# Programme Specification

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<th>Programme award and title:</th>
<th>Master of Business Administration (MBA)</th>
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<th>SCQF Level:</th>
<th>11</th>
<th>SCQF Credit Value:</th>
<th>180</th>
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## Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

The Stirling MBA provides students with the opportunity to acquire awareness, knowledge, tools and techniques for dealing with business challenges in their parts of the world. It is taught with an emphasis on student experience and is deliberately designed to enable a small group of students to interact with each other, with faculty and with visiting speakers from a range of organisations. The need for reflective practice, personal development and social awareness is embedded throughout the programme.

The MBA is designed especially for students with experiences or interests in emerging economies, and it focuses on environmental, cultural, economic and social responsibility. The students also receive a broad and critical coverage of functional areas in management and economic analysis; are equipped to undertake insightful research projects; and have opportunities to specialise in particular variants (International Marketing, Finance or Climate Change).

## Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

### Knowledge and understanding
By the end of the programme, students will be in a position to:

- Understand the nature of business, its strategies, operations and impacts;
- Appreciate the latest approaches to management education on responsibility;
- Understand business in the context of emerging economies, contrasting it with business elsewhere;
- Master broad and critical knowledge of functional areas in management, economic analysis and project research, including: an overview and understanding of all areas of business; an appreciation of relevant economic arguments; an awareness of how particular projects might be managed and researched;
- Appreciate different forms of doing business;
- Appreciate and understand the meaning of responsible and sustainable business as well as the ways in which business can achieve such outcomes;
- Recognise the relevant issues, understand decision-making processes, identify supporting knowledge;
- Assess the allocation of resources in a complex and mutating environment;
- Be responsible business leaders;
- Appreciate the role of leading at the individual, group and organisational level;
- Articulate knowledge of business features and operations;
- Design and implement decision-making processes;
- Depict future business scenarios within an evolving society and emerging economies.

### Subject-specific skills and other attributes
- In depth analytic skills in: business in emerging economies, responsible business in society, accounting and finance, economic context and policy, economic sustainability, retail and marketing, strategy and leadership, research project management;
- Knowledge of business challenges, possibilities and strategies in emerging economies;
- Understanding of the unique institutional challenges and opportunities of emerging markets that are
relevant for managers;
- The skill to analyse strategic challenges and opportunities for firms in emerging markets domestically and internationally;
- The ability to analyse the challenges, opportunities and strategic options for firms based in western economies;
- The ability to minimise the risks of doing business in emerging markets;
- The ability to assess opportunities and options recognising and accounting for complex interconnections between business choices and their supportive environment. These would include, for example, implications for the long-term sustainability of the business, its investors and stakeholders other than investors, such as employees, communities as well as the natural environment;
- In-depth understanding of the theories and concepts of responsible/ethical business;
- The ability to critically reflect upon the external and internal factors that shape responsible business practice;
- The capacity to examine responsible business in a global and interconnected setting, including cross-cultural practice and context;
- The ability to critically evaluate the development of responsible business practices at the organisational level;
- Appreciation of the broader social and political environment in which business operate;
- The capacity to motivate people;
- Skills to evaluate how leaders formulate and gain commitment to strategy and change, through developing effective followers and building follower communities;
- The ability to recognise, understand and apply an awareness of governance and renewal in the strategy and leadership agenda;
- The ability to appreciate the role of the leader, leading and leadership in workplaces and contemporary society;
- Understanding of individual satisfaction and wellbeing in the workplace and how that impacts on business performance;
- Understanding of the economic context of doing business, including market structures, consumer choice, the labour market, the meaning and implications of major macroeconomic elements such as money, interests rates, inflation, balance of payments, economic policy;
- The capacity to distinguish elements, measures, choices and policies for sustainable development;
- Foundation knowledge and understanding of the principles of accounting and corporate finance, including the capacity to understand and use published accounting information as well as to appreciate major issues involved in making corporate investment and financing decisions;
- Skills in logical, rational economic analysis involving mastering numerical problems;
- Appreciation of the strategic role of marketing in emerging global economies and the relevance of marketing to managers;
- The ability to diagnose market and customer characteristics and to understand the importance of innovation within the marketplace notwithstanding the notion of sustainability;
- The capacity to explore the theories associated with competitive advantage and differentiation and the role of communication strategies in this context;
- understanding of key issues, processes and functions of HRM;
- Critical appreciation of the ethical, cultural, social and environmental contexts of HRM;
- Critical appreciation of the sustainability implications of HRM;
- The ability to critically analyse the international implications of HRM;
- The ability to practically move from the discussion of business issues and case studies to the active observation of the context and the impact of business activities, by engaging with decision-makers in the socio-economic arena;
- The ability to carry out an independent research project based on some aspects of the business environment

Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes

- The ability to process information based on reason and analysis;
- Their own critical thinking and imagination;
- An awareness of the relevance of debate and discussion, based on respect for different views and perspectives;
- Specific skills at a masters level in research design, data collection and analysis;
- Intercultural competence;
- The ability to work individually as well as in groups;
- Their presentation and communication skills, including multimedia skills;
• The capacity to adapt and transfer the critical methods of the discipline to a variety of working environments;
• Confidence in their ability to interact in business environments;
• Time management and organisational skills;
• Networking skills
• Lifelong learning skills

By the end of the programme students will have developed skills and acquired knowledge that will allow them to work in the full range of private, public and third sector organisations.

**Learning, teaching and assessment strategies:**
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

• The students have an active role in their learning experience, which challenges them to increase their knowledge, develop critical and analytic abilities, present their ideas and arguments coherently by combining practice and theory, and develop choice-making skills under critical circumstances. Moreover, the programme allows students to shape their learning environment through debate and discussion, an exploratory process which is aimed at uncovering the students’ main business-related, social and economic concerns.

• In order to provide these opportunities the programme is informed by a learner-centered approach to teaching and learning, which gives special attention to how and why people learn, sees learning as a process involving emotional factors, such as motivation and satisfaction, and considers the learner’s needs throughout the whole process. This approach, supported by teaching techniques such as group-work, role-play, problem-solving, case studies, and individual reflection and presentations, gives students the opportunity to sharpen their presentation and communication skills, and enhances their confidence to interact in complex and demanding environments after graduation.

• The programme offers a unique space for participants to enhance their learning experience. As an aspect of this, students on the programme are involved in a number of curricular and other activities for active engagement, communication, reflection and analysis as part of the personal development of each student. Personal and career development begins at the very start of the programme and it is followed throughout, culminating with the possibility of undertaking an internship. Activities currently being considered for development or inclusion in the programme are explained in more detail in the main document.

• As part of learning the skill of communication and debate, and to facilitate interaction, curiosity, and a spirit of inquiry, the programme makes use of dedicated blogs, where possible, to support specific workshops.

• The programme aims to attract students from a variety of backgrounds and cultures. Given that the pedagogical focus is very much on exchange of ideas and experiences in a process of co-operative learning, there will be significant time dedicated to participant interaction around particular issues. The purpose of such interaction is twofold. On the one hand it aims at encouraging students to contribute their own ideas and perspectives, while learning from and integrating the points of view and experiences of others. This is expected to support each student in developing his/her own line of thought. On the other hand, interaction facilitates the nurturing of relations amongst the students, and indeed amongst the students and lecturers, in a way that fosters cultural awareness and the acquisition of intercultural skills. Moreover, students have the opportunity to be part of a wider multinational network that includes the programme team, alumni, leading academics, policy makers and business people.

• The programme integrates the international dimension into all areas of the learning experience by resorting to an approach to internationalisation in higher education which considers it as a process - not as an end in itself. Such process highlights the relevance of intercultural exchange and multinational networking, takes into account the needs and interests of the different people involved, is based on certain values - such as respect for different ideas and opinions, social responsibility, inclusiveness, integrity - and acknowledges the links between the international and the local environment.

• Assessment will be explicitly linked to the teaching/learning experience. Students will be encouraged to pursue originality and to develop their own line of thought. They will be provided with feedback that will allow them to advance progressively within the programme. The course modules will be assessed by various methods which include essays, individual and group projects (including the production of a digi-essay - a digital essay combining academic reasoning with narrative, images
and music) and final examinations. The period of assessed study (lectures, tutorials, seminars) is followed by a period of supervised research resulting in a dissertation or alternative form of project.

- Overall, assessment will look at: knowledge and understanding of core issues in the programme; use of reason and analysis; creativity and originality in developing independent lines of thought; communication skills.

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<th>Professional/statutory body accreditation or recognition:</th>
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**Further details:**

- Entry requirements: [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)
- Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)
- Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)

Introduction/revision date: