



**RICHMOND**  
THE AMERICAN INTERNATIONAL  
**UNIVERSITY**  
IN LONDON

**Richmond Business School**

**Master of  
Business Administration**

**Programme Specification**

**2016-2017**

## Introduction

This document describes the Master of Business Administration, with options in one of several areas, awarded at Richmond, the American International University in London, using the protocols required by *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland* (QAA, 2014). Also key to the background for this description are the following documents:

QAA (2013). *UK Quality Code for Higher Education. Part A: Setting and maintaining academic standards and B1: Programme Design and Approval*. ([www.qaa.ac.uk](http://www.qaa.ac.uk))

QAA (2008). *Higher Education Credit Framework for England: guidance on academic credit arrangements in Higher Education in England*.

SEEC (2010). *Credit Level Descriptors for Higher Education*. Southern England Consortium for Credit Accumulation and Transfer ([www.seec.org.uk](http://www.seec.org.uk)).

Middle States Commission on Higher Education. *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation*. 2006, Rev. Ed. 2011. (<http://www.msche.org/publications.asp>)

The programme's mission and goals interface with the curriculum design, content and organisation which in turn engage with the requirements of

- the Middle States Commission for Higher Education;
- the Quality Assurance Agency for Higher Education (QAA), Subject Benchmark Statement: Master's Degrees in Business and Management (2015) (<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Masters-degrees-in-business-and-management.pdf>)
- *Masters Degree Characteristics* (March 2010) (<http://www.qaa.ac.uk/en/AssuringStandardsAndQuality/Documents/Masters-Degree-Characteristics-2010.pdf>).

The degree is delivered at a US Liberal Arts university with a degree structure in line with comparable MA degrees in the UK. Successful students complete 8 courses amounting to 36 US/180 UK credits, comprised of coursework (24 US/120 UK credits), an optional internship (4 US/20 UK credits) and thesis (8 US/ 40 UK or 12 UK/60 UK credits) component submitted at the start of the following Fall semester. Normally, each taught course carries 4 US/20 UK credits. On this basis students are required to earn a minimum total of 36 US/180 UK credits in order to complete their degree.

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## 1. Overview/Factual Information

<b>Programme/award title(s)</b>	Master of Business Administration
<b>Teaching Institution</b>	Richmond, the American International University in London
<b>Awarding Institution</b>	Richmond, the American International University in London
<b>Date of latest OU validation</b>	N/A
<b>Date of next Formal Programme Review</b>	2017
<b>Credit points for the award</b>	36 US Credits 180 UK Credits ( <i>FHEQ</i> Level 7)
<b>Programme start date</b>	Fall 2016
<b>Underpinning QAA subject benchmark(s)</b>	QAA Subject Benchmark Statement: Master's degrees in Business and Management (2015) <a href="http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Masters-degrees-in-business-and-management.pdf">http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Masters-degrees-in-business-and-management.pdf</a> QAA <i>Masters Degree Characteristics</i> (March 2010) ( <a href="http://www.qaa.ac.uk/en/AssuringStandardsAndQuality/Documents/Masters-Degree-Characteristics-2010.pdf">http://www.qaa.ac.uk/en/AssuringStandardsAndQuality/Documents/Masters-Degree-Characteristics-2010.pdf</a> ),
<b>Other external and internal reference points used to inform programme outcomes</b>	See sections 2.2 – 2.4 below.
<b>Professional/statutory recognition</b>	Chartered Management Institute
<b>Language of Study</b>	English
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	FT (one year, if Fall start), PT (two years, if Fall start) FT (one year and four months, if Spring start), PT (two years and four months, if Spring start)
<b>Dual accreditation (if applicable)</b>	Middle States Commission on Higher Education (First accredited 1981; renewed 1996, 2006 and 2016.) QAA – IRENI May 2013
<b>Date of production/revision of this specification</b>	April 2016 (see chart below)

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

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each course can be found in course specification documents, and the syllabi.**

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.

#### **Programme Specification Publication Dates**

<b>First Edition</b>	April 2013
<b>Revision 1</b>	August 2013
<b>Revision 2</b>	January 2014
<b>Revision 3</b>	May 2014
<b>Revision 4</b>	July 2014
<b>Revision 5</b>	June 2015
<b>Revision 6</b>	April 2016

## **2. Programme aims and objectives**

### **2.1. Educational aims and mission of the programme**

The programme aims to provide a high quality vocational education and it has been designed to prepare candidates for senior management positions in business and management fields. For this purpose, innovative courses on contemporary issues are taught, opportunity for practical application is fostered, and seminars are conducted by invited guest speakers. These complementing and supporting elements combine to create a learning opportunity that is profoundly challenging and awakening. Our faculty benefits from global industry experience and will provide candidates with a solid foundation in strategic business management. Students who complete an internship will gain the practical skills to apply their knowledge in the workplace, preparing them for rewarding management roles.

The MBA programme offers a comprehensive introduction to the key functional skills that are essential to any organisation. Personal development, innovation and integration are key themes developed throughout the Richmond MBA. The School's student-centred, high-contact teaching approach provides a stimulating, interactive and supportive learning environment where students share knowledge from their diverse business experiences. This fosters the cross-fertilisation of ideas and debate on contemporary management themes.

The optional courses in Governance, or in Entrepreneurship, or in Leadership & Strategy, or in Global Digital Marketing, or in International Finance, or in Fashion, or in Project Management provides students with the opportunity to gain further expertise in an area of their interest. The dissertation further hones these skills.

### **Mission**

The MBA programme is a career development, generalist programme, for UK, European and international students. The main emphasis of this programme is on leadership through strategic management. While the academic level is that of Masters level, there is a strong practical and professional orientation to the curriculum. It will provide a high quality educational experience for students of management, practicing managers, entrepreneurs, and business specialists, and thus to improve the quality of professional management here and overseas.

The MBA will equip students with an understanding of business organisations, their cultures, and the changing global environment in which they operate. Students will build on their existing understanding of management within a framework that enables them to relate their business experience to contemporary management ideas and practice. This is achieved through critical thinking, teamwork, creativity, and personal development in a highly interactive and stimulating environment that encourages rigorous, relevant, and innovative learning and research.

Students will have developed the skills to implement agreed solutions within the constraints of limited resources effectively and efficiently. They should therefore have developed strong interpersonal skills and to be able to interact effectively with a range of culturally diverse students, lecturers, and management specialists.

### **Programme Goals**

- Develop students' ability to strategically manage in the workplace.
- Develop the ability to apply the techniques and tools utilised within a business for financial analysis and control.
- Provide students with the required tools for decision-making and data analysis.
- Apply business principles to actual situations through case-study work.

### **2.2. Subject Benchmarks**

QAA Subject Benchmark Statement: Master's degrees in Business and Management (2015) <http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Masters-degrees-in-business-and-management.pdf>

QAA *Masters Degree Characteristics* (March 2010) (<http://www.qaa.ac.uk/en/AssuringStandardsAndQuality/Documents/Masters-Degree-Characteristics-2010.pdf>)

### **2.3. Internal Contexts**

***Masters of Business Administration*** features:

(a) Detailed published educational objectives that are consistent with the mission of the institution

All course outlines contain course specific objectives that are regularly monitored by the individual instructors and by members of the teaching team as a group.

(b) Processes based on the needs of the programme's various constituencies in which the objectives are determined and periodically evaluated.

Each degree's Annual Programme Monitoring and Assessment (APMA) is a central element of Richmond's internal quality assurance and enhancement processes. APMAs measure the academic quality and standards of the programme, identify good practice, record any issues to be addressed, and, from year to year, track the ways in which those issues have been addressed. During the APMA process, the academic schools:

- consider student input via course evaluations;
- consider any formalized faculty course evaluations conducted;
- consider all External Examiner reports;
- examine the Programme Specification, and note any changes required;

- any major changes (“those which change the basic nature of the programme or student experience”) to existing programmes are first approved by Academic Board.

(c) A curriculum development process that assures the achievement of the programme’s objectives.

Ongoing evaluation is carried out for both the US (*Middle States*), QAA and independently by programme members (when updating courses) and by students (during faculty-student meetings). The Academic Board closely analyses the APMAs of all degree programmes, and The University’s response to the APMA is considered at the School level and at Academic Board. A comprehensive additional formal and substantive review takes place every three to five years.

#### **2.4. External Contexts**

**The Master of Business Administration** is provided through a system of ongoing evaluations that demonstrate achievement of the programme’s objectives, and uses the results to improve the effectiveness of the programme. Ongoing evaluation is carried out for US (the Middle States Commission on Higher Education) and our own internal reviews. Richmond is a voluntary subscriber member of the QAA, and underwent its first full Institutional Review in May 2013 (<http://www.richmond.ac.uk/about-richmond/american-british-accreditation/>).

In addition the university provides a budget that enables schools, discipline-specific student societies and individual lecturers to invite a wide range of external guest lecturers to address students.



### **3. Programme Outcomes**

The programme has been designed to prepare candidates for senior management positions. For this purpose, innovative courses on contemporary issues are taught, opportunity for practical application is fostered, and seminars are conducted by leading guest speakers. These complementing and supporting elements combine to create a learning opportunity that is profoundly challenging and awakening. Our faculty benefits from global industry experience and will provide candidates with a solid foundation in strategic business management. Students who complete an internship will gain the practical skills to apply their knowledge in the workplace, preparing them for rewarding management roles.

The programme creates an opportunity for students to develop their skills within the MBA programme. The courses taken to assist in this process include: Financial Management, Economics for Business, Managing Organisations & People, Global Marketing Strategy, Strategic Management and the Dissertation. A choice of seven optional courses are offered: Corporate Governance, Entrepreneurship & Innovation Management, Leadership & Strategic Change, Marketing in a Digital World, Project Management, International Financial Management and Fashion Management, as well as an internship. Learning outcomes should be categorised as:

MBA Graduates will be able to demonstrate a wide range of abilities and skills. These may be divided into the following categories: Subject Specific Knowledge and Understanding; Critical Thinking and Cognitive Skills; Subject Specific Skills and Attributes, to include practical and professional skills; and Transferable and Key Skills and Attributes.

#### **Subject Specific Knowledge and Understanding (A)**

Upon successful completion of the MBA students will be able to demonstrate a systematic in-depth understanding of the development, characteristics, issues and influences relevant to business administration; Demonstrate a high level of theoretical and applied knowledge of the management, operation, organization and provision of business administration and an understanding of the business process.

#### **Critical Thinking and Cognitive Abilities (B)**

Evaluate independently critical approaches and techniques relevant to business administration. Evaluate outcomes and accurately assess/report on own/others work with justification and relate them to existing knowledge structures and methodologies and demonstrate high level learning and problem solving abilities in the range of courses studied.

#### **Subject Specific Skills and Attributes (C)**

Identify modifications to existing knowledge structures and theoretical frameworks and therefore to propose new areas for investigation, new problems, new or alternative applications or methodological approaches;

Conduct research and produce a high quality dissertation: this includes the ability to select, define and focus upon an issue at an appropriate level; to develop and apply relevant and sound methodologies; to analyze the issue; to develop recommendations and logical conclusions; to be aware of the limitations of the research work.

### Transferable Skills and Attributes (D)

Demonstrate a range of skills which are relevant to the needs of existing and future managers, executives and professionals irrespective of their sector of operation. These are particularly in the areas of analysis and synthesis, communication and presentation skills, computing skills, critical reasoning, data analysis, organisation and planning, report and essay writing skills, interactive and group skills, research skills. Evaluate the ethical dilemmas likely to arise in research and professional practice and formulate solutions in dialogue with peers, clients, mentors and others.

<b>Programme Learning Outcomes.</b>			
<p><b>A. Subject Knowledge and Understanding</b></p> <ol style="list-style-type: none"> <li>Develop students' ability to strategically manage.</li> <li>To provide students with the required tools for decision-making and data analysis and to teach students how to apply these techniques to actual business situations.</li> <li>Develop the ability to apply the techniques and tools utilized within a business for financial analysis and control.</li> <li>To develop and enhance students' marketing skills through the use of case studies to identify and evaluate the diversity of marketing strategies employed by successful businesses</li> <li>Develop the management skills needed to enhance productivity and performance across a range of businesses.</li> </ol>	<p><b>B. Cognitive skills</b></p> <ol style="list-style-type: none"> <li>The ability to master a complex and specialised area of knowledge and skills.</li> <li>The ability to use theories and concepts to address modern business issues.</li> <li>The ability to reflect on practical business problems and offer solutions to specific problems.</li> <li>The ability to engage intelligently in arguments over what constitutes 'best practice' in solving business problems.</li> <li>The ability to develop critical reasoning, and creative thinking in a multicultural context.</li> </ol>	<p><b>C. Subject specific, practical and professional skill</b></p> <ol style="list-style-type: none"> <li>Be able to employ advanced technical skills to conduct autonomous research, or other managerial activities.</li> <li>Be able to analyse and present information and opinion using modern communication methods.</li> <li>Have a systematic understanding of the practical problems faced by managers in a range of organisational functions.</li> <li>Be familiar with the managerial tools used by various business functions.</li> <li>Be able to organise, motivate, and lead people in a multicultural environment.</li> </ol>	<p><b>D. General\transferable skills</b></p> <ol style="list-style-type: none"> <li>The ability to analyse, present and communicate information effectively.</li> <li>The ability to manage time effectively.</li> <li>Develop the capacity to work effectively and efficiently as a group member or leader towards the achievement of SMART objectives.</li> <li>Develop a reflexive approach to learning and the self-evaluation of personal strengths and weaknesses.</li> <li>Personal and social skills gained from studying in a multicultural environment.</li> </ol>

## 4. Teaching, learning and assessment strategies

### 4.1. Teaching and learning strategy

The teaching and learning strategy aims in the most effective and efficient ways to provide a framework of knowledge within which student can take responsibility for their own learning, to introduce students to the latest thinking and research, to give opportunities for students to consider and evaluate the issues and to explore them further with their peers and lecturers. To achieve these aims the teaching and learning will include:

- Group sessions that are designed to provide an overall framework of the existing knowledge and which will give sufficient information for students to follow up details independently
- Large group sessions that will introduce students to new issues, controversial topics, recent research, etc., that are not dealt with in the existing literature
- Small group sessions that will give opportunities for students to discuss and demonstrate their learning with their peers and lecturers
- Individual supervision in which students will be able to explain, discuss and refine their ideas

The strategy for each individual course is designed to contain a mix of teaching and learning methods to provide a rich and varied learning environment. Sessions may take the form of traditional lectures, seminars, tutorials, workshops or they may be delivered through paper or electronic media. The combination of teaching and learning approaches, detailed above, develops students' knowledge, critical and analytical skills and practical skills. These include presenting an overview of a topic, encouraging concentration, note taking and sifting of information. The use of case studies within seminars encourages the application of knowledge to real life situations, independent learning, group cooperation, imagination and original thinking.

### 4.2. Assessment strategy

Courses on the MBA conform to existing university assessment norms (<https://www.richmond.ac.uk/wp-content/uploads/2015/04/ALL-ASSESSMENT-NORMS-CATEGORIES-with-descriptions.pdf>)

The MBA assessment strategy aims to provide an opportunity for students to demonstrate the extent to which they have acquired or strengthened their understanding, their theoretical and applied knowledge, their abilities of application and critical evaluation and their powers of synthesis and creativity. The assessment strategy is designed to include a range of different types of assessment instruments that are both formative and summative. These will include unseen, time-constrained written examinations as well as

individual and group work. The assessment strategy for each course is designed to allow students to demonstrate the extent to which they have met the intended learning outcomes of the course. Data pertaining to re-sits and course retakes is contained in section 6 of this report. The Assessment norms are as follows:

<b>Standard Assessment Norms</b>			
<b>FHEQ level</b>	<b>Richmond/UK Level</b>	<b>Normal number of items (including final exam)*</b>	<b>Total assessment</b>
Level 7	R7000/UK MA	2-3	5000-7000 words

**\* Reasonable adjustments should be made for assessment activities such as midterm exams, in- class presentations, group assignments, tests etc. Any summative assessment activities must be reflected in the final overall assessment count.**

Excluding all atypical courses, the following should apply to all courses:

- Final exams should normally be no less than 25% and no more than 50% of the overall final grade.
- Instructors may not fail a student solely for failing the final exam if all graded activities result in a passing grade for the course.
- Midterm and final exams are not obligatory.
- At Level 7, word count will need to take into account the inclusion of a final exam.
- Attendance and participation cannot be assessment activities.
- Formative assessments are at the discretion of the instructor and do not count toward the number of items or toward the total word count.

For courses that have atypical assessment norms and do not follow one of the above tables, assessment will first be approved by the Academic Board.

### **Academic Standing**

A graduate student is in good academic standing if maintaining a cumulative Grade Point Average (GPA) of 3.0 (B).

Graduate students with a cumulative (GPA) of less than 3.0 (B) risk dismissal from the university (see below under “Grade Point Average” and “Academic Probation”).

### **Grades**

A	4.0	Excellent
A-	3.7	Very good
B+	3.3	Above Satisfactory
B	3.0	Satisfactory (also the cumulative GPA required for the award of the degree)
B-	2.7	Redeemable Fail
C+	2.3	Fail – Poor (may be awarded at graded activity level, but not at course level)

C	2.0	Fail – Deficient (may be awarded at graded activity level, but not at course level)
C-	1.7	Fail- Seriously Deficient (may be awarded at graded activity level, but not at course level)
F	0.0	Fail (may be awarded at graded activity level, and is awarded at course level for any course grade calculated to be lower than B-)

Grading criteria are disseminated to faculty and students to ensure parity of marking and transparency of criteria. Criteria (where relevant): Note that while all five criteria are required for an A grade, these criteria are listed in order of importance:

1. Quality of research: creativity (independent thinking), strength of topic, appropriate use of primary (where relevant) and secondary sources, depth and breadth of reading, extent of thorough analysis
2. Critical engagement: with and understanding of material; selection and application of relevant theory and method.
3. Research analysis
4. Coherency of argument
5. Presentation and Scholarly apparatus: clarity of expression, language use, structure (e.g. introduction, conclusion), referencing, bibliography.

The University places considerable emphasis on developing its students' learning and skills. Creating independent thinkers is a part of the university's mission statement and the MBA faculty delivers on this promise in a number of different ways at the postgraduate level. A key aspect of their work involves devising methodologies, consistent with best-practice approaches within the field, with which to adequately assess students' performance. These approaches include the setting of learning outcomes encompassing each course as well as regular discussion and interaction amongst faculty to set common goals for the entire degree and each of its courses.

### **Grade Point Average**

A grade point average (GPA) is calculated each semester and summer session and is recorded on the student's transcript. A cumulative GPA, including all graduate courses taken at Richmond, is also calculated. The numerical equivalent for the grade (see above) of each course is multiplied by the number of credits for that course to give the number of quality points for the course.

The GPA is then the sum of quality points for all courses divided by the total number of credits of all courses attempted.

- Students achieving a minimum cumulative GPA of 3.7 and above will be awarded the degree with Distinction.
- Students achieving a minimum cumulative GPA of 3.30 to 3.699 will be awarded the degree with Merit.

- Students achieving a minimum cumulative GPA of 3.0 to 3.299 will be awarded a Pass.
- Students achieving a cumulative GPA of less than 3.0 will fail the degree.

Students who choose not to submit the dissertation, or who do not obtain a minimum grade of B (3.0) on the dissertation, may transfer programs and apply to receive a (US) Postgraduate Certificate. A minimum cumulative GPA of 3.0 on all coursework is required for the award of the Postgraduate Certificate. Students must successfully submit and have approved a research proposal before progressing to the dissertation.

## 5. Programme structure

### 5.1. Master of Business Administration structure diagram

The programme is a discrete and self-contained programme of 36 US / 180 UK credits. As such, the structure does not follow the progressive PGC/MBA structure of some other programmes, although a Postgraduate Certificate is awarded as an exit award in recognition of students who complete the required 24 US / 120 UK credits of fall and spring course work (see Appendix II). It is not possible for students to register for the PGC.

It is possible to complete the programme over twelve months full-time (for a Fall start), or sixteen months, if starting in Spring; or two-years part-time from the start of September to the end of August. Fall start full-time students take six courses of 4 US/20 CATS credits, of which five are core, spread over the fall and spring semesters. In the summer semester, for a Fall start, students take the internship course of 4 US/20 UK CATS credits if they so wish, and write the research project which is submitted at the end of the summer and is weighted at 8 US/40 UK CATS credits. Students not taking the internship complete an extended dissertation of 15,000-20,000 words for 12 US/60 UK CATS credits instead of the normal project of 10-12,000 words.

Full-time students starting in Spring may complete the programme by the start of the summer of the following calendar year.

Part-time students take one or two courses in the fall and spring semesters, completing the required course work over two years (if starting in Fall), and complete the internship in the summer of year one and the dissertation in the summer of year two, and like September start full-time students not taking the internship, part-time students not taking the internships complete an extended dissertation of 15,000-20,000 words for 12 US/60 UK CATS credits instead of the normal project of 10-12,000 words.

Spring start part-time students intending to do an internship may do so in the Spring semester of their second year in conjunction with their dissertation in that same semester.

US credit is equivalent to one contact teaching hour per week and each course typically involves three to four contact hours per week over a 15 week semester, except the dissertation which requires self-directed learning with academic supervision, and the

internship which requires part-time work placement for 2-3 months (minimum of 9 weeks). There is a ratio of 1 US to 5 UK credits at *FHEQ* Level 7 (see under US and UK credits in the *University Catalogue* at: <http://www.richmond.ac.uk/admitted-students/catalogues/>, and Appendix I below).

### DEGREE REQUIREMENTS

Successful students complete 36 US/180 UK credits at *FHEQ* Level 7.

			US Credits	UK Credits
<b>FHEQ Level 7 (Total)</b>			<b>36</b>	<b>180</b>
<b>FALL SEMESTER</b>		<b>Course Title</b>		
ECN 7100		Economics for Business	4	20
MKT 7100		Global Marketing Strategy	4	20
FNN 7102		Financial Management	4	20
<b>SPRING SEMESTER</b>				
MGT 7110		Managing Organizations & People	4	20
MGT 7130		Strategic Management	4	20
<b>plus one of the following:</b>			4	20
Option in Governance	MGT 7120	Corporate Governance		
Option in Entrepreneurship	ENT 7110	Entrepreneurship & Innovation Management		
Option in Leadership and Strategy	MGT 7135	Leadership & Strategic Change		
Option in Global Marketing	MKT 7110	Marketing in a Digital World		
Option in Operations	MGT 7101	Project Management		
Option in Finance	FNN 7400	International Financial Management		
Option in Fashion	MKT 7400	Fashion Management		
<b>SUMMER SEMESTER</b>				
<b>plus either both of the following:</b>			<b>12</b>	<b>60</b>
MGT 7902		Internship (4cr)		
MGT 7500		Dissertation (8cr)		
<b>OR:</b>				
MGT 7550		Extended Dissertation (12cr)		

## 5.2 Postgraduate Certificate (PGC) in Business Administration

The Middle States Postgraduate Certificate (PGC) in Business Administration is awarded to students registered on the MBA who have successfully completed in good academic standing (with a 3.0 GPA/B average) for all courses but: 1) fail to submit the final Dissertation (without extenuating circumstances eligible for resubmission), or 2) fail to pass the Dissertation. The PGC is therefore conferrable as an exit award in recognition of successful completion of postgraduate coursework, but it is not possible for students to register on the PGC.

### POSTGRADUATE CERTIFICATE REQUIREMENTS

Successful students complete 24 US/120 UK credits at FHEQ level 7

		US Credits	UK Credits
<b>FHEQ Level 7 (Total)</b>		<b>24</b>	<b>120</b>
<b>FALL SEMESTER</b>	<b>Course Title</b>		
ECN 7100	Economics for Business	4	20
MKT 7100	Global Marketing Strategy	4	20
FNN 7102	Financial Management	4	20
<b>SPRING SEMESTER</b>			
MGT 7110	Managing Organizations & People	4	20
MGT 7130	Strategic Management	4	20
<b>plus one of the following:</b>		4	20
Option in Governance	MGT 7120 Corporate Governance		
Option in Entrepreneurship	ENT 7110 Entrepreneurship & Innovation Management		
Option in Leadership and Strategy	MGT 7135 Leadership & Strategic Change		
Option in Global Marketing	MKT 7110 Marketing in a Digital World		
Option in Operations	MGT 7101 Project Management		
Option in Finance	FNN 7400 International Financial Management		
Option in Fashion	MKT 7400 Fashion Management		

Successful students awarded the PGC are able to demonstrate all learning outcomes for the MBA except those relating to the dissertation or extended dissertation – see ‘C’ in Section 3 “Programme Outcomes” above, and in the Curriculum Map (Appendix II below).

## 6. Regulatory framework

The MBA is operated under the policy and regulatory frameworks of Richmond, the American International University in London, and the Middle States Commission on Higher Education. The following sub-sections include the relevant university or institutional policy documents, where applicable.



## 6.1 Admissions

To be considered for admission, prospective students should:

- By the start of the programme, be at least 17 years of age and have been awarded a first degree in a discipline recognised by the University as being relevant to the programme and which is either:
  - i) from an accredited US institution with a minimum GPA of 2.5; or
  - ii) from a UK HEI with first or second class honours;
  - iii) from an institution which is recognised by the University as awarding qualification of equivalent to such US or UK degrees;
- Have completed a timely direct application to the University, including a Curriculum Vitae, personal/professional statement and academic reference, supplying verification of existing academic and English language attainments as required by the University.

Exceptionally, the University may consider substantial professional experience, of direct relevance to the programme, in lieu of a first degree. In such cases the prospective student may be required to submit a satisfactory extended essay and /or complete certain University undergraduate courses before being admitted to the programme. Whilst not routinely required, prospective students may be invited to interview where this is considered necessary in order to fully consider their application.

Students who are neither nationals of a majority English speaking country, nor have completed a full programme equivalent to a UK first degree taught within such a country, should normally have achieved at least CEFR level B2 in a secure English Language test ("SELT") acceptable to the University prior to entry to the programme. At the University's discretion, students in this category who are EEA nationals may be excused this requirement where they have recently undertaken a full time programme of study of at least 2 years duration with English as the medium of instruction.

Further details of all of the above, including the specific minimum SELT grades currently required within level B2, may be found at the appropriate page of the University website, where a comprehensive Admissions Policy and Summary of Practice document is also published. <http://www.richmond.ac.uk/admissions/postgraduate-admissions/>

## 6.2 Assessment

A proper assessment of student learning and progression of skills gained is fundamental to the work of the university. Much of what shapes the university's perspective on this has been mentioned within section 4.2, above, under Assessment Strategy, which has been shaped in accordance with the expectations outlined in Section B6 of the *UK Quality Code for Higher Education*.

The University follows the guidelines of Standard 14 on 'Assessment of Student Learning', as laid out by the Middle States Commission on Higher Education. Standard 14 includes the following passages:

"The systematic assessment of student learning is essential to monitoring quality and providing the information that leads to improvement. Implemented effectively, the assessment of student learning will involve the shared commitments of students, administrators and academic professionals. Assessment is not an event but a process and should be an integral part of the life of the institution."  
(<http://www.msche.org/publications.asp>).

### **6.3 Progression**

The **Master of Business Administration** is designed to prepare students for a range of careers in a variety of fields, as well as for doctoral level graduate work. It is expected that graduating students will work within a variety of sectors including the media, public affairs, finance, private and for-profit, governmental, non-profit and international non-governmental organisations or progress to further studies.

### **6.4 Repeat of a Course**

Any repeats of courses in the taught elements of Masters programs are subject to availability (course scheduling and course cycling).

Any graduate student who receives a grade of F (0.0) on a course may repeat it in any subsequent semester (subject to availability and within the "time for completion" restrictions outlined below).

Any graduate student who receives a grade lower than B (3.0) on a course may petition the Postgraduate Associate Dean of the relevant School for permission to retake the course. The Associate Dean may consult with the Academic Progress Committee in coming to a decision. All petitions are considered on a case-by-case basis, and in the larger context of the student's overall academic record.

### **6.5 Incomplete Courses and Re-sits**

Where graduate students believe that they have a legitimate reason for missing a final examination or failing to complete coursework, they may appeal to the relevant School's Postgraduate Associate Dean for a re-sit examination or an extension to coursework deadlines.

The Associate Dean may consult with the Academic Progress Committee in coming to a decision. If the appeal is approved an interim grade of I (incomplete) is assigned. Incomplete grades have no quality points and are not factored into a graduate student's semester or overall GPA.

Re-sit examinations are completed in the official re-sit period, which is the fourth weekend of the semester following the original exam date. Re-sits are not normally permitted at any other time.

Graduate students given an extension to their coursework submission deadlines are normally required to submit the coursework in the same timeframes as students permitted a resit opportunity (i.e. week 4 of the following Fall or Spring semester).

The final grade for the course is revised by the instructor on completion of the course requirements. Failure to meet the deadlines will result in the 'I' grade reverting to the original grade submitted by the instructor, or to an F grade if no work was submitted.

## **6.6 Leave of Absence**

Graduate students wishing to withdraw from the University may apply to the Postgraduate Associate Dean of the School for a leave of absence for one semester (which may be extended up to a maximum of two semesters). The Associate Dean will consult with the Academic Registrar in all leave of absence requests. Normally, students applying for a leave of absence must be in good academic, social, and financial standing. Approved leaves of absence provide students with the right to return to the University under the same graduation requirements that were in place when they began their leave, and to register for a future semester or summer session without applying for readmission. Graduate students must be particularly aware of the practical restrictions placed upon their return to studies posed by cycling and scheduling of courses in a Masters program.

Leave of absence must be applied for and approved in advance of the semester in which it is to be taken. Students registered for and attending classes will not be permitted to apply for a leave of absence retrospectively. They must withdraw from any courses in which they are enrolled in the usual manner.

Any graduate student granted a leave of absence for medical reasons may be required to provide confirmation from their health-care provider that they are medically fit to resume their studies. Students failing to return from a leave of absence within one calendar year must apply for readmission. If readmitted, they will be governed by the graduation requirements in effect at the time of their readmission.

**Note:** *The University is obliged to report to the UK Border Agency any student who is in the UK on a Tier 4 visa but who is not attending classes. This also applies to students who are taking a Leave of Absence. The University's granting of a LoA should not be interpreted as granting permission for a student on a Tier 4 visa to remain in the country.*

## **6.7 Time for Completion**

September start, full-time, graduate students are normally expected to complete all requirements in one academic year (Fall, Spring and Summer semesters). Students must complete all requirements for the award of the degree within three years of the date of their first registration.

## 6.8 Placements

The Internship Office of the University offers a formal mechanism through which students may receive work-placement opportunities. These placements are supervised, career-related work experiences combined with reflective, academic study that help students apply theoretical knowledge in the workplace. Participation in the internship programme is optional but highly encouraged because the Masters of Business Administration programme has been designed to ensure that students graduate with both a qualification as well as experience of the workplace. The internship has been established to act as a conduit between the classroom and a career, enabling students to meet and work with potential future employers. The internship programme demands that students interact with professionals in their field, allowing them to learn by seeing as well as by doing.

The internship is normally conducted in the summer months, unless starting the entire program in Spring. Candidates who wish to opt out of the internship choose a more extensive dissertation in the summer semester.

Expectations with regard to careers education, information, advice and guidance (as outlined in Section B4 of *The UK Quality Cole for Higher Education*) are handled by the university's Student Affairs department. This department conducts a variety of career services for students, ranging from resource provision to a CV service, and in particular through the LEAD (Leadership, Education and Development) seminar series. For full details of career services offered to students at Richmond, please see: <http://www.richmond.ac.uk/internships/graduate-internships/>.

Expectations with regard to careers education, information, advice and guidance (as outlined in Section B4 of *The UK Quality Cole for Higher Education*) are handled by the university's Student Affairs department. This department conducts a variety of career services for students, ranging from resource provision to a CV service, and in particular through the LEAD (Leadership, Education and Development) seminar series. For full details of career services offered to students at Richmond, please see: <http://www.richmond.ac.uk/career-services/>.

In addition to these services, the alumni office offers networking opportunities where students may contact alumni working in a variety of fields. The alumni office also offers these services via social media such as LinkedIn and Facebook. Please see: <http://alumni.richmond.ac.uk/>

## 6.9 Student support and guidance

Every student is advised academically by the Associate Dean for Graduate Programmes who takes a close interest in the students' academic progress. Students who need a particular form of academic help can approach the convenor who can then provide the necessary liaison with the Registrar, Student Affairs and other offices forming the key parts of the academic and pastoral support infrastructure.

In accordance with the 2010 *Equality Act*, and with Chapter B4 of the *Quality Code*, Richmond endeavours to make all practical and reasonable adjustments to ensure students are able to fully participate in the University community. Students who declare a physical disability or a special educational need are accommodated to ensure the quality of their educational experience meets their individual requirements – the university disability officer works with individual students to determine accommodations, and works with colleagues in the Academic Registry and the Schools to see that their needs are addressed. SEN students, for instance, receive extra time in examinations, and have the option of writing exams on university-provided computers, and/or of taking exams in a separate room. Please see: <http://www.richmond.ac.uk/student-life/support-for-students-with-disabilities/>

The University operates a well-staffed Student Affairs department headed by the Vice-President for Students that provides services intended to support and encourage student welfare, safety and development. This department oversees medical registration of students and provides counseling services. It also organizes a range of extracurricular activities and travel designed to further enhance students' educational experiences. The university Student Charter outlines responsibilities and expectations of both the students and the university, and the Conduct Code addresses expectations as to social conduct. Non-academic appeals and complaints and disciplinary incidents are overseen by the Student Affairs Department.

In its 2013 [IRENI review](#), Richmond was commended for "The care and attention paid to academic and pastoral support for international students throughout their association with the University".

The University recognises that different demands are placed on full-time and part-time students and its guidance, support and advice systems are in place for all students.

## Appendix I: Credit Equivalences

In this document and other University literature, US credit is articulated in terms of US and UK credit frameworks.

At the Masters degree level (see below for discussion of Levels on the *FHEQ*), UK MA students obtain a minimum total of 180 UK credits, which equates to 90 ECTS credits or 36 US credits.

American Masters degrees typically award 30-36 credits. Richmond's degree awards 36. The ratio for credit translation at the Masters level (Level 7) is therefore as follows:

	US credit	ECTS credit	UK credit
UK Level 7	1	2.5	5
Required minimum number of credits for MA	36	90	180 (120 of which must be at Level 7)
Richmond MBA	36	90	180 (at Level 7)

### Levels

The *FHEQ* (Framework for Higher Education Qualifications) in the UK defines Higher Education levels in the following way:

- Levels 4-6** (previously HE1-3) – years 1 to 3 of a UK undergraduate degree
- Level 7** (previously M) – UK Masters degrees and postgraduate diplomas and certificates
- Level 8** (previously D) – UK Doctoral degrees

Each level is illustrated by, and each award determined by, reference to a qualification descriptor. The level 7 descriptors can be found in the *FHEQ* (QAA, August 2008).

### References

QAA. *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland*. November 2014.

QAA. *The Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education*. August 2008.

QAA. *Academic Credit in Higher Education in England – an introduction*. 2009

European Communities. *ECTS Users' Guide*. February 2009; *ECTS Users' Guide—Draft Revision* January 2015

## Appendix II: Curriculum Map

MBA CURRICULUM MAP

Course ID	Title	Knowledge and understanding					Cognitive Skills					Prof Skills					Key Skills				
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
ECN 7100	Economics for Business	x	x			x		x	x	x	x	x	x			x	x	x	x		
MKT 7100	Global Marketing Strategy	x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	
FNN 7102	Financial Management	x	x			x	x	x	x				x	x		x	x	x	x		
MGT 7110	Managing Organisations & People	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
MGT 7130	Strategic Management	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
<b>Plus either both of the following</b>																					
MGT 7902	Internship (4US/20UK credits)	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
MGT 7500	Dissertation (8US/40UK credits)	x	x	x	x	x	x	x	x		x	x	x	x		x	x	x	x		
<b>Or</b>																					
MGT 7550	Extended Dissertation (12US/60UK credits)	x	x	x	x	x	x	x	x		x	x	x	x		x	x	x	x		
<b>Plus one of the following OPTIONS</b>																					
MGT 7120	Corporate Governance	x	x		x	x		x	x	x		x	x	x	x		x	x	x	x	
ENT 7110	Entrepreneurship & Innovation Management	x	x	x	x	x	x	x	x	x	x	x	x		x	x			x	x	
MGT 7135	Leadership & Strategic Change	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
MKT 7110	Marketing in a Digital World	x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	
MGT 7101	Project Management	x	x		x	x	x	x	x		x	x	x	x		x	x	x	x	x	
FNN 7400	International Financial Management	x	x			x	x	x	x				x	x		x	x	x	x		
MKT 7400	Fashion Management	x	x		x	x	x	x	x	x	x	x		x		x	x		x	x	