

## PROGRAMME SPECIFICATION

<b>Name of Programme:</b>		MBA in Data-Driven Management	
<b>Final award (BSc, MA etc):</b>		MBA	
<b>Awarding institution/body:</b>	University of Buckingham & International Business School (separate degrees)	<b>Teaching institution:</b>	International Business School
<b>School of Study:</b>	School of Business	<b>Parent Department:</b> (the department responsible for the administration of the programme)	Collaborations
<b>Length of the programme:</b>	3 semesters	<b>Method of study:</b>	Full-time
<b>Framework for Higher Education Qualifications (FHEQ) Level</b>	FHEQ Level 7	<b>Relevant subject benchmark statement (SBS)</b>	Master's Degrees in Business and Management (2015)
<b>Professional body accreditation (if applicable):</b>	N/A		
<b>Criteria for admission to the programme:</b>	<ul style="list-style-type: none"> <li>- Minimum bachelor's degree or equivalent and minimum 3 (preferably 5) years of work experience.</li> <li>- Non-native speakers: IELTS: 6.5; TOEFL score of 575 or above for the paper-based test, or 232 or above for the computer-based test; or equivalent.</li> </ul>	<b>Cohort(s) to which this programme specification is applicable:</b> (e.g., from 2012 intake onwards)	From February 2018
<b>UCAS Code</b>	N/A		

### **Summary of Programme**

The IBS MBA in Strategic Data-Driven Management is a one-year, so called “ Type 3” graduate programme designed for career development, ideal for those who possess 3 to 5 years of business experience. The programme focuses on a broad range of corporate management skills that are essential in virtually all management roles in international and innovative organisations and places special emphasis on the use of data-based decision making processes. The first part of the programme focuses on ‘core skills,’ i.e. the necessary competencies to communicate and collaborate with other stakeholders, to possess solid organizational, project management and up-to-date financial and analytical skills. The second part of the programme focuses on ‘functional skills,’ i.e. advanced skills for managing roles in corporate organisations, including data management and business intelligence, customer relationship management and strategic decision-making skills. Throughout the course the data-driven management approaches will be stressed and the related skills practised. The programme concludes with a capstone project assessing the students’ ability to interpret, assess and devise solutions for a business case study based on their newly acquired skills.

The programme intends to provide students with a solid skill set that will serve as a basis to advance or reshape their careers.

### **Educational Aims of the Programme**

The specific aims of the programme are the following:

- After completing this programme students will be able to:
- communicate complex ideas effectively and engage with stakeholders seamlessly;
- advance their careers through expertly utilizing a range of essential managerial skills such as organizational, analytical, financial, communication, quantitative and business intelligence skills;
- apply contemporary management techniques and critically assess business processes in medium-to-large corporate settings;
- appropriately use data-based decision making techniques
- identify and analyse opportunities of operational and strategic innovation in their organisations.

**Programme Outcomes**

**Knowledge and understanding of:**

*On successful completion of the programme, students should be able to:*

1. demonstrate a comprehensive understanding of managerial issues in relation to strategic data-based decision-making and assess the dynamics between various stakeholders and their organizations;
2. critically appraise the characteristics of major industries and markets and analyse the risks and opportunities posed by globalisation and the changing ecosystem of international business;
3. use advanced analytical skills both in relation to acquiring business intelligence, as well as managing various internally and externally-sourced sets of data;
4. exhibit solid team management skills and be able to effectively function in a multinational environment.



**Teaching/Learning Strategy**

*Explain the teaching and learning methods and strategies used to help students achieve each part of the knowledge and understanding*

- The flipped classroom concept enables a problem-based approach in class, whereby students will have the opportunity to work on real-life scenarios and case studies, practice problem solving and critical peer-review skills, along with teamwork and collaboration skills and techniques. This includes various workshops, debates, simulations, presentations and group assignments, along with computer lab sessions and in certain cases, field visits and guest lectures. (KU 1-4)
- Students will be required to watch online presentations, read texts, professional and academic journal articles, work through textbook-based case studies and practices, engage in online discussion with their peers through various channels (including Moodle and the various collaboration tools of Google). The content will be designed to be engaging and enable a practice-based learning experience, while being easily accessible across various mobile channels. (KU 1-4)



**Assessment Strategy:**

*Explain the strategies used to assess the achievement of each part of the knowledge and understanding*

- Coursework and continuous in-class assessment (KU 1-4)
- Individual Assignments, (KU 1-4)
- Individual presentations, (KU 1-4)
- Group presentations, (KU 1-4)
- Examinations, (KU 1-4)
- Capstone Project (KU 1-4)

**Programme Outcomes**

**Cognitive (thinking) skills:**

*On successful completion of the programme, students should be able to:*

1. critically examine management problems in the realms of human resources, marketing and customer service, financial and strategic management and apply contemporary concepts and techniques to address them;
2. demonstrate solid skills in advising solutions to complex problems regardless of subject boundaries through methodical analysis and critical assessment;
3. exhibit an innovative, out-of-the-box approach and creativity in dealing with multi-stakeholder projects.



**Teaching/Learning Strategy:**

*Explain the teaching and learning methods and strategies used to help students achieve each part of the cognitive skills*

- Problem-based approach in interactive seminars, where students are constantly engaged and challenged to bring their own ideas, viewpoint and concepts to the table; (CS 1-3)
- Seminar Leaders provide students with various sources of theoretical backgrounds (e.g. online presentations, talks and interviews, textbook readings, journal articles and tutorials), and students are expected to (i) prepare for each interactive session and (ii) regularly engage and communicate with Lecturers and peers if they need guidance; (CS 1-3)
- Peer-review opportunities will regularly be a part of seminars. (CS 1-3)



**Assessment Strategy:**

*Explain the strategies used to assess the achievement of each part of the cognitive skills*

- Coursework and continuous in-class assessment (CS 1-3)
- Individual Assignments, (CS 1-3)
- Individual presentations, (CS 1-3)
- Group presentations, (CS 1-3)
- Examinations, (CS 1-3)
- Capstone Project (CS 1-3)

**Programme Outcomes**

**Practical skills (subject specific):**

*On successful completion of the programme, students should be able to:*

1. Analytical skills: conduct research and enquiry into business and management issues, synthesise data from various sources and formulate reports and recommendations.
2. Oral and written communication skills: ability to communicate effectively in both writing and orally using a range of media.
3. Presentation skills: deliver engaging presentations to a diverse set of audiences in various settings.
4. Data management skills: demonstrate strong research and data management skills on both qualitative and quantitative datasets.



**Teaching/Learning Strategy:**

*Explain the teaching and learning methods and strategies used to help students achieve each part of the practical/transferable skills*

- Oral and written communication skills and presentation skills will be practiced in the interactive seminars, where students will be expected to regularly participate in open discussion and debates, formulate opinions and present them individually and in groups, deliver presentations and briefings to culturally diverse audiences, and write reports and memos in a professional manner. (PS 1-4)
- Analytical and data management skills will be strengthened by engaging online preparation material and a solid practice-based approach in computer lab sessions. Students will be expected to have their own equipment, while access to online platforms (e.g. Tableau, Salesforce, online collaboration tools) will be provided by International Business School. (PS 1-4)



**Assessment Strategy:**

*Explain the strategies used to assess the achievement of each part of the practical/transferable skills*

- Coursework and continuous in-class assessment (PS 1-4)
- Individual Assignments, (PS 1-4)
- Individual presentations, (PS 1-4)
- Group presentations. (PS 1-4)

**Programme Outcomes**

**Transferable skills (generic):**

*On successful completion of the programme, students should be able to:*

1. Team management skills: identify and apply leadership and cross-cultural skills to manage teams in work-based contexts.
2. Independent learning and lifelong learning skills: demonstrate strong individual reading and learning skills for advanced academic study and lifelong learning.
3. ICT skills: operate various information and communication technology platforms professionally and effectively.
4. Quantitative and numerical skills: perform everyday mathematical and statistical tasks relevant to various professional contexts.
5. Problem-solving skills: recognise, analyse and solve problems, make decisions in complex situations and unpredictable contexts.
6. Decision-making skills using data as evidence



**Teaching/Learning Strategy:**

*Explain the teaching and learning methods and strategies used to help students achieve each part of the practical/transferable skills*

- Problem-solving skills are curated through various interactive assignments and simulations. Students are expected to take active part in the seminars and discussion and also complement their learning experience with guided learning, reading, and case study analysis. (TS 1-6)
- Several modules – primarily in relation to statistics, data management and analysis – will be computer-based: students will use their own equipment while access to online simulations, data management platforms and analytics software will be provided by International Business School. (TS 1-6)
- Students will regularly engage in projects that require teamwork and a collaborative approach: ranging from group assignments, group presentations, role play and drama pedagogy elements, students will be expected to take part in the guided activities in-class. (TS 1-6)



**Assessment Strategy:**

*Explain the strategies used to assess the achievement of each part of the practical/transferable skills*

- Coursework and continuous in-class assessment (TS 1-6)
- Individual Assignments, (TS 1-6)
- Individual presentations, (TS 1-6)
- Group presentations. (TS 1-6)

### External Reference Points

The following reference points were used in designing the programme:

- Framework for Higher Education Qualifications: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-A1.aspx>
- Relevant Subject Benchmark Statement(s): <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>

**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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course unit/module can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.