

## Nottingham Trent University Course Specification

### Basic Course Information

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|----|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Awarding Institution:                         | Nottingham Trent University                                                                                                                                                                                                                     |
| 2. | School/Campus:                                | Nottingham Business School / City                                                                                                                                                                                                               |
| 3. | Final Award, Course Title and Modes of Study: | Master of Business Administration (MBA) (FT)<br>MBA (Finance) (FT)<br>MBA (Digital Marketing) (FT)<br>MBA (Global Supply Chain Management) (FT)<br>Executive Master of Business Administration (EMBA) (PT)<br>EMBA (Theory of Constraints) (PT) |
| 4. | Normal Duration:                              | Full-time – One Year<br>Part-time (EMBA) – Two years                                                                                                                                                                                            |
| 5. | UCAS Code:                                    | N/A                                                                                                                                                                                                                                             |

### 6. Overview and general educational aims of the course

The Master in Business Administration (MBA) degree is the most coveted and internationally recognised post-graduate management degree and is seen as a passport to a successful management career. The programme will provide you with a generalist multidisciplinary qualification to enable you to either move from a functionalist position to a more senior, strategic generalist position in the organisation, or if you are a senior manager, it will enable you to study the core disciplines that are required for a more senior career in business administration and to develop your strategic perspective on a range of subjects. The programme will enhance your management knowledge, your leadership capabilities, your global perspective and your professional career. It has been awarded a Dual Award by the Chartered Management Institute.

As the global environment becomes more volatile the demand for experienced and educated managers is increasing. The complexity of the external environment and the complex, often disaggregated organisations require more conceptually astute, well informed and educated managers to deal with the unpredictable globally interconnected world of business and management. At the senior level employers are seeking managers with MBAs who have been able to enhance their prior knowledge and experience in business. By registering for an MBA Programme you will be joining these elite managers in the employment market. An additional advantage is that, during this period of global economic crisis and uncertainty, the MBA is a portable, internationally recognised management qualification with transferable skills enabling you to move from one job to another should the situation arise.

Nottingham Business School's MBA has been designed to prepare you to handle a wide range of challenges inherent in managing organisations, so that you are able to see the interconnectedness of your actions. You will have acquired the knowledge needed by senior managers at the strategic management level to enable you to help your organisations develop and achieve their strategic objectives. The NBS MBA has at its three core principles at its heart:

1. Principles of **responsible and sustainable management** are embedded within the ethos of the School and its MBA, and the programme will develop the insights, capacities and skills to create and maintain responsible and sustainable business practices, and in particular we will develop your ability to create sustainable mind-sets, promote responsible leadership, influence organisational culture and influence organisational habits and discourses.
2. The learning style and opportunities are characterised by **experiential learning**, manifest in the two consultancy projects and a pedagogy designed

to increase opportunities for experiential elements in each module, including simulations, guest lecturers, company visits, live projects and other interventions.

3. Your experience will be characterised by **personalisation**, achieved through opportunities to personalise your curriculum through the offering of specialist routes of study, and personalised support through the delivery of a *Personal, Professional and Leadership Development* module which will include opportunities for academic and industrial mentoring, careers support and individual personal and professional development based around your own situation and needs.

The knowledge and skills you will gain from the comprehensive design of the programme will enable you to apply your knowledge to live business problems whilst you are on the course. This is a particularly distinctive feature of the NBS MBA. Other MBAs offer at the most one opportunity but on this programme interspersed through the taught programme are two compulsory modules where you will undertake real life business consultancy projects. The first is a team consultancy project embedded within a change management module, working with a UK based company on a real problem they have identified for you to solve. The second is an international business consultancy. Here you will undertake an international study tour, including lectures, company visits and an international business consultancy project, widening your international perspective. The application of your knowledge on two live consultancy projects, provides you with analytical and multi-perspective frameworks to enable you to recognize, identify and evaluate management issues which critically impact on organisational performance.

An MBA quintessentially takes a strategic, holistic view of the organisation and its future direction. You will be acquiring new knowledge and constantly relating this learning to your past experiences in a more formal setting where you will be explicitly asked to critically reflect on your organisation or a managerial problem you had experienced before you joined the course in the light of new knowledge encountered. More informally you will be sharing your experiences with peers who generally will come from culturally different business environments and interpret knowledge in different ways. The cross-cultural diverse environment will be challenging and you will develop a global mind-set in an accelerated learning environment, whilst at the same time increasing your international networks.

An MBA is distinctive because it is not only a post-graduate but also a post-experience degree. The NBS MBA has a Personal, Professional and Leadership Development (PPLD) Programme running throughout the course. The aim of the programme is to develop professional, strategic transferable skills which students can deploy in the workplace. You will build a portfolio of evidence of the PPLD workshops you have attended, as an additional piece of evidence to take to employers.

The NBS MBA is distinctive in its focus on the application of management knowledge. The application of theory to practice runs throughout the programme. Executives, as guest speakers, will be a common feature on the programme, sharing their experiences on topics of relevance to the modules they will be attending.

#### 7. **Course outcomes**

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

#### **Knowledge and understanding**

By the end of the course you should be able to:

1. Articulate a critical understanding of the contemporary issues, theories and conceptual frameworks used to explain and guide management and leadership activities in organisations.
2. Demonstrate a critical understanding of a range of strategic models that can be utilised to explore and guide effective and responsible action in dynamic organisational environments.

3. Integrate and synthesise new knowledge with previous learning and experience and apply this in the context of complex organisational settings.

**MBA**

4. Critically appraise the range of tools and techniques required to transform the culture and capabilities of organisations to meet the challenges of a turbulent and dynamic business environment.

**EMBA**

4. Critically appraise the role of the Director in leading superior organisational performance.

**MBA (Finance)**

4. Develop a critical understanding of the theoretical techniques, concepts and methods employed in financial and risk management

**MBA (Digital Marketing)**

4. Develop a critical understanding of the theoretical techniques, concepts and methods employed in digital marketing

**MBA (Global Supply Chain Management)**

4. Demonstrate a broad knowledge of the principles and concepts underlying the strategic and operational performance of organisations in relation to one another within the international supply chain and the role of operations theory in evaluating the strategic implications of variation and uncertainty on supply chain performance

**EMBA (Theory of Constraints)**

4. Demonstrate a critical understanding, both practical and theoretical, of TOC based systems application tools and thinking process tools

5. Apply knowledge, tools and techniques to resolve issues in new and diverse situations within the business and management discipline.
6. Evaluate the rigour and validity of published research and assess its relevance to the practice of management and leadership
7. Demonstrate the ability to make recommendations for organisational practice based on theoretical insights through a process of experiential or applied learning.
8. Demonstrate an aptitude for independent critical thought and rational inquiry.
9. Demonstrate creativity and intellectual curiosity in both the application and synthesis of knowledge.
10. Demonstrate proficiency in the use of techniques of research and enquiry to draw conclusions from a critical evaluation of relevant issues.
11. Demonstrate an appreciation of the wider social, environmental and economic sustainability issues and their interrelationships which may be impacted by or have an impact on organisational activities.
12. Understand the environmental, social, governance and ethical problems that may occur in the business and management discipline and apply appropriate frameworks or professional codes to resolve such problems.
13. Critically self-reflect, and demonstrate an international awareness and openness to the world, based on an appreciation of social and cultural diversity.
14. Develop a critical understanding of the role of business and management in the global context.
15. Demonstrate a critical understanding of the relationships between business activities and disciplines in the wider organisational context.

### Skills, qualities and attributes

By the end of the course you should be able to:

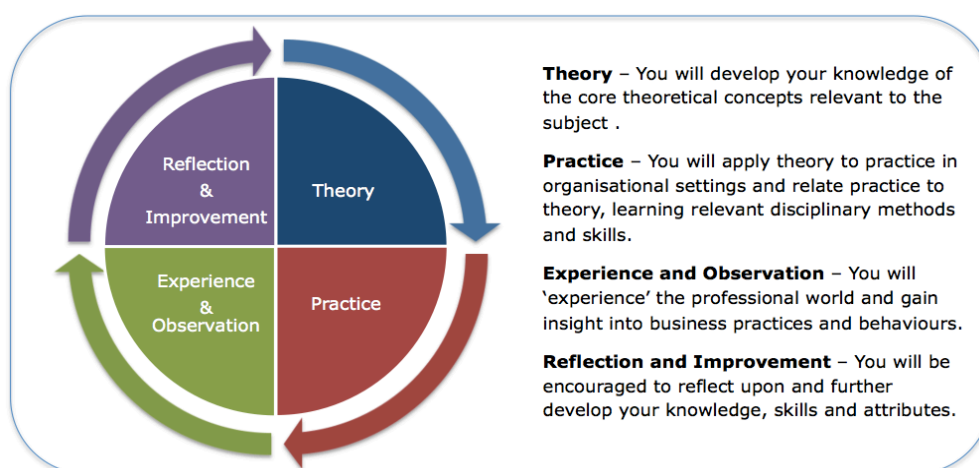
16. Analyse a variety of relevant data used in diverse contexts to support effective decision making in the business and management discipline
17. Communicate key issues and arguments in written and oral format to a professional standard.
18. Effectively use information and communication technologies relevant to the business and management discipline.
19. Work collaboratively in internationally diverse teams.
20. Make decisions and exercise judgement in organisational settings when faced with a range of alternative courses of action.
21. Take personal responsibility for continuing professional development and develop the capacity to be an effective and reflective practitioner.

### 8. Teaching and learning methods

One of the main aims of the MBA programme is to develop graduates to progress their individual development and their careers. The strategic, comprehensive approach to learning and teaching supports this fully. MBA programmes are intensive learning environments. You will have in excess of 500 hours contact time in a dynamic teaching and learning environment. Your MBA peer group will be drawn from diverse backgrounds and experiences contributing to a highly interactive learning environment.

NBS adopts a distinctive approach to the design of student learning opportunities. As shown in Figure 2, student learning is structured around theory, practice, experience and observation, and reflection and improvement. At each level (course, module and session), students study different theories, concepts and approaches and are given opportunities to apply these in a range of practical settings. The aim is to enhance understanding through the direct application to business, where students will have opportunities to discuss their experience of business practices and behaviours (including their own) and analyse these using and applying theoretical knowledge. It is our intention that by reflecting on these experiences, students will be able to use these theories to guide their actions and decisions in a business context or consider how a theory itself might be improved to better fit the business context. In this way we aim to enhance the quality of student learning. Each module leader is required to demonstrate how each of these domains for learning are reflected at both module and session level in the module handbook.

#### *NBS Dimensions of Student Learning*



The MBA programme demands a high level of teaching ability and competence and the NBS MBA teaching team are committed to innovative teaching and learning ensuring that the curriculum is relevant to the issues and concerns of all organisations, whether they are public or private, big or small. By involving executives from these organisations they provide insights into the implementation of theory to practice. The MBA teaching team use the full spectrum of teaching methods to deliver and support you to achieve the intended learning outcomes. These include formal lectures, seminars, interactive workshops, class exercises, case analysis, videos, web based learning exercises, simulations, experiential / action learning in-company live business consultancies outlined above.

The modules have been designed to be progressive, moving from a broad multidisciplinary foundational base in all subject areas relevant to business administration on the core programme, to the elective period where the learning is strategic in focus and goes deeper into the subject area, building on the foundational subjects at the core. Learning is more than teaching. You will be encouraged to be intellectually inquisitive and to undertake independent study expected at a post-graduate level. You will have access to a range of materials such as books, journals, electronic databases, internet links to useful sources of research either to search for information yourselves or to study from the reading lists provided with each module. You will be required to complete an extended piece of individual research work for the last ten to twelve weeks of programme.

Following the taught part of each module students will pursue independent individual or group-based learning. Students are not put into fixed 'learning sets' at the outset of the course but most of the modules involve team or group work to develop the skills required in the work place where team work is an integral part of a manager's role. The group work on the programme will often lead to a group or individual presentation. Through the programme your intangible development of confidence, trust, collaboration and negotiating, team and leadership skills will be enhanced.

## **9. Assessment methods**

An important part of the MBA learning process is the formal assessment. One of the functions of assessment is a measurement of your progression but other attendant skills are developed during the process. The skills required to succeed in assessment are also skills you will require in the workplace such as conceptualisation, analysis, evidence-based argument, effective communication, information-processing, working within a preset boundary of time.

The Course will employ a number of mechanisms to ensure that the assessment regime is applied with sufficient and appropriate rigour and in line with University regulations and stated learning outcomes. Boards of Examiners, chaired by senior members of faculty, have overall responsibility for assessment at course level. In addition, in common with the UK Higher Education system as a whole, external examiners are appointed on behalf of the University to ensure that the assessment processes and procedures are rigorous and fair.

Modules may be assessed in a number of ways, including by written assignments that can take the form of an essay, report or case study analysis, or a written examination. Written assignments place more responsibility on you to manage your study time. They require you to read more widely, investigate underlying issues, develop critical thinking and in the process of writing your assignments you will develop your writing skills so that you can produce well- structured, analysed, lucid, clear arguments supported by authoritative sources These will enable you to draw substantive conclusions and make considered recommendations. Extending your conceptual knowledge and skills are important in underpinning good judgement and decision- making, which are the essence of good management.

Written examinations assess your ability to perform at an adequate level in a time-constrained situation when confronted with unseen questions. These formal

examinations have the merit of concentrating attention on answers to specific questions and of being an unambiguous test of your comprehension and understanding of module material under uniform conditions. They encapsulate skills and abilities that mirror important aspects of the 'real world' in that most graduates are expected to be able to respond to unfamiliar questions at short notice, without the time to research or refine their answers.

Specialist modules much wider reading and a deeper understanding of the subject. At this stage the assessment is by 100% summative assignment. By the time you progress to the Business Research Project you will have developed the necessary study and project management skills and possess self-motivation and confidence to undertake an independent piece of research, culminating in an extended research paper of 8,000-10,000 words.

During the course there are two 'live' consultancy projects which require you to work in groups as consultants to address a live issues faced by a company. The allocation of marks for each of the consultancy projects is split between written reports and presentations to the company.

The Personal, Professional and Leadership Development (PPLD) workshops which run through the course will require you to build a portfolio of evidence, assist in the writing of a final reflexive assignment on your learning and development.

The MBA assessment has been designed to:

1. assess the quality of your knowledge, understanding and skills
2. certify levels of achievement and standard of performance
3. contribute to qualify assurance
4. provide you with an opportunity to review, demonstrate and consolidate
5. assess what you have learned on the course of study
6. give you accurate feedback on your strengths and weaknesses
7. enable examiners to certify that you have achieved an adequate level of performance and that you are qualified for the award of degree
8. monitor whether objectives and standards of the course have been achieved
9. ensure that assessment practices are:
  - fair, i.e. they consist of requirements that are reasonable and processes that are conducted in an equitable manner and
  - valid, i.e. they employ instruments that are appropriate for indicating whether learning objectives have been fulfilled;
  - reliable, i.e. they deliver judgements that are accurate and have been subject to appropriate forms of confirmation.

## **10. Course structure and curriculum**

The MBA programme provides a comprehensive foundation across the required breadth of management subjects for a degree in business administration at Masters level. The duration of the programme for full-time students is 12 months and for part-time students it is 24 months. The programme has been designed to be integrative horizontally as well as vertically in terms of progression; enabling you to take a holistic approach.

The full-time and part-time (Executive) MBA programmes are identical in their core elements, with specialisms available in both modes of study.

At the start of the course, an MBA development programme (linked to the Personal, Professional and Leadership Development module) is an integral dimension of the programme and includes intensive academic preparation and management development. This will orientate students to the Business School, its resources, IT facilities and the library and provide a detailed introduction to the MBA, its content, assessment and introductory team activities with fellow students. There will be

personal and professional development classes, including workshops on academic and business writing. A formative diagnostic assignment will be set allowing students who have been away from university for some years, to practise writing a pre-course assignment where they can receive feedback and supportive guidance on their own performance and familiarise the MBA student with NBS' assessment processes, without being concerned about the mark awarded counting towards their degree.

The core consists of one 20 credit capstone module and four focused 10 credit modules. The core is designed to give you an understanding of the philosophical underpinnings of the NBS MBA that you need to understand in the context of the creation of sustainable and responsible futures. The four focused modules give you the skills that you need to fully understand the organisational environment and the functional areas of organisations.

The inclusion of a capstone module in ***Responsible and Sustainable Leadership*** emphasises the strategic importance placed on this area by the School, and its focus in the context of the overall programme. The aim of the module is to allow you to develop the insights, capacities and skills to create and maintain responsible and sustainable business practices through the creation of sustainable mind-sets, the promotion of responsible leadership, and the development of your abilities to influence organisational culture, habits and discourses. In doing so, it will encompass the first element of a recurring thread throughout the programme in strategic management, as well as developing an appreciation of the value chain.

The four ten credit modules of ***Managing Finance***, ***Managing Operations***, ***Managing Marketing*** and ***Managing People and Organisations*** are designed to give you a comprehensive foundation of the fundamental management concepts across all the main subjects involved in business administration at M level.

In the second phase of study, you study a further sixty credits of three twenty credit modules, and are presented with your optional routes of study.

The first module is the first substantive experiential element, ***Strategic Change and Consultancy***. This module has been designed to give you explicit coverage of the ability to respond to and manage change, as well as providing the second 'strand' in strategic management the opportunity to apply this in real situations through the team based consultancy project. It also therefore provides an opportunity for you to take an integrated approach to disciplines covered elsewhere on the programme.

The route modules include a 'generic' option for MBA and EMBA students, with one elective drawn from the MSc portfolio for full-time students, as well as the option to specialise in a particular area.

The third and final phase consists of the second substantive experiential element, the ***International Consultancy Experience*** which includes an international study tour and a major international consultancy project. NBS has run similar (and very successful) study tours for its MSc International Business for the last four years, and which include a mix of lectures, workshops and visits to local organisations. They are aimed at communicating the main theoretical and conceptual ideas identified through recent international and global business research and at developing an understanding of the differences in entrepreneurial activity that exist internationally. The workshops will use scenarios and case studies to develop participants' skills and attributes in collaborative working prior to undertaking their practical tasks and will involve visits to organisations in the host country and a consultancy project/ in depth case analysis. The module will include the third 'thread' of a strategic management strand, as well as consideration of the macro-economic issues associated with globalisation and issues of cross-cultural management.

The final module is the ***Business Research Project***, in which students will engage in a rigorous and meaningful, primarily applied piece of research work which helps them to meet academic and accreditation requirements, but which may also provide an employer (who in many instances will have given financial support to the student) with a meaningful business or service improvement project. This is a rigorous independent

investigation, theoretically underpinned and which should be relevant and applicable to a current issue faced by business or management. The work should normally involve primary research. In addition to the Research Methods module which will have provided the academic knowledge and skills to enable the students to undertake this last stage of the MBA, there will also be generic project workshops to focus specifically on the operational aspects of the work. Supervisors will be allocated at this stage. This module is preceded by the ten-credit **Research Methods and Data Analysis**, which provides a critical understanding of business research findings and how to conduct business research (this module is taught in phase three so that it is nearer the self directed research the students undertake at the business research project stage).

### ***Personal, Professional and Leadership Development***

Integral to the ethos and running of the MBA is the **Personal, Professional and Leadership Development** (PPLD) module that develops professional, strategic transferable skills which students can deploy in the workplace.

The purpose of the module is to increase students understanding of how to manage their own continuous professional development in order to be a more effective leader and to enable sustained career success. Students will be expected to access a range of learning events designed to develop personal, professional and leadership competency.

Specifically the aims of the module are to:

- Enable an understanding and appreciation of the importance of effective continuous learning in realising potential.
- Develop an understanding of key competencies and attributes relating to development as a leader.
- Develop students' ability to use reflective practice to improve their performance and continuous development.
- Enable an understanding of how to identify ongoing development needs for continuous career management.

The module content can be grouped into three core themes:

1. Developing core personal and professional competencies
2. Developing leadership capability
3. Reflective practice, development planning and career management.

Assessment is by way of a reflective report, charting the development of the student over the course of their MBA studies and identifying a development plan for the future.

In addition to the assessed PPLD module, students will have access to a range of additional development events that they are encouraged to attend. These events attract CDP hours on the full time MBA, of which students are required to complete twenty over the course of the year. Examples of events that can be accessed (although not an exhaustive) are outlined overleaf. Additional events would include the School's Business Leaders' Lecture series, *Thinkubator*, and a range of specialist workshops.

The course structure is shown below:



*MBA Course Structure:*

Development Programme					
Personal, Professional and Leadership Development (10 CPs)	Responsible & Sustainable Leadership (20 CPs)	Managing Finance (10 CPs)	Managing Operations (10 CPs)	Managing Marketing (10 CPs)	Managing People and Organisations (10 CPs)
	Strategic Change and Consultancy (20CPs)	Route Module 1 (20CPs)		Route Module 2 (20 CPs)	
		International Consultancy Experience (20 CPs)	Business Research Methods and Data Analysis (10 CPs)	Business Research Project (20 CPs)	

Route options are as follows:

*MBA Routes: Course Structure*

Route	Module 1	Module 2
MBA (FT)	One 'elective' (shared with FT MScs) as follows: <ul style="list-style-type: none"> <li>The Director's Perspective (not shared)</li> <li>International HRM</li> <li>Uncap Creativity and Innovation</li> <li>Financial Modelling</li> <li>Strategic Operations</li> <li>Valuation of Investment Products</li> <li>Corporate Governance and Accountability (for those with prior Accounting experience)</li> <li>Branding and Corporate Reputation Management</li> <li>Digital Marketing Management</li> </ul>	Strategic Renewal and Transformation
EMBA	The Director's Perspective	Strategic Renewal and Transformation
MBA (Finance) (FT)	Financial Modelling	Risk Management
MBA (Global Supply Chain Management) (FT)	Strategic Operations	Global Supply Chain Management
MBA (Digital Marketing)	Digital Marketing Management	Driving Digital Marketing
EMBA (Theory of Constraints)	TOC Thinking Processes and Applications 1	TOC Thinking Processes and Applications 2

**11. Admission to the course**

For current information regarding all entry requirements for this course, please see the 'Applying' tab on the course information web page.

**12. Support for learning**

### **Induction, Course and Module Handbooks**

The University and the first stage of the course fully briefs you on all the facilities and support mechanisms of the university. In addition to this each course has a very detailed Course Handbook containing everything you need to know about the Course, who the Key staff are, teaching and administration, contact numbers, university regulations, course aims, objectives and learning outcomes, course content and module specifications, assessment information, university regulations and support services. Each module also has its own specific module handbook providing detailed information about the module.

### **Course Leaders**

The MBA Course Leaders' main responsibility is operationally managing the day to day running of the MBA course and the first point of contact for your general and academic queries. Your Course Leader is responsible for academic and pastoral care and for ensuring a high quality 'NBS MBA student experience'. Course Leaders are available for consultation by students during office hours and by telephone, or email. Monitoring procedures to identify and support students with problems are the responsibility of the Course Leaders.

In addition to the School's monitoring progress on your performance on assessments, you will be allocated a personal tutor who holds more informal meetings to check if you are experiencing difficulties and provide one-to-one tutorials each term. This is a useful part of the monitoring process and you are encouraged to ask for help and support should you need it.

### **Module Leaders**

Each module offered on the MBA is led by a Module Leader, normally a full time member of teaching staff. Module Leaders are responsible for the delivery and assessment of each component module and co-ordination of the Module Team. They are your first point of contact if you experience academic problems with a module.

**Subject Administrators** provide the administrative support for the MBA courses as part of their duties, they are responsible for producing the course material prepared by each module leader and supporting the MBA teaching staff in their general administrative needs, booking rooms, communicating with students on administrative matters, providing administration for summative assessments including exams, entering student details and results on the University systems, liaising with other offices during recruitment and admissions. The course administrators are your first point of contact for administrative queries.

### **Head of Postgraduate Programmes**

Course Leader(s) and Module Leaders provide advice and support to students on procedural and regulatory matters. Their activities are overseen by the Head of Postgraduate Programmes to ensure consistency across courses and to promote the sharing of good practice. Students may take more serious matters which cannot be handled by the Course Leader to the Head of Postgraduate Programmes.

### **Student Representatives, Student Questionnaires and Student Forums**

You have a voice on the general quality of the course, the quality of the modules, the teaching, facilities and other relevant matters. During induction students choose their student representatives for the year. The student representatives sit on various committees monitoring the quality of the course. They are responsible for collating information from the MBA class they are representing and presenting views at the MBA Course Committee, which is the main governing body of the MBA. There is also a Student Forum each term in a meeting with the Dean of the School who questions them on all aspects of the MBA and its management, an a Course Enhancement Board which also includes employers and alumni to oversee curriculum currency and health. These are influential committees and you should take advantage of their service.

In addition students will be asked to complete anonymous evaluation questionnaires at the end of every module. The summary results are made available to staff and all students taking the modules and monitored via Course Committees. Where

appropriate, changes are made to modules in response to student feedback. The effectiveness of these changes is monitored, and if necessary further changes made to reinforce the continuous improvement loop.

### **Learning Environment**

Nottingham Business School provides a high quality management learning environment designed to encourage creative thinking about real world issues confronting managers and their organisations. The School's professional approach to management education is supported by the latest communications and information technology, and extensive learning resources. There are dedicated MBA facilities, including a break-out / lounge with coffee. The computing network offers 24-hour access to the University's computing facilities, and a range of services off-campus are also available, including email, electronic library services and access to a range of software. You will have access to a wealth of library materials including over 450,000 books (many of which are available as e-books), as well as an extensive audio-visual collection of videos and slides. Electronic library resources form a core part of the support to students, with over 200 databases and 9,000 electronic journals accessible by the e-library web portal. The School has a specialist Trading Room, and access to leading resources such as [ft.com](http://ft.com) and [Qualtrics](http://Qualtrics) for all students.

We also recognise that you sometimes need help that falls outside the academic area. The University's Student Support Services offers dedicated professional support services for both international and home students. Our aim is to ensure that you have access to appropriate support for academic, financial and personal issues which might affect your experience at the university.

### **English Language Support**

Although you have to reach a minimum standard of English as an MBA entry requirement, it is acknowledged that you may require additional assistance with specialist vocabulary of business and management or to further improve your English language use. The University has a large number of English Language classes running each week often in the evening and on Saturdays. These are open to all international students. Students can attend these in their own time in the evening or on Saturdays so that they do not interfere with the taught MBA course. In the first term full-time MBAs who are international students are also timetabled for a two hour Advanced Business English Session.

### **University Central Services**

Provision of relevant information to students, IT facilities support, and access to resources such as NOW are all part of the student support on this course. The University has comprehensive central services for example for students with disabilities, or counselling services should you want to go outside the business schools to address problems, or you may receive independent advice from the students union.

### **Career Support**

MBAs have full access to the University's Employability Team which has dedicated Careers Consultants; who assist the MBAs to maximise their post-MBA professional development plans. Whether they are seeking promotion elsewhere or changing direction completely.

MBAs are provided with a wide range of resources, support and activities including:

- One to one career consultations – so they can achieve their full potential
- Employer presentations and networking opportunities – arranged throughout the year, promoted direct and through social media
- Guidance on developing a professional CV or resumé
- Mock interviews and assessment centres – giving MBAs the chance to practise,
- Skills development sessions – as an experienced manager MBA skills are probably already well developed, but the career team ensure that areas for improvement are identified, providing the opportunity for MBAs to build on their strengths
- Guidance on developing a personal brand and managing online presence
- The opportunity to use the NTU/SHL Occupational Personality Questionnaire and receive detailed feedback and guidance

- Guidance on job search strategies – including the hidden job market
  - The opportunity to sit the Bloomberg Aptitude Test - allows MBAs to demonstrate their strengths to employers
- Most importantly the careers team provide advice tailored to your questions and plans, designed to meet the MBAs individual needs.

### 13. Graduate destinations/employability

The MBA is designed for managers with working experience. The MBA has an international understanding that it is designed to widen the horizons of business professionals. The MBA is the education for managers and has enjoyed increasing growth and popularity due to the benefits to both participants and their employers (in the case of the EMBA PT students who are normally in employment and sponsored by their companies) or to future employers, in the case of FT MBAs.

As the global environment becomes more volatile the demand for experienced and educated managers is increasing. The MBA has an international understanding that it is designed to widen the horizons of business professionals and you will be investing in your future career prospects if you decide to enrol on the NBS MBA. With over 500,000 MBAs graduating from around the world each year, an MBA will enable you to join these skilled, qualified, elite managers. NBS MBAs have found employment in a range of private and public sector organizations, in global companies, SMEs and in starting or expanding their own businesses. NBS MBAs have found employment in industry sectors such as corporate banks, investment and trading houses, as international managers in retail groups, directors in public sector organizations, country managers for organizations, in supranational institutions, in energy companies and so on.

The Association of MBAs found that 79% of MBA chose to study for an MBA to improve their job opportunities. "An MBA can enable a modern manager to identify a range of personal business and employment opportunities."

The NBS MBA prepares managers to move from functional managerial positions in organisations to strategic generalist positions. The transferable skills and international recognition of the MBA makes it the most portable post-graduate management qualification.

### 14. Course standards and quality

Management of each course is conducted through three formally constituted committees, the Board of Examiners, the Course Committee and the Course Enhancement Board (CEB). The Course Committee will be responsible for the overall quality assurance and management of the course. Its membership complies with the University's requirements as specified in the University's Quality Handbook. Student representatives will also meet collectively with members of the School's Executive team once each term in a 'student forum', designed to facilitate communication between the student body and the management of the School.

Each course will also operate an annual 'course enhancement board' (CEB) Chaired by the Head of Postgraduate Programmes, which consists of employers, alumni, students and staff to consider the overall strategic direction of the course. The CEB provides the external direction and input from employers and alumni to ensure the continuing relevance of course content.

Course standards and quality are maintained in a number of ways. You will have the opportunity to provide anonymous written feedback on each of the modules you study, and the course as a whole. You will also be able to offer your comments and suggestions through (or have the opportunity to be elected as) elected student course representatives, who attends course committees, the course enhancement boards and student forum meetings.

External examiners report on the appropriateness of the curriculum, the quality of student work and the assessment process. All tutors have their teaching observed by their peers.

15. <b>Assessment regulations</b>	
This course is subject to the University's Common Assessment Regulations (located in Section 16 of the Quality Handbook). Any course specific assessment features are described below:	
16.	<p><b>Additional Information</b></p> <p>Collaborative partner(s):</p> <p>Course referenced to national QAA Benchmark Statements:</p> <p>Course recognised by:</p> <p>Date this course specification approved:</p> <p>QAA Benchmark Statements for Business and Management (2015) Chartered Management Institute</p>

