

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	MA International Business and Management
	The MA is a Master's degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma in International Business and Management Postgraduate Certificate in International Business and Management
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Marylebone Campus, Westminster Business School, University of Westminster
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	One year, full time September and January start
QAA subject benchmarking group(s) :	The QAA subject benchmark for Masters in Business and Management
Professional statutory or regulatory body:	N/A
Date of course validation/review:	November 2016
Date of programme specification approval:	December 2016
Valid for cohorts:	2017/18
Course Leader:	Richard West
Course URL:	westminster.ac.uk/courses/postgraduate
Westminster Course Code:	PMBSM01F
JACS code:	N100
UKPASS code:	P01FPIBM, P09FPIBM

Admissions requirements

There are standard minimum [entry requirements](#) for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information.

westminster.ac.uk/courses/postgraduate/how-to-apply

For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: westminster.ac.uk/courses/postgraduate/how-to-apply

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information: westminster.ac.uk/study/current-students/your-studies/forms-and-procedures/recognition-of-prior-certified-learning-rpcl

Aims of the course

The MA IBM has been designed for students who wish to gain a broad, practice-driven understanding of the global business environment through the study of key subject disciplines and related thematic topics. A key feature of the course is its focus on experiential learning which is achieved through company visits, field trips and a one-week period of overseas study with a partner organisation. The overseas study trip will include an assessment linked to an actual business case scenario developed with an international organisation. Through this applied approach to learning, students on the course will benefit by being located in central London, one of the world's major cities and international business hubs, whilst also experiencing the richness of a truly international business course that promotes a holistic and global view of contemporary business and commerce. To this end, the course seeks to challenge participants to comprehend contemporary developments in international business and place their own experiences and ambitions within that context.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Learning outcomes

Learning outcomes are statements on what successful students will have achieved as the result of learning. These threshold statements of achievement are linked to the knowledge, understanding and skills that a student will have gained on successfully completing the course.

Knowledge, understanding and specific skills

1. Develop a critical understanding of the major management issues in international context.
2. Undertake an in-depth study of a company's business problems, identify key issues and recommend viable strategic alternatives.
3. Critically appraise the practical implications of managerial decisions taken by a management team.
4. Diagnose and critically analyse human resource-related problems and apply appropriate solutions, taking into account of the implications of the local culture.
5. Critically assess complex and uncertain business environments through the consideration of ethical dilemmas including global sustainability.
6. Adopt and justify a range of technologies and digital/social media communication tools for personal, academic and professional use.
7. Use data analysis methods to investigate specific business disciplines in terms of their marketing, economic and financial implications.

Key transferable skills

1. Reflect on personal performance and planning for personal development.
2. Apply interpersonal, teamwork and leadership skills to enhance the performance of yourself and others.

Learning, teaching and assessment methods

Learning

The learning on this course is a partnership between the student, his/her peers and the teaching team. It is a mix of timetabled activity and student's own personal study. 'Scheduled Contact/Activity Time' (i.e. 'Contact Hours') involves interaction with, or supervision from, teaching and associated staff and the activities they set up for students. It is there to help shape and guide students' studies. This is where students may be introduced to new ideas and knowledge; shown practical skills they may practice independently; offered guidance on project work; or provided with personalised feedback. It may be face-to-face or mediated through other channels such as Blackboard.

Alongside the scheduled studies, students' 'independent' study is very important. This is the time that students learn without direct supervision from, or contact with, a member of staff and this makes up a large part of their studies. It is likely to include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and so on. Some independent study may be structured for students as a key part of the learning, but it also is the additional study students choose to undertake to further improve their learning. To summarise, very broadly a student's study activity will break down into:

- **Scheduled contact/activity time** (lectures, seminars, tutorials, supervisions and other directed activities)
- **Structured independent study** (such as preparing for scheduled learning activity)
- **Module and course-based wider study** (such as reading the business media, additional academic journals/research papers, employability activities, personal tutoring activity)
- **Assessment** (working on coursework and/or preparing for and taking tests and exams)

Students can find the recommended activity schedule in each module syllabus. Generally speaking, a 20 credit taught module will require a total of 200 hours learning and study time.

Teaching

Taught modules have fixed teaching timetabled throughout the semester. For these modules, lectures and seminars are the main method of teaching.

In a lecture, the module leader will deliver structured up-to-date teaching content designed to achieve the module aims. Theories and applications are covered in these lectures. Some modules will invite guest speakers from industry to deliver relevant topics related to theory applications or to sit on the assessment panel for student presentations.

Additional learning tools, such as computer software and simulations, will be used in teaching. For modules involving learning specific computer software, for example SPSS, the lectures/workshops will be a hands-on with the class held in a computer lab.

In seminars, the module leader or the seminar tutor will facilitate individual or group activity, conducting student-oriented exercises, discussion and practices. Case studies will also be used in seminars. Some modules may involve the running of workshops developing students' research or practical skills. Some of the workshops may be delivered in an intensive or block mode.

Special features and delivery strengths

The philosophy of the course places much emphasis on the integration of theory and practice within an international environment and this is reflected in the teaching and learning strategies. A variety of teaching methods aim to enable students to master the key concepts in the business and management field and to achieve a deeper understanding of these.

Students are encouraged to be proactive in their approach to learning, by undertaking research and simulation exercises, and working in teams. Students are also expected to spend an appropriate amount of time in private study.

The lecturing style is participative and seminar sessions frequently include case study analysis and discussion, the use of practical examples and references to students' personal experience.

In addition to the teaching and learning on the core and option modules, students will have the opportunity to participate in both overseas and domestic study trips, and also a residential weekend. These experiential learning field trips aim to motivate/stimulate students to develop such competence as cross-cultural communication, teamwork, creative and critical thinking, leadership, working under pressure, etc. The field trips have been highly valued by our past students and are an important feature and differentiator of the IBM course.

All in all, MA IBM is an experience driven international programme, where students learn through real life exposure to global business scenarios and management challenges. Hence, during a students' year on the MA IBM course, we emphasise the importance of developing employability skills, exposure to 'live' business situations through field trips and case studies and also special talks and seminars given by leading business practitioners.

Assessment

Our overall assessment strategy is designed to motivate students and encourage an independent and reflective approach to study. A range of assessment methods are used to test students' knowledge and understanding, research, problem-solving, analytical and transferrable skills in relation to the course learning outcomes and each module's aims.

The assessment methods include:

- Presentations (individual / group)
- Written examinations (open / closed book)
- Group and team working
- Written assignments (essay, report, reflection, project proposal and project)

Presentations usually require students to make a short presentation to their peers. This provides opportunity for honing research skills and synthesising information, and frequently requires a group or an individual to justify the stance they have taken in relation to problem solving or decision-making.

Where **examinations** (open or closed book) are used the student is required to work under pressure and not only to demonstrate the acquisition of an overview of the subject matter covered but also to assemble examples and arguments quickly and to summarise succinctly.

Group and team working help the development of transferable skills such as co-operation and negotiation, time management and leadership. Work of this type is realistic in relation to everyday situations in organisations that require implementation of skills associated with the management of people, skills that are much favoured by employers. It also requires students to work with people from different backgrounds.

Written assignments are usually investigative in nature, requiring the application of theory in a particular context. These develop analytical, critical and evaluative faculties by linking theory and knowledge to 'real life' situations. They require some form of literature search and encourage the development of argument and persuasion skills.

For the Masters degree, the **project** requires students to demonstrate their ability to research a specific issue in depth, at a strategic level, and to make practical recommendations for management action and to place this research in an academic framework. Research methods workshops will ensure that students devise objectives and a realistic proposal.

The project will be assessed not only on the quality and quantity of data obtained and the appropriateness of the conclusions and recommendations but also on the presentation style, the appropriateness of research method chosen and the academic underpinning and context of the work.

Full details of all assessments and the criteria associated with them are given in the documentation for each module.

Course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year.

Credit Level 7				
Module code	Module title	Status	UK credit	ECTS
Semester 1				
7ACCN018W	Financial Analysis for Managers	Core	20	10
7BUSS002W	Business Research Methods	Core	20	10
7ECON006W	International Economics	Core	20	10
7MARK001W	International Marketing and Communications Management	Core	20	10
Semester 2				
7HURM007W	HRM Strategies for the International Manager	Core	20	10
7BUSS008W	International Business Strategy	Core	20	10
7LEAD027W	Leading and Managing in a Global Context	Core	20	10
7MNST003W	Project*	Core	20	10
Options**	One option from the following			
7BDIN003W	Digital Information Management	Option	20	10
7MARK010W	Marketing Creativity and Innovation	Option	20	10
7MARK021W	Using Consumer Psychology to Understand Buyer Behaviour	Option	20	10
7PJMN007W	Project Management Foundations	Option	20	10
7BDIN002W	Sustainable Supply and Procurement	Option	20	10
7BUCL001W	International Aspects of Business Law	Option	20	10
Total credits			180	

Please specify the module combination to make up the award of PG Diploma and PG Cert
 NB: Not all option modules will necessarily be offered in any one year

Professional Body Accreditation or other external references

N/A

Academic regulations

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

How will you be supported in your studies?

Course Management

The management and co-ordination of the MA International Business and Management programme is the responsibility of Course Leader, Richard West, R.West02@westminster.ac.uk

At the module level, the academic, teaching and learning related management are the responsibilities of the module leaders.

For registry and administrative management, the contact person is the Course Administrator at the Registry.

Course Administrator: TBC, websrgistry@wmin.ac.uk

Other broad management issues that involve school-wide decisions, the responsibilities are the Director of Postgraduate Studies: Dr Spinder Dhaliwal

The course team comprises the course leader and the module leaders. The team meets regularly to discuss course development and delivery. The course committee also includes representatives of registry, library, IT and administration, together with course reps for each cohort and seminar group. The course committee meets twice a year.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Faculty Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students

Learning Support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students¹ can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where

¹ Students enrolled at Collaborative partners may have differing access due to licence agreements.

desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student Affairs department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel in 1993. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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