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|---|---|
| Programme Title   | <b>Master of Business Administration (Global)</b>   |
| Awarding Bodies   | <b>London School of Business and Finance</b>  |
| Level of Award <sup>1</sup>                               | <b>MQF Level 7</b>  |
| Professional, Statutory and Regulatory Bodies Recognition |   |
| Credit Structure <sup>2</sup>                             | <b>90 ECTS</b>  |
| Mode of Attendance  | <b>Full-time and Part-time</b>  |
| Standard Length of Programme <sup>3</sup>                 | <b>12-14 months full-time<br/>24 months part-time</b>   |
| Intended Award  | <b>Master of Business Administration (Global)</b>   |
| Named Exit Awards   | <p><b>Qualification 1:</b> Master of Business Administration (Global) (MQF Level 7, 90 ECTS)</p> <ul style="list-style-type: none"> <li>• General Pathway or;</li> <li>• Relevant Specialisation: Financial Management, Innovation and Technology Management, Project Management, Sales Management, Marketing Management</li> </ul> <p><b>Qualification 2:</b> Post Graduate Diploma in Business Administration (MQF Level 7, 60 ECTS)</p> <p><b>Qualification 3:</b> PG Certificate in Business Administration (30 ECTS)</p> <p><b>Qualification 4:</b> Award in each unit (10 ECTS)</p> |



|                                 |  |
|---------------------------------|--|
| Entry Requirements <sup>4</sup> | <p><b>Academic entry requirements:</b></p> <ul style="list-style-type: none"> <li>• Relevant undergraduate degree (any class, any subject area) or ACCA/CIMA or other equivalent professional qualifications; or;</li> </ul> <p>Applicants who do not meet the stated entry requirements may apply via the Mature Route. Applicants will be asked to provide evidence of three year’s managerial work experience, plus certificates/ transcripts of their highest qualifications achieved to date. Applications via this route are assessed on a case-by-case basis.</p> <p><b>English language requirements:</b></p> <ul style="list-style-type: none"> <li>• IELTS 5.5 or equivalent or</li> <li>• High school in English or</li> <li>• Bachelors completed in English or</li> <li>• 2 years of work experience in an English-speaking environment (upon approval by admissions board)</li> </ul> <p>Applicants who do not meet the academic criteria may be considered based on post-secondary level education and working experience under certain circumstances, subject to review from the LSBF Academic Admissions Board.</p> |
| Delivering Institution          | London School of Business and Finance  |

This definitive record sets out the essential features and characteristics of the Master of Business Administration (Global) Programme. The information provided is accurate for students entering level 7 in the 2023–2024 academic year.

### Programme Summary

Our Master of Business Administration (Global) programme offers a comprehensive curriculum designed to cultivate strategic business leaders. Students will engage in advanced coursework covering key areas such as finance, marketing, operations, and leadership, gaining a holistic understanding of modern business practices.

The three stages of the delivery of the curriculum have been designed to fit within the envelope structure of the 90-ECTS framework.

The three-stage programme consists of:

#### 1) Core Modules



- 2) Elective Modules
- 3) Integrative Research and Consultancy Project

The programme follows a carousel model so students from different intakes can complete the same core and elective modules in a term. However, LSBF ensures that every new student starts with the core modules and moves towards the electives next.

The structure will resemble the one below for part-time students:

| Term              | Module Type  |  |  |  |  |
|-------------------|--|--|--|--|--|
| Term 1 (10 weeks) | Core   |  |  |  |  |
| Term 2 (10 weeks) | Core   |  |  |  |  |
| Term 3 (10 weeks) | Core   |  |  |  |  |
| Term 4 (10 weeks) | Core   |  |  |  |  |
| Term 5 (10 weeks) | Elective 1   |  |  |  |  |
| Term 5 (10 weeks) | Elective 2   |  |  |  |  |
| Term 6 (6 weeks)  | Integrative Research and Consultancy Project (Research Proposal Stage) |  |  |  |  |
| Term 6 (14 weeks) | Integrative Research and Consultancy Project (Research Project Stage)  |  |  |  |  |

The structure will resemble the one below for full-time students:

| Term              | Module Type  |  |  |  |  |
|-------------------|--|--|--|--|--|
| Term 1 (10 weeks) | Core   |  |  |  |  |
| Term 1 (10 weeks) | Core   |  |  |  |  |
| Term 2 (10 weeks) | Core   |  |  |  |  |
| Term 2 (10 weeks) | Core   |  |  |  |  |
| Term 3 (10 weeks) | Elective 1   |  |  |  |  |
| Term 3 (10 weeks) | Elective 2   |  |  |  |  |
| Term 4 (6 weeks)  | Integrative Research and Consultancy Project (Research Proposal Stage) |  |  |  |  |
| Term 4 (14 weeks) | Integrative Research and Consultancy Project (Research Project Stage)  |  |  |  |  |

The *Integrative Research and Consultancy Project* (Stage 3), which enables students to undertake and complete:

- (i) a sustained piece of research/applied research which leads to-
- (ii) the production and completion of a significant Research Project.



The Integrative Research and Consultancy Project module is available for students who have completed the taught element of their studies. The module is designed to be a student led research and consultancy-based module, anchored on providing students with relevant academic and industry transferable skills. The module is split into two sections. In section one, the students formulate and complete a research/engagement proposal and turn this into a feasible research plan, while in section two, they engage in the actual research/consultancy.

All research projects will be done by the students based on their selected specialist pathway module topics or based on the chosen electives for the general pathway students. This is to enable the students carry out independent consultancy research at a master's level and allow them to meet the desired learning outcomes, while also developing relevant skills and expertise in their chosen specialist pathways.

The topics that will be covered in this module include 2 parts:

**Part one: Research Proposal Stage:**

1. The nature of business and management research/consultancy
2. Formulating and clarifying the research/consultancy topic
3. The practice of management consulting
4. Negotiating a scope of work; developing a research proposal
5. Consulting as a profession; business research methods and practice
6. Formulating the research design and negotiating access and research ethics
7. Understanding research philosophies and approaches

**Part two: Research Project Stage:**

1. Critically reviewing the literature
2. Applicable models for consulting and research
3. Selecting samples and using secondary data
4. Collecting primary data through observation
5. Collecting primary data using semi-structured, in-depth and group interviews
6. Collecting primary data using questionnaires
7. Analysing quantitative data and qualitative data
8. Writing and presenting a project report

The target students for the MBA programme are adult professionals who have substantive experiences in the field of business and management. The target age groups include 19-65+ years of age.

The language of instruction is English.

There are various positions that one can apply for after complementing the Global MBA which include; but are not limited to the following;

- Management Consultant
- Financial Analyst
- Marketing Manager



- Operations Manager
- Business Development Manger
- Huma Resources Manager
- Entrepreneur

The MBA programme and specialisations therefore provides a solid introduction to, and grounding in, the key areas of business including: – financial management, strategic management, marketing, operations management, innovative technology management, managerial finance, research and major project management and oversight.

### **Programme Aims**

The programme includes topics, which will develop students' understanding and ability to manage business processes, procedures and principles, together with enhancing the student's critical view of those strategic and operational contexts which make up the modern business environment.

The principal aim of the programme is therefore to produce MBA graduates with the knowledge, skills and potential to become successful managers and business professionals in a variety of contexts and subject options within the global business environment.

### **The general programme aims and objectives are to enable students to:**

- Critically evaluate the management skills and business knowledge required to operate as an effective manager within a modern global environment.
- Appraise the professional contribution to management within a fast-moving environment in a range of functional areas and general business.
- Assess cross-functional abilities and transferable management skills to make a positive contribution to organisational impact.
- Assess strategic business issues and make a timely contribution to these through problem solving in a team environment.
- Reflect on the principles and practice of self-development and apply these so as to impact positively in an organisational setting.
- Synthesise current management theory and business principles to enhance career prospects and to facilitate personal, academic and professional development







## MBA Programme Learning Outcomes

### A. Knowledge, understanding and skills

#### (i) Knowledge and Understanding:

Students completing the programme will be able to:

- a) Discuss a business strategy, including market analysis, competitive advantage, and the development of a strategic plan.
- b) Understand and implement financial management, including financial analysis, budgeting, and forecasting.
- c) Discuss and implement successful marketing strategies.
- d) Discuss the management of production process, supply chain management and quality control to improve efficiency and effectiveness of business operations.

#### (ii) Skills:

Students completing the programme will be able to:

- a) Demonstrate critical and analytical thinking skills by evaluating and synthesising information across all functional areas of business in both local and global contexts through projects and case studies.
- b) Apply knowledge of all the functional areas of business using integrated problem-solving skills and strategic analysis to be able to accurately assess the feasibility of business propositions and develop an integrated plan for a business.
- c) Adopt an active critical self-learning mindset to be capable to address future challenges.

## Programme Design

The design of this programme has been guided by the UK Quality Code for Higher Education.

- The UK frameworks for higher education qualifications provide definitive points of reference for UK higher education providers when designing courses. They also provide a context in which qualifications can be reviewed and developed.
- Qualifications are determined by level and academic credit. Level descriptors and academic credit values allow providers to accurately describe and market their qualifications in a consistent manner. Not only are they tools for securing threshold academic standards nationally, they allow valid comparisons to be made with qualifications in other nations which enables student mobility.





- Feedback from key stakeholders/sources and multidisciplinary research allow developers to craft relevant and innovative courses of study. Sources of feedback for course design may include internal and external specialists, prospective, current and past students, employers and PSRBs. The incorporation of a systematic, relevant and stimulating assessment strategy, which enables course and module learning outcomes to be met, is also a key consideration for course design and development.

### Programme Structure

The Master of Business Administration (Global) comprises modules at level 7.

Module Specifications for each of these modules is included within the student handbook, available to students on-line at the beginning of each academic year.

| Level   | Module                                 | Credits | Module Type |
|---|--|---------|-------------|
| <b>Stage I</b>  |  |         |             |
| 7   | Marketing and the Business Environment | 10      | Compulsory  |
| 7   | Accounting and Managerial Finance      | 10      | Compulsory  |
| 7   | Systems and Operations Management      | 10      | Compulsory  |
| 7   | Strategic Management and Leadership    | 10      | Compulsory  |
| <b>Stage II (students choose any TWO electives for general pathway)</b>                 |  |         |             |
| <i>Master of Business Administration (Global): Financial Management</i>                 |  |         |             |
| 7   | Advanced Corporate Reporting           | 10      | Elective    |
| 7   | Performance Management and Control     | 10      | Elective    |
| <i>Master of Business Administration (Global): Innovation and Technology Management</i> |  |         |             |
| 7   | Strategic Technology Management        | 10      | Elective    |
| 7   | Innovation and Product Development     | 10      | Elective    |
| <i>Master of Business Administration (Global): Project Management</i>                   |  |         |             |
| 7   | Project Management and Leadership      | 10      | Elective    |
| 7   | Cross-Cultural Management              | 10      | Elective    |
| <i>Master of Business Administration (Global): Sales Management</i>                     |  |         |             |
| 7   | Customer Relationship Management       | 10      | Elective    |
| 7   | Strategic Sales Management             | 10      | Elective    |
| <i>Master of Business Administration (Global): Marketing Management</i>                 |  |         |             |
| 7   | Global Marketing Management            | 10      | Elective    |
| 7   | Digital Marketing Communications       | 10      | Elective    |
| <b>Stage III</b>  |  |         |             |



|   |  |    |            |
|---|--|----|------------|
| 7 | Integrative Research and Consultancy Project | 30 | Compulsory |
|---|--|----|------------|

Options are offered every year or only offered in particular years.

### Awards

**Qualification 1:** The main qualification is the Master of Business Administration (Global) with a specific field of specialisation or the general pathway by choosing any 2 electives. (The relevant fields are specified above) (90 ECTS)

**Qualification 2:** Post Graduate Diploma in Business Administration (60 ECTS)

*4 core modules + any 2 electives*

| Qualification : PG Diploma in Business Administration |           |                  |           |            |
|---|-----------|------------------|-----------|------------|
| Compulsory Modules:                                   | ECTS      | Elective Modules | ECTS      | Total ECTS |
| Module 1 Marketing and the Business Environment       | 10        | Elective Module  | 10        |            |
| Module 2 Accounting and Managerial Finance            | 10        | Elective Module  | 10        |            |
| Module 3 Systems and Operations Management            | 10        |                  |           |            |
| Module 4 Strategic Management and Leadership          | 10        |                  |           |            |
| <b>Total ECTS</b>                                     | <b>40</b> |                  | <b>20</b> | <b>60</b>  |

**Qualification 3:** PG Certificate in Business Administration (30 ECTS)

*Any 2 core modules + any 1 elective*

| Qualification : PG Certificate in Business Administration |           |                  |           |            |
|---|-----------|------------------|-----------|------------|
| Compulsory Modules:                                       | ECTS      | Elective Modules | ECTS      | Total ECTS |
| Module 1 or 2 or 3 or 4                                   | 10        | Elective Module  | 10        |            |
| Module 1 or 2 or 3 or 4                                   | 10        |                  |           |            |
| <b>Total ECTS</b>   | <b>20</b> |                  | <b>10</b> | <b>30</b>  |

**Qualification 4:** Award in each unit (10 ECTS)

| Title of Qualification                          | ECTS |
|---|------|
| Award in Marketing and the Business Environment | 10   |
| Award in Accounting and Managerial Finance      | 10   |
| Award in Systems and Operations Management      | 10   |
| Award in Strategic Management and Leadership    | 10   |
| Award in Advanced Corporate Reporting           | 10   |
| Award in Cross-Cultural Management              | 10   |
| Award in Customer Relationship Management       | 10   |
| Award in Digital Marketing Communications       | 10   |
| Award in Global Marketing Management            | 10   |
| Award in Innovation and Product Development     | 10   |
| Award in Performance Management and Control     | 10   |
| Award in Project Management and Leadership      | 10   |
| Award in Strategic Sales Management             | 10   |
| Award in Strategic Technology Management        | 10   |







## Programme Delivery

The programme is delivered online from the London School of Business and Finance, and the language of instruction is English. Students studying full-time on the Master of Business Administration (Global) are likely to have approximately 5 contact hours per week. The contact hours will be online lectures and discussions. Students will normally be expected to undertake at least 15 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and class exercises.

LSBF implements a continuous review of the curriculum for each programme so that any new developments within the discipline are incorporated to ensure that the curriculum meets external requirements and the latest academic standards. Innovation in teaching and learning is strongly encouraged and it is considered essential that the organisation demonstrates that it meets standards expected at national level.

The approach to learning activities is one of flexibility and adaptability to be able to respond to the diverse student needs and not only deliver the underpinning theories but also demonstrate applicability and relevance in the external environment. In order to achieve this, a range of learning methods are used including video presentations, case studies, active student participation, teamwork, and other forms of independent and guided learning to enable reflection and self-discovery. Programme Leaders play a key role in the curriculum review process and are regularly invited to ensure that the link between theory and practice is demonstrated.

It is considered that the reflective and testing element of the learning process is a valuable dimension in the knowledge acquisition process and facilitates the integration of such knowledge.

## Programme Delivery Content

### 1. Dynamic Videos

LSBF's delivery provides engaging visual content by utilising HD-quality studio production and animated infographics to highlight the key theories for each individual Bit (short video tutorial of up to 3-4 minutes in length). This combination presents a highly effective medium of communication to students, especially visual learners.

The building blocks of LSBF's videos are as follows:

a) Script – All original Bits video content is written by industry experts who condense a wealth of information into a concise learning segment. The scripts are structured in a



manner that facilitates effective learning by adhering to three basic principles:

- i. Tell the learner what they will learn in the Bit
- ii. Familiarise the learner with what the Bit is and provide an example
- iii. Provide a summary of the Bit for the learner

b) Recording – recording is conducted in LSBF’s state-of-the-art studios using a roster of professional presenters with past experience at leading broadcasting networks such as the BBC.

c) Infographics – LSBF’s video content combines the presenter’s delivery with visually engaging infographics designed by the content creators to help visually explain the core theoretical framework of each topic.

## 2. Flash cards

Flash cards are electronic pdf files, which complement the videos by highlighting key points and providing a transcript of the video recording for the student to read. The flash cards are a very effective tool for revision, and a key medium of retention for learners who absorb information more effectively through reading.

## 3. Scenarios, Case Studies and Online Discussion Forums

Scenarios are an integral part of the supplementary material for each Bit. Based on case-study style learning methods, Scenarios allow students to apply theory within a simulated real-world context, which particularly benefits kinaesthetic learners. The goal here is to enhance the learner’s understanding of the theory in relation to a specific context or situation.

Online discussion forums facilitated by the professors will be offered in each unit to engage students and apply theory to practice in relation to the scenarios and case studies to build upon theoretical concepts.

## 4. Synchronous Live Lectures, Seminars, Workshops and Tutorials

Regular synchronous/ live sessions in the form of online lectures, seminars, workshops and tutorials are conducted regularly which allow students to interact with their tutors and each other in real time and understand the concepts in greater depth.

## Programme Assessment

A variety of assessments will be used on the programme to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module’s intended learning outcomes. Assessment of the programme overall will be 100% coursework, including case study analysis, reports, presentations, group work, reflective learning, business development plans and research projects. There are no examinations or practical assessments.

## Assessment Profile





### Assessment Profile (Modules)

1. 20% -online discussion and/or online quiz
2. 80% - Individual assignment
3. (Or) 100%: Individual assignment

It is up to the lecturer's professional discretion to choose between the two assessment methods. This allows lecturers flexibility between the choice of both assessments to create a more conducive assessment depending on the group needs. The length of the assignment should be between 3,500 – 4,000 words.

### Assessment Profile for Dissertation

The Dissertation has two components: The Research Proposal and The Final Project.

- a. **The Research Proposal** - The aims of the module are to enable students develop relevant academic and internal and external, business skills which are transferrable through practical application in their chosen discipline of study. The consultancy project will seek to address business critical issues which are company specific or applicable to an identifiable industry and will be carried out to match the time scale of the student's studies. Practical skills and experience are important to career development and as such, the module has been designed with particular emphasis on the students developing industry relevant practical skills linked to their future careers.
- b. **The Research Project** is a scholarly work, based on sound academic principles that make a contribution to a field of knowledge. It must demonstrate your ability to use learning derived from the post-graduate programme to resolve a problem, answer a question or prove/disprove a hypothesis related to business, markets, or organisations.

**Final mark will be the average of all modules weighted by ECTS.**

### Marking Criteria

The guidelines below reflect the standards of work expected at postgraduate level. All assessed work is marked by a faculty member, and a sample is then moderated by another member of staff. Any piece of work may be made available to the external examiner(s).

#### 70+ (Distinction)

Compelling evidence of:

- an ability to plan, organise and execute independently a research project or coursework assignment.
- an ability to evaluate literature and theory critically, synthesise and make





informed judgements.

- creativity, originality, and independence of thought.
- an ability to evaluate critically and synthesise existing methodologies and suggest innovative approaches to current research or professional practice.
- an ability to critically analyse and synthesise data and/or information.
- excellent levels of accuracy, technical competence, organisation, and expression.

### **60-69 (Merit)**

**A mark in the 60-69 range will fulfil the following criteria.**

Convincing evidence of:

- an ability to plan, organise and execute independently a research project or coursework assignment.
- critical insight and thinking.
- a systematic knowledge and synthesises of the major factual and/or theoretical issues that engages with the relevant literature on the topic.
- planning and an appropriate choice of sources and methodology with correct referencing.
- an ability to critically analyse and synthesise data and/or information.
- a capacity to develop a focussed argument that articulates a sustained pattern of logical thought.

### **50-59 (Pass)**

**A mark in the range 50-59 will fulfil the following criteria.**

Evidence of:

- an ability to plan, organise and execute a research project or coursework assignment.
- a systematic knowledge of the major factual and/or theoretical issues involved.
- knowledge of the literature with evaluation and correct referencing.
- an ability to critically analyse and synthesise data and/or information.
- examples of a clear pattern of thought or argument.
- the topic is introduced and concludes appropriately.

### **Below 50 (Fail)**

A fail will be awarded in cases in which there is:

- limited ability to plan, organise and execute a research project or coursework assignment.
- knowledge of the literature and of factual and/or theoretical issues, but with little critical development or synthesise.
- limited ability to analyse data and/or information.
- incomplete or incorrect referencing in text and reference list.
- limited ability to present a coherent argument.





## **Programme Team**

LSBF engages several layers of faculty. Programme Leader, Principal Lecturers, Senior Lecturers and Lecturers are contracted to teach for the organisation and have a wide range of responsibilities including content creation, programme teaching, dissertation supervision, assessment creation, grading, committee membership and leadership, partnership liaison, etc. Team members generally work remotely. Communication and allocation of responsibility can be a challenge for management at times, but actions are coordinated by the Head of Academics and Programme Leader in coordination with heads of various departments. Almost 75% of the faculty have a PhD or doctoral degree and the rest have a relevant master's degree and extensive professional experience, which is the minimum requirement for the faculty to be able to teach on the programme.

## **Tuition and Fees**

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.