

Master of Business Administration

Programme Specifications

AOU / OU-UK

2021



Arab Open University
Faculty of Business Studies

Master of Business Administration

Programme Specification

September
2021

Programme specification

1. Overview/ factual information

Programme/award title(s)	Master of Business Administration –MBA with two pathways: MBA (Finance) MBA (Human Resource Management) and two nested awards: Postgraduate Certificate in Business Administration Postgraduate Diploma in Business Administration
Teaching Institution	Arab Open University - AOU
Awarding Institution (Dual Award)	Arab Open University The Open University
Date of first OU validation	Validation visit took place on 18th & 19th May 2011 for the intake for 5 years. Approval letter received on 22nd July 2011.
Date of latest OU (re)validation	June 2016
Next revalidation	May 2021
Credit points for the award	180 Points
UCAS Code	Not applicable
JACS Code	-
Programme start date and cycle of starts if appropriate.	September 2021
Underpinning QAA subject benchmark(s)	Master's Degrees in Business and Management June 2015
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	NA
Professional/statutory recognition	-
For apprenticeships fully or partially integrated Assessment.	NA
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Blended Full Time/ Part time with face-to-face interaction not less than 25 %.
Duration of the programme for each mode of study	Full Time - minimum of three semesters Part Time- eight semesters
Dual accreditation (if applicable)	Local Ministries of Higher Education and OU
Date of production/revision of this specification	28 March 2021

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The MBA emphasizes both the acquisition of a body of knowledge and the critical understanding of it, as well as the development of a variety of personal skills. The MBA is a professional development programme for those with significant relevant work experience after graduation. The programme's main focus is on strategic management as a means of leadership. While the academic level is master's, the curriculum has a strong practical and professional focus.

Graduates of the OU-AOU MBA programme should be able to apply their new knowledge to their previous work experience. As a result, they will be able to integrate their knowledge and apply it to new situations in the real world. To deal with complex situations, students will be able to challenge preconceptions and break down subject and functional barriers. They'd be especially good at analyzing, synthesizing, and solving complex, unstructured business problems. They must also be able to effectively communicate their findings. They'd learn how to put determined solutions into action in a timely and effective manner. As a result, students will have well-developed interpersonal skills and will be able to communicate effectively with a variety of specialists.

Furthermore, graduates of the OU-AOU MBA-Finance programme would excel at analyzing and solving complex, amorphous business finance problems. They would also be able to communicate their financial findings and develop the skills necessary to put them into practice effectively and efficiently. As a result, students will have well-developed relational capacities and will be able to relate admirably to a variety of finance-related topics.

This track considers the role and contribution of the HRM professional, as well as the talents required to be effective in this field of Business Administration, for OU-AOU MBA-HRM graduates. It presents a thorough integration of theory and practice, as well as recent research and theory in HRM. It also uses a practice-based approach to learning. As a result, MBA-HRM graduates will have a thorough understanding and analysis of complex, unstructured HR issues, allowing them to solve them. They would also be able to effectively communicate their HRM-related findings. As a result, students will have well-developed interpersonal skills and will be able to relate them to a variety of HRM issues.

MBA programme is designed to provide the opportunity to:

- Develop a strategic management concept and perspective on real-world business, and thus management practice in a diverse and global business environment.
- Develop managerial skills for effective policy implementation within an organizational context.
- Enhance analytical and problem-solving skills for making decisions on complex business issues and problems.
- Use a variety of analytical tools, models, and methodologies, and critically evaluating their benefits and limitations.
- Use the most recent case studies and research projects developed by course tutors and approved by the Course Assessment Committee and the Academic Committee to bridge the gap between theory and practice.
- Improve your oral and written communication, presentation skills, and critical thinking.

These objectives represent the overall programme's essential theme, and they are reflected in each of the core and elective courses.

MBA Awarded Degree

This programme would be especially appealing to those who are currently employed in junior or middle management positions or who wish to pursue such careers in the financial sector, marketing industry, human resources management, and risk management positions.

MBA Programme plan

1. MBA (General) Plan- Project Pathway

Candidates need to take total of 180 credits (48 credit hours) as follows:

- A. Background Fundamentals Course B870A and B870B (30 credits/8 credit hours)
- B. Five Core Courses/Modules (105 credits/28 credit hours):
 - B872 (15 credits /4 credit hours),
 - BB849 (15 credits/4 credit hours),
 - B873 (30 credits/8 credit hours),
 - B874 (15 credits/4 credit hours), and
 - B875 (30 credits/8 credit hours)
- C. Electives (45 credits/12 credit hours)

2. MBA (Finance) Plan- Project Pathway

Candidates need to take total of 180 credits (48 credit hours) as follows:

- A. Background Fundamentals Course B870A and B870B (30 credits/8 credit hours)
- B. Five Core Courses/Modules (105 credits/28 credit hours):
 - B872 (15 credits /4 credit hours),
 - BB849 (15 credits/4 credit hours),
 - B859 (30 credits/8 credit hours),
 - B874 (15 credits/4 credit hours), and
 - B875 (30 credits/8 credit hours)
- C. Electives (45 credits/12 credit hours)

3. MBA (HR) Plan- Project Pathway

Candidates need to take total of 180 credits (48 credit hours) as follows:

- A. Background Fundamentals Course B870A and B870B (30 credits/8 credit hours)
- B. Five Core Courses/Modules (105 credits/28 credit hours):
 - B872 (15 credits /4 credit hours),
 - BB848 (15 credits/4 credit hours),
 - B863 (30 credits/8 credit hours),
 - B874 (15 credits/4 credit hours), and
 - B875 (30 credits/8 credit hours)
- C. Electives (45 credits/12 credit hours)

4. MBA (General) Plan- Thesis Pathway

Candidates need to take total of 180 credits (48 credit hours) as follows:

- A. Background Fundamentals Course B870A and B870B (30 credits/8 credit hours)
- B. Five Core Courses/Modules (120 credits/32 credit hours):
 - B872 (15 credits /4 credit hours),
 - BB849 (15 credits/4 credit hours),
 - B873 (30 credits/8 credit hours),
 - B874 (15 credits/4 credit hours)
 - B899A (15 credits/4 credit hours), and
 - B899B (30 credits/8 credit hours)
- C. Electives (30 credits/8 credit hours)

5. MBA (Finance) Plan- Thesis Pathway

Candidates need to take total of 180 credits (48 credit hours) as follows:

- A. Background Fundamentals Course B870A and B870B (30 credits/8 credit hours)
- B. Five Core Courses/Modules (120 credits/32 credit hours):
 - B872 (15 credits /4 credit hours),
 - BB849 (15 credits/4 credit hours),
 - B859 (30 credits/8 credit hours),
 - B874 (15 credits/4 credit hours), and
 - B899A (15 credits/4 credit hours), and
 - B899B (30 credits/8 credit hours)
- C. Electives (30 credits/8 credit hours)

6. MBA (HR) Plan- Thesis Pathway

Candidates need to take total of 180 credits (48 credit hours) as follows:

- D. Background Fundamentals Course B870A and B870B (30 credits/8 credit hours)
- E. Five Core Courses/Modules (120 credits/32 credit hours):
 - B872 (15 credits /4 credit hours),
 - BB848 (15 credits/4 credit hours),
 - B863 (30 credits/8 credit hours),
 - B874 (15 credits/4 credit hours), and
 - B899A (15 credits/4 credit hours), and
 - B899B (30 credits/8 credit hours)
- F. Electives (30 credits/8 credit hours)

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

It takes a minimum of three semesters to complete the OU-AOU MBA for a full-time study, however, students can earn other qualifications as an exit award if they are not able to complete the full award. Students may exit with 'PGCert Business Administration' or 'PGDip Business Administration'.

PGCert Business Administration will be awarded to all students upon the successful completion of Stage I of the OU-AOU MBA programme; not less than 60 points/16 credit hours.

Postgraduate Certificate in Business Administration (Relevant to the MBA 'General' plan)

B870A (4 Cr.)
B870B (4 Cr.)
B872 (4 Cr.)
BB849 (4 Cr.)

Postgraduate Certificate in Business Administration (Relevant to the MBA 'Finance' plan)

B870A (4 Cr.)
B870B (4 Cr.)
B872 (4 Cr.)
BB849 (4 Cr.)

Postgraduate Certificate in Business Administration (Relevant to the MBA 'Human Resource Management' plan)

B870A (4 Cr.)
B870B (4 Cr.)
B872 (4 Cr.)
BB848 (4 Cr.)

Furthermore, a Postgraduate Diploma in Business Administration will be awarded as an exit degree upon successful completion of Stage 1 (60 points/16 credit hours) & Stage 2 (60 points/16 credit hours) of the OU-AOU MBA programme; and cumulatively not less than 120 points/32 credit hours.

**Postgraduate Diploma in Business Administration
(Relevant to the MBA 'General' plan)**

B873 (8 Cr.)
B874 (4 Cr.)
Elective (4 Cr.)

**Postgraduate Diploma in Business Administration
(Relevant to the MBA 'Finance' plan)**

B859 (8 Cr.)
B874 (4 Cr.)
Elective (4 Cr.)

**Postgraduate Diploma in Business Administration
(Relevant to the MBA 'Human Resource Management' plan)**

B863 (8 Cr.)
B874 (4 Cr.)
Elective (4 Cr.)

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

NA

2.4 List of all exit awards

PGCert Business Administration
PGDip Business Administration

<u>Learning Outcomes</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PG-Degree they will be able to: A1: Acquire knowledge and understanding of a range of perspectives, theories and application on different issues and challenges in management, marketing and finance. A2: Identify and understand value creation, its linkage to organisation performance and application within wide range decision-making techniques to manage complex problems and the required changes in an international context. A3: Demonstrate a thorough understanding of the relationship between strategy formulation, strategic goals, strategy process application, its challenges, and its linkage to operations, supply chain management dynamics and financial resource allocation. A4: Understand the nature of HRM formulates strategies to achieve operational and strategic goals in linkage to corporate strategic goals within a changing environmental context A5: Demonstrate understanding of new entrepreneurial practices, theories, new digital economy concepts, their frameworks and application for social and commercial enterprises. A6: Understand and reflect on financial and investment concepts, their applications, and the implications for performance in a variety of national and multinational organizations.	Student learning will be enhanced by the use of a blended approach that focuses on two interrelated methods: First, using a range of specially written course materials, case studies, original texts, study guides, assignments and multi-media material. Secondly, module tutors, who represent their first and main point of contact, will answer students' queries on the materials, grade and comment on their work and arrange and run tutorials, face to face or online. In addition to course tutors, the programme coordinator in each branch will help students integrate their learning across the range of subjects that they will be studying. Formative assessment in the form of informal self-assessed questions allows students to assess their own progress and understanding. Formal assessment of knowledge and understanding components of the programme is achieved by a series of tutor-marked assignments (TMAs). These assignments are marked and assessed by the course tutor. They are central to the teaching of the course since they allow students an opportunity to display their knowledge and understanding – and in consequence any issues concerning either – and so enable tutors to identify and comment on their knowledge and understanding. Tutors receive detailed marking guidance from the general course Chair, GCC. Knowledge and understanding will also be assessed in each end-of-course examination.

<u>Learning Outcomes</u>	
3A. Knowledge and understanding	
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PG-Degree they will be able to B1: Conduct research in the field of creating and sustaining valuable research evidence and valuable information, develop analysis and identify problems and suitable solutions across different organization functions. B2: Critically analyse the new updated different dimensions of supply chain management, its activities and implications on decision-making. B3: Apply conceptual knowledge of startegy development by using appropriate relevent data in different organisationl situations, and how to manage in digital econmomy. B4: Acquire skills to think critically, evaluate environmental forces requirements and solve problems using human resource initiatives, tools and programmes to achieve goals throught all organisational functions within cross-culture organaisational context B5: Interpret suitable entrepreneurial approaches and the differences between entrepreneurial and managerial approaches and praticies. B6: Evaluate financial issues, measure performance, ability to forecast and evaluate capital structure, risk-return trade-offs for portfolios and different types of investment funds for decision-making.	Cognitive skills in the programme are developed through a range of activities within the programme's courses. Case studies and face-to-face meetings and activities allow students to engage with the issues around management and develop appropriate analysis, evaluation, and problem-solving skills. The programme materials and support from tutors help develop students' skills in managing their own learning. In particular, many of the courses expect students to work largely under their own direction and initiative. They are expected to reflect on their own performance, identify their own learning needs and develop appropriate learning strategies.

General MBA Stage 1

Programme Structure – Stage 1					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
B870A (4 Cr.) B870B (4 Cr.) B872 (4 Cr.) BB849 (4 Cr.)	60	----	60	NA	1 & 2

Intended learning outcomes at Stage 1 are listed below:

Learning Outcomes – Stage 1	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to: Students will be able to collect, analyse and synthesise relevant information in order to evaluate situations and alternative courses of action in the following topic areas: A1: Acquire knowledge and understanding of a range of perspectives, theories and application on different issues and challenges in management, marketing and finance. A2: Identify and understand value creation, its linkage to organisation performance and application within wide range decision-making techniques to manage complex problems and the required changes in an international context. A3: Demonstrate a thorough understanding of the relationship between strategy formulation, strategic goals, strategy process application, its challenges, and its linkage to operations, supply chain management dynamics and financial resource allocation.	Student learning will be enhanced by the use of a blended approach that focuses on two interrelated methods: First, using a range of specially written course materials, case studies, original texts, study guides, assignments, and multi-media material. Secondly, module tutors, who represent their first and main point of contact, will answer students' queries on the materials, grade and comment on their work and arrange and run tutorials, face to face or online. In addition to course tutors, the programme coordinator in each branch will help students integrate their learning across the range of subjects that they will be studying. Formative assessment in the form of informal self-assessed questions allows students to assess their own progress and understanding. Formal assessment of knowledge and understanding components of the programme is achieved by a series of tutor-marked assignments (TMAs). These assignments are marked and assessed by the course tutor. They are central to the teaching of the course since they allow students an opportunity to display their knowledge and understanding – and in consequence any issues concerning either – and so enable tutors to identify and comment on their

Learning Outcomes – Stage 1	
3A. Knowledge and understanding	
	knowledge and understanding. Tutors receive detailed marking guidance from the general course Chair, GCC. Knowledge and understanding will also be assessed in each end-of-course examination.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to B1: Conduct research in the field of creating and sustaining valuable research evidence and valuable information, develop analysis and identify problems and suitable solutions across different organization functions. B2: Critically analyse the new updated different dimensions of supply chain management, its activities and implications on decision- making.	Cognitive skills in the programme are developed through a range of activities within the programme's courses. Case studies and face-to-face meetings and activities allow students to engage with the issues around management and develop appropriate analysis, evaluation and problem-solving skills. The programme materials and support from tutors help develop students' skills in managing their own learning. In particular, many of the courses expect students to work largely under their own direction and initiative. They are expected to reflect on their own performance, identify their own learning needs and develop appropriate learning strategies.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to: C1: Analyse available data, critically reflect and select the appropriate decision-making and leading people tools to be applied to a range of scenarios for suitable decision within diverse organizational contexts to enhance the dynamics between the fields of operational and financial management. C2: Create and sustain value proposition in value chain, value-based management, shareholder value and value metrics, while applying effective ethical considerations and any change required in some self-selected work problems.	Skills associated with teamwork are developed through blended ways of communications, which are compulsory components of all core and optional courses of the MBA programme. Students are expected to have work experience in management. As such, they should already have gained some of these skills. However, the programme is design to develop students' managerial abilities even further. Evidence of practical and professional skills will be apparent in all TMAs and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding.

3C. Practical and professional skills	
C3: Critically reflect on supply chain practices and acquiring fundamental skills for managing supply chain, while recognizing ethical and corporate social responsibility in its contexts. C4: Apply management practices for appropriate decision making in organisational context and communicate using ICT in digital framework while applying entrepreneurial settings in an ethical and constructive ways to deal with complexity and ambiguity while learning from collective experiences.	

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to: D1: Identify and analyse ethical and unethical practices from stakeholders' perspectives and communicate effectively as a social responsibility professionally. D2: Apply integrated managerial and leading theories, approaches and manage required changes within organizational contexts. D3: Acquire managerial and business intelligence skills and self-awareness to plan and set objectives to create and sustain value creation, and aid in problem solving in supply chain and digital economy using ICT.	Evidence of key skills will be apparent in all tutor-marked assignments (TMAs) and end-of-course examinations and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding. In some cases, the assignments are formative (for example at the beginning of a course to enable students to develop their confidence), but usually they are summative. In addition to their attendance to face-to-face meetings, students are encouraged to participate in online forums at both national and local levels. This gives them a chance to share and resolve issues with their fellow students as well as tutors.

MBA Finance

Programme Structure – Stage 1					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
B870A (4 Cr.) B870B (4 Cr.) B872 (4 Cr.) BB849 (4 Cr.)	60	----	60	NA	1 & 2

Intended learning outcomes at Stage 1 are listed below:

Learning Outcomes – Stage 1	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to Students will be able to collect, analyse and synthesise relevant information in order to evaluate situations and alternative courses of action in the following topic areas: A1: Acquire knowledge and understanding of a range of perspectives, theories and application on different issues and challenges in management, marketing and finance. A2: Identify and understand value creation, its linkage to organisation performance and application within wide range decision-making techniques to manage complex problems and the required changes in an international context. A3: Demonstrate a thorough understanding of the relationship between strategy formulation, strategic goals, strategy process application, its challenges, and its linkage to operations, supply chain management dynamics and financial resource allocation.	Student learning will be enhanced by the use of a blended approach that focuses on two interrelated methods: First, using a range of specially written course materials, case studies, original texts, study guides, assignments and multi-media material. Secondly, module tutors, who represent their first and main point of contact, will answer students' queries on the materials, grade and comment on their work and arrange and run tutorials, face to face or online. In addition to course tutors, the programme coordinator in each branch will help students integrate their learning across the range of subjects that they will be studying. Formative assessment in the form of informal self-assessed questions allows students to assess their own progress and understanding. Formal assessment of knowledge and understanding components of the programme is achieved by a series of tutor-marked assignments (TMAs). These assignments are marked and assessed by the course tutor. They are central to the teaching of the course since they allow students an opportunity to display their knowledge and understanding – and in consequence any issues concerning either – and so enable tutors to identify and comment on their knowledge and understanding. Tutors receive detailed marking guidance from the general course Chair, GCC. Knowledge and understanding will also be assessed in each end-of-course examination.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to: B1: Conduct research in the field of creating and sustaining valuable research evidence and valuable information, develop analysis and identify problems and suitable solutions across different organization functions. B2: Critically analyse the new updated different dimensions of supply chain management, its activities and implications on decision- making.	Cognitive skills in the programme are developed through a range of activities within the programme's courses. Case studies and face-to-face meetings and activities allow students to engage with the issues around management and develop appropriate analysis, evaluation and problem-solving skills. The programme materials and support from tutors help develop students' skills in managing their own learning. In particular, many of the courses expect students to work largely under their own direction and initiative. They are expected to reflect on their own performance, identify their own learning needs and develop appropriate learning strategies.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to: C1: Analyse available data, critically reflect and select the appropriate decision-making and leading people tools to be applied to a range of scenarios for suitable decision within diverse organizational contexts to enhance the dynamics between the fields of operational and financial management. C2: Create and sustain value proposition in value chain, value-based management, shareholder value and value metrics, while applying effective ethical considerations and any change required in some self-selected work problems. C3: Critically reflect on supply chain practices and acquiring fundamental skills for managing supply chain, while recognizing ethical and corporate social responsibility in its contexts. C4: Apply management practices for appropriate decision making in organisational context and communicate using ICT in digital framework while applying entrepreneurial settings in an ethical and constructive ways to deal with complexity and ambiguity while learning from collective experiences.	Skills associated with teamwork are developed through blended ways of communications, which are compulsory components of all core and optional courses of the MBA programme. Students are expected to have work experience in management. As such, they should already have gained some of these skills. However, the programme is design to develop students' managerial abilities even further. Evidence of practical and professional skills will be apparent in all TMAs and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to: D1: Identify and analyse ethical and unethical practices from stakeholders' perspectives and communicate effectively as a social responsibility professionally. D2: Apply integrated managerial and leading theories, approaches and manage required changes within organizational contexts. D3: Acquire managerial and business intelligence skills and self-awareness to plan and set objectives to create and sustain value creation, and aid in problem solving in supply chain and digital economy using ICT.	Evidence of key skills will be apparent in all tutor-marked assignments (TMAs) and end-of-course examinations and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding. In some cases, the assignments are formative (for example at the beginning of a course to enable students to develop their confidence), but usually they are summative. In addition to their attendance to face-to-face meetings, students are encouraged to participate in online forums at both national and local levels. This gives them a chance to share and resolve issues with their fellow students as well as tutors.

MBA HRM

Programme Structure - Stage 1					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
B870A (4 Cr.) B870B (4 Cr.) B872 (4 Cr.) BB848 (4 Cr.)	60	----	60	NA	1 & 2

Intended learning outcomes at Stage 1 are listed below:

Learning Outcomes – Stage 1	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to Students will be able to collect, analyse and synthesise relevant information in order to evaluate situations and alternative courses of action in the following topic areas: A1: Acquire knowledge and understanding of a range of perspectives, theories and application on different issues and challenges in management, marketing and finance. A2: Identify and understand value creation, its linkage to organisation performance and application within wide range decision-making techniques to manage complex problems and the required changes in an international context. A3: Demonstrate a thorough understanding of the relationship between strategy formulation, strategic goals, strategy process application, its challenges, and its linkage to operations, supply chain management dynamics and financial resource allocation.	Student learning will be enhanced by the use of a blended approach that focuses on two interrelated methods: First, using a range of specially written course materials, case studies, original texts, study guides, assignments and multi-media material. Secondly, module tutors, who represent their first and main point of contact, will answer students' queries on the materials, grade and comment on their work and arrange and run tutorials, face to face or online. In addition to course tutors, the programme coordinator in each branch will help students integrate their learning across the range of subjects that they will be studying. Formative assessment in the form of informal self-assessed questions allows students to assess their own progress and understanding. Formal assessment of knowledge and understanding components of the programme is achieved by a series of tutor-marked assignments (TMAs). These assignments are marked and assessed by the course tutor. They are central to the teaching of the course since they allow students an opportunity to display their knowledge and understanding – and in consequence any issues concerning either – and so enable tutors to identify and comment on their knowledge and understanding. Tutors receive detailed marking guidance from the general course Chair, GCC. Knowledge and understanding will also be assessed in each end-of-course examination.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to: B1: Conduct research in the field of creating and sustaining valuable research evidence and valuable information, develop analysis and identify problems and suitable solutions across different organization functions. B4: Acquire skills to think critically, evaluate environmental forces requirements and solve problems using human resource initiatives, tools	Cognitive skills in the programme are developed through a range of activities within the programme's courses. Case studies and face-to-face meetings and activities allow students to engage with the issues around management and develop appropriate analysis, evaluation and problem-solving skills. The programme materials and support from tutors help develop students' skills in managing their own learning. In particular, many of the courses expect students to work largely under their own direction and initiative. They are

3B. Cognitive skills	
and programmes to achieve goals through all organisational functions within cross-culture organisational context.	expected to reflect on their own performance, identify their own learning needs and develop appropriate learning strategies.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to: C1: Analyse available data, critically reflect and select the appropriate decision-making and leading people tools to be applied to a range of scenarios for suitable decision within diverse organizational contexts to enhance the dynamics between the fields of operational and financial management. C2: Create and sustain value proposition in value chain, value-based management, shareholder value and value metrics, while applying effective ethical considerations and any change required in some self-selected work problems. C6: Demonstrate competences to build competitive advantages and enhance performance within diverse organisational context through the integration of strategies and dynamic learning opportunities.	Skills associated with teamwork are developed through blended ways of communication, which are compulsory components of all core and optional courses of the MBA programme. Students are expected to have work experience in management. As such, they should already have gained some of these skills. However, the programme is designed to develop students' managerial abilities even further. Evidence of practical and professional skills will be apparent in all TMAs and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to: D1: Identify and analyse ethical and unethical practices from stakeholders' perspectives and communicate effectively as a social responsibility professionally. D2: Apply integrated managerial and leading theories, approaches and manage required changes within organizational contexts.	Evidence of key skills will be apparent in all tutor-marked assignments (TMAs) and end-of-course examinations and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding. In some cases, the assignments are formative (for example at the beginning of a course to enable students to develop their confidence), but usually they are summative. In addition to their attendance to face-to-face meetings, students are encouraged to participate in online forums at both national and local levels.

3D. Key/transferable skills	
D3: Acquire managerial and business intelligence skills and self-awareness to plan and set objectives to create and sustain value creation, and aid in problem solving in supply chain and digital economy using ICT. D4: Acquire skills through effective learning, integrated academic theories of managerial leadership and reflection on practices to be able to work in teams as a leader and team player.	This gives them a chance to share and resolve issues with their fellow students as well as tutors.

Please insert here title(s) of exit award(s) at Stage 1, if applicable]
Postgraduate Certificate in Business Administration

MBA General

Programme Structure – Stage 2					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
B873 (8 Cr.) B874 (4 Cr.)	45	BB848 (4 Cr.) BB851 (4 Cr.) BDE850 (4 Cr.)	15	NA	2 & 3

Intended learning outcomes at Stage 2 are listed below:

Learning Outcomes – Stage 2	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to Students will be able to collect, analyse and synthesise relevant information in order to evaluate situations and alternative courses of action in the following topic areas: A2: Identify and understand value creation, its linkage to organisation performance and application within wide range decision-making	Student learning will be enhanced by the use of a blended approach that focuses on two interrelated methods: First, using a range of specially written course materials, case studies, original texts, study guides, assignments and multi-media material. Secondly, module tutors, who represent their first and main point of contact, will answer students' queries on the materials, grade and comment on their

Learning Outcomes – Stage 2	
3A. Knowledge and understanding	
techniques to manage complex problems and the required changes in an international context. A3: Demonstrate a thorough understanding of the relationship between strategy formulation, strategic goals, strategy process application, its challenges, and its linkage to operations, supply chain management dynamics and financial resource allocation. A5: Demonstrate understanding of new entrepreneurial practices, theories, new digital economy concepts, their frameworks and application for social and commercial enterprises.	work and arrange and run tutorials, face to face or online. In addition to course tutors, the programme coordinator in each branch will help students integrate their learning across the range of subjects that they will be studying. Formative assessment in the form of informal self-assessed questions allows students to assess their own progress and understanding. Formal assessment of knowledge and understanding components of the programme is achieved by a series of tutor-marked assignments (TMAs). These assignments are marked and assessed by the course tutor. They are central to the teaching of the course since they allow students an opportunity to display their knowledge and understanding – and in consequence any issues concerning either – and so enable tutors to identify and comment on their knowledge and understanding. Tutors receive detailed marking guidance from the general course Chair, GCC. Knowledge and understanding will also be assessed in each end-of-course examination.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to: B1: Conduct research in the field of creating and sustaining valuable research evidence and valuable information, develop analysis and identify problems and suitable solutions across different organization functions. B3: Apply conceptual knowledge of strategy development by using appropriate relevant data in different organisational situations, and how to manage in digital economy. B4: Acquire skills to think critically, evaluate environmental forces requirements and solve problems using human resource initiatives, tools and programmes to achieve goals through all organisational functions within cross-culture organisational context B5: Interpret suitable entrepreneurial approaches and the differences between entrepreneurial and managerial approaches and practices.	Cognitive skills in the programme are developed through a range of activities within the programme's courses. Case studies and face-to-face meetings and activities allow students to engage with the issues around management and develop appropriate analysis, evaluation and problem-solving skills. The programme materials and support from tutors help develop students' skills in managing their own learning. In particular, many of the courses expect students to work largely under their own direction and initiative. They are expected to reflect on their own performance, identify their own learning needs and develop appropriate learning strategies.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to: C1: Analyse available data, critically reflect and select the appropriate decision-making and leading people tools to be applied to a range of scenarios for suitable decision within diverse organizational contexts to enhance the dynamics between the fields of operational and financial management. C4: Apply management practices for appropriate decision making in organisational context and communicate using ICT in digital framework while applying entrepreneurial settings in an ethical and constructive ways to deal with complexity and ambiguity while learning from collective experiences. C5: Practice techniques in human resource management professions and HRM main functions for effective and enhanced operational skills needed for talent management to better deliver human resource objectives as well as recognizing ethical issues in practices and digital economy. C6: Demonstrate competences to build competitive advantages and enhance performance within diverse organisational context through the integration of strategies and dynamic learning opportunities.	Skills associated with teamwork are developed through blended ways of communication, which are compulsory components of all core and optional courses of the MBA programme. Students are expected to have work experience in management. As such, they should already have gained some of these skills. However, the programme is designed to develop students' managerial abilities even further. Evidence of practical and professional skills will be apparent in all TMAs and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to: D1: Identify and analyse ethical and unethical practices from stakeholders' perspectives and communicate effectively as a social responsibility professionally.	Evidence of key skills will be apparent in all tutor-marked assignments (TMAs) and end-of-course examinations and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding. In some cases, the assignments are formative (for example at the beginning of a course to enable students to develop their confidence), but usually they are summative.

3D. Key/transferable skills	
D2: Apply integrated managerial and leading theories, approaches and manage required changes within organizational contexts. D3: Acquire managerial and business intelligence skills and self-awareness to plan and set objectives to create and sustain value creation, and aid in problem solving in supply chain and digital economy using ICT. D4: Acquire skills through effective learning, integrated academic theories of managerial leadership and reflection on practices to be able to work in teams as a leader and team player. D5: Demonstrate professional communication skills, both oral and writing to manage people and analyze problems associated with HRM functions. D6: Demonstrate effective skills in identifying, research entrepreneurial opportunities, negotiation and gain legitimacy in an entrepreneurial setting with the aim of creating sustainable business model.	In addition to their attendance to face-to-face meetings, students are encouraged to participate in online forums at both national and local levels. This gives them a chance to share and resolve issues with their fellow students as well as tutors.

MBA Finance

<u>Programme Structure - Stage 2</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
B859 (8 Cr.) B874 (4 Cr.)	45	BB848 (4 Cr.) BB851 (4 Cr.) BDE850 (4 Cr.)	15	No	2 & 3

Intended learning outcomes at Stage 2 are listed below:

Learning Outcomes – Stage 2	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to: A1: Acquire knowledge and understanding of a range of perspectives, theories and application on different issues and challenges in management, marketing and finance. A2: Identify and understand value creation, its linkage to organisation performance and application within wide range decision-making techniques to manage complex problems and the required changes in an international context. A3: Demonstrate a thorough understanding of the relationship between strategy formulation, strategic goals, strategy process application, its challenges, and its linkage to operations, supply chain management dynamics and financial resource allocation. A5: Demonstrate understanding of new entrepreneurial practices, theories, new digital economy concepts, their frameworks and application for social and commercial enterprises. A6: Understand and reflect on financial and investment concepts, their applications, and the implications for performance in a variety of national and multinational organizations.	Student learning will be enhanced by the use of a blended approach that focuses on two interrelated methods: First, using a range of specially written course materials, case studies, original texts, study guides, assignments and multi-media material. Secondly, module tutors, who represent their first and main point of contact, will answer students' queries on the materials, grade and comment on their work and arrange and run tutorials, face to face or online. In addition to course tutors, the programme coordinator in each branch will help students integrate their learning across the range of subjects that they will be studying. Formative assessment in the form of informal self-assessed questions allows students to assess their own progress and understanding. Formal assessment of knowledge and understanding components of the programme is achieved by a series of tutor-marked assignments (TMAs). These assignments are marked and assessed by the course tutor. They are central to the teaching of the course since they allow students an opportunity to display their knowledge and understanding – and in consequence any issues concerning either – and so enable tutors to identify and comment on their knowledge and understanding. Tutors receive detailed marking guidance from the general course Chair, GCC. Knowledge and understanding will also be assessed in each end-of-course examination.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to: B1: Conduct research in the field of creating and sustaining valuable research evidence and valuable information, develop analysis and identify problems and suitable solutions across different organization functions.	Cognitive skills in the programme are developed through a range of activities within the programme's courses. Case studies and face-to-face meetings and activities allow students to engage with the issues around management and develop appropriate analysis, evaluation and problem-solving skills. The programme materials and support from tutors help develop students' skills in managing their own learning. In particular, many of the courses expect students to work largely under their own direction and initiative. They are

Learning Outcomes – Stage 2	
3A. Knowledge and understanding	
B3: Apply conceptual knowledge of strategy development by using appropriate relevant data in different organisational situations, and how to manage in digital economy. B4: Acquire skills to think critically, evaluate environmental forces requirements and solve problems using human resource initiatives, tools and programmes to achieve goals through all organisational functions within cross-culture organisational context B5: Interpret suitable entrepreneurial approaches and the differences between entrepreneurial and managerial approaches and practices. B6: Evaluate financial issues, measure performance, ability to forecast and evaluate capital structure, risk-return trade-offs for portfolios and different types of investment funds for decision-making.	expected to reflect on their own performance, identify their own learning needs and develop appropriate learning strategies.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to: C1: Analyse available data, critically reflect and select the appropriate decision-making and leading people tools to be applied to a range of scenarios for suitable decision within diverse organizational contexts to enhance the dynamics between the fields of operational and financial management. C4: Apply management practices for appropriate decision making in organisational context and communicate using ICT in digital framework while applying entrepreneurial settings in an ethical and constructive ways to deal with complexity and ambiguity while learning from collective experiences. C5: Practice techniques in human resource management professions and HRM main functions for effective and enhanced operational skills needed for talent management to better deliver human resource objectives as well as recognizing ethical issues in practices and digital economy.	Skills associated with teamwork are developed through blended ways of communications, which are compulsory components of all core and optional courses of the MBA programme. Students are expected to have work experience in management. As such, they should already have gained some of these skills. However, the programme is design to develop students' managerial abilities even further. Evidence of practical and professional skills will be apparent in all TMAs and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding.

3C. Practical and professional skills	
C6: Demonstrate competences to build competitive advantages and enhance performance within diverse organisational context through the integration of strategies and dynamic learning opportunities. C7: Create investment portfolios, monitor their performance, measure overall corporate performance and valuation through capital appraisal procedures and take efficient decisions using appropriate quantitative and qualitative techniques.	

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to: D2: Apply integrated managerial and leading theories, approaches and manage required changes within organizational contexts. D3: Acquire managerial and business intelligence skills and self-awareness to plan and set objectives to create and sustain value creation, and aid in problem solving in supply chain and digital economy using ICT. D4: Acquire skills through effective learning, integrated academic theories of managerial leadership and reflection on practices to be able to work in teams as a leader and team player. D5: Demonstrate professional communication skills, both oral and writing to manage people and analyze problems associated with HRM functions. D6: Demonstrate effective skills in identifying, research entrepreneurial opportunities, negotiation and gain legitimacy in an entrepreneurial setting with the aim of creating sustainable business model. D7: Apply financial calculations and create investment portfolio objectives through suitable approaches and computerized analysis of financial statements for better corporate financial decisions.	Evidence of key skills will be apparent in all tutor-marked assignments (TMAs) and end-of-course examinations and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding. In some cases, the assignments are formative (for example at the beginning of a course to enable students to develop their confidence), but usually they are summative. In addition to their attendance to face-to-face meetings, students are encouraged to participate in online forums at both national and local levels. This gives them a chance to share and resolve issues with their fellow students as well as tutors.

MBA HRM

Programme Structure - Stage 2					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
B863 (8 Cr.) B874 (4 Cr.)	45	BB849 (4 Cr.) BB851 (4 Cr.) BDE850 (4 Cr.)	15	No	2 & 3

Intended learning outcomes at Stage 2 are listed below:

Learning Outcomes – Stage 2	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to: A2: Identify and understand value creation, its linkage to organisation performance and application within wide range decision-making techniques to manage complex problems and the required changes in an international context. A3: Demonstrate a thorough understanding of the relationship between strategy formulation, strategic goals, strategy process application, its challenges, and its linkage to operations, supply chain management dynamics and financial resource allocation. A4: Understand the nature of HRM formulates strategies to achieve operational and strategic goals in linkage to corporate strategic goals within a changing environmental context A5: Demonstrate understanding of new entrepreneurial practices, theories, new digital economy concepts, their frameworks and application for social and commercial enterprises.	Student learning will be enhanced by the use of a blended approach that focuses on two interrelated methods: First, using a range of specially written course materials, case studies, original texts, study guides, assignments and multi-media material. Secondly, module tutors, who represent their first and main point of contact, will answer students' queries on the materials, grade and comment on their work and arrange and run tutorials, face to face or online. In addition to course tutors, the programme coordinator in each branch will help students integrate their learning across the range of subjects that they will be studying. Formative assessment in the form of informal self-assessed questions allows students to assess their own progress and understanding. Formal assessment of knowledge and understanding components of the programme is achieved by a series of tutor-marked assignments (TMAs). These assignments are marked and assessed by the course tutor. They are central to the teaching of the course since they allow students an opportunity to display their knowledge and understanding – and in consequence any issues concerning either – and so enable tutors to identify and comment on their knowledge and understanding. Tutors receive detailed marking guidance from the general course Chair, GCC.

Learning Outcomes – Stage 2	
3A. Knowledge and understanding	
	Knowledge and understanding will also be assessed in each end-of-course examination.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to: B1: Conduct research in the field of creating and sustaining valuable research evidence and valuable information, develop analysis and identify problems and suitable solutions across different organization functions. B2: Critically analyse the new updated different dimensions of supply chain management, its activities and implications on decision- making. B3: Apply conceptual knowledge of strategy development by using appropriate relevant data in different organisational situations, and how to manage in digital economy. B4: Acquire skills to think critically, evaluate environmental forces requirements and solve problems using human resource initiatives, tools and programmes to achieve goals through all organisational functions within cross-culture organisational context B5: Interpret suitable entrepreneurial approaches and the differences between entrepreneurial and managerial approaches and practices.	Cognitive skills in the programme are developed through a range of activities within the programme's courses. Case studies and face-to-face meetings and activities allow students to engage with the issues around management and develop appropriate analysis, evaluation and problem-solving skills. The programme materials and support from tutors help develop students' skills in managing their own learning. In particular, many of the courses expect students to work largely under their own direction and initiative. They are expected to reflect on their own performance, identify their own learning needs and develop appropriate learning strategies.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to: C1: Analyse available data, critically reflect and select the appropriate decision-making and leading people tools to be applied to a range of scenarios for suitable decision within diverse organizational contexts to enhance the dynamics between the fields of operational and financial management.	Skills associated with teamwork are developed through blended ways of communication, which are compulsory components of all core and optional courses of the MBA programme. Students are expected to have work experience in management. As such, they should already have gained some of these skills. However, the programme is designed to develop students' managerial abilities even further.

3C. Practical and professional skills	
C3: Critically reflect on supply chain practices and acquiring fundamental skills for managing supply chain, while recognizing ethical and corporate social responsibility in its contexts. C4: Apply management practices for appropriate decision making in organisational context and communicate using ICT in digital framework while applying entrepreneurial settings in an ethical and constructive ways to deal with complexity and ambiguity while learning from collective experiences. C5: Practice techniques in human resource management professions and HRM main functions for effective and enhanced operational skills needed for talent management to better deliver human resource objectives as well as recognizing ethical issues in practices and digital economy.	Evidence of practical and professional skills will be apparent in all TMAs and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to: D2: Apply integrated managerial and leading theories, approaches and manage required changes within organizational contexts. D3: Acquire managerial and business intelligence skills and self-awareness to plan and set objectives to create and sustain value creation, and aid in problem solving in supply chain and digital economy using ICT. D4: Acquire skills through effective learning, integrated academic theories of managerial leadership and reflection on practices to be able to work in teams as a leader and team player. D5: Demonstrate professional communication skills, both oral and writing to manage people and analyze problems associated with HRM functions. D6: Demonstrate effective skills in identifying, research entrepreneurial opportunities, negotiation and gain legitimacy in an entrepreneurial setting with the aim of creating sustainable business model.	Evidence of key skills will be apparent in all tutor-marked assignments (TMAs) and end-of-course examinations and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding. In some cases, the assignments are formative (for example at the beginning of a course to enable students to develop their confidence), but usually they are summative. In addition to their attendance to face-to-face meetings, students are encouraged to participate in online forums at both national and local levels. This gives them a chance to share and resolve issues with their fellow students as well as tutors.

[Please insert here title(s) of exit award(s) at Stage 2, if applicable]

PG Diploma in Business Administration

MBA General

Programme Structure - Stage 3					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
B875 (8 Cr.)	30	BB863 (8 Cr.) BB848 (4 Cr.) BB851 (4 Cr.) BDE850 (4 Cr.)	30	No	4

Intended learning outcomes at Stage 3 are listed below:

Learning Outcomes – Stage 3	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to Students will be able to collect, analyse and synthesise relevant information in order to evaluate situations and alternative courses of action in the following topic areas: A1: Acquire knowledge and understanding of a range of perspectives, theories and application on different issues and challenges in management, marketing and finance. A2: Identify and understand value creation, its linkage to organisation performance and application within wide range decision-making techniques to manage complex problems and the required changes in an international context. A4: Understand the nature of HRM formulates strategies to achieve operational and strategic goals in linkage to corporate strategic goals within a changing environmental context	Student learning will be enhanced by the use of a blended approach that focuses on two interrelated methods: First, using a range of specially written course materials, case studies, original texts, study guides, assignments and multi-media material. Secondly, module tutors, who represent their first and main point of contact, will answer students' queries on the materials, grade and comment on their work and arrange and run tutorials, face to face or online. In addition to course tutors, the programme coordinator in each branch will help students integrate their learning across the range of subjects that they will be studying. Formative assessment in the form of informal self-assessed questions allows students to assess their own progress and understanding. Formal assessment of knowledge and understanding components of the programme is achieved by a series of tutor-marked assignments (TMAs). These assignments are marked and assessed by the course tutor. They are central to the teaching of the course since they allow students an opportunity to display their knowledge and understanding – and in consequence any issues

Learning Outcomes – Stage 3	
3A. Knowledge and understanding	
A5: Demonstrate understanding of new entrepreneurial practices, theories, new digital economy concepts, their frameworks and application for social and commercial enterprises.	concerning either – and so enable tutors to identify and comment on their knowledge and understanding. Tutors receive detailed marking guidance from the general course Chair, GCC. Knowledge and understanding will also be assessed in each end-of-course examination.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to: B1: Conduct research in the field of creating and sustaining valuable research evidence and valuable information, develop analysis and identify problems and suitable solutions across different organization functions. B3: Apply conceptual knowledge of strategy development by using appropriate relevant data in different organisational situations, and how to manage in digital economy. B4: Acquire skills to think critically, evaluate environmental forces requirements and solve problems using human resource initiatives, tools and programmes to achieve goals through all organisational functions within cross-culture organisational context B5: Interpret suitable entrepreneurial approaches and the differences between entrepreneurial and managerial approaches and practices.	Cognitive skills in the programme are developed through a range of activities within the programme's courses. Case studies and face-to-face meetings and activities allow students to engage with the issues around management and develop appropriate analysis, evaluation and problem-solving skills. The programme materials and support from tutors help develop students' skills in managing their own learning. In particular, many of the courses expect students to work largely under their own direction and initiative. They are expected to reflect on their own performance, identify their own learning needs and develop appropriate learning strategies.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to: C2: Create and sustain value proposition in value chain, value-based management, shareholder value and value metrics, while applying effective ethical considerations and any change required in some self-selected work problems.	Skills associated with teamwork are developed through blended ways of communication, which are compulsory components of all core and optional courses of the MBA programme. Students are expected to have work experience in management. As such, they should already have gained some of these skills. However, the programme is designed to develop students' managerial abilities even further.

3C. Practical and professional skills	
C4: Apply management practices for appropriate decision making in organisational context and communicate using ICT in digital framework while applying entrepreneurial settings in an ethical and constructive ways to deal with complexity and ambiguity while learning from collective experiences. C5: Practice techniques in human resource management professions and HRM main functions for effective and enhanced operational skills needed for talent management to better deliver human resource objectives as well as recognizing ethical issues in practices and digital economy. C6: Demonstrate competences to build competitive advantages and enhance performance within diverse organisational context through the integration of strategies and dynamic learning opportunities.	Evidence of practical and professional skills will be apparent in all TMAs and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to: D2: Apply integrated managerial and leading theories, approaches and manage required changes within organizational contexts. D3: Acquire managerial and business intelligence skills and self-awareness to plan and set objectives to create and sustain value creation, and aid in problem solving in supply chain and digital economy using ICT. D4: Acquire skills through effective learning, integrated academic theories of managerial leadership and reflection on practices to be able to work in teams as a leader and team player. D5: Demonstrate professional communication skills, both oral and writing to manage people and analyze problems associated with HRM functions. D6: Demonstrate effective skills in identifying, research entrepreneurial opportunities, negotiation and gain legitimacy in an entrepreneurial setting with the aim of creating sustainable business model.	Evidence of key skills will be apparent in all tutor-marked assignments (TMAs) and end-of-course examinations and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding. In some cases, the assignments are formative (for example at the beginning of a course to enable students to develop their confidence), but usually they are summative. In addition to their attendance to face-to-face meetings, students are encouraged to participate in online forums at both national and local levels. This gives them a chance to share and resolve issues with their fellow students as well as tutors.

MBA Finance

Programme Structure - Stage 3					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
B875 (8 Cr.)	30	B861 (8 Cr.) BB848 (4 Cr.) BB851 (4 Cr.) BDE850 (4 Cr.)	30	No	4

Intended learning outcomes at Stage 3 are listed below:

Learning Outcomes – Stage 3	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to Students will be able to collect, analyse and synthesise relevant information in order to evaluate situations and alternative courses of action in the following topic areas: A1: Acquire knowledge and understanding of a range of perspectives, theories and application on different issues and challenges in management, marketing and finance. A2: Identify and understand value creation, its linkage to organisation performance and application within wide range decision-making techniques to manage complex problems and the required changes in an international context. A5: Demonstrate understanding of new entrepreneurial practices, theories, new digital economy concepts, their frameworks and application for social and commercial enterprises. A6: Understand and reflect on financial and investment concepts, their applications, and the implications for performance in a variety of national and multinational organizations.	Student learning will be enhanced by the use of a blended approach that focuses on two interrelated methods: First, using a range of specially written course materials, case studies, original texts, study guides, assignments and multi-media material. Secondly, module tutors, who represent their first and main point of contact, will answer students' queries on the materials, grade and comment on their work and arrange and run tutorials, face to face or online. In addition to course tutors, the programme coordinator in each branch will help students integrate their learning across the range of subjects that they will be studying. Formative assessment in the form of informal self-assessed questions allows students to assess their own progress and understanding. Formal assessment of knowledge and understanding components of the programme is achieved by a series of tutor-marked assignments (TMAs). These assignments are marked and assessed by the course tutor. They are central to the teaching of the course since they allow students an opportunity to display their knowledge and understanding – and in consequence any issues concerning either – and so enable tutors to identify and comment on their

Learning Outcomes – Stage 3	
3A. Knowledge and understanding	
	knowledge and understanding. Tutors receive detailed marking guidance from the general course Chair, GCC. Knowledge and understanding will also be assessed in each end-of-course examination.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to: B1: Conduct research in the field of creating and sustaining valuable research evidence and valuable information, develop analysis and identify problems and suitable solutions across different organization functions. B3: Apply conceptual knowledge of strategy development by using appropriate relevant data in different organisational situations, and how to manage in digital economy. B4: Acquire skills to think critically, evaluate environmental forces requirements and solve problems using human resource initiatives, tools and programmes to achieve goals through all organisational functions within cross-culture organisational context B5: Interpret suitable entrepreneurial approaches and the differences between entrepreneurial and managerial approaches and practices. B6: Evaluate financial issues, measure performance, ability to forecast and evaluate capital structure, risk-return trade-offs for portfolios and different types of investment funds for decision-making.	Cognitive skills in the programme are developed through a range of activities within the programme's courses. Case studies and face-to-face meetings and activities allow students to engage with the issues around management and develop appropriate analysis, evaluation and problem-solving skills. The programme materials and support from tutors help develop students' skills in managing their own learning. In particular, many of the courses expect students to work largely under their own direction and initiative. They are expected to reflect on their own performance, identify their own learning needs and develop appropriate learning strategies.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to: C2: Create and sustain value proposition in value chain, value-based management, shareholder value and value metrics, while applying effective ethical considerations and any change required in some self-selected work problems. C4: Apply management practices for appropriate decision making in organisational context and communicate using ICT in digital framework while applying entrepreneurial settings in an ethical and constructive ways to deal with complexity and ambiguity while learning from collective experiences. C5: Practice techniques in human resource management professions and HRM main functions for effective and enhanced operational skills needed for talent management to better deliver human resource objectives as well as recognizing ethical issues in practices and digital economy. C6: Demonstrate competences to build competitive advantages and enhance performance within diverse organisational context through the integration of strategies and dynamic learning opportunities. C7: Create investment portfolios, monitor their performance, measure overall corporate performance and valuation through capital appraisal procedures and take efficient decisions using appropriate quantitative and qualitative techniques.	Skills associated with teamwork are developed through blended ways of communication, which are compulsory components of all core and optional courses of the MBA programme. Students are expected to have work experience in management. As such, they should already have gained some of these skills. However, the programme is designed to develop students' managerial abilities even further. Evidence of practical and professional skills will be apparent in all TMAs and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to: D2: Apply integrated managerial and leading theories, approaches and manage required changes within organizational contexts. D3: Acquire managerial and business intelligence skills and self-awareness to plan and set objectives to create and sustain value	Evidence of key skills will be apparent in all tutor-marked assignments (TMAs) and end-of-course examinations and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding. In some cases, the assignments are formative (for example at the beginning of a course to enable students to develop their confidence), but usually they are summative.

3D. Key/transferable skills	
creation, and aid in problem solving in supply chain and digital economy using ICT. D4: Acquire skills through effective learning, integrated academic theories of managerial leadership and reflection on practices to be able to work in teams as a leader and team player. D5: Demonstrate professional communication skills, both oral and writing to manage people and analyze problems associated with HRM functions. D6: Demonstrate effective skills in identifying, research entrepreneurial opportunities, negotiation and gain legitimacy in an entrepreneurial setting with the aim of creating sustainable business model. D7: Apply financial calculations and create investment portfolio objectives through suitable approaches and computerized analysis of financial statements for better corporate financial decisions.	In addition to their attendance to face-to-face meetings, students are encouraged to participate in online forums at both national and local levels. This gives them a chance to share and resolve issues with their fellow students as well as tutors.

MBA HRM

<u>Programme Structure - Stage 3</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
B875 (8 Cr.)	30	B864 (8 Cr.) BB849 (4 Cr.) BB851 (4 Cr.) BDE850 (4 Cr.)	30	No	4

Intended learning outcomes at Stage 3 are listed below:

Learning Outcomes – Stage 3	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to Students will be able to collect, analyse and synthesise relevant information in order to evaluate situations and alternative courses of action in the following topic areas: A1: Acquire knowledge and understanding of a range of perspectives, theories and application on different issues and challenges in management, marketing and finance. A2: Identify and understand value creation, its linkage to organisation performance and application within wide range decision-making techniques to manage complex problems and the required changes in an international context. A3: Demonstrate a thorough understanding of the relationship between strategy formulation, strategic goals, strategy process application, its challenges, and its linkage to operations, supply chain management dynamics and financial resource allocation. A4: Understand the nature of HRM formulates strategies to achieve operational and strategic goals in linkage to corporate strategic goals within a changing environmental context A5: Demonstrate understanding of new entrepreneurial practices, theories, new digital economy concepts, their frameworks and application for social and commercial enterprises.	Student learning will be enhanced by the use of a blended approach that focuses on two interrelated methods: First, using a range of specially written course materials, case studies, original texts, study guides, assignments, and multi-media material. Secondly, module tutors, who represent their first and main point of contact, will answer students' queries on the materials, grade and comment on their work and arrange and run tutorials, face to face or online. In addition to course tutors, the programme coordinator in each branch will help students integrate their learning across the range of subjects that they will be studying. Formative assessment in the form of informal self-assessed questions allows students to assess their own progress and understanding. Formal assessment of knowledge and understanding components of the programme is achieved by a series of tutor-marked assignments (TMAs). These assignments are marked and assessed by the course tutor. They are central to the teaching of the course since they allow students an opportunity to display their knowledge and understanding – and in consequence any issues concerning either – and so enable tutors to identify and comment on their knowledge and understanding. Tutors receive detailed marking guidance from the general course Chair, GCC. Knowledge and understanding will also be assessed in each end-of-course examination.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to: B1: Conduct research in the field of creating and sustaining valuable research evidence and valuable information, develop analysis and identify problems and suitable solutions across different organization functions.	Cognitive skills in the programme are developed through a range of activities within the programme's courses. Case studies and face-to-face meetings and activities allow students to engage with the issues around management and develop appropriate analysis, evaluation and problem-solving skills. The programme materials and support from tutors help develop students' skills in managing their own learning. In particular, many of the courses expect

Learning Outcomes – Stage 3	
3A. Knowledge and understanding	
B2: Critically analyse the new updated different dimensions of supply chain management, its activities and implications on decision- making. B3: Apply conceptual knowledge of strategy development by using appropriate relevant data in different organisational situations, and how to manage in digital economy. B4: Acquire skills to think critically, evaluate environmental forces requirements and solve problems using human resource initiatives, tools and programmes to achieve goals through all organisational functions within cross-culture organisational context B5: Interpret suitable entrepreneurial approaches and the differences between entrepreneurial and managerial approaches and practices.	students to work largely under their own direction and initiative. They are expected to reflect on their own performance, identify their own learning needs and develop appropriate learning strategies.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to: C2: Create and sustain value proposition in value chain, value-based management, shareholder value and value metrics, while applying effective ethical considerations and any change required in some self-selected work problems. C3: Critically reflect on supply chain practices and acquiring fundamental skills for managing supply chain, while recognizing ethical and corporate social responsibility in its contexts. C4: Apply management practices for appropriate decision making in organisational context and communicate using ICT in digital framework while applying entrepreneurial settings in an ethical and constructive ways to deal with complexity and ambiguity while learning from collective experiences. C5: Practice techniques in human resource management professions and HRM main functions for effective and enhanced operational skills needed for talent management to better deliver human resource	Skills associated with teamwork are developed through blended ways of communication, which are compulsory components of all core and optional courses of the MBA programme. Students are expected to have work experience in management. As such, they should already have gained some of these skills. However, the programme is designed to develop students' managerial abilities even further. Evidence of practical and professional skills will be apparent in all TMAs and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding.

3C. Practical and professional skills	
objectives as well as recognizing ethical issues in practices and digital economy.	

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to: D2: Apply integrated managerial and leading theories, approaches and manage required changes within organizational contexts. D3: Acquire managerial and business intelligence skills and self-awareness to plan and set objectives to create and sustain value creation, and aid in problem solving in supply chain and digital economy using ICT. D5: Demonstrate professional communication skills, both oral and writing to manage people and analyze problems associated with HRM functions. D6: Demonstrate effective skills in identifying, research entrepreneurial opportunities, negotiation and gain legitimacy in an entrepreneurial setting with the aim of creating sustainable business model.	Evidence of key skills will be apparent in all tutor-marked assignments (TMAs) and end-of-course examinations and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding. In some cases, the assignments are formative (for example at the beginning of a course to enable students to develop their confidence), but usually they are summative. In addition to their attendance to face-to-face meetings, students are encouraged to participate in online forums at both national and local levels. This gives them a chance to share and resolve issues with their fellow students as well as tutors.

[Please insert here title of exit awards(s) at Stage 3]- MBA Degree

General MBA

Rational:

The aim of General MBA is to equip students with knowledge and skills driven from a variety of conceptual ideas, theories and practices in order to meet the contemporary and rapidly changing areas of management, marketing, ethics and leadership, understanding of how decisions and organisational performance can be optimised and how different business functions, such as management accounting, financial reporting, operations management and business intelligence, contribute to sustainable value creation, how to make decisions using financial data within a complex economic and financial context that organisations face in real life situations, building specialised expertise by putting the theory and central managerial aspects taught into practice.

This pathway will concentrate on sound knowledge of and insight into supply chain management and will appeal to both Supply Chain professionals and managers in other professions. Provide students with an in-depth insight into the theory, problems, solutions, and best practice in supply chain management, as well as the necessary tools to become an effective strategic decision-maker through learning about the strategic analysis of the organizational environment, strategic decision-making processes and the implementation of preferred strategic choices.

Elective modules will give a chance to help students to develop their capacity to function effectively as a leader and a manager in different national and regional contexts, consideration the role and contribution of the HR professional and the skills needed to be effective in this role. Entrepreneurial initiatives will go beyond new venture creation, the student will learn about the application of enterprise behaviours with the aim to create economic, social, environmental, or cultural value in various contexts, among them private and public organisations as well as small enterprises and large corporations, as well as knowledge and understanding of the new economy, the new enterprise, and the new technology, and how they link to one another, how they enable one another.

This will be presented in modules as follows:

Common mandatory modules:

B870A Managing in a changing world

B870B Managing in a changing world

B872 Creating and sustaining value

B874 Finance for strategic decision making

B875 MBA Project: Leaders of Change for Project pathways &

B899A Thesis preparation AND **B899B** Thesis for thesis pathways

With a concentration on the following mandatory modules:

BB849 Supply Chain Management

B873 Effective Strategic management

And 12 Cr. As elective modules:

B863 The Human Resource Professional

BB848 Leadership and management in intercultural contexts

BB851 Entrepreneurship in context

BDE850 Digital Economy in Business

<u>Learning Outcomes</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PG-Degree-G.MBA they will be able to: Students will be able to collect, analyse and synthesise relevant information in order to evaluate situations and alternative courses of action in the following topic areas: A1: Acquire knowledge and understanding of a range of perspectives, theories and application on different issues and challenges in management, marketing and finance. A2: Identify and understand value creation, its linkage to organisation performance and application within wide range decision-making techniques to manage complex problems and the required changes in an international context. A3: Demonstrate a thorough understanding of the relationship between strategy formulation, strategic goals, strategy process application, its challenges, and its linkage to operations, supply chain management dynamics and financial resource allocation. A4: Understand the nature of HRM formulates strategies to achieve operational and strategic goals in linkage to corporate strategic goals within a changing environmental context A5: Demonstrate understanding of new entrepreneurial practices, theories, new digital economy concepts, their frameworks and application for social and commercial enterprises	Student learning will be enhanced using a blended approach that focuses on two interrelated methods: First, using a range of specially written course materials, case studies, original texts, study guides, assignments, and multi-media material. Secondly, module tutors, who represent their first and main point of contact, will answer students' queries on the materials, grade and comment on their work and arrange and run tutorials, face to face or online. In addition to course tutors, the programme coordinator in each branch will help students integrate their learning across the range of subjects that they will be studying. Formative assessment in the form of informal self-assessed questions allows students to assess their own progress and understanding. Formal assessment of knowledge and understanding components of the programme is achieved by a series of tutor-marked assignments (TMAs). These assignments are marked and assessed by the course tutor. They are central to the teaching of the course since they allow students an opportunity to display their knowledge and understanding – and in consequence any issues concerning either – and so enable tutors to identify and comment on their knowledge and understanding. Tutors receive detailed marking guidance from the general course Chair, GCC.

<u>Learning Outcomes</u>	
3A. Knowledge and understanding	
	Knowledge and understanding will also be assessed in each end-of-course examination.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PG-Degree-G.MBA they will be able to B1: Conduct research in the field of creating and sustaining valuable research evidence and valuable information, develop analysis and identify problems and suitable solutions across different organization functions. B2: Critically analyse the new updated different dimensions of supply chain management, its activities and implications on decision-making. B3: Apply conceptual knowledge of strategy development by using appropriate relevant data in different organisational situations, and how to manage in digital economy. B4: Acquire skills to think critically, evaluate environmental forces requirements and solve problems using human resource initiatives, tools and programmes to achieve goals through all organisational functions within cross-culture organisational context B5: Interpret suitable entrepreneurial approaches and the differences between entrepreneurial and managerial approaches and practices.	Cognitive skills in the programme are developed through a range of activities within the programme's courses. Case studies and face-to-face meetings and activities allow students to engage with the issues around management and develop appropriate analysis, evaluation, and problem-solving skills. The programme materials and support from tutors help develop students' skills in managing their own learning. In particular, many of the courses expect students to work largely under their own direction and initiative. They are expected to reflect on their own performance, identify their own learning needs and develop appropriate learning strategies.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PG-Degree-G.MBA they will be able to: C1: Analyse available data, critically reflect and select the appropriate decision-making and leading people tools to be applied to a range of scenarios for suitable decision within diverse organizational contexts to enhance the dynamics between the fields of operational and financial management. C2: Create and sustain value proposition in value chain, value-based management, shareholder value and value metrics, while applying effective ethical considerations and any change required in some self-selected work problems. C3: Critically reflect on supply chain practices and acquiring fundamental skills for managing supply chain, while recognizing ethical and corporate social responsibility in its contexts. C4: Apply management practices for appropriate decision making in organisational context and communicate using ICT in digital framework while applying entrepreneurial settings in an ethical and constructive ways to deal with complexity and ambiguity while learning from collective experiences. C5: Practice techniques in human resource management professions and HRM main functions for effective and enhanced operational skills needed for talent management to better deliver human resource objectives as well as recognizing ethical issues in practices and digital economy.	Skills associated with teamwork are developed through blended ways of communication, which are compulsory components of all core and optional courses of the MBA programme. Students are expected to have work experience in management. As such, they should already have gained some of these skills. However, the programme is designed to develop students' managerial abilities even further. Evidence of practical and professional skills will be apparent in all TMAs and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding.

3C. Practical and professional skills	
C6: Demonstrate competences to build competitive advantages and enhance performance within diverse organisational context through the integration of strategies and dynamic learning opportunities.	

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PG-Degree-G.MBA they will be able to: D1: Identify and analyse ethical and unethical practices from stakeholders' perspectives and communicate effectively as a social responsibility professionally. D2: Apply integrated managerial and leading theories, approaches and manage required changes within organizational contexts. D3: Acquire managerial and business intelligence skills and self-awareness to plan and set objectives to create and sustain value creation, and aid in problem solving in supply chain and digital economy using ICT. D4: Acquire skills through effective learning, integrated academic theories of managerial leadership and reflection on practices to be able to work in teams as a leader and team player. D5: Demonstrate professional communication skills, both oral and writing to manage people and analyze problems associated with HRM functions. D6: Demonstrate effective skills in identifying, research entrepreneurial opportunities, negotiation and gain legitimacy in an entrepreneurial setting with the aim of creating sustainable business model.	Evidence of key skills will be apparent in all tutor-marked assignments (TMAs) and end-of-course examinations and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding. In some cases, the assignments are formative (for example at the beginning of a course to enable students to develop their confidence), but usually they are summative. In addition to their attendance to face-to-face meetings, students are encouraged to participate in online forums at both national and local levels. This gives them a chance to share and resolve issues with their fellow students as well as tutors.

MBA- Finance Pathway:

Rationale:

The aim of MBA-Finance is to equip students with knowledge and skills driven from a variety of conceptual ideas, theories and practices in order to meet the contemporary and rapidly changing areas of management, marketing, ethics and leadership, understanding of how decisions and organisational performance can be optimised and how different business functions, such as management accounting, financial reporting, operations management and business intelligence, contribute to sustainable value creation, how to make decisions using financial data within a complex economic and financial context that organisations face in real life situations, building specialised expertise by putting the theory and central managerial aspects taught into practice.

This pathway will concentrate on acquiring knowledge, understanding and reflection on the necessary theoretical, applied, and critical skills required to take financial management responsibilities within an organisation, how can the financial management of an organisation best reflect its internal reporting and governance regime, understand the different sources of finance in the capital structure, evaluate projects with different levels of risk and returns, the valuation process of organisations, also sound knowledge of and insight into supply chain management and will appeal to both Supply Chain professionals and managers in other professions.

Elective modules will give a chance to introduce the participant to the world of investments by providing the necessary theoretical knowledge, and analytical skills to evaluate different investment alternatives and enable them to construct optimal portfolios in a risk-return sense, including the use of derivatives, help students to develop their capacity to function effectively as a leader and a manager in different national and regional contexts.

Entrepreneurial initiatives will go beyond new venture creation, the student will learn about the application of enterprise behaviours with the aim to create economic, social, environmental, or cultural value in various contexts, among them private and public organisations as well as small enterprises and large corporations, as well as knowledge and understanding of the new economy, the new enterprise, and the new technology, and how they link to one another, how they enable one another.

This will be presented in modules as follows:

Common mandatory modules:

B870A Managing in a changing world

B870B Managing in a changing world

B872 Creating and sustaining value

B874 Finance for strategic decision making

B875 MBA Project: Leaders of Change for Project pathways &

B899A Thesis preparation AND **B899B** Thesis for thesis pathways

With a concentration on the following mandatory modules:

B859 Financial Strategy: Valuation, governance and ethic

BB849 Supply Chain Management

And 12 Cr. As elective modules:

B861 Investment and Portfolio Management

BB848 Leadership and management in intercultural contexts

BB851 Entrepreneurship in context

BDE850 Digital Economy in Business

<u>Learning Outcomes</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PG-Degree-Finance they will be able to: Students will be able to collect, analyse and synthesise relevant information in order to evaluate situations and alternative courses of action in the following topic areas: A1: Acquire knowledge and understanding of a range of perspectives, theories and application on different issues and challenges in management, marketing and finance. A2: Identify and understand value creation, its linkage to organisation performance and application within wide range decision-making techniques to manage complex problems and the required changes in an international context. A3: Demonstrate a thorough understanding of the relationship between strategy formulation, strategic goals, strategy process application, its challenges, and its linkage to operations, supply chain management dynamics and financial resource allocation. A5: Demonstrate understanding of new entrepreneurial practices, theories, new digital economy concepts, their frameworks and application for social and commercial enterprises. A6: Understand and reflect on financial and investment concepts, their applications, and the implications for performance in a variety of national and multinational organizations.	Student learning will be enhanced by the use of a blended approach that focuses on two interrelated methods: First, using a range of specially written course materials, case studies, original texts, study guides, assignments and multi-media material. Secondly, module tutors, who represent their first and main point of contact, will answer students' queries on the materials, grade and comment on their work and arrange and run tutorials, face to face or online. In addition to course tutors, the programme coordinator in each branch will help students integrate their learning across the range of subjects that they will be studying. Formative assessment in the form of informal self-assessed questions allows students to assess their own progress and understanding. Formal assessment of knowledge and understanding components of the programme is achieved by a series of tutor-marked assignments (TMAs). These assignments are marked and assessed by the course tutor. They are central to the teaching of the course since they allow students an opportunity to display their knowledge and understanding – and in consequence any issues concerning either – and so enable tutors to identify and comment on their knowledge and understanding. Tutors receive detailed marking guidance from the general course Chair, GCC. Knowledge and understanding will also be assessed in each end-of-course examination.

<u>Learning Outcomes</u>	
3A. Knowledge and understanding	
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PG-Degree-Finance they will be able to: B1: Conduct research in the field of creating and sustaining valuable research evidence and valuable information, develop analysis and identify problems and suitable solutions across different organization functions. B2: Critically analyse the new updated different dimensions of supply chain management, its activities and implications on decision-making. B3: Apply conceptual knowledge of strategy development by using appropriate relevant data in different organisational situations, and how to manage in digital economy. B5: Interpret suitable entrepreneurial approaches and the differences between entrepreneurial and managerial approaches and practices. B6: Evaluate financial issues, measure performance, ability to forecast and evaluate capital structure, risk-return trade-offs for portfolios and different types of investment funds for decision-making.	Cognitive skills in the programme are developed through a range of activities within the programme's courses. Case studies and face-to-face meetings and activities allow students to engage with the issues around management and develop appropriate analysis, evaluation, and problem-solving skills. The programme materials and support from tutors help develop students' skills in managing their own learning. In particular, many of the courses expect students to work largely under their own direction and initiative. They are expected to reflect on their own performance, identify their own learning needs and develop appropriate learning strategies.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PG-Degree-Finance they will be able to: C1: Analyse available data, critically reflect and select the appropriate decision-making and leading people tools to be applied to a range of scenarios for suitable decision within diverse organizational contexts to enhance the dynamics between the fields of operational and financial management. C2: Create and sustain value proposition in value chain, value-based management, shareholder value and value metrics, while applying effective ethical considerations and any change required in some self-selected work problems. C3: Critically reflect on supply chain practices and acquiring fundamental skills for managing supply chain, while recognizing ethical and corporate social responsibility in its contexts. C4: Apply management practices for appropriate decision making in organisational context and communicate using ICT in digital framework while applying entrepreneurial settings in an ethical and constructive ways to deal with complexity and ambiguity while learning from collective experiences. C5: Practice techniques in human resource management professions and HRM main functions for effective and enhanced operational skills needed for talent management to better deliver human resource objectives as well as recognizing ethical issues in practices and digital economy.	Skills associated with teamwork are developed through blended ways of communication, which are compulsory components of all core and optional courses of the MBA programme. Students are expected to have work experience in management. As such, they should already have gained some of these skills. However, the programme is designed to develop students' managerial abilities even further. Evidence of practical and professional skills will be apparent in all TMAs and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding.

3C. Practical and professional skills	
C6: Demonstrate competences to build competitive advantages and enhance performance within diverse organisational context through the integration of strategies and dynamic learning opportunities. C7: Create investment portfolios, monitor their performance, measure overall corporate performance and valuation through capital appraisal procedures and take efficient decisions using appropriate quantitative and qualitative techniques.	

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PG-Degree-Finance they will be able to: D1: Identify and analyse ethical and unethical practices from stakeholders' perspectives and communicate effectively as a social responsibility professionally. D2: Apply integrated managerial and leading theories, approaches and manage required changes within organizational contexts. D3: Acquire managerial and business intelligence skills and self-awareness to plan and set objectives to create and sustain value creation, and aid in problem solving in supply chain and digital economy using ICT. D4: Acquire skills through effective learning, integrated academic theories of managerial leadership and reflection on practices to be able to work in teams as a leader and team player.	Evidence of key skills will be apparent in all tutor-marked assignments (TMAs) and end-of-course examinations and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding. In some cases, the assignments are formative (for example at the beginning of a course to enable students to develop their confidence), but usually they are summative. In addition to their attendance to face-to-face meetings, students are encouraged to participate in online forums at both national and local levels. This gives them a chance to share and resolve issues with their fellow students as well as tutors.

3D. Key/transferable skills	
D5: Demonstrate professional communication skills, both oral and writing to manage people and analyze problems associated with HRM functions. D6: Demonstrate effective skills in identifying, research entrepreneurial opportunities, negotiation and gain legitimacy in an entrepreneurial setting with the aim of creating sustainable business model. D7: Apply financial calculations and create investment portfolio objectives through suitable approaches and computerized analysis of financial statements for better corporate financial decisions.	

MBA- HRM Pathway:
Rationale:

The aim of MBA-HRM is to equip students with knowledge and skills driven from a variety of conceptual ideas, theories and practices in order to meet the contemporary and rapidly changing areas of management, marketing, ethics and leadership, understanding of how decisions and organisational performance can be optimised and how different business functions, such as management accounting, financial reporting, operations management and business intelligence, contribute to sustainable value creation, how to make decisions using financial data within a complex economic and financial context that organisations face in real life situations, building specialised expertise by putting the theory and central managerial aspects taught into practice.

This pathway will concentrate on consideration of the role and contribution of the HR professional and the skills needed to be effective in this role, the implications of recent research findings in the field of human resource management for their own practice, compare this with the practice of HR professionals in other contexts, address issues facing managers and leaders working in, and across, institutions and cultural contexts and work on the skills, competences and knowledge need to thrive and to get the best from colleagues, partners and associates in these contexts.

Elective modules will enable students to comprehend the way in which HR policy choices and HR practices are influenced and shaped by a diverse set of contextual factors integrate theory and practice in the study of this context–strategy interplay, knowledge of and insight into supply chain management and will appeal to both Supply Chain professionals and managers in other professions.

Entrepreneurial initiatives will go beyond new venture creation, the student will learn about the application of enterprise behaviours with the aim to create economic, social, environmental, or cultural value in various contexts, among them private and public organisations as well as small enterprises and large corporations, as well as knowledge and understanding of the new economy, the new enterprise, and the new technology, and how they link to one another, how they enable one another.

This will be presented in modules as follows:

Common mandatory modules:

B870A Managing in a changing world

B870B Managing in a changing world

B872 Creating and sustaining value

B874 Finance for strategic decision making

B875 MBA Project: Leaders of Change for Project pathways &

B899A Thesis preparation AND **B899B** Thesis for thesis pathways

With a concentration on the following mandatory modules:

B863 The Human Resource Professional

BB848 Leadership and management in intercultural contexts

And 12 Cr. As elective modules:

B864 Human resource management in context

BB849 Supply Chain Management

BB851 Entrepreneurship in context

BDE850 Digital Economy in Business

<u>Learning Outcomes</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PG-Degree-HRM they will be able to: Students will be able to collect, analyse and synthesise relevant information in order to evaluate situations and alternative courses of action in the following topic areas: A1: Acquire knowledge and understanding of a range of perspectives, theories and application on different issues and challenges in management, marketing and finance. A2: Identify and understand value creation, its linkage to organisation performance and application within wide range decision-making techniques to manage complex problems and the required changes in an international context. A3: Demonstrate a thorough understanding of the relationship between strategy formulation, strategic goals, strategy process application, its challenges, and its linkage to operations, supply chain management dynamics and financial resource allocation. A4: Understand the nature of HRM formulates strategies to achieve operational and strategic goals in linkage to corporate strategic goals within a changing environmental context A5: Demonstrate understanding of new entrepreneurial practices, theories, new digital economy concepts, their frameworks and application for social and commercial enterprises.	Student learning will be enhanced by the use of a blended approach that focuses on two interrelated methods: First, using a range of specially written course materials, case studies, original texts, study guides, assignments and multi-media material. Secondly, module tutors, who represent their first and main point of contact, will answer students' queries on the materials, grade and comment on their work and arrange and run tutorials, face to face or online. In addition to course tutors, the programme coordinator in each branch will help students integrate their learning across the range of subjects that they will be studying. Formative assessment in the form of informal self-assessed questions allows students to assess their own progress and understanding. Formal assessment of knowledge and understanding components of the programme is achieved by a series of tutor-marked assignments (TMAs). These assignments are marked and assessed by the course tutor. They are central to the teaching of the course since they allow students an opportunity to display their knowledge and understanding – and in consequence any issues concerning either – and so enable tutors to identify and comment on their knowledge and understanding. Tutors receive detailed marking guidance from the general course Chair, GCC. Knowledge and understanding will also be assessed in each end-of-course examination.

<u>Learning Outcomes</u>	
3A. Knowledge and understanding	
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PG-Degree-HRM they will be able to B1: Conduct research in the field of creating and sustaining valuable research evidence and valuable information, develop analysis and identify problems and suitable solutions across different organization functions. B2: Critically analyse the new updated different dimensions of supply chain management, its activities and implications on decision-making. B3: Apply conceptual knowledge of strategy development by using appropriate relevant data in different organisational situations, and how to manage in digital economy. B4: Acquire skills to think critically, evaluate environmental forces requirements and solve problems using human resource initiatives, tools and programmes to achieve goals through all organisational functions within cross-culture organisational context B5: Interpret suitable entrepreneurial approaches and the differences between entrepreneurial and managerial approaches and practices.	Cognitive skills in the programme are developed through a range of activities within the programme's courses. Case studies and face-to-face meetings and activities allow students to engage with the issues around management and develop appropriate analysis, evaluation, and problem-solving skills. The programme materials and support from tutors help develop students' skills in managing their own learning. In particular, many of the courses expect students to work largely under their own direction and initiative. They are expected to reflect on their own performance, identify their own learning needs and develop appropriate learning strategies.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PG-Degree-HRM they will be able to: C1: Analyse available data, critically reflect and select the appropriate decision-making and leading people tools to be applied to a range of scenarios for suitable decision within diverse organizational contexts to enhance the dynamics between the fields of operational and financial management. C2: Create and sustain value proposition in value chain, value-based management, shareholder value and value metrics, while applying effective ethical considerations and any change required in some self-selected work problems. C3: Critically reflect on supply chain practices and acquiring fundamental skills for managing supply chain, while recognizing ethical and corporate social responsibility in its contexts. C4: Apply management practices for appropriate decision making in organisational context and communicate using ICT in digital framework while applying entrepreneurial settings in an ethical and constructive ways to deal with complexity and ambiguity while learning from collective experiences. C5: Practice techniques in human resource management professions and HRM main functions for effective and enhanced operational skills needed for talent management to better deliver human resource objectives as well as recognizing ethical issues in practices and digital economy.	Skills associated with teamwork are developed through blended ways of communications, which are compulsory components of all core and optional courses of the MBA programme. Students are expected to have work experience in management. As such, they should already have gained some of these skills. However, the programme is design to develop students' managerial abilities even further. Evidence of practical and professional skills will be apparent in all TMAs and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding.

3C. Practical and professional skills	
C6: Demonstrate competences to build competitive advantages and enhance performance within diverse organisational context through the integration of strategies and dynamic learning opportunities.	

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PG-Degree-HRM they will be able to: D1: Identify and analyse ethical and unethical practices from stakeholders' perspectives and communicate effectively as a social responsibility professionally. D2: Apply integrated managerial and leading theories, approaches and manage required changes within organizational contexts. D3: Acquire managerial and business intelligence skills and self-awareness to plan and set objectives to create and sustain value creation, and aid in problem solving in supply chain and digital economy using ICT. D4: Acquire skills through effective learning, integrated academic theories of managerial leadership and reflection on practices to be able to work in teams as a leader and team player. D5: Demonstrate professional communication skills, both oral and writing to manage people and analyze problems associated with HRM functions. D6: Demonstrate effective skills in identifying, research entrepreneurial opportunities, negotiation and gain legitimacy in an entrepreneurial setting with the aim of creating sustainable business model.	Evidence of key skills will be apparent in all tutor-marked assignments (TMAs) and end-of-course examinations and tutors will comment on the evidence of skills as well as on demonstrated levels of knowledge and understanding. In some cases, the assignments are formative (for example at the beginning of a course to enable students to develop their confidence), but usually they are summative. In addition to their attendance to face-to-face meetings, students are encouraged to participate in online forums at both national and local levels. This gives them a chance to share and resolve issues with their fellow students as well as tutors.

4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route

For dedicated students, the MBA study period would be appealing if it is two years, so students may be allowed to choose the following two-year plan:

AOU-OU General MBA programme Structure- Project Pathway (2-Year Time Plan)				
Stage 1		Stage 2		Stage 3
PG Certificate		PG Diploma		MBA
YEAR 1		YEAR 2		
Managing in a changing world- Management B870A (15 Credits)	Managing in a changing world- Marketing B870B (15 Credits)	Effective Strategic management B873 (30 credits)	MBA project: leaders of change (Capstone)	
Supply chain management BB849 (15 Credits)	Creating & Sustaining Value-Financial Management B872 (15 Credits)	Finance for strategic decision making B874 (15 credits)	B875 (30 credits)	
Option I: Elective (15 Credits) +	Elective (15 Credits)	+	Elective (15Credits)	
Option II:	Elective (15 Credits)	+	Elective (30Credits)	

AOU-OU MBA (Finance) programme Structure- Project Pathway (2-Year Time Plan)				
Stage 1		Stage 2		Stage 3
PG Certificate		PG Diploma		MBA
YEAR 1		YEAR 2		
Managing in a changing world- Management and Marketing B870A (15 Credits)	Managing in a changing world-Management and Marketing B870B (15 Credits)	Finance for strategic decision making B874 (15 Credits)	Financial Strategy: Valuation, governance and ethic B859 (30 credits)	MBA project: leaders of change (Capstone)
Supply chain management BB849 (15 Credits)	Creating & Sustaining Value-Financial Management B872 (15 Credits)		B875 (30 credits)	
Option I: Elective (15 Credits)	+		Elective (15 Credits)	Elective (15 Credits)
Option II: Elective (15 Credits)	+		Elective (30 Credits)	

AOU-OU MBA in (HRM) programme Structure- Project Pathway (2-Year Time Plan)				
Stage 1		Stage 2		Stage 3
PG Certificate		PG Diploma		MBA
YEAR 1			YEAR 2	
Managing in a changing world-Management and Marketing B870A (15 Credits)	Managing in a changing world-Management and Marketing B870B (15 Credits)	Human Resource Professionals B 863 (30 Credits)	Finance for strategic decision making B874 (15 credits)	MBA project: leaders of change (Capstone) B875 (30 Credits)
Leadership and management intercultural context BB848 (15 Credits)	Creating and sustaining value-Financial Management B872 (15 Credits)			
Option I: Elective (15 Credits)	+		Elective (15 Credits)	Elective (15 Credits)
Option II: Elective (15 Credits)	+		Elective (30 Credits)	

AOU-OU General MBA programme Structure- Thesis Pathway (2-Year Time Plan)			
Stage 1		Stage 2	Stage 3
PG Certificate		PG Diploma	MBA
YEAR 1		YEAR 2	
Managing in a changing world-Management B870A (15 Credits)	Managing in a changing world-Marketing B870B (15 Credits)	Finance for strategic decision making B874 (15 credits)	Thesis Preparation B899A (15 Credits)
Supply chain management BB849 (15 Credits)	Effective Strategic management B873 (30 credits)		Thesis B899B (30 credits)
Creating & Sustaining Value-Financial Management B872 (15 Credits)			
Option I:		2 Electives of (15 Credits)	
Option II:		Elective (30 Credits)	

AOU-OU MBA (Finance) programme Structure- Thesis Pathway (2-Year Time Plan)				
Stage 1		Stage 2		Stage 3
PG Certificate		PG Diploma		MBA
YEAR 1			YEAR 2	
Managing in a changing world-Management and Marketing B870A (15 Credits)	Managing in a changing world-Management and Marketing B870B (15 Credits)	Finance for strategic decision making B874 (15 Credits)	Financial Strategy: Valuation, governance and ethic B859 (30 credits)	Thesis Preparation B899A (15 Credits)
Supply chain management BB849 (15 Credits)	Creating & Sustaining Value-Financial Management B872 (15 Credits)			Thesis B899B (30 credits)
Option I:	Elective (15 Credits)	+	Elective (15 Credits)	
Option II:			Elective (30 Credits)	

AOU-OU MBA in (HRM) programme Structure- Thesis Pathway (2-Year Time Plan)				
Stage 1		Stage 2		Stage 3
PG Certificate		PG Diploma		MBA
YEAR 1			YEAR 2	
Managing in a changing World-Management and Marketing B870A (15 Credits)	Managing in a changing World-Management and Marketing B870B (15 Credits)	Human Resource Professionals B863 (30 Credits)	Finance for strategic decision making B874 (15 credits)	Thesis Preparation B899A (15 Credits)
Leadership and management intercultural context BB848 (15 Credits)	Creating and sustaining Value-Financial Management B872 (15 Credits)			Thesis B899B (30 credits)
Option I:	Elective (15 Credits)	+	Elective (15 Credits)	
Option II:		+	Elective (30 Credits)	

In term of restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route starting from stage 2.

There is no restriction regarding the availability of optional modules for MBA students. Specific related electives are chosen for each pathway, and students are encouraged to register for the specialized related elective module, knowing that the core modules are sufficient to provide MBA graduates of a definite pathway with the ability to demonstrate various cognitive and intellectual skills, as well as specific business and management skills.

MBA-Finance (MBA-Fin), candidates who chose to have MBA-Finance should complete the following two finance module:

- B859 Financial Strategy: Valuation, Governance and Ethics (30 Credits)
 - BB849 Supply Chain Management (15 Credits)
- In addition, they are encouraged to register for the below elective finance module:
- B861 Investment and portfolio management (30 Credits)

In addition, it is required for those students of MBA-Finance to have their research project (B875) for project pathways and the thesis (B899) for thesis pathways in the related field of finance and applying academic ideas/theories to their work-based financial issues.

AOU-OU MBA- Finance		
PG Certificate (16 Cr.)	PG- Diploma (16 Cr.)	MBA (16 Cr.)
B870A (4 Cr.) B870B (4 Cr.) B872 (4 Cr.) BB849 (4 Cr.)	B859 (8 Cr.) B874 (4 Cr.) Elective (4 Cr.)	- For Project Pathways: B875 (8 Cr.) Electives (8 Cr. OR 2*4 Cr.) - For thesis Pathways: B899A (4 Cr.) B899B (8 Cr.) Electives (4 Cr.)

MBA-Human Resources Management (MBA-HRM), candidates who chose to have MBA-HRM should complete the following two HR modules:

- BB848 Leadership and Management Intercultural Context (15 Credits)
 - B863 Human Resource Professionals (30 credits)
- In addition, they are encouraged to register for the below elective HR module:
- B864 Human resource management in context (30 Credits)

In addition, it is required for those students of MBA-HRM to have their research project (B875) for project pathways and the thesis (B899) for thesis pathways in the related field of HRM and applying academic ideas/theories to their work-based HRM issue.

AOU-OU MBA- HRM		
PG Certificate (16 Cr.)	PG- Diploma (16 Cr.)	MBA (16 Cr.)
B870A (4 Cr.) B870B (4 Cr.) B872 (4 Cr.) BB848 (4 Cr.)	B863 (8 Cr.) B874 (4 Cr.) Elective (4 Cr.)	- For Project Pathways: B875 (8 Cr.) Electives (8 Cr. OR 2*4 Cr.) - For thesis Pathways: B899A (4 Cr.) B899B (8 Cr.) Electives (4 Cr.)

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

In addition to the individual tuition provision, students have access to regular opportunities for engagement with each other, branch library access, an extensive variety of specially written resources presented in different media (print and online), audio-visual material, published articles, case-studies, and a set of interactive tools to help students develop their management thinking abilities.

Students will learn by working in groups and individually, face-to-face and online, in structured activities supported by a wide range of resources including specially designed books, online library and face-to-face meetings.

Arab Open University has transformed all hardcopy books to e-books and uploaded it to students LMS by academic year 2018/2019 so that it would be accessed easily by all registered students.

Student Support Systems

- The AOU Learning Management System (LMS) is a user-friendly **Moodle** e-learning portal platform. Students will access all academic services and support from this system including
 - Downloading the course materials
 - Uploading the Assignments, reports and other class works
 - Text based interaction with the tutors and peers
 - Using forums for course discussions
 - Sending instant messages to the tutors and classmates
- Using other academic facilities that are available in the university i.e. access to e-library, Student Support, and Student appeals and complains system.
- Faculty and staff are committed to helping students with their problems. All faculty members have regular office hours to meet students. If students wish to meet faculty outside of office hours, they need to make an appointment. The staff members can also be contacted through email.
- Video Conferencing technologies provide a basis for remote collaboration with academia.
- AOU currently subscribes to the following EBSCO databases:
 - Academic Search Premier
 - Business Source Complete
 - Computers and Applied Science Complete
 - Education Research Complete
 - Literary Reference Center
 - English Language Learning
 - Research Starter – Business
 - Research Starter - Education
 - ERIC
 - LISTA.
- Computing facilities are designed to be used for legitimate, university-related purposes. Access to computing labs is allowed to registered students in all branches. The IT unit in each branch attempts to maintain a quiet, work-friendly environment in its computing labs in order that lab users can use their time productively and with minimal distraction.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Admission Requirements

All applicants must satisfy the AOU admission requirements for graduate studies which include:

- A bachelor's degree in the relevant field from an accredited institution or an equivalent degree as evaluated by the Ministry of Higher Education in the concerned branch country.
- Applicant should have a minimum of one year of relevant professional experience after his/her undergraduate degree or minimum of two years of relevant professional experience prior (during) to his/her undergraduate study.
- Graduate Testing (GMAT OR GRE) are typically waived but may be required based upon an applicant's undergraduate GPA.
- A minimum score of 500 on the TOEFL or 6.0 on the IELTS with preference to be given to the applicants who score more than 500 on the TOEFL or more than 6.0 on the IELTS. This requirement will be waived for students who have completed their undergraduate studies at an accredited English-speaking educational institution.
- Applicant should not have been dismissed, for academic reasons, from the programme to which he/she is applying.

Required Documents for Admission

- Application Form
- Official Transcripts
- Work Resume
- Admission Test Scores.

7. Language of study

Language of Instruction

English is the most widely used language in the world of business, and it has become an essential requirement for employment in most business organizations. English is the language of instruction in all modules (courses) of the OU-AOU MBA programme.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

Assessment and Feedback

Since the emphasis of the MBA programme is on self-development, students are expected to continuously monitor their own performance. The faculty also provides regular feedback to the students through formal and informal channels. Grades are communicated to students upon approval and endorsement of the CEC Committee. With the student's permission, these grades may also be communicated to the guardians or sponsors of the students.

The faculty formally evaluates students using a combination of the following instruments:

- Class Participation
- Written Analyses of TMAs
- Individual/Group Projects and Presentations
- Group Discussion
- Tests and Examinations.

At the beginning of each course, the tutor identifies the instruments that will be used to assess the students' performance and also the weights assigned to each of the different assessment

components. Class participation is assigned a significant weight in all courses. To pass the module and to achieve a particular grade of pass, a student must achieve the minimum score on both the continuous assessment and the examinable component. The minimum passing grade in a module is (C+) provided that the student obtains at least 60% in each of the continuous assessment and the final exam and 70% overall course grade. 60% of the module grade is allocated to continuous assessment, including 2 TMAs and research proposals related to the course, 40% of the grade is allocated to the final exam for MBA modules except the project module B875: MBA Project: Leaders of Change (Capstone) where one TMA is of 30 % weight, presentation of 20% weight and final project of 50% weight. B875 is replaced with B899A AND B899B for thesis pathways.

A warning shall be issued to a student whose cumulative grade point average is below 2.5 points (C+) at the end of any semester. A student shall be dismissed from the programme if he or she receives two warnings in two consecutive semesters. To achieve a programme award, a student must successfully complete all the compulsory modules and appropriate optional modules as indicated in the programme description.

In general, markers will be expecting students to write clearly, using correct spelling and grammar. They will be looking for evidence that students have:

- Reflected critically on issues raised in the course.
- Considered and appreciated a range of points of view, including those in the course, and their own views.
- Stated their argument clearly, with supporting evidence and proper reference of sources.
- Drawn on their own experience and that of others on the course, communicated through online discussion and face to face meetings. The specific criteria by which TMAs and the examinable components will be assessed are stated under each assignment.

The final mark of each course shall be calculated, and be entered in letters and their equivalent points as follows:

<u>Grade</u>	<u>Points</u>
A	4.0
B+	3.5
B	3.0
C+	2.5
C	2.0
D	1.5
F	0.0

The cumulative average shall be calculated in points with the equivalent ratings given as follows:

<u>Average in points</u>	<u>Rating</u>
3.67 - 4.00	Excellent
3.00 - 3.66	Very good
2.50 - 2.99	Good
Less than 2.50	Poor

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

NA

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Via the quality assurance and accreditation department-QAAD, the Faculty of Business Studies closely monitors the performance of the programme, the staff, and the students.

The Deanship works to continually raise the quality and standards of teaching and learning. In addition, branches take the below actions to ensure continuous improvement of learning and teaching quality:

- Arranging and documenting double and group marking activities for ensuring good marking practices
- Conducting Orientations/Workshops on marking to make tutors aware of marking practices
- Orienting tutors on the issues associated with plagiarism. Orienting staff members on plagiarism avoiding techniques like using referencing, paraphrasing with proper citation etc.
- Using Turnitin software and other internet mechanisms for detecting plagiarism and adhering to plagiarism policies of AOU in awarding penalties.
- Giving hands on training to students on writing answers in detail and with critical discussions.
- Giving input to students' for making them competent enough to look at a particular problem from different perspectives including ethical perspective. This is stressed more for all level of students.
- Carrying out double marking on MTAs/TMAs and Final Exams to ensure fair and consistent marking
- Encouraging students to read widely other than textbooks and materials to know a particular concept in detail and to gain an overall perspective.

There are currently eight key indicators used to assess the performance of the programme:

1. External Examiners' Reports
2. Students' feedback on the programme
3. Staff feedback on the programme
4. Details of staff development activities undertaken
5. Evaluation of student support and guidance resources
6. Statistics on student recruitment
7. Student progression rates
8. Local recognition by the local Ministries of Higher Education and Validation Agencies:
The AOU's MBA programme has received local recognition from the local Ministries of Higher Education in all branches.

In addition, an AOU Alumni Association, with branch and Faculty links was established in all branches to support students and elicit feedback to enhance the provision. As a partner of the UK Open University, the AOU is required to meet all academic standards required for validation and accreditation set for UK universities and institutes of higher education. This includes engagement with the QAA Academic Infrastructure and guidelines provided by the OU-UK.

11. Changes made to the programme since last (re)validation

Arab Open University is dedicated to maintaining the quality and currency of its programmes, and to delivering exceptional student learning for them. Policies are in place to ensure all programmes are regularly validated every five years, and to implement changes whenever necessary and to enhance the student learning experience if necessary.

Arab Open University has nine branches: Saudi Arabia, Kuwait, Jordan, Lebanon, Egypt, Bahrain, Sudan and Palestine. The AOU-MBA programme is offered at four branches: Jordan, Lebanon, Oman and Egypt by 2018/2019.

AOU-MBA is a broad-based management degree offered in three pathways: The General pathway, Finance pathway and Human Resource Management pathway.

In addition, and in accordance to OU MBA new programme, several modules were replaced by new ones. Deanship inspected the new modules and in accordance to branch needs and after a process of 6 months including communicating with the Open University in UK, and several meetings for the MBA re-structuring committee members the current new AOU-MBA structure was suggested. A result of this study is that it is concluded that it is necessary to make changes to existing programme.

Some of the current MBA modules had been already expired even before the validation of the MBA programme in 2021. The Faculty of Business Studies is strongly planning to validate thirteen modules (of which eleven new modules: 6 newly released for OU for academic year 2020-2021 which replace the existing ones and 5 of previously available at OU but not licensed to AOU). The below were the bases that were considered to prepare the new structures:

- Taking into consideration the replaced courses and phased out courses with no replacement received from the OU the modules of the new structures targeted toward the specialized track.
- For Higher Education authority's approval, the Deanship considered having one third of modules in the mandatory section targeted towards the specialized tracks.
- As the previous structure, the new ones also have 36 mandatory courses and 12 electives.
- The benefit of the students was considered for selecting the mandatory and elective course to keep flexibility for students wishing to take several courses at a time, knowing that students can register up to 16 credit hours courses:
 - o Mandatory courses: 2 eight credit courses and 5 four credit courses
 - o Elective courses: 1 eight credit course and 3 four credit courses
- The Deanship targeted as much as possible all learning outcomes and selected the main courses needed for an executive MBA.

Based on the partnership with Open University at UK, and in accordance with the changes applied to modules and models for The OU's MBA programme, the AOU MBA team examined the newly released OU modules in accordance with what can directly replace phased out modules and proposed accordingly new study plans formed based on the Arab market needs and the HE requirements at the branches where OU-MBA is offered. Faculty of Business Studies will validate thirteen modules for the MBA programme:

MBA programme 2016 consisted of the following modules:

- B716 – (AOU - B716A, B716B)
- BB835
- BB831
- B839
- BB841
- BB844

- BB845
- B859
- B863

The following modules will be phased out at the time of the Revalidation of the programme and will be replaced as follows:

- B716 (60 credits) will be replaced with B870 (30 credits) and B872 (30 credits)
- BB835 (30 credits) will be replaced by B873 (30 credits)
- BB831 (30 credits) will be replaced by B874 (30 credits)
- B839 (30 credits) will be replaced by B875 (30 credits) for project pathways and replaced with B899A AND B899B for thesis pathways.

The below modules will be phased out with no replacement:

- BB841
- BB844
- BB845

The below modules will continue with no replacement:

- B859
- B863

In addition, AOU added the below modules that were not previously licensed to AOU:

OU Modules:

- B861 Investment and portfolio management (30 credits)
- B864 Human resource management in context (30 credits)
- BB849 Supply chain management (15 credits)
- BB848 Leadership and management intercultural context (15 credits)
- BB851 Entrepreneurship in context (15 credits)

Non-OU Modules:

- BDE850 Digital Economy in Business (15 credits)

Modules continuing with no replacement:

Two modules will be continuing from last revalidation, the B863 Human Resource Professionals and B859 Financial Strategy: Valuation, governance and ethics.

Area amended Details for B863 include the below:

1. Online Support Materials enhanced
2. Module Learning Outcomes covered by assessment Tasks.
3. Key Reading Lists
4. To have a more balanced assessment.
5. To introduce and cover the latest literature and developments in HRM

Regarding B859 the module delivery will depend on using related recent events to the materials taught in class. The use of recent real-life examples relating to all subjects taught in the classes complements subject delivery and the learning process as a whole.

This connection between theory taught and related current events will stimulate critical thinking, and demonstrate the complexity, and dynamic nature of the business environment.

Phased out modules that have no replacement:

The following three modules will be phased out with no replacement: BB841 Managing financial risk, BB844 Marketing in the 21st century and BB845 Strategic human resource management.

These modules will be continuing for at least 2 semesters for students registered for the old plans. Although the new modules to be validated to Arab Open University B861 "Investment

and portfolio management" and B864 "Human Resource Management in Context" are not direct equivalencies to the phased out modules, the learning outcomes for each of the phased-out modules BB841 "Managing financial risk" and BB845 "Strategic Human Resource Management" are obtained from the new modules to be validated to Arab Open University B861 "Investment and portfolio management" and B864 "Human Resource Management in Context".

As such, students registering for the new plans will receive the same learning outcomes as students who enrolled in the old plans' phased out modules, and the phased-out modules will have no impact on the new plans.

And regarding the phased-out course BB844- Marketing in the 21st century marketing, learning outcomes would be attained from BB849 (Supply Chain Management) and B870 Managing in a changing world course.

Splitting of OU modules:

In an attempt to meet the needs for branches of providing greater choice of 4 credit hour courses the faculty of business studies held several meetings with the academic reviewer to discuss the Branch needs and the suitability of PG Programme of Study to satisfy these needs. Suggested new study plans were reviewed by the academic reviewer and were amended based on several discussions.

AOU-MBA chose to split the B870 Managing in a changing world- 8 credit module into two four credit modules to be delivered in two different semesters such that B870A concentrates on the management sector and be a pre-requisite for B870B that concentrates on the marketing sector.

In addition, B872 Creating and sustaining value covers creating and sustaining value, operations management, financial management and business intelligence. This module will be reduced to 4 credit hour course knowing that all theoretical topics will be delivered, to provide students with all relevant topics as a base before applying financial concepts. This module is co-requisite to B874 as both modules look at finance in organizations but from different perspectives.

Modules that were not previously licensed to AOU:

The deanship in cooperation with the programme coordinators and general course coordinators have chosen a list of modules that were not previously licensed to AOU to build the structure for each pathway.

#	Course Code	Course Title	Credit Hrs	Notes
1	B870A	Managing in a changing world- Management	4	Direct Replacement for B716 Management: Perspectives and practice
2	B870B	Managing in a changing world- Marketing	4	Direct Replacement for B716 Management: Perspectives and practice
3	B872	Creating and sustaining - value Financial Management	4	Direct Replacement for B716 Management: Perspectives and practice
4	BB849	Supply chain management	4	Not currently licensed by AOU
5	B873	Effective Strategic management	8	Direct Replacement for BB835

				The dynamics of strategy
6	B874	Finance for strategic decision making	4	Direct Replacement for BB831 Corporate finance
7	B875	MBA project: leaders of change (Capstone)	8	Direct replacement for B839 Making a difference: the management initiative- For project pathways
8	B899A	Thesis Preparation	4	To be licensed
9	B899B	Thesis	8	To be licensed
10	B863	Human Resource Professionals	8	Still current, so no replacement
11	BB848	Leadership and management intercultural context	4	Not currently licensed by AOU
12	BB851	Entrepreneurship in context	4	Direct replacement BB846 (last pres 19k- however AOU do not currently license bb846)
13	BDE850	Digital Economy in Business	4	Not currently licensed by AOU
14	B859	Financial Strategy: Valuation, governance and ethics	8	Still current, so no replacement
15	B861	Investment and portfolio management	8	Not currently licensed by AOU
16	B864	Human resource management in context	8	Not currently licensed by AOU
				No replacement BB841: Managing financial risk
				No replacement BB844: Marketing in the 21st century
				No replacement BB845: Strategic human resource management

Transition phase:

All MBA tracks (General track, HR track, and Finance track) have new modules for the purpose of modernization and continuous development carried out by the university to keep pace with scientific developments and in line with the requirements of the local and global labor market.

The MBA's "old plan" was valid until August 31, 2021, so new students will be enrolled in the new plans beginning September 1, 2021.

Annexe 1: Curriculum map

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Stage	Study Module/Unit	Programme ILOs																										
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	
1 Certificate	B870	✓	✓					✓						✓							✓	✓						
	B872		✓	✓				✓						✓									✓					
	BB848		✓								✓								✓					✓	✓			
	BB849			✓					✓							✓	✓						✓					

Stage	Study Module/Unit	Programme ILOs																										
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	
2 Diploma	B870	✓	✓					✓						✓							✓	✓						
	B872		✓	✓				✓						✓									✓					
	BB848		✓								✓								✓					✓	✓			
	BB849			✓					✓							✓	✓						✓					
	B859						✓						✓		✓												✓	
	B863				✓						✓							✓					✓	✓	✓			
	B873			✓						✓							✓				✓							
	B874		✓	✓				✓						✓									✓					
	BB851					✓						✓					✓								✓	✓		
	B861						✓						✓							✓							✓	
	B864						✓			✓							✓	✓					✓		✓			
	BDE850					✓					✓						✓	✓					✓		✓			

Stage	Study Module/Unit	Programme ILOs																										
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	
3 MBA	B870	✓	✓					✓						✓							✓	✓						
	B872		✓	✓				✓						✓									✓					
	BB848		✓								✓								✓				✓	✓				
	BB849			✓					✓							✓	✓		✓				✓					
	B859						✓						✓		✓												✓	
	B863				✓						✓							✓					✓	✓	✓			
	B873			✓						✓							✓				✓							
	B874		✓	✓				✓						✓								✓						
	B875	✓	✓					✓									✓						✓					
	B899A			✓		✓	✓	✓	✓					✓							✓							
	B899B			✓		✓				✓	✓	✓	✓			✓			✓			✓				✓		
	BB851					✓							✓				✓								✓	✓		
	B861						✓						✓							✓							✓	
	B864						✓			✓							✓	✓					✓		✓			
	BDE850					✓				✓							✓	✓					✓		✓			

Path way	Study Module/Unit	Programme ILOs																										
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	
General MBA	B870	✓	✓					✓						✓							✓	✓						
	B872		✓	✓				✓						✓									✓					
	BB849			✓					✓							✓	✓						✓					
	B873			✓						✓							✓				✓							
	B874		✓	✓				✓						✓								✓						
	B875	✓	✓					✓								✓						✓						
	B899A			✓		✓	✓	✓	✓					✓							✓							
	B899B			✓		✓				✓	✓	✓	✓			✓			✓			✓				✓		
	B863 (Elec.)				✓						✓							✓					✓	✓	✓			
	BB848(Elec.)		✓								✓								✓					✓	✓			
	BB851(Elec.)					✓						✓		✓				✓		✓					✓	✓		
	BDE850(Elec.)					✓					✓							✓	✓				✓		✓			

Pathway	Study Module/Unit	Programme ILOs																										
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	
Finance	B870	✓	✓					✓						✓							✓	✓						
	B872		✓	✓				✓						✓									✓					
	BB849			✓					✓							✓	✓						✓					
	B859						✓						✓		✓												✓	
	B874		✓	✓				✓						✓								✓						
	B875	✓	✓					✓								✓						✓						
	B899A			✓		✓	✓	✓	✓					✓							✓							
	B899B			✓		✓				✓	✓	✓	✓			✓			✓			✓				✓		
	B861(Elec.)						✓						✓							✓							✓	
	BB848(Elec.)		✓								✓								✓					✓	✓			
	BB851(Elec.)					✓						✓					✓								✓	✓		
	BDE850(Elec.)					✓				✓							✓	✓					✓		✓			

Path	Study Modue/Unit	Programme ILOs																											
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7		
HRM	B870	✓	✓					✓						✓							✓	✓							
	B872		✓	✓				✓						✓									✓						
	BB848		✓								✓								✓					✓	✓				
	B863				✓						✓							✓					✓	✓	✓				
	B874		✓	✓				✓						✓								✓							
	B875	✓	✓					✓							✓							✓							
	B899A			✓		✓	✓	✓	✓					✓							✓								
	B899B			✓		✓				✓	✓	✓	✓			✓			✓			✓				✓			
	B864(Elec.)						✓			✓							✓	✓					✓		✓				
	BB849(Elec.)			✓					✓							✓	✓						✓						
	BB851(Elec.)					✓						✓					✓		✓						✓	✓			
	BDE850(Elec.)					✓				✓							✓	✓					✓		✓				

Annexe 2: Notes on completing programme specification templates

1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.