# Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>Master of Business Administration in Finance</th>
</tr>
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<tbody>
<tr>
<td>SCQF Level:</td>
<td>11</td>
</tr>
<tr>
<td>SCQF Credit Value:</td>
<td>180</td>
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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

- This is a new programme and is a joint venture with FTU in Vietnam. The programme will be delivered at FTU in Hanoi in Vietnam, and has its own MoFA and supporting documentation (see attached). The Stirling MBA in Finance aims to provide students with the opportunity to acquire awareness, knowledge, tools and techniques for dealing with business challenges. It is taught with an emphasis on student experience and using clear illustrations. The need for reflective practice, personal development and social awareness are embedded in the programme. The programme has the following objectives: to enhance academic and research exchange activities between lecturers and researchers of the two universities; to adopt a modern training curriculum of a developed country to improve FTU's training curriculum and to meet the requirements of human resources for international economic integration of Vietnam; to create chances for Vietnamese students to obtain an internationally accredited Master’s degree with lower costs compared to studying overseas; and to support and facilitate Vietnamese students to experience international teaching with favourable conditions provided by the two universities.

## 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
- 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 minimize 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;

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;

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.

Learning, teaching and assessment strategies:

ARO 29b : August 06  PG
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- 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 modules will be assessed by various methods which include essays, individual and group projects, 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. In detail, 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; and communication skills. Assessments for the four finance related modules will be graded by FTU in the first instance and sent to Stirling for second marking procedures to take place. Assessments for the four non-finance related modules will be graded and second marked by Stirling staff. Arrangements for the Board of Examiners shall be made by Stirling. Exam Boards will normally take place in Stirling and will be attended by a University of Stirling-appointed Chief Examiner. Facilities, such as Skype, may be used where appropriate. External examiners will be required to submit written reports prior to Exam Board meetings. On occasion, Exam Boards may be held in Vietnam, where this can be aligned with scheduled Programme Committee review meetings. External Examiners for the Programme shall be nominated by the Programme Committee and appointed by the University. A grade is given for each module according to the University's Common Grading Scheme for Postgraduate Programmes, which is set out in the General Regulations section of the Taught Postgraduate Calendar. A module grade of no higher than 3C may be awarded to a student who satisfies the examiners as a result of the reassessment: a second failure will not result in an award of a grade lower than that originally awarded. At the end of the first semester, students must have grade 3C or better in all modules to progress as a candidate for the MBA or Diploma. Students must have grade 3C in modules totalling at least 30 credits to progress as candidates for the Certificate in the second Semester. At the end of the second semester, in order to progress to the MBA project/dissertation, students must have grade 3C or better in all modules. For the award of the Certificate a student must complete at least 60 SCQF Credits. For the award of the Diploma a student must have grade 3C or better in all modules, totalling at least 120 SCQF Credits. For the award of the MBA a student must successfully complete the Diploma programme with a grade 3C or better in all modules and achieve a passing grade in the dissertation (totalling 180 SCQF credits). At the discretion of the Examination Board, exceptional candidates may be awarded the MBA or Diploma with Distinction.

| Professional/statutory body accreditation or recognition: | Not applicable |
| 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: | |