

Programme Specification for Postgraduate Programme

Leading to:

MBA (Master of Business Administration) Digital Innovation Management



Applicable for all postgraduate students starting on or after January 2023

<u>Version No.</u>	<u>Date</u>	<u>Notes – QA USE ONLY</u>	<u>QA</u>
1	January 2022	New programme from 2022/23 – module and route codes to be allocated. Start date to be confirmed	BJR

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London-Ahlia University Bahrain
3. Home college/department/division	College of Business, Arts and Social Sciences / Brunel Business School
4. Contributing college/department/division/associated institution	Brunel Business School/CBASS and Ahlia University
5. Programme exemptions/ accredited by	AMBA accreditation will be sought in due course
6. Final award(s) and FHEQ Level of Award	Master of Business Administration in Digital Innovation Management (FHEQ Level 7),
7. Programme title	The Brunel Executive MBA in Digital Innovation Management (Master of Business Administration)
8. Programme type (Single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	FT: 18 months
10. Maximum period of registration for each mode of study	Normal Length of programme (as defined in 9 above) + 2 years
11. Variation(s) to September start	Two entry points, September and January for Standard FHEQ Level 7 entry.
12. Modes of study	Full-time;
13. Modes of delivery	Blended (online and face-to-face lectures)
14. Intermediate awards and titles and FHEQ Level of Award	Postgraduate Diploma in Business Administration ((FHEQ Level 7)
15. UCAS Code	N/A
16. HECOS Code	100089
17. Route Code	
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	UK Quality Code for Higher Education Most Recent QAA Subject Benchmark Statement - Business and Management Brunel 2030 Brunel Placement Learning Policy, as published under the 'Placements' section of the Managing Higher Education Provision with Others page.
19. Admission Requirements	Details of entry requirements are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.

20. Other relevant information (e.g. study abroad, additional information on placements)	Annual optional visit to Brunel University campus Misc visits to local companies. Misc. industry guest speakers
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from the College website.	http://www.brunel.ac.uk/courses/postgraduate/business-administration-mba

23. EDUCATIONAL AIMS OF THE PROGRAMME

The Brunel Executive MBA Programme in Digital Innovation Management is designed to maximise students' investment in a global executive career and leadership development. It is an 18-month FT (full-time) programme, commencing twice a year in September and January to maximise the student intakes, whilst providing flexibility for professionals.

The Executive MBA is designed for professionals who have achieved middle and top management positions, have a minimum of three years' managerial/professional experience, and possess a good bachelor's degree. The programme equips students for senior management roles by imparting new knowledge and skills related to leadership, strategy, and management in local and global environments. Every aspect of the course is practical, fulfilling, integrated and, thanks to our world class teaching and research facilities, always relevant to today's ever-changing business environment. In addition to academic learning and classroom exercises, we connect the students to the wider world by organising industry visits, guest lectures by academic and industry experts, alumni events and an overseas study tour.

The educational aim is built upon Executive MBA design principles of taught modules, practice-oriented skills workshops, careers support and applied business project into account. The programme contains six taught modules.

The curriculum provides knowledge, techniques and practical guidance on carrying out applied business research and enquiry in terms of the MBA business project. This is an independently designed and researched project on a business and management topic which must investigate a focal practical issue and / or challenge by applying critical thinking and reasoning skills to the subject at hand, and providing input from academic knowledge gained on the course via an authoritative and well-reasoned discourse

In tandem, these components, together with the completion of an applied Business Project, constitute a portfolio of overall development of the individual.

We strongly feel and are committed to supporting and providing a management development opportunity in the sector-specific contexts given above, but also note the consistent demand for generalist management practice development. Thus, our overall aim is to deliver a Master in Business Administration programme with a unique, distinctive yet commercially viable set of elements.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
7						
PLO-1	K. C	Comprehensively				MB5605

		understand and critically apply theories and concepts into business practice for the design of various organizational functions (such as finance, strategy, operations, marketing, organisational behaviour) in the context of dynamic internal and external environments.				MB5606 MB5610 MB5612 MB5608
*PLO-2	K, C	Systematically and creatively apply strategic, sustainable, ethical, entrepreneurial and/or executive solutions to business problems at local (Bahrain and Gulf region) and/or global levels in order to achieve organisational goals.				MB5605 MB5607 MB5612 MB5610
PLO-3	K, C, S	Critically evaluate and demonstrate how theoretical principles can be applied in teambuilding, leading, implementing and coordinating organisational activities, engaging with stakeholders, implementing modern, technology-driven, participatory and effective models of governance and managing change				MB5605 MB5607 MB5612 MB5610 MB5608
PLO-4	K, C, S	Master the analytical, interpersonal, technical and professional skills needed for personal and career development in a wide range of sectors (eg. public, private and third sector).				MB5606 MB5608 MB5610 MB5609 MB5613
PLO-5	K, C, S	Demonstrate understanding of diversity and cultural commonalities and ability to apply it to strategic decision making in business contexts.				MB5607 MB5606 MB5612
PLO-6	K,C,S	Demonstrate ability to undertake primary and secondary research and analyse and communicate the findings as part of a consultancy report/case study/business project to solve real life business and management problems.	X			MB5613
PLO-7	K, C, S	Demonstrate the business analysis, data management and diagnostic problem-solving that underpin the ability to strategically manage and lead digital innovation.				MB5608 MB5611 MB5606 MB5609

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

Overall strategy continues to be the enablement of quality student-centred, participatory learning via a structured curriculum which includes and involves the development of management practices and a focus on career development. We highlight the importance of personal development through directed as well as independent study strategies.

The teaching and learning strategies are consistent with and informed by BUL, CBASS and BBS teaching and learning strategies. The Brunel Executive MBA is guided by dynamic, student-centred and employment-oriented teaching and learning strategies, quintessentially required for a forward-looking and practical oriented world-class Executive MBA programme.

Participatory classroom interaction is encouraged, where students can share their ideas and views and learn through cross-fertilisation of experiences and perspectives, and individual and group-based learning. Assessment strategy applies a diverse set of methods, including individual and group-based works, examinations and different types of coursework such as business reports and case studies, so varied skills and abilities can be practiced and assessed. Our assessment strategy promotes critical thinking, application of knowledge and creative solutions for business and management problems. These skills are integrated and highlighted within the marking schemes for all coursework, examinations and the business project

Continuous and regular business engagement and blending theory and practice are two key aspects of our teaching and learning strategy.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

Different forms of assessment impact on different students' learning styles, so a range of assessment types provides guarantees each student demonstrates a range of learning outcomes. Our Executive MBA summative assessment schemes include:

- **Coursework assignments:** these are normally 3,000-word individual contributions, which are structured by the student, and must include literature review and correct citation - Harvard referencing conventions. When the assessment is based upon group work, there must be a stated individual contribution. Case studies and business reports are some of the typical forms of coursework.
- **Examinations:** these are normally three-hour and closed book exams. Some exams refer to a case study which is distributed to students before the exam;
- **Group presentations:** these are normally small group presentations to the rest of the class on a directed topic or 'challenge' set by the tutor within a module. Individual contributions are assessed as part of the group submission/presentation in class;
- **Reflective learning statements:** these are 'diary' style entries (max 250 words), which students make after each LMS workshop, reflecting on what they have learnt and experienced, and how this enhances their employability;
- **Business Project:** this entails the scoping and development and submission of a 12,000-word business project on their chosen topic (a real-life business and management issues) within their pathway.

It is important to recognise that a combination of tutor experience, feedback from students, academic peer review from faculty colleagues, external examiners and accreditation and audit evaluations, such as Annual Monitoring, play a role in determining appropriateness and relevance.

25. Programme Structure, progression and award requirements

--	--

Compulsory modular block codes, titles and credits	Optional modular block codes, titles and credits
MB5605 Corporate and Competitive Strategy 15 credits MB5606 Digital Marketing and Branding 15 credits MB5607 International Business Strategy 15 credits MB5608 Knowledge and Operations Management 15 credits MB5609 Managing Digital Technology and Innovation 15 credits MB5610 Strategic Finance 15 credits MB5611 Strategic Information Systems 15 credits MB5612 Strategic Leadership 15 credits MB5613 Business Project 60 credits (Core, All, Block)	N/A

FHEQ Level 7 Progression and Award Requirements

As per [Senate Regulation 3](#)

Award requirements are as follows:

Executive MBA – upon completion of 180 credits

Postgraduate Diploma in Business Administration:

120 credits taught modules

PGDip may not be awarded by substitution of the dissertation for modular/assessment blocks in the taught part of the programme.

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the module outlines and other programme and module information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.