



**UNIVERSITY
OF LONDON**

Programme Specification 2021–2022

Global MBA

MBA

PGDip

PGCert

Individual modules

Important document – please read

Table of Contents

Important information regarding the Programme Specification	2
Significant changes made to the programme specification 2021-2022	3
Alternative assessments during the Coronavirus (COVID-19) outbreak.....	4
Programme title and qualifications.....	5
Entrance requirements	10
Educational aims and learning outcomes of the programmes.....	12
Learning, teaching and assessment strategies	21
Assessment methods	22
Student support and guidance.....	23
Quality evaluation and enhancement.....	24
After graduation.....	25

Important information regarding the Programme Specification

Last revised 9 September 2021

The Programme Specification gives a broad outline of the structure and content of the programme, the entry level qualifications, as well as the learning outcomes students will achieve as they progress. Some of the information referred to in this programme specification is included in more detail on the University of London [website](#). Where this is the case, links to the relevant webpage are included.

Where links to external organisations are provided, the University of London is not responsible for their content and does not recommend nor necessarily agree with opinions expressed and services provided at those sites.

If you have a query about any of the programme information provided, whether here or on the website, registered students should use the *ask a question* tab in the [Student Portal](#). Otherwise, the *Contact Us* link at the bottom of each webpage should be used.

Terminology

For the Global MBA programme, you should note the following language:

Module: Individual units of the programme are called modules. Each module is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Core module: Core modules are central to the teaching and learning on the programme and often introduce concepts and ideas that appear in the specialist optional modules. The Strategic Project is also core to the MBA award.

Optional module: A module selected from groups of modules making up the specialisms.

Key revisions made

Programme specifications are revised annually. The quality committee of the member institution providing academic direction, as part of its annual review of standards, confirms the programme structure and the educational aims and learning outcomes, and advises on any development in student support. Where there are changes which may impact on continuing students, these are listed below. For all new students, the programme and general information provided in this document is correct and accurate and will be applicable for the current year.

Significant changes made to the programme specification 2021-2022

Qualifications

In addition to students being able to achieve an MBA and PGDip Business Administration with specialism, provision has been added for the award of a PGCert Business Administration with specialism. For a PGCert Business Administration with specialism, students must complete a minimum of three optional modules from within the same specialism (45 credits total) and any one other core or optional module (15 credits total).

Maximum and minimum periods of registration

Regulation 1.8 has been added to the [Programme Regulations](#) stipulating that, in order to complete within the maximum period of registration, you must take a minimum of two 15-credit modules, or the 30-credit Strategic Project, each academic year. Consequently, the maximum period of registration for the PGCert Business Administration has changed from five years to two years. PGCert students registered prior to October 2021 will retain their maximum period of registration of five years.

Learning outcomes

Learning outcomes have been added for the newly introduced PGCert Business Administration specialist awards.

Alternative assessments during the Coronavirus (COVID-19) outbreak

A notice on has been added relating to alternative assessments during the Coronavirus (COVID-19) outbreak (see page 4).

Amendment, 9 Sept 2021

Accreditation by professional or statutory body

The CIMA section has been updated to reflect that, as of October 2021, the CIMA membership for students on the accountancy pathway is no longer available.

Alternative assessments during the Coronavirus (COVID-19) outbreak

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at examination centres. Please note that this statement replaces any published information relating to assessments or written examinations in any of our materials including the website. Previously published materials relating to examinations should therefore be read in conjunction with this statement.

Programme title and qualifications

Postgraduate Degrees of the University of London may be classified. The award certificate will indicate the level of the academic performance achieved by classifying the award. The classification of the degree will be based on the ratified marks from the completed assessments.

The classification system for the programme's Master of Business Administration, Postgraduate Diploma and Postgraduate Certificate is as follows:

Distinction; Merit; Pass.

Specific rules for the classification of awards are given in the [Programme Regulations](#), under Scheme of Award

Programme title

Global MBA

Qualifications

- Master of Business Administration
- Master of Business Administration (Accountancy)
- Master of Business Administration (Entrepreneurship and Innovation)
- Master of Business Administration (Finance)
- Master of Business Administration (Health)
- Master of Business Administration (Law)
- Master of Business Administration (Leadership)
- Postgraduate Diploma in Business Administration
- Postgraduate Diploma in Business Administration (Accountancy)
- Postgraduate Diploma in Business Administration (Entrepreneurship and Innovation)
- Postgraduate Diploma in Business Administration (Finance)
- Postgraduate Diploma in Business Administration (Health)
- Postgraduate Diploma in Business Administration (Law)
- Postgraduate Diploma in Business Administration (Leadership)
- Postgraduate Certificate in Business Administration
- Postgraduate Certificate in Business Administration (Accountancy)
- Postgraduate Certificate in Business Administration (Entrepreneurship and Innovation)
- Postgraduate Certificate in Business Administration (Finance)
- Postgraduate Certificate in Business Administration (Health)
- Postgraduate Certificate in Business Administration (Law)
- Postgraduate Certificate in Business Administration (Leadership)

Qualification titles may be abbreviated as follows:

Master of Business Administration – MBA

Postgraduate Diploma – PGDip

Postgraduate Certificate – PGCert

Intermediate qualifications

The intermediate qualifications for this programme are the PGDips and PGCerts, as listed above. Students may be awarded an intermediate qualification as they progress if they complete the requirements for that award. The student may request the intermediate qualification whether or not they are registered on it. A student can progress from the PGCert to the PGDip and then onto the MBA and accumulate these awards as they progress. The specific rules are given in the [Programme Regulations](#), Scheme of award.

Exit qualifications

The exit qualifications for this programme are the PGDips and PGCerts, as listed above. An exit qualification is an intermediate qualification for which the student may not have registered at the outset but which may be awarded on completion of specific modules (or credit accumulated) in a longer programme of study, if a student's registration is terminated due to exhausting attempts at modules.

Exit qualifications are granted at the discretion of the Board of Examiners and once a student has been awarded an exit qualification, they will not be permitted to continue their study towards a higher award on the Global MBA programme.

Individual modules available for study on a stand-alone basis

There is also provision for individual modules to be studied and assessed on a stand-alone basis* without being registered for a related award, with the exception of the Strategic Project. Only four modules (a maximum of 60 credits) may be counted as credit towards a related award. Credit for the stand-alone individual modules will be considered provided that the application for a related award is made within three years of the completion of the relevant modules. Neither progression nor credit is automatic.

*Subject to module availability in each session.

Level of the programmes

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) forms part of the UK Quality Code for Higher Education of the [Quality Assurance Agency for Higher Education](#) (QAA).

The awards are placed at the following FHEQ Levels:

- MBA Level 7
- PGDip Level 7
- PGCert Level 7

Individual modules are offered at Level 7.

Relevant QAA subject benchmarks group

See the [QAA website](#) for information

[Master's degrees in business and management \(2015\)](#)

Awarding body

University of London

Registering body

University of London

Academic direction

The academic direction for the overall programme is provided by Queen Mary University of London. Academic direction for the Health option modules is provided by UCL Medical School.

Accreditation by professional or statutory body

Chartered Management Institute

Students who successfully pass all MBA core modules and the Strategic Project will be eligible for the Chartered Management Institute (CMI) level 7 Diploma in Strategic Management and Leadership. With this, and at least three years of relevant work experience, students can gain Chartered Manager status. In order to obtain Chartered Manager Status, students should apply to CMI directly and pay the requisite fee. All students will have CMI membership for the duration of their study. Please see the following website for details: <http://www.managers.org.uk/>

Note that if a student has [Recognition of Prior Learning](#) for core modules, CMI will need to assess learning outcomes from alternative Global MBA modules. This may affect CMI's ability to confer the award of the CMI level 7 Diploma.

Chartered Institute of Management Accountants

Students who successfully complete the MBA (Accountancy) will be eligible to sit the CIMA Masters Gateway exam which is an accelerated entry route to the CIMA Professional Qualification. For more information on the Gateway exam, please see the following website for more details: <http://www.cimaglobal.com/>

Language of study and assessment

English

Mode of study

Web supported learning with an online tutor or institution supported learning from a local institution, where this is available.

The [website](#) provides further information about the University's Recognised Teaching Centres.

Programme structures

The programme has four registration points in the year corresponding with start dates for modules.

Students have an online induction session available through the Virtual Learning Environment (VLE) prior to the start of their study session, which includes orientation of their learning environment and guidance on the structure and learning expectations of the programme.

The **MBA** is a 180 UK credit degree programme. For the MBA, a student must complete:

- six core modules (90 UK credits total)
- four optional modules (60 UK credits total)
- a Strategic Project (30 UK credits) (core)

To achieve an MBA with a specialism, a minimum of three out of a student's four optional modules must be within the same specialism, and the Strategic Project must be in the same specialism. Students can achieve an MBA in the following named specialist areas:

- Accountancy
- Entrepreneurship and Innovation
- Finance
- Health
- Law
- Leadership

For the **PGDip Business Administration**, a student must complete:

- any four core modules (60 credits total)
- any four other modules (either further core or optional modules) (60 credits total)

To receive a PGDip in Business Administration with a specialism, a minimum of three out of a student's four optional modules must be within the same specialism. Students can achieve a PGDip in Business Administration in the following named specialist areas:

- Accountancy
- Entrepreneurship and Innovation
- Finance
- Health
- Law
- Leadership

For the **PGCert Business Administration**, a student must complete:

- any two core modules (30 credits total)
- any two other modules (either further core or optional modules) (30 credits total)

For a **PGCert Business Administration with specialism**, a student must complete:

- a minimum of three optional modules from within the same specialism (45 credits total)
- any one other core or optional module (15 credits total)

Students can achieve a PGCert Business Administration in the following named specialist areas:

- Accountancy
- Entrepreneurship and Innovation
- Finance
- Health
- Law
- Leadership

Maximum and minimum periods of registration

The maximum and minimum period of registration, from a student's effective date of registration, are:

	Minimum	Maximum
MBA	One year*	Five years
PGDip	One year*	Five years
PGCert	Six months*	Two years†
Individual modules (on a standalone basis)	Six months*	Two years

*Subject to module availability.

†PGCert students registered prior to October 2021 will retain their maximum period of registration of five years.

Learning resources are made available after registration and on payment of the applicable fee.

Credit value of modules

Further information about the credit systems used by universities in the UK and Europe is provided by the [Quality Assurance Agency](#) and the [European Credit Transfer and Accumulation System](#).

Where credits are assigned to modules of a programme, credit indicates the amount of learning carried out in terms of the notional number of study hours needed, and the specified FHEQ credit level indicates the depth, complexity and intellectual demand of learning involved. The details below indicate the UK credits and the European Credit Transfer and Accumulation System (ECTS) values.

For the Global MBA programme, modules have the following credit values:

- Core and optional modules are 15 UK credits each.
- The Strategic Project is 30 UK credits.

A student awarded the MBA will have accumulated 180 UK credits (90 ECTS credits).

A student awarded the PGDip Business Administration will have accumulated 120 UK credits (60 ECTS credits).

A student awarded the PGCert Business Administration will have accumulated 60 UK credits (30 ECTS credits).

One UK credit equates to a notional ten hours of study.

Recognition of prior learning

Recognition of prior learning is a generic term for the process by which we recognise and, where appropriate, award credit for learning that has taken place at an institution other than the University of London. Where the prior learning covered a similar syllabus to a module/course on the University of London programme, credit will be awarded as if you took the University of London module/course.

See the [General Regulations](#) (Section 3) and [Programme Regulations](#) for more rules relating to prior learning.

MBA students may apply for recognition of prior learning mapped against modules to a total of 120 UK credits. Prior learning will not be recognised for the Strategic Project.

PGDip students may apply for recognition of prior learning mapped against modules to a total of 60 UK credits.

PGCert students may apply for recognition of prior learning mapped against modules to a total of 30 UK credits.

Further information on recognition of prior learning is on the [website](#).

Entrance requirements

Applicants must submit an application in line with the procedures and deadlines set out on the [website](#).

Entrance requirements for a postgraduate award, or individual module, vary. All details of the programme specific requirements are given on the programme page, under [Entry requirements](#).

English language requirements

All applicants must satisfy the English language requirements for the programme. These are set out in detail on the programme page under [Entry requirements](#).

Where an applicant does not meet the prescribed English language proficiency requirements but believes that they can demonstrate the requisite proficiency for admission the University may, at its discretion, consider the application.

Internet access and computer specification

Students will require regular access to a computer with an internet connection to use the University of London's online resources and systems. A webcam may be required in the event that online timed assessments (if offered) are proctored, and in such a case, it is a student's responsibility to ensure that they have a webcam.

The computer should have at least the following minimum specification:

- a web browser with Cookies and JavaScript enabled (a latest version of Firefox or Chrome is recommended);
- a good internet connection;

And the following applications installed:

- a word processor that accepts Microsoft Word formats (.doc and .docx);
- a pdf reader.

Certain courses may have additional requirements, such as:

- video and audio recording capability, such as via web cam or other device;
- microphone;

For the Strategic Project module, students will need to download the Icarus App. The App runs on:

- Windows 10 Phones, PCs and Laptops. Downloaded from the Windows App Store;
- Android Phones and Tablets through the Google Play Store;
- iOS Phones and Tablets through the iOS App Store.

Please note the App is **not** currently available on MacOS.

Students with access requirements

The University of London welcomes applications from disabled students and/or those who have access requirements. The University will make every effort to provide reasonable adjustments to enable those with a disability, learning difficulty or access requirements to have the same opportunity as all other students to successfully complete their studies.

The University is committed to managing the application procedure and the programme itself to ensure that services are accessible for all students and that an inclusive environment is created. Students with a disability, or others who may need access arrangements to assist in taking examinations, should complete the relevant section of the application form, or contact the [Inclusive Practice Manager](#). A separate room or other arrangements may be considered.

Requests are considered by a University panel, whose purpose is to ensure that students with disabilities and/or specific access requirements are neither advantaged nor disadvantaged by such arrangements when compared with other students. These considerations remain separate from the academic selection processes.

For further information, see [Inclusive Practice Policy](#)

Sources of funding and scholarships

Information about potential sources of funding and scholarships is updated annually and where available is included in the programme web pages.

For further information see the [website](#)

Educational aims and learning outcomes of the programmes

Programme aims

The Global MBA is designed as an innovative online programme to provide students with support through virtual and local learning environments and the flexibility to study at any time and from anywhere around the globe. Students can opt to pursue a general MBA or tailor their needs and follow one of six key specialist routes (Accountancy, Entrepreneurship and Innovation, Finance, Health, Law, or Leadership).

Led by internationally acclaimed faculty, the Global MBA will provide the setting in which future global leaders learn with peers from around the world. The programme is driven by a practical focus underpinned by intellectual and academic insight. The Global MBA provides a platform for students to discuss and exchange real case studies or scenarios from around the world, providing an international perspective and networking opportunities through the diverse student body.

The Global MBA programme seeks to produce graduates who will excel in professional and managerial positions having built on existing knowledge of fundamental concepts and skills whilst developing new ones. The programme allows students to learn while they work in a professional and/or managerial position and functions as a qualification for awards from professional bodies (e.g. CMI, CIMA).

MBA Learning Outcomes – for all specialisms and the general MBA

A: Knowledge, Understanding and Cognitive Skills

A student will be able to:

1. Demonstrate a broad knowledge and understanding of organisations and their stakeholders, the external and global context in which they operate (including legal, ethical, social and economic), and how they are managed;
2. Analyse relevant information and synthesise it into an appropriate form in order to evaluate and solve complex problems and make informed and appropriate decisions in challenging situations;
3. Critically appraise problems and insights in business and management and remove subject and functional boundaries in order to holistically assess them;

4. Create and interpret knowledge in the discipline through an original application of existing understanding and established techniques of research and enquiry; and,
5. Identify and address ethical dilemmas and corporate social responsibility issues in a global environment, applying ethical and organisational values to situations and choices.

B: Practical, Professional and Key Skills

A student will be able to:

1. Provide innovative and entrepreneurial approaches to work-based problems and critically reflect on their effectivity and efficiency;
2. Effectively communicate, across a range of media, in an interpersonal and team situation (in a variety of team roles);
3. Identify appropriate leadership style(s) for situations, successfully manage and motivate people, activities and operations and engage effectively with stakeholders;
4. Perform everyday mathematical skills in relation to quantitative data and exercise basic qualitative research skills;
5. Communicate effectively using a range of media (including preparing and appraising business reports): listening to, negotiating with and persuading and influencing others;
6. Exercise self-awareness and self-management; demonstrate critical self-reflection and a sensitivity to the diversity of people and different situations present in today's business world;
7. Apply their new knowledge and understanding to real-world business and management situations as a management professional;
8. Demonstrate the ability to critically reflect upon their own and others' management practice; and,
9. Conduct research and enquiry into business and management issues individually or as part of a team through research design, collect and analyse qualitative and quantitative data, synthesise and report recommendations in a professional manner and style.

MBA Learning Outcomes – for the general MBA

In addition to the above, the general MBA will have added learning outcomes for Knowledge, Understanding and Cognitive Skills specific to its approach:

1. Design and execute a piece of extended critical research that evidences a planned intellectual progression through business administration studies; and,
2. Demonstrate knowledge, understanding, analysis and associated skills from a range of specialist modules. The specific nature of the outcomes demonstrated will be dependent on the modules selected. Details of outcomes for each module are articulated in each module specification.

MBA Learning Outcomes – for individual specialisms

In addition to the [MBA Learning Outcomes - for all specialisms and the general MBA](#), each specialism will have added learning outcomes for Knowledge, Understanding and Cognitive Skills specific to their discipline as follows:

Accountancy

1. Demonstrate a broad knowledge and understanding of accounting principles and their relevance to business decision making (including understanding how the external regulatory, legal, and ethical environments impact business decisions and financial reporting requirements);
2. Identify, differentiate and evaluate a variety of accounting approaches in different business environments;
3. Apply current principles of accounting to the measurement and reporting of accounting information and to solving business and accounting problems in rapidly changing business environments;
4. Critically evaluate the implications of decision-making on the viability of businesses and evaluate the potential impact of these decisions on future financial performance; and,
5. Design and execute a piece of extended critical research that demonstrates a planned intellectual progression through business administration studies in the specialism of accounting.

Entrepreneurship and Innovation

1. Understand the innovation methods, techniques and strategy at the individual and organisational level that are used to identify and capitalise on entrepreneurial opportunities;
2. Develop skills to manage innovation processes and analyse business opportunities for new venture creation;
3. Identify and evaluate analytical techniques to determine the best use of entrepreneurial assets;
4. Understand venture capital and equity investors' funding criteria and contractual terms; and,
5. Design and execute a piece of extended critical research that demonstrates a planned intellectual progression through business administration studies in the specialism of entrepreneurship.

Finance

1. Identify and assess key financial concepts and use financial and modelling tools to solve complex business problems (including the evaluation of financial performance and risk of default based on financial reporting);
2. Analyse the rationale for major financial transactions such as M&A and demonstrate how to take part effectively in their successful execution;
3. Select and apply relevant and insightful corporate valuation methods and critically assess the objectives and performance of the asset management industry;
4. Demonstrate the knowledge to solve strategic investors' dilemmas between risk and reward and between short and long run objectives; and,

5. Design and execute a piece of extended critical research that demonstrates a planned intellectual progression through business administration studies in the specialism of finance.

Health

1. Analyse how healthcare policies are designed and implemented, and how healthcare systems can be evaluated and compared;
2. Evaluate the important strategic and operational approaches associated with effective financial and human resources management of healthcare organisations and systems;
3. Identify and apply the principles of risk management and clinical governance effectively in different types of healthcare organisations;
4. Analyse a variety of theories and frameworks for evaluating innovation and initiatives designed to improve healthcare services; and,
5. Design and execute a piece of extended critical research that demonstrates a planned intellectual progression through business administration studies in the specialism of health.

Law

1. Identify and evaluate comparative corporate governance issues as well as the various theories about the company and its various stakeholders;
2. Demonstrate a broad comprehensive understanding of the theory and practice of financing international transactions and assess the practical application and underlying forces within corporate finance law;
3. Demonstrate knowledge and understanding of global economic governance structures and appreciate their implications for mobilising financing for development;
4. Identify and analyse the legal frameworks underpinning transfers of international public and private capital to developing countries; and,
5. Design and execute a piece of extended critical research that demonstrates a planned intellectual progression through business administration studies in the specialism of law.

Leadership

1. Identify and evaluate different perspectives on, and approaches to, managing and leading in different organisational and cultural contexts (including their ethical frameworks);
2. Exercise and evaluate leadership decisions in the light of their human, political, and cultural context;
3. Engage critically with management frameworks, theories and tools in order to demonstrate a critical self-awareness of one's own leadership and its consequent issues within the wider global context in which business and management takes place;
4. Identify and develop a personal leadership approach that demonstrates a critical self-awareness (reflecting upon the student's own learning, knowledge, capabilities, and insight into the complexity of the global business arena); and,

5. Design and execute a piece of extended critical research that demonstrates a planned intellectual progression through business administration studies in the specialism of leadership.

PGDip Learning Outcomes – for all specialisms and the general PGDip

A: Knowledge, Understanding and Cognitive Skills

A student will be able to:

1. Demonstrate a broad knowledge and understanding of organisations and their stakeholders, the external and global context in which they operate (including legal, ethical, social and economic), and how they are managed;
2. Analyse relevant information and synthesise it into an appropriate form in order to evaluate and solve complex problems and make informed and appropriate decisions in challenging situations;
3. Critically appraise problems and insights in business and management and remove subject and functional boundaries in order to holistically assess them;
4. Create and interpret knowledge in the discipline through an original application of existing understanding and established techniques of research and enquiry; and
5. Identify and address ethical dilemmas and corporate social responsibility issues in a global environment, applying ethical and organisational values to situations and choices.

B: Practical, Professional and Key Skills

A student will be able to:

1. Provide innovative and entrepreneurial approaches to work-based problems and critically reflect on their effectivity and efficiency;
2. Effectively communicate, across a range of media, in an interpersonal and team situation (in a variety of team roles);
3. Identify appropriate leadership style(s) for situations, successfully manage and motivate people, activities and operations and engage effectively with stakeholders;
4. Perform everyday mathematical skills in relation to quantitative data and exercise basic qualitative research skills;
5. Communicate effectively using a range of media (including preparing and appraising business reports): listening to, negotiating with and persuading and influencing others;
6. Exercise self-awareness and self-management; demonstrate critical self-reflection and a sensitivity to the diversity of people and different situations that are present in the world of today's business;
7. Apply their new knowledge and understanding to real-world business and management situations as a management professional;
8. Demonstrate the ability to critically reflect upon their own and others' management practice; and,

9. Conduct some research into business and management issues and explore different frameworks of analysis.

PGDip Learning Outcome – for the general PGDip

In addition to the above, the general Postgraduate Diploma will have an added learning outcome for Knowledge, Understanding and Cognitive Skills specific to its approach.

1. Demonstrate knowledge, understanding, analysis and associated skills from a range of specialist modules. The specific nature of the outcomes demonstrated will be dependent on the modules selected. Details of outcomes for each module are articulated in each module specification.

PGDip Learning Outcomes – for individual specialisms

In addition to the [PGDip Learning Outcomes - for all specialisms and the general PGDip](#), each specialism will have added learning outcomes for Knowledge, Understanding and Cognitive Skills specific to their discipline as follows.

Accountancy

1. Demonstrate a broad knowledge and understanding of accounting principles and their relevance to business decision making (including understanding how the external regulatory, legal, and ethical environments impact business decisions and financial reporting requirements);
2. Identify, differentiate and evaluate a variety of accounting approaches in different business environments;
3. Apply current principles of accounting to the measurement and reporting of accounting information and to solving business and accounting problems in rapidly changing business environments; and,
4. Critically evaluate the implications of decision-making on the viability of businesses and evaluate the potential impact of these decisions on future financial performance.

Entrepreneurship and Innovation

1. Understand the innovation methods, techniques and strategy at the individual and organisational level that are used to identify and capitalise on entrepreneurial opportunities;
2. Develop skills to manage innovation processes and analyse business opportunities for new venture creation;
3. Identify and evaluate analytical techniques to determine the best use of entrepreneurial assets; and,
4. Understand venture capital and equity investors' funding criteria and contractual terms.

Finance

1. Identify and assess key financial concepts and use financial and modelling tools to solve complex business problems (including the evaluation of financial performance and risk of default based on financial reporting);

2. Analyse the rationale for major financial transactions such as M&A and demonstrate how to take part effectively in their successful execution;
3. Select and apply relevant and insightful corporate valuation methods and critically assess the objectives and performance of the asset management industry; and,
4. Demonstrate the knowledge to solve strategic investors' dilemmas between risk and reward and between short and long run objectives.

Health

1. Analyse how healthcare policies are designed and implemented, and how healthcare systems can be evaluated and compared;
2. Evaluate the important strategic and operational approaches associated with effective financial and human resources management of healthcare organisations and systems;
3. Identify and apply the principles of risk management and clinical governance effectively in different types of healthcare organisations; and
4. Analyse a variety of theories and frameworks for evaluating innovation and initiatives designed to improve healthcare services.

Law

1. Identify and evaluate comparative corporate governance issues as well as the various theories about the company and its various stakeholders;
2. Demonstrate a broad comprehensive understanding of the theory and practice of financing international transactions and assess the practical application and underlying forces within corporate finance law;
3. Demonstrate knowledge and understanding of global economic governance structures and appreciate their implications for mobilising financing for development; and,
4. Identify and analyse the legal frameworks underpinning transfers of international public and private capital to developing countries.

Leadership

1. Identify and evaluate different perspectives on, and approaches to, managing and leading in different organisational and cultural contexts (including their ethical frameworks);
2. Exercise and evaluate leadership decisions in the light of their human, political, and cultural context;
3. Engage critically with management frameworks, theories and tools in order to demonstrate a critical self-awareness of one's own leadership and its consequent issues within the wider global context in which business and management takes place; and,
4. Identify and develop a personal leadership approach that demonstrates a critical self-awareness (reflecting upon the student's own learning, knowledge, capabilities, and insight into the complexity of the global business arena).

PGCert Learning Outcomes – for all specialisms and the general PGCert

A: Knowledge, Understanding and Cognitive Skills

A student will be able to:

1. Demonstrate some knowledge and understanding of organisations and their stakeholders, the external and global context in which they operate and how they are managed;
2. Analyse relevant information and synthesise it into an appropriate form in order to evaluate and solve complex problems and make informed and appropriate decisions in challenging situations;
3. Critically appraise problems and insights in business and management and remove subject and functional boundaries in order to holistically assess them; and,
4. Create and interpret knowledge in the discipline through an original application of existing understanding and established techniques of research and enquiry.

B: Practical, Professional and Key Skills

A student will be able to:

1. Provide innovative and entrepreneurial approaches to work-based problems and critically reflect on their effectivity and efficiency;
2. Effectively communicate, across a range of media, in an interpersonal and team situation (in a variety of team roles);
3. Identify appropriate leadership style(s) for situations, successfully manage and motivate people, activities and operations and engage effectively with stakeholders;
4. Perform everyday mathematical skills in relation to quantitative data and exercise basic qualitative research skills;
5. Communicate effectively using a range of media (including preparing and appraising business reports): listening to, negotiating with and persuading and influencing others;
6. Exercise self-awareness and self-management; demonstrate critical self-reflection and a sensitivity to the diversity of people and different situations that are present in the world of today's business;
7. Apply their new knowledge and understanding to real-world business and management situations as a management professional;
8. Demonstrate the ability to critically reflect upon their own and others' management practice; and,
9. Conduct some research into business and management issues and explore different frameworks of analysis.

PGCert Learning Outcomes – for individual specialisms

In addition to the [PGCert Learning Outcomes - for all specialisms and the general PGCert](#), each specialism will have added learning outcomes for Knowledge, Understanding and Cognitive Skills specific to their discipline as follows.

Accountancy

1. Demonstrate a broad knowledge and understanding of accounting principles and their relevance to business decision making (including understanding how the external regulatory, legal, and ethical environments impact business decisions and financial reporting requirements);
2. Identify, differentiate and evaluate a variety of accounting approaches in different business environments;
3. Apply current principles of accounting to the measurement and reporting of accounting information and to solving business and accounting problems in rapidly changing business environments; and,
4. Critically evaluate the implications of decision-making on the viability of businesses and evaluate the potential impact of these decisions on future financial performance.

Entrepreneurship and Innovation

1. Understand the innovation methods, techniques and strategy at the individual and organisational level that are used to identify and capitalise on entrepreneurial opportunities;
2. Develop skills to manage innovation processes and analyse business opportunities for new venture creation;
3. Identify and evaluate analytical techniques to determine the best use of entrepreneurial assets; and,
4. Understand venture capital and equity investors' funding criteria and contractual terms.

Finance

1. Identify and assess key financial concepts and use financial and modelling tools to solve complex business problems (including the evaluation of financial performance and risk of default based on financial reporting);
2. Analyse the rationale for major financial transactions such as M&A and demonstrate how to take part effectively in their successful execution;
3. Select and apply relevant and insightful corporate valuation methods and critically assess the objectives and performance of the asset management industry; and,
4. Demonstrate the knowledge to solve strategic investors' dilemmas between risk and reward and between short and long run objectives.

Health

1. Analyse how healthcare policies are designed and implemented, and how healthcare systems can be evaluated and compared;
2. Evaluate the important strategic and operational approaches associated with effective financial and human resources management of healthcare organisations and systems;
3. Identify and apply the principles of risk management and clinical governance effectively in different types of healthcare organisations; and

4. Analyse a variety of theories and frameworks for evaluating innovation and initiatives designed to improve healthcare services.

Law

1. Identify and evaluate comparative corporate governance issues as well as the various theories about the company and its various stakeholders;
2. Demonstrate a broad comprehensive understanding of the theory and practice of financing international transactions and assess the practical application and underlying forces within corporate finance law;
3. Demonstrate knowledge and understanding of global economic governance structures and appreciate their implications for mobilising financing for development; and,
4. Identify and analyse the legal frameworks underpinning transfers of international public and private capital to developing countries.

Leadership

1. Identify and evaluate different perspectives on, and approaches to, managing and leading in different organisational and cultural contexts (including their ethical frameworks);
2. Exercise and evaluate leadership decisions in the light of their human, political, and cultural context;
3. Engage critically with management frameworks, theories and tools in order to demonstrate a critical self-awareness of one's own leadership and its consequent issues within the wider global context in which business and management takes place; and,
4. Identify and develop a personal leadership approach that demonstrates a critical self-awareness (reflecting upon the student's own learning, knowledge, capabilities, and insight into the complexity of the global business arena).

Learning, teaching and assessment strategies

The core principles of the learning, teaching and assessment strategy for this programme are outlined below.

Principle 1: Ensuring students are prepared for study

Students will be provided with opportunities to sample the learning content of each programme. An online induction will ensure that they are prepared for study and are familiar with the learning environment and sources of support during their student journey.

Principle 2: An engaging and vibrant learning environment

All students will have access to an online learning environment with learning support and tools enabling them to monitor their progress, assessing fulfilment of learning outcomes and development of skills-based outcomes throughout the curriculum. The learning environment will provide a framework for the level of support selected by students, which involves local and online tuition services.

Principle 3: Learning content

The learning content will be designed to provide students with opportunities to engage, and encourage reflective and deep learning, with accessibility a key feature to enable students to study across a range of mobile and media channels.

Principle 4: Student support

All students will have access to the learning environment, learning content, tools and activities related to their chosen programme of study. Students will be able to select from two modes of study: web supported learning or institution supported learning.

Principle 5: Flexibility

To facilitate the requirements of a diverse global community of learners, a core feature of this programme is flexibility in the design of the curriculum, providing for pathways to sub-degree and full degree awards and facilitating student progress at a pace suitable to their circumstance.

Principle 6: Assessment

A core feature of this programme will be a varied range of learning activities embedded within the learning content for each module, designed to provide feedback to students on their progress towards learning outcomes. Summative assessment methods will be designed to promote retention of knowledge, providing encouragement through tutor feedback, with as wide a range of methods as possible to most effectively assess learning outcomes, within the context of the need for secure and reliable techniques appropriate to flexible learning.

Principle 7: Staff Development

The design, development and delivery of this programme will be supported with training for:

- Academic teams involved in the development of the materials and assessment;
- Module Leaders;
- Tutors and Administrators at teaching institutions.

Assessment methods

In line with our current General Regulations, the University may offer students alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at examination centres.

Each Core and Optional module, with the exception of the *Successful Leadership* module and the Strategic Project, is summatively assessed by a coursework element (50%) and a written examination element (50%). The coursework element is typically an assignment of approximately 2,000 or 2,500 words and varies from case studies and research essays to short answer and time-constrained assessments. The written examination is two hours in length; some examinations are unseen whilst others provide for some aspect of the examination to be previously seen by students.

The *Successful Leadership* module is assessed by a coursework element (30%) and a portfolio (70%).

The Strategic Project is summatively assessed by a coursework element (30%) and a project report element (70%). Students complete activities relating to research methods before submitting the coursework element which takes the form of a research proposal, reviewed and approved by the Module Leader/Online Tutor in the early stages of the module. The project report element requires students to complete an 8,000 word assignment.

In parallel, students undertake a large scale simulation midway through the Strategic Project from which a 1,000 word reflective statement is submitted. Participation in the large scale simulation and submission of the reflective statement are compulsory although do not contribute to the overall mark for the Strategic Project.

For coursework and project items, students should not exceed the maximum word limits by more than 10%. If the word count is between 10% to 20% above the maximum word limit, five marks will be deducted. If the word count exceeds the maximum word limit by more than 20%, students will receive zero marks for their work. The content within the main body of text comprises the overall word count, including in-text citations, references, quotes, heading and sub-headings. The cover page, reference list and any appendices do not count towards the overall word count. Full submission instructions are included in the VLE with coursework submission forms.

The grade awarded for each module is based on all the elements of assessment.

Students are required to pass each element of the assessment subject to the application of the rules for marginal compensation, where permitted.

Written examinations take place in June, August/September, December and February/March at the end of the 22-week study sessions, with retakes at the next permissible session.

Examinations are held at [examination centres](#) throughout the world.

Coursework is submitted in the VLE by prescribed deadlines.

Individual modules taken on a stand-alone basis

A student may choose whether or not to be formally assessed in the credit bearing individual modules for which they are registered. Students who choose to be formally assessed will be examined in the same way as students studying for a full award.

Student support and guidance

Key features of the support for students include:

- Student induction resources;
- [Student Guide](#): This provides information which is common to all students and gives guidance on a range of issues from the start of a student's relationship with the University of London through to their graduation;
- VLE containing: self-assessment and student planner tools; comprehensive learning materials; e-resources; employability skills module; student forums and progress monitoring tools;
- Local institution tutor (for institution supported learners);
- Online student relationship manager and online tutor (for web supported learners);

- [The Online Library](#): This provides a range of full-text, multidisciplinary databases where journal articles, book reviews and reports can be found;
- A University of London email account and web area for personal information management.

Quality evaluation and enhancement

The University of London delivers the majority of its flexible and distance learning programmes through a collaboration between the University of London Worldwide and member institutions of the University of London. However some of the flexible and distance learning programmes draw solely on academic input from the University of London, and are delivered without academic lead by a member institutions. The policies, partnerships (where applicable) and quality assurance mechanisms applicable for the programmes are defined in the following key documents: The Quality Framework, the [Quality Assurance Schedules](#), [Guidelines for Examinations](#), [General Regulations](#) and, for each programme, [programme specific regulations](#).

Awards standards

All University of London qualifications have to align with the [Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#) to assure appropriate standards for each qualification. In addition, every programme that is developed by a member institution of the University of London (or a consortium with representation by more than one member institution) will be developed to the same standard as would be applied within the institution concerned. Proportionate and robust approval procedures, including external scrutiny and student engagement are in place for all programmes. Learning materials are written and all assessments are set and marked by academic staff who are required to apply the University's academic standards.

Review and evaluation mechanisms

Some of the key mechanisms in place to assure the standards of all University of London qualifications and the quality of the student experience, include:

- Annual programme reports: produced for all programmes in order to review and enhance the provision and to plan ahead;
- Independent external examiners: submit reports every year to confirm that a programme has been assessed properly and meets the appropriate academic standards;
- Annual student information statistics: prepared for all systematic reporting within the University of London;
- Periodic programme reviews: carried out every 4-6 years to review how a programme has developed over time and to make sure that it remains current and up-to-date.

Improvements are made as necessary to ensure that systems remain effective and rigorous.

Student feedback and engagement

The principal channel for collecting feedback from students is the Student Experience Survey. Carried out every two years, this collects feedback from the student body on a range of topics relating to the student lifecycle. The results are analysed externally and then considered in a number of different ways, including by the programme team, principal

committees and the senior leadership team. Details of any resulting actions taken are published on the Virtual Learning Environment and the Student Portal.

Additionally, on completion of their programme of study students will be invited to take a survey that seeks to measure what they have gained from their studies.

There are also opportunities for students to get involved in governance. An undergraduate and postgraduate student member is appointed by the University to the majority of committees through an annual appointment round. Some programmes also recruit student members at the programme level. Students are frequently invited to take part in quality review processes such as Periodic Programme Reviews, Programme approval, Thematic Reviews, MOOC review panels and ad hoc focus groups. Opportunities such as these are advertised through social media and on the website. More information can be found on the [website](#).

Students can also apply to join the Student Voice Group, which meets four times a year to consider initiatives for enhancing student experience. Notes from these meetings are published on the Student Portal

After graduation

Further study

Successful completion of the programme may serve as preparation for students who wish to go on to take further study in the subject area.

Graduate employment routes

At registration students are asked to complete a small number of questions relating to where they are in their career planning. This data is used to assist with the implementation of employability strategies and interventions.

This programme is designed for those who wish to pursue careers in business and management in sectors such as accounting and finance, business economics, human resource management, paralegal, leadership, health and healthcare, information systems, operations management and marketing.

The Alumni Community

Upon finishing a course of study, graduates automatically become part of the University of London alumni community, a diverse global network of more than one million graduates in over 180 countries, providing lifelong links to the University and to each other.

Alumni are encouraged to keep in touch after they graduate and to become active members of the alumni community; in return they receive a number of benefits and services, including an extensive programme of events and engagement opportunities.

More information is available on the alumni [webpage](#).

Follow the alumni community on social media: [Facebook](#), [Instagram](#), [LinkedIn](#)