

# Programme Specification for Postgraduate Programme



Leading to:

**Master of Business Administration**

**Master of Business Administration (Healthcare Management)**

**Master of Business Administration (Digital Innovation Management)**

*Applicable for all postgraduate students starting on or after 1<sup>st</sup> September 2021*

Version No.	Date	Notes – QA USE ONLY	QA
1	June 2021	MB5538 replaces MB5538 from 2021/22	BJR

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences / Brunel Business School
4. Contributing college/department/division/associated institution	LBIC for Pre-Masters (see section 25)
5. Programme exemptions/ accredited by	Association of MBAs (AMBA) Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route.
6. Final award(s) and FHEQ Level of Award	Master of Business Administration (FHEQ Level 7), Master of Business Administration (Healthcare Management) (FHEQ Level 7), Master of Business Administration (Digital Innovation Management) (FHEQ Level 7)
7. Programme title	Master of Business Administration ('The Brunel MBA')
8. Programme type (Single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	FT: 12 months (September intake) FT: 15 months (January intake)  PT: 24 months (September intake) PT: 27 months (January intake)  Where students commence their programme at Pre-Masters level in LBIC, the normal length stated above will vary as follows: Pre-Masters April commencement (with placement): + 6 months Pre-Masters June and September commencements (without placement): + 4 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.  See document "Validated Programme Element Specification for LBIC Pre-Masters in Business and Management (with and without work placement) for Alternative Pre-Masters entry points.
12. Modes of study	Full-time; Part-time
13. Modes of delivery	Standard
14. Intermediate awards and titles and FHEQ Level of Award	Postgraduate Diploma in Business Administration ((FHEQ Level 7) Postgraduate Diploma in Business Administration (Healthcare Management) (FHEQ Level 7)

	Postgraduate Diploma in Business Administration (Digital Innovation Management) (FHEQ Level 7) Postgraduate Certificate in Business Administration (FHEQ Level 7)
15. UCAS Code	N/A
16. HECOS Code	100089
17. Route Code	N200PMBASE
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	<a href="#">UK Quality Code for Higher Education Most Recent QAA Subject Benchmark Statement</a> - Business and Management <a href="#">Brunel 2030</a> Brunel Placement Learning Policy, as published under the 'Placements' section of the ' <a href="#">Managing Higher Education Provision with Others</a> ' page.
19. Admission Requirements	Details of <a href="#">entry requirements</a> are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's <a href="#">language requirements</a> pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	Study tour to Milan, Italy. Misc visits to UK 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.	<a href="http://www.brunel.ac.uk/courses/postgraduate/business-administration-mba">http://www.brunel.ac.uk/courses/postgraduate/business-administration-mba</a>

### 23. EDUCATIONAL AIMS OF THE PROGRAMME

The MBA Programme is a research-led course designed to maximise students' investment in a global executive career. The Brunel MBA is a 1-year FT (full-time) programme, additionally offered through a two-year PT (part-time) mode in General Management commencing twice a year in January and September to maximise the student intake. We offer two additional specialisations: Digital Innovation Management and Healthcare Management. These specialisations provide competitive edge by tapping into niche segments in information technology related areas and healthcare sector respectively. PT and FT students from September and January intakes are taught together which makes the Brunel MBA a well-structured and operationally efficient programme.

The Brunel MBA is designed for professionals who have achieved a middle management position, 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. The Brunel MBA offers a range of workshops on personal and professional development in the form of LMS (Leadership Masterclass Series) and CDPs (Career Development Programmes). In addition to academic learning and classroom exercises, we connect the students with 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 MBA design principles of taught modules, practice-oriented skills workshops, careers support and applied business project into account. The eight taught modules consist of six core modules, and one two elective modules from the chosen specialisation. The taught specialisation modules are provided in not only general management (covering topics such as information systems, and managing for future), but also noting the School's strategic interest and aim, in the areas of healthcare management and digital innovation management. Through taking two specialist modules for either of these areas, as well as focussing the business project element in the subject field, students are then be able to receive a specialist degree award, in these areas if they so choose. Based upon our previous healthcare management and aviation management provision within the School, and the dynamic and rapid changes occurring within both of these sectors internationally as well in the UK mean that there is a need for highly skilled

managers and leaders (both at middle management and executive levels), as both sectors independently become increasingly competitive.

Hence this programme includes two healthcare specialisation modules which focus on critically assessing and evaluating how healthcare policies are formulated and implemented in the UK and internationally; and the context within which change is managed in the healthcare sector (with reference to ideologies of change in health-based organisations). In addition, the programme provides two digital innovation management modules which focus on equipping future leaders and aspiring managers with the toolkit aimed at dealing with vast amounts of digital information, Big Data and using them to make better managerial decisions. This matches with and reflects upon the Increasing digitalisation and the reliance on Big Data as well as the disruptive shifts taking place in the working environment and the economy across multiple industries are changing the needs of students who want to pursue the MBA degree.

Integration across the programme is achieved via a combination of not only taught elements, but also skills and careers workshops, along with applied research techniques. Throughout the programme, the Leadership Masterclass Series skills workshops (LMS) support the generation and development of managerially-focussed skills and capabilities to allow each student to form the relevant competencies required for MBA level graduates (in terms of time management, presentation, negotiation, interpersonal, coaching and associated skills as well as others). The dedicated Career Development Programme (CDP) runs concurrently alongside the LMS and taught elements. The CDP seeks to prepare our MBA students for the world of work and their career from the first day of enrolment. The CDP involves a series of seminars, one-to-one sessions and guidance worksheets which go beyond elementary CV writing and focus on development of the individual's career and talent pathway. The CDP involves input from the MBA careers consultant - an experienced HR professional from industry - as well as input from the University's PDC (Professional Development Centre) and occasional visits from alumni.

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 Masters in Business Administration programme with a unique, distinctive yet commercially viable set of elements in order to meet the MBA mission: of achieving "a research and practice led programme that develops knowledgeable, entrepreneurial and employable graduates who are able to confidently utilise their business acumen and diverse skills and capabilities in order to act responsibly as business leaders and managers with a global outlook"

## 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:

<b>FHEQ Level</b>	<b>Category</b> (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	<b>Learning Outcome</b>	<b>Masters Award Only</b>	<b>Associated Assessment Blocks Code(s)</b>	<b>Associated Study Blocks Code(s)</b>	<b>Associated Modular Blocks Code(s)</b>
<b>7</b>						
	K. C	Comprehensively understand and critically apply theories and concepts to the design of various organizational functions (such as finance,	X			MB5522 MB5525 MB5526 MB5527 MB5528

		strategy, operations, marketing, organisational behaviour) in the context of dynamic internal and external environments.				MB5604 <sup>1</sup> MB5601 MB5538MB5538 MB5537 MB5530 MB5531 MB5602 MB5604
*	K, C	Systematically and creatively apply strategic, sustainable, ethical and entrepreneurial solutions to business problems at local and global levels in order to achieve organisational goals	X			MB5522 MB5523 MB5538 MB5525 MB5527 MB5530 MB5531 MB5602 MB5537 MB5604 MB5601 MB5526, MB5528
	K, C, S	Critically evaluate and apply a range of theoretical principles to the activities of teambuilding, leading, implementing and coordinating organisational activities, engaging with stakeholders and managing change.	X			MB5522 MB5523 MB5538 MB5525 MB5527 MB5530 MB5531 MB5602 MB5537 MB5604 MB5601 MB5526 MB5528
	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).	X			MB5522 MB5523 MB5538MB5538 MB5525 MB5527 MB5530 MB5531 MB5602 MB5537 MB5604 MB5601 MB5526, MB5528
	K, C, S	Demonstrate understanding of diversity and cultural commonalities and ability to apply it to strategic decision making in business contexts.	X			MB5522 MB5523 MB5538 MB5525 MB5527 MB5530 MB5531 MB5602 MB5537 MB5604 MB5601 MB5526, MB5528
	K, C, S (Healthcare Management Pathway)	A critical understanding of healthcare policies and management an ability to formulate solutions to sector (for example, hospital, pharmaceutical industry) specific problems.	X			MB5531 MB5602
	K, C, S	Demonstrate the business analysis, data management	X			MB5530 MB5604

	(Digital Innovation Management pathway)	and diagnostic problem-solving that underpin the ability to strategically manage and lead digital innovation.				
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**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 patterns.

The teaching and learning strategies are consistent with and informed by BUL, CBASS and BBS teaching and learning strategies. The Brunel MBA is guided by dynamic, student-centred and employment-oriented teaching and learning strategies, which have transformed it into a forward-looking and practical oriented world-class MBA programme. As part of this transformation, we reviewed and redesigned new programme learning outcomes to align them with BBS and the Brunel MBA mission and values, introduced a new pathway and brought innovation in teaching methods. Our annual overseas study tour to Milan and regular local industry visits and guest lectures reiterate commitment to engaging with local and international businesses and enhancing students' learning experience through a balanced mix of theory and practice. *Panopto* recording, asynchronous online lectures, the introduction of electronic text-books and the use of video case studies manifest technology-mediated innovation in teaching and learning and modernisation on the programme.

The strategy is embedded in a student-centred philosophy and encourages and reflects upon students' feedback. The programme achieved 88% student satisfaction in 2018-19. Formal and informal feedbacks through our own surveys, Yourvoice reports, and staff-student consultation meetings enable us to assess and improve our teaching and learning.

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 written coursework, so varied skills and abilities can be tested. 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. The revamped the MBA Business Project and Professional Development module enhance students' performance. Brunel Co-Innovate and Executives and Entrepreneurs in Residence connect international students with local businesses and provide an enhanced learning experience.

**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 MBA summative assessment schemes include:

- **Coursework assignments:** these are typically 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;
- **Examinations:** these are typically three-hour and closed book exams. Some modules refer to a case study which is distributed to students before the exam;
- **Group presentations:** these are typically 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 will enhance their employability;
- **Business Project:** this entails the development and submission of a 12,000-word business project on their chosen topic (a real-life business and management issues) within their pathway.

The strategy for deciding upon the type and nature of assessment for a module is defined by the module specific learning outcomes, with reference to the programme learning outcomes. As such, the choice and selection of an appropriate assessment mechanism is undertaken by the module leader in consultation with the MBA Director. 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**

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

The following tables shows the overall programme structure for both the September and January intakes (subject to School scheduling constraints).

Term	September intake	January intake
Autumn (October – December)	<b>Orientation</b>	
	<ul style="list-style-type: none"> <li>• <b>Four taught modules</b> (MB5538, MB5538, MB5525, MB5527, MB5528)</li> <li>• MB5537 (Research ideas workshop A+B)</li> <li>• 5 LMS and 2x CDP workshops</li> </ul>	
	<i>Coursework submission &amp; Exam Period</i>	
Spring (January – March)	<i>Business Project supervisor allocated</i>  <i>2 CDP Workshops</i>	<b>Orientation</b>  4 CDP workshops 5 LMS
	<b>Four taught modules: -</b> (MB5523, MB5601) + Students wishing to graduate with an MBA without a named specialism take MB5522 + one optional module from MB5526, MG5530, MB5531 and MB5602 Students wishing to graduate with an MBA with the optional named specialism in Healthcare Management take the two modules MB5531 and MB5602. Students wishing to graduate with an MBA with the optional named specialism in Digital Innovation Management take the two optional modules MB5530 and MB5604.	
		<ul style="list-style-type: none"> <li>• MB5537 (Research method workshop A+B)</li> </ul>
		<i>Business Project supervisor allocated</i>
	<i>Coursework submission &amp; Exam Period</i>	
		<ul style="list-style-type: none"> <li>• MB5537 (Research methods workshop C)</li> </ul>
Summer (June – September)	<ul style="list-style-type: none"> <li>• 5 x LMS workshops and 3 CDP workshops</li> </ul>	
	<i>Submission of MB5537</i>	
Autumn (October – December)		<ul style="list-style-type: none"> <li>• <b>Four taught modules</b> (MB5538, MB5538, MB5525, MB5527, MB5528)</li> </ul>
		<i>Coursework submission &amp; Exam Period</i>
Spring		<i>Submission of MB5537</i>

**FULL TIME DELIVERY**

## PART TIME DELIVERY

### Year 1

Term		
Autumn (October – December)	<b>Orientation</b>	
	<ul style="list-style-type: none"> <li><b>TWO taught modules</b> from the (MB5538MB5538, MB5525, MB5527, MB5528)</li> <li>2 CDP workshops and at least 1 LMS</li> </ul>	
	<i>Coursework submission &amp; Exam Period</i>	
Spring (January – March)		<b>Orientation</b> 4 CDP workshops and at least 1LMS
	<b>Two from the Four taught modules: -</b> <div style="text-align: center;">(MB5523, MB5601) +</div> Students wishing to graduate with an MBA without a named specialism take MB5522 + one optional module from MB5526, MG5530, MB5531 and MB5602  Students wishing to graduate with an MBA with the optional named specialism in Healthcare Management take the two modules MB5531 and MB5602.  Students wishing to graduate with an MBA with the optional named specialism in Digital Innovation Management take the two optional modules MB5530 and MB5604.	
		• At least 1 LMS and 2 CDP workshops
	• MB5537 (Workshops A + B)	• MB5537 ( Workshops A+B)
	<i>Business Project supervisor allocated</i>	<i>Business Project supervisor allocated</i>
	<i>Coursework submission &amp; Exam Period</i>	
Summer (June – September)	MB5537 (Workshop C)	• MB5537 (Workshop C)
	• At least 2 out of the 5 x LMS workshops and 3 CDP workshops	
		At least 1 LMS
Autumn (October – December)		<ul style="list-style-type: none"> <li><b>Two from the Four taught modules</b> (MB5538MB5538, MB5525, MB5527, MB5528) that have Not been taken before</li> </ul>
		<i>Coursework submission &amp; Exam Period</i>
Spring		

## PART TIME DELIVERY

### Year 2

Term		
Autumn (October – December)	<b>Orientation</b>	
	<ul style="list-style-type: none"> <li><b>Two of the taught modules</b> (MB5538MB5538, MB5525, MB5527, MB5528) that have not been taken in the year before...</li> <li>LMS that have NOT been taken before...</li> </ul>	



	<i>Coursework submission &amp; Exam Period</i>	
		<b>Orientation at least 1 LMS</b>
<i>Spring (January – March)</i>	<b>Two of the Four taught modules:</b> - (MB5523, MB5601) that have NOT been taken before.... +	
	Students wishing to graduate with an MBA without a named specialism take MB5522 + one optional module from MB5526, MG5530, MB5531 and MB5602	
	Students wishing to graduate with an MBA with the optional named specialism in Healthcare Management take the two modules MB5531 and MB5602.	
	Students wishing to graduate with an MBA with the optional named specialism in Digital Innovation Management take the two optional modules MB5530 and MB5604. • LMS that have NOT been taken before...	
	<i>Coursework submission &amp; Exam Period</i>	
<i>Summer (June – September)</i>	• Rest of the LMS...	
	<i>Submission of MB5537</i>	Remaining LMS
<i>Autumn (October – December)</i>	• <b>Two of the Four taught modules</b> (MB5538, MB5538, MB5525, MB5527, MB5528) that have Not been taken before	
	<i>Coursework submission &amp; Exam Period</i>	
<i>Spring</i>		<i>Submission of MB5537</i>

**N.B.:** The programme will be supplemented with employability-focussed UK company visits, approximately 1 visit per term.

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'.
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.

e.g. AB5500 Project (40)  
Core: Block

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)  
Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)  
Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.



The Pre-Masters structure available to international students is specified in document “Validated Programme Element Specification for LBIC Pre-Masters in Business and Management. This document also specifies the admission and progression requirements.

### FHEQ Level 7

#### Compulsory assessment block codes, titles and credit

#### Optional assessment block codes, titles and credits

#### Compulsory study block codes, titles and credit volume

#### Optional Study block codes, titles and credit volume

#### Compulsory modular block codes, titles and credits

- MB5522 Operations Management (15 credits)\*\*\*
  - MB5523 Corporate and Business Finance (15 credits)
  - MB5538MB5538 Principles of Marketing (15 credits)
  - MB5525 Corporate and Competitive Strategy (15 credits).
  - MB5527 Leading People & Managing Organisations (15 credits).
  - MB5528 International Business (15 credits)
  - MB5601 Business Economics (15 credits)
  - MB5537 Business Project & Professional Portfolio (60 credits)
- Core: Block – includes three compulsory research methods (Business Project) workshops and incorporates completion of reflective journal entries for the following:
- Leadership Masterclass Series workshops (5 compulsory, 2 elective)
    - Leadership, Recruitment and Performance (compulsory)
    - Consulting Skills (compulsory)
    - Using Social Media for Business (compulsory)
    - 
    - Project Management (compulsory)
    - Lean in Healthcare (elective for healthcare management)
    - Global Diversity in Organisations (elective for general management and digital innovation management)
    - Writing Skills
  - Career Development Programme workshops:
    - Analytical Skills A (compulsory)
    - Analytical Skills B (compulsory)
    - Communication Skills (compulsory)
    - Time management (compulsory)
    - Study skills (compulsory)

**\*\*\*Those students wishing to graduate with the MBA with the optional named specialism in Healthcare, will not take MB5522 Operations management, and instead must also take:**

- MB5602 Managing Service Operations and Change in Healthcare (15 credits)
- MB5531 Healthcare Policy (15 credits)

**\*\*\*Those students wishing to graduate with the MBA with the optional named specialism in Digital Innovation Management, will not take MB5522 Operations management, and instead must also take:**

- MB5530 Information Systems in Organisation (15 credits)
- MB5604 Managing Digital Technology Innovation (15 credits)

#### Optional modular block codes, titles and credits

**For those students wishing to graduate with an MBA without a named specialism:-**

Any one from:

- MB5526 Managing for the Future (15 credits)
- MB5530 Information Systems in Organisations (15 credits)
- MB5531 Healthcare Policy (15 credits)
- MB5602 Managing Service Operations and Change in Healthcare (15 credits)
- MB5604 Managing Digital Technology and Innovation

**Part-time****September Starters YEAR 1:****Term 1**

At least 1 (and up to 2) LMS (out of the 5 offered) + 2 CDP Workshops (4) HOURS; and  
2 of MB5538MB5538, MB5525, MB5527, or MB5528

**Term 2**

Main pathway: 2 of MB5523, MB5601, MB5522, or an option (MB5526, MB5530, MB5531, MB5602)

Healthcare pathway: MB5523, MB5601, MB5531, or MB5602

Digital Innovation Pathway: MB5523, MB5601, MB5530, or MB5604

At least 1 (and up to 2) LMS (out of the 5 offered) + 2 CDP Workshops (4) HOURS and MB5537

**Term 3**

At least 2 out of the 5 LMS

MB5537 + ALL CDP

**YEAR 2****Term 1**

The remaining 2 modules (as listed in term 1 above)

The remaining 2 LMS

**Term 2**

The remaining 2 modules + remaining LMS **Term 3**

The remaining LMS

**January Starters YEAR 1:****Term 2**

Main pathway: 2 of MB5523, MB5601, MB5522, or an option (MB5526, MB5530, MB5531, MB5602)

Healthcare pathway: MB5523, MB5601, MB5531, or MB5602

Digital Innovation Pathway: MB5523, MB5601, MB5530, or MB5604

At least 1 (and up to 2) LMS (out of the 5 offered) + 4 CDP Workshops (4) HOURS  
And MB5537

**Term 3**

2 out of the 5 LMS

MB5537 + 3 CDP

**YEAR 2****Term 1**

+ 2 LMS +; and

2 of MB5538MB5538, MB5525, MMB5527, or MB5528

Remaining LMS and CDP

**Term 2**

The remaining 2 modules, LMS

The remaining 3 LMS

**YEAR 3****Term 1**

The remaining of the 2 compulsory modules

..  
\*\* Students will be encouraged to complete all the CDP workshops in their first year.

## FHEQ Level 7 Progression and Award Requirements

### As per [Senate Regulation 3](#)

Award requirements are as follows:

- Postgraduate Diploma in Business Administration:
  - 120 credits across 7 compulsory taught modules (MB5522, MB5523, MB5538MB5538, MB5525, MB5527, MB5528, MB5601-Business Economics), and one taught module from the general management options (MB5526, MB5530);
- Postgraduate Diploma in Business Administration (Healthcare Management):
  - 120 credits across 6 compulsory taught modules (MB5523, MB5538MB5538, MB5525, MB5527, MB5528, MB5601-Business Economics), and both of the taught modules from the healthcare management options (MB5531, MB5602);
- Postgraduate Diploma in Business Administration (Digital Innovation Management):
  - 120 credits across 6 compulsory taught modules (MB5523, MB5538MB5538, MB5525, MB5527, MB5528, MB5601-Business Economics), and both of the taught modules from the digital innovation management options (MB5530, MB5604);
- Postgraduate Certificate in Business Administration:
  - 60 credits across any of the compulsory taught modules (MB5522\*\*, MB5523, MB5538MB5538, MB5525, MB5527, MB5528, MB5601 (Business Economics)\*\*).

\*\*where:-

- for students who followed the named specialism route in Digital Innovation Management, MB5604 replaces MB5522; and
- for students who followed the named specialism route in Healthcare Management, MB5602 replaces MB5522.

**PGDip may not be awarded by substitution of the dissertation (MB5537 Business Project & Professional Portfolio) 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.