



RICHMOND
THE AMERICAN INTERNATIONAL
UNIVERSITY
IN LONDON

Master of Business Administration

Programme Specification

2020-21

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Introduction

This document describes the **Master of Business Administration degree, with options in one of several areas**, awarded by Richmond University, the American International University in London, using the protocols required by *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland* (QAA, 2008).

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), and either an internship (4 US/ 20 UK credits) and a Professional project (6 US/ 30 UK credits) component or an Extended Professional project (10 US/50 UK credits). Normally, each course carries 4 US/20 UK credits.

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 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.

1. OVERVIEW

Programme/award title(s)	Master of Business Administration
Teaching Institution	Richmond, the American International University in London
Awarding Institution	Richmond, the American International University in London
Date of latest validation	14 March 2019 (for 5 years)
Next revalidation	2023
Credit points for the award	36 US credits 180 UK credits (FHEQ Level 7)
Programme start date	Fall 2017
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement: Master's degrees in Business and Management (2015) <i>QAA Masters Degree Characteristics (September 2015)</i>
Professional/statutory recognition	Chartered Management Institute
Language of Study	English
Duration of the programme for each mode of study (P/T, FT,DL)	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)
Dual accreditation (if applicable)	Middle States Commission on Higher Education (First accredited 1981; renewed 2016. QAA – Higher Education Review (AP) December 2017
Date of production/revision of this specification	May 2020 (see chart at the end of this document for list of revisions)

2. ABOUT 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-centered, 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.

A distinctive feature of the MBA is its emphasis on promoting graduate employability in a number of ways. Next to the general MBA programme, the programme also offers students the opportunity to deepen their area of interest in Marketing or Human Resource Management. This means students can decide if they want to receive a general MBA degree or an MBA with a specialisation in either Marketing or Human Resource Management. All programmes are designed to offer leadership and strategic decision making skills to its students. While the general MBA covers broad analytical and integrated study of business and management, students also have the choice between a wide range of electives. The Human Resource MBA and the Marketing MBA set a specialism within the context of the broader field of business and management.

Mission

The MBA programme is a generalist career development 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 within the curriculum. It provides a high quality educational experience for students of management, practicing managers, entrepreneurs, and business specialists, and thus improves the quality of professional management here and overseas.

The MBA aims to 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 boundaries of constraints 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.

3. PROGRAMME STRUCTURE

Master of Business Administration Degree

The programme is a discrete and self-contained programme of 36 US / 180 UK credits. As such, the structure does not follow the progressive UK PGDip/MBA structure of some other programmes, although a UK PGDip 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 PGDip.

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, as well as a Business Research method class of 2 UK/10 CATS credits in the spring semester. 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 Professional Project which is submitted at the end of the summer and is weighted at 6 US/30 UK CATS credits. Full-time or part-time students not taking the internship complete an extended Professional Project of 15,000 words for 10 US/50 UK CATS credits instead of the Professional Project of 10,000 words. Students must complete the mandatory taught courses before progressing to the internship/research project.

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 Professional Project 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 Professional Project of 15,000 words for 10 US/50 UK CATS credits instead of the normal project of 10,000 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 Professional Project in that same semester.

US credit is equivalent to one contact teaching hour per week and each course typically

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involves three to four contact hours per week over a 15 week semester, except the Professional Project which requires self-directed learning with academic supervision, and the internship which requires part-time work placement for 2-3 months (minimum of 200 hours). There is a ratio of 1 US to 5 UK credits at FHEQ Level 7.

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

General MBA

		US Credits	UK Credits
FHEQ Level 7 (Total)		36	180
FALL SEMESTER	Course Title		
ECN 7200	Economic Analysis for Managers	4	20
MGT 7110	Managing Organisations & People	4	20
MKT 7100	Global Marketing Strategy	4	20
SPRING SEMESTER			
MGT 7130	Strategic Management	4	20
MGT 7160	Business Research	2	10
FNN 7102	Financial Management	4	20
plus one of the following:		4	20
ENT 7110	Entrepreneurship & Innovation Management		
FNN 7400	International Financial Management		
HRM 7100	Human Resource Management		
HRM 7110	Leading, Mentoring, Coaching		
MGT 7101	Project Management		
MKT 7110	Marketing in a Digital World		
MKT 7120	Marketing and Ethics		
SUMMER SEMESTER			
Plus either both of the following*:			
MGT 7902	Internship	4	20
MGT 7510	Professional Project	6	30
OR:			
MGT 7560	Extended Professional Project	10	50

*Depending on students' interest and demand.

MBA: Human Resources Management

		US Credits	UK Credits
FHEQ Level 7 (Total)		36	180
FALL SEMESTER	Course Title		
ECN 7200	Economics for Analysis for Managers	4	20
FNN 7102	Financial Management	4	20
MGT 7110	Managing Organisations & People	4	20
SPRING SEMESTER			
MGT 7130	Strategic Management	4	20
MGT 7160	Business Research	2	10
MKT 7100	Global Marketing Strategy	4	20
plus one of the following:		4	20
HRM 7100	Human Resource Management		
HRM 7110	Leading, Mentoring, Coaching		
SUMMER SEMESTER			
Plus either both of the following*:			
HRM 7902	HRM Internship	4	20
HRM 7505	Professional HRM Project	6	30
OR:			
HRM 7555	Extended Professional HRM Project	10	50

*Depending on students' interest and demand.

MBA: Marketing

		US Credits	UK Credits
FHEQ Level 7 (Total)		36	180
FALL SEMESTER	Course Title		
FNN 7102	Financial Management	4	20
MGT 7110	Managing Organisations & People	4	20
MKT 7100	Global Marketing Strategy		
SPRING SEMESTER			
MGT 7130	Strategic Management	4	20
MGT 7160	Business Research	2	10
ECN 7200	Economic Analysis for Managers	4	20
plus one of the following:		4	20
MKT 7110	Marketing in a Digital World		
MKT 7120	Marketing and Ethics		
SUMMER SEMESTER			

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Plus either both of the following*:			
MKT 77902	Marketing Internship	4	20
MKT 7505	Professional Marketing Project	6	30
OR:			
MKT 7555	Extended Professional Marketing Project	10	50

*Depending on students' interest and demand.

US Postgraduate Certificate (PGC) / UK Postgraduate Diploma (PGDip) in Business Administration

The US Postgraduate Certificate (PGC) and UK Postgraduate Diploma (PGDip) in Business Administration are awarded to students registered on the programme 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 professional project (without extenuating circumstances eligible for resubmission), or 2) fail to pass the professional project. Both awards are therefore conferrable as exit awards in recognition of successful completion of postgraduate coursework, but it is not possible for students to register on the US PGC or UK PGDip.

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

US POSTGRADUATE CERTIFICATE AND UK DIPLOMA REQUIREMENTS

			US Credits	UK Credits
FHEQ Level 7 (Total)			24	120
FALL SEMESTER		Course Title		
ECN 7200		Economics for Analysis for Managers	4	20
FNN 7102		Financial Management	4	20
MGT 7110		Managing Organisations & People	4	20
SPRING SEMESTER				
MGT 7130		Strategic Management	4	20
MGT 7160		Business Research	2	10
MKT 7100		Global Marketing Strategy	4	20
plus one of the following*:				
Option in Finance	FNN 7400	International Financial Management		
Option in HRM	HRM 7100	Human Resource Management	4	20
Option in Leadership	HRM 7110	Leading, Mentoring and Coaching	4	20
Option in Operations	MGT 7101	Project Management	4	20
Option in Global Marketing	MKT 7110	Marketing in a Digital World	4	20
Option in Marketing	MKT 7120	Marketing and Ethics	4	20

**Depending on students' interest and demand.*

Successful students awarded the exit awards are able to demonstrate all learning outcomes for the MBA except the professional project component – see 'H' in Section 4 "Programme Outcomes" below, and in the Curriculum Map (Appendix I below).

4. PROGRAMME OUTCOMES

Programme-level learning outcomes are identified below, based on *SEEC* categories linked to level 7 of the *FHEQ*.

Refer to Appendix II – Curriculum Map for details of how outcomes are deployed across the programme of study.

Upon successful completion of the **MBA degree** successful students will be able to:

- demonstrate a conceptualized systematic and deep understanding of theory and practice - fundamental to the survival of various business functions and to the overall organization;
- demonstrate the ability to engage in critical thinking, that demonstrates independent thought and problem solving – underpinned by evidenced based arguments;

- demonstrate the ability to synthesize conceptual knowledge and understanding – applied with criticality to identified current business issues, case studies, and simulations;
- be able to employ advanced technical skills and analysis to conduct autonomous research with reflexivity;
- develop management and personal soft skills to ensure best practice - articulated through varied and appropriate communications and report methods to a range of stakeholders.

A. Subject Knowledge and Understanding

Upon completion of the MBA degree, students should be able to:

1. Demonstrate the ability to manage strategically
2. Demonstrate possession of the required tools for decision-making and data analysis and apply these techniques to actual business situations.
3. Demonstrate the ability to apply the techniques and tools utilized within a business for financial analysis and control
4. Develop and enhance marketing skills through the use of case studies to identify and evaluate the diversity of marketing strategies employed by successful businesses
5. Develop the management skills needed to enhance productivity and performance across a range of businesses.

B. Cognitive Skills

Upon completion of the MBA degree, students should have:

1. The ability to master a complex and specialised areas of knowledge and skills.
2. The ability to use theories and concepts to address modern business issues.
3. The ability to reflect on practical business problems and offer solutions to specific problems.
4. The ability to engage intelligently in arguments over what constitutes ‘best practice’ in solving business problems.
5. The ability to develop critical reasoning, and creative thinking in a multicultural context.

C. Subject Specific, Practical, and Professional Skills

Upon completion of the MBA degree, students should be able to:

1. Employ advanced technical skills to conduct autonomous research, or other managerial activities.
2. Have a systematic understanding of the practical problems faced by managers in a range of organisational functions.
3. Be familiar with the managerial tools used by various business functions.
4. Organise, motivate, and lead people in a multicultural environment.

D. General/Transferable Skills

Upon completion of the MBA degree, students should be able to:

1. Have the ability to analyse, present and communicate information effectively.
2. Have the ability to manage time effectively.
3. Have the capacity to work effectively and efficiently as a group member or leader towards the achievement of SMART objectives.
4. Develop a reflexive approach to learning and the self-evaluation of personal strengths and weaknesses.
5. Have the personal and social skills gained from studying in a multicultural environment.

5. TEACHING, LEARNING, AND ASSESSMENT

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 students 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.

Assessment Strategy

Assessment is by examination, essays, dissertations, and other forms of written work; oral presentations and group work; as well as projects and this assessment strategy usually meets the University Assessment Norms at level 7. Courses which do not meet these norms are deemed *atypical*. Atypical courses are assessed according to special rules approved by the Learning and Teaching Committee, and provided in the CSD for that particular course.

RICHMOND UNIVERSITY ASSESSMENT NORMS TABLE

Standard Assessment Norms			
FHEQ level	Richmond/UK Level	Normal number of items (including final exam)*	Total assessment
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 Learning and Teaching Policy Committee.

As seen above, 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 MA academic staff deliver 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 academic staff in order to set common goals for the entire degree and each of its courses.

In terms of following up with the assessment of student learning and consistent with US Liberal Arts traditions, MA classes rely on the system of continuous assessment on a course by course basis and throughout any given semester. This approach often involves the use of short essays, research papers, learning journals, annotated bibliographies, gallery reviews, book reviews, student presentations, research proposals and general class discussion. Not every component applies to every course, but Programme specification and curriculum map – MASTER OF BUSINESS ADMINISTRATION DEGREE

most do relate to many of the classes that are offered. There is an emphasis on writing essays, particularly research papers, at postgraduate level, and reflective work including learning journals.

The variety of instruments used permits academic staff to assess each student's developing and evolving knowledge and skills base as outlined in the previous section. For example, the research paper tests for, amongst other things, a student's ability to engage with primary and/or secondary sources of information and his or her ability to evaluate and analyze this. Site visits encourage students to engage with objects, applying theory and method taught in classes. In addition to this, the University sets specific guidelines on the weighting of coursework in order to effect balance in the process of assessment. As the coursework load for each course set out in the course descriptor shows, a variety of assessment strategies with weighting spread facilitates this across the courses, with the typical course settling for around 50% for the final research paper.

A component part of the programme's efforts to ascertain an appropriate approach to the assessment of student learning involves the use of grade descriptors (made available in the Student Handbook). This information allows the student to see the expected level of performance that co-relates with a particular letter grade summarizing his or her overall achievement level. The programme also has a formalised system of exit questionnaires and feedback meetings punctuated at key moments throughout the year (mid-semester break, end of semester and end of year) for its students as a framework through which the views and opinions of those who have experienced the programme, as students, can be captured and responded to. Evidence of this approach in action is demonstrated in minutes of meetings with students and academic staff and response to comments from the External Examiner.

The academic staff are confident that the assessment processes are sound. Much of this confidence emanates from the comments MA academic staff have received from External Examiners. But an equally important measure is the success that so many students on the Master of Arts programmes enjoy beyond their post-Richmond experiences. Those students judged as the strongest generally move on to take on challenging opportunities on postgraduate programmes and as professionals in the arts and creative cultural industries. This is testimony to their level of preparedness for the real world of careers in the visual arts, and are an indication of the academic staff's and University's ability to fulfil its mission.

Assessment Tariff

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 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)

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- 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-)

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 UK degree with Distinction.
- Students achieving a minimum cumulative GPA of 3.30 to 3.699 will be awarded the UK degree with Merit.
- Students achieving a minimum cumulative GPA of 3.0 to 3.299 will be awarded a UK Pass.
- Students achieving a cumulative GPA of less than 3.0 will fail the UK and US degree.

Students who choose not to submit the professional project, or who do not obtain a minimum grade of B (3.0) on the thesis/dissertation/project, may transfer programs and apply to receive UK and US exit awards in recognition of their achievement in this area. A minimum cumulative GPA of 3.0 on all coursework is required for the exit awards.

6. ENTRY REQUIREMENTS

By the start of the programme have been awarded a first degree in a discipline recognised by the University as being relevant to the programme and which is either:

- from an accredited US institution with a minimum GPA of 2.5; or
- from a UK HEI with first or second class honours; or
- from an institution which is recognised by the University as awarding qualification of equivalent to such US or UK degrees;

Prospective students should have completed either a timely direct application to the University or an application via UCAS Postgraduate, 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.

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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 an English Language test 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 English language 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/>

7. STUDENT SUPPORT AND GUIDANCE

There is a range of student support and guidance, for both academic and general wellbeing, available to students at Richmond. This is accomplished through a range of programmes and services which positively impact learning as well as the total student life experience.

Every student is advised academically by the MBA Director who takes a close interest in the students' academic progress. Students who need a particular form of academic help can approach the convener who can then provide the necessary liaison with Registry Services, Student Affairs, Library and other offices forming the key parts of the academic and pastoral support infrastructure.

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 supported to ensure the quality of their educational experience meets their individual requirements. 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.

The university operates a well-staffed Student Affairs department 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. Disciplinary and social grievance procedures are also overseen by this department.

8. PLACEMENT

Students have the option to undertake an internship which will earn credits and is supervised by a faculty member. This is an excellent opportunity for students with little or no prior professional experience to gain insight into business operations. It is also an excellent

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opportunity for students to deepen their understanding of functional areas. If students have decided to pursue a specialisation of the MBA programme, the internship will have to be undertaken in the specified area.

9. POSTGRADUATE ACADEMIC POLICIES

Please see the Policies page (<https://www.richmond.ac.uk/policies/>) on the University website for the relevant academic policies. These include, but not limited to:

- Incompletes, Rescheduled and Delayed Submission of Coursework Policy

Postgraduate students with evidenced mitigating circumstances for missing a final exam must inform the appropriate Associate Dean or designee (e.g. Programme Director) and petition the Academic Progress Committee to reschedule the exam in Week 4 of the following semester. Postgraduate students with evidenced mitigating circumstances for failing to submit work, including the dissertation, by the deadline must inform the appropriate Associate Dean or designee and petition the Academic Progress Committee for an extension to submission.

(Please see the complete policy on the [policies page](#) of the website)

- Resubmission Policy

Grades of B- (2.7) on the thesis/dissertation or professional research project are treated as a “redeemable fail”. Students are permitted one further opportunity to re-work the material based on written feedback and re-submit the thesis/dissertation or professional research project within three months of the original submission. Students must advise the Associate Dean or designee (e.g. Programme Director) of their intention to re-submit within five (5) working days of receiving the grade. Marks for the resubmitted material are capped at a B grade. Students resubmitting their work will not normally be expected to be in attendance at the University during the resubmission period.

(Please see the complete policy on the [policies page](#) of the website)

Other policies relevant to you include, but are not limited to:

- Attendance Policy
- Exit Award Policy
- Readmission Policy

10. REGULATORY FRAMEWORK

The **MBA** is operated under the policy and regulatory frameworks of Richmond the American International University in London, the Middle States Commission on Higher Education, the Framework of Higher Education Qualifications, and the UK Quality Code for Higher Education.

Also key to the background for this description are the following documents:

- QAA (2018). The Revised UK Quality Code for Higher Education. (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).
- Middle States Commission on Higher Education. Standards for Accreditation and Requirements of Affiliation. 2014: Thirteenth Edition; Rev. Ed. 2015. (<http://www.msche.org/publications/RevisedStandardsFINAL.pdf>)

Ensuring and Enhancing the Quality of the Programme

The **MBA** features 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 the faculty as a group.

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External Examiners
- Internal Moderation
- Student representation
- Curricular change approval process
- Annual Programme Monitoring and Assessment
- Formal Programme Review, every 5 years
- Course evaluation
- Student satisfaction surveys and the NSS
- Feedback from employers

The **MBA** 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 both US (the Middle States Commission on Higher Education) and UK (QAA) reviews. The University is a voluntary subscriber member of the QAA, and underwent its first full Institutional Review in May 2013 and a Higher Education Review (AP) in 2017.

Credit Equivalences

The ratio for credit translation at the Masters level (Level 7) is as follows:

	US credit	ECTS credit	UK credit
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UK Level 7	1	2.5	5
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, November 2014).

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

Programme Specification Publication Dates

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Revision 1	August 2013
Revision 2	January 2014
Revision 3	May 2014
Revision 4	July 2014
Revision 5	June 2015
Revision 6	April 2016
Revision 7	April 2017
Revision 8	April 2018
Revision 9	March 2019
Revision 10	May 2019

Programme specification and curriculum map – MASTER OF BUSINESS ADMINISTRATION DEGREE

Revision 11	May 2020
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APPENDIX 1: 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 7200	Economic Analysis for Managers	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	
FNN 7102	Financial Management	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		
HRM 7110	Leading, Mentoring, Coaching	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
HRM 7100	Human Resource Management	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
HRM 7505	Professional HRM Project	x	x	x	x	x	x	x	x		x	x	x	x		x	x	x	x		
HRM 7555	Extend. Professional HRM Project	x	x	x	x	x	x	x	x		x	x	x	x		x	x	x	x		
HRM 7902	HRM Internship (4 US/20 UK credits)	x	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	
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	
MGT 7510	Professional Project	x	x	x	x	x	x	x	x		x	x	x	x		x	x	x	x		
MGT 7560	Extend. Professional Project	x	x	x	x	x	x	x	x		x	x	x	x		x	x	x	x		
MGT 7160	Business Research (2 US/10 UK credits)	x	x	x			x	x		x	x				x	x	x	x			
MGT 7902	Internship (4 US/20 UK credits)	x	x	x		x	x	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	
MKT 7110	Marketing in a Digital World	x	x	x	x	x	x	x	x	x	x	x	x		x	x			x	x	
MKT 7120	Marketing and Ethics	x		x	x		x	x			x		x	x	x	x	x	x	x	x	
MKT 7902	Marketing Internship	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
MKT 7505	Professional Marketing Project	x	x	x	x	x	x	x	x		x	x	x	x		x	x	x	x		
MKT 7555	Extend. Professional Marketing Project	x	x	x	x	x	x	x	x		x	x	x	x		x	x	x	x		

APPENDIX 2: Time to Completion for the Various Entry Points Chart

Possible Progression Pathway									
Year 1			Year 2			Year 3			
Full time			Full time			Full time			
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Sept Start	3 courses	3 courses	Internship and Dissertation		Award dated late-December				
16 Month MBA	3 courses	3 courses		Internship and Dissertation	Award dated late-May				
Jan Start	N/A	3 courses		3 courses	Internship and Dissertation	Award dated early-September			
Part time			Part time			Part time			
Sept Start	3 courses split over both semesters			3 courses split over both semesters		Internship and Dissertation		Award dated late-December	
Jan Start		2 courses		3 courses split over both semesters			1 course	Internship and Dissertation	Award dated early-September