

Regent's College seeks to foster Internationalism and Professionalism through the provision of appropriate, applied, academic programmes which embody a spirit of international understanding and mutual co-operation, allied to high level professional capability and responsibility.

The primary ambition of the College is to provide a uniquely stimulating, multicultural and plurilingual learning environment in which students aspire to become global citizens capable of contributing effectively and responsibly to a 21st century environment.

EBS London as part of Regent's College provides a unique educational experience, and is situated in the beautiful surroundings of Regent's Park in the heart of London. It combines rigorous undergraduate and postgraduate programmes in business and languages, study periods abroad in partner institutions throughout the world, work experience in a variety of company settings, and excellent graduate employment prospects.

Our students come from over 85 countries and join other international students within Regent's College. This highly cosmopolitan, multilingual, multicultural student group creates a dynamic environment for the design and delivery of our academic curriculum. At EBS London we are committed to the principle of embedding internationalism in the academic content of our degree programmes, and of capitalising on the richness and variety of the linguistic, cultural and educational backgrounds of our students. We firmly believe that a mature, responsible outlook for the future business leaders of the globalised economy of the 21st century is most effectively fostered through formal and informal interaction between students from a wide variety of nationalities from many different parts of the world.

Our multi-skilled, flexible and forward-looking graduates are much sought after by both multinational companies and SMEs. Most now work in high-profile jobs throughout the world, particularly in the fields of banking and finance, marketing and communications, public relations and consultancy. Increasingly, our graduates are also setting up their own companies as well as continuing a well-established trend of working in a family business. This high graduate employment level at EBS London, a key indicator of success, continues to be the guiding principle of our academic mission.

Whether you are following one of the undergraduate degrees in International Business, International Events Management, or one of our postgraduate Masters degrees (MA Management pathways, MSc in Global Banking and Finance, MA Luxury Brand Management or MBA in International Business) we are confident that you will be both intellectually challenged and culturally stimulated by the educationally unique experience of EBS London at Regent's College.

Martin Timbrell

Dean of the Faculty of Business and Management.

The Master of Business Administration (MBA) degree is one of the most highly sought after and prized business qualifications by both students and employers alike. The EBS MBA in International Business (MBA IB) has been designed to make graduates eminently employable in almost any industry or to start up their own businesses. With a focus on three key themes: Strategy, Ethics and Internationalism, the EBS MBA IB covers the main strategic and functional aspects of understanding and conducting business in a world that is becoming truly global. The EBS MBA IB is highly practical as well as academic in nature, providing participants with the necessary tools and theoretical underpinning for analysing and resolving complex business situations.

Studying with fellow students from an international, multicultural and a varied industrial and commercial background, you will be able to further enhance your learning by sharing your experiences and knowledge with each other both inside and outside of the classroom through teamwork and networking. EBS London has strong links with international and global companies and together with an extensive global alumni network and an international faculty, the School provides expertise, knowledge and skills in both an academic and a practical real-business sense.

An essential component of the EBS MBA IB is the Study Period Abroad (SPA) where you will have the opportunity to live overseas and study for a semester at one of our internationally recognised partner institutions specially selected for the EBS MBA IB: Copenhagen Business School (Denmark), John Molson School of Business (Concordia University, Montreal, Canada) Solvay Business School (Belgium) FGV Sao Paulo (Brazil) and Escuela de Negocios Caixanova (Spain) (subject to confirmation and change) thereby underpinning the international nature of the EBS London MBA IB and adding to your learning experience.

Successful graduates can expect to find employment in any number of industries and professional organisations, ranging from multinational organisations to small and medium-sized enterprises, from consultancy and banking, to marketing and retailing or even starting up their own enterprises.

The following handbook will be a resource for you throughout the programme. It contains information about the classes you will take, the skills and other things you will learn, the lecturers and tutors who will teach you, and the rules and regulations of the School. We hope you will find your time with us fulfilling and rewarding and we encourage you take full advantage of all the many resources available to you during your course of study.

Welcome!

Asif Ali-Khan

MBA IB Programme Director

EBS London/Regent's College

EBS London is part of Regent's College, which is a company limited by guarantee registered in England and Wales with charitable status. It is governed by a Board of Trustees. The Trustees are the directors of this company and have ultimate responsibility for EBS London. They delegate the day-to-day management of EBS London to the Chief Executive and the senior management team, including the Dean. The Dean is not a member of the Board of Trustees.

The Trustees work with the Chief Executive and the senior management team at EBS London to ensure the smooth running of your course whilst you are at EBS London. The College Senate is responsible for academic matters.

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About this handbook

This document is prepared ahead of the academic period to which it relates in order that potential applicants can have an overview of the programme for which they are applying. As a result, some changes are inevitable, such as courses being amended or certain fees that students are required to pay being increased. Other rules and regulations, such as assessment regulations, may also be changed as required. EBS London reserves the right to make such alterations or amendments as necessary. Any offer of a place is made on the basis of current terms and conditions, and it is important that you are aware of these terms before accepting your offer. If you are unclear about any of the terms or conditions, you must ask the Admissions Officer before you confirm your acceptance. By accepting a place at EBS London, you are agreeing to abide by the rules and regulations of EBS London and Regent's College.

This handbook aims to give you basic information about what is required of you, what you can expect and where and how to get help. It explains how you can find information you require as a student and summarises key points concerning your progress as a student. The notes in this handbook explain complex issues which are set out in EBS London and Regent's College's Regulations and are not a substitute for reading the rules and regulation policies of EBS London and Regent's College. The summaries in this handbook do not take precedence over EBS London and Regent's College's Regulations. 'Regulations' means all the Regulations and policies in force at the time relating to Regent's college and EBS London.

Accredited institution	Regent's College (European Business School)
Department Responsible for Delivery:	Faculty of Business and Management, Regent's College
Programme Director:	Asif Ali-Khan
Qualification:	Masters of Business Administration
Programme Title:	MBA: International Business
Programme type:	Multidisciplinary Modular
Date of (Re)Validation:	May 2010
Date of Programme Commencement:	September 2005
Approval Status:	Validated until Academic year 2015/16
Sites Where Programme is Taught and Delivered:	Regent's College (EBS-L), with Study Period Abroad at Copenhagen Business School (Denmark); John Molson School of Business (Concordia University, Montreal, Canada); Solvay Business School (Belgium); FGV Sao Paulo (Brazil) and Escuela de Negocios Caixanova (Spain)
Entry points:	Two per annum September and January
Notional Learning Hours:	1,800 hours as follows: 430 classroom contact time 1,370 self-directed hours
Mode of Study:	Full-time, 12 month duration (15 months if January starter) duration
Total Credit Value:	180 CATS Points
Main Subject or Disciplinary Components:	International Business, with emphasis on languages and specific functions: accounting, finance, marketing, operations, IT, HRM
Maximum Period of Registration:	Four years from date of enrolment
UCAS code:	TBA (full-time variant)
Relevant QAA subject Benchmarks:	QAA Level Descriptors QAA for Masters Awards in Business and Management and SEEC Level Descriptors
Professional/Statutory Accreditation:	Regent's College is a partner institution of the Open University. Undergraduate and postgraduate programmes in the European Business School London are validated by the Open University. EBS London is recognised by the British Accreditation Council and the Department for Innovation, Universities and Skills
Awarding body:	Open University

I.1 Programme Specification

The version of the handbook including the full module specifications (Appendix 6) is available on Intranet.

I.1 Qualification **MBA**

I.2 Title **International Business**

I.3 Programme type **Multidisciplinary Modular**

I.4 Benchmarking Quality Assurance Agency (QAA) Level descriptors QAA for Masters Awards in Business and Management South East England Consortium for Credit Accumulation and Transfer (SEEC) Level Descriptors

I.5 Educational Aims

The principal aim of the MBA: International Business Programme is to develop graduates with a broad understanding of the skills, knowledge and attributes necessary to be ethically reflective and strategically effective international business leaders.

The objectives of the programme seek to provide students with an advanced understanding of the major concepts and current theories of the management of global businesses through:

- Developing a critical awareness of the major strategic and operational challenges facing contemporary global business
- Acquiring sufficient in-depth knowledge to make an immediate contribution to strategic and functional areas of business
- Taking ownership of their continuous personal and professional development through the acquisition of life-long learning skills
- The necessary critical, analytical and research skills to distinguish between theory and practice in the management of international businesses
- Technical mastery of leadership, interpersonal and team-working skills based on knowledge of contemporary and pervasive issues appropriate to middle and senior management positions

1.6 Distinctive Features

- Teaching and learning focused on the key thematic areas of Internationalism, Strategy and Ethics
- A multidisciplinary and integrative curriculum reinforcing the strategic, international and ethical dimensions of business;
- A 'Crossing Continents' module (see Module Outline for details), with specifically tailored learning outcomes focusing on the multicultural dimension of international business;
- A specialist Study Period Abroad (SPA) as a core element of the programme;
- A real-time Strategic Management Business Simulation weekend that differs from the simulated role play approach of traditional MBAs;
- No pre or co-requisites as part of the course content, thus facilitating entry and progression as well as allowing for versatility in delivery and assessment;
- A Project that will be an on-going "work in progress" experience, enabling students to focus on, and critically engage with, this important component of the programme from the very outset;
- A selection of 9 languages for student to choose from to enhance their personal global portfolio of skills.

1.7 Programme Learning Outcomes

'What a graduate should know and be able to do on completion of the programme'

1.7.1 Outcomes Based Learning

Like all degree Programmes at EBS London, the MBA is based on a concept called "Outcomes Based Learning". This breaks up the educational activity into categories of knowledge and ability that consist of specific things a student should know and be able to do upon completion.

Each outcome is assessed at various points during the course of the programme, and you will be told in advance of each module exactly which outcomes are being assessed, as well as how and why, using a code based on the table below.

For example, you might be told that an essay is set in order to assess your knowledge and understanding of the chief theories pertaining to a particular subject area (Outcome A1), to assess your cognitive skills in evaluating how applicable those theories are in a given practical situation (Outcome B4), your Power-Point presentation skills (C3), and so on.

3 Programme Specification

The Programme Learning Outcomes, as outlined below are an important guide for determining what is expected of you in assessment, and in the learning process generally. You will need to refer to them consistently throughout the programme

A Knowledge and Understanding of:

- A1. The impact of cultural, economic, environmental, ethical, legal, linguistic, socio-political and technological forces together with their effects at local, national and international levels upon the strategy, behaviour and management of organisations
- A2. The development and operation of markets for resources, goods and services in meeting the expectations of customers and diverse stakeholders
- A3. The management of the sources, control and application of finance and its recording through the accounting and economic process
- A4. The management and development of people and their operations within organisations including leadership, organisational behaviour, group dynamics, conflict and change management
- A5. The management and development of quantitative analysis and information systems and their impact on organisations in an uncertain and dynamic international business environment
- A6. The development of appropriate business policies and strategies within a changing and complex global business environment to fulfil multiple stakeholder interests and needs
- A7. A range of contemporary and pervasive issues which may change over time and which may include: innovation; creativity and enterprise; e-commerce; knowledge management; international business ethics, values and norms and globalization
- A8. A culture, language and educational ethos of a different country

B Intellectual and Cognitive Skills - Students Should be Able to Apply:

- B1. Critical thinking, analysis, evaluation and synthesis, including: identifying assumptions, evaluating statements in terms of evidence, detecting false logic or reasoning, identifying implicit values, defining terms adequately and generalising appropriately
- B2. Independent, creative problem solving and decision-making in the absence of complete data, using appropriate skills including identifying, formulating and solving business problems, challenging convention, the ability to create, identify and evaluate options to complex, sometimes turbulent, challenging and often ill-defined management problems and issues
- B3. A range of research and consultancy skills, including evaluating methodologies and critiquing them, posing new hypotheses and working autonomously and/or in groups in the selection, design and execution of individual and/or group based and time-constrained management research assignments
- B4. Effective self-awareness, reflexivity, and sensitivity to cultural diversity in people, organisations and situations
- B5. A strategic overview in a complex, unpredictable international environment, and have an understanding of the ethical issues governing good practice
- B6. Conceptual understanding and critical awareness of complex, incomplete or contradictory areas of knowledge
- B7. A multi-cultural interpretive framework acquired through experiential learning on the study period abroad

C Practical and Transferable Skills. Effectively have the Qualities to:

- C1. Apply numeric and quantitative skills including the use of appropriate models to business situations
- C2. Use and be discriminating in their use of Information and Communication Technologies (ICT)
- C3. Communicate efficiently using all four linguistic skills (reading, writing, listening and speaking) across a variety of business text-types (e.g. reports, Business Projects, negotiations), media (e.g. computers, PowerPoint presentations, on film) and learning situations (e.g. individual, pair- and teamwork) to engage confidently at academic and professional levels
- C4. Continue learning and personal professional development through critical reflection on practice and experience and be effective in self-management of their learning
- C5. Perform within a team environment through team selection, delegation, development and management of staff
- C6. Critically engage with and manage multi-cultural situations both educational and business
- C7. Manage the implications of ethical dilemmas and lead or work pro-actively with others to formulate solutions

5 Programme Specification

1.7.2 Qualities, Skills and Capabilities Profile

To fulfill the programme outcomes satisfactorily, students are required to achieve high levels of accomplishment by exercising a wide range of intellectual, practical and personal skills in a mature, balanced, and productive way.

1.7.3 Benchmarking of Outcomes

The MBA: International Business programme design and expected outcomes are based on the QAA and SEEC descriptors for Masters Level (HE4 and Dearing Level7) for knowledge and skills, plus the QAA Subject Benchmark for Masters Programmes in Business and Management (Draft 4).

1.8 Assessment

Assessment for the programme as a whole is based on a wide-ranging combination of coursework (module-work), including examinations and a Business Project. The approach utilises modern assessment instruments and encourages student involvement in self and peer assessment.

1.8.1 Grading System:

Alpha Grade	% Mark Equivalent	Significance
A	70-100	Outstanding (Distinction)
B	60-69	Good (Merit)
C	50-59	Satisfactory
MF	45-49	Maginal Fail, but reparable with re-work
F	44 or below	Fail

At the end of the programme students will receive one of the following final classifications:

- a) Pass with Distinction
- b) Pass with Merit
- c) Pass
- d) Fail

To pass the programme as a whole, a student must pass each module, including the Business Project, with a minimum grade of 'C', equating to a Total Module Mark (TMM) of 50% or above.

Please see Section 11 of this Handbook for details on the philosophy and general criteria of assessment, classification criteria for assessment and specific regulations relating to assessment.

1.8.2 Structure

The MBA: International Business follows a 12-month teaching programme cycle, divided into 3 roughly equal periods followed by a shorter period of approximately 4-6 weeks at the end of the taught programme for the completion and submission of the Business Project. The first 2 semesters comprise 10 teaching weeks, followed by a 2-week 'assessment' period at the end of each semester. During the third (summer) period, students will go on their Study Period Abroad (SPA) to one of our partner institutions: Copenhagen Business School (Denmark), John Molson School of Business (Concordia University, Montreal, Canada), Solvay Business School (Belgium) FGV Sao Paulo (Brazil) and Escuela de Negocios Caixanova (Spain), (subject to confirmation and change) for their Electives. The final "period" is where students return to EBS-L to complete their Business Project, due for submission towards the end of September:

Autumn (September) Intake - e.g. Sept. 2010 - Aug. 2011		
Semester 1 (Autumn)	Semester 2 (Spring)	Study Period Abroad
5 Core Modules: (70 credits)	4 Core Modules: (50 credits)	2 Electives (20 credits)
Business Project = 40 credits		
TOTAL CREDITS = 180		

Spring (January) Intake - e.g. Jan. 2011 - Apr. 2012		
Semester 1 (Spring)	Study Period Abroad	Semester 2 (Autumn)
5 Core Modules: (60 credits)	2 Electives (20 credits)	4 Core Modules: (60 credits)
Business Project = 40 credits		
TOTAL CREDITS = 180		

Programme Structure - Semester 1 (e.g. autumn)

Compulsory modules	Credit points (Contact Hours)	Elective modules	Credit Points
MBA403 Entrepreneurship and New Business Ventures	20 (50 contact hours)	No Electives will be offered at EBS-L	
MBA405 Managing Organisations and People	20 (50 contact hours)		
MBA406 Financial and Managerial Accounting	10 (30 contact hours)		
MBA409 Marketing in Diverse Environments	10 (30 contact hours)		
MBA410 Operations and Services Management	10 (30 contact hours)		

Programme Structure - Semester 2 (e.g. spring)

Compulsory modules	Credit points (Contact Hours)	Elective modules	Credit Points
MBA402 Business and Competitive Environments	20 (50 contact hours)	No Electives will be offered at EBS-L	
MBA404 Crossing Continents: Language & Culture in Business	10 (30 contact hours)		
MBA407 Financial Management	10 (30 contact hours)		
MBA408 Information and E-Business	10 (30 contact hours)		
MBA406 Financial and Managerial Accounting (January intake only)	10 (30 contact hours)		

Programme Structure - Summer (Study Period Abroad)

Compulsory modules	Credit points	Elective modules	Credit Pints
None		MBA SPA 401	10
		MBA SPA 402	10

Programme Structure - Semester 3

Compulsory modules	Credit points (Contact Hours)	Elective modules	Credit Points
MBA401 Business Project NB: Throughout the MBA programme, students will also attend a number of workshops on Business Research Methods (non-assessed) and work on their Business Project as a "work-in-progress"	40 (40 contact hours)	None	

EXIT AWARD(S):

Students register for a degree of a Master of Business Administration only. A participant will be awarded an MBA in International Business after having successfully completed 180 credits in the programme, of which 40 credits have been obtained through the submission of a Business Project. If for any reason the participant is unable to complete the full MBA programme, then the following exit awards may be available on submission of documented extenuating circumstances to the Final Exam Board:

- a) **Postgraduate Certificate in Higher Education** upon the successful completion of at least 60 credits
- b) **Postgraduate Diploma in Higher Education** upon the successful completion of at least 120 credits

2. Academic Calendar

Week Commencing	Week	Event
20/09/2010	0	Induction and Registration New Students: 20/09/10 (Aut 10) Returning Students: 23/09/10 (Sp10)
27/09/2010	1	Classes commence 27/09/10 (Sp10 Aut10)
04/10/2010	2	
11/10/2010	3	
18/10/2010	4	
25/10/2010	5	
01/11/2010	6	Programme Committee Meeting 01/11/10 10.00
08/11/2010	7	
15/11/2010	8	
22/11/2010	9	
29/11/2010	10	
06/12/2010	Exams & Presentations	
13/12/2010	Exams	
20/12/2010	Break	
27/12/2010	Break	
03/01/2011	Break (Project)	
10/01/2011	Break (Project)	
17/01/2011	Break (Project)	
24/01/2011	0 (Project)	Induction and Registration New Students: 24/01/11 (Sp11) Returning Students: 27/01/11 (Aut10)
31/01/2011	1 (Project)	
07/02/2011	2 (Project)	
14/02/2011	3 (Project)	
21/02/2011	4 (Project)	
28/02/2011	5 (Project)	
07/03/2011	6 (Project)	
14/03/2011	7 (Project)	Programme Committee Meeting 16/03/11 14.00 Project deadline Sp10 Starters 17/03/11
21/03/2011	8	
28/03/2011	9	
04/04/2011	10	

Week Commencing	Week	Event
11/04/2011	Exams	
18/04/2011	Exams	Exams finish 20/04/11
25/04/2011	SPA & Project	
02/05/2011	SPA & Project	
09/05/2011	SPA & Project	
23/05/2011	SPA & Project	
30/05/2011	SPA & Project	
06/06/2011	SPA & Project	
13/06/2011	SPA & Project	
20/06/2011	SPA & Project	
27/06/2011	SPA & Project	
04/07/2011	SPA & Project	
11/07/2011	SPA & Project	
18/07/2011	SPA & Project	
25/07/2011	SPA & Project	
01/08/2011		
08/08/2011		
15/08/2011		
22/08/2011		
29/08/2011		
05/09/2011		
12/09/2011		

3. Learning and Teaching

The programme team believes there are eight key requirements for the successful completion of the MBA IB. These are:

A commitment to independent study

- Reading widely
- The development of critical awareness
- The exercise of judgement
- Clear evidence of practitioner experience throughout the programme
- A willingness to engage with cultural and linguistic differences
- The successful undertaking of research creating original thought
- The consequent production of pieces of work that demonstrate the successful application of the above in written form

The acquisition of the above requirements, are critical for the development of both independent thinking and autonomous learning.

3.1 Learning and Teaching Methods

The MBA IB will enable you to gain a breadth of critical understanding, analysis, interpretation, synthesis and evaluation of strategic, global, cultural and ethical issues within International Business. The SPA will provide you with an essential learning experience for underpinning your knowledge, skills and applications within global contexts.

You will be expected to incorporate learning from the SPA into your Business Project and to critically reflect on the learning achieved.

You will be introduced to a range of contrasting global theoretical perspectives, research models and output. This will help to both integrate and illuminate the various disciplines that contribute to the programme.

A range of teaching and learning methods will be utilised to provide underpinning support for the above aim. They will include lectures, seminars, structured workshops, case study analysis, group work, individual and group tutorials, incorporating student self-directed study, self-assessment and the importation of external specialists. Tutors are encouraged to provide comparative international examples within their teaching.

Learning will be further supported by regular institutional seminar activity, with internal and external academics delivering a timetabled programme of relevant International Business papers.

3.2 Lectures and Seminars

Lectures and seminars will be the common method of delivery and will operate on the assumption that you already have the tools and a commitment to study though not necessarily from a business background. This will be strengthened by experience in industry and commerce. In this respect, it is assumed that there will be fundamental knowledge gaps. However it will also be assumed that the advanced nature of the learner is such that a proportion of those gaps can

be filled by way of independent learning, with minimal tutor input. It is also accepted that both lectures and seminars will provide a solid underpinning foundation for the learning of International Business. Lectures will be supplemented by handouts and directed reading (usually one or two refereed articles or other substantial literature).

At the start of each module, you will be provided with the weekly timetable and substantial reading references to follow up for the seminar sessions. Students attending the programme will be expected to lead seminar discussion around each article, supported by tutor facilitation. It will be assumed that every student attending each seminar will not only have read the relevant article, but will also have followed up on referenced background reading.

3.2.1 Structured Workshops

These will be used from time to time to enable you to develop the key transferable skills necessary for both employment and academic development. They will encourage you to:

- a) Exercise initiative and personal responsibility;
- b) Apply decision-making techniques in complex and unpredictable situations; and
- c) Focus on issues of ethics, professionalism and continual professional development.

3.2.2 External Specialists

This is an essential element in the teaching and learning methods and will be used to provide academic and practitioner support for each module. To ensure that the course content reflects contemporary issues and allows you to experience a broader understanding of critical concepts, invited academics and practitioners will contribute to learning development by way of:

- a) Lectures
- b) Complex case-study material
- c) Facilitation in structured workshops or as
- d) Resources to consult within student seminar or group-work

A timetable of specialist externals will be drawn up to support programme delivery.

3.2.3 Tutorials and Supervision

Tutorials and supervision form an important part of the learning process. When undertaking the Business Project, you will be encouraged to identify a supervisor appropriate to your Business Project interests. Where this is not possible, EBS-L will allocate appropriate supervisors to students. It is the view of the programme team that the ability of supervisors to ensure an appropriate learning and Business Project development process is more important than specific knowledge of the research area. You and your supervisor will meet for a minimum of six sessions and it is anticipated that you and your supervisor will negotiate how supervision will proceed, based on each students' preferred style of learning. The team recognise that different students prefer different levels of supervisory control. The course team offers the provision of tutorials, as and when requested.

You will be encouraged to form small tutorial/learning syndicate groups to self-direct and self-assess the group members' Business Project development, with 'hands-off' tutor support. This type of activity will be reinforced during the supervisory process.

Each module tutor will provide individual and group support for the students undertaking their module, to aid their learning and will arrange individual and/or small group tutorials as and when required. Small group tutorials and group work in general provide stimulus through exposure to others' viewpoints, as well as through wider access to current scholastic information emanating from students' specialist study.

The teaching and learning strategy developed by the MBA IB team is designed to enable students to achieve the learning outcomes of the programme at an optimal level. Underpinning this is a concisely constructed student-centred approach to both teaching and learning that will enable participants to draw upon and share their previous international and professional experience with each other. Students will be introduced to contrasting theoretical perspectives through tutor input and reading. Participants, from a diverse range of industries, organisational and cultural settings, will be encouraged to synthesise theories on the one hand, with situations from their own work and life experience on the other. They will be encouraged to critically share and challenge interpretations of experiences from their peers on the programme, drawing on all participants' and the tutor's experiences.

EBS-L is fully aware that potential students may be coming from academically diverse disciplinary areas and different cultural backgrounds as well as having varied work and professional experiences. Given the generalist nature of an MBA degree, EBS-L is cognisant of the fact that not every student will be of the same calibre with respect to business knowledge, skills, attributes or work experience. Indeed, we can expect students who are likely to have little or no business knowledge as well as students with substantial business knowledge and experience.

With this in mind the Teaching, Learning and Assessment Strategy has been tailor-made for the Programme. Alongside the three core values of the Mission Statement (Internationalism, Innovation and Employability), the MBA IB specifically identifies an additional two themes appropriate to our MBA in International Business, namely Strategy and Ethics. The following goes on to elaborate on the three themes of the MBA IB and their link to the Teaching, Learning and Assessment Strategy of the Programme.

3.3 The MBA IB Business Project

The part of the MBA IB programme that underpins and seeks integration of all the above philosophical aims, as well as being the highest rated component, realising 48 credits, is the research Business Project. In undertaking the Business Project, students are expected to select a topic of their choice relevant to an academic area within the programme. Whilst students will be

supported by module tutors and their Business Project supervisors, to meet the required standard for the Business Project, it will be the students' responsibility to:

- a) Learn about their chosen topic
- b) Construct a hypothesis or research problem
- c) Demonstrate integration of programme learning outcomes
- d) Incorporate strategic, cultural and linguistic objectives
- e) Identify enhancement of personal learning objectives
- f) Control the design and planning of the research through feasibility studies; g) Carry out a literature review
- h) Undertake qualitative and /or quantitative data gathering, description, analysis and interpretation
- i) Deliver the Business Project

In accordance with QAA M Level descriptors, studying at Masters level at EBS-L requires the student to shift their emphasis from passive to active learning; from relying on judgements of others to forming his/her own judgement, and from utilising the research of others to undertaking his/her own research. In determining which topics to deal with in the Business Project the student will be required to:

- a) Exercise judgement in considering the feasibility of a subject
- b) Determine the usefulness to his/her study
- c) Demonstrate programme integration
- d) Maintain a learning journal
- e) Set objectives that contain strategic, global and/or cultural requirements
- f) Consider the overall relevance to the broad area of International Business; g) Justify its importance as an area of study
- h) Import a substantial range of current research and scholastic activity

Overall, it is the Business Project more than any other element of the programme that underpins a strategy aimed at encouraging independent learning. For this reason, preparation for the Business Project begins relatively early in the programme structure, with the aim of reinforcing the importance of autonomous learning. In this respect, the Business Project is seen as a work-in-progress document, reflecting a typical requirement in industry and commerce, as well as acting as a dynamic learning tool within a turbulent environment. Reflecting on the processes of construction through to final implementation of the piece of work is an essential requirement for the student to undertake.

4. Module Details**4.1 Core Modules****Business Project****Code: MBA 401**

The Business Project module is intended to build on business knowledge, intellectual skills, and practical skills acquired in earlier modules both at EBS-L and on the SPA, and to develop these in an essentially realistic business project environment. The main aim of this final project, ultimately, is for students to draw on and effectively demonstrate the integration of all learning outcomes, as the culmination of the MBA IB programme. Since there is a requirement for students to develop the Business Project throughout the whole span of the degree, as an ongoing project, it will be necessary for them to make use of diverse materials from across the programme.

Apart from consolidating the major learning outcomes of all other modules, the Business Project will holistically re-enforce the general themes of the MBA IB (Internationalism, Strategy and Business Ethics). In the Business Project, MBA IB students must demonstrate a critical and systematic understanding of international business and management knowledge, problems and insights.

In order to effectively assess integration, it will be a key requirement of each student to produce a learning portfolio and demonstrate how he/she has achieved integration during the supervisory process. The student will also be required to present a self-reflexive and critical piece of writing identifying the learning that he/she has gleaned through his/her studies.

Business and Competitive Environments**Code: MBA 402**

This Module aims to provide participants with an insight into a complex and often contradictory subject area where the perspectives are as diverse as there are writers on the subject. The course concerns theories that are useful for understanding the external environment of the firm and the individual firm's strategic choices. At the environmental level of analysis, the focus will be on an industry as the unit of analysis.

At an organisational level of analysis, the module will be concerned with theories that are useful for understanding firm-specific sources of competitive advantages. In particular, the module will develop an understanding of the firm's resources and capabilities as the basis for formulating competitive strategies.

A multi-disciplinary and integrative approach will emphasise the need for participants to demonstrate, based on previous professional experience, their knowledge and understanding of functional areas and how these contribute to overall organisational success. The use of in-depth case study methods will provide the basis for the integrative nature of this module. An essential component of the module is a 'Strategic Management Simulation' focusing on the whole spectrum of the module.

This module involves a Simulation Weekend. If a student has a physical disability or long-term health condition that may impact on their ability to travel to/participate in the Simulation Weekend, they are strongly advised to make the Programme Director and other involved staff aware of this at the earliest possible opportunity.

Entrepreneurship and New Business Ventures

Code: MBA 403

Entrepreneurship and New Business Ventures focuses on the challenges involved in managing entrepreneurial ventures, whether in start-ups, small early-stage entrepreneurial ventures, or within larger well-established companies. The course is intended to introduce the major themes of innovation, the management of creativity, and the challenges of operating 'beyond the resources currently controlled' - which is one definition of entrepreneurship (Stevenson, 1985). It also aims to provide a solid foundation in the fundamentals of business planning, at any stage of company growth or size. Students will be able to build on this in other modules of the MBA IB.

Crossing Continents: Language and Culture in Business (LCB)

Code: MBA 404

It is not really possible to cross a cultural boundary without at least some knowledge of the language that is spoken in the other culture. Real understanding and getting into the mindset of another culture requires a very good knowledge of the language.

With the main focus of the degree on internationalisation the issues of language and culture are a central element in the programme. Competence as an international manager necessarily entails linguistic and cross-cultural competencies. Only 6 per cent of the world's population speak English as a mother tongue, and that percentage is declining.

The rationale for this module is hence twofold:

Firstly, linguistic and cross-cultural knowledge and sensitivity are necessary for the international manager in the globalising world economy, with mergers and acquisitions among large cross-border companies, increased labour mobility and the revolutions in information technology making such linguistic and cross-cultural ability, flexibility and sensitivity premium skills. Language and culture also impact necessarily in ethical and strategic decision-making for the global executive.

Secondly, the nature of this MBA programme requires a high degree of adaptability and flexibility from the students. The twelve-month timeframe does not allow much time for adjusting, with the transition to London at the start of the programme and the change of location when students embark on their Study Period Abroad (SPA) towards the end of it, and as such may well simulate the life- and working style of the global executive. This crossing of continents - transferring to SPA destinations in Asia, the Americas and Africa - requires students to adjust quickly to a new linguistic and cultural environment. This module will prepare students for this experience in a number of ways: by introducing concepts and models from the cross-cultural field, by stressing the importance of communication, by focusing on cross-cultural adaptation and effectiveness, and by exploring some cultural aspects of the SPA environments.

Managing Organisations and People in the 21st Century

Code: MBA 405

Organisations by their varied composition and nature are extremely complex entities. (Rollinson, 2002). Organisations are essential to the way our society operates in the world (Ivancevich, 1996). However, this alone should not be the main reason why we need to study the subject. First and foremost, in one form or another, organisations are the dominant institution in the modern world (Rollinson, 2002). Since they shape the conditions under which we live, they have an impact on individuals and communities.

Furthermore, in view of the stiffer and more intense global competition, the need to manage and utilise labour is of critical importance. According to Noe (2000) 'effective HRM practices have been shown to relate to company performance by contributing to employee and customer satisfaction, innovation, productivity and development of a favourable reputation in the firm's community.'

In terms of International Human Resource Management managing and utilising labour is more important than ever, because you are dealing with a multi-cultural workforce. Managers must have the ability to manage a culturally diverse workforce in a more complex environment, where there is constant change in strategy, skills and diversity of organisational practices, a greater complexity of interpersonal skills at work, alongside increasing globalisation. Thus this course will not only deal with the cultural issues, but will also be examining the strategic role of IHRM in order to achieve competitive advantage.

Financial and Managerial Accounting

Code: MBA 406

This module is designed to develop the students understanding of financial and management accounting in an international and strategic context. It covers the interpretation, uses, and analysis of accounting information both for external (financial) and internal (managerial) purposes.

The main focus of this module is to provide the relevant strategic accounting factors, which affect international organisations in possible ethical scenarios. It will concentrate upon the practical application of financial and managerial accounting techniques whilst determining how these contribute to forming international financial decisions in practical strategic problem solving situations.

It introduces the accounting environment in an international context and analyses the individual components of the financial statements. It also examines the preparation process of financial statements through the accounting cycle before focusing upon the two main opportunities of financial accounting 'window dressing' through fixed asset and inventory valuation. The managerial accounting section focuses upon the cost volume profit analysis and the techniques of costing in their influence upon product pricing and decision-making. The module will then examine the impact of short-term operational and long-term capital budgeting and their deviational investigation and decision making through variance analysis.

Financial Management

Code: MBA 407

The financial management module is designed to develop a student's understanding of financial management in an international context through the interpretation, uses, and analysis of strategic financial information.

The primary objective of this module is to provide the relevant financial management strategic factors, which affect international organisations in possible ethical scenarios. It focuses upon the practical application of financial management methods whilst determining how these contribute to forming international financial decisions in practical strategic problem solving situations.

This course covers the interpretation, uses, and analysis of financial management as it relates to international organisations. It introduces the corporate finance environment in an international context by focusing upon the various sources of finance available to an international organisation and the institutions from which they may be raised. It also examines the costing of these sources and their respective utilisations within investment appraisal techniques. This course then examines how the three main components of working capital (inventory, debtors and cash) can be economically, effectively and efficiently managed to optimise the utilisation of the sources of finance once the investment project has been selected. Finally, the course focuses upon the distribution policy impacts facing organisation and the merger and acquisition factors that affect organisational decision-making.

Information & E-Business Management Systems**Code: MBA 408**

The major industrial powers have rapidly changed from manufacturing to knowledge-based economies. Information Systems are today playing a crucial role in this and profoundly changing the way business operates, as Information is now recognised as an organisation's key asset in aiding managers to plan, control and make business decisions. The use of Information Systems on the Internet has also profoundly changed the way business is now conducted on a global scale as a variety of different E-Business models have evolved to make use of the power of the web. The efficient use of Information Systems in creating, capturing, processing and using the information to meet the strategic needs of a business has managerial, ethical and global dimensions that needs to be fully understood if a business is to survive and flourish today.

This module looks at the development, implementation and management of Information Systems and how they are used at different managerial levels to assist in making business decisions that impact on global and ethical issues. It also looks at the way business is conducted on the Internet and the various challenges it faces in this context.

The main aim of this module is to enable the student to critically analyse and evaluate the use of information systems at different managerial levels and being able to propose e-Business models demonstrating self direction and originality in analysing the complex problems and ethical issues faced in these areas in a global environment.

Marketing in Diverse Environments**Code: MBA 409**

The role of the marketing department within organisations has become increasingly important. This is due to increasing competition, technological developments, media fragmentation and proliferation; higher customer expectations, and the need both to better understand and build long term relationships with customers in order to achieve market share, profitability and customer loyalty.

Increasing globalisation in the manufacturing sector; the growth of the service sector and soaring investment in online facilities have increased customer focus within corporations and facilitated the implementation of marketing strategies both domestically and on an international scale.

Many not-for-profit organisations and other public sector bodies like the National Health Service in the UK have embraced the marketing concept. This has led to a greater concentration on the marketing function. This has also, in part, led to the growing importance of societal, or ethical marketing in the determination of corporate policy making.

Marketing as a discipline has almost become a science. Employing an increasingly popular array of models and academic frameworks, the subject has established itself within university business courses as a powerful gateway into today's competitive business environment. By its very nature, representing the interface between the organisation and the marketplace, it contains a strong practical dimension that is inseparable from the conceptual frameworks that underpin the components within it. Students are able to relate key concepts to everyday observable phenomena such as branding and advertising. Using this everyday imagery, the tutor is able to draw the student into the deeper aspects of the subject with a view to creating in the learner a set of powerful but versatile cognitive tools for analysing markets and creating workable business solutions.

Operations & Service Management

Code: MBA 410

The efficient running of businesses depends crucially on the management of the operations involved. This is true whether a business is in the production/ manufacturing sector or in the service sector. The well-established quantitative techniques now widely used for guidance in aiming to achieve optimum running efficiency in businesses by the correct allocation of resources and staffing levels form a desirable study field for students of the Management Sciences who wish to establish a better numerate insight into the operations and profitability of businesses. This module aims to introduce students to advanced methods of dealing with the problems faced in these areas.

The aims of the module are to provide students with knowledge and skills in selected techniques of operations management and to show how these can be used to best advantage in the production and service sector operations of businesses. The module aims also to give guidance to, and awareness of, the relevant limits of theoretical work done in this subject area.

For details of each Core module/unit contributing to the programme, please consult the individual unit specifications in Appendix I.

SPA Elective 1**Code: MBA SPA 401**

The need to be aware of cultural diversity and the global dynamics of conducting business is becoming more and more important for both individuals and organisations. Current literature states that businesses, markets, competition and customers are becoming 'global' in nature, with mergers and acquisitions now crossing international boundaries and ownership of companies being in multinational hands. This has led to a need for managers to have the necessary skills to manage such diversity. In order to acquire or enhance these skills, students wishing to work in a multinational, multicultural environment need international exposure. Thus, all students are required to undertake a Study Period Abroad (SPA) with one of our international partner institutions. This will enable them to interact with a range of diverse business issues and share experiences with other cultures.

SPA Elective 2**Code: MBA SPA 402**

The need to be aware of cultural diversity and the global dynamics of conducting business is becoming more and more important for both individuals and organisations. Current literature states that businesses, markets, competition and customers are becoming 'global' in nature, with mergers and acquisitions now crossing international boundaries and ownership of companies being in multinational hands. This has led to a need for managers to have the necessary skills to manage such diversity. In order to acquire or enhance these skills, students wishing to work in a multinational, multicultural environment need international exposure. Thus, all students are required to undertake a Study Period Abroad (SPA) with one of our international partner institutions. This will enable them to interact with a range of diverse business issues and share experiences with other cultures.

For details of each Core module/unit contributing to the programme, please consult the individual unit specifications in Appendix 1.

SPA Electives:**Copenhagen Business School, Denmark:**

Integrated Marketing Communications
Marketing Decision Models
New Product Management (including Green Products)
Intercultural Communications
Sustainable Development and Competitive Advantage
Commercial Banking Risk Management
Global Strategic Management
Sustainable Performance Evaluation and Reporting Systems
International Monetary Economics
Humanitarian Operations & Logistics
Negotiation and Conflict Resolution
International Economics, Ethics and Global Policy

John Molson School of Business, Concordia University, Montreal, Canada:

Managerial Statistics
Organisational Behaviour
Developing Interpersonal and Managerial Skills
Managerial Economics
National and International Economics
Integrated Marketing Communications

Solvay Business School, Brussels, Belgium:

Branding and Strategic Marketing Management
Managing Innovation
Growth Strategies and SME Management
International Investments and Risk Management
Business in Asia
International Business Strategy
Negotiation Analysis
Managing Diversity in Unstructured Environments

EBS London MBA IB Programme Handbook 2009-2010

Fundação Getulio Vargas (FGV) Sao Paulo, Brazil:

Making Decision in the Absence of Clear Facts
Development and Sustainability
Corporate Social Responsibility
Marketing in Latin America
Managerial Economics
Financial Analysis for Capital Investments
Legal Frameworks for International Business

University of Stellenbosch Business School, South Africa:

Project Management
Negotiation
Strategic Retail marketing
Managing Knowledge for Strategic Effectiveness
Enterprise Risk Management
Business in Emerging and frontier Markets
Doing Business in Africa
Globalisation: Opportunities, Risks and Challenges
Managing Customer Experience and Excellence
Sustainable Enterprise

Escuela de Negocios Caixanova (Spain)

International Finance
E-business
Brand positioning
International Logistics
Offshoring
New Economic Players
New Products Launch
Distribution channels

The above list is indicative and non-exhaustive. Full details of available Electives and eligibility criteria will be made available in the first weeks of the Spring Semester.

All electives on the SPA are subject to change and availability.

Further details on Module Outlines for the SPA can be found in the MBA IB SPA Handbook.

A full set of Module Outline Booklets, will be distributed to all students at the start of the Programme. We provide a summary of each module on offer. (See Appendix 5 for full Module Outlines)

5 Learning Environment

5.1 Programme Directorship and Management

The Programme Director, in consultation with Associate Dean of Quality and Operations, is responsible for overseeing the academic delivery of the Programme and ensuring that Teaching, Learning and Assessment strategies are met. In this task, the Programme Director is supported by academic staff and by the administrative team.

5.2 Academic Staff

Academic staff with specialist knowledge of areas within the field, deliver appropriate elements of the course in accordance with the specified teaching, learning and assessment strategy. Appropriate administrative staff support the academic management of the course.

5.3 General

EBS-L aims to provide appropriate support to students at all times and to ensure that any information they may require regarding his/her studies is available.

There are key members of staff, both academic and administrative who are able to provide information on all aspects of the programme of studies.

5.4 Faculty Registry

The Faculty Registry is the central administrative office supporting all courses and programmes and is also responsible for monitoring and maintaining quality assurance.

5.5 Quality Assurance and Enhancement

The School is dedicated to continually develop and enhance the quality arrangements. Of particular importance is the need to achieve greater impact on improving student academic output. This has required the development of a system that both 'assures' and 'enhances' quality.

This is led by the Associate Dean of Quality and Operations enabling quality issues across EBS-L programmes to be dealt with efficiently. S/he has regular contact with Student Representatives but he does not teach on the programme.

The Associate Dean of Quality and Operations has ultimate responsibility for programme quality enhancement on the MBA IB.

5.6 International Partnerships Office

The main role of the International Partnerships Office is to give advice, information and support to incoming and outgoing Study Abroad Students.

EBS London has a wide range of study abroad opportunities for undergraduate and postgraduate students.

Links with over 60 partner universities worldwide are maintained by the International Partnerships Office, which includes Study Abroad arrangements, faculty exchanges, student exchanges and research collaboration.

5.6.1 The International Partnerships Office

- Provides a central contact point for all international students, staff & visitors
- Facilitates and manages international, inter-institutional agreements
- Manages the Socrates-Erasmus & all other international exchange and study abroad programmes
- Provides general support and guidance to incoming and outgoing study abroad students
- Develops international opportunities for staff and students
- Stimulates the development of internationalisation in all aspects of the College

The IPO will provide you with information on all matters relating to your SPA. For further information about the IPO, please the WebPages at:

<http://www.ebslondon.ac.uk/StudyAbroad.asp?filename=studyabroadintro.asp>

6. Research

The aims of research support are to:

- a) Enable EBS London faculty and staff to engage in scholarly activity so as to create new intellectual capital such as articles, books, teaching materials - especially to contribute to the delivery of the Masters programmes
- b) Stimulate applied research, especially about entrepreneurship, global banking and finance, and European cultural and linguistic studies
- c) Help in bridging specialisations and disciplines to create new intellectual capital that is practical and credible
- d) Enable researchers to link with scholars and practitioners at other institutions

7. Student Support Services	Programme Director	Head of Student Support Room T201	Business and Management Faculty Registry Room T008	
7.1 Whom To See				
Programme				
Academic Queries	•			
Administrative Queries			•	
Timetabling			•	
Transitional arrangements		•		
Work Placements				
Module				
Academic Queries *	•			
Administrative Queries			•	
SPA Elective Module Selection	•			
Assessment				
Module Assessment	•			
Results/Transcript			•	
Procedures for			•	
Extended absence from classes	•	•		
Personal				
Advice on personal issues with regard to academic studies	•	•		
Information on support services available on site.		•		
Fees & Financial Aid				
Payment of Fees				
Student Loans, Grants & Awards			•	
General				
Academic References	•			
Accommodation				
Confirmation of Enrolment			•	
Extra-Curricular Activities				
Graduation Ceremony			•	
Registration			•	
Student Records – Amendments to Personal Details			•	

* In the event of an academic issue within a module, students should first consult the module tutor and then, if necessary, the Programme Director.

7.2 Student Support Services

Regent's College wishes to ensure that effective support systems are in place for you during your studies. The Head of Student Support, Academic Advisors, Programme Directors, Faculty Registry, the Student Centre, Student Representatives, and various support services are available to provide you with support and advice on a variety of issues.

7.3 Programme Directors

Each programme has a designated Programme Director who, with the support of colleagues, is available to offer support to students on a wide range of matters.

7.4 Head of Student Support

Pastoral Care If you encounter any difficulties during your studies or have personal problems which are interfering or may interfere with your work or attendance, the Head of Student Support will be able to provide you with support and advice within a confidential setting.

7.5 Disabilities

The Head of Student Support liaises with the Central Disability Officer with regard to students who have disclosed a disability.

General The Head of Student Support liaises with the Student Council and Student Representatives on a regular basis concerning general queries and/or concerns students may have. The Head of Student Support is a member of the Course Committee and, when possible, attends Student Council Meetings.

Contact details:

Pam Taylor

Head of Student Support

Room: Tuke 201

Telephone: +44(0)20 7487 7593

e-mail: taylorp@regents.ac.uk

8. Admissions

8.1 Introduction

EBS London endeavours to provide an admissions procedure ensuring the selection of students who have successfully achieved the necessary outcomes in a field of study that has provided prior knowledge and skills as an appropriate foundation to the Masters programme being offered here. The development of the procedure is informed by the following documents:

- a) The QAA Code of Practice for the assurance of academic quality and standards in higher education: Recruitment and Admissions
- b) QAA Subject Benchmarks for Masters Awards in Business and Management, Draft 4
- c) OUVS Handbook for Validated Awards

8.2 Aim

To operate an admissions procedure that ensures equal opportunity of entry for students coming onto the MBA IB programme of study.

8.3 Objectives

- a) To apply fair, clear and explicit entry criteria that ensure no applicant will be unjustifiably, directly or indirectly, discriminated against
- b) To apply consistent entry criteria that enables valid, reliable and unequivocal selection decisions to be made
- c) To ensure that all promotional materials are relevant, accessible and provide information enabling applicants to make informed decisions appertaining to choice of Masters programme
- d) To ensure that selection decisions are made by those individuals who are equipped to make the decision
- e) To ensure that applicants are fully aware of the criteria for selection and the performance indicators within the selection procedure that will determine the likely success of the application
- f) To employ selection criteria that will effectively predict the likelihood of the applicant successfully achieving the Masters qualification

8.4 Language Requirement

As the degree will primarily be delivered in English, all candidates whose first language is not English will be required to demonstrate evidence of proficiency in the language - a minimum of: 6.5 IELTS TOEFL score 90 in the internet-based test, 233 in the computer-based, and 575 in the paper-based test.

8.5 Standard Entry

In order to be eligible to enrol on the MBA IB Programme, applicants must fulfil all of the following requirements:

- A good first degree, or equivalent from a recognised Higher Education institution;
- Minimum 2+ years of relevant work experience*;
- Proficiency in the English Language based on either IELTS (6.5) or TOEFL score 90 in the internet-based test, 233 in the computer-based, and 575 in the paper-based test.

In addition to the above, a GMAT score of over 500 points may be required.

8.6 Non-standard Entry

Where candidates do not meet the above requirements, then EBS-L will look at entry by exception. In order to be selected for a place on the course through this route, the applicant must be able to demonstrate and provide evidence of the following requirements:

- a) relevant work experience* of 5 years or more
- b) the production of a satisfactory Personal Statement of Learning
- c) a successful formal interview with the Programme Director (or a nominated senior academic) and the Senior Admissions Officer.

(*Relevant work experience is defined as 'full-time, post first degree work in a managerial, supervisory or administrative capacity')

9. Enrolment and Registration

9.1 Enrolment

Students enrol online via the student record system SITS prior to registration day.

This allows students to check personal details and confirm payment of fees using the SITS system's web-based functionality.

9.2 Registration

Official Registration Day EBS London has an official Registration Day for returning students at the start of each semester: Registration Day is normally the Thursday prior to the Monday that classes are scheduled to commence. This allows students two days to settle in, collect results, collect timetables (and have them amended if necessary), and ensure that they are prepared to start classes promptly on the following Monday. All students are required to register on the official Registration Day in order to avoid disruption to classes.

Registration day for new students is on the first day of induction week.

Following registration there is a programme of activities prior to the commencement of classes in the following week

9.3 Late Registration

Students should not make any arrangements such as work placements, holidays, etc. which will cause them to be late for the official Registration.

Any requests for an exemption from the late registration fine due to extenuating circumstances must be addressed in writing to the Commercial Administrator; Laura Kerr.

9.4 Maximum Registration

All students are expected to complete their degree in the prescribed time for their allotted programme. However, in documented cases of extenuating circumstances, the School may extend the length of time for completion by a further three academic years. The School reserves the right to ask any student who has not completed their degree within the allotted time to leave the programme.

9.5 Module Registration for next semester

During the semester, all students progressing to the next semester will complete a process called 'module registration' which is completed online. Guidance will be given by the Faculty Registry nearer the time.

This process allows students to confirm their modules to be studied in the next semester, including the preferred choice of elective modules.

9.6 Timetables

The Faculty Registry is responsible for providing each Masters student, with an individual timetable at the beginning of each semester that shows the times and room numbers of their classes. Timetables are issued during the registration period.

Timetabled periods are one hour, and start on the hour (you may have two or three consecutive periods for the session). A class will be expected to finish 10 minutes before the end of a session to allow for transit between classes.

Students who have any queries or concerns about their timetable must go to the Faculty Registry as soon as is reasonably possible and no later than the end of Week 1 of the semester.

All enquiries concerning timetables should be made to the Faculty Registry situated in room Tuke 008 (ground floor).

9.6.1 Changes to Timetable / Module Registration

In some cases amendments may need to be reasonably carried out due to timetable clashes or failures in modules. The student is responsible for checking that he/she has been assigned the correct modules.

Any change to a student's timetable issued during the registration period requires the approval of the Faculty Registry. This process is only valid if completed by the end of Week 1 in each semester until 5pm on the Friday of the first week of classes.

It should be noted that students cannot change elective modules they have previously chosen, or change allocated seminar classes.

9.7 Withdrawal from a Module Registration

A student may withdraw from a module up to the end of the fourth week of the classes (in the case of year long dissertations, fourth week of the second semester). This process requires the approval of the Faculty Registry, and the Programme Director.

9.8 Checking Credits / Degree Audit

Students are responsible for ensuring that they accumulate the correct number of credits required for their programme. In order to assist students in this ongoing process, the Faculty Registry will provide students with an up-to-date transcript of results on request.

10. Deferral of Studies

Students may temporarily interrupt their academic studies through emergency or personal reasons provided they have notified and obtained approval from the Programme Director and have informed the Faculty Registry.

10.1 Deferral Approval

Students seeking to take a break in studies should notify the Faculty Registry. This process requires the approval of the Programme Director.

Deferrals in study are approved on a semester by semester basis. Normally, students cannot take a break of studies for more than two consecutive semesters.

It is the responsibility of the Programme Director to inform the Faculty Registry Administrator supporting the specific programme of study whether approval has been given or not.

10.2 Refunds

Students who begin a course and then wish to withdraw must advise the Faculty Registry (room Tuke 008).

Accreditation, alumni and registration fees are not refundable. Refunds of tuition fees will be made in full only if notification of withdrawal is received in writing from the student before the official Registration Day for the academic semester that has been pre-paid. Refunds will be made by cheque within 45 days of receipt of a valid request for a refund.

Students who begin a programme and then withdraw by the end of the fourth week of the academic semester, must make a request for a refund in writing to the Commercial Manager, within two weeks of their official withdrawal (in writing) from the school.

Refunds of the full semester tuition fees will be made on the following scale:

- Withdrawal within the first two weeks after the official registration date: 80% of fees
- Withdrawal within the third week after the official registration date: 60% of fees
- Withdrawal within the fourth week after the official registration date: 40% of fees
- Withdrawal after the fourth week after the official registration date: no refund

If a student is suspended or expelled from EBS London due to misconduct, no refund of fees for that academic semester shall be paid. Refunds of tuition fees are made payable to whomever paid the fees to EBS London.

11. Assessment

Details of unit assessment strategy are included with each unit specification and summarised in Appendix I.

11.1 Preamble

High quality assessment, which is high in validity and reliability, is an essential element of the student learning experience. By reliability we mean that assessment must be accurate and repeatable: the processes for the designing, setting, marking and moderation of assignments must be transparent and consistent. By validity we mean that assessment must be effective in measuring the intended learning outcomes. This may mean that the assessment tasks will reflect the nature of the subject.

Assessment enables students to demonstrate that they have fulfilled the objectives of the MBA IB programme of study and achieved the standard required for the validated award from the Open University. Assessment must reflect the achievement of the individual student in fulfilling these objectives, and at the same time relate this achievement to a consistent national standard for awards. The course team has ensured that the assessments, in their scope and character, reflect the programme specification in general and the programme learning outcomes in particular. The system of assessment aims at a transparent exposition of what constitutes an appropriate level of achievement, given the demands upon students.

11.2 Philosophy of Assessment

The assessment strategy has been developed in conjunction with the aforementioned Teaching and Learning Strategy. Assessments are designed to support a student who can manage independent self-directed learning and operate autonomously in planning and implementing tasks.

The programme moves the student towards full autonomy, whereby he/she takes full responsibility for managing his/her work. Altogether, the purpose of the postgraduate assessment strategy is to provide a set of consistent, transparent, institutional Masters level benchmarks and measures that academic staff can implement and students can achieve through largely self-directed work.

11.3 Purpose of Assessment

The purpose of assessment is to:

- . provide students with feedback on their learning;
- . measure their achievements against the individual Learning Outcomes of modules, and of the Programme Learning Outcomes taken as a whole.

Therefore, the assessment strategy combines both, formative and summative assessment elements. The formative elements ensure that students will develop and progress through the feedback they receive. The summative elements such as examinations, final reports and the Business Project provide a measure of student achievement against the learning outcomes. Formative assessments will be encouraged in the earlier stages of the programme.

The approach to teaching and learning methods for students entering this programme, whilst supporting the development of autonomous learning and encouraging students to relate their experiences to past workplace activity, will also require some degree of formal tutor-centred input. However, where possible, it will emphasize and encourage self-directed learning. In this respect, the course team fully recognises that the nature of the student will affect the teaching and learning methods to be employed and has developed a strategy that will support an independent learner in international business that has substantive work experience.

The effective assessment of students is one of the most crucial aspects for the delivery of a postgraduate programme of study. This section aims to outline the ways in which the course team intends to ensure that:

- a) Open University policies and regulations concerning assessment are followed
- b) The assessment objectives of the postgraduate programme are fully met
- c) Students are appropriately assessed to the level

Furthermore, the course team has ensured that assessments in their scope and character fully reflect the range of course aims and objectives. At the same time, they have ensured that the level of assessments is appropriate and that they demonstrate progression in depth and complexity. For this purpose, the course team intends to utilise 'the framework for higher education qualifications in England, Wales and Northern Ireland (January 2001)', developed by the Quality Assurance Agency. More specifically, they intend to draw on the section, 'Descriptors for a qualification at Masters (M) level: Masters Degree' as the key determinant of EBS-L assessment strategy at M Level.

The course team's thinking has been further informed by 'The Revision to the SEEC Descriptors' (April 2001) from the South East England Consortium for Credit Accumulation and Transfer and the conference 'Developing Masters Courses' (Oxford Brookes University: April 2001). Furthermore, the assessment strategy, building on the 'Teaching and Learning Strategy', reflects the background and type of students coming onto the programme. In this respect, application of assessment relating to industrial and commercial practice will be greatly encouraged. However, the key focus of the strategy will be on the assessment of student critical thinking and awareness; their ability to develop analytical, dialectical and rhetorical argument, supported by reference to current research, particularly refereed journals.

Overall aims of assessment for the MBA IB programme are:

- a) To establish that each student has achieved Masters Level in all the components in which he / she has been assessed.
- b) To ensure that, through the production of module-work and the Business Project, a critical synthesis and integration of the programme has been achieved.
- c) To monitor each student's critical understanding, analysis and interpretation of the academic components of the programme.
- d) To ensure that each student's critical interpretation of current research and the methodologies inherent therein synthesises to create conceptual understanding and, where appropriate, the ability to formulate new hypotheses that will add to the current body of knowledge in the field.
- e) To ensure that each student has achieved an integration of the separate elements for assessment, which will result in the establishment of levels of competence appropriate for future employment or research at an even higher level, commensurate with the level of study.
- f) To test academic and managerial capability, through the application of current theory and practice towards the framing of a Business Project which builds on established knowledge or demonstrates originality in the application of knowledge.
- g) To evaluate the student's technical mastery of transferable skills in initiative, personal responsibility, complex decision-making and professional development and other higher level skills.

11.4 Key Principles of Assessment

The Key Principles of assessment are as follows:

• Assessment will be transparent and explicit

For each assignment, students will receive an assignment brief detailing the learning outcomes that are assessed by that particular assignment, and the assessment criteria and grading descriptors linked to those outcomes. This will ensure that the students have access to as much information about the assessment as possible in advance in order to excel in their work. The assessment criteria reflect the threshold standard, i.e. the achievements the student has to demonstrate in order to show that he or she has achieved the learning outcomes of that module at an appropriate Masters-level. Grade descriptors differentiate between different levels of achievement, i.e. they indicate what students have to do in order to achieve a particular grade or degree class.

Alpha Grade	% Mark Equivalent	Significance
A	70-100	Outstanding (Distinction)
B	60-69	Good (Merit)
C	50-59	Satisfactory (Pass)
MF	45-49	Marginal Fail, but reparable with re-work
F	44 or below	Fail (Re-take)

This will give students a clear indication as to their level of achievement in that assignment, and offer them a framework for interpreting any written or oral feedback they receive. It will also provide them with information as to what areas they can still improve upon.

• Assessment will be equitable

EBS-L must ensure that no group of students is disadvantaged by the assessment practices and procedures on the programme. This applies particularly to international students facing new and unfamiliar assessment practices. Since this programme is catering to an international student body, it is important to ensure that assessment practices and procedures support all student groups, by:

- Providing a wide range of assessments, in individual modules as well as across the programme
- Informing students about assessment early on in the programme
- Loading and timetabling assessment to avoid bunching

High quality feedback is essential for allowing students to develop their skills, improve the work they produce, and progress through the programme. Students are entitled to -and will be given- constructive feedback on both, formative and summative assessment elements.

11.5 Generic Criteria to be assessed for a Masters Level student

- a) The student is incorporating a systematic knowledge of current issues and critical awareness most of which is at the forefront of research
- b) The student is operating at the boundaries of knowledge
- c) The student uses some of his/her own research data to support arguments
- d) The student is able to demonstrate originality in the solution of very complex problems
- e) The student produces at least one piece of work that builds on existing knowledge, or shows some originality of outcome or method of enquiry
- f) The student is able to formulate his/her own hypothesis or research problem
- g) The student can engage in epistemological debate and discriminate between methods
- h) The student is able to critically interpret and evaluate a range of research work from differing perspectives
- i) The student can engage in debate with the academic community relevant to the discipline.
- j) The student has a technical mastery of M Level skills
- k) The student works autonomously with the minimal degree of tutor facilitation
- l) The student's work is underpinned by reference largely from refereed research output
- m) The student can import ethical procedures and practices into their work with reference to relevant professional bodies

Assessment of module-work and the Business Project must meet the general assessment criteria for assignments presented above. Tutors will also be expected to produce an assignment front sheet for the students that will include at a minimum:

- a) The assignment criteria to be met
- b) A list identifying the Masters level generic criteria that are specifically being assessed in that piece of work.

This general assessment strategy is intended to ensure that all Masters Level generic criteria will have been undertaken by every student and thoroughly examined by tutors. Each tutor will be expected to present a copy of his/her assessment criteria to the Course Leader, who will monitor the assessment of the programme to ensure that all Masters Level objectives have been covered.

11.5.1 Submission of Module-work Assessments

Unless otherwise specified in module documentation, modulework assessments must be submitted to the BAM Registry office on the ground floor of Tuke Building, room 008 by the deadline indicated by the module tutor. All submissions must be accompanied by a Module-work Cover Sheet completed and attached to the front of the assessment.

Should the Registry office be closed (i.e. after 5pm), module-work assessments should be submitted through the letterbox situated near the office entrance door. Module-work Cover Sheet will be available by the side of the letterbox.

All module-work assessments submitted when the Registry office is closed, via the letterbox, are collected when the first person arrives on the morning of the next working day (this time varies, and is not necessarily 9am when the office officially opens); these assessments are date stamped as submitted on the previous working day.

11.5.2 Penalties for Late Submission of Module-work / Assessment

In the event of a late submission of module-work / assessment without justification, the following penalty will be applied:

- If the assignment achieves a pass mark or above, it will be capped at 50%.
- In the absence of submitting a request for extenuating circumstances, no modulework / assessment will be accepted for marking beyond two weeks after the submission date

11.6 Exam and Test Assessment

Once a student commences an examination or test, they have deemed themselves fit to take the examination or test, and cannot subsequently make a retrospective claim for extenuating circumstances.

11.7 Return of Marked Coursework / Assessments

The College will always aim to return marked coursework / assessment back to you in a timely manner. As a guide, you should usually receive marked coursework / assessment within two weeks and no longer than four weeks.

12. Module Assessment Criteria	Context, Rationale and Organisation	Analysis, synthesis, evaluation	References	
<p>General Statements</p>	<p>The student is able to operate in complex and unpredictable, possibly specialised contexts, and has an overview of the issues governing good practice. If working individually will exercise imitative and personal responsibility. If in group setting work effectively as a group member. Is a self critical learner.</p>	<p>The assessment demonstrates the depth and systematic understanding of knowledge in specialised/ applied areas. Ability to synthesize and evaluate from research and findings. The assignment is expressed in a coherent and precise manner:</p>	<p>Sourcing and application of relevant models and frameworks. Proper academic standards of citation and reference. References backed up in the bibliography.</p>	
<p>A Range Distinction (70% - 100%)</p>	<p>Demonstrates an analytical conceptualisation of the context, rationale and process. Able to identify and discusses the pertinent issues in depth. If appropriate, the ability to manage the implications of ethical dilemmas and work proactively with others to formulate solutions. Has a comprehensive understanding of techniques / methodologies applicable to their own work. If in a group has demonstrated that they can work effectively as a leader or member.</p>	<p>Excellent analysis and well justified evaluation of theories and concepts. Provides outstanding interrogation of these issues, models, & or frameworks etc applied in a way that supports explanations, analysis etc, that cover the entire scope of the assessment. Coherent realistic interpretation of incomplete or contradictory areas of knowledge. Offers well founded cautious personal interpretations with original insights. Clear objective evaluation and reflection. Methodology justified with limitations provided. Illustration by use of well-chosen examples.</p>	<p>Provides a critical review of a wide range of frameworks, models. Accurate and full references using the Harvard Referencing system used to support analysis, discussion, etc usefully extending the scope of the taught material. If necessary evidence of primary research conducted. At this level at the forefront of the academic discipline. This is backed up in the bibliography.</p>	
<p>B Range Merit (60% - 69%)</p>	<p>Appropriately organised. Identifies pertinent issues and discusses them effectively. If appropriate, some awareness of the implications of ethical dilemmas. Has sound understanding of techniques / methodologies applicable to their own work. If in a group has demonstrated that they can work effectively as a member. Limitations in terms of methodology or self evaluation not fully explored.</p>	<p>Models/Techniques used are relevant but may lack justification. Some identification linked to analysis of relevant results. Methodology and assumptions may need justification & critical analysis. Understanding of the issues are evident but not fully explored. Some examples provided.</p>	<p>Relevant ancillary resources identified but not exploited fully. Reading list could be enhanced or broader in terms of sources, e.g. websites, referred journals, etc. Over reliant on secondary sources of information.</p>	

Presentation Work clearly structured, with a variety of sources such as tables. If in group setting can engage in academic and professional communication with others. Also reflective of own and others to improve performance. Expressed in a coherent and precise manner.	Integration of relevant theory and practice The report is clearly organised in such a way as to demonstrate critical understanding of the relevant theoretical concepts and applying these in the appropriate setting.	Conclusion (& if Appropriate, Recommendations) The production of conclusions that logically follow from the analysis, together with justified recommendations (if appropriate)
Effective report structure including introduction and conclusion sections. Useful titles to sections. Clear written presentation, organized. Formal writing style, including introduction and conclusion sections. Accurate use of language and appendices (supporting documents). Error free spelling and grammar. Effective and attractive layout. Effective integration of tables, diagrams, etc. If appropriate has worked as a key member in a group environment.	Exceptional use of results of analysis to derive (typically) a comprehensive proposal, answer or solution. Theories and models applied across the main areas in a way that supports the explanations. Evidence of reading around the subject area and outstanding ability to articulate the main variables. Synthesizing information in a manner that may be innovative. Ability to delve into relevant professional experience that are well justified by analytical results and other evidence. Can demonstrate self direction and originality in problem solving.	Work of outstanding quality showing perceptive and critical thought. Successfully draws together the various points made, and the main strands of the argument. Honest and insightful appraisal of own work that emphasises the key issues impacting on the main conclusions. Demonstrates that effective learning has taken place, and if possible identifies opportunities for further learning.
Appropriately and carefully presented. Communicates effectively throughout, but may require minor editing to bring it up to the highest standard. Grammatical errors and syntax. Has made a positive contribution in a group setting. Has worked effectively as a group member.	Effective analysis of relevant knowledge and understanding of the theories and models applied across the main areas, in a way that supports the explanations. Could be more critical of the various theories and applying these into practice. Demonstrates a very good ability to articulate the main concepts across the main areas.	Work of good quality showing knowledge, understanding and application. Conclusions and recommendations could be enhanced. Relevant and honest self-criticism that identifies the likely impacts on conclusions. Learning has taken place.

Continued
over leaf

	Context, Rationale and Organisation	Analysis, synthesis, evaluation	References	
C Range Satisfactory (50% - 59%)	Adequate structure showing awareness of pertinent issues but with some discussion or commentary. If appropriate, limited awareness of the implications of ethical dilemmas. Has limited understanding of techniques / methodologies applicable to their own work. If in a group has demonstrated that they can work but not without conflict as a member.	Limited range of models/ techniques applied. Use may not be completely appropriate or accurate. Inability to comprehend the full range of variables and issues. Links to the analysis may not be explicit. Examples (if provided), may not be appropriate.	Relevant ancillary resources identified but not used effectively. Reading list limited and at superficial level. Over reliant on secondary sources of information.	
MF Range Marginal Fail (45% - 49%)	Not yet competent standard and is referred for further development. Not demonstrated evidence of understanding the key issues, and has not taken initiative & responsibility in either individual or group setting.	Not yet competent standard and is referred for further development. Sub-marginal analysis, synthesis and evaluation.	Not yet competent standard and is referred for further development. Would require evidence of wider reading and editing to bring it up.	
F Range Fail (0% - 44%)	Could be a non-submission of work, or work handed after the due date, or an unsatisfactory level of work.	Unsatisfactory, must be re-done entirely	Unsatisfactory, must be re-done entirely	

Presentation	Integration of relevant theory and practice	Conclusion (& if appropriate, Recommendations)
<p>Appropriately and carefully presented. Communicates effectively throughout, but may require minor editing to bring it up to the highest standard. Grammatical errors and syntax. Has made a positive contribution in a group setting. Has worked effectively as a group member.</p>	<p>Effective analysis of relevant knowledge and understanding of the theories and models applied across the main areas, in a way that supports the explanations. Could be more critical of the various theories and applying these into practice. Demonstrates a very good ability to articulate the main concepts across the main areas.</p>	<p>Work of good quality showing knowledge, understanding and application. Conclusions and recommendations could be enhanced. Relevant and honest self-criticism that identifies the likely impacts on conclusions. Learning has taken place.</p>
<p>Satisfactory report, with a possible number of omissions or errors. These do not interfere with the communication of ideas, but do not enhance the quality of the assignment. Presentation has a number of flaws that need remedying.</p>	<p>Descriptive selection of a range of techniques, models applied in a way that supports the explanations and analysis that covers the scope of the assignment at a satisfactory level.</p>	<p>Adequate but pedestrian work. Shows evidence of the use of a limited number of references. Covers some areas for opportunities for further learning.</p>
<p>Not yet competent standard and is referred for further development. Would require substantial improvement in either the written work or presentation to bring it up. Unsatisfactory, must be re-done entirely</p>	<p>Limited description of techniques and models. Application not linked to the theory, or the application is not thought through. Scope of the assignment does not reach the competent standard & referred for further development. Unsatisfactory, must be re-done entirely</p>	<p>Not yet competent standard and referred for further development. No self-criticism evident or superficial learning has taken place. Unsatisfactory, must be re-done entirely</p>

12. Assessment Classification and Criteria**12.1 Classification of the taught modules and the Business Project**

For each module within the programme, including the business project, students will receive one of the following alphabetical grades:

Alpha Grade	% Mark Equivalent	Significance
A	70-100	Outstanding (Distinction)
B	60-69	Good (Merit)
C	50-59	Satisfactory (Pass)
MF	45-49	Marginal Fail, but reparable with re-work
F	44 or below	Fail (Re-take)

To pass the programme as a whole, a student must pass each module, including the Business Project, with a minimum grade of 'C', equating to a Total Module Mark (TMM) of 50% or above. The Total Module Mark is achieved by averaging the sum total of each component that contributes to the assessment of the learning outcomes of the module.

Each assessment for a module is either given equal weighting, or may have specified weightings for each assessment component. Each component of an assessment must achieve a minimum threshold of 40% or above in order to demonstrate that a student has reached a minimum level of competency.

Where there is more than one assessment component in a module and where a student achieves a mark between 0% and 39% in any assessment of a module, then the student will be deemed to have failed the module overall and will be required to retake the module in its entirety at the next available opportunity.

12.2 Classification of the MBA IB programme as a whole

At the end of the programme students will receive a classification of:

- a) Distinction
- b) Merit
- c) Pass
- d) Fail

12.2.1 "Pass" Award

A classification of Pass will be awarded for the programme as a whole if each module, including the Business Project, has been given a grade of 'C' or above.

A classification of Fail will be given for the programme as a whole if one or more modules, including the Business Project, have been given a grade of F.

12.2.2 'Merit' and 'Distinction' Awards

The normal requirements for a Masters award with Merit or with Distinction

- A student who has been credited with at least 180 defined credits at Level M will normally be awarded the Masters degree
- A student who has achieved a credit-weighted aggregate mark of at least 60% may be considered for the Masters award with Merit
- A student who has achieved a credit-weighted aggregate mark of at least 70% may be considered for the Masters award with Distinction
- A viva voce examination may be required at the discretion of the Programme Director in consultation with the Module Leader
- Otherwise in marginal cases at the discretion of the Final Assessment Board

12.3 Compensation for students who are due to graduate.

The Final Assessment Board when classifying students, may, having consideration of a student's overall profile of marks, award a compensated pass in respect of one module in which the student fail.

The purpose of the Compensation regulation is to offer an opportunity for the Final Assessment Board to award a 'Compensatory Pass' to a student who is due to graduate and who has narrowly failed in one module in his or her final semester. A student who achieves a TMM of between 48 - 49% will be considered for a 'Compensatory Pass'. The consideration of the Board will be that the overall profile of the student merits compensation and the student's graduation will otherwise be delayed.

Students are NOT eligible for a Compensatory Pass for their Business Project.

The transcript will still show the original final TMM but will be denoted by a 'CP' to illustrate that this is a 'compensated pass.'

12.4 Assessment Criteria for the Module-work

Assessment of the taught modules is based on the expected learning outcomes declared at the outset in the module descriptors, and will therefore vary from module to module. The MA will rely primarily on qualitative forms of assessment, due to the nature of the material for study.

Assessment is at the discretion of the lecturers and moderators, if any, are involved in the assessment process. Marks may be given for a variety of assessment methods, including but not limited to the following:

- a) Activities in class
- b) Presentations
- c) Papers
- d) Essays
- e) Simulation exercises
- f) Fieldwork
- g) Research-based projects
- h) Written or oral examinations with seen or unseen questions
- i) Any other form of learning with a measurable outcome

12.5 Working in groups

In business and professional life teamwork is an essential element. A large proportion of an individual's work-related activities, efforts and results will be carried out and achieved as a member of a group.

As an integral part of the MBA IB Programme, EBS-L will endeavour to replicate this kind of group activity. Working in groups can allow participants to develop a range of interactive and collaborative skills which are precisely the kinds of skills required in employment and research, where graduates need to be able to:

- Work in teams
- Listen to others' ideas sympathetically and critically
- Think creatively and originally
- Build on others' existing work
- Collaborate on projects
- Manage time and processes effectively
- See projects through to a conclusion
- Cope with the difficulties of interaction (Race & Brown, 1998, p.79)

12.5.1 Group Assessment

In a number of modules on the MBA IB programme, students will be required to work in groups and in many cases the form and outcome of assessment will be related directly or indirectly to the work undertaken by the group. This assessment may take the form, for example, of group written reports, group presentations or group contributions to seminar or module activities, etc. Such group assessments may form 25% (or more) of the total module mark derived from the module. It is the responsibility of the module tutor or the lecturer to determine the proportion of total assessment to be derived from group work. Such proportions will be clearly indicated in the teaching, learning and assessment strategy of the module and in its assessment regime.

A number of possible methods may be used to calculate the grades for group assessments and this will depend on the nature of the group work, the specific learning outcomes and the module itself. For example, one such method is a combination of tutor marks and peer assessment using a weighted average basis, i.e. the group "output", be it a written report or group presentation, will be graded by the tutor according to the generic marking criteria for modulework and an element of the total mark may be derived through peer evaluation.

Another method of calculation is for the module tutor to decide the grade for both the group output and the group process. Under this system, the tutor will grade the group output according to the generic marking criteria for modulework as outlined on pages 45 to 48 and the mark for the group process will be derived from a 'project management' report - which each group member writes to demonstrate their contribution to the group output. This self-reflection will be framed by a given criteria determined by the module tutor at the beginning of the module and it is likely that the criteria will closely match the assessment criteria as outlined on the example peer evaluation sheet shown in Appendix 5.

Each module with an element of group work will use one of the above methods. The module outlines will make explicit which method will be used and on what basis the group work is going to be assessed.

12.5.2 Allocation to Groups

The decision on how groups are formed and how students may be allocated to a team or group is made by the lecturer, module tutor, module leader or Programme Director. In taking this decision, the member of academic staff will consider a number of factors in relation to group choice and allocations. These may include:

- Random groups
- Friendship groups
- Hybrid groups
- Learning teams: (*Adapted from Race and Brown, 1998, p.83)

In principle, the approved procedure for group allocation is that the module tutor takes the student list, divides the students into approximately equal groups of a size determined by the lecturer, and publishes the group allocation in the module. In the unlikely event of any dispute about group membership or allocations in a module, the lecturer will refer this matter to the Programme Director and the Associate Dean of Quality and Operations whose decision will be final.

(*With reference to Phil Race and Sally Brown (1998),The Lecturer's Toolkit,Kogan Page, and to www.cs.bath.ac.uk/~amb/cs/CSQAHandbook.pdf)

12.6 Peer Evaluation

Peer evaluation is intended to assist students in developing and enhancing team-working skills. In addition, peer evaluation may be used to contribute to the determination of the final grade for an assessment with an element of group work, taking into account the group 'output' (written group report, group presentation, group seminar activity, etc.) and the group 'process' in deriving the group output. The criteria for peer assessment, as shown on the Example Peer Evaluation Sheet in Appendix 5, are indicative and may be amended according to the module and the nature of the group work.

13. Assessment Regulations

The regulations governing assessment of the Masters programme conform to those of the Open University Handbook for Validated Awards and are informed by the Level M Descriptors of the Quality Assurance Agency (QAA). They also conform to the institution's 'Assessment Strategy' and to the 'Quality Enhancement Handbook'.

All assessment for the Masters programme goes through a rigorous procedure at both module and institutional level. At module level, the appropriate tutors initially assess academic module-work, while Business Projects are marked twice. For Elective modules taken on their Study Period Abroad (SPA), assessment regulations will be governed by practices currently applied by our partner institutions. At institutional level, structured assessment boards are in place, with appropriate external examiners appointed to approve and moderate overall marking. The Final Assessment Board alone has the power to confer awards.

13.1 Communication of Results

Students will receive a full transcript of their results within a reasonable time after the Subject Board following the end of each semester. The transcript will contain:

- a) A statement of the modules completed with an alphabetical grade against each module
- b) A statement that all marks are 'subject to ratification by the Final Assessment Board'

The Final Assessment Board will meet at the end of every degree programme, following the submission of all work assigned to students for each programme as a whole. At a reasonable time following each meeting of the Final Assessment Board, students will be issued with a ratified transcript, stating the modules taken and the grades given (on a Fail/Pass/Merit/Distinction basis).

13.2 Progression

Students need to pass all modules in order to graduate with an MBA: International Business Degree. Where a student does not achieve an overall Pass in a module then the following regulations on a Marginal Fail (MF), Fail (F) and retakes will apply.

13.2.1 Marginal Failure (MF)

The mark of MF stands for "Marginal Fail" and denotes work in a module (or modules) that failed to meet the minimum standard to pass (mark of 50%) but which has a TMM of between 45% and 49%.

If a student receives a mark of MF in a piece of coursework and/or exam, s/he will be given one opportunity to satisfy the examiners by re-sitting the relevant coursework and/or exam at the first available opportunity. The form and arrangements for such opportunity will be decided by the Module Leader in Consultation with the Programme Director whenever this is practicable. All such arrangements will be reported to the next Subject/Assessment Board.

13.2.2 Re-sits

The maximum mark obtainable for any re-sit is a borderline pass for that element. If both coursework and examination elements have been re-sat then the maximum mark obtainable for that module is a borderline pass.

All coursework and/or exams taken under the 'MF' regulations will be capped at 50%. The re-sit opportunity is an option offered to students so as not to delay progression. The student will still have the right to retake the module in its entirety without a 'cap' if they so wish, but in such an event, the 'retake' regulations (see below) will apply.

13.2.3 Marginal Failure for the Business Project

Given the nature and weighting of the Business Project, any student who achieves a mark between 45% and 49%, (i.e. a 'Marginal Fail') for the Business Project will be given one opportunity to 'repair' the Business Project. A 'repair' is defined as a piece of work that failed to meet the minimum standard to pass (mark of 50%) but which, with minor re-work and / or additional work and through guided supervision, is capable of attaining a minimum grade of 50%.

A 'repaired' Business Project will be capped at 50%.

13.3 Failure (F) and Retaking

An assessment decision of 'F' denotes Failure and designates work that has failed to demonstrate that the minimum learning outcomes have been met for a module. A student who achieves a Total Module Mark (TMM) of 44% or below will be deemed to have failed the module and will be required to retake the module in its entirety at the next available opportunity.

Where there is more than one assessment component in a module and where a student achieves a mark between 0% and 39% in any assessment component of a module, (even if the TMM is 50% or above), then the student will be deemed to have failed the module overall and will be required to retake the module in its entirety at the next available opportunity.

Students will have only one opportunity to retake any one module in its entirety. If a student fails to pass the second time on a repeated module, then that student will be deemed to have failed the course and will be withdrawn from the Programme.

Any student who fails three or more modules with an 'F' in any one semester will be withdrawn from the programme.

The form and arrangements for resubmission of the failed component will be decided, in the first instance, by the Programme Director in conjunction with the Module Leader and reported to the Subject Assessment Board. The form and arrangements for the resubmission will then be sent to the relevant External Examiner for approval, which will then be reported to the next Final Assessment Board. The resubmission should normally be completed within one month of the Subject Assessment Board.

13.4 Failing the Study Period Abroad:

Students who do not successfully pass their SPA electives at their SPA centre will be required to make up for those failures before progressing to the next semester in their Programme.

EBS-L does not envisage a situation where the student will be required to 'repeat' the SPA in its entirety. The primary purpose of the SPA is to enrich the learning experience of the student through exposure to an international learning and cultural environment. In the event where a student does not pass the required Electives on the SPA, the Programme Director, in consultation with the wider Course Team and relevant External Examiners, will determine from a range of possibilities how this may be accomplished. For example, a student will be required,

where appropriate, to take an elective from a Masters level course on one of the other courses at EBS-L or a project with a substantial assessment may be set that is equivalent to the assessment taken on their SPA. If a student fails this replacement coursework, then the student will be withdrawn from the Programme and any fees outstanding shall so remain.

13.5 Inability to Undertake the SPA

In the event where a student is unable to undertake the SPA at one of our partner institutions: Pace University, New York, City University, Hong Kong, John Molson School of Business - Concordia University Canada or Copenhagen Business School, Denmark (subject to availability and confirmation), for reasons beyond his/her control, for example, serious illness, refusal of visa, etc., then a 'deferral' may be granted until such time as the student is able to travel. In such cases, the student will be required to undertake the SPA at the next available opportunity. In exceptional circumstances, the student may be allowed to undertake the relevant 'Electives' from either the MSc in Global Banking and Finance or the MA in Management degrees offered by EBS-L, as determined by the Course Team and relevant external examiners.

All results and matters pertaining to the Study Period Abroad will be reported to the Subject Assessment Board and subsequent Assessment Boards for recommendations and/or actions.

No student will be allowed to graduate from the Programme without undertaking the SPA or a SPA equivalent as otherwise determined by the Course Team.

13.6 Postponement of the Business Project

The Business Project forms an integral part of the educational experience at Masters level, and therefore must be completed within an appropriate timeframe after the completion of the taught component. In exceptional circumstances, a student may wish to postpone the submission of the Business Project. In order to do this, he/she must present a case in writing to the Programme Director, with copies to the Business Project Module Leader and the Business Project Supervisor. The student will be required to present:

- a) The reasons for the request for postponement
- b) Any relevant documentation relating to the reason for the request
- c) The length of time the student wishes the postponement to last

The Programme Director will meet with the Business Project Module Leader and Business Project Supervisor to discuss the merits of each case and reach a decision. Valid exceptional circumstances upon which permission for postponement will be granted include but are not limited to:

- a) Close bereavement
- b) Serious health problems
- c) Sudden illness or accident
- d) Reasonable work-related difficulties

Whether or not to grant a postponement shall be at the discretion of the course team and the Programme Director.

The maximum period for postponement shall not exceed 10 weeks from the original submission date.

13.7 Extenuating Circumstances

Under normal circumstances, the MBA IB programme does not allow for deferrals in module-work. It is the sole responsibility of the student to submit work for assessment by the date(s) required, as specified in each module booklet distributed, and be present for class assessment.

More details on Extenuating Circumstances please refer to the Regent's College Student Handbook.

13.8 Academic Appeals

Academic appeals are governed by the conditions laid down by both the Faculty and the Open University Validation Services. Students may appeal against any decision of the Final Assessment Board on the grounds of procedure, but not academic judgement. Exceptionally, the Appeals Board may require the Final Assessment Board to reconsider its decision:

- If a candidate requests such a reconsideration and establishes to the satisfaction of the Appeals Board that his or her performance was adversely affected by illness or other factors which he or she was unable or, for valid reasons, unwilling to divulge before the Final Assessment Board reached its decision. The candidate's request must be supported by medical certificates or other documentary evidence acceptable to the Appeals Board

- If the Appeals Board is satisfied on evidence produced by a candidate that there has been a material administrative error; or that the assessments were not conducted in accordance with the current regulations for the programme, or that some other material irregularity relevant to the assessments has occurred

To be considered, any appeal must be submitted in writing to the Deputy Faculty Registrar not more than two weeks after the publication of the results from any assessment period. Alongside relevant documentation students are required to fill up and submit an Academic Appeal Form available at the Faculty of Business and Management Registry.

If after reconsideration, in the circumstances detailed in the second criteria above, the Final Assessment Board does not modify its decision, the case will be referred to the Senate. The Senate may annul the decision of the Final Assessment Board if in its opinion due and proper account has not been taken of the relevant factors as specified in the second criteria above.

Note that the Appeals Board is not empowered to alter a recommendation for an award. Only the Final Assessment Board (or the Senate in some cases of the second criteria above) may alter a recommendation.

When internal procedures are exhausted, the 'OUVS Formal Appeals and Complaints Procedures for Students' shall apply, a copy of which is available from the Faculty Registry.

13.9 Academic Integrity and Academic Misconduct

For detailed information please refer to the Regent's College Student Handbook

13.10 Attendance Policy

For detailed information please refer to the Regent's College Student Handbook

13.11 Aegrotat and Posthumous Awards

Before an Aegrotat or Posthumous Award is made it must be established that the award will not cause offense or undue stress to the incapacitated student, the relatives of the deceased or others within the School.

13.11.1 Aegrotat Awards

When the Final Assessment Board decides that not enough evidence of a student's performance to award a degree with pass or honours classification exists but is satisfied that but for certified illness/absence or other valid reason that the student would have achieved the required standard then an Aegrotat Award may be awarded dependent upon the student's level, as follows:

Postgraduate Certificate

Postgraduate Diploma

Masters Degree

Aegrotat awards are unclassified. Should an Aegrotat award be awarded posthumously then the following condition will not apply.

Before such an award is made the student must indicate that they are willing to accept the award and understand that this implies waiving the right to be reassessed.

13.11.2 Posthumous Awards

Any award listed in this handbook may be conferred posthumously by the final assessment board and accepted on the student's behalf by an appropriate individual. For classified awards, all conditions for the award must be satisfied. The Assessment Board will decide whether to award an Aegrotat Award (as outlined above) where all conditions are not met to make a classified award. The certificate will not refer to the award being conferred posthumously.

Appendices

Appendix I - Full Curriculum Map MBA International Business

This table indicates which study units assume responsibility for delivering (shaded) and assessing (X) particular programme learning outcomes.

Programme Learning Outcomes	A1	A2	A3	A4	A5	A6	A7	A8	BI	
STUDY UNIT										
MBA401 Business Project	X	X	X	X	X	X	X	X	X	
MBA402 Business and Competitive Environments	X					X			X	
MBA403 Entrepreneurship and New Business Ventures		X					X			
MBA404 CROSSING CONTINENTS: Language and Culture In International Business	X			X					X	
MBA405 Managing Organisations and People In The 21st Century				X		X			X	
MBA406 Financial and Managerial Accounting			X	X					X	
MBA407 Financial Management			X	X					X	
MBA408 Information and E-Business Management Systems					X		X			
MBA409 Marketing In Diverse Environments	X	X				X			X	
MBA410 Operations and Services Management				X	X		X		X	
MBA SPA 401 (Elective)								X		
MBA SPA 402 (Elective)								X		

	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7
	X	X	X	X	X	X	X	X	X	X	X	X	X
	X	X		X					X				X
				X	X					X	X		X
	X		X					X	X	X			
			X	X	X					X			X
	X	X	X							X			
	X	X	X							X			
	X	X		X				X	X				
		X							X				
	X					X	X						
					X							X	
					X							X	

Appendix 2: Assessment Map

TUDY UNIT (Semester 1)	Week 1	Week 2	Week 3	Week 4	
MBA406 Financial and Managerial Accounting				X	
MBA 405 Managing Organisations and People In The 21st Century					
MBA410 Operations and Services Management					
MBA409 Marketing In Diverse Environments					
MBA403 Entrepreneurship and New Business Ventures					
STUDY UNIT (Semester 2)*	Week 11 (1)	Week 12 (2)	Week 13 (3)	Week 14 (4)	
MBA404 CROSSING CONTINENTS: Language and Culture In International Business			X		
MBA402 Business and Competitive Environments					
MBA407 Financial Management					
MBA408 Information and E-Business Management Systems				X	
MBA401 Business Project (ONGOING)					

	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Exam Period
				×			×
		×		×			×
	×					×	×
		×				×	×
ON-GOING							×
	Week 15 (5)	Week 16 (6)	Week 17 (7)	Week 18 (8)	Week 19 (9)	Week 20 (10)	Exam Period
			×			×	×
		×		×			×
	×					×	×
					×		×
ON-GOING							

KEY:

ICW	= Individual Coursework
GCW	= Group Coursework
IE	= Individual Exam

STUDY UNIT (Semester 1)	Number of I
MBA406 Financial and Managerial Accounting	Presentation: 25% (GCW)
MBA405 Managing Organisations and People In The 21st Century	Report 1: 33.33% (GCW)
MBA410 Operations and Services Management	Report 1: 33.33% (GCW)
MBA409 Marketing In Diverse Environments	Report 1: 25% (ICW)
MBA403 Entrepreneurship and New Business Ventures	Feasibility Study & Outline: 25% (ICW & GCW)
STUDY UNIT (Semester 2)	
MBA404 CROSSING CONTINENTS: Language and Culture In International Business	Portfolio 1: 50% (ICW)
MBA402 Business and Competitive Environments	Case Study: 33.33% (GCW)
MBA407 Financial Management	Problem solving cases: 50% (GCW)
MBA408 Information and Business Management Systems	Report 1: 33.33% (ICW)
MBA401 Business Project	Process: 30% (ICW)
(ONGOING)	

Assessments and Type	
2	3
Problem solving cases: 25% (GCW)	Unseen Exam: 50% (IE)
Report 2: 33.33% (GCW)	Unseen Exam: 33.33% (IE)
Report 2: 33.33% (GCW)	Unseen Exam: 33.33% (IE)
Report 2:25 (GCW)	Unseen Exam: 50% (IE)
Classroom activities and participation: 40% (ICW & GCW)	Business Plan: 35% (GCW)
Report and presentation: 50% (GCW)	■
Business Simulation: 33.33% (GWC)	Seen Case: 33.33% Exam (IE)
■	Unseen Exam: 50% (IE)
Report 2: 33.33% (GWC)	Unseen Exam: 33.33% (IE)
Full Report: 70% (ICW)	

Skills	MBA 401	MBA 402	MBA 403	MBA 404	MBA 405	MBA 406	MBA 407	MBA 408	MBA 409	MBA 410	MBA SPA 401	MBA SPA 402	MBA 401	MBA 402	MBA 403	MBA 404
Presentation and communication	XI		XI						XI				XI	XI	XI	
Teamwork		XI	XI		XI			XI	XI		XI	XI		XI	XI	XI
Analytical & problem solving	X	XI	XI		XI	XI	XI	XI			XI	XI	XI	XI	XI	
Research	XI	XI	XI						XI				XI	XI	XI	
Financial, numeric and quantitative	X	XI				XI	XI								XI	XI
ICT								XI		XI					XI	
Conflict management		XI			XI										XI	
Leadership		XI			XI										XI	
Cultural & International awareness	X	XI	XI	X	XI			XI	XI		XI,2	XI,2	XI	XI		XI
Language/linguistic				X								XI,2	XI,2			XI
Consultancy	X	XI	XI					XI	XI				XI	XI	XI	
Ethical awareness & social responsibility	X	XI	XI		XI				XI				XI	XI	XI	XI
Self-reflection	X	XI	XI						XI		XI,2	XI,2	XI	XI	XI	XI

Modules:

MBA 401 Business Project

MBA 402 Business and Competitive Environments

MBA 403 Entrepreneurship and New Business Ventures

MBA 404 Crossing Continents: Language and Culture in Business

MBA 405 Managing Organisations and People in the 21st Century

MBA 406 Financial and Managerial Accounting

MBA 407 Managerial Accounting

MBA 408 Information and E-Business Systems

MBA 409 Marketing in Diverse Environments

MBA 410 Operations and Services Management

MBA SPA 401 Study Period Abroad Elective

MBA SPA 402 Study Period Abroad Elective

MBA 405	MBA 406	MBA 407	MBA 408	MBA 409	MBA 410	SPA 401	SPA 402	MBA 401	MBA 402	MBA 403	MBA 404	MBA 405	MBA 406	MBA 407	MBA 408	MBA 409	MBA 410	SPA 401	SPA 402
X1	X1	X1	X1	X1	X1			X2	X3	X2,3	X2,3	X3	X3	X3	X1	X3	X3		
X1	X1	X1	X1	X1	X1	X1	X1		X3,5	X3		X3	X3	X3	X3	X3	X2,3	X1	X1
X1	X1	X1	X1	X1	X1	X1	X1	X2	X2,3,4	X2,3		X2,3,4	X2,3,4	X2,3,4	X2,3,4	X2,3,4	X3,4	X1	X1
	X1	X1	X1	X1	X			X2,7	X2,3,6	X2,3		X2,4,6	X2,3,4,6	X2,3,4,6	X2,3,4	X2,3,6	X2,3,4		
	X1	X1			X1			X2	X2,3,4,5	X2,3			X2,3,4	X2,3,4					
			X1	X1	X1				X3							X2,3	X2,3		
X1									X2,3,5	X3		X4							
X1									X2,3,5			X4							
X1	X1	X1		X1		X1,2	X1,2	X2	X2,3,4,5	X2,3	X2,3	X2,3,4	X2,3,4	X2,3,4		X2,3,4		X1,2	X1,2
						X1,2	X1,2				X2,3							X1,2	X1,2
	X1	X1			X1			X2	X2,3,5	X2,3		X3	X3			X3			
X1	X1	X1	X1	X1	X1			X2	X2,3,4,5	X2,3	X2,3	X2,3,4	X2,3,4	X2,3,4	X2,3,4	X2,3,4	X2,3,4		
						X1,2	X1,2	X2	X2,3,4,5	X2,3		X2,3						X1,2	X1,2

Type of assessment:

- 1 = activity e.g Lecture (for theory), individual and/or group in-class activities
- 2 = assessed coursework (individual)
- 3 = assessed coursework (group)
- 4 = assessed exam (individual)
- 5 = business simulation
- 6 = group research
- 7 = independent research

SYNDICATE NAME/COMPANY: _____	Ratings (please "tick" relevant descriptor for each criteria)				
YOUR NAME: _____					
NAME OF GROUP MEMBER YOU ARE EVALUATING: _____	Made negligible or no contribution to group work	Rarely	Sometimes	Often	Always
1. PARTICIPATION					
a) Participated in group discussions without prompting.					
b) Contributed his/her fair share of the work.					
c) Listened to and responded to ideas from other team members.					
d) Respected other group members' contribution and point of view.					
2. FOCUS					
a) Stayed on task, did not change subject.					
b) Paid attention to group's discussion and/or efforts.					
3. CONTRIBUTION					
a) Gave ideas and suggestions that helped the group in their task.					
b) Offered constructive criticism and comments.					
c) Positively influenced the group's decisions and plans.					
4. INTERPERSONAL					
a) Made positive remarks about other members' ideas.					
b) Gave recognition and credit to others for their ideas.					
c) Did not "put down" other group members.					
d) Puts interest of team ahead of self.					
5. LEADERSHIP					
e) Tried to get group working together to reach agreements.					
f) Got others involved by asking questions, challenging others.					
g) Got group back on task when it strayed, including managing Time appropriately (self and group).					
OVERALL EVALUATION: PLEASE ALLOCATE A FINAL NUMERIC MARK FOR EACH MEMBER AS PER INSTRUCTIONS ABOVE.					

Please feel free to comment on explaining any differences in the group process marks:

NOTE: This Peer Evaluation sheet is intended to assist you and your colleagues in developing and enhancing team working skills as well as Project Management skills. In addition, your comments and grading of your colleagues will be used as inputs in determining their grade for this component of their assessment for the Module. **PLEASE BEAR IN MIND THAT YOU ARE EVALUATING OTHER INDIVIDUAL MEMBERS OF YOUR GROUP. THERE IS NO SELF EVALUATION!**

Please use the back of this page to provide specific examples of behaviours that support your evaluation and proposed grade. **A SEPARATE FORM NEEDS TO BE FILLED OUT FOR EACH MEMBER OF YOUR GROUP.**

INSTRUCTIONS FOR EVALUATING AND "GRADING" YOUR SYNDICATE MEMBERS:

Peer evaluation will only work if all members are open and honest about each other, bearing in mind the contribution and effort made by each individual to the task. This is a useful skill to acquire for, as future managers, one of your responsibilities will be to appraise your subordinates as well as your peers and superiors (360 Degree Appraisal) on their commitment, performance and contribution to departmental and organisational objectives. As a "checks and balances" mechanism, we will also look at your "Process and Project Management" report that you will submit as part of your assignment.

You have a **MAXIMUM** of 100 marks for a syndicate of 6 member (or 80 marks if you are in a syndicate of 5 members, or 60 marks if in a syndicate of 4 members) to distribute amongst **EACH** syndicate member, **NOT** including yourself. **NO ONE** syndicate member can be given the **SAME MARK**, so each syndicate member will have a differentiated mark, e.g. in a syndicate of 6 members, member 1 = 30 marks, member 2 = 20 marks, member 3 = 18 marks, member 4 = 17 marks and member 5 = 15 marks, making a total of 100 marks. **NO HALF MARKS** are allowed!

1. Why Cite?

It is essential that references in essays and dissertations are sufficiently detailed to enable your reader to trace the originals. Apart from showing that you have researched your subject thoroughly a properly referenced citation shows that you are not plagiarising the original work. Citations will appear throughout your work. References to the citations will appear at the end in a bibliography.

Remember to record the details of an item as you use it. You may not be able to find it again.

2. Consistency

In order that all of your references are consistent there are several published citation systems which you can copy. Two such systems are outlined here: The Harvard Citation System and the Numeric Citation System. Your faculty might advise you to use a specific system.

3. Websites

The same rules apply to websites as to any other medium. Websites often do not give a publication date, so do not guess when it was published. However, you must give the full Uniform Resource Locator (URL) and the date when you looked at it. (See example 4c)

4. The Harvard Citation System.

This uses a full bibliography at the end of the piece, linked to a shorter bibliographic reference in the text itself. In the bibliography, each item is in alphabetical order of the first author's surname.

The order of reference in this system is:

1. Author(s) name
2. Year of publication
3. Title of the publication
4. Place of publication and publisher
5. Numeration (volume, edition and page numbers)
6. Location or type of the item if rare or non-print format
(website, archive film, TV programme)

If a newspaper article does not have an author, use the newspaper's name instead, putting the date at the end of the reference

The format of the references must be followed exactly in this system: Author's surnames must be in upper case, followed by a comma and the initials or first names in lower case. Where there are three or more authors, only the first needs to be cited, followed by et al. Where there is more than one publication by an author in the same year, they should be differentiated by letters (a, b, etc) after the date. If the source is an organisation, the organisation is the author. Year of publication must be followed by a full stop. Titles must be in italics or underlined.

4a. Example of a book reference in the Harvard Citation System

ANDERSON, David R (1993) *Statistics for business and economics*, Minneapolis: West Publishing Company (6th ed.) p45

If this is a part of the bibliography, the citation in your text could be (Anderson, 1993, p.45)

4b. Example of a journal reference in the Harvard Citation System

BENHABIB, Seyla (1993) 'Hannah Arendt's concept of public space', *History of the Human Sciences*, vol.6 no.2, pp.97-114

4c. Example of a website reference in the Harvard Citation System

SHIELD, Graham & WALTON, Graham (2001) *Cite them right!* Available URL <http://www.unn.ac.uk/central/isd/cite/> Viewed 24.3.03

5. The Numeric Citation System

In this system, all that is given in the text is a number, either in brackets or with superscript. The bibliography at the end will correspond to these numbers. The following is an example of a section of bibliography in this system:

- 1 Okin, Susan Moller; 'Humanist liberalism', in Nancy L. Rosenblum, (ed.) *Liberalism and the moral life*, Cambridge, Massachusetts: Harvard University Press, 1989, p.48
- 2 Okin, Susan Moller; *Justice, gender and the family*, New York: Basic Books, 1989, pp. 49-60
- 3 Benhabib, Seyla; 'Hannah Arendt's concept of public space', *History of the Human Sciences*, vol.6 no.2, May 1993, p.103

A Core Module is a module which is a compulsory element of the degree programme; it can either be from the 'business' or the 'language' subject disciplines.

An Elective Module is a module which is an optional element of the degree programme; it can either be from the 'business' or the 'language' subject disciplines. There will be a specified number of elective modules which must be passed at each level of the degree programme.

The European Credit Transfer and Accumulation System (ECTS) was developed by the Commission of the European Communities in order to provide common procedures to guarantee academic recognition of studies abroad. It provides a way of measuring and comparing learning achievements, and transferring them from one institution to another.

A Module-work Assessment Criteria (MAC) is a mechanism which allows the module tutor to show the student how the module-work has been evaluated and assessed. A MAC sheet which details this information, will be attached to the marked module-work that is returned to the student (See Appendix 3).

A Multi-Disciplinary Modular Degree is a flexible programme which allows the student to learn differing academic disciplines, and is delivered by distinctive and self-contained modules.

The Open University Validation Services is an organisation which offers a quality assurance and validation service to higher educational institutions which do not have their own degree awarding powers.

Outcomes-Based Learning is an approach to teaching and learning which help students to understand the teaching and learning methods that enable the outcomes to be achieved; the assessment methods that enable achievement to be demonstrated; and the relationship of the programme and its study elements to the qualifications framework.

The Quality Assurance Agency is an independent body funded by subscriptions from universities and colleges of higher education, which safeguards the public interest in sound standards of higher education qualifications and encourages continuous improvement in the management of the quality of higher education.

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