UNIVERSITY OF EAST LONDON

POSTGRADUATE PROGRAMME SPECIFICATION
Master in Business Administration

This programme is only offered at: **UEL**

This programme is only available as face to face taught programme.

Final award	*MBA*
Intermediate awards available	*PGCert, PGDip.*
Mode of delivery	*UEL on campus*
Details of professional body accreditation	
Relevant QAA Benchmark statements	Master's Degrees in Business and Management (2015)
Date specification last updated	9th June 2016

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
n/a				
n/a				

The summary - Programme advertising leaflet

Programme content

The MBA programme curriculum has been designed to reflect state-of-the-art theory and practice in the key areas of relevance to contemporary organisations. Apart from core MBA knowledge, the programme also offers the opportunity to choose up to three more specialised modules to tailor make part of the programme to specific individual interests and career requirements.

Core Modules

The programme consists of the following **Core Modules**:

- Accounting and Finance for Managers
- Managing and Leading People
- Operations, Networks, and Partnerships
- Corporate Social Responsibility
- Marketing in the Digital Age
- Strategic Leadership
- Professional Development
- Capstone Project

Accounting and Finance for Managers

The aim of this module is to provide students with a critical appreciation of the financial tools of business management, in particular, the techniques of financial statement analysis and making financial decisions. In addition, it provides a critical evaluation of the factors affecting the financing mix of a firm and of the financial markets in which firms operate and gives insight into topical issues in the area.

Managing and Leading People

This module aims to introduce students to core theoretical perspectives in the field of people management and to the most influential contemporary research on HRM, effective leadership and positive organisational outcomes. Students will be encouraged to reflect critically on what approaches are the most effective as far as people management is concerned, leading to enhancement of managerial ability.

Operations, Networks and Partnerships

This module focuses on business logic and effective management of manufacturing, and of products, processes and services provision. This module gives insight into contemporary perspectives of operations, that is, beyond production and beyond global manufacturing networks. We look at managing multilateral value chains, ecosystems of suppliers, business networks, society in operations context, and public private partnerships.

Marketing in the Digital Age

This module aims to develop an advanced understanding of the strategic role of marketing in contemporary business and an advanced appreciation of the importance of marketing in general - and digital marketing in particular - in facilitating business success and sustainability. Students will develop a critical understanding of contemporary marketing theory and practice and be able to apply this understanding to practical challenges in contemporary marketing in developing marketing strategies and tactics.

Strategic Leadership

This module aims to enable students to develop a critical awareness of different approaches to business strategy and their respective assumptions about the nature of organizations and their leadership. It provides students with an advanced appreciation of the concept and practice of strategy and develops critical awareness of the range of forces that influence the formulation and implementation strategies. It provides students with the knowledge, analytical skills, and techniques necessary to evaluate and propose

strategies as well as developing an awareness of the strategic role of the leader and a critical understanding of the associated challenges and opportunities.

Corporate Social Responsibility
This module considers the different theories on the role of the corporation in society and the theoretical arguments for businesses taking on human rights responsibilities. It analyses the international instruments which are relevant to and are a potential source of business' human rights responsibilities. It also considers the issue of corporate accountability for and complicity in the infringement of human rights and the related legislative and judicial remedies. It develops an understanding of the relationship between law-abiding and morally reflective behaviours in the corporate environment.

Professional Development
The module is designed to develop the personal and professional skills that enhance employability and career opportunities available to MBA graduates. Apart from developing the skills directly relevant to employability and career development, such as interview skills and planning career progression, the module is also intended to work in conjunction with the other taught modules constituting the programme so as to enable the students to develop the skills and capabilities associated with the learning outcomes of particular modules and the whole programme. In particular, the module enhances learning by enabling students to develop and hone the skills necessary to apply subject-specific theory in practice.

Capstone Project
This module is designed to consolidate the learning from across the programme in an applied format so as to enable students to demonstrate in-depth understanding of theories, frameworks, models and concepts relevant to a specific business issue. The module is designed to be an applied equivalent of a more traditional dissertation module. Instead of writing an academic dissertations based on original research, students will be conducting applied research on a specific company, market, or business opportunity and write up their results in the format of a consulting project, industry analysis or business plan.

Thus, the module will help students develop an advanced mastery of analysis and synthesis of data in a practical context. Through supervised applied research they will demonstrate the ability critically to evaluate evidence pertaining to a specific business issue in a practical context and present conclusions and recommendations.

Elective Modules

Students have the opportunity to choose three of the following **Elective Modules**:

- Managing across Cultures
- Corporate Governance and Globalisation
- Bloomberg Trading Game
- The Changing Public Services Environment
- Collaboration and Commissioning in Public Services
- Managing Performance in Public Services

Elective modules run subject to demand, i.e. only those modules selected by 6 or more students will run in any given academic year. Students will be asked to indicate their order of preference with regard to the selection of elective modules to establish the respective demand for particular modules.

Managing across Cultures
Together with related themes in core modules including *Managing and Leading People, Strategic Leadership and Corporate Social Responsibility* this elective module aims to develop an advanced understanding of culture in the contemporary business landscape and an advanced appreciation of cultural diversity and its implications for contemporary business practice. The module develops a critical awareness of cross-cultural issues pertaining to management, leadership and work in international contexts and multicultural environments and provides students with an advanced appreciation of the concept and practice of cross-cultural management and leadership.

Corporate Governance and Globalisation

The module *Corporate Governance and Globalisation* considers the effects on the business community and the wider society of the debate on corporate governance. It investigates the origins of modern corporations and examines the most relevant legal, economic, and sociological theories of corporation and the firm. The module also considers the UK corporate governance debate and examines the corporate governance solutions adopted in the country. It also investigates the issue of unethical corporate governance and its disastrous consequences for the entire society. The module builds on the content of core modules including in particular *Corporate Social Responsibility* and *Strategic Leadership*.

Bloomberg Trading Game

The main aim of *Bloomberg Trading Game* is to develop students' research and analytical skills, and knowledge of the Bloomberg terminal. Students are asked to research companies using fundamental data sourced from the Bloomberg terminal, and to use technical analysis and other investment tools to conclude investment ideas. The module builds on the core module *Accounting and Finance for Managers* and on the introduction to the Bloomberg Terminal included in the core *Professional Development* module.

The Changing Public Services Environment

The module *The Changing Public Services Environment* explores recent trends in public service organization and governance in the UK and internationally. It considers models of public service provision and governance: bureaucracy, new public management and public service governance and develops an advanced perspective on issues of state regulation, strategic policy and planning in public services, and market and quasi markets in public services.

Collaboration and Commissioning in Public Services

This elective module aims to outline and evaluate models and experience of collaboration and commissioning, as well as develop the student's competence in forging, maintaining and evaluating such collaborations and commissions. The module builds on prior learning in core modules including *Operations, Networks and Partnerships* and *Strategic Leadership*.

Managing Performance in Public Services

This elective module aims to outline and evaluate alternative methods of managing performance in the public services in principle and in practice. This module builds on prior learning in core modules including *Managing and Leading People* and *Strategic Leadership*.

Elective modules run subject to demand, i.e. only those modules selected by 6 or more students will run in any given academic year. Students will be asked to indicate their order of preference with regard to the selection of elective modules to establish the respective demand for particular modules.

MBA at UEL

- **State-of-the-Art Curriculum**: the programme content reflects current issues and trends in business and management theory and practice;
- **Flexibility in Study**: two points of entry (September and February) and the possibility to study full- or part-time over 12 or 24 months;
- **Combine Work and Study:** block delivery of modules and evening and weekend classes enable attendance by professionals combining work and study;
- **Enhanced Professional Development Opportunities**: targeted advanced professional skill development through a dedicated Professional Development module as well as built-in opportunities for consulting projects in the Capstone Project Module.
- **Bloomberg Training** built into the programme, offering a skill for life to be incorporated into the students' professional practice.
- All full-time UEL students receive **tablet computers** to help them engage with the programme content and enhance the interactivity of the learning experience.

- **Organisational Tours and Invited Speaker Events** provide opportunities for experiential learning and offer insights into specific business issues at host companies. Students have visited Bloomberg, Barclays & London Stock Exchange in the past.
- **Chartered Management Institute Accreditation** – this accreditation gives students the added benefit of access to CMI's resources. CMI organise events both on and off campus on topical business issues with leading experts in the respective fields.

Entry requirements

The entry requirements are as follows:

- A good UK Honours Degree (2:2 and above) in any discipline.
- Equivalent overseas degrees recognised by UEL.
- International students need an IELTS score of 6.0 (with no component score less than 6.0).
- 12 months' work experience

Candidates will also be required to submit a personal statement of 500 words demonstrating their commitment to study for the MBA and explaining how the MBA will enhance their career. All candidates who satisfy the above criteria will be interviewed by a member of the MBA team and the final selection decision will be made by the MBA Director. Candidates who do not have a first degree but have significant work experienced will be considered on a case-by-case basis and may be accepted at the discretion of the Programme Director.

Students who apply to enter stages of the programme may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes, or through an approved articulation agreement must be able to demonstrate and evidence that they have the required learning outcomes as listed in the modules for which they are seeking exemption.

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010.

Programme structure

The programme is designed to conform to the current state-of-the-art academic and student experience standards of MBA provision. It includes 135 credits of core MBA modules - including a 30-credit Capstone Project - and 45 credits (3 modules of 15 credits each) of elective modules. Elective modules are demand-driven and will only run if a sufficient number of students – a minimum of six - subscribe to them. The choice of electives is discussed with candidates at the recruitment stage and again with students in induction, as well as at the time of elective selection.

The programme is designed with flexibility of delivery in mind: it is offered through evening and weekend delivery of block-taught modules with two entry points (September and February) and a variable duration of 12 or 24 months, depending on the intensity of studies (number of credits taken per term) and the point of entry.

The programme design is also flexible in terms of accommodating different career pathways and interests. These are catered for by the inclusion of specialised elective modules. Students will be able to build a custom-made profile for their MBA by choosing as many as three 15-credit elective modules, such that will aid their personal career aspirations and professional development needs.

Learning environment

Teaching will involve a variety of formats designed to encourage students to think deeply, critically and conceptually. A combination of teaching formats is offered, including lectures, workshops, guided projects, teamwork activities, applied research, and IT-based workshops.

Modern technology, such as Bloomberg terminals and tablets (one of which each full-time student will receive upon enrolment) is extensively utilised on the MBA programme. Bloomberg training is included in our Professional Development module ad can also be extended by taking the Bloomberg Trading Game elective module. Students are encouraged to apply for Bloomberg certification.

MBA students also benefit from guided company visits and presentations by invited guest speakers. Our CMI accreditation enables our MBA students to participate in a rich and varied programme of CMI events.

The Stratford campus's Library and Learning Services carries an extensive collection of management and related subject books, journals and periodicals that in almost every instance can also be accessed online. It is part of the integrated library system of UEL, which has over 300,000 titles available through the inter-library system.

MBA students benefit from extensive electronic information sources, including the Nexis newspaper database, ProQuest (which provides full-text access to approximately 500 business and management journals) EBSCO (which includes 8,800 publications in the Business Source Complete database and the SportDiscus database), Emerald, Science Direct and Swetwise.

The library also contains extensive computer facilities including desktop computers, printers and plug-in points for personal laptops as well as group and silent study rooms. Wireless internet is available on the entire campus.

UEL uses a virtual learning environment that hosts module, programme, School and university-wide sites. All modules in the programme in line with UEL policy use VLE sites. We also intend to harness the power of electronic modes of learning such as podcasting, webcasting, wiki discussions and notice board postings, given the prevalence of social media and online education it is vital that our programme engages with these new forms of content delivery.

Assessment

Students' progress in each individual module will be examined through a variety of assessment items. All assessment will be conducted in accordance with UEL's Assessment Policy. A range of assessment methods, tailored to the learning outcomes of the modules, is used as follows:
Written assignments
Reflective Essay
Examination
Written reports
Supervised applied research

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able fully to engage with all assessment within the programme.

Relevance to work/profession

The MBA is designed on the principle of bringing together theory and practice. Students are offered ample opportunities to contextualise their learning of theories, concepts, and frameworks by applying them to specific case studies, their own organisations, departments, teams and professional practice. MBA cohort consisting of experienced professionals allows for exchange of ideas among peers and enhances opportunities for reflexivity, inquiry, and discovery of different approaches to practice and exploration of new possibilities for organising and practicing management and leadership.

The Capstone Projects provides the opportunity to work across subject areas and integrate the knowledge and skills acquired throughout the programme by doing a supervised applied research project. Students are offered choice of using this project to hone their consulting, industry analysis or entrepreneurial skills – all of which they may choose to take further in their professional careers.

Dissertation/project work

The Capstone Project module is designed to consolidate the learning from across the programme in an applied format so as to enable students to demonstrate in-depth understanding of theories, frameworks, models and concepts relevant to a specific business issue. The module is designed to be an applied equivalent of a more traditional dissertation module. Instead of writing an academic dissertations based on original research, students will be conducting applied research on a specific company, market, or business opportunity and write up their results in the format of a consulting project, industry analysis or business plan.

Thus, the module helps students develop an advanced mastery of analysis and synthesis of data in a practical context. Through supervised applied research students critically evaluate evidence pertaining to a specific business issue in a practical context and present conclusions and recommendations.

Supporting Students with Disabilities / Specific Learning Difficulties

We aim to practice an inclusive approach in supporting our students with disabilities/ specific learning difficulties. Assessment needs of students with disabilities, including specific learning difficulties e.g. dyslexia, are supported in compliance with the Disability Discrimination Act 2005 (DDA 2005) and the Equality Act 2010. They are also informed by the Students, within the UK Quality Code for HE and UEL's Equality and Diversity Strategy 2011-15.

The increased use of electronic media and means of interaction, the ability to review lectures on video at the student's own pace and convenience, and the variety of assessment methods, should enable students with disabilities to participate fully in the programme. Helpers such as scribes will be given full access to all teaching events including company visits and field trips.

All information including submission dates and coursework assignments will be released to students at the start of each module in the module guide, accessible to students via the module's virtual learning environment. Specific wording of assignment questions should be released to students at the start of the module or at least 8 weeks prior to the date of submission. All reasonable adjustments are therefore built into this process for all students, ensuring adequate opportunity to explore taught material prior to assessment. Students can also apply to the Disability, Dyslexia and Access Centre (DDAC) to have reasonable adjustments in examinations.

Added value

Your future career

The MBA programme opens up new and attractive career prospects. Graduates traditionally assume senior leadership roles in organizations – either through promotion or by taking advantage of their enhanced attractiveness in the job market. Many explore new opportunities in related business areas and industries but the MBA programme also opens up the option to pursue new career pathways and opportunities in different industries or sectors. Entrepreneurially minded MBA graduates set up their own businesses or develop and expand their existing business ventures.

How we support you

Director of Postgraduate Programmes, Dr Katarzyna Zdunczyk, has overall academic oversight of postgraduate programmes at SBL, including the MBA programme. Dr Zdunczyk has extensive experience of MBA education and has taught on and managed MBA and DBA programmes in the UK and internationally. Dr Zdunczyk oversees the continuous development of the curriculum, the quality of student experience, programme delivery and management.

Programme Leader Dr Okoya is an experienced MBA Programme Leader and will undertake all tasks which are required of this role including managing induction, student admissions, programme administration, programme marketing and promotion, quality management, review and enhancement procedures, student tutoring and advice, curriculum development and modification of assessment strategy. She will be the key point of contact for students throughout their programme wishing to discuss academic or non-academic issues. She will provide advice on how to access UEL specialist support services and will also offer pastoral support. Students will be assigned a personal tutor (the programme leader if the cohort is small) for the duration of their programme, however should they require further assistance the programme leader will be available to address their concerns.

Module leaders will deal with academic queries locally which are related to their individual modules. Should an issue not be resolved between the student and the module leader, it can be referred to the programme leader for consideration, and if necessary be addressed at the programme committee meeting.

The **Programme Administrator** will act as the key liaison between the school and the students. She/he will be responsible for coordinating any programme or administrative arrangements for students, and will be the key point of contact for student queries related to the programme.

Student HUB will be the main point of contact for students on a range of issues, including enrolment queries, requests for letters from the Home Office, reference letters for bank accounts and general assessment enquiries. The HUB staff can also refer students for more specialist support and guidance on visas, counselling and careers provided by UEL's directorate of Student Services. All of these key student services will be highlighted in the programme and module handbooks and in student induction.

ONLINE INFORMATION AND SUPPORT

The programme specification will be available via the SBL website. Information relating to the programme and modules, including programme and module handbooks, will be available via the relevant Moodle sites.

SUPPORT OFFERED BY CENTRAL UEL SERVICES

UEL Central Services offer, or coordinate provision of, support and advice to students with problems not related to the programme. These include counselling and advisory support for students with personal problems, support for students with disabilities/dyslexia, English language support and support for international students.

Bonus factors
- Each full-time UEL student will receive a tablet computer upon enrolment, which will help enhance participation and real-time feedback.

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- receive a rigorous academic grounding in the core areas of business and management theory;
- become familiar with key debates and current notions of good practice in each of the main subject areas.
- significantly enhance your analytical ability and critical thinking ability in resolving business issues.

- develop the strategic insight and leadership skills necessary to assume high-level positions in business and/or public sector organisations.

What will you learn?

Knowledge

- Develop a critical understanding of major theories, concepts, frameworks, and methods in the respective subject areas.
- Demonstrate critical awareness of and ability to evaluate relevant theories in the respective subject areas.
- Analyse and critically evaluate core contemporary ideas and practices in the respective subject areas.
- Analyse contemporary policy and institutional issues relevant to the programme subject areas.

Thinking skills

- To develop and demonstrate skills of analysis and synthesis in the appraisal or critique of practice and theory.

- Critically evaluate relevant literature in the subject areas included in the programme.

- Draw on a selection of current research and scholarship in the relevant discipline and apply it in a specific practical context;

- Critically reflect on one's own and peers' practice and performance.

Subject-Based Practical skills

- Develop and demonstrate applied research skills.

- Develop and demonstrate technical skills related to financial analysis and accounting in the scope appropriate for general managers.

- Critically evaluate business performance and offer recommendations for improvement from relevant theory and empirical evidence.

- Design business and marketing strategies based on appropriate business and market analysis.

Skills for life and work (general skills)

- Work as part of a team to achieve results in collaboration with others.

- Develop leadership skills and ability to be self-reflexive about one's leadership skills.

- Understand the need for continued professional development, plan and undertake relevant professional development activities.

- Develop and implement appropriate career strategies.

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

3   equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
4   equivalent in standard to the first year of a full-time undergraduate degree programme
5   equivalent in standard to the second year of a full-time undergraduate degree programme
6   equivalent in standard to the third year of a full-time undergraduate degree programme
7   equivalent in standard to a Masters degree

Credit rating

The programme will consist of 180 credits distributed among eight core modules and three elective modules. All core and elective modules will be delivered on a block basis following the established pattern of evening (5pm till 9pm) and weekend delivery. This is to enable flexibility of study required by students who combine work and study, which is our target market for this programme.

Typical duration

Two entry points will be offered - in September and February – and students will be able to complete the programme over 12 or 24 months depending on the point of entry and part-time versus full-time mode of participation.

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

How the teaching year is divided

The pattern of progression through the programme for full-time students starting in September is as follows: sixty credits (four core modules) will be delivered in Term 1; another forty-five credits of core modules as well as fifteen out of the total of forty-five credits of elective modules (i.e. one elective module) will be delivered in Term 2; in Term 3 students will complete the remaining thirty credits of elective modules (i.e. 2 elective modules) as well as undertaking the Capstone Project worth 30 credits. This pattern of delivery aims to distribute credits evenly across the three Terms as well as building flexibility and is further illustrated in Table 1 below.

What you will study when

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Two entry points are offered - in September and February – and the students are able to complete the programme over 12 or 24 months depending on the point of entry and part-time versus full-time mode of participation.

Table 1 presents the pattern of progression through the programme for full-time students starting in September. Sixty credits (four core modules) are delivered in Term 1; in Term 2 forty-five credits of core modules (i.e. three core modules) as well as fifteen out of the total of 45 credits of elective modules (i.e. one elective module) are delivered; in Term 3 students complete the remaining thirty credits of elective modules (i.e. 2 elective modules) as well as undertaking the Capstone Project - a core module worth 30 credits. Please note: the distribution of optional modules across terms is an example only: elective modules run subject to demand and will be timetabled to accommodate subscription by students.

Most MBA modules are delivered face to face in 36-hour teaching blocks distributed over 12 weeks each term, following a delivery pattern combining evening (weekdays 5pm-9pm) and weekend sessions. Students will have access to recordings of teaching sessions for the purposes of revision, deepening of understanding and catch-up of missed sessions. None of the modules are available through distance learning.

Table 1. MBA Programme Structure: September Intake (12 months)

Level	UEL Module Code	Available by distance learning (Y/N)	Module Title	Credit	Status
Term 1 (September-January)					
7	HR7x	N	Accounting and Finance for Managers	15	Core
7	HR7x	N	Operations, Networks, and Partnerships	15	Core
7	HR7x	N	Corporate Social Responsibility	15	Core
7	HR7x	N	Professional Development	15	Core
Term 2 (February-June)					
7	HR7x	N	Managing and Leading People	15	Core
7	HR7x	N	Marketing in the Digital Age	15	Core
7	HR7x	N	Strategic Leadership	15	Core
7	HR7 x	N	Managing Across Cultures	15*	Option**
7	HR7x	N	Corporate Governance and Globalization	15*	Option**
7	HR7x	N	The Changing Public Services Environment	15*	Option**
Term 3 (May – September)					

7	HR7x	N	Collaboration and Commissioning in Public Services	15*	Option**
7	HR7x	N	Managing Performance in Public Services	15*	Option**
7	HR7x	N	Bloomberg Trading Game	15*	Option**
7	HR7x	N	Capstone Project	30	Core

*Only 45 credits of elective modules, i.e. three elective module will be taken by any particular student.
**Students will choose only three of these six elective modules and only elective modules with student enrolment of 6 or more will run in any given year.

Requirements for gaining an award

In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at Level 7.

In order to gain a Postgraduate Diploma, you will need to obtain 120 credits at Level 7

In order to obtain a Masters degree, you will need to obtain 180 credits at Level 7. These credits will include a 60 credit level 7 core module of advanced independent research.

Masters Award Classification

Where a student is eligible for an Masters award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification

70% - 100%	Distinction
60%- 69%	Merit
50% - 59%	Pass
0% - 49%	Not passed

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through
- Lectures, seminars, workshops
- Guided reading and independent study;
- Knowledge-based activities with feedback;
- Company visits
- Invited speaker events
- Applied research and projects

Thinking skills are developed through
- Lectures, seminars, workshops;
- Guided reading and independent study;
- Reflective activities with feedback;
- Structured exercises, tasks, and projects with feedback;
- Group discussions and activities.
- Supervised individual project

Practical skills are developed through
- Structured exercises, tasks, and projects with feedback;
- Group discussions and activities.
- Research skills-based activities with feedback
- Supervised applied research.

Skills for life and work (general skills) are developed through
- Planning activities with feedback;
- Structured exercises, tasks, and projects with feedback;
- Supervised applied research;
- Structured exercises, tasks, and projects with feedback;

Assessment

Knowledge is assessed by
- Coursework;
- Presentations
- Written essays and reports;
- Examinations;
- Supervised applied research

Thinking skills are assessed by
- Coursework;
- Examinations;
- Project work.
- Written reports, essays, and reflective essays
- Individual and team presentations

Practical skills are assessed by
- Written reports;
- Portfolio completion;
- Presentations;
- Supervised applied research.

Skills for life and work (general skills) are assessed by
- Reflective essays,
- Supervised applied research
- Written reports
- Team and individual presentations

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:
- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:
- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

The external examiner reports for this programme are located on the UEL virtual learning environment (Moodle) on the school notice board under the section entitled 'External Examiner Reports & Responses'. You can also view a list of the external examiners for the UEL School by clicking on the link below.

https://www.uel.ac.uk/Discover/External-Examiner-System

Listening to the views of students

The following methods for gaining student feedback are used on this programme:
- *Module evaluations;*
- *Student representation on programme committees (meeting 6 times a year);*
- *Face to face interaction with students*

Students are notified of the action taken through:
- *Circulating the minutes of the programme committee;*
- *Providing details on the programme noticeboard;*
- *Individual responses to students as required;*

Listening to the views of others

The following methods are used for gaining the views of other interested parties:.
- *Questionnaires to former students;*
- *Feedback from professional body*
- *Annual student satisfaction questionnaire;*

Where you can find further information

Further information about this programme is available from:

- The UEL web site https://www.uel.ac.uk/
- The student handbook
- Module study guides
- UEL Manual of General Regulations https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Manual-of-general-regulations
- UEL Quality Manual https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Quality-Manual
- School web pages *https://www.uel.ac.uk/schools/royal-docks*