

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	MostMedia
Professional accreditation body	n/a
Final award	MBA
Title of programme	MBA
Subsidiary awards	
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	n/a
Duration and modes of study	1 year + project; E-learning/Blended
Start date (this version)	September 2017
Periodic review next due	
UCAS course code & code name	n/a
Delivery venue	Warsaw-based - predominantly by distance learning

2. Aims of the programme

<p>Rationale and general aims</p> <p>As professional managers, the students will be continuously exposed to a variety of developments, inside and outside their organisation. Their comprehension, interpretation and imagination will greatly influence the ability to make sound business decisions. The MBA programme aims to:</p> <ul style="list-style-type: none"> • Equip the students with the theoretical knowledge and the practical skills to manage strategic and organisational change, deal with complexity, evaluate risk, lead others, and devise solutions that deliver competitive advantage to their organisation. • Develop the strategic management competences that students need to respond creatively and effectively to today's increasingly challenging global business environment. • Promote the skills of reflection, analysis and synthesis that will enable students to appreciate and challenge the assumptions that underpin current business frameworks and tools. • Facilitate the development of students' personal and professional competences such as communication, motivation, negotiation, teamwork, leadership, creativity and flexibility.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- physical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 6c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the MBA programme, students will have demonstrated:

Knowledge and understanding (K)

- K1 That they are internationally focused. They will be able to identify and evaluate the global opportunities of a given business scenario; incorporate cultural issues into the analysis of a business problem; and evaluate the business competitiveness of another country.
- K2 That they are able to recognise and systematically address ethical dilemmas encountered in the practice of business; recognise the ethical concerns of a given business issue; identify the impacts of a business action on external constituents; identify trade-offs and make business decisions that are consistent with stated values in complex and unpredictable situations.

Intellectual/cognitive/'thinking' skills (I)

- I1 That they are effective managers of business organisations. They will be able to demonstrate the ability to organise and prioritise; demonstrate the ability to delegate; effectively lead a team to arrive at a decision involving a complex business scenario in the absence of complete data; identify points of view and understand the perspectives of others.
- I2 That they are effective communicators who are able to communicate to both specialist and non-specialist audiences/readerships. They will be able to deliver an effective formal presentation; organise written thoughts into a coherent narrative; write focussed papers that draw on multiple sources to articulate complex ideas.
- I3 That they are effective users of information and information systems. They will be able to act autonomously to determine the nature and extent of information needed to accomplish a business purpose; acquire or generate the information efficiently; appraise and critique the contribution of IS to strategic plans and intentions.
- I4 That they are able to critically evaluate and analyse an organisation as an integrated whole. They will be able to identify the ways in which activity in one business unit affects other units; identify and respond appropriately to factors in the organisation's external environment; use and synthesise information from all business functions in decision making; recognise and analyse the link between the main business functions and business strategy and the role of each business function in achieving organisational effectiveness.
- I5 That they are critical, analytical and reflective thinkers. They will be able to discuss the differences between fact, belief, inference, assumption and opinion; analyse, synthesise and solve complex, unstructured business problems; reason systematically in support of an argument using relevant reasons and examples; make judgements on the appropriateness of management models and theories for particular organisational challenges; reflect on and

accept new ideas and adapt.

Employability skills (E)

- E1 Self-management – the ability to plan and manage time; readiness to accept responsibility and improve their own performance, based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 Team-working – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 Business and sector awareness – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 Problem-solving – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 Communication – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 Application of numeracy – a working knowledge and understanding of business statistics and applied mathematics in practical contexts; the ability to carry out arithmetic operations and understand data; to read and interpret graphs and tables, including basic statistical models and to build and analyse incrementally based and zero based budgets;
- E7 Communication and Information technology (CIT) – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E8 Entrepreneurship/enterprise – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 Social, cultural & civic awareness – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

Statement of congruence with the relevant published subject benchmark statements *(including appropriate references to the FHEQ and any PSRB requirements)*

This programme will have a mixed-experience cohort, where peer learning is multidimensional in terms of recent graduates sharing their academic skills with those who are returning to HE and students with professional (and international) experience bringing the breadth of their practical knowledge to the class.

The aims, objectives and learning outcomes of the programme seek to be consistent with the MBA Benchmark Statement (Type 3 – generalist degrees).

4. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The MBA programme focuses on strategic issues and is relevant to the growing managerial challenges faced by practitioners. In order to be able to do so, managers need to examine recent trends in the global market place. Globalisation and continuous change have intensified uncertainty and competition. Greater interdependence, uncertainty and volatility in the world economy have challenged traditional business models rooted in the industrial economy. Further, Information Technology has created a new dimension in economic development. The concept of the "E-economy" has already materialised in fast growing e-commerce sectors, challenging traditional business logic and management theory. Although business theory and education have seen many advances in recent decades, the world still struggles to understand the implications of the new global electronic economy. Further technological changes (computer voice recognition, robotic technology, data mining and applications, geo-political mergers, issues of economics, energy and resources) ensure that the challenges to be faced by business will require continual restructuring of business. New theories have been presented and replaced as rapidly as changes in the fashion industry. Companies are experimenting with a wide array of strategic alternatives and organisational forms. It is a learning process: even companies in the most developed economies are improvising, unsure of the ultimate outcome.

Subsidiary Awards

<u>Module code</u>	<u>Module title</u>	<u>Credits</u>
Postgraduate Certificate		
4E2	Global Business Environment	10
4S1	Foundation of Senior Management	30
4E3	Emerging Market Dynamics	20
Postgraduate Diploma (As above, plus the following)		
4M4	Strategic Communication	10
4S3	Corporate Strategy	20
4S2	Project Innovation	20
4H3	Leading Change	10

5. Structure

THE ORGANISATION OF THE ACADEMIC YEAR

The academic year is from 1st September to 30th June and is divided into two semesters with the examination sessions at the end of them.

Semester I (autumn)	1st September – 31st December
Examination Session (winter)	1st – 31st January
Semester II (spring)	1st February – 31st May
Examination Session (summer)	1st – 30th June

Registration for students takes place twice a year, usually starting one month before each of the new semesters.

THE DEGREE SCHEME - SUGGESTED SEQUENCE OF THE MBA PROGRAMME

Semester	Module code	Module title	Credits	
Semester 1	4E2	Global Business Environment	10	
	4S1	Foundation of Senior Management	30	
	4E3	Emerging Markets Dynamics	20	
	4M4	Strategic Communication	10	
Semester 2	4S3	Corporate Strategy	20	
	4S2	Project Innovation	20	
	4H3	Leading Change	10	
	4F2	Creating Value	10	
	4S8	IT for Business Value	10	
	Project based on:			40
	4M1	Marketing		
4F1	Finance			
4H2	HRM			

To qualify for the award of an MBA a student must successfully complete all the above modules.

6. Learning, teaching and assessment

6a) Statement of the strategy for learning, teaching and assessment for the programme

ONLINE WORKSHOPS

Workshops are the core element in the flexible learning system employed by E-edusystems. The essential ingredient of learning during a workshop is that the learning derives from experience. Workshop activities are set up to enable the learner to reflect on the processes he or she has experienced. Workshops enhance skills development and the acquisition of knowledge. Short presentations alternate with group work. Students spend time working together in small groups, brainstorming, analysing case-studies, carrying out group discussions or group exercises, learner presentations, role play, and plenary feedback sessions. Groups are carefully selected by the tutors to ensure the members have the greatest opportunity to learn from each other. Workshops stress how to lead and how to be an effective member of a study/work group.

Strategic workshops conducted by business practitioners (managers, directors of departments of well known companies, and consultants from abroad). During the seminars, recent case studies are discussed in the context of strategic management, strategic finances, strategic human resources management, the economy and strategic operations management. The seminars are designed to discuss managerial problems, taking on-board different points of view and often examining international companies as well as domestic firms. Business leaders who carry out the seminars analyse specific business cases and their influence on the strategies implemented in different companies.

ONLINE CLASSROOM EXERCISES

On occasion, classroom exercises are used which require course participants to become actively involved in "learning by doing", for example, working in-groups, students take part in a "merger and acquisition exercise" in which they test their ability to negotiate successfully.

CASE STUDIES

Relevant European and international case studies are introduced into the course which require students to examine the circumstances surrounding a particular business action, problem, opportunity or decision. Course participants analyse the situation and suggest "solutions", thus improving their analytical and decision-making skills whilst learning to search for group consensus, to communicate, to influence and to make presentations.

STUDENT PRESENTATIONS

Giving presentations offers students the possibility of learning and practising effective communication in a format appropriate to the discipline, in a clear and concise manner. Students are exposed to various forms

of presentations from short oral presentations, to presenting findings when working on case studies and final project presentation at the very end of the programme.

AUDIO/VISUAL AIDS

Throughout the programme, tutors supplement other forms of teaching with the use of multimedia aids, including video. Tutors recognise that knowledge transfer and examination of attitudes can be facilitated through visual methods.

ONLINE LECTURES / DISCUSSIONS

Occasionally, lectures interwoven with questions and comments from students, are used to introduce new theories and concepts. Periods of discussion in which the class exchanges the knowledge and experience of its members as well as teachers usually follow the lecture.

REVISION SESSIONS

Revision sessions are held prior to the examination sessions and aim at helping students to prepare for the examinations. The meetings are to focus the student's attention to the more important aspects of the course and address typical mistakes, as well as consolidate knowledge and skills developed during the workshops. Module content is reviewed and presented in a coherent way, so that students can identify and explain any problem areas.

On-line workshops are led by teachers and practitioners at home and abroad. Experienced theoreticians and practitioners of management emphasise the important connections within the economy and the influence of different economic occurrences in the business world. The workshops are carried out using the E-edusystems patented platform and tools that permit real-time, interactive on-line classes. Students can participate in these classes from anywhere in the world. Whether at home, at work or abroad, our students are connected.

ASSESSMENT STRATEGY

Effective assessment is central to learning, and is intended to shape and develop learning as much as to judge and evaluate it. Assessment is designed at programme level, to integrate module assessment and ensure that assessment is consistent with the aims and learning outcomes of the programme as a whole. Assessment judgements focus on the achievement of the learning outcomes in accordance with the assessment criteria.

Students are given supportive, constructive and timely feedback as an essential part of their learning. Programmes include activities (e.g. marking exercises and self and peer assessment) specifically designed to involve students in assessment. Students are expected to take responsibility for their own learning through: actively engaging with assessment tasks, delivering work on time, asking for clarification or advice, acting on feedback provided, and engaging in the development of assessment policy through student representation.

Our recommended assessment strategy is targeted at achieving maximum consistency with the statements of programme goals and graduate profile. The assessment strategy aims to:

- Assess students' strengths and development needs
- Evaluate achievements in terms of knowledge and skills
- Establish students' levels of achievement at appropriate stages of each module.

Assessment criteria follow the requirements for a master level programme, namely, for the student to:

- Demonstrate clear understanding of the relevant theoretical concepts and principles
- Provide convincing, clear and concise evidence of the analysis and use of relevant concepts and principles in the context of the information provided
- Demonstrate the ability to creatively synthesise and form responses
- Evaluate relevant issues
- Show effectiveness in problem solving
- Demonstrate the ability to present the required information in an acceptable format.

The principles of the assessment strategy of the programme are reflected in the assessment schemes of the modules. The precise form of assessment is determined by the module leader and is appropriate to the specification of each module. Normally, the following marking criteria are applied:

- Critical approach (i.e. the ability to see an issue from more than one point of view, and avoid over-simplification)
- Academic standard (including use of appropriate subject knowledge and references)
- Quality of argument (including logic and flow)
- Application of concepts (including credibility of recommendations).

Assessment is mainly by assessed coursework and examination. Written coursework for assessment may include essays, reports, project proposals, discussion documents, case study analyses, and a final project. Presentations (both group and individual) also constitute a form of assessed coursework. Students may be required to work in groups or individually on specific coursework. This gives module leaders an opportunity to assess group dynamics as part of the module assessment. Group work (and the associated reports, presentations, etc.) is weighted according to the degree of difficulty of the task as well as the extent to which group dynamics are monitored by the module leader. Some group work is conducted entirely within class time, while other group work may require students to meet (within the virtual learning environment or otherwise) outside of class time.

Examinations take a variety of forms: unseen examinations of a traditional nature, open- or closed-book examinations on a previously issued case study, or open-book examinations.

In addition to the above, portfolios of online activity are used to monitor student engagement and progress as well as to provide students with timely (often real-time, but also aggregate) feedback. Portfolios of online activity are generally not part of the formal, summative, assessment structure, although they can carry up to 30% of the total marks for some modules. In the latter case, details regarding the portfolio of online activity can be found in the module description. In all other cases, the extent to which a module leader makes use of portfolios of online activity remains their prerogative; the e-learning platform used by MostMedia is such that information regarding student engagement and participation in workshops is stored automatically and, in this sense, every module has a portfolio of online activity associated with it.

Candidates are required to complete a Project Module at the end of their programme. Given MostMedia's focus on real-world, applied business education, 40% of a candidate's final grade in the Project Module comes from a review prepared by their Project Mentor. The Project Mentor will be a person within the candidate's organisation, usually but not necessarily a direct or indirect superior. The remaining 60% of the candidate's final grade for the module will be assessed on the basis of a report, details of which can be found in the Project Module descriptor.

Half of the maximum marks awarded for the Mentor's Review will be awarded on the basis of the relevant four learning outcomes associated with it, as assessed by the Mentor. The remainder of the marks will be awarded on the basis of the Mentor's evaluation of the candidate's performance according to criteria that are relevant to their organisation (and which are negotiated with the candidate and their Advisor). Further details are outlined in the Project Module descriptor.

In general:

- Students are given credit not so much for retrieving theoretical knowledge but for applying it in an innovative way. Acquired knowledge and understanding, as well as the ability to apply analytical tools, is measured against problem-solving tasks which test the student's ability to apply such theoretical concepts and analytical tools to resolve realistic problems within organisations. An important outcome of the programme is to foster individual lifelong learning as an important factor in personal development.
- Given that the workshops are interactive, students not only get formal assessment, such as written assignments or exams, but they also receive feedback on their progress during class. Professional skills, such as numerical skills, analytical skills, information gathering and interpretation, are practised during workshops and consolidated during individual consultations/tutorials. If a deficiency in a student's performance is identified, a tutor is obliged to give feedback on the problem area as well as suggesting possible solutions.
- The interactive teaching approach adopted by MostMedia demands more from its students, who are encouraged to participate in peer and self-assessment. As a result, the tutor is not the only assessor and he/she uses student feedback to measure students' progress.
- The assessment procedures serve not only to provide students with immediate feedback on their

progress and to define problem areas, but also as a learning tool. Students are encouraged to reflect on their own, as well as their fellow students', performance. Students' written assignments and exams are designed to measure students' success in acquiring the knowledge and skills essential for effective performance in a company.

The variety of assessment methods is a consequence of the concept of learner-centredness. This allows for different learning styles whilst measuring performance, not only in terms of academic achievements, but also in terms of the skills and competencies necessary for lifelong learning.

Students are encouraged to work in groups while preparing their assignments, but inappropriate collusion and direct plagiarism are strictly forbidden. Quotations and paraphrases should be clearly identified and attributed through the use of one of the standard referencing systems, preferably the Harvard system.

Plagiarism is considered to be a serious disciplinary offence and may result in penalties ranging from an official warning, receiving a zero for the piece of assessment or module in question, or even exclusion in the event of serious or repeated misconduct.

6b) Module details

Module number and name	Learning and Teaching Methods	Assessment				Teaching Staff (module co-ordinator as first name and in bold)
		Form	Magnitude	Weighting	Timing	
4S1 Foundation of Senior Management	Lectures/workshops (online) Guided independent studies Tutorials/consultation	In-course assignment	1,500 words	25%	During the workshop	Prof. Leszek Zaremba, Justyna Berniak Woźny, Ph.D., Katarzyna Chwalbińska-Kusek
		End-of the module assignment	1,500 words	25%	End of module	
		Exam	150 minutes	50%	End of module	
4E2 Global Business Environment	Lectures/workshops (online) Guided independent studies Tutorials/consultation	Individual report	2,000 words	100%	End of module	Ewa Radomska, Ph.D.
4S3 Corporate Strategy	Lectures/workshops (online) Guided independent studies Tutorials/consultation	Portfolio of online activity		30%	During the workshop	Prof. Roger Mumby-Croft
		Individual report	3,000 words	70%	End of module	
4S2 Project Innovation	Lectures/workshops (online) Guided independent studies Tutorials/consultation	Group work		20%	During the workshop	Ryszard Kołodziej, Ph.D.
		Group report	1,000 words	20%	End of module	
		Individual Report	2,500 words	60%	End of module	
4M4 Strategic Communication	Lectures/workshops (online) Guided independent studies Tutorials/consultation	Individual Report	1,000 words	50%	End of module	Katarzyna Chwalbińska-Kusek
		Exam	60 minutes	50%	End of module	

4H3 Leading Change	Lectures/workshops (online) Guided independent studies Tutorials/consultation	Individual Report	2,000 words	100%	End of module	Magdalena Kaczowska-Serafińska, Ph.D.
4F2 Creating Value	Lectures/workshops (online) Guided independent studies Tutorials/consultation	Individual Report	1,000 words	50%	End of module	Ewa Radomska, Ph.D.
		Exam	60 minutes	50%	End of module	
4S8 IT for Business Value	Lectures/workshops (online) Guided independent studies Tutorials/consultation	Individual report	2,000 words	100%	End of module	Ryszard Kołodziej, Ph.D.
4E3 Emerging Markets Dynamics	Lectures/workshops (online) Guided independent studies Tutorials/consultation	Individual report	4,000 words	100%	End of module	Justyna Berniak-Woźny, Ph.D.
Project / Consultation	Real-world application of programme content Consultation with teaching staff Independent study and research	Mentor's review	Equivalent to 3,500 words	40%	End of project	Project advisor and mentor to be negotiated and agreed upon at the very beginning of the project
		Individual report	6,500 words	60%	End of project	

6c) Programme learning outcomes covered

	Assessed learning outcomes of the programme								Skills development								
	K1	K2	I1	I2	I3	I4	I5		E1	E2	E3	E4	E5	E6	E7	E8	E9
<i>Adjust LO codes as necessary. □ These must match module descriptors.</i>																	
Lighter shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Internationally focused	Ethics	Effective managers of business organisation	Effective communicators	Effective users of information and	Evaluate and analyse an organisation as an integrated whole	Critical, analytical and reflective thinkers		Self-management	Team-working	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship	Social, cultural and civic awareness

7. Entry requirements

Postgraduate programmes

Applicants should normally have achieved the following prior to registering for the programme:

- An honours degree (minimum 2.2) in any discipline.
 - Or a professional award at Diploma level (or equivalent) together with three years employment/professional experience.
 - Or A-Level matriculation (or equivalent) together with six-years employment/professional experience.
 - Or eight years post-18 employment/professional (full time or substantially full time permanent) experience.

For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) – 6.0 (no component should be lower than 5.5) or the Test of English as a Foreign Language (TOEFL).

International students will have additional access to English language sessions – focusing on academic writing/skills and information retrieval sessions (which will be also covered during mandatory Induction week).

Applications are welcome from those with few or no formal qualifications but with significant professional experience. Any previous relevant work experience and learning will be assessed and to determine whether the candidate has the appropriate qualifications to study for the MBA. The application process will be in line with the University's Recognition of Prior Experiential Learning (RPEL) and other appropriate procedures.

8. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)
(A certain level of attainment which must be achieved in a specific module; any deviation from the standard University stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

Standard University Postgraduate Taught Course Academic Regulations apply.

The MBA will be awarded on successful completion of 180 credits. The award will be with Pass, Merit or Distinction, as outlined within the University's Taught Course Academic Regulations.

9. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level
Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

There are no prerequisites.

10. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each)

11. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees)

Applicants who do not meet the English language criteria for entry into the programme will have the option of completing Righton Oxford International's[†] individually tailored Bridge Programme, which may help them improve their English language skills enough to meet Most Media's entry requirements. Completion of the Bridge Programme does not, however, guarantee entry into the programme.

[†] Righton Oxford International is a wholly owned subsidiary of Most Media

12. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

(Key aspects of the Equality Impact Assessment for the Department – see Internal Audit Form NP2G for further details)

Students with disabilities or other support needs are welcome. Arrangements will be made to accommodate students with additional support needs, wherever possible.