## Programme Specification for Master in Business Administration

### GENERAL INFORMATION

<table>
<thead>
<tr>
<th><strong>Awarding Institution/Body:</strong></th>
<th>University of Bath</th>
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<tbody>
<tr>
<td><strong>Teaching Institution:</strong></td>
<td>School of Management, University of Bath</td>
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<tr>
<td><strong>Programme accredited by:</strong></td>
<td>Association of MBAs – 20 February 2007 – valid until 2011</td>
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<tr>
<td><strong>Programme approved by:</strong></td>
<td>Existing Programme</td>
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<tr>
<td><strong>Final Award:</strong></td>
<td>Master of Business Administration</td>
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<tr>
<td><strong>Programme Title:</strong></td>
<td>MBA - Full-time</td>
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<td></td>
<td>MBA - Executive</td>
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<tr>
<td><strong>UCAS Code (if applicable):</strong></td>
<td>n/a</td>
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<tr>
<td><strong>Subject Benchmark Statement:</strong></td>
<td>Master’s degrees in Business and Management – QAA for Higher Education 2007</td>
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<tr>
<td><strong>Intended level of completed programme:</strong></td>
<td>Master</td>
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<tr>
<td><strong>(in line with FHEQ)</strong></td>
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<tr>
<td><strong>Duration of programme and mode of study:</strong></td>
<td>Master of Business Administration – Full-time: One year, full-time</td>
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<td></td>
<td>Master of Business Administration – Part-time Executive: minimum 24 months – maximum 60 months (5 years)</td>
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<tr>
<td><strong>Date of Specification preparation/revision:</strong></td>
<td>25 July 2007: 17 August 2009</td>
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<tr>
<td><strong>Applicable to cohorts:</strong></td>
<td>Full-time students commencing 2009/10 onwards</td>
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<tr>
<td></td>
<td>Part-time students commencing 2009/10 onwards</td>
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### SYNOPSIS AND ACADEMIC COHERENCE OF PROGRAMME:

The Master of Business Administration Programme is designed to:

- Reflect the complexity of the emergent organisational context that cuts across both public and private sectors, international and national settings and large and small organisations. In particular, it introduces the links between business and society.
- Give students a broad understanding of the way an organisation functions, how the different parts relate one to another.
• Equip students with both theoretical and practical knowledge, professional and personal skills to manage strategically and successfully in a constantly changing environment.
• Integrate theoretical disciplines through the application of knowledge and skills, which have been developed on the programme, to several business cases or projects.
• Develop the manager’s career throughout the degree by interweaving academic theory with personal skills development.

A comprehensive understanding of business knowledge and techniques and a critical awareness of current issues will be developed over the course of the programme and much of this will be informed by academic research, which is at the forefront of academic knowledge.

EDUCATIONAL AIMS OF THE PROGRAMME:

It is expected that, having completed the Bath MBA Programme, students will be able to see an organisation as an integrated whole. This means that they will understand the different parts of an organisation, how each functions within itself, in relation to the whole and to the business and social environments in which it operates. The successful student should therefore be able to manage in such a way that an optimal outcome may be expected from each decision, taking into account its impact on any one part of the organisation and any likely external response it may provoke.

In addition, students will learn how to learn and to adapt as knowledge changes and thereby integrate new theories, technologies and methodologies into their previous knowledge.

After successful completion of the programme, students will be eligible for the Award of Master of Business Administration.

The MBA will provide students with:
• a deep intellectual appreciation of the theoretical foundations of management and its wider context;
• the ability to apply relevant bodies of management knowledge to specific business problems taking account of the interdependencies between the various areas and functions of businesses and organisations;
• a learning environment which encourages the development of systematic and independent thought and learning;
• a comprehensive knowledge and appreciation of significant contemporary issues in business and management research;
• managerial skills that will enable the use of relevant theoretical knowledge, developing the ability to lead and manage in context, and
• an ability to think critically about managerial solutions within a complex environment.

INTENDED LEARNING OUTCOMES:
Units are studied through a mixture of methods. The teaching method will primarily consist of lectures but will also include: case study workshops; exercises; personal leadership and career skills workshops; self-directed study guided by recommended reading and electronic communications. Assessment is by a variety of forms including: individual coursework, personal development review, group coursework, presentation, and examination. Students gaining an award of the MBA will be able to:

- identify, reflect upon, and engage critically with appropriate and representative literature in the field of business and management
- integrate a wide range of theoretical knowledge in a complex and fast changing environment
- understand the principles of strategic management and apply these in a variety of settings
- develop and apply a variety of managerial skills which can be used across contexts
- demonstrate a more systematic, subtle, and creative understanding of current debates and research in the field of business/management

<table>
<thead>
<tr>
<th>Knowledge and understanding: [Taught (T), Facilitated (F), Assessed (A)]</th>
<th>The programme enables students to demonstrate:</th>
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<tbody>
<tr>
<td>the fundamental frameworks necessary to understand the organisational context as well as the theoretical foundation which underpin the links between business and society (T &amp; A);</td>
<td>• an understanding of their own individual context. That is, their current career strengths and areas for managerial skill development. (T, F &amp; A);</td>
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<tr>
<td>an understanding of their own individual context. That is, their current career strengths and areas for managerial skill development. (T, F &amp; A);</td>
<td>• the concepts, frameworks and activities that comprise marketing management and its role as a management function and organisational philosophy (T &amp; A);</td>
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<tr>
<td>the concepts, frameworks and activities that comprise marketing management and its role as a management function and organisational philosophy (T &amp; A);</td>
<td>• where finance and accounting activities fit into a business and how they can contribute to the attainment of the company’s financial and business strategies and objectives (T &amp; A);</td>
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<tr>
<td>where finance and accounting activities fit into a business and how they can contribute to the attainment of the company’s financial and business strategies and objectives (T &amp; A);</td>
<td>• the management and development of people within organisations: the fundamental principles of human resource management (T &amp; A);</td>
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<tr>
<td>the management and development of people within organisations: the fundamental principles of human resource management (T &amp; A);</td>
<td>• the key areas of operations management and the relationship between operations strategy and business strategy both within and between organisations (T &amp; A);</td>
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<tr>
<td>the key areas of operations management and the relationship between operations strategy and business strategy both within and between organisations (T &amp; A);</td>
<td>• the uses and limitations of quantitative methods for providing information and evaluating options in an uncertain business environment (T &amp; A);</td>
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<tr>
<td>the uses and limitations of quantitative methods for providing information and evaluating options in an uncertain business environment (T &amp; A);</td>
<td>• the role of information systems in the business context and the facilitation of community interaction and virtual working (T &amp; A);</td>
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<tr>
<td>the role of information systems in the business context and the facilitation of community interaction and virtual working (T &amp; A);</td>
<td>• the development of appropriate strategies as well as the economic foundations of the selection of strategies. The development of the mission, objectives and strategies of organisations within prevailing environmental and organisational constraints (T &amp; A);</td>
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MBA Programe Specification –Revision April 2009
- the theory and practice of change in organisations and the main concepts, models and perspectives of change management (T & A);
- the ability to integrate the knowledge of a variety of functional and theoretical areas through application to organisational problems (T, F, A), and
- a range of comprehensive and contemporary issues including international aspects of finance, nature and practice of entrepreneurship, strategic issues and practice in social and environmental responsibility, risk management (T &A).

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<tr>
<th>Intellectual Skills:</th>
<th>By the end of the programme it is expected that students will be able to demonstrate the following intellectual skills:</th>
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<tr>
<td></td>
<td>• a systematic understanding of organisations, the internal and external context in which they operate and how they can be effectively managed (T,F,A);</td>
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<td></td>
<td>• the facility to apply subject-specific knowledge into a range of complex situations, taking into account the overall implications for the other areas of the business (T,F,A);</td>
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<td></td>
<td>• a critical awareness of current issues and frameworks in management, which is informed by leading edge research and practice in the field (T,F,A);</td>
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<td></td>
<td>• the ability to acquire and analyse data and information, to evaluate its relevance and validity, and to synthesise it in the context of topical business problems (T,F,A);</td>
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<tr>
<td></td>
<td>• a conceptual understanding of theoretical concepts and frameworks that enables the student to meaningfully link theory and practice (T,F,A);</td>
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<tr>
<td></td>
<td>• the ability to analyse specific situations using appropriate theoretical models, allied to pragmatic, well-reasoned judgements (T,F,A), and</td>
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<tr>
<td></td>
<td>• an understanding of appropriate research and methodological techniques that allow detailed investigation into topical business issues (T,F,A).</td>
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<tr>
<th>Professional Practical Skills:</th>
<th>A core philosophy of the degree is the development of professional managerial competence. This process is facilitated through:</th>
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<td></td>
<td>• diagnostic processes (T,F,A);</td>
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<tr>
<td></td>
<td>• skills development units (quantitative methods, leading, influencing, negotiating and managing interpersonal networks) (T,F,A), and</td>
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<td></td>
<td>• peer coaching groups (developing coaching skills and support for each other in the development of management and career competences and</td>
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</tbody>
</table>
Once they are in professional practice, it is expected that Bath MBA graduates should be able to:

- deal with complex issues and make sound judgements in the absence of complete information, and to communicate their conclusions clearly and competently to a range of audiences (T,F,A);
- analyse operational issues at a strategic level in both service and manufacturing environments (T,F,A);
- assess and further develop the strategic position of their organisation under conditions of complexity and uncertainty (T,F,A);
- evaluate the current standing of an organisation and practically contribute to the attainment of their company’s financial and business strategies and objectives (T,F,A);
- apply practical decision-making methods and tools at both tactical and strategic levels (T,F,A);
- operate effectively both independently as well as within teams and assume leadership roles where appropriate (T,F,A), and
- be self-directed and able to act autonomously in planning and implementing projects at professional levels (T,F,A).

### Transferable/Key Skills:

By the end of the programme students are expected to be able to demonstrate the following:

- an ability to reflect on their earlier learning and practice with a view to integrate the new knowledge with past experience and effectively apply it to new situations (T,F,A);
- an ability to develop a holistic perspective on an organisation and an understanding of how the different functions relate to one another (T,F,A), and
- an appreciation and in-depth understanding of the resources and competences required for successful cross-functional management in organisations including enterprise skills (T,F,A).

### STRUCTURE AND CONTENT OF THE PROGRAMME:

The programme of study is designed across three key stages, each being a prerequisite for the next although there is some flexibility in the Executive programme (see below). Stage 1 and 2 are predominately taught phases; Stage 2 includes the completion of the Personal Leadership and Careers personal development review and is followed by Stage 3, the applied phase, in the form of a project/dissertation. Most units carry a total of 6 credits. (See Programme Descriptions for pre-requisites and credits information.)
The Full-time delivery mode:

The Full-time MBA programme is designed to take the students through the 3 stages as one cohort and there will be no flexibility across the programme. That is, all students will enter the programme at the same time and complete at the same time after the dissertation.

The Part-time Executive delivery mode:

This programme is designed to allow students flexibility in terms of pace and sequence of units in attaining their MBA. Part-time Executive students must start on either ‘Business and the Global Context’ or ‘Personal Leadership and Careers’. The 6-credit core units in each stage have to be completed before starting the next stage.

There is a requirement for Executive MBA students to have a degree of flexibility. This can take place in two ways. Firstly, either or both of the two 3-credit skill-focused units (MiVW and AfDM) may be taken in Stage 1 or 2. Secondly, part-time students may take a Stage 2 unit prior to the completion of Stage 1 core taught units (subject to the discretion of the Director of Studies).

In this context the structure of the Programme is as follows:

Stage 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Business and the Global Context (BGC)</td>
<td>6</td>
</tr>
<tr>
<td>Personal Leadership and Careers (PLC)</td>
<td>*</td>
</tr>
<tr>
<td>Analysis for Decision Making (AfDM)</td>
<td>(FT; PT in Stage 1 or 2) 3</td>
</tr>
<tr>
<td>or Managing in a Virtual World (MiVW)</td>
<td>(PT in Stage 1 or 2) 3</td>
</tr>
<tr>
<td>Understanding Financial Principles (UFP)</td>
<td>6</td>
</tr>
<tr>
<td>Strategic Marketing (MMR)</td>
<td>6</td>
</tr>
<tr>
<td>Managing Operational Processes (MOP)</td>
<td>6</td>
</tr>
<tr>
<td>Managing Your People (MYP)</td>
<td>6</td>
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</tbody>
</table>

Stage 2 **

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Entrepreneurship in Action (EAP)</td>
<td>6</td>
</tr>
<tr>
<td>Strategy</td>
<td>6</td>
</tr>
<tr>
<td>Leading and Managing Change (L&amp;MC)</td>
<td>6</td>
</tr>
<tr>
<td>Personal Leadership and Careers (PLC)</td>
<td>*</td>
</tr>
<tr>
<td>Managing in a Virtual World (MiVW)</td>
<td>(FT; PT unless taken in Stage 1) 3</td>
</tr>
<tr>
<td>or Analysis for Decision Making (AfDM)</td>
<td>(PT; unless taken in Stage 1) 3</td>
</tr>
</tbody>
</table>

Options – from a list made available each year to add up to 12 credits

Stage 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Final Project / Dissertation</td>
<td>18</td>
</tr>
</tbody>
</table>

* The taught element of PLC must be completed by the end of Stage 2 and culminates with the submission of a Personal Development Review

** In exceptional circumstances and with the approval of the Director of Studies, a Part-time Executive student may be allowed to undertake one Stage 2 module prior to the completion of Stage 1 providing the relevant pre-requisites for that
module have been completed. The credit for any Stage 2 unit taken out of sequence will not be applied until Stage 2.

**Stage 1: 33 credits**

Stage 1 starts with ‘Business and the Global Context’ (BGC) which sets the scene for economic, global and societal realities of organisational life. The second unit, ‘Personal Leadership and Careers’ (PLC) adapts the larger themes of BGC to a more personal level which is then integrated into the career development plan of the student via personal development workshops. PLC is assessed prior to completion of the Final Project.

The four functional units (Understanding Financial Principles, Strategic Marketing, Managing Operational Processes and Managing your People) provide an intensive grounding in key business disciplines and familiarise students with the vocabulary of business. Full-time students will also undertake a skills unit on quantitative methods, ‘Analysis for Decision Making’ (AfDM) during Stage 1.

**Stage 2: 33 credits**

Stage 2 shifts the emphasis to cross-functional and strategic areas of management, and the further development of transferable managerial skills. Units taken during this stage are:

♦ Strategy
♦ Leading and Managing Change
♦ Managing in a Virtual World – compulsory in Stage 2 for Full-time students
♦ Entrepreneurship in Action Project
♦ Personal Leadership and Careers (PLC); professional/personal managerial competence workshops will continue during this stage.

Options:
All students are required to choose 12 credits’ worth of optional units. These units provide the opportunity to explore issues beyond the core programme and to further develop interests relevant to the Final Project/Dissertation. Optional units are taught in 2½- or 5-day blocks.

**Stage 3: 24 credits**

**Personal Leadership and Careers - (6 credits)**

The PLC unit which starts in Stage 1 and continues in Stage 2 is assessed after 9 months by submission of a Personal Development Review which examines for leadership and career competence. The logic for the early introduction and the later assessment is that the theme of developing professional competence needs to track real time career development which is facilitated through core lectures, peer coaching groups, tutorials and personal leadership and career development workshops.

**Stage 3:**

**The Final Project/Dissertation**

This major piece of individual work, which most likely will be carried out in a company or be conducted at an industry level, provides the student with the opportunity to apply and evaluate the knowledge gained through working on a strategically oriented project and enables the student to focus on a business area of their own choosing and develop their own research agenda to solve a business
problem. Students are required to attend a one day workshop on research methods and project definition. The Analysis for Decision Making unit, taken prior to Stage 3, provides additional skills which will contribute to the success of the Final Project.

The Final Project/Dissertation undertaken at the end of the taught programme will assess both academic content and the ability to apply academic theory to relevant business problems. The Project should have a maximum of 25,000 words.

**Study hours**

Each one week unit carries 6 credits and requires a total of 120 study hours (minimum), broken down as follows:

- Lectures or seminars: 35 hours
- Private study time and assessment: 85 hours

Each half week unit carries 3 credits and requires a total of 60 study hours (minimum), broken down as follows:

- Lectures or seminars: 17.5 hours each
- Private study time and coursework writing: 42.5 hours each

The Final Project/Dissertation carries 18 credits

The supervised written project will require broadly a minimum of 360 study hours, including preparation, roughly as follows:

- Preparation of initial proposal: 20 hours
- Project Workshop, Briefing, Drop-in sessions: 12 hours
- Supervisor contact: 4 hours
- Private study, including data collection, and project writing: 324 hours

**DETAILS OF WORK BASED LEARNING/INDUSTRIAL TRAINING/STUDY ABROAD REQUIREMENTS:**

Most coursework will be work-based, using experiences from the organisation for which the student works or worked prior to joining the MBA or another organisation/industry of their choosing. This will be done in consultation with the lecturer responsible for the coursework of the appropriate taught unit. Written coursework will typically require a report of between 3,000 and 4,500 words on a subject that is relevant to the taught unit.

As stated above, the Final Project most likely will be carried out in a company or be conducted at an industry level. It should be relevant to its aim and may employ quantitative, qualitative or a mixture of analytical methods for the analysis of the material. It will be the students' responsibility to choose their research area, organise their research activities and negotiate access with other organisations if required.
A one-day workshop on research methodology is required to help students as potential managers to appreciate the value of management research in decision making, to judge the value of other people’s research efforts, and to plan and execute their own research.

## DETAILS OF THE SUPPORT AVAILABLE TO STUDENTS

### Introduction
Support and guidance for students on the MBA is provided within the framework of the School’s overall strategy and is underpinned by the University’s Quality Assurance Guidelines. The School provides support and guidance to students from first enquiries to graduation and is the first point of contact for MBA students requiring support. Staff recommend students to the appropriate part of the University's central support network when necessary. Students are also made aware of this central support network through their Programme Handbooks as well as the University’s Postgraduate Handbook and other centrally-produced guides. The Director of Studies for the MBA and the MBA Programme Administrators act as main sources of guidance and support for students. Students and prospective students can obtain additional detailed information related to academic matters, learning support, and careers advice via the University website.

### Admissions and Induction Arrangements
The MBA Admissions Team, the Director of Studies, Head of MBA Operations and Programme Administrators are available to provide information and advice to potential students whether local or overseas. The Induction follows Guidelines set down centrally by the University and specific arrangements are made at the commencement of Semester 1 for the induction of Full-time students and during the two entry points for Part-time students. During this time they are: familiarised with the physical layout of the School and the campus; inducted into the Library/Learning Centre; familiarised with wider University support relating to welfare and finances; made aware of opportunities in creative arts, and recreational services and facilities. They are also given the opportunity to meet academic and support staff on an informal basis.

### Academic Guidance and Tutorial Support
All students receive a Student Handbook at the commencement of their studies. The handbook provides an essential source of reference for students, particularly in relation to assessments, unfair means, mitigating circumstances, academic reviews, staff, and accessing School and University facilities. The Director of Studies and Head of MBA Operations serve as the personal tutors for all MBA students. In addition, the handbook provides useful practical information about academic support facilities available on campus. Students receive written feedback on coursework submitted and feedback from their supervisor at various stages of their work on their final project/dissertation. Continuous improvement in the provision of academic support and guidance is assured through constant monitoring by the MBA team as well as through formal discussions at the postgraduate Staff/Student Liaison Committee. This committee has student representatives as part of the formal membership. In addition, as at the undergraduate level, suggestions from external examiners will be acted upon when possible. Students are asked to evaluate each unit; this information is used in planning changes to the programme.

### Pastoral and Welfare Support
The Director of Studies, Head of MBA Operations and the Programme Administrators are the main source of guidance and pastoral support for the students on the programme. Requests from students for extensions to deadlines for the completion of work are considered by the Director of Studies or Head of MBA Operations, and each case is decided in a consistent manner on its own merits. The University
offers various support for students, including a Learning Support Centre and a counselling service. There is also an International Office that provides support for students from overseas. A Head of Student Services is responsible for the co-ordination and effectiveness of student support services. Within the Student’s Union there is a Post-Graduate Association which was set up specifically to represent and support postgraduate students.

**Careers Information and Guidance**
In addition to the career development guidance provided as part of the Personal Leadership and Careers unit, the MBA Career Development Team runs a focused year round support service which is attuned to the specific needs of MBA students. There is a wide range of career services available, including online psychometric self assessment, individual guidance and advice and workshops to help with career self-assessment, networking, interview skills etc. The Team provides a range of online services including a CV platform and jobs platform as well as a variety of online information services. Services are provided in house as well as through a range of external providers. The University’s Careers Advisory Service is also available for additional student support.

**University Equal Opportunities Policy and Policy on Harassment**
The University operates an equal opportunities policy whose stated aim is to treat all potential and registered students fairly on the basis of merit regardless of age, special needs, family responsibilities, gender, marital status, nationality, race, religious or political views or affiliations, sexual orientation, socio-economic background or the level of non-academic support which a student may require. The University also operates a policy on harassment whose stated aim is the prevention of unlawful discrimination in its working and learning environment and the encouragement of a culture where harassment and bullying are unable to thrive. Consistent with this the School also has an Equal Opportunities Policy.

**In summary, the following support services apply to the MBA degree:**

- Pre-Course Information Pack
- University Postgraduate Student Handbook
- Handbooks – including Regulations, Student Handbook, Project Guidelines, Options
- Staff dedicated to the MBA Programmes
- School and University Alumni Offices
- Dedicated facilities including computer/internet/printing facilities, lecture theatre and syndicate rooms
- University facilities, such as the library, sports and arts facilities
- Student support services, including Learning Support, International Office and Student Union
- Staff/Student Liaison Committee and Student Representatives

**ADMISSIONS CRITERIA**
Entry requirements are the same for the Full-time and Part-time Executive MBA Programmes

A satisfactory record of extended and responsible work experience with no less than three years post-graduation full-time employment in a relevant field of industry, public sector, teaching or a government establishment

OR

extended relevant work experience (as a guide, no less than 8 years) in a relevant field of industry, public sector, teaching or a government establishment.

**And:**
At least one of:
A degree at First- or Second-Class Honours level, or equivalent classification/GPA (Grade Point Average), awarded by an approved institution;

A relevant postgraduate diploma or postgraduate certificate programme awarded by an approved institution and (passed at the appropriate level);

A GMAT Score of 600+ will be required:
from exceptional candidates who do not have a first degree but have several years, appropriate, management experience;
and
from candidates with excellent academic credentials who are at the margin of post-qualification or post-graduation business experience and who can demonstrate broad experience and levels of responsibility.

And:

Students whose first language is not English must have:

a minimum overall I.E.L.T.S. (British Council International English Language Test) score of 7.0 with no less than 6.5 in any single band; or

an official TOEFL score of 100 (internet-based test) with not less than 24 in each of the four bands, or 250 (computer-based test) with not less than 25 in each of the three bands, and a score of not less than 4 in the written test, or 600 (paper-based test) with not less than 60 in each of the three bands, and a score of not less than 4 in the written test.

QUALITY ASSURANCE MECHANISMS:

The University’s approach to quality management is underpinned by three principles:

• the reliance on sound pedagogical principles in the design and delivery of learning and teaching;

• the key role of academic peer review;

• the importance of the informed student voice, recognising the role of the student as a citizen in the academic community.

The University’s Quality Assurance Code of Practice is the key reference point that describes the academic processes and principles, roles and responsibilities through which the University develops and implements an effective and efficient quality management framework, assuring itself and external bodies of the quality and standards of its provision. It is also one of the channels of communication via which good practice in learning and teaching is encouraged and disseminated.

Governance

Responsibility for the oversight of quality management of the programme rests with the following bodies:

• The School of Management is responsible for establishing effective mechanisms to oversee academic
development, academic standards and quality of the teaching activities within the School;

• The School of Management Teaching and Quality Committee is responsible to the Board of Studies for the detailed scrutiny of the academic standards and quality of the School’s undergraduate and taught postgraduate provision;

• The School of Management Board of Studies is responsible to Senate for all matters relating to the organisation of education, teaching and research in the School, including all examination matters.

• Quality Assurance Committee is responsible to Senate for ensuring that the University has a rigorous and responsive quality assurance framework in place;

• Senate is the supreme academic decision-making body of the University.

The committee structure is designed to allow strategic planning and response to local and wider issues. Communication between committees is facilitated by cross-representation of membership and publication of records of the meetings. School staff meetings disseminate information on School and wider issues.

Review and Monitoring

The University’s primary mechanisms for review and monitoring of these programmes of study are:

• Internal and external moderation of assessment. External Examiners are employed by the School in the assessment process of its taught postgraduate programmes. They are invited to comment at the setting stage on individual unit examinations for those units which contribute towards the final degree classification and they attend the Board of Examiners for Programmes;

• External examiners’ reports, in which academic peers provide assurance of the quality and standards of provision, offer advice on the future development of units and programmes, and contribute views to periodic review of programmes. These reports are scrutinised by the School and institutionally;

• Annual programme monitoring draws upon management information on admissions, progression and retention, as well as data from unit evaluation questionnaires and the Staff Student Liaison Committee. A report is drawn up by the Director of Studies and is scrutinised at School level;

• Degree Scheme Review is a periodic review undertaken to provide assurance of the standards and continuing validity of a programme, while also making recommendations on its future enhancement and development. These reports are scrutinised at School level and institutionally, by Quality Assurance Committee. The most recent Degree Scheme Review of the programme was in March 2009;

• External Review - In the QAA Institutional Audit undertaken in 2008, the University was awarded a verdict of confidence in the soundness of the University's current and likely future management of both the academic standards of its awards and the quality of learning opportunities available to students. A judgement of "confidence" is the highest rating the QAA can give in an institutional audit and indicates that the University is judged to possess rigorous, effective and consistent mechanisms for the management of academic standards of its awards and the quality of learning opportunities for students

Student Voice

Student feedback and engagement with quality management is sought in a number of ways:

• Students are represented on key institutional committees, including Senate and Quality Assurance Committee. This ensures representation of student input in the development of strategic approaches to quality management;
• The School Staff-Student Liaison Committee provides a mechanism for students to provide feedback and for staff to gauge student expectations and report on progress;

• Students are members of panels for the periodic review of programmes, such as Degree Scheme Reviews;

• Unit evaluation questionnaires are issued by the School for each unit, where students give feedback on the unit. The comments and numerical data are relayed to the individual lecturer. The numerical data are also received by the Staff-Student Liaison Committee and the School’s Teaching and Quality Committee. As part of the procedures to monitor and review all units, staff are also invited annually to give their views on units they have taught;

• The University undertakes a Student Experience Survey once every three years, and participates in the National Student Survey.

Staff Development

Staff receive support to fulfil their roles in the following ways:

• Cross-institutional fora, such as the Directors of Studies Fora and the Placement Tutors Forum provide a mechanism for sharing of good practice;

• Peer observation of teaching is undertaken with a view to improve the quality of teaching through the development of understanding and sharing of experiences of teaching;

• The University provides training and support for academic staff throughout their career at the University of Bath, including the Teaching Development Programme for probationary staff;

• The University is also committed to providing reward and recognition of staff engaged in learning and teaching, including promotion criteria that recognise contributions to learning and teaching in the progression of academic staff. The University has also established a number of institutional awards to recognise contributions in Learning and Teaching and offers incentives for new developments and enhancement projects via the Teaching Development Fund;

• Other institutional mechanisms to support staff in enhancing the quality of learning and teaching include events, such as the annual Learning and Teaching Enhancement seminar and Innovations in Learning and Teaching event. The University has also established annual Good Practice Discussions around an agreed enhancement theme.

External Input

The School has a number of feedback mechanisms in place to obtain external comments on its degree programmes and their academic standards:

• Feedback regarding employability is fed back from placement visits and reports to Teachers Meetings.
• External Examiners
• The School is in regular contact with accreditation bodies over the further development of the degree programmes, for instance EQUIS
• External representatives from industry and other educational institutions take part in Degree Scheme Reviews. The School has an Advisory Board made up of industry leaders.
<table>
<thead>
<tr>
<th>ASSESSMENT AND PROGRESSION REGULATIONS:</th>
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<tr>
<td>To achieve the MBA degree, a student must have a total of 90 credits; 72 of which are achieved on the taught programme; the remaining 18 on the Final Project, which is the applied stage of the programme.</td>
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The following must be read within the context of the University of Bath requirement that a student may retrieve a maximum of 18 credits and have up to a maximum of 20% (12 credits) awarded by condonement on the taught part of the programme. Condonement of marks should be the exception and is awarded at the discretion of the Board of Examiners.

Assessments for taught units will be by examination, coursework, presentation or any combination of the above as well as an individual portfolio for the DYMC stream. All units must be passed at 40%. Where a unit is assessed by a group element and an individual element, the complete unit must be passed at 40% and any individual element of the assessment below 35% must be retrieved. Students must achieve an overall average of 40% to pass the degree.

The Board of Examiners will normally permit retrievals of up to 18 credits in the taught phase of the programme where marks are below 40%. Failure of more than 12 credits in either Stage 1 or 2 will be deemed failure of the programme and the student will normally be required to withdraw.

Students are allowed one attempt at retrieving failed units and all retrievals must be passed at 40% or more. As of September 2006, following successful retrieval, the unit final mark will be the pass mark (40%). Normally students, who fail a retrieval, will be required to withdraw from the programme.

A student who fails in units which are the equivalent of 18 credits in the taught part of the programme, will be deemed to have failed the course and be required to withdraw from the Programme. Exceptionally at the discretion of the Board of Examiners, a student may be allowed to retake units. Students must pass the final project/dissertation at 40% or more. A student will only be permitted to retrieve a failed project/dissertation at the discretion of the Board of Examiners and, normally, where the initial failure is deemed to be marginal. A retrieval of the final project/dissertation must be passed at 40% or more. A student who fails the retrieval will normally be required to withdraw from the Programme.

In the taught stages of the programme, failure of units worth up to 18 credits in the range 37-39% may be condoned at the discretion of the Board of Examiners. The Board will only consider awarding credit if there is compensatory performance within the part of the Programme under consideration. [Condonement is the exception rather than the norm.] Condonement of the final project/dissertation is not possible.

**Award of the Degree**

A student is eligible for the award of the MBA degree after successfully completing Stages 1, 2 and 3 as indicated above

**Distinction**

A student must attain a final weighted average of 70% or more including a mark of 70% or more in the project.

If a student has a final weighted average of less than 70% but 68% or more, the Board may consider awarding a distinction if a student attains 70% or more in half or more of taught programme credits and in the project. Such an award is at the sole discretion of the Board of Examiners and the Board of

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MBA Programme Specification –Revision April 2009
A student who has been required to re-sit an examination or resubmit assessed work will not normally qualify for a distinction unless medical or other mitigating circumstances are deemed adequate by the Board of Examiners.

**INDICATORS OF QUALITY AND STANDARDS:**

The programme is subject to re-accreditation by the Association of MBAs (AMBA) every five years using a rigorous series of benchmarking criteria.

All School of Management programmes comply with the University of Bath’s regulations. Within the systematic and periodic Degree Scheme Review, each programme is reviewed every five years by the School.

Each unit is reviewed annually:

- Board of Examiners consider the appropriateness of teaching and assessment methods when considering marks achieved and the award of degrees.
- Students complete unit evaluations.

Issues raised by any of these methods are reported to the School’s Teaching and Quality Committee. Membership of the committee consists of all Heads of Programmes. Students are also able to raise concerns via their representatives on the Staff-Student Liaison Committee at least four times a year.

The department has a number of feedback mechanisms in place to obtain external comments on its degree programmes and their academic standards:

- External Examiners
- MBA External Advisory Group (EAG)
- School Advisory Board

**EXAMPLES OF OPPORTUNITIES AVAILABLE TO STUDENTS ON COMPLETION OF PROGRAMME:**

Among the opportunities taken up by graduates in previous years, are the following:

By industry: automobile, banking, finance and insurance, commerce and retailing, consulting, electrical engineering and electronics, energy and electricity, media, printing and publishing, metals and mining, petroleum, pharmaceuticals and health care, public services, building and construction, IT and computers, food and drink.

By job function: accounting and finance, consultancy, corporate planning, general management, human resource management, marketing and sales, production and operations and research and development.

By job title: analyst, assistant director, business development manager, change advisor, consultant, corporate development, director of operations development, financial and strategic consultant, general manager, general sales and marketing manager, HR strategist, investment advisor/consultant, managing director, new product development manager, operations director,
project financier, project manager, project manager and internal change consultant, self-employed, strategic planning and marketing manager.

**SOURCES OF OTHER INFORMATION:**

Details of the MBA programme are available on the University website, or on request from the School of Management. Other sources of information include:
- Brochure
- Website
- Regulations
- Pre-Course Information Pack
- Student Handbooks (see above)
- University Postgraduate Student Handbook

The School of Management’s web page at [www.bath.ac.uk/management/courses/](http://www.bath.ac.uk/management/courses/) provides a regularly updated source of information about the programme.

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