



Arab Open University
Faculty of Business Studies

Master of Business Administration

Programme Specification

September
2026

Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	Master of Business Administration –MBA with three pathways: MBA (General) MBA (Finance) MBA (Human Resource Management) With two exit awards: Postgraduate Certificate in Business Administration Postgraduate Diploma in Business Administration
Teaching Institution	Arab Open University (AOU)
Awarding Institution	Arab Open University The Open University
Date of first OU validation	Validation visit took place on 18 th & 19 th May 2011 for the intake for 5 years. Approval letter received on 22 nd July 2011.
Date of latest OU (re)validation	May 2021
Next revalidation	April 2026
Credit points achieved for the award	180 Credit Points
UCAS Code (if applicable)	Not Applicable
HECoS Code (if applicable)	Not Applicable
LDCS Code (FE Colleges England only)	Not Applicable
Programme start date and cycle of starts if appropriate.	September 2026

Underpinning QAA subject benchmark(s)	Master's Degrees in Business and Management March 2023
Other external and internal reference points used to inform programme outcomes (including QAA Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	NA
Professional/statutory/ accreditation recognition	--
For apprenticeships more information on integrated Assessment. EPAO being used.	NA
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Blended Learning & Face-to-Face 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	20 April 2026

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 they take 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 students 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. Programme overview

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 program for those with significant relevant work experience after graduation. The program's 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 program General Pathway 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 analysing, 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 program would excel at analysing 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.

MBA-HRM 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.

The MBA maintains a common postgraduate capability framework across all pathways while enabling disciplinary depth through specialised modules aligned with each field of study, ensuring both managerial breadth and specialist expertise.

MBA programme is designed to provide the opportunity to:

1. Develop a strategic management concept and perspective on real-world business, and thus management practice in a diverse and global business environment.
2. Develop managerial skills for effective policy implementation within an organizational context.
3. Enhance analytical and problem-solving skills for making decisions on complex business issues and problems.
4. Use a variety of analytical tools, models, and methodologies, and critically evaluating their benefits and limitations.

5. 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.
6. Improve your oral and written communication, presentation skills, and critical thinking.

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

MBA Awarded Degree

This program 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) – 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. Six Core Courses/Modules (105 credits/28 credit hours):
 - B872 (15 credits /4 credit hours),
 - BB849 (15 credits/4 credit hours),
 - B873A (15 credits/4 credit hours),
 - B873B (15 credits/4 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) – 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. Six Core Courses/Modules (105 credits/28 credit hours):

- B872 (15 credits / 4 credit hours),
 - B817 (15 credits/4 credit hours),
 - B861A (15 credits/4 credit hours),
 - B861B (15 credits/4 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) – 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. Six Core Courses/Modules (105 credits/28 credit hours):
- B872 (15 credits / 4 credit hours),
 - B813 (15 credits/4 credit hours),
 - B810A (15 credits/4 credit hours),
 - B810B (15 credits/4 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) – 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. Seven Core Courses/Modules (120 credits/32 credit hours):
- B872 (15 credits / 4 credit hours),
 - BB849 (15 credits/4 credit hours),
 - B873A (15 credits/4 credit hours),
 - B873B (15 credits/4 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) – 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. Seven Core Courses/Modules (120 credits/32 credit hours):
 - B872 (15 credits / 4 credit hours),
 - B817 (15 credits/4 credit hours),
 - B861A (15 credits/4 credit hours),
 - B861B (15 credits/4 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)

6. MBA (HR) – 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. Seven Core Courses/Modules (120 credits/32 credit hours):
 - B872 (15 credits / 4 credit hours),
 - B813 (15 credits/4 credit hours),
 - B810A (15 credits/4 credit hours),
 - B810B (15 credits/4 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)

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 can be awarded to all students upon the successful completion of any 60 points/16 credit hours.

Furthermore, a Postgraduate Diploma in Business Administration will be awarded as an exit degree upon successful completion of any 120 points/32 credit hours.

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

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Please adjust 'levels' to reflect SCQF if applicable

MBA General Pathway 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

Programme Structure – Single Registerable Modules				
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable?	Semester runs in
n/a				

Intended learning outcomes at Stage 1 are listed below:

Learning Outcomes – Stage 1

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to: A1: Develop a solid understanding of the theories and concepts that underpin effective organisational performance management, resource allocation, people management, and organisational leadership A2: Understand the ethical implications of management practice and respond to ethical challenges in a socially responsible and professional manner A3: Develop comprehensive knowledge and insight into various perspectives, theories, and practical applications related to key issues and challenges in management functions	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.

Learning Outcomes – Stage 1

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

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 program 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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to B1: Demonstrate the ability to conduct professional inquiries to identify problems and to critically use and manage knowledge and evidence in order to develop effective, actionable solutions. B2: Manage complex organisational situations by applying knowledge of both internal and external environments to create social and economic value	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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to: C1: Develop effective people-management capabilities and adopt an appropriate leadership style to enhance organisational performance C2: Analyse available data, critically reflect on insights, and select appropriate decision-making and people-management tools to apply across diverse scenarios, enabling effective decisions within varied organisational contexts and strengthening the alignment between management functions C3: Demonstrate the ability to formulate a long-term organisational vision, establish strategic goals and direction, and design effective strategies to achieve them, including the appropriate allocation of financial resources	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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to: D1: Demonstrate the ability to communicate clearly, professionally, and effectively using a wide range of media D2: Identify and evaluate ethical and unethical practices from the perspectives of different stakeholders D3: Apply integrated managerial and leadership theories and approaches to effectively manage organisational change across diverse 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. This gives them a chance to share and resolve issues with their fellow students as well as tutors.

MBA Finance Pathway 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.) B817 (4 Cr.)	60		60	NA	1 & 2

Programme Structure – Single Registerable Modules				
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable?	Semester runs in
n/a				

Intended learning outcomes at Stage 1 are listed below:

<u>Learning Outcomes – Stage 1</u>	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to: A1: Develop a solid understanding of the theories and concepts that underpin effective organisational performance management, resource allocation, people management, and organisational leadership A2: Understand the ethical implications of management practice and respond to ethical challenges in a socially responsible and professional manner	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.

Learning Outcomes – Stage 1

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

A3: Develop comprehensive knowledge and insight into various perspectives, theories, and practical applications related to key issues and challenges in management functions

A7: Develop an understanding of financial and investment concepts, critically reflect on their application, and assess their implications for organisational performance across national and multinational contexts

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.

Learning Outcomes – Stage 1

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

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 program 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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to B1: Demonstrate the ability to conduct professional inquiries to identify problems and to critically use and manage knowledge and evidence in order to develop effective, actionable solutions. B2: Manage complex organisational situations by applying knowledge of both internal and external environments to create social and economic value	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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to: C1: Develop effective people-management capabilities and adopt an appropriate leadership style to enhance organisational performance C2: Analyse available data, critically reflect on insights, and select appropriate decision-making and people-management tools to apply across diverse scenarios, enabling effective decisions within varied organisational contexts and strengthening the alignment between management functions C3: Demonstrate the ability to formulate a long-term organisational vision, establish strategic goals and direction, and design effective strategies to achieve them, including the appropriate allocation of financial resources	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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to: D1: Demonstrate the ability to communicate clearly, professionally, and effectively using a wide range of media D2: Identify and evaluate ethical and unethical practices from the perspectives of different stakeholders D3: Apply integrated managerial and leadership theories and approaches to effectively manage organisational change across diverse 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. This gives them a chance to share and resolve issues with their fellow students as well as tutors.

MBA HR Pathway 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.) B813 (4 Cr.)	60		60	NA	1 & 2

Programme Structure – Single Registerable Modules				
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable?	Semester runs in
n/a				

Intended learning outcomes at Stage 1 are listed below:

<u>Learning Outcomes – Stage 1</u>	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to: A1: Develop a solid understanding of the theories and concepts that underpin effective organisational performance management, resource allocation, people management, and organisational leadership A2: Understand the ethical implications of management practice and respond to ethical challenges in a socially responsible and professional manner	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.

Learning Outcomes – Stage 1

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

A3: Develop comprehensive knowledge and insight into various perspectives, theories, and practical applications related to key issues and challenges in management functions

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 program 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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to B1: Demonstrate the ability to conduct professional inquiries to identify problems and to critically use and manage knowledge and evidence in order to develop effective, actionable solutions. B2: Manage complex organisational situations by applying knowledge of both internal and external environments to create social and economic value	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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to: C1: Develop effective people-management capabilities and adopt an appropriate leadership style to enhance organisational performance C2: Analyse available data, critically reflect on insights, and select appropriate decision-making and people-management tools to apply across diverse scenarios, enabling effective decisions within varied organisational contexts and strengthening the alignment between management functions C4: Demonstrate the ability to work as an independent, self-directed, and reflective management practitioner committed to continuous professional development	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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGCBA they will be able to: D1: Demonstrate the ability to communicate clearly, professionally, and effectively using a wide range of media D2: Identify and evaluate ethical and unethical practices from the perspectives of different stakeholders D3: Apply integrated managerial and leadership theories and approaches to effectively manage organisational change across diverse 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. 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 Pathway Stage 2

Programme Structure – Stage 2					
Compulsory modules	Credit points		Credit points	Is module compensatable?	Semester runs in
B873A (4 Cr.) B873B (4 Cr.) B874 (4 Cr.)	45	BB842 (4 Cr.) BB851(4 Cr.) B813 (4 Cr.)	15	NA	2 & 3

Programme Structure – Single Registerable Modules				
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable?	Semester runs in
n/a				

Intended learning outcomes at Stage 2 are listed below:

<u>Learning Outcomes – Stage 2</u>	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to A3: Develop comprehensive knowledge and insight into various perspectives, theories, and practical applications related to key issues and challenges in management functions A4: Demonstrate the ability to identify how value is created, understand its relationship with organisational performance, and apply this knowledge through diverse decision-making frameworks to address complex challenges and manage change within an international context	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.

Learning Outcomes – Stage 2

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

A5: Exhibit an in-depth grasp of how strategic formulation, strategic objectives, and the execution of strategy interconnect, along with the challenges inherent in these processes, and how they align with various activities

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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to: B1: Demonstrate the ability to conduct professional inquiries to identify problems and to critically use and manage knowledge and evidence to develop effective, actionable solutions. B3: Conduct research that supports the creation and maintenance of robust evidence and valuable insights, applying analytical skills to identify organisational problems and proposes appropriate solutions across various functional areas B4: Apply strategic concepts and frameworks to develop effective strategies by utilising relevant and appropriate data across various organisational contexts	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 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.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

B5: Develop the ability to think critically, assess environmental forces, and address organisational challenges through organisational initiatives, tools, and programmes, enabling the achievement of goals across all organisational functions within a cross-cultural context

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:

When students have completed their PGDBA they will be able to:

Learning and teaching strategy/ assessment methods

Skills associated with teamwork are developed through blended means of communication, which are compulsory components of all core and optional courses of the MBA programme.

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

C1: Develop effective people-management capabilities and adopt an appropriate leadership style to enhance organisational performance C4: Demonstrate the ability to work as an independent, self-directed, and reflective management practitioner committed to continuous professional development C5: Apply management techniques to strengthen operational capabilities essential for effective talent management, while also recognising and addressing ethical issues. C6: Demonstrate the competencies needed to build competitive advantage and enhance organisational performance by integrating strategic approaches with dynamic learning opportunities across diverse organisational contexts	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.
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3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to: D3: Apply integrated managerial and leadership theories and approaches to effectively manage organisational change across diverse contexts D4: Develop managerial and business-intelligence capabilities, along with self-awareness, to set objectives and plan effectively for sustained value creation, while supporting problem-solving in various business contexts using ICT. D5: Apply ethical principles in management practice and demonstrate responsible, professional judgement when addressing ethical challenges in organisational contexts D6: Demonstrate the ability to identify and research entrepreneurial opportunities, negotiate effectively, and	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 at 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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

establish legitimacy within entrepreneurial environments to develop sustainable business models.

MBA Finance Pathway Stage 2

Programme Structure – Stage 2

Compulsory modules	Credit points		Credit points	Is module compensatable?	Semester runs in
B861A (4 Cr.) B861B (4 Cr.) B874 (4 Cr.)	45	BB842 (4 Cr.) B818 (4 Cr.) B819 (4 Cr.) BB851 (4 Cr.)	15	NA	2 & 3

Programme Structure – Single Registerable Modules				
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable?	Semester runs in
n/a				

Intended learning outcomes at Stage 2 are listed below:

<u>Learning Outcomes – Stage 2</u>	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to: A3: Develop comprehensive knowledge and insight into various perspectives, theories, and practical applications related to key issues and challenges in management functions	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.

Learning Outcomes – Stage 2

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

A5: Exhibit an in-depth grasp of how strategic formulation, strategic objectives, and the execution of strategy interconnect, along with the challenges inherent in these processes, and how they align with various activities

A7: Develop an understanding of financial and investment concepts, critically reflect on their application, and assess their implications for organisational performance across national and multinational contexts

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 2

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

	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.
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3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to:	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 issues around management and

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

B1: Demonstrate the ability to conduct professional inquiries to identify problems and to critically use and manage knowledge and evidence to develop effective, actionable solutions. B3: Conduct research that supports the creation and maintenance of robust evidence and valuable insights, applying analytical skills to identify organisational problems and proposes appropriate solutions across various functional areas B6: Evaluate financial challenges, assess organisational performance, and demonstrate the capability to forecast and analyse capital-structure decisions, while examining risk-return trade-offs for portfolios and various investment funds to support sound and informed decision-making	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.
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3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to: C2: Analyse available data, critically reflect on insights, and select appropriate decision-making and people-management tools to apply across diverse scenarios, enabling effective decisions within varied organisational contexts and strengthening the alignment between management functions C4: Demonstrate the ability to work as an independent, self-directed, and reflective management practitioner committed to continuous professional development C6: Demonstrate the competencies needed to build competitive advantage and enhance organisational performance by integrating strategic approaches with	Skills associated with teamwork are developed through blended means 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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

dynamic learning opportunities across diverse organisational contexts

C7: Able to construct and manage investment portfolios, monitor their performance, and evaluate corporate value and financial performance using capital-appraisal techniques, while making informed decisions through appropriate quantitative and qualitative methods.

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:

When students have completed their PGDBA they will be able to:

Learning and teaching strategy/ assessment methods

Evidence of key skills will be apparent in all tutor-marked assignments (TMAs) and end-of-course examinations and

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

D1: Demonstrate the ability to communicate clearly, professionally, and effectively using a wide range of media D4: Develop managerial and business-intelligence capabilities, along with self-awareness, to set objectives and plan effectively for sustained value creation, while supporting problem-solving in various business contexts using ICT. D5: Apply ethical principles in management practice and demonstrate responsible, professional judgement when addressing ethical challenges in organisational contexts D7: Apply financial calculations and formulate investment portfolio objectives using appropriate analytical methods and computer-based financial statement analysis to support more informed and effective corporate financial decisions.	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 at 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.
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MBA HR Pathway Stage 2

Programme Structure – Stage 2					
Compulsory modules	Credit points		Credit points	Is module compensatable?	Semester runs in
B810A (4 Cr.) B810B (4 Cr.) B874 (4 Cr.)	45	BB842 (4 Cr.) BB851(4 Cr.) B864 (4 Cr.) BB849 (4 Cr.)	15	NA	2 & 3

Programme Structure – Single Registerable Modules				
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable?	Semester runs in
n/a				

Intended learning outcomes at Stage 2 are listed below:

Learning Outcomes – Stage 2

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to: A2: Understand the ethical implications of management practice and respond to ethical challenges in a socially responsible and professional manner A3: Develop comprehensive knowledge and insight into various perspectives, theories, and practical applications related to key issues and challenges in management functions	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

Learning Outcomes – Stage 2

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

A4: Demonstrate the ability to identify how value is created, understand its relationship with organisational performance, and apply this knowledge through diverse decision-making frameworks to address complex challenges and manage change within an international context	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.
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3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to: B1: Demonstrate the ability to conduct professional inquiries to identify problems and to critically use and manage knowledge and evidence to develop effective, actionable solutions. B2: Manage complex organisational situations by applying knowledge of both internal and external environments to create social and economic value B3: Conduct research that supports the creation and maintenance of robust evidence and valuable insights, applying analytical skills to identify organisational problems and proposes appropriate solutions across various functional areas	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 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.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

B5: Develop the ability to think critically, assess environmental forces, and address organisational challenges through organisational initiatives, tools, and programmes, enabling the achievement of goals across all organisational functions within a cross-cultural context

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:

When students have completed their PGDBA they will be able to:
C1: Develop effective people-management capabilities and adopt an appropriate leadership style to enhance organisational performance

Learning and teaching strategy/ assessment methods

Skills associated with teamwork are developed through blended means of communication, which are compulsory components of all core and optional courses of the MBA programme.

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

C3: Demonstrate the ability to formulate a long-term organisational vision, establish strategic goals and direction, and design effective strategies to achieve them, including the appropriate allocation of financial resources

C4: Demonstrate the ability to work as an independent, self-directed, and reflective management practitioner committed to continuous professional development

C5: Apply management techniques to strengthen operational capabilities essential for effective talent management, while also recognising and addressing ethical issues.

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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PGDBA they will be able to: D3: Apply integrated managerial and leadership theories and approaches to effectively manage organisational change across diverse contexts D4: Develop managerial and business-intelligence capabilities, along with self-awareness, to set objectives and plan effectively for sustained value creation, while supporting problem-solving in various business contexts using ICT. D5: Apply ethical principles in management practice and demonstrate responsible, professional judgement when addressing ethical challenges in organisational 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 at 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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

D6: Demonstrate the ability to identify and research entrepreneurial opportunities, negotiate effectively, and establish legitimacy within entrepreneurial environments to develop sustainable business models.

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

Postgraduate Certificate in Business Administration

Postgraduate Diploma in Business Administration

MBA General Pathway Stage 3

Programme Structure – Stage 3						
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in	Available as single registerab

Programme Structure – Stage 3						
						le module?
B875 (8 Cr.)	30	B864 (8 Cr.) B813 (4 Cr.) BB851 (4 Cr.) BB842 (4 Cr.)	30	No	4	

Intended learning outcomes at Stage 3 are listed below:

<u>Learning Outcomes – Stage 3</u>	
3A. Knowledge and understanding	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to A3: Develop comprehensive knowledge and insight into various perspectives, theories, and practical applications related to key issues and challenges in management functions A4: Demonstrate the ability to identify how value is created, understand its relationship with organisational performance, and apply this knowledge through diverse decision-making frameworks to address complex challenges and manage change within an international context A5: Exhibit an in-depth grasp of how strategic formulation, strategic objectives, and the execution of	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

<u>Learning Outcomes – Stage 3</u>	
3A. Knowledge and understanding	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
strategy interconnect, along with the challenges inherent in these processes, and how they align with various activities A6: Demonstrate an understanding of emerging entrepreneurial practices, theories, and concepts, along with their frameworks and applications within both social and commercial enterprise contexts	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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to: B2: Manage complex organisational situations by applying knowledge of both internal and external environments to create social and economic value B3: Conduct research that supports the creation and maintenance of robust evidence and valuable insights, applying analytical skills to identify organisational problems and proposes appropriate solutions across various functional areas B4: Apply strategic concepts and frameworks to develop effective strategies by utilising relevant and appropriate data across various organisational contexts	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 in 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.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

B5: Develop the ability to think critically, assess environmental forces, and address organisational challenges through organisational initiatives, tools, and programmes, enabling the achievement of goals across all organisational functions within a cross-cultural context

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:

When students have completed their MBA, they will be able to:

C2: Analyse available data, critically reflect on insights, and select appropriate decision-making and

Learning and teaching strategy/ assessment methods

Skills associated with teamwork are developed through blended means of communication, which are compulsory components of all core and optional courses of the MBA programme.

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

people-management tools to apply across diverse scenarios, enabling effective decisions within varied organisational contexts and strengthening the alignment between management functions

C3: Demonstrate the ability to formulate a long-term organisational vision, establish strategic goals and direction, and design effective strategies to achieve them, including the appropriate allocation of financial resources

C4: Demonstrate the ability to work as an independent, self-directed, and reflective management practitioner committed to continuous professional development

C5: Apply management techniques to strengthen operational capabilities essential for effective talent management, while also recognising and addressing ethical issues.

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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to: D3: Apply integrated managerial and leadership theories and approaches to effectively manage organisational change across diverse contexts D4: Develop managerial and business-intelligence capabilities, along with self-awareness, to set objectives and plan effectively for sustained value creation, while supporting problem-solving in various business contexts using ICT. D5: Apply ethical principles in management practice and demonstrate responsible, professional judgement when addressing ethical challenges in organisational 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. This gives them a chance to share and resolve issues with their fellow students as well as tutors.

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

D6: Demonstrate the ability to identify and research entrepreneurial opportunities, negotiate effectively, and establish legitimacy within entrepreneurial environments to develop sustainable business models.

MBA Finance Pathway Stage 3

Programme Structure – Stage 3						
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in	Available as single registerable module?
B875 (8 Cr.)	30	B818 (4 Cr.) B819 (4 Cr.) BB851 (4 Cr.) BB842 (4 Cr.)	30	No	4	

Intended learning outcomes at Stage 3 are listed below:

<u>Learning Outcomes – Stage 3</u>	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to	Student learning will be enhanced using a blended approach that focuses on two interrelated methods:

Learning Outcomes – Stage 3

3A. Knowledge and understanding

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

A3: Develop comprehensive knowledge and insight into various perspectives, theories, and practical applications related to key issues and challenges in management functions

A4: Demonstrate the ability to identify how value is created, understand its relationship with organisational performance, and apply this knowledge through diverse decision-making frameworks to address complex challenges and manage change within an international context

A5: Exhibit an in-depth grasp of how strategic formulation, strategic objectives, and the execution of strategy interconnect, along with the challenges inherent in these processes, and how they align with various activities

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.

Learning Outcomes – Stage 3

3A. Knowledge and understanding

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

A7: Develop an understanding of financial and investment concepts, critically reflect on their application, and assess their implications for organisational performance across national and multinational contexts

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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to: B2: Manage complex organisational situations by applying knowledge of both internal and external environments to create social and economic value B3: Conduct research that supports the creation and maintenance of robust evidence and valuable insights, applying analytical skills to identify organisational problems and proposes appropriate solutions across various functional areas B5: Develop the ability to think critically, assess environmental forces, and address organisational challenges through organisational initiatives, tools, and programmes, enabling the achievement of goals across all organisational functions within a cross-cultural context	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 in 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.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

B6: Evaluate financial challenges, assess organisational performance, and demonstrate the capability to forecast and analyse capital-structure decisions, while examining risk-return trade-offs for portfolios and various investment funds to support sound and informed decision-making

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:

When students have completed their MBA, they will be able to:

C2: Analyse available data, critically reflect on insights, and select appropriate decision-making and

Learning and teaching strategy/ assessment methods

Skills associated with teamwork are developed through blended means of communication, which are compulsory components of all core and optional courses of the MBA programme.

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

people-management tools to apply across diverse scenarios, enabling effective decisions within varied organisational contexts and strengthening the alignment between management functions

C3: Demonstrate the ability to formulate a long-term organisational vision, establish strategic goals and direction, and design effective strategies to achieve them, including the appropriate allocation of financial resources

C4: Demonstrate the ability to work as an independent, self-directed, and reflective management practitioner committed to continuous professional development

C7: Able to construct and manage investment portfolios, monitor their performance, and evaluate corporate value and financial performance using capital-appraisal techniques, while making informed decisions through appropriate quantitative and qualitative methods.

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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to: D3: Apply integrated managerial and leadership theories and approaches to effectively manage organisational change across diverse contexts D4: Develop managerial and business-intelligence capabilities, along with self-awareness, to set objectives and plan effectively for sustained value creation, while supporting problem-solving in various business contexts using ICT. D6: Demonstrate the ability to identify and research entrepreneurial opportunities, negotiate effectively, and establish legitimacy within entrepreneurial environments to develop sustainable business models.	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 at 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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

D7: Apply financial calculations and formulate investment portfolio objectives using appropriate analytical methods and computer-based financial statement analysis to support more informed and effective corporate financial decisions.

MBA HR Pathway Stage 3

Programme Structure – Stage 3						
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in	Available as single registerable module?
B875 (8 Cr.)	30	B864 (8 Cr.) BB849 (4 Cr.) BB851 (4 Cr.)	30	No	4	

Programme Structure – Stage 3						
		BB842 (4 Cr.)				

Intended learning outcomes at Stage 3 are listed below:

Learning Outcomes – Stage 3	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to A3: Develop comprehensive knowledge and insight into various perspectives, theories, and practical applications related to key issues and challenges in management functions	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

Learning Outcomes – Stage 3

3A. Knowledge and understanding

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

A4: Demonstrate the ability to identify how value is created, understand its relationship with organisational performance, and apply this knowledge through diverse decision-making frameworks to address complex challenges and manage change within an international context A5: Exhibit an in-depth grasp of how strategic formulation, strategic objectives, and the execution of strategy interconnect, along with the challenges inherent in these processes, and how they align with various activities A6: Demonstrate an understanding of emerging entrepreneurial practices, theories, and concepts, along with their frameworks and applications within both social and commercial enterprise contexts	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.
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Learning Outcomes – Stage 3	
3A. Knowledge and understanding	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Knowledge and understanding will also be assessed in each end-of-course examination.

3B. Cognitive skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to: B2: Manage complex organisational situations by applying knowledge of both internal and external environments to create social and economic value B3: Conduct research that supports the creation and maintenance of robust evidence and valuable insights,	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 in the issues around management and develop appropriate analysis, evaluation and problem-solving skills.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

applying analytical skills to identify organisational problems and proposes appropriate solutions across various functional areas

B4: Apply strategic concepts and frameworks to develop effective strategies by utilising relevant and appropriate data across various organisational contexts

B5: Develop the ability to think critically, assess environmental forces, and address organisational challenges through organisational initiatives, tools, and programmes, enabling the achievement of goals across all organisational functions within a cross-cultural context

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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their MBA, they will be able to: C2: Analyse available data, critically reflect on insights, and select appropriate decision-making and people-management tools to apply across diverse scenarios, enabling effective decisions within varied organisational contexts and strengthening the alignment between management functions C3: Demonstrate the ability to formulate a long-term organisational vision, establish strategic goals and direction, and design effective strategies to achieve them, including the appropriate allocation of financial resources	Skills associated with teamwork are developed through blended means 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

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

C4: Demonstrate the ability to work as an independent, self-directed, and reflective management practitioner committed to continuous professional development

C5: Apply management techniques to strengthen operational capabilities essential for effective talent management, while also recognising and addressing ethical issues.

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:

When students have completed their MBA, they will be able to:

Learning and teaching strategy/ assessment methods

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.

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

D3: Apply integrated managerial and leadership theories and approaches to effectively manage organisational change across diverse contexts

D4: Develop managerial and business-intelligence capabilities, along with self-awareness, to set objectives and plan effectively for sustained value creation, while supporting problem-solving in various business contexts using ICT.

D5: Apply ethical principles in management practice and demonstrate responsible, professional judgement when addressing ethical challenges in organisational contexts

D6: Demonstrate the ability to identify and research entrepreneurial opportunities, negotiate effectively, and establish legitimacy within entrepreneurial environments to develop sustainable business models.

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]

Postgraduate Certificate in Business Administration
Postgraduate Diploma in Business Administration
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 Sustainable Creative Management, 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 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

B873A Effective Strategic management-A

B873B Effective Strategic management-B

And 12 Cr. As elective modules:

B864 Human resource management in context

B813 Employment Relations & Employee Engagement

BB851 Entrepreneurship in context

BB842 Sustainable Creative Managemen

Learning Outcomes	
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: Develop a solid understanding of the theories and concepts that underpin effective organisational performance management, resource allocation, people management, and organisational leadership A2: Understand the ethical implications of management practice and respond to ethical challenges in a socially responsible and professional manner A3: Develop comprehensive knowledge and insight into various perspectives, theories, and practical	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 program is achieved by a series of tutor-marked

Learning Outcomes	
3A. Knowledge and understanding	
applications related to key issues and challenges in management functions A4: Demonstrate the ability to identify how value is created, understand its relationship with organisational performance, and apply this knowledge through diverse decision-making frameworks to address complex challenges and manage change within an international context A5: Exhibit an in-depth grasp of how strategic formulation, strategic objectives, and the execution of strategy interconnect, along with the challenges inherent in these processes, and how they align with various activities A6: Demonstrate an understanding of emerging entrepreneurial practices, theories, and concepts, along with their frameworks and applications within both social and commercial enterprise contexts	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 PG-Degree-G.MBA they will be able to B1: Demonstrate the ability to conduct professional inquiries to identify problems and to critically use and manage knowledge and evidence to develop effective, actionable solutions. B2: Manage complex organisational situations by applying knowledge of both internal and external environments to create social and economic value B3: Conduct research that supports the creation and maintenance of robust evidence and valuable insights, applying analytical skills to identify organisational problems and proposes appropriate solutions across various functional areas B4: Apply strategic concepts and frameworks to develop effective strategies by utilising relevant and appropriate data across various organisational contexts	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.

3B. Cognitive skills	
B5: Develop the ability to think critically, assess environmental forces, and address organisational challenges through organisational initiatives, tools, and programmes, enabling the achievement of goals across all organisational functions within a cross-cultural context.	

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: Develop effective people-management capabilities and adopt an appropriate leadership style to enhance organisational performance C2: Analyse available data, critically reflect on insights, and select appropriate decision-making and people-management tools to apply across diverse scenarios, enabling effective decisions within varied	Skills associated with teamwork are developed through blended means 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	
organisational contexts and strengthening the alignment between management functions C3: Demonstrate the ability to formulate a long-term organisational vision, establish strategic goals and direction, and design effective strategies to achieve them, including the appropriate allocation of financial resources C4: Demonstrate the ability to work as an independent, self-directed, and reflective management practitioner committed to continuous professional development C5: Apply management techniques to strengthen operational capabilities essential for effective talent management, while also recognising and addressing ethical issues. C6: Demonstrate the competencies needed to build competitive advantage and enhance organisational performance by integrating strategic approaches with dynamic learning opportunities across diverse organisational contexts	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/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PG-Degree-G.MBA they will be able to: D1: Demonstrate the ability to communicate clearly, professionally, and effectively using a wide range of media D2: Identify and evaluate ethical and unethical practices from the perspectives of different stakeholders D3: Apply integrated managerial and leadership theories and approaches to effectively manage organisational change across diverse contexts D4: Develop managerial and business-intelligence capabilities, along with self-awareness, to set objectives and plan effectively for sustained value creation, while supporting problem-solving in various business contexts using ICT. D5: Apply ethical principles in management practice and demonstrate responsible, professional judgement	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 at 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	
when addressing ethical challenges in organisational contexts	
D6: Demonstrate the ability to identify and research entrepreneurial opportunities, negotiate effectively, and establish legitimacy within entrepreneurial environments to develop sustainable business models.	

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 Fintech, investment and portfolio management.

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 risk management in financial institutions, managerial economics and sustainable creative management.

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:

B817 Fintech

B861A Investment and portfolio management-A

B861B Investment and portfolio management-B

And 12 Cr. As elective modules:

B818 Risk Management in Financial Institutions

B819 Managerial economics

BB851 Entrepreneurship in context

BB842 Sustainable Creative Management

Learning Outcomes	
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: A1: Develop a solid understanding of the theories and concepts that underpin effective organisational performance management, resource allocation, people management, and organisational leadership A2: Understand the ethical implications of management practice and respond to ethical challenges in a socially responsible and professional manner A3: Develop comprehensive knowledge and insight into various perspectives, theories, and practical applications related to key issues and challenges in management functions	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 program is achieved by a series of tutor-marked assignments (TMAs). These assignments are marked and

Learning Outcomes	
3A. Knowledge and understanding	
A4: Demonstrate the ability to identify how value is created, understand its relationship with organisational performance, and apply this knowledge through diverse decision-making frameworks to address complex challenges and manage change within an international context A5: Exhibit an in-depth grasp of how strategic formulation, strategic objectives, and the execution of strategy interconnect, along with the challenges inherent in these processes, and how they align with various activities A6: Demonstrate an understanding of emerging entrepreneurial practices, theories, and concepts, along with their frameworks and applications within both social and commercial enterprise contexts	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.

Learning Outcomes	
3A. Knowledge and understanding	
A7: Develop an understanding of financial and investment concepts, critically reflect on their application, and assess their implications for organisational performance across national and multinational contexts	

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: Demonstrate the ability to conduct professional inquiries to identify problems and to critically use and manage knowledge and evidence to develop effective, actionable solutions. B2: Manage complex organisational situations by applying knowledge of both internal and external environments to create social and economic value B3: Conduct research that supports the creation and maintenance of robust evidence and valuable	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.

3B. Cognitive skills	
insights, applying analytical skills to identify organisational problems and proposes appropriate solutions across various functional areas B4: Apply strategic concepts and frameworks to develop effective strategies by utilising relevant and appropriate data across various organisational contexts B5: Develop the ability to think critically, assess environmental forces, and address organisational challenges through organisational initiatives, tools, and programmes, enabling the achievement of goals across all organisational functions within a cross-cultural context B6: Evaluate financial challenges, assess organisational performance, and demonstrate the capability to forecast and analyse capital-structure decisions, while examining risk–return trade-offs for portfolios and various investment funds to support sound and informed decision-making	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: Develop effective people-management capabilities and adopt an appropriate leadership style to enhance organisational performance C2: Analyse available data, critically reflect on insights, and select appropriate decision-making and people-management tools to apply across diverse scenarios, enabling effective decisions within varied organisational contexts and strengthening the alignment between management functions C3: Demonstrate the ability to formulate a long-term organisational vision, establish strategic goals and direction, and design effective strategies to achieve them, including the appropriate allocation of financial resources	Skills associated with teamwork are developed through blended means 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	
C4: Demonstrate the ability to work as an independent, self-directed, and reflective management practitioner committed to continuous professional development C5: Apply management techniques to strengthen operational capabilities essential for effective talent management, while also recognising and addressing ethical issues. C6: Demonstrate the competencies needed to build competitive advantage and enhance organisational performance by integrating strategic approaches with dynamic learning opportunities across diverse organisational contexts C7: Able to construct and manage investment portfolios, monitor their performance, and evaluate corporate value and financial performance using capital-appraisal techniques, while making informed decisions through appropriate quantitative and qualitative methods.	

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PG-Degree-Finance they will be able to: D1: Demonstrate the ability to communicate clearly, professionally, and effectively using a wide range of media D2: Identify and evaluate ethical and unethical practices from the perspectives of different stakeholders D3: Apply integrated managerial and leadership theories and approaches to effectively manage organisational change across diverse contexts D4: Develop managerial and business-intelligence capabilities, along with self-awareness, to set objectives and plan effectively for sustained value creation, while supporting problem-solving in various business contexts using ICT. D5: Apply ethical principles in management practice and demonstrate responsible, professional judgement	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 at 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	
when addressing ethical challenges in organisational contexts D6: Demonstrate the ability to identify and research entrepreneurial opportunities, negotiate effectively, and establish legitimacy within entrepreneurial environments to develop sustainable business models. D7: Apply financial calculations and formulate investment portfolio objectives using appropriate analytical methods and computer-based financial statement analysis to support more informed and effective 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:

B813 Employment Relations & Employee Engagement

B810A The Role of Human Resource Professionals

B810B The Role of Human Resource Professionals

And 12 Cr. As elective modules:

B864 Human resource management in context

BB849 Supply Chain Management

BB851 Entrepreneurship in context

BB842 Sustainable Creative Management

Learning Outcomes	
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: A1: Develop a solid understanding of the theories and concepts that underpin effective organisational performance management, resource allocation, people management, and organisational leadership A2: Understand the ethical implications of management practice and respond to ethical challenges in a socially responsible and professional manner A3: Develop comprehensive knowledge and insight into various perspectives, theories, and practical applications related to key issues and challenges in management functions	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 program is achieved by a series of tutor-marked assignments (TMAs). These assignments are marked and

Learning Outcomes	
3A. Knowledge and understanding	
A4: Demonstrate the ability to identify how value is created, understand its relationship with organisational performance, and apply this knowledge through diverse decision-making frameworks to address complex challenges and manage change within an international context A5: Exhibit an in-depth grasp of how strategic formulation, strategic objectives, and the execution of strategy interconnect, along with the challenges inherent in these processes, and how they align with various activities A6: Demonstrate an understanding of emerging entrepreneurial practices, theories, and concepts, along with their frameworks and applications within both social and commercial enterprise contexts	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 PG-Degree-HRM they will be able to B1: Demonstrate the ability to conduct professional inquiries to identify problems and to critically use and manage knowledge and evidence to develop effective, actionable solutions. B2: Manage complex organisational situations by applying knowledge of both internal and external environments to create social and economic value B3: Conduct research that supports the creation and maintenance of robust evidence and valuable insights, applying analytical skills to identify organisational problems and proposes appropriate solutions across various functional areas B4: Apply strategic concepts and frameworks to develop effective strategies by utilising relevant and appropriate data across various organisational contexts	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.

3B. Cognitive skills	
B5: Develop the ability to think critically, assess environmental forces, and address organisational challenges through organisational initiatives, tools, and programmes, enabling the achievement of goals across all organisational functions within a cross-cultural context.	

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: Develop effective people-management capabilities and adopt an appropriate leadership style to enhance organisational performance C2: Analyse available data, critically reflect on insights, and select appropriate decision-making and people-management tools to apply across diverse scenarios, enabling effective decisions within varied organisational contexts and strengthening the alignment between management functions	Skills associated with teamwork are developed through blended means 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: Demonstrate the ability to formulate a long-term organisational vision, establish strategic goals and direction, and design effective strategies to achieve them, including the appropriate allocation of financial resources C4: Demonstrate the ability to work as an independent, self-directed, and reflective management practitioner committed to continuous professional development C5: Apply management techniques to strengthen operational capabilities essential for effective talent management, while also recognising and addressing ethical issues. C6: Demonstrate the competencies needed to build competitive advantage and enhance organisational performance by integrating strategic approaches with dynamic learning opportunities across diverse organisational contexts	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/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed their PG-Degree-HRM they will be able to: D1: Demonstrate the ability to communicate clearly, professionally, and effectively using a wide range of media D2: Identify and evaluate ethical and unethical practices from the perspectives of different stakeholders D3: Apply integrated managerial and leadership theories and approaches to effectively manage organisational change across diverse contexts D4: Develop managerial and business-intelligence capabilities, along with self-awareness, to set objectives and plan effectively for sustained value creation, while supporting problem-solving in various business contexts using ICT. D5: Apply ethical principles in management practice and demonstrate responsible, professional judgement	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 at 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	
when addressing ethical challenges in organisational contexts D6: Demonstrate the ability to identify and research entrepreneurial opportunities, negotiate effectively, and establish legitimacy within entrepreneurial environments to develop sustainable business models.	

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
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

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
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-B B873B (15 credits)	MBA project: Leaders of Change (Capstone) B875 (30 credits)
Supply chain management BB849 (15 Credits)	Creating & Sustaining Value- Financial Management B872 (15 Credits)	Finance for strategic decision making B874 (15 credits)	
	Effective Strategic management-A		

	B873A (15 credits)		
Option I: + Elective (15 Credits)		+ Elective (15 Credits)	+ Elective (15Credits)
Option II: + Elective (15 Credits)		+ Elective (30 Credits)	

AOU-OU Finance MBA programme Structure - Project Pathway (2-Year Time Plan)			
Stage 1		Stage 2	Stage 3
YEAR 1		YEAR 2	
Managing in a changing world- Management B870A (15 Credits)	Managing in a changing world- Marketing B870B (15 Credits)	Investment and portfolio management-B B861B (15 credits)	MBA project: Leaders of Change (Capstone) B875 (30 credits)
Creating and sustaining value- Financial Management B872 (15 Credits)	Investment and portfolio management-A B861A (15 credits)		
Finance for strategic decision making B874 (15 Credits)	Fintech B817 (15 Credits)		
Option I:	+ Elective (15 Credits)	+ Elective (15 Credits)	+ Elective (15Credits)
Option II:	+ Elective (15 Credits)	+ Elective (15 Credits) + Elective (15 Credits)	

AOU-OU HR MBA programme Structure – Project Pathway (2-Year Time Plan)			
Stage 1		 Stage 2	 Stage 3
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)	MBA project: Leaders of Change (Capstone) B875 (30 credits)
Employment Relations & Employee Engagement B813 (15 Credits)	The Role of Human Resource Professionals – A B810A (15 Credits)	The Role of Human Resource Professionals – B B810B (15 Credits)	
Creating & Sustaining Value- Financial Management B872 (15 Credits)			
Option I:	+ Elective (15 Credits)	+ Elective (15 Credits)	+Elective (15Credits)
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
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- B B873B (15 credits)	Thesis Preparation B899A (15 Credits)
Supply chain management BB849 (15 Credits)	Creating & Sustaining Value-Financial Management B872 (15 Credits)	Finance for strategic decision making B874 (15 credits)	Thesis B899B (30 credits)
	Effective Strategic management- A B873A (15 credits)		
Option I: + Elective (15 Credits)	+ Elective (15 Credits)		
Option II:		+ Elective (30 Credits)	

AOU-OU Finance MBA programme Structure – Thesis Pathway (2-Year Time Plan)			
Stage 1		Stage 2	Stage 3
YEAR 1		YEAR 2	
Managing in a changing world- Management B870A (15 Credits)	Managing in a changing world- Marketing B870B (15 Credits)	Investment and portfolio management-B B861B (15 credits)	Thesis Preparation B899A (15 Credits)
Creating and sustaining value- Financial Management B872 (15 Credits)	Investment and portfolio management-A B861A (15 credits)		Thesis B899B (30 credits)
Finance for strategic decision making B874 (15 Credits)	Fintech B817 (15 Credits)		
Option I:	+ Elective (15 Credits)	+ Elective (15 Credits)	
Option II:		+ Elective (15 Credits) + Elective (15 Credits)	

AOU-OU HR MBA programme Structure - Thesis Pathway (2-Year Time Plan)			
Stage 1		 Stage 2	 Stage 3
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)
Employment Relations & Employee Engagement B813 (15 Credits)	The Role of Human Resource Professionals - A B810A (15 Credits)	The Role of Human Resource Professionals - B B810B (15 Credits)	Thesis B899B (30 credits)
Creating & Sustaining Value- Financial Management B872 (15 Credits)			
Option I:	+ Elective (15 Credits)	+ Elective (15 Credits)	
Option II:		+ Elective (30 Credits)	

Options I and II in the above tables represent alternative sequencing patterns for completing the required elective modules within the programme structure. Both options lead to the same total credit requirement and learning outcomes; however, they differ in the distribution of elective modules across stages/years. The choice between Option I and Option II does not affect the award title or academic requirements but provides flexibility to accommodate timetable constraints, module availability, and individual study planning

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.

Candidates who chose to have MBA-Finance should complete the following three finance module:

- B861A Investment and portfolio management-A (15 Credits)
- B861B Investment and portfolio management-B (15 Credits)
- B817 Fintech (15 Credits)

In addition, they are encouraged to register for the below elective finance module:

- B818 Risk Management in Financial Institutions (15 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.

Candidates who chose to have MBA-HRM should complete the following three HR modules:

- B813 Employment Relations & Employee Engagement (15 Credits)
- B810A The Role of Human Resource Professionals-A (15 credits)
- B810B The Role of Human Resource Professionals-B (15 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.

5. Support for students and their learning

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

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 by email or TEAMS.
- 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 register 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

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 Professional Statutory Recognised Body 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 ways:

- Class Participation
- Written Analyses of TMAs
- Individual/Group Mini Projects
- Group Discussion
- Poster Design
- Case Analysis
- Tests and Examinations
- Presentations

At the beginning of each course, the tutor identifies the instruments that will be used to assess the students' performance and 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 2.67 points (C+) at the end of any semester. A student shall be dismissed from the programme if three warnings are received in three 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.
- State 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 faculty will consider and appreciate a range of points of view, including those on the course, and their own views.

The final marks of various courses are registered in the student's record in letter grades. Pursuant to University Council approved standards, letter grades are assigned according to the heuristic constant grading system, and have the following ranges:

Letter Grade	A	B+	B	C+	C	D	F
Marks%	86-100	80-85	75-79	70-74	60-69	50-59	<50

Obtaining a C+ is considered the minimum requirement for passing a course provided that the student should obtain in both continuous assessment and the final exam not less than 60% and that the overall mark of the course should not be below 70%.

The overall points for each course shall be calculated by multiplying the credit hours of the course by the weight of the letter grade obtained. The cumulative average shall be computed by dividing the total overall points of all completed courses by the total number of credit hours earned.

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

Average in points	Rating
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, summary of how the End Point Assessment (EPA) links to the academic award

NA

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

Through the Quality Assurance and Accreditation Department (QAAD), the Faculty of Business Studies continuously monitors the performance of its programmes, staff, and 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 cross branch marking, 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 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 committed to maintaining the quality, relevance, and academic integrity of its programmes while delivering an exceptional student learning experience. Institutional policies ensure that all programmes undergo periodic review and revalidation, typically on a five-year cycle, with enhancements introduced where necessary to support academic standards and respond to evolving educational and market expectations.

Arab Open University operates across multiple campuses in the region: Saudi Arabia, Kuwait, Oman, Bahrain, Jordan, Lebanon, Egypt, Sudan and Palestine, and the MBA programme is currently delivered at selected campuses in accordance with The Open University validation arrangements: Jordan, Lebanon, Oman and Egypt.

The AOU MBA is a broad-based postgraduate management degree offered through three pathways: General, Finance, and Human Resource Management. The MBA maintains a common postgraduate capability framework across all pathways while enabling disciplinary depth through specialised modules aligned with each field of study, ensuring both managerial breadth and specialist expertise.

Following developments in The Open University MBA provision and as part of its commitment to continuous improvement, the Faculty of Business Studies conducted a comprehensive curriculum review. This review evaluated programme structure, module relevance, learning outcomes, and alignment with contemporary academic standards.

The outcome of this process was the approval of a revised MBA structure designed to:

- align with updated Open University modules and academic frameworks
- strengthen disciplinary depth across pathways
- support coherent student progression
- ensure balanced workload distribution
- enhance the achievement of programme learning outcomes
- remain aligned with the requirements of the local and global labour market

The Faculty of Business Studies therefore proposes the validation of fourteen modules within the revised MBA structure, comprising newly released OU modules, previously available OU modules not licensed to AOU, and selected internally developed modules that support pathway specialization. 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 project base structure, the new ones also have 36 mandatory courses and 12 electives; and same maintained for thesis based with 40 mandatory and 8 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: 1 eight credit courses and 7 four credit courses
 - o Elective courses: 1 eight credit course and 3 four credit courses
- The Deanship ensured that all programme learning outcomes were comprehensively addressed and that the selected modules collectively reflect the intended scope and level of the MBA award.

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 2021 consisted of the following modules:

- B870 – (AOU – B870A, B870B)
- B872
- B874
- B875
- BB849
- B873
- B863
- BB848
- B859
- B861

- B864
- BB851
- BDE850 (AOU)

The following modules will be phased out and replaced as part of the programme revalidation:

- BB848 Leadership and Management in Intercultural Contexts → replaced by B813 Employment Relations & Employee Engagement
- BDE850 Digital Economy in Business → replaced by BB842 Sustainable Creative Management
- B863 The Human Resource Professional → replaced by B810A and B810B The Role of Human Resource Professionals

These replacements ensure continued coverage of programme learning outcomes while reflecting contemporary disciplinary developments.

B859 Financial Strategy: Valuation, Governance and Ethics has been phased out as part of the programme redesign to optimise the mandatory credit structure and strengthen the specialist focus of the Finance pathway. The revised structure prioritises high-demand contemporary finance domains, including financial technology and investment management. This ensures stronger disciplinary depth within the pathway while preserving the overall academic coherence and learning objectives of the programme.

The following modules remain current within the MBA structure:

- B870A & B870B Managing in a Changing World
- B872 Creating and Sustaining Value
- B873A & B873B Effective Strategic Management
- B874 Finance for Strategic Decision Making
- BB849 Supply Chain Management
- B861A & B861B Investment and Portfolio Management
- B864 Human Resource Management in Context
- BB851 Entrepreneurship in Context
- B875 MBA Project: Leaders of Change
- B899A Thesis Preparation

- B899B Thesis

Enhancements to these modules include updated learning materials, refreshed reading lists, improved assessment strategies, and the integration of current business practices and real-world case studies to support applied learning.

Area amended

- A. Online Support Materials enhanced
- B. Module Learning Outcomes covered by assessment Tasks.
- C. Key Reading Lists
- D. To have a more balanced assessment.
- E. To introduce and cover the latest literature and developments
- F. The use of recent real-life examples relating to all subjects taught in the classes complements subject delivery and the learning process

In addition, AOU proposed adding the following Newly Licensed and Introduced:

OU Modules:

- B810 The Role of Human Resource Professionals (30 credits)
- B813 Employment Relations & Employee Engagement (15 credits)
- BB842 Sustainable Creative Management (15 credits)

Non-OU Modules:

- B817 Fintech (15 credits)
- B818 Risk Management in Financial Institutions (15 credits)
- B819 Managerial economics (15 credits)

To enhance curriculum flexibility and support effective sequencing of learning, selected modules have been structured into smaller credit components:

- B873 Effective Strategic Management split into B873A and B873B
- B861 Investment and Portfolio Management split into B861A and B861B
- B810 The Role of Human Resource Professionals split into B810A and B810B

This structure promotes manageable study loads while maintaining academic coherence.

In addition, B813 Employment Relations and Employee Engagement has been streamlined into a 4-credit module following a detailed curriculum review that identified areas of overlap with other HRM modules. The revision removes duplication while preserving core theoretical foundations and ensuring alignment with programme learning outcomes.

Module Portfolio Update

Following a comprehensive curriculum review, the Faculty of Business Studies evaluated the MBA module portfolio to ensure alignment with current academic standards, market expectations, and programme learning outcomes. This process resulted in a balanced structure comprising continuing modules, newly licensed modules, and modules introduced as replacements for phased-out courses. The updated portfolio supports the strategic direction of the MBA while strengthening disciplinary depth across all pathways.

#	Course Code	Course Title	Credit Hrs	Module Status
1	B870A	Managing in a changing world- Management	4	Still current, so no replacement
2	B870B	Managing in a changing world- Marketing	4	Still current, so no replacement
3	B872	Creating and sustaining - value Financial Management	4	Still current, so no replacement
4	BB849	Supply chain management	4	Still current, so no replacement
5	B873A	Effective Strategic management A	4	Still current, so no replacement

6	B873B	Effective Strategic management B	4	Still current, so no replacement
7	B874	Finance for strategic decision making	4	Still current, so no replacement
8	B875	MBA project: leaders of change (Capstone)	8	Still current, so no replacement
9	B899A	Thesis Preparation	4	Still current, so no replacement
10	B899B	Thesis	8	Still current, so no replacement
11	BB851	Entrepreneurship in context	4	Still current, so no replacement
12	B861 A	Investment and portfolio management A	4	Still current, so no replacement
13	B861 B	Investment and portfolio management B	4	Still current, so no replacement
14	B864	Human resource management in context	8	Still current, so no replacement
15	B810A	The Role of Human Resource Professionals A	4	Direct Replacement for B863 Human Resource Professionals Not currently licensed by AOU
16	B810B	The Role of Human Resource Professionals B	4	Direct Replacement for B863 Human Resource Professionals Not currently licensed by AOU

17	B813	Employment Relations & Employee Engagement	4	Direct Replacement for BB848 Leadership and management intercultural context Not currently licensed by AOU
18	BB842	Sustainable Creative Management	4	Direct Replacement for BDE850 Digital Economy in Business Not currently licensed by AOU
19	B817	Fintech	4	Not currently licensed by AOU
20	B818	Risk Management in Financial Institutions	4	Not currently licensed by AOU
21	B819	Managerial economics	4	Not currently licensed by AOU
				No replacement B859: Financial Strategy: Valuation, governance and ethics

Transition phase:

As part of the programme revalidation and enhancement process, the MBA structure has been updated to reflect current academic standards and evolving disciplinary knowledge, and to remain aligned with the requirements of the local and global labour market.

The existing programme remains approved under the current validation period, which extends until 31 August 2026. Subject to the successful completion of the revalidation process, the revised study plans are expected to apply to new student cohorts from the subsequent academic cycle. Students enrolled under the previous structure will continue within approved

teach-out arrangements to ensure timely completion of their awards in accordance with institutional regulations.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

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.

Please amend this mapping to suit frameworks used within the different nations if appropriate.

		Programme outcomes																											Available as single registerable module?	
Stage	Study module/unit	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	
1	B870A	✓	✓	✓					✓	✓					✓	✓	✓						✓	✓	✓					
	B870B	✓	✓	✓					✓	✓	✓				✓	✓							✓	✓	✓	✓				
	BB849	✓		✓	✓				✓	✓		✓					✓		✓	✓			✓	✓			✓			
	B872	✓	✓	✓				✓	✓	✓					✓	✓	✓						✓	✓	✓					
	B813	✓	✓	✓					✓	✓					✓	✓							✓	✓	✓					
	B817		✓					✓	✓							✓							✓		✓					

		Programme outcomes																											Available as single registerable module?		
Stage	Study module/unit	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7		
2	B870A	✓	✓	✓					✓	✓					✓	✓	✓						✓	✓	✓						
	B870B	✓	✓	✓					✓	✓	✓				✓	✓							✓	✓	✓	✓					
	BB849	✓		✓	✓				✓	✓		✓					✓		✓	✓			✓	✓			✓				
	B872	✓	✓	✓				✓	✓	✓					✓	✓	✓						✓	✓	✓						
	B813	✓	✓	✓					✓	✓					✓	✓							✓	✓	✓						
	B817		✓					✓	✓							✓							✓		✓						
	B873A			✓	✓				✓			✓						✓	✓							✓	✓				
	B873B				✓	✓					✓		✓		✓					✓					✓			✓			
	B874	✓		✓					✓	✓					✓	✓	✓	✓				✓		✓	✓	✓			✓		
	B861A	✓		✓				✓	✓	✓					✓		✓	✓				✓		✓		✓			✓		
	B861B	✓							✓	✓	✓				✓		✓	✓				✓		✓		✓			✓		
	B810A			✓	✓						✓			✓		✓		✓									✓	✓			
	B810B		✓	✓						✓		✓				✓			✓							✓		✓			

		Programme outcomes																												Available as single registerable module?
Stage	Study module/unit	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	
3	B870A	✓	✓	✓					✓	✓					✓	✓	✓						✓	✓	✓					
	B870B	✓	✓	✓					✓	✓	✓				✓	✓							✓	✓	✓	✓				
	BB849	✓		✓	✓				✓	✓		✓					✓		✓	✓			✓	✓			✓			
	B872	✓	✓	✓				✓	✓	✓					✓	✓	✓						✓	✓	✓					
	B813	✓	✓	✓					✓	✓					✓	✓							✓	✓	✓					
	B817		✓					✓	✓							✓							✓		✓					
	B873A			✓	✓				✓			✓						✓	✓							✓	✓			
	B873B				✓	✓					✓		✓		✓					✓					✓			✓		
	B874	✓		✓					✓	✓					✓	✓	✓	✓				✓		✓	✓	✓			✓	
	B861A	✓		✓				✓	✓	✓					✓		✓	✓				✓		✓		✓			✓	
	B861B	✓						✓	✓	✓					✓		✓	✓				✓		✓		✓			✓	
	B810A			✓	✓					✓			✓		✓		✓										✓	✓		
	B810B		✓	✓					✓		✓				✓			✓								✓		✓		
	B875	✓			✓		✓		✓		✓				✓		✓		✓			✓		✓			✓			
	B899A	✓	✓							✓	✓				✓									✓						
	B899B	✓	✓						✓	✓	✓				✓							✓		✓						

		Programme outcomes																																					Available as single registerable module?
Pathway	Study module/unit	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7										
General	B870A	✓	✓	✓					✓	✓					✓	✓	✓						✓	✓	✓														
	B870B	✓	✓	✓					✓	✓	✓				✓	✓							✓	✓	✓	✓													
	B872	✓	✓	✓				✓	✓	✓					✓	✓	✓						✓	✓	✓														
	BB849	✓		✓	✓				✓	✓		✓					✓		✓	✓			✓	✓			✓												
	B874	✓		✓					✓	✓				✓	✓	✓	✓				✓		✓	✓	✓								✓						
	B873																																						
	B875	✓			✓		✓		✓		✓			✓		✓		✓			✓			✓		✓													
	B899A	✓	✓							✓	✓				✓									✓															
	B899B	✓	✓						✓	✓	✓				✓						✓			✓															
	B864 (Elective)		✓	✓	✓								✓				✓	✓	✓						✓									✓					
	BB842 (Elective)	✓		✓	✓		✓		✓	✓		✓					✓	✓	✓				✓		✓	✓													
	BB851 (Elective)			✓	✓	✓	✓			✓		✓	✓					✓	✓									✓	✓										
	BB813 (Elective)	✓	✓	✓					✓	✓					✓	✓							✓	✓	✓														

		Programme outcomes																											Available as single registerable module?	
Pathway	Study module/unit	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	
Finance	B870A	✓	✓	✓					✓	✓					✓	✓	✓						✓	✓	✓					
	B870B	✓	✓	✓					✓	✓	✓				✓	✓							✓	✓	✓	✓				
	B872	✓	✓	✓				✓	✓	✓					✓	✓	✓						✓	✓	✓					
	B817		✓					✓	✓							✓							✓		✓					
	B874	✓		✓					✓	✓				✓	✓	✓	✓				✓		✓	✓	✓				✓	
	B861A	✓		✓				✓	✓	✓				✓		✓	✓				✓		✓		✓				✓	
	B861B	✓						✓	✓	✓				✓		✓	✓				✓		✓		✓				✓	
	B875	✓			✓		✓		✓		✓		✓			✓		✓			✓			✓		✓				
	B899A	✓	✓							✓	✓					✓									✓					
	B899B	✓	✓						✓	✓	✓					✓					✓			✓						
	B818 (Elective)	✓	✓	✓					✓	✓					✓	✓	✓	✓					✓	✓	✓					
	B819 (Elective)	✓	✓	✓	✓				✓	✓	✓				✓	✓	✓	✓		✓			✓	✓	✓	✓	✓			
	BB851 (Elective)			✓	✓	✓	✓			✓		✓	✓					✓	✓								✓	✓		
	BB842 (Elective)	✓		✓	✓		✓		✓	✓		✓						✓	✓	✓			✓		✓	✓				

		Programme outcomes																											Available as single registerable module?	
Pathway	Study module/unit	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	
Human Resource	B870A	✓	✓	✓					✓	✓					✓	✓	✓						✓	✓	✓					
	B870B	✓	✓	✓					✓	✓	✓				✓	✓							✓	✓	✓	✓				
	B872	✓	✓	✓				✓	✓	✓					✓	✓	✓						✓	✓	✓					
	B813	✓	✓	✓					✓	✓					✓	✓							✓	✓	✓					
	B810A			✓	✓					✓			✓		✓		✓										✓	✓		
	B810B		✓	✓					✓		✓				✓			✓							✓		✓			
	B874	✓		✓					✓	✓				✓	✓	✓	✓					✓		✓	✓	✓				✓
	B875	✓			✓		✓		✓		✓		✓			✓		✓				✓		✓		✓				
	B899A	✓	✓							✓	✓	✓				✓								✓						
	B899B	✓	✓						✓	✓	✓					✓						✓		✓						
	B864 (Elective)		✓	✓	✓									✓				✓	✓	✓						✓			✓	
	BB849 (Elective)	✓		✓	✓					✓	✓		✓				✓		✓	✓	✓		✓	✓			✓			
	BB851 (Elective)			✓	✓	✓				✓		✓	✓					✓	✓								✓	✓		
	BB842 (Elective)	✓		✓	✓		✓		✓	✓		✓					✓	✓	✓				✓		✓	✓				

