller specialised companies. The programme has been built on the University’s knowledge and interactions with our partners and stakeholders.

The needs and opinions of employers have been taken into consideration in the design, content and delivery of this programme through dialogue with a range of local employers through the College of Business Advisory Board, University of Derby Online Learning and working with employers through corporate engagement, as well as through contacts with former students on the programme and the local community. The University of Derby Online Learning (UDOL) also employs online tutors (Associate Academics) with current industry and research experience. These tutors provide input to the programme providing another link with industry allowing us to create an employer-informed curriculum across the programme.

UDOL also benefit from links with international partners who work with us to enhance the programme for the benefit of both UK and international students. Employer and specialist input is encouraged within the programme through the use of guest speakers on a range of subjects and modules and the association to the Chartered Management Institute for a range of regional and national events.

*The specifics of the external links at Mediterranean College are covered in detail in the Operations Manual relating to the same, please consult this document as appropriate.*