

Strathclyde Business School UAE

MBA

*Student Handbook
Dubai 2024-2025*



The Strathclyde MBA 2024-25

The Strathclyde MBA

Capstone Project

Choose one option (40 credits)

Research Dissertation

Entrepreneurial Business Project

Consultancy Project

Responsible Leadership

Leading a Sustainable Organisation
(10 Credits)

Grand Challenges of Corporate Governance
(10 Credits)

Strategic Leadership Development*
(20 Credits)

Building Capabilities

Marketing & Brand Management
(10 credits)

Entrepreneurial Thinking & Practice
(10 credits)

Operations & Project Management
(10 credits)

Business Intelligence & Data Analytics
(10 credits)

Accounting & Financial Management
(10 credits)

Strategy in Practice

Applied Strategic Management
(10 credits)

Digital Transformation & Technological Innovation
(10 credits)

Economic Analysis for Strategists
(10 credits)

Elective subjects

Choose two options to customise your MBA (20 credits)



A Place of Useful Learning

John Anderson 1796

The University of Strathclyde's mission dates from our founder, Professor John Anderson, leaving instructions in his will for 'a place of useful learning' to be established in the city. By this he meant an institution open to everyone, regardless of gender, status or income.

We continue to be committed to 'useful learning' through our provision of relevant, high quality, educational opportunities, the global application of our research and our focus on knowledge exchange, all of which aim to benefit the wider economy and society.

Our commitment to 'useful learning' is about:

- **Offering** a wide range of education opportunities in a flexible, innovative learning environment.
- **Developing** students who have the aptitudes and capacities to make significant contributions to their communities after graduation as employees, employers and citizens.
- **Connecting** research through knowledge exchange to make an impact on modern society.

'The Strathclyde graduate will be recognised as deeply knowledgeable and adaptable, demonstrating the skills, attributes and confidence to thrive in an evolving, often challenging world. To meet the needs of professions and career pathways, this will be achieved through the design of our curricula and the provision of opportunities for all students to engage in work related activities, entrepreneurial events and programmes and globally conscious initiatives throughout their studies.'

Table of Contents

1. WELCOME	5
2. THE UNIVERSITY OF STRATHCLYDE.....	6
3. UAE MBA PROGRAMME TEAM	8
4. COMMUNICATION WITH STAFF	9
5. ABOUT THE HANDBOOK	9
6. MYPLACE AND MYMBA	10
7. STUDENT STAFF LIAISON COMMITTEE.....	11
8. CAREER SUPPORT & PROFESSIONAL DEVELOPMENT	11
9. CORE TEXTBOOKS	12
10. ACADEMIC POLICIES AND PROCEDURES	12
11. MBA YEAR NAME	13
12. THE STRUCTURE OF THE MBA.....	13
13. DUBAI CAMPUS INDICATIVE SCHEDULE	18
14. ACADEMIC CALENDAR	18
15. DUBAI CAMPUS HOLIDAYS 2024/25	19
16. DUBAI CAMPUS FACILITIES.....	19
17. ASSESSMENT GUIDELINES.....	26
18. MBA PRIZES 2024-25.....	36
20. UNIT & COURSE OUTLINES	37
21. UNIT 1 BUILDING CAPABILITIES	38
22. UNIT 2 STRATEGY IN PRACTICE	54
23. UNIT 3 RESPONSIBLE LEADERSHIP	71
24. UNIT 4 PERSONAL DEVELOPMENT	85
25. APPENDIX 1	90
PROGRAMME DELIVERY TIMETABLE 2024/25 SEMESTER 1.....	90
26. APPENDIX 2 – HEALTH & SAFETY MANUAL	91
27. APPENDIX 3 - PENALTIES FOR LATE SUBMISSION OF COURSEWORK	1122
28. APPENDIX 4 – PERSONAL CIRCUMSTANCES & ACADEMIC	1155
30. APPENDIX 5 – RULES RELATING TO ACADEMIC DISHONESTY	1166
31. APPENDIX 6 – MBA STUDENT CODE OF PRACTICE.....	1200
32. APPENDIX 7 – EQUALITY & DIVERSITY.....	1322
33. APPENDIX 8 – SBS UAE ACADEMIC INTEGRITY POLICY	1344
34. APPENDIX 9 – STUDENT SUPPORT POLICY.....	138
35. APPENDIX 10 - INTERNATIONAL CENTRE CONTACTS	141

1. Welcome

Welcome to the University of Strathclyde Business School (SBS) and the Strathclyde MBA in the UAE. You are now a part of the Strathclyde MBA family, joining thousands of students and graduates around the world. The University of Strathclyde is a top 300 QS ranked university, ranking 276 in 2023. Our Executive MBA is ranked 85th in the Financial Times EMBA Ranking 2023 (the only Scottish provider to be featured).

We are a socially progressive business school in a leading international technological university, recognised nationally and internationally as a pre-eminent centre of business research and education. The academic team who teaches on the Strathclyde MBA have a practical understanding and insight into international business, which can only be realised from close engagement with external bodies, such as policy makers, professionals, and business organisations.

Our impactful research (ranked 2nd in Scotland in the most recent UK government assessment) ensures our MBA is prized by students, alumni, and employers for the high quality of the learning experience, global outlook and the transferable knowledge and skills of our graduates.

We will help you open your mind, question, re-think and evaluate how you lead in business: we expect your experience to be stimulating, challenging and life changing.

Experienced leaders deserve an approach to learning that reflects their skills and knowledge, and the Strathclyde MBA is intentionally experiential and founded on collaborative learning. You and your new classmates are encouraged to share and build on your own unique experience and skills to create a dynamic learning journey for everyone.

The Strathclyde MBA has been running for over 50 years in the UK and since 1995 in the UAE, and each year we improve our offering. We offer a highly integrated, iterative programme with a distinct beginning, middle and end, namely: Building Capabilities; Responsible Leadership; Strategy in Practice; Capstone Project. These stages evolve each year through careful periodic reviews to reflect each cohort's new priorities.

This is your specific journey, and you have the power to customise your MBA by choosing from a selection of electives. These electives are delivered by a range of experts drawn from across Strathclyde Business School and industry. As well as the opportunity to undertake electives locally, wherever you are studying, you can also join others from around the world who come to Glasgow in June for the Elective Summer School. The opportunity to mix Strathclyde MBA students from each of our 5 international centres is invaluable for all concerned and provides a truly international and world-beating experience.

On graduation, you become a part of the global Strathclyde alumni network that, if used effectively, will provide you with valuable contacts throughout your career.

We hope you enjoy and get the most out of your time with us. You can be assured of our full commitment to providing you with the best learning experience possible.



Professor David Hillier

Associate Principal and Executive Dean Strathclyde Business School

2. The University of Strathclyde

The University of Strathclyde traces its origins to 1796 and the will of John Anderson, professor of Natural Philosophy at the University of Glasgow, who left instructions and the majority of his estate to create a university in Glasgow “for the good of mankind and the improvement of science, a place of useful learning”. We received our Royal Charter to become The University of Strathclyde in 1964, growing to become a leading international technological university.

The University’s values capture the core identity and beliefs of the institution. Our values flow from how we act and how we expect to be treated as part of Strathclyde. In delivering this Strategic Plan, we will contribute, act and make decisions guided by these values. Our five core values are: *People-oriented*, committed to our staff and students, providing opportunities and investing in their development; *Bold*, confident and challenging in what we do, and supportive of embracing appropriate and managed risk in our decision-making; *Innovative*, focused on discovering and applying knowledge with impact, and encouraging creative thinking and new ideas; *Collaborative*, working together, with our colleagues and external partners, with integrity and in an open, respectful way; and *Ambitious*, for our institution, staff and students as well as supporting the ambitions of the University.

Whilst we have strengths in research across many domains, our seven Strategic Research Themes enable the right teams to collaborate to make the greatest impact for key areas of research activity. Together with our partners, we are at the forefront of international research and development in these seven themes, which bring together our research, teaching and innovation strengths from right across the University: Advanced Manufacturing and Materials; Energy; Health and Wellbeing; Innovation and Entrepreneurship; Measurement Science and Enabling Technologies; Ocean, Air and Space; and Society and Policy.

The University’s mission as a socially progressive, values-led institution is reflected in our Vision 2030 Strategic Plan. This outlines how the University will use its distinctive position as a leading international technological university to be innovative in delivering our ambitions, while questioning, challenging and developing our approaches, operations and processes to ensure that we are effective in all that that we do. This is coupled with our relentless commitment to pursuing a globally socially progressive vision. These two overarching characteristics define the authentic passion of the University of Strathclyde to make definite, high value, contributions towards truly ‘useful learning’ in the 21st century.

We have three key Strategic Goals through which our ambitions will be delivered: outstanding education and student experience; world-leading research; and transformative innovation and impact. These are combined with our two Cross-cutting Goals of global engagement and operational excellence to provide critical context. Our commitment to sustainability underpins the entire Strategy.

STRATHCLYDE BUSINESS SCHOOL

Founded in 1948, the University of Strathclyde Business School (SBS) is a pioneering, internationally renowned academic organisation that shapes and develops the business minds of tomorrow. SBS is one of four faculties forming the University of Strathclyde in Glasgow. We are known for our innovation in business and management education, pioneering, amongst other things, the study of Marketing; introducing new methods of study for the Strathclyde MBA in the UK and taking it into many new countries; and initiating cross-disciplinary studies.

We pride ourselves on our collaborative approach to working alongside industry, building mutually beneficial relationships which add value to both organisations and individuals alike. Strathclyde Business School has held triple accreditation from the three main business school accreditation bodies – AMBA, EQUIS and AACSB – since 2004, being the first business school in Scotland to achieve this triple accreditation. We were also the first business school in Scotland to be awarded the Small Business Charter Award, which recognises our world-leading support for scaling Scottish firms through innovation, internationalisation and leadership.

SBS enjoys a strong reputation for research excellence. Based on the outcome of the UK Research Excellence Framework (REF) evaluation in 2021, the Times Higher Education ranked The University 4th in Scotland and joint 33rd in the UK for its research quality. SBS develops theory-led, policy-relevant research through collaboration and dialogue with a variety of organisations, government and trade unions. Our research contributes to several of the University's strategic research themes. Our knowledge exchange in the business and management field takes place through applied projects, consultancy and action research. Strathclyde is an entrepreneurial and innovative university and SBS is at the heart of this as home to the Hunter Centre for Entrepreneurship.

SBS UAE Branch Campus

The Strathclyde Business School continues its strong and exciting trajectory in the UAE. The highly ranked executive MBA programme has been offered in the UAE for 29 years. Our initial CAA accreditation was awarded in 2006 and we have maintained that since, including during our transition to a branch campus in 2021. SBS has identified the UAE, as a hub for an expanded delivery of executive business and management education, both locally and across the wider GCC.

Strathclyde is opening an innovation, research and education hub in Bahrain this year as part of a major scale up of activity in the country. Strathclyde will bring its distinctive approach and extensive experience in driving local economic development. The education workstream offers undergraduate courses in engineering, science and business. Later phases will see developments in research and innovation.

Strathclyde are also the first UK higher education institution to establish a presence in the Kingdom of Saudi Arabia. Partnering with Princess Noura University, Strathclyde will deliver

teaching in technology, engineering, science, business and humanities as part of a movement in the country to expand the role of women in the fields of STEM, business and in wider society.

This vision aligns with the UAE's National Strategy for Education 2030 to ensure the continuation of the journey to excellence and leadership throughout the country. Our strategy is based upon parsimony and quality – undertaking focused activities to a high standard and not spreading ourselves thinly over a large product portfolio. Hence, our quality products and services are founded on assurance processes and protocols, meaning we value highly our triple global accreditation status and our CAA accreditation here in the UAE.

Local UAE Accreditation

The MBA programme is accredited by the Ministry of Education and CAA in the UAE.

3. UAE MBA Programme Team

Director of SEED (Responsible for Int. MBA)

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MBA Academic Director (based in UK)

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Student Counsellors

Dr. Wasef Shakaa (GP) - PhD University of Strathclyde

Ms. Maya Moussly (GP)- MA in Strategic Marketing Management

4. Communication with Staff

Dubai Campus staff are fully aware of the regulations and procedures of the MBA Programme, you should contact the local MBA Administrator with any questions you may have. The Dubai campus will deal directly with senior administrators in Glasgow on matters that require either authorisation or advice.

5. About the Handbook

This handbook provides a guide to the Strathclyde MBA, and will:

- inform you of the structure of the programme, course contents, the credit structure, the programme timetables, and other important programme dates.
- introduce you to the Programme Team for the MBA.
- make clear the academic requirements for attainment of the degree of Master of Business Administration.
- provide you with easy reference to the information you will need for you to plan your studies and get the best from your MBA.

In this handbook you will find information that you will refer to throughout your studies: assessment guidelines, module and unit outlines.

The MBA programme is a blended learning programme. This means that teaching, learning and content is delivered both in face to face sessions and through accessing materials online and via video calls. You will need access to a computer to engage in this course.

SBS UAE, does not define a minimum standard for student equipment, as it supports a "digital inclusive" environment for students who may be experiencing hardship or financial challenges. It therefore offers remote access from virtually any computing device (laptop, tablet, phone) onto a "virtual university computer lab PC", hosted in the Microsoft Azure cloud. This "Virtual Desktop" gives all students, regardless of location, financial position or course,

free and easy access to run and work with all University licenced software. Access to this “Virtual Desktop” can be done via an app, or directly using a modern web browser.

The University provides access to several software packages which are available for students to download. They also provide guidance on the hardware requirements, of which students studying business are recommended to ensure they have the minimum or recommended specification. Hardware and software information can be found:

<https://www.strath.ac.uk/professionalservices/it/use/softwareandhardware/>

6. MyPlace and MyMBA

The Strathclyde MBA offers you an online learning experience through University of Strathclyde’s online learning platform, MyPlace. Accessible 24 hours a day from anywhere in the world, MyPlace is both flexible and easy to use. The section of the platform that you will use is called MyMBA.

Accessing MyMBA

To get started with MyMBA, you will need your DS username and password to access and log on to the system. To access MyMBA, visit <https://corp.myplace.strath.ac.uk/login/index.php> and click *Log-in with Microsoft*. All MBA classes that you are registered for will automatically appear on MyMBA when you log in if the class has opened and been made available to you. If you do not see your class listed in MyMBA after you have registered, check that you are registered for the class on PEGASUS. If you think you are registered and your class isn’t appearing, please contact your MBA Programme Administrator for assistance.

What’s on MyPlace?

As a student of a truly international MBA programme, you can connect with both UK and internationally based Strathclyde MBA students and academic staff through online forums. For all MBA class modules, you have access to a wide range of learning resources including lecture content, videos, web resources and reading materials. To enhance your reading and learning experience, we offer access to quality case studies and market-leading business databases. As a leading technological University, we support your studies by providing business software applications including simulations and strategy tools, available through our Knowledge and Information Portal (KIP) <https://www.sbs.strath.ac.uk/intranet/kip/>

Strathclyde MBA Homepage on MyMBA

When you first log in to MyMBA, please visit the Strathclyde MBA homepage where you can access this handbook online, MBA staff contact details, links to all MBA core and elective classes, links to KIP, careers information and view Exam Board dates.

Assignment Submission & Turnitin

For all MBA classes, you are required to submit your assignments via MyMBA where you can also access your grades and feedback. When assignments are submitted to MyMBA, the originality of your submission is checked by Turnitin (plagiarism checking software). To help you better understand the MBA assignment submission process and how Turnitin works, you can access a self-directed online MBA Turnitin & Assignment Submission Preparation class on MyMBA. You will see a link to this class when viewing your class list on MyMBA.

You are now part of the Strathclyde MBA online learning community. Welcome!

7. Student Staff Liaison Committee

Each MBA cohort nominates two Programme Representatives who represent all students in their cohort of the MBA programme.

Programme Representatives are responsible for putting an agenda together for the Student Staff Liaison Committees (SSLC's) which will take place once per semester and presenting this to the Campus Manager and MBA Director prior to the meeting.

The University of Strathclyde is committed to engaging with student feedback in order to monitor and enhance the quality of the student experience. Feedback gathered will be shared with all representatives who attend departmental/ school SSLC's. Actions as necessary will be escalated to the appropriate SBS committee for monitoring.

Responsibility for closing the feedback loop with students is shared between those in receipt of the feedback e.g., department/ school and relevant representatives to inform those concerned of the progress made.

The University of Strathclyde is committed to respect and value the input of Programme Representatives at relevant meetings and discussions.

Formal minutes are taken and these are shared with all attendees as well as relevant bodies within the University and the Accreditation bodies, such as AMBA, AACSB and EQUIS.

8. Career Support & Professional Development

Through our dedicated team based in Glasgow, supported by a range of consultants, our alumni network and industry experts, SBS offers a career and professional development service to all students and alumni.

Our Resource Centre on MyPlace has links to global job platforms and a range of information, events and activities accessible anywhere in the world. Key to our support is our one-to-one consultancy and advisory service which is tailored to individual needs.

The MBA job market is global and offers many opportunities, but is also challenging and competitive. Our role is to support you in navigating this complex and exciting environment. For further information, please contact:

Jane Hammond, MBA Careers & Employability Consultant

jane.hammond@strath.ac.uk; +44 (0) 141 548 4746

9. Core Textbooks

For 2024-25 the compulsory eBooks for each subject will be issued in digital form accessed easily using any device (PC, laptop, table, smartphone) via a cloud-based platform where intuitive functionality such as full-text search, notes, highlights and group share features are available. Books may be read online through any web browser or offline through free apps.

10. Academic Policies and Procedures

Student Policies can be found using the links below:

<https://www.strath.ac.uk/policies/academicpoliciesprocedures/>

In addition to the stipulations contained in this handbook, you are subject to overall University regulations.

<https://www.strath.ac.uk/sees/educationenhancement/qualityassurance/universityregulations/>

Other useful information can be found on the University MBA website and also the UAE webpage

<https://www.strath.ac.uk/courses/postgraduatetaught/mba/mba-uae/>

Please note that you will not have access to Pegasus curriculum section until you have completed the registration process.

11. MBA Year Name

Each intake of the Strathclyde MBA has a unique identity. As you will see below Scottish clan tartan names are being used. Please use this unique identifier in all correspondence.

Intake		Name of Intake
October	2024	Carnoustie
April	2025	Crieff

12. The Structure of the MBA

Registration - MBA (180 Credits)

The MBA programme aims to give a broad understanding of management issues at a senior level along with appropriate skills and techniques but, at the same time, the programme allows a degree of specialisation if required. While many traditional MBA programmes consist of a set of unlinked single discipline classes, we recognise that the job of a senior manager involves making decisions across a wide range of functions. The Strathclyde MBA therefore offers you a holistic, integrated approach to management.

Our purpose is to provide you with a high-quality learning experience, through working with experienced academics and student colleagues and using high quality learning materials which reflect scholarly research.

In terms of output, the focus is on enabling you to develop as a manager so that you can add value to your organisation in any situation and in a timely manner. It is intended that the MBA should include collaborative learning in which work experience, knowledge, understanding and applicable skills are shared, worked with and reflected on.

The Strathclyde MBA draws on several specialist areas, but the purpose is not to train specialists. Rather, the purpose is to enable you to develop as an excellent generalist, who knows what you need to know of diverse areas of management and who can integrate your knowledge. The MBA seeks to help you develop ways of grappling with opportunities and problems in the practice of management through developing as a reflective, open-thinking, adaptive learner. This will be facilitated through enhanced understanding of the interplay of theory and practice in management.

The structure and content of the MBA is expressed in the following programme learning outcomes.

(1) To explain, demonstrate and critically assesses core concepts and skills of management, strategic leadership and learning.

(2) To explain, demonstrate and critically assesses the languages, concepts, skills and application of specialist areas in business & management from the perspective of the general manager.

(3) To explain and critically assesses core concepts in organisational management themes of sustainability and responsibility; entrepreneurship and innovation; adaptability and resilience; digitalisation and technology; globalisation and internationalisation.

(4) To explain, critically assess, apply and integrate a wide range of techniques, practices and theories pertinent both to day-to-day management and to strategic change in modern, complex organisations.

(5) To analyse, assess and synthesise key issues and approaches in business & management in depth, from a generalist perspective or by focusing more on a student's particular area of interest.

This set of learning outcomes builds on the knowledge embedded within students' learning and develops this further through participation in subsequent classes. Elective choices provide students with the opportunity to acquire learning, knowledge and skills related to specific areas of interest such as: New Venture Creation, Strategic Thinking for Global Challenges & Opportunities and Digital Transformation. Learning outcomes also clarify the ways in which the School recognises and assesses intellectual, analytical, and personal and enterprise qualities as well as the specific knowledge developed by the programme.

QFE Mapping to PLOs:

Level 9 QF Emirates Outcomes	MBA Programme Learning Outcomes				
	PLO1	PLO2	PLO3	PLO4	PLO5
comprehensive, highly specialised knowledge in a field of work, discipline and/or professional practice, and at the interface between different fields, including frontier concepts and recent developments	x	x	x	x	X
advanced knowledge of applicable research principles and methods	x	x		x	X
critical awareness of knowledge issues, as the basis for original thinking; encompassing appropriate processes of enquiry and current processes of knowledge production	X	x	x	X	X
detailed body of knowledge of recent developments in a field of work, and/or discipline		x	x	X	X
advanced skills required in research, analysis, evaluation and/ or innovation of complex ideas, information, concepts and/or activities	x	x	x	x	X

Level 9 QF Emirates Outcomes	MBA Programme Learning Outcomes				
	PLO1	PLO2	PLO3	PLO4	PLO5
skills to develop new knowledge and procedures and to integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence to the field of work or discipline	x	x	x	X	x
advanced problem-solving skills to analyse highly complex issues with incomplete data and develop innovative solutions and proposals relevant to an academic/ professional field, field of work or discipline			x	x	X
planning skills to develop and execute a major project or comparable activities (that includes a significant range of variables and complexity) with appropriately selected research methodologies producing sound conclusions			x	x	X
highly developed specialist communication and information technology skills to present, explain and/or critique highly complex matters			x	x	X
can function autonomously and/ or take responsibility for managing professional practices, work, processes or systems, or learning contexts that are highly complex, unpredictable and unfamiliar, and require new strategic approaches and/or intervention or conceptual abstract solutions	x	x		x	x
can account for high level governance of processes and systems	x	x		x	X
can analyse and reflect on sociocultural norms and relationships and act to build and transform them	x	x		x	
can initiate and manage professional activities that may include a highly complex environment	x	x		X	
can take responsibility for leading the strategic performance and development of professional teams and self	x	x		x	X
can self-evaluate and take responsibility for contributing to professional knowledge and practice including unfamiliar learning contexts	x	x		x	X
can develop and implement further learning consistently and sensitively	x	x		x	X
can consistently and sensitively manage highly complex ethical issues leading to informed, fair and valid decisions	x	x		x	x

Process for the Formulation of Learning Outcomes

All programme learning outcomes are centrally reviewed in the course of the 5-year comprehensive MBA programme review. Other changes may be implemented following annual interim reviews undertaken by Teaching Teams and lead by Subject coordinators. This is done in close consultation with the MBA Academic Director and, where required, is subject to formal approval from the School's Academic Committee. To maintain the necessary coherence between MBA modules and classes, any significant changes are discussed at the regular meetings of the MBA Subject Coordinators committee chaired by the MBA Academic Director (typically twice per semester).

Mission of SBS as Reflected in the Learning Outcomes, incl. Distinctive Elements

The Strathclyde MBA emphasises the integration of functional specialist areas through the School's expertise in strategic management. Core concepts and skills of management and learning are covered in the first learning outcome. Languages, concepts, skills and application of specialist areas in business & management are reflected in the second learning outcome, with information and technology management in the third learning outcome. Techniques and theories pertinent both to day-to-day management and to strategic change in modern, complex organisations form the basis for the fourth learning outcome, with the fifth learning outcome reflecting the ability of students to choose between generalist perspectives or on their personal area of interest.

The part-time blended learning programme has been specifically designed to provide you with a stimulating and challenging learning experience which normally takes between two and five years to complete. Most participants finish the core modules of the programme in two to three years.

While we will do our utmost to help you, clearly your progress and the value you gain from the course will depend on the time and effort you are able to give to the programme. Some students have indicated that the programme requires you to spend 15 to 20 hours per week on the course activities. However, the flexibility of the programme means that you are able to plan your studies in conjunction with your personal and work commitments.

The MBA Programme consists of several learning components within the blended delivery, including extensive course materials (blogs, online forums, videos, reports, case study etc.), developed by Strathclyde academics and supported by textbooks where appropriate. Alongside the full-time in Glasgow, the MBA has also been designed to be delivered on a part-time basis at our Campus in Dubai. University of Strathclyde faculty staff will provide a full range of teaching through intensive seminars and workshops at the campus in Dubai. In addition to the face-to-face seminars by Strathclyde academics, the programme is supported by counselling sessions which are conducted in the campus in Dubai University approved counsellors.

Attendance is compulsory for face-to-face intensive seminar elements. Participation is also compulsory for specified online activities prior to the intensive seminars and this will be directed and monitored by your module lecturer. Students who do not complete the

mandatory e-learning prior to the intensive seminar will not be permitted to attend the intensive seminar and will have to postpone that module of study.

The part-time programme at the Dubai Campus is identical to that of the UK full-time programme and this therefore leads to the identical award of the Strathclyde MBA degree, as that awarded to full-time students.

We hope that this MBA programme will give you a stimulating and challenging experience, and that you will view the MBA as an investment towards your future career which will enhance your career prospects.

Programme Schedules

The programme semesters are delivered in blocks of approximately six months. This pattern is illustrated over the next few pages. Within each semester a group of subjects will be offered at your local centre. The semesters start in October and in April each year.

It is important you recognise that the programmes shown are intended as illustrative in order to indicate the minimum time that is required to complete the MBA degree programme. Many students, however, find that they require more time due to personal and professional commitments and the flexibility within the Strathclyde MBA programme allows participants to study at their own pace and this ensures that they gain the maximum benefit from each part of the MBA course.

The programme is delivered in a blended learning format. This means that in addition to the face to face intensive seminars, you will also have activities to complete and material to engage with on our virtual learning environment MyMBA. In each subject, you will be expected to complete all required engagement and assessment elements.

Detailed timetables including local counselling sessions and intensive seminars will be issued by the Dubai Campus MBA Administrator.

13. Dubai Campus Indicative Schedule

Participants who commence the MBA programme at the Dubai Campus in October will proceed through the programme in the following manner (These timetables are illustrative and subject to alteration).

Class Size

The class size is usually around 20 students. If a class exceeds 49 we would expect to have 2 groups to ensure student to staff ratio remains at an appropriate level.

SEMESTER 1 – OCTOBER 2024	SEMESTER 2 – APRIL 2025
Strategic Leadership Development 1	Strategic Leadership Development 2
Accounting & Financial Management	Business Intelligence & Data Analytics
Operations & Project Management	Marketing & Brand Management
Economic Analysis for Strategists	Leading a Sustainable Organisation
SEMESTER 3 – OCTOBER 2025	SEMESTER 4 – APRIL 2026
Strategic Leadership Development 3	Strategic Leadership Development 4
Entrepreneurial Thinking in Practice	Electives x 2
Applied Strategic Management	Grand Challenges of Corporate Governance
Digital Transformation & Technical Innovation	Project

All courses are delivered via blended learning, both online and face to face attendance timetabled on campus. Entrepreneurial Thinking in Practice is the only fully online course.

14. Academic Calendar

Dubai Campus semester dates

Semester dates for our Dubai campus are listed below and you can find dates for induction, teaching, holidays, and examination. Please note the campus is closed during holidays.

2024/25 Academic Year	
Dates	Activity
23 October 2024	Induction – October Intake
12 October 2024 – 8 March 2025	Semester 1 Teaching & Assessment
19 April 2025 – 30 August 2025	Semester 2 Teaching & Assessment

15. Dubai Campus Holidays 2024/25

The University buildings will be closed for the following official UAE holidays*:

- 1 Dec & 2-3 Dec 2024 (Commemoration Day and National Day)
- 1 January 2025 (New Year's Day)
- *Likely* 31 March -2 April 2025 (Eid Al Fitr)
- *Likely* 30 May 2025 (Arafah Day)
- *Likely* 31 May – 2 June 2025 (Eid Al Adha)
- *Likely* 27 June 2025 (Hijri New Year)
- 1 September 2025 (Prophet Muhammad's Birthday)

*It is noted that the Ramadan are expected between 27 February to 29 March 2025

*All dates given are approximate. The exact date(s) of observation will be announced by the UAE government and confirmed by the University closer to each holiday.

16. Dubai Campus Facilities

Dubai Campus

SBS UAE moved to Dubai Knowledge Park in November 2020. The premises within the TECOM site includes 3,000 square foot of campus which includes:

- 1 large lecture room capable of comfortably accommodating 60 students which is used primarily as a room for tutorials, workshops and large meetings. The room is equipped with smartboard and technology enabling hybrid interaction with face to face and participants online.
- Three 'breakout' rooms accommodating 4-6 people with TV screens for video conferencing/ sharing screen.
- 4 offices for administrative and academic staff.

The whole centre is equipped with wifi, CCTV and of course entry checks are in place as per covid-19 protocols (Appendix 1).

There is easy access to the Knowledge Park Conference Centre, and SBS utilise rooms there when needed.

The Dubai Knowledge Village Campus is owned and run in the freezone by TECOM. Further information can be found at <https://dkp.ae/>

Internet Access

There is Wi-Fi throughout the centre available to all users. For any assistance on logging into the Wi-Fi, please contact the Campus Administrator. Usage must be aligned with the University IT policy <https://www.strath.ac.uk/professionalservices/it/>

Opening times

The Campus is open on weekdays between 9am to 6pm. There are regularly student seminars on weekends and events in the evenings – please check if you plan to visit outside core hours to ensure the campus is open.

Access

When staff are in the centre (during the openings times) visitors are welcomed. To visit out of hours, access arrangements can be made on a case-by-case basis with the Campus Administrator.

Health and Safety

We have two Health and Safety Officers who ensure that risks are minimised and important information is communicated to all users. Please familiarise yourself with the Health and Safety Handbook in appendix 2.

Dining Options

Within the Knowledge Village Campus area there is a food court located in block 7. There is also an ATM located in the food court in Block 7. Within the vicinity there are restaurants, coffee shops and other eateries within a few minutes' walk of the campus.

Prayer Rooms

Dubai Knowledge Village provides prayer rooms with facilities for both women and men in Block 6 & 18 on the ground floor. In addition, there is a female prayer room on the 1st floor of Block 16.

Medical Facilities

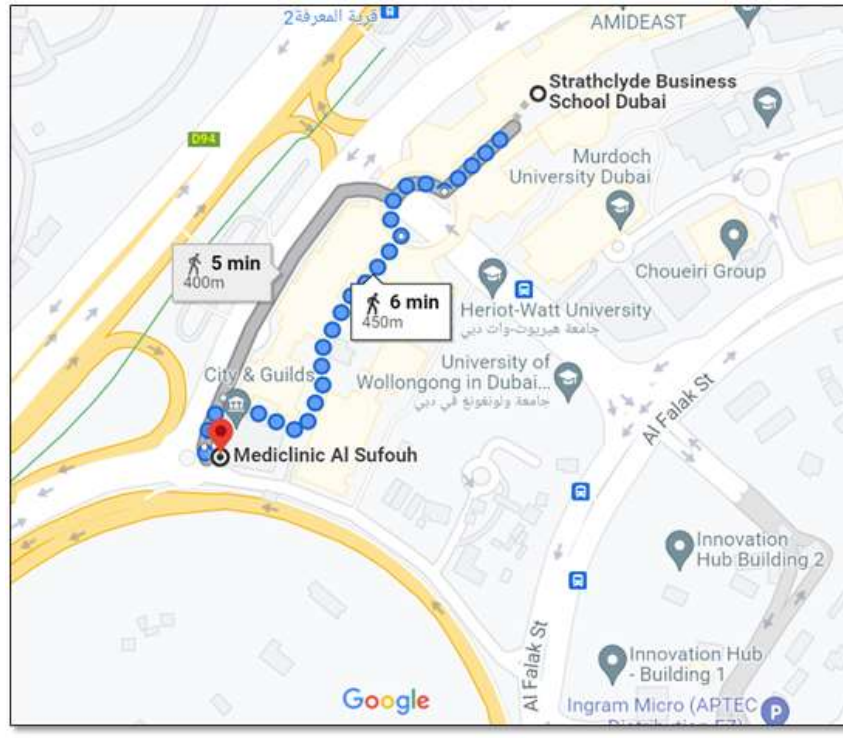
There are trained first aiders on campus and a first aid box is located in the storeroom. In emergencies, please follow the emergency procedures and call DKP security and the emergency services.

The nearest medical centre is in Block 10. Mediclinic Al Sufouh

Knowledge Village, Block 10

<https://goo.gl/maps/YwgXw75j4jKZhBcS9>

Contact number :8001999 Email: sufouh@mediclinic.ae



Induction Programme

All students receive information about SBS MBA Induction session and a UAE induction session. Please be sure to attend these sessions to learn more about the programme and how the Dubai Campus as a whole. Recordings and slides of induction sessions can also be found on MyMBA.

E-learning resources

Please see the section on MyMBA.

IT support, <https://www.strath.ac.uk/professionalservices/information/services/it/>

Email: sbs.support@strath.ac.uk

Support

Students on the MBA programme in the UAE have two modes of support, face to face and virtual.

The campus and staff in Dubai Knowledge Park offer both academic and administrative support services:

Local administrative support for the programme in the UAE campus is provided by a team of full-time Strathclyde administrators based in Dubai. These administrators are the first point of contact for students and the principal source of information on routine course matters; they handle the day-to-day management of the programme, dealing with everyday student and programme matters, room bookings, timetable preparation, issue and collection of materials, and organising class committee meetings and social events. They are also the first point of contact for new applicants to the programme and are responsible for advising on and monitoring the on-line application process and arranging interviews. The team is led by the SBS UAE Campus Manager who is responsible for overall administrative services of the UAE centre, and who maintains a close working relationship with the local administration team, the Glasgow-based administrators and other programme support functions within SBS, to ensure an efficient and responsive administrative service function is maintained within SBS UAE. Students, can phone, email or drop in to campus (it is conveniently located in Dubai Knowledge Park close to many large corporate buildings).

Academic support is provided by Academic Faculty resident within the UAE. The faculty are available on campus and students can discuss and points of clarification on modules, specific topic advice and general advice and guidance. Global Practitioners also can provide counselling services with their rich experience of industry and international networks, they are a valuable source of support for students locally too.

Our MBA alumni additionally are a valuable source of support. The community is strong and through referrals and networks relevant advice and guidance is offered to support students. This is a highly valued network and a privilege for Strathclyde to have such active, loyal and highly skilled community.

Virtually:

Further programme administrative support is available remotely from the senior programme administrators in Glasgow, via email or phone.

The fly-in/ fly/out faculty and module conveners located in Glasgow provide end to end course support, not just while they are in country. Faculty staff based in Glasgow are available to students via email, phone and zoom for any clarification, counselling or discussions that students request, and provide an on-going relationship and dialogue.

IT support is available 24/7 from Glasgow

MyMBA VLE has many links to University support and websites of relevance e.g. library training services, career services, writing skills training, IT services etc. Significant support is available here and eases the access to University services.

All students have on-line access to Strathclyde's counselling services, well-being and a plethora of useful resources, career services support units. <https://www.strath.ac.uk/sees/>

Please see appendix 9 for the SBS UAE student support policy

Student Welfare

Students can discuss concerns or issues with the local administrative team in SBS UAE, as well as accessing the substantial resources online on the main University website.

wellness, <https://www.strath.ac.uk/safetyhealthwellbeing/>

Student Behaviour

The University is committed to providing an environment where students, staff, visitors and contractors are treated with dignity and respect and there is an established policy on Dignity and Respect.

<https://www.strath.ac.uk/whystrathclyde/safe360/dignityrespectadvisers/>

Students should also familiarise themselves with the Student Code of Practice – see Appendix 6.

The UAE welcomes a mix of cultures and diverse population and we share values of tolerance and inclusivity. It is important that all students recognise that the UAE is an Arab state and aligns with Islamic religious traditions, laws, norms and practices. It is important to maintain awareness and ensure that we all behave responsibly and respectfully.

Ramadan

Ramadan is the holy month for Muslims and a time of reflection, fasting and celebration. While non-Muslims are not required to fast during the daylight hours, they should be respectful. Eating drinking and smoking in public during Ramadan is not acceptable. For more information

<https://u.ae/en/information-and-services/public-holidays-and-religious-affairs/ramadan>

Dress Code

SBS UAE expects all staff, students and visitors to campus to dress in a way that respects racial, gender, and ethnic sensitivities and gives due consideration to safety practices. Students and staff are advised to dress conservatively out of respect the cultural and religious traditions of the United Arab Emirates, and the conventions of Dubai Knowledge Park.

Local Counselling

At induction you will be given details of the local counsellors in each subject. The local counsellors are approved and appointed by the University. The objective of the local counselling sessions is to provide a means of overcoming any difficulties you may encounter with the course materials, to integrate the material to your local work context and to assist you

with your studies, particularly in setting the assignment deadlines in conjunction with the overall requirements from the University.

If you are having difficulties in meeting your assignment deadlines, you should discuss these problems with the local counsellor and inform the Dubai Campus MBA administrator. This will ensure that the appropriate administrative procedures are followed.

Attendance at counselling sessions is expected, as these sessions provide the opportunity to meet with fellow students, discuss issues and/or difficulties with the course and work on your assignments. If you are not able to attend a local counselling session, please notify the MBA Administrator *before* the session to gain an exemption.

Intensive Seminars

The intensive seminars conducted in each local centre are in effect, short courses for each subject conducted by visiting academics from the University and provide you with the opportunity to meet with Strathclyde academics and discuss the course content with them. In general, intensive seminars occur over a two-day period from 9-5pm each day. The seminars are usually held at weekends (Saturday and Sunday), but in some cases may be scheduled in the evenings, in which case the pattern would be three evenings, usually 5-10pm. The Dubai Campus MBA Administrator will supply a detailed timetable for both counselling sessions and intensive seminars. Attendance at Intensive Seminars is required. If you are not able to attend, please contact the MBA Administrator to discuss your options.

Workshops

All course members are required to attend the following compulsory workshop on campus and which are spread over the period of the instructional component of the programme.

Leadership Challenge - (2.5 - 3 days) on-campus session

This Leadership Challenge workshop is a part of the Strategic Leadership Development.

It should be noted that when attending the compulsory workshop, it is not possible to arrive late or to leave before the end of the workshop programme unless by special arrangement with the workshop facilitator. Students who arrive late or leave before the workshop ends without this pre-arrangement will be automatically awarded a fail in the workshop.

The Electives

Course members have the option to take 2 elective classes, and these offer an opportunity both to extend knowledge into a relevant area of business activity and to add an element of specialist knowledge to a field of study already undertaken. Most electives are taught face to face: however, we also offer a choice of online and open learning electives. Course members

also have the option to undertake a 60-credit project as an alternative to a 40-credit project and 2 elective classes.

Progression to Elective Stage

You will be asked to submit your elective choices using the Electives App via MyMBA – Electives Portal.

Your Dubai MBA Administrator will communicate available electives and the schedule for delivery during the academic year. At that time full instructions will be given as to how to book your electives.

Attending Classes at Other International Centres

Should you wish to attend an intensive seminar at another International Centre, you must request permission from both your Dubai Campus Administrator and the Senior Programme Administrator based in the UK as there could be fee implications. There are no fees required for attending compulsory workshops or taught electives at another International Centre or the summer school electives in Glasgow. You are, however, responsible for your travel and accommodation costs.

Transferring Between Dubai Campus / UK Programmes

Due to the inherent flexibility of the programme it is possible to be a member of one centre, but to then transfer temporarily or permanently from the Dubai Campus to another International centre, or to one of the UK programmes, but it should be noted that there could be fee implications.

Transferring between centres or the UK programmes on a permanent basis requires a change of registration and passing the administration from one centre to another. The transfer arrangements must be made via your own Dubai Campus Administrator and the Senior Programme Administrator based in Glasgow. There will usually be a fee involved in transferring, and your local centre administrator will advise of this. Prior to making the transfer you must agree to accept any additional fees due. Transfer to the full-time programme is dependent upon availability of places, the timing of your transfer will also be taken into consideration and satisfying the requirements of the Tier 4 visa regulations.

17. Assessment Guidelines

Structure

This section specifies the criteria by which you will be assessed on the MBA. Please ensure that you familiarise yourself thoroughly with its contents. If you are unclear about any aspect of the section, please discuss this with your local centre administrator.

The MBA programme is grouped in 4 units with classes and assessment elements defined as follows:

Class Title	Credits	Assessment Details / Weighting
MB929 – Strategic Leadership Development	20	Leadership Dev. Plan – 25% Leadership Challenge – 25% Summative Reflective Learning Report – 50%
MB932 – Operations & Project Management	10	Individual Assignment – 100%
MB933 – Business Intelligence & Data Analytics	10	Group Assignment – 50% Class Test – 50%
MB934 – Digital Transformation & Technological Innovation	10	Individual Assignment – 100%
MB935 – Economic Analysis for Strategists	10	Class Participation – 13.5% Individual Assignment – 76.5% Macro Economics Masterclass – 10%
MB937 – Entrepreneurial Thinking and Practice	10	Individual Assignment – 100%
MB938 – Grand Challenges for Corporate Governance	10	Individual Assignment (Blog Post) – 50% Group Assignment – 50%
MB939 – Applied Strategic Management	10	Group Assignment – 80% Reflective Assignment – 20%
MB940 – Accounting & Financial Management	10	Individual Assignment – 100% The assignment will be 50% financial accounting and 50% finance.
MB941 – Leading a Sustainable Organisation	10	Forum & Post Participation – 50% Individual Assignment – 25% Audio Assignment – 25%
MB942 – Marketing & Brand Management	10	Individual Assignment – 80% Multiple Choice Test – 20%
MB948 – Research Project	40	Pathway 1 – Research Project Proposal 15% / Dissertation 85%
MB950 – Consultancy Project	40	Pathway 2 – Consultancy Project Proposal 15% / Dissertation 85%
MB953 – Entrepreneurial Project	40	Pathway 3 – Entrepreneurial Project Proposal 15% / Dissertation 85%

Note: Student is required to select only 1 from the Capstone Project option and could do 60 credits instead of 40 if will not undertake the 2 Electives course

To gain the award of Diploma in Business you must satisfactorily complete the above courses and the Electives from the Personal Development unit.

To pass a class where there is one individual assessment you require to achieve a pass mark of 50% and above. Where a class has more than one assessment element you require to achieve a pass mark of 40% and above for the individual assignment and overall pass mark of 50%.

Note – 10 credits is equivalent to 100 credit hours

Group Work on the Strathclyde MBA

Group working is an important aspect of our MBA programmes, offering an opportunity to develop teamworking skills and the ability to participate in and manage high performing teams. The benefits of collaborative learning are significant and have been demonstrated in numerous studies. These include learning at a deep level, retention of information and greater communication and teamwork skills.

A Module Leader will decide on the size and formation of groups and may require learning contracts to be prepared by all members of a group. Each member should sign any learning contract to indicate their agreement with the content of the document.

Students are expected to work together to overcome difficulties (including personal differences) to bring a task to a successful conclusion. We expect students to resolve any problems in their group by drawing on previous experience as well as their learning on the MBA programme.

Module Leaders can build into the assessment that part of a student's grade will be determined by reference to peer assessment of their individual contribution to the groupwork component of assessment. In this instance, you will be required to assess the contribution of the members of your team and this assessment will be factored into the team member's final mark in the subject. You do not assess your own contribution. When completing any peer assessment, please remember that everyone has something to contribute. Some students might mostly contribute ideas, others might have particular skills in organising a group, others may be invaluable in motivating participation during hard times or getting access to experts or other resources. While most groups tend to meet face-to-face, group members who cannot attend meetings should still be able to participate, contribute and communicate. Therefore, it is the responsibility of each group member to discuss his/her contribution with the rest of the team, especially when that group member is travelling often, or announced to be absent for a period of time.

Furthermore, in groupwork students are expected to deal with conflicts and disputes within the group. Addressing such conflicts are essential pedagogically and for future employability. Escalation of any group issues to the Module Leader must be raised well before any assessment deadline, to allow sufficient time for their resolution. Module Leaders will expect students to demonstrate what steps have already been taken to resolve these issues within the group.

Group Work and Peer Assessment

You will be required to submit several group assignments, or to take part in workshops as part of a group. These assessments usually incorporate an element of peer assessment to ensure that the mark allocated to each student is commensurate with that student's participation to the group's work. Therefore, you will be required to assess the contribution of the members of your team and this assessment will be factored into the team member's final mark in the subject. You do not assess your own contribution.

When completing the peer assessment, remember that everyone is different and has something different to contribute. Some students might mostly contribute ideas, others might have skills in organising a group, others may be invaluable in motivating participation during hard times or getting access to experts or other resources. While most groups tend to meet face-to-face, group members who cannot attend meetings should still be able to participate, contribute and communicate. Therefore, it is the responsibility of each group member to discuss his/her contribution with the rest of the team, especially when that group member is travelling often, or announced to be absent for a period.

If your experience is that a group member(s) does not contribute what you consider to be a 'fair share', to the group work/assignment, it is essential that you raise these issues as soon as possible during working through the assignment, since resolving this issue expeditiously should eventually lead to a better assignment. Teams which do not address these problems when they arise often find that the situation only gets worse. Groups may find it useful to discuss everyone's participation regularly and the discussion should be conducted in objective terms (e.g., number of tasks, part of an assignment, and general project management, communication) rather than objective impressions such as not pulling one's weight etc.

Peer assessment is based on principles of fairness and the "rating" you allocate to each member of the team should reflect that person's whole contribution. Therefore, if a member of the group has clearly not contributed their 'fair share', defined as the standard contribution to group work that one would expect of all students on the MBA programme, then peer assessment should be used to reflect this. Conversely, if a member of the team has clearly played an exceptional part in the making of the assignment, then peer assessment should also be used to reflect this.

However, please note that any indications of racist or malicious, deceitful, vengeful peer assessments will be dealt with severely and may lead to the same treatment as for improper academic conduct.

Peer assessment evaluations submitted by group members are taken into consideration in the marking of all group assignments by the 1st marker. However, the peer assessment marks allocated by individuals in the group do not determine the final assignment mark awarded, this is determined by the Lecturer or Subject Coordinator and the final decision on all assessment on the MBA is made by the Board of Examiners.

If a serious problem arises with an individual in a group, for instance non-attendance at meetings or not contributing to the assignment, the onus is on the group to deal with this as early as possible in order to resolve it, and there is a process which must be adhered to as detailed below:

- Group members must speak to the group member(s) involved regarding his or her performance and attempt to resolve whatever the issue is.
- If the issues cannot be resolved through a group discussion, then the group should notify the Dubai Campus MBA administrator and approach the Local Counsellor and discuss the issue(s).
- If the Local Counsellor is unable to resolve the issue to the satisfaction of the group, the Lecturer who conducted the intensive seminar should be made aware of the situation, and each member of the group should complete the peer assessment form, reflecting the performance of students(s) in question, and justifying their rating of members where they have assigned a rating other than 1.0. The Lecturer will then review the peer assessment forms and assess whether a decrease (or increase) in mark is merited before applying peer assessment scores.
- If the matter remains unresolved it will be referred to the Academic Director for the region and/or Subject Coordinator for action, who will determine the final mark for each group member.

Penalising a group member(s) through peer assessment should be the last resort once the performance issue has been highlighted but remains unresolved following discussions within the group and the Local Counsellor.

The range for peer assessment will be 0.8 - 1.2.

Non-submission of peer assessment by the assignment submission deadline will result in 0.8 being applied to your final mark.

MBA Degree Assessment Rules

To gain the award of MBA you must satisfactorily complete all classes and the Project as follows:

- A mark of 40% and above must be achieved for an individual assignment and where there is more than one assessment and a composite mark of 50% or above must be achieved. A mark of at least 50% must be achieved in the final MBA project.
- Distinctions may be awarded at the discretion of the Board of Examiners based on exceptional performance throughout the MBA programme and students should normally have achieved a minimum credit weighted average of 70%. All elements of assessment in a module must be passed at the first attempt.
- Merits may be awarded at the discretion of the Board of Examiners Board based on achieving a credit weighted average of between 60 and 69% (based on assessable credits, excluding the Learning Manager). An award with merit may exceptionally be given at the discretion of the Board of Examiners where a student has failed a maximum of one subject.

- A "credible attempt" in all assessment elements of each class within each module must be made. To obtain a "credible attempt" all coursework should be submitted and attendance at all compulsory workshops completed. The Board of Examiners will determine if the performance and attendance are considered "credible".
- Coursework must be submitted by the deadline set. ***See full details in Appendix 3 for full details on the penalties applied for late submission of coursework.***
- An absence being noted in any one assessment element on two occasions will require the student to withdraw from the programme.
- Extension requests can be requested via the submission link on the online learning platform, MyMBA.
- The University operates a complimentary compensation scheme for postgraduate taught degree programmes. In respect of part-time study compensation shall only be applied at the point on the programme at which a student has completed modules that exceed a multiple of 60 credits. For compensation rules to be applied the final mark must be in the range of 40-49%. The final decision on whether a final mark is compensated or a resit is given is at the discretion of the Board of Examiners.

Resits

If a composite class mark (coursework and where applicable, more than one assessment) is less than 50% or if the individual assignment component is less than 40% at the first attempt, a compulsory resit will be awarded.

If an absence is recorded in a class, a compulsory resit will be awarded. This must be taken at the next available opportunity.

Taking a resit in a class means resitting elements as follows:

- a. if the individual assignment is failed, the resit will be in the individual assignment.
- b. if more than one assessment element within a class is failed the student will be required to resit both, and achieve a composite mark of 50% or over with 40% being required for the individual assignment element.

In a) & b) above the resit mark will be the composite of the elements taken and the previous pass mark in any other part of the assessment for the class.

You are allowed one resit opportunity in each failed class.

However, if you do not take the resit within the time frame given to you, you will lose the opportunity to do so and you will be required to withdraw from the programme.

If you fail a resit you may, at the discretion of the Board of Examiners, be granted a 3rd and final sit.

Academic Progression

- The maximum period of study for your programme is six years. You must complete all instructional classes within six years, calculated from the date of first registration.
- The Project must be completed in one year, once you have received the "Continue to Project" decision from the Board of Examiners. Students may ordinarily continue to the MBA project on successful completion of 120 credits.
- Once you have received a formal "Continue to Project" decision you must submit your project proposal and ethics application within one month of the date of your formal results letter. You should also note that this decision will result in your maximum period of study ending one year from the date of the letter informing you of "Continue to Project".

The criteria for passing the project are as follows:

- a. you must submit a project proposal and complete the ethics application where required
- b. you are required to work with a project supervisor and your project should not be submitted without the approval of your supervisor
- c. you must achieve a mark of at least 50% for the project itself.
- d. you are allowed one resit attempt should your first submission not reach 50%.

The Board of Examiners meets following meets 2 times in an academic year. The purpose of the Board of Examiners is to confirm your marks and to take a decision about whether and how you may proceed with the programme.

- For subjects taken in the October semester, the board will meet and approve marks in May
- For subjects taken in the April semester, the board will meet and approve marks in September

Marks will be released to students via Pegasus approx. one week after the Board of Examiners meeting. It is your responsibility and act upon instructions detailed on Pegasus.

As well as University of Strathclyde academics, a number of "External Examiners" are appointed to the Board of Examiners by the University Senate. Their role is to ensure that standards are comparable with those of similar programmes in other institutions.

The Board of Examiners will usually make one of the following decisions about your progress:

- Aimed Award (with Distinction or Merit)
- Aimed Award (PG Diploma in Business)
- Continue to Project
- Continue with Project
- Ratify Results (this will be used mid academic year)
- Continue (this will be used at the end of the academic year in order students roll forward to the next academic year)
- Decision Deferred (for students who have no live marks)
- Withdraw from MBA (Award Certificate/Diploma)
- Withdraw

In the first period of 'inactivity' you will be asked to make contact with your Dubai Campus MBA Administrator to discuss your lack of progress, and failure to make contact may result in your withdrawal from the MBA programme. If you continue to remain inactive for a second semester, you will be asked to make direct contact with the Senior Programme Administrator and failure to make contact will result in your withdrawal from the MBA programme. It is important to keep in contact with your Dubai Campus Administrator and the Senior Programme Administrator based in Glasgow.

Occasionally a more complicated decision is made; if so, it will be fully explained to you on Pegasus. If you are in any doubt as to how to interpret this decision, please contact your Dubai Campus administrator as soon as possible.

Should you be found guilty of academic dishonesty and required to resit an assignment or the project, a maximum mark of 50% will be awarded for your second submission.

Your Timetable

You are expected to take classes as they are scheduled on your timetable. If for any reason, you are unable to take a class as scheduled, you should discuss your situation with the Dubai Campus administrator. It is possible for you to arrange an alternative schedule.

Deferrals and Absences

In exceptional circumstances, you may request a deferral of the submission date for a piece of coursework as follows:

- To defer a piece of coursework, you should submit a deferral request form explaining the circumstances fully to the Dubai Campus administrator. This will be passed to the Senior Programme Administrator for approval.
- It is your responsibility to ensure that you receive and keep a copy of the signed agreement to the deferral.
- Deferrals must be requested in writing and approved in advance of the deadline.
- If you do not request and receive a formal deferral for coursework and fail to sit or submit, the Board of Examiners will automatically deem you to have been absent in the class. In the case of a resit, you will lose the option to take the resit and will be required to Withdraw from the programme.
- If a last-minute illness or other emergency prevents submission of coursework you should submit a written explanation to the Dubai Campus administrator as soon after the event as possible and always where possible, provide documentary evidence (e.g., a doctor's certificate) to substantiate your case.
- Deferral of a resit which has been granted by a Board of Examiners is a serious event. You should complete the resit by the deadline given. Should there be circumstances which require that a resit is delayed (illness, personal problems) then the request must be made in detail in writing to the Senior Programme Administrator in time for a case to be made at the next meeting of the Board of Examiners. If this case is not made or is not considered to be relevant, then the credits for that class will be lost. This may result in a decision by a Board that you be withdrawn from the MBA programme. You are strongly advised to

avoid deferrals as the accumulation of work thereafter can be detrimental to your progress.

Special Personal Circumstances

If you feel that special circumstances, such as illness or bereavement, mean that you have not performed to your normal standard in coursework, you are advised to discuss these with the Dubai Campus administrator. If you would like the Board of Examiners to consider these circumstances when making decisions about your academic progress, you may set out the circumstances in a letter to the Senior Programme Administrator who will present the case to the Board of Examiners. You are strongly advised to contact the Dubai Campus administrator at the time when the circumstances occur.

Letters received after results are released via Pegasus are less convincing than those received at the time of the occurrence!

Where possible the letter should be accompanied by supporting documentation, such as a medical certificate. Any information relating special personal circumstances should be submitted within five days of the submission of the assignment or the taking of the examination. Full details can be obtained by visiting:

<https://www.strath.ac.uk/sees/studentpolicies/policies/appealscomplaintsdiscipline/academicappealsprocedure/>

If You Wish to Appeal a Decision of the Board of Examiners

If the Board of Examiners requires you to withdraw, then you may, if you have just cause, appeal against this decision. Details of the appeals procedure are shown in Appendix 4.

However, note that once the marks have been approved by the Board of Examiners, the marks used in the assessment process will only be reviewed in exceptional circumstances.

Plagiarism and Collusion

Coursework is expected to be the original work of the individual submitting it. You must avoid committing either plagiarism or collusion. Full policy details can be found at:

<https://www.strath.ac.uk/professionalservices/educationenhancement/qualityassurance/academicintegrityguidance/>

- **Plagiarism:** plagiarism is the offence of attributing someone else's work to your own name. One form of plagiarism is the copying of another student's coursework without their knowledge and submitting it under your own name.
- This is clearly unacceptable. Note that if you knowingly allow another student to copy from you will be regarded as guilty of collusion - see 15.8.

- An alternative form of plagiarism involves copying large sections, or even complete papers, from published sources and submitting them as part, or all, of a piece of coursework without acknowledging the source.
- You are therefore advised to regard published material as being there to help you, not to write the coursework for you. The coursework must be your own. However, much you are informed by what you have read, the material must be chewed over and fashioned to help you give your own response to the topic set.
- If you feel it would be helpful to use another author's own words to illustrate a point you wish to make, be sure to use quotation marks and to reference the author clearly.
- Coursework for one class may not be edited and submitted for another class or used in your project.
- You should also clearly reference:
 - assertions of fact that cannot be presumed to be common knowledge
 - paraphrases of other writer's statements
 - opinions and generalisations derived directly from other writers
 - borrowed tables and diagrams (for which the source is usually written underneath the table or diagram).

If you are unclear about how to reference material, you should consult either the local counsellor or University lecturer who set the coursework.

- **Collusion:** collusion is the offence of submitting work as your own when it has been done jointly with another person or persons. It applies mainly to individual coursework and is less relevant in the case of teamwork.
- Agreeing with another student either to submit work produced collaboratively or to copy the student's work is a form of plagiarism in which the individual whose work is being plagiarised gives consent for this to happen. In such cases both parties are committing an offence.
- While you are encouraged to work jointly with other course members to explore ideas or resolve difficulties in understanding, **THE COURSEWORK THAT YOU SUBMIT UNDER YOUR OWN NAME MUST BE YOUR OWN WORK.** If you are in doubt about the degree to which it is appropriate to work with other course members towards an individual piece of coursework, you should consult the lecturer who set the coursework.
- **Penalties for plagiarism and collusion:** the University regards these offences as extremely serious. Penalties may range from a fail in the class concerned, to a ruling that the offender be barred from the University. An awarded degree may be withdrawn if plagiarism or collusion is subsequently discovered. Detailed information on Plagiarism and Collusion can be found in Appendix 5 and the SBS UAE Academic Integrity Policy in Appendix 8.

Online Submission and Return of Coursework

- All classes require Coursework to be submitted by the deadline via the assignment submission link located for each class on MyMBA.
- Once you have uploaded your assignment this will automatically provide you with a Turnitin report within 24 hours. Should you wish to reload your assignment, ***you must***

allow 24 hours between submissions. Guidelines on how to carry out this task are published on MyMBA.

- You will be provided with a receipt via email informing you of your submission to MyMBA. Be sure to keep this receipt.
- You are required to keep a copy of all coursework submitted.
- If a piece of coursework goes missing, it is your responsibility to provide evidence of submission and another copy of the coursework. If you are unable to do so, you may be awarded a fail in the class and will be required to submit another piece of coursework.
- Assignments will normally be first marked within 3 weeks of the submission deadline and then the moderation process will be completed. Following the completion of the moderation process, marks and feedback will normally be released to you via MyMBA within 6 weeks of the submission deadline. No assignment marks/feedback will be released via MyMBA until the moderation process has been completed. It should also be noted that no marks are final until they have been ratified by the MBA Board of Examiners.
- For all group assignments Peer Assessment must be completed online by the assignment submission deadline.

Marking Scheme

The following University guidelines for marking have been adopted:

90% to 100%	exceptional demonstration of learning outcomes
80% to 89%	outstanding demonstration of learning outcomes
70% to 79%	excellent demonstration of learning outcomes
60% to 69%	comprehensive demonstration of learning outcomes
50% to 59%	satisfactory demonstration of learning outcomes
40 to 49%	unsatisfactory demonstration of learning outcomes
30 - 39%	inadequate demonstration of learning outcomes
20-29%	clear fail
1- 19%	minimal demonstration of learning outcomes
0%	No relevant work submitted for assessment

Moderation

To ensure that common standards for the Strathclyde MBA are being maintained across all delivery routes where assignments are marked by local counsellors, all assignments are moderated by University academic staff and marks across centres are moderated by the Subject Co-ordinator. It should be noted that marks may change during this process and therefore all marks given by local counsellors are not final until they have been ratified by the Board of Examiners.

Quality Assurance Procedures

To ensure that common standards for the Strathclyde MBA are being maintained across all delivery routes all assignments are marked and moderated by university academic staff and marks across centres are moderated by the Subject Coordinators. It should be noted that marks may change during this process and therefore all marks given by first markers are not final until they have been ratified by the Board of Examiners.

18. MBA Prizes 2024-25

Best Overall MBA Student Prize (£500)

This prize is awarded to the student who achieves the highest credit weighted average mark across the MBA programme. This is awarded annually in November to the best performing student across all MBA routes i.e., the international centres and the UK cohorts.

Roy Jenkins MBA Project Prize (£250)

Founded in 1979 by the Right Honourable Roy Jenkins following his Hoover Address to the University. One prize will be awarded by the Strathclyde Business School for the best MBA project completed by a student. The winning project is selected on the recommendation of the External Examiners and is awarded annually in November.

Dean's MBA project commendation (Maximum of 5 Awarded each year)

The Project Review Board, which consists of Strathclyde Academics and External Examiners from other Universities, review all projects submitted and highlight a range of projects that have demonstrated a mastery of the subject, showing advanced knowledge of the subject that has gone beyond the basic reading, to critically exploring alternative perspectives.

The criterion for selection also includes a demonstration of a high level of reflective learning, critically reflecting on the established literature and theory, the project being well written and coherent, and new insights or creativity emerging from reading research and experiences. From this range of projects, 5 are selected which are considered 'outstanding' and are awarded a Deans' Commendation which is awarded annually in November.

20. Unit & Course Outlines

This section provides outlines of the modules and their component units, covering credits allocated, aims, objectives, skills outcomes, knowledge-based objectives, indicative content, indicative texts, assessment details and pre-reading.

Regarding the indicative texts, these are the textbooks recommended by the lecturers most recently associated with the courses but are merely indicative. We strongly advise you not to purchase any of them in advance: by the time you come to take a course the lecturer (or tutor) may provide an updated list.

Unit 1: Building Capabilities **50 credits**

MB942 – Marketing & Brand Management	10 credits
MB932 – Operations & Project Management	10 credits
MB940 – Accounting & Financial Management	10 credits
MB935 – Economic Analysis for Strategists	10 credits
MB933 – Business Intelligence & Data Analytics	10 credits

Unit 2: Strategy in Practice **30 credits**

MB939 – Applied Strategic Management	10 credits
MB934 – Digital Transformation & Technological Innovation	10 credits
MB937 – Entrepreneurial Thinking and Practice	10 credits

Unit 3: Responsible Leadership **40 credits**

MB929 - Strategic Leadership Development	20 credits
MB941 – Leading a Sustainable Organisation	10 credits
MB938 – Grand Challenges of Corporate Governance	10 credits

Unit 4: Personal Development **60 credits**

2 Elective classes (10 credits each)	20 credits
MB948/ MB950/ MB952 - Project	40 credits

Note that each credit is equal to 10 credit hours of learning. Therefore a 10 credits module will have indicative credit hours of 100.

21. Unit 1 Building Capabilities

1.	Class title/code	MB932 – Operations & Project Management
	Credit value	10
	Standard / level	MBA
	Core / optional	Core
	Semester	1-2
	Pre-requisites	None
	Name of lecturer	Dr. Steve Paton
	Department	Management Science
	Email address:	steve.paton@strath.ac.uk
2.	Rationale (including Peer/External comment)	
	<p>Most organisations are complex, and many exist within an arena that is itself complicated, multifaceted and often chaotic. Indeed, many organisations, such as charities, are set-up with the intention of managing within chaotic environments. To create efficient and effective activity organisations adopt a range of management tools, frameworks and methods and, over time, these have been packaged broadly into two systems:</p> <p>operations management and project management.</p> <p>Operations management focuses on creating efficient and effective activity within (mainly) stable environments where repetition dominates. Project management focuses on creating efficient and effective activity within (often) unstable environments where repetition is mostly absent. Most organisations must adopt aspects of both systems to do their business.</p> <p>It is therefore important that managers understand these systems of management. This module therefore exists at the core of what the MBA programme is for.</p>	
3.	Class description/introduction (including cohesion with rest of course)	
	<p>This module argues that the use of both these management systems within a single organisational entity is critical to success. To integrate these systems an in-depth knowledge of the fundamentals of each system is required and this must be coupled to the ability to shape the resulting management capability to support the competitive strategy of the organisation.</p> <p>It is therefore important that managers understand these systems of management.</p> <p>This module will give the students exposure to how business processes can be analysed and managed using operations and project management. This will involve researching and understanding the current business context at the strategic and operational level, macro-environmental changes in technology, market demands and the policy environment and contemporary applications of management methods by competitors. Deploying a consultancy approach, the students should be able to make strategic recommendations. The use of these management systems to initiate and implement strategic change is also included.</p>	

4.	Class aims
	<ul style="list-style-type: none"> • to equip students with the knowledge and skills to manage complex organisations that use a combination of Project and Operations management tools and techniques to achieve their strategy • to explain the methods of Operations Management and illustrate these can be used to support strategic success • to introduce the system of Project Management and illustrate it can be used to support strategic success • to demonstrate how the methods of Operations Management and Project Management can be integrated to create an effective organisational control system that supports strategic success
5.	Learning outcomes
	a. subject specific knowledge and skills
	<ul style="list-style-type: none"> • Deploy Operations Management principles and techniques to support the strategy of the organisation • Deploy Project Management principles and techniques to support the strategy of the organisation • Explain how Project Management and operations management can be effectively integrated within organisations • Evaluate how the implementation of these systems of management might vary between new value creation and support of ongoing operational activity • Generate strategy from both operational and project perspectives
	b. cognitive abilities and non-subject specific skills
	<ul style="list-style-type: none"> • Design and build business processes • Analysis organisational systems and solve problems within them • Think logically, analytically and critically about management issues • Communicate effectively using the language of management
6.	Syllabus and Resources
	<p>Introduction Product Lifecycles Basics of Operations Management Design of Products and Services Process Design Quality Management Supply Chain Management Basics of Project Management Scope Management Time Management Cost Management Risk Management Organisational Structures</p>

	<p>Operations and Project Strategy</p> <ul style="list-style-type: none"> • Performance Management
7.	Core/Indicative reading list
	<p>Core texts for the module:</p> <p>Paton et al (2021) Operations Management, McGraw Hill – issued in ebook format</p> <p>Meredith et al (2016) Project Management: A Managerial Approach, Wiley – issued in ebook format</p> <p>Selected Readings</p> <p>International Journal of Production and Operations Management International Journal of Operations Management International Journal of Project Management Project Management Journal</p>
8.	Assessment
	<p>Coursework – 100%</p> <p>Individual Assignment - (2 parts to be answered, i.e. Organisational Analysis and Reflective Log)</p>
9.	Allocation of student time
	<p>Online Activity – 2 hours Homework/Private Study – 48 hours Supervised time in class – 30 hours Assignment Work – 20 hours</p>

1. Module title/code - MB933 – Business Intelligence & Data Analytics	
Credit value	10
Standard / level	MBA
Core / optional	Core
Semester	1-2
Pre-requisites	None
Name of lecturer	Dr. Euan Barlow
Department	Management Science
Email address:	euan.barlow@strath.ac.uk
2. Rationale (including Peer/External comment)	
<p>The role of analytics in modern organisations continues to evolve, with increasing acceptance and expectation that business intelligence is used to drive evidence-based decisions. Substantial volumes of data are collected as routine and analytical technologies and skills are more accessible. Modern managers must therefore be suitably equipped in order to fully exploit this context. This module exposes students to the key considerations in generating, interpreting and using business intelligence and analytical outputs in managerial situations.</p> <p>This module is focused on understanding the key concepts and applications of analytics, which are core research and consultancy methods in a business setting. This will involve an understanding of the opportunities and risks stemming from changes in the accessibility and capability of analytical technologies, and will equip students with the tools required to use analytics to inform business policy and strategy, and to quantify the impact of risks associated with alternative business decisions.</p> <p>Core learning outcomes of this module are to analyse complex data, and to think critically and make decisions based on complex information. These skills will train graduates in taking reasoned, logical approaches to decision-making, and will equip graduates with a broad analytical perspective that will serve them well in the careers. Additionally, these skills will enable graduates to make effective strategic management decisions, and to make effective resource utilisation decisions. This module will provide students with the opportunity to work as teams on a range of case studies.</p>	
3. Module description/introduction (including cohesion with rest of course)	
<p>This module introduces students to business/data analytics and business intelligence, as tools used to drive effective operational and strategic decisions in a modern workplace. Through the aims and learning outcomes, the module will prepare students use these tools from a managerial, decision making perspective. The students will be exposed to: data and analytics in a modern workplace, conducting and critiquing quantitative analysis, and translating the outcomes from analysis into actionable insights that might inform business decision making on e.g. resource allocation, investment choices, or strategic planning. The module will discuss effectively presenting analysis to key management stakeholders.</p> <p>This module is the core analytical/quantitative subject, which MBA students need to be comfortable with in order to effectively manage and lead their organisations.</p>	

<p>The topics covered will equip students with various analytical skills, which can be applied to bring evidence-based thinking into the various other subjects within the MBA.</p>
<p>4. Module aims</p>
<p>This module introduces students to business intelligence and business/data analytics from the perspective of a general manager, as tools that can be used by managers/leaders to drive evidence-based operational and strategic decision-making in a modern workplace. Analytics as a business concept resonates with the organisational management theme of Digitalisation & Technology. Additionally, analytics is a key management tool to drive effective strategies in Innovation, Adaptability, Resilience and Sustainability. Analytics is also a key management technique pertinent to effective and efficient day-to-day management and strategic change.</p>
<p>5. Learning outcomes a. subject specific knowledge and skills</p>
<ul style="list-style-type: none"> • Critique the potential value and practical challenges to managers regarding data and analytics, including around increasing volumes of data, increasing availability of related technology, and increasing expectations from both internal and external customers/end users • Identify and appraise analytical approaches to support evidence-based decision making in a variety of organisational situations • Use and critique visualisations of analysis to deliver business intelligence insights • Create business intelligence insights via a transparent and reliable application of analytical methods for decisions facing uncertainty • Create business intelligence insights via a transparent and reliable application of analytical methods for decisions facing trade-offs
<p>b. cognitive abilities and non-subject specific skills</p>
<ul style="list-style-type: none"> • To read and appraise articles and reports which contain numerical results and analysis • To write about modelling and data/statistical analysis in a coherent manner • To think critically, especially in the presence of numerical information • To improve team-working skills through group work • To reflect upon the role of analytical methods within the context of professional practice
<p>6. Syllabus and Resources</p>
<ul style="list-style-type: none"> • Case study-based delivery, demonstrating practical application of learning • Video lectures

- Practitioner guest lectures
- Live and interactive teaching
- Live and online workshops
- In-class and small group discussion
- Independent and group investigation
- Directed reading of textbooks, journal articles and news reports

7.

Core text for the module:

Wisniewski, M. & Shafti, F., Quantitative Methods for Decision Makers, 7th Ed, Pearson – issued in ebook format

Selected Readings – available from articles, journals and magazines – available from University online library

Harvard Business Review – Decision Support Systems

Pidd M (2009) “Tools for Thinking – Modelling in Management Science”, Wiley

Belton V and Stewart TJ (2002) – Multiple Criteria Decision Analysis: An Integrated Approach”, Springer

Anderson DR, Sweeney DJ and Williams TA (2006) “Essentials of Modern Business Statistics: with Microsoft Excel”, South Western Publishers

Client RT (2001) “Making Hard Decisions with Decision Tools”, Duxbury/Thomson Learning

8. Assessment

Coursework – 50% - Individual Test

Coursework – 50% - Group Assignment

9. Allocation of student time

Online Activity – 15 hours

Homework/Private Study – 10 hours

Lectures – 15 hours

Group Work – 20 hours

Assignment Work – 40 hours

1. Module title/code - MB937 – Entrepreneurial Thinking and Practice	
Credit value	10
Standard / level	MBA
Core / optional	Core
Semester	1-2
Pre-requisites	None
Name of lecturer	Dr Suzanne Mawson
Department	Hunter Centre
Email address:	suzanne.mawson@strath.ac.uk
2. Rationale (including Peer/External comment)	
<p>Recent years have seen a shift in recognition that entrepreneurship is not just about the development of a new (technological) offering commercialised through a start-up. Rather, there is now recognition that entrepreneurship can be thought of as a set of skills, competences and linked behaviours in pursuit of new ideas and the creation of value that goes beyond simply starting a business.</p> <p>This module will have relevance for all MBA audiences, but particularly for those individuals seeking to drive transformative change and value creation activities regardless of context, where entrepreneurial thinking and behaviour is paramount. We consciously move beyond the framing of new venture creation that is so often applied to entrepreneurship and instead focus on of entrepreneurial thinking and mindset as enablers of entrepreneurial practice – be that creating a venture, supporting a venture, acting entrepreneurially in an existing organisation, creating social value in a community, or developing new ideas or solutions to problems more generally. This scope ensures wide relevance for students regardless of technical background, business experience and start-up intentions.</p> <p>This module aims to provide students with the opportunity to engage in, and reflect on, their own entrepreneurial skills, competences and practice. It will focus on building a set of cognitive skills and competences conducive to developing entrepreneurial behaviours. Students will be challenged to reflect on these skills and competencies in their own personal and professional contexts and to build a personal understanding of how they can achieve their full potential as a creator of value, both for others and for themselves.</p>	
3. Module description/introduction (including cohesion with rest of course)	
<p>This module aligns closely to the overarching MBA programme themes of ‘Entrepreneurship & Innovation’ and ‘Adaptability & Resilience’. Taking a cognitive and meta-cognitive approach towards entrepreneurial thinking and practice, this module will focus on the development of skills, competencies and behaviours linked to four key thematic issues:</p> <p>Thinking and mindset - consider entrepreneurial thinking and mindset as the outcome of sustained practice rather than inherent ability; explore the concept of mindset, starting with open/closed and growth/fixed mindset, linked to self-awareness and reflexivity.</p> <p>Ambiguity and uncertainty - consider the fundamental link between entrepreneurial activity and uncertainty; explore personal responses to uncertainty linked to persistence and resilience.</p>	

<p>Collaboration and communication – consider the importance of working with others to create value; explore how to build openness, empathy and psychological safety to foster and support others’ entrepreneurial thinking and practice.</p> <p>Creativity and value creation – consider the role of creative thought and action in value creation; explore how play and experimentation can alter personal frames of reference and facilitate new ideas.</p> <p>Reflecting the MBA’s focus on person-centric learning linked to professional development, students will be introduced to reflexivity and critical self-reflection, drawing on a range of methodologies including cognitive behavioural journaling. This will culminate in a personal learning portfolio outlining key learnings linked to changes in personal and profession entrepreneurial behaviours and actions in pursuit of value creation</p>
<p>4. Module aims</p>
<ul style="list-style-type: none"> • To introduce students to the concepts of entrepreneurial thinking and mindset, contextualised in skill and competency development • To provide students with the opportunity to appraise their own entrepreneurial skills and competencies, identifying areas for personal and professional development • To facilitate students’ critical personal reflection on entrepreneurial skill and competency development linked to value creation, building their reflective practice through relevant experiences, tools and approaches
<p>5. Learning outcomes</p>
<p>a. subject specific knowledge and skills</p>
<ul style="list-style-type: none"> • Consider ambiguity and uncertainty in the entrepreneurial journey and examine your personal responses to these conditions. • Differentiate between traits and mindsets and recognise the role that mindsets play in entrepreneurial thinking and action. • Assess your ability to communicate with empathy and consider how to foster trust and psychological safety to support entrepreneurial thinking and practice for yourself and for those around you. • Identify your personal frames of reference and appraise the impact of these on your creative thinking and action. • Reflect on your own entrepreneurial skills, competencies and linked behaviours and how these have developed over the course of this module.
<p>b. cognitive abilities and non-subject specific skills</p>
<ul style="list-style-type: none"> • Develop meta-cognition skills, linked to the process of personal reflection • Enhance self-awareness and social-awareness, linked to cognitive-behavioural group dynamics and communications • Enhance analytical and critical thinking
<p>6. Syllabus and Resources</p>
<p>This module aligns closely to the overarching MBA programme themes of ‘Entrepreneurship & Innovation’ and ‘Adaptability & Resilience’. Taking a cognitive and meta-cognitive approach towards entrepreneurial thinking and practice, this module will focus on the development of skills, competencies and behaviours linked to four key thematic issues:</p>

- Thinking and mindset - consider entrepreneurial thinking and mindset as the outcome of sustained practice rather than inherent ability; explore the concept of mindset, starting with open/closed and growth/fixed mindset, linked to self-awareness and reflexivity. –
- Ambiguity and uncertainty - consider the fundamental link between entrepreneurial activity and uncertainty; explore personal responses to uncertainty linked to persistence and resilience.
- Collaboration and communication – consider the importance of working with others to create value; explore how to build openness, empathy and psychological safety to foster and support others’ entrepreneurial thinking and practice.
- Creativity and value creation – consider the role of creative thought and action in value creation; explore how play and experimentation can alter personal frames of reference and facilitate new ideas. Reflecting the MBA’s focus on person-centric learning linked to professional development, students will be introduced to reflexivity and critical self-reflection, drawing on a range of methodologies including cognitive behavioural journaling. This will culminate in a personal learning portfolio outlining key learnings linked to changes in personal and profession entrepreneurial behaviours and actions in pursuit of value creation

7. Core/Indicative Reading

Core text for the module

Blundel, R., Lockett, N., Wang, C. and Mawson, S. “Exploring Entrepreneurship” 3rd ed. (2021) Sage – issued in ebook format.

Indicative Reading

A range of appropriate journal articles/case studies/ Harvard Business Review articles which will be appropriately cited (available from University online library)

8. Assessment

Coursework – 100%

It will be assessed on a pass/fail basis, with 50% of rubric elements to be awarded to receive a pass.

Assignment: Entrepreneurial practice reflective portfolio (100% written submission, 3000 words +/- 10% excluding references and appendices.

9. Allocation of student time

Lectures – 20 hours synchronous activity

Online Activity – 25 hours (including direct reading)

Homework/Private Study – 30 hours (reflective self-study via cognitive behavioural journaling)

Assignment Working & Submission Preparation – 25 hours

1. Class title/code	- MB940 – Accounting & Financial Management
Credit value	10
Standard / level	MBA
Core / optional	Core
Semester	1-2
Pre-requisites	None
Name of lecturer	Iain Peers / Mark Johnston
Department	Accounting & Finance
Email address:	iain.peers@strath.ac.uk / mark.johnston@strath.ac.uk
2. Rationale (including Peer/External comment)	
	<p>The module provides an introduction to the principles of accounting and finance with a view to decision making. The first part of the module is designed to provide an understanding of accounting that is essential for any manager and to develop the ability to use accounting information for decision taking purposes. The focus will be on understanding the nature and limitations of the information provided in the financial reports and to ensure that managers appreciate the significance of the financial implications of any decisions or policy initiation being proposed. The second part of the module focuses on the principles of financial decision making. The primary focus of this part will be on the basic question of how a company should evaluate proposals to invest in additional assets.</p> <p>This course will introduce students to the complexity of financial decisions making and help them appreciate the nature of the assumptions that are implicit in the methods used in making financial decisions. It will also enable them to write about complex financial and accounting issues in a coherent manner and to think critically in the presence of accounting and financial information. In addition, a focus of the course is on wealth maximization, This module will encourage students to collaborate and challenge each other in arriving at team outcomes during non-graded case study activities. Students will consider how accounting information meets the needs of a wide range of stakeholders.</p> <p>This course focuses on the accounting and finance aspects as an aid to decision making. The issues will be the primary focus and there will also be links to both business policy and strategy as well as risk management issues. Students should be able to make strategic recommendations for improvement in business performance. The overall background for this course is rooted in macro and micro economics and these will be alluded to.</p>
3. Class description/introduction (including cohesion with rest of course)	
	Accounting & Financial Management is a core element of management and decision making in both the private and public sectors.
4. Class aims	
	Accounting and financial management relates most closely to the day-to-day management of an organization and this course also provides a framework to assess how to use accounting and financial information to inform strategic change.

As such the course will allow students to understand accounting language and concepts from the perspective of the general manager. In addition, the course will help students to critically assess strategic leadership through a better understanding of high-level accounting information. Students will also consider how sustainable and responsibility information is presented from an accounting perspective.

Overall students will be able to analyse and synthesise key pieces of strategic information to help drive businesses forward in a global environment.

5. Learning outcomes

a. subject specific knowledge and skills

- Acquire the ability to interpret the information disclosed in financial statements and reports that are published by public companies in their Annual Report
- Understand the accounting information required to assess the profitability, liquidity and capital structure of firms
- Understand the importance of stock market ratios that are used to judge the performance of companies that are quoted on a stock exchange
- Understand the key role of the time value of money in financial decision making
- Acquire the ability to structure and evaluate decision rules for investment and financial proposals
- Acquire the ability to evaluate capital budgeting proposals
- Understand the links between financial decision rules and the use of accounting information

b. cognitive abilities and non-subject specific skills

- The ability to read and understand articles and reports that contain financial information
- Development of a greater degree of confidence in dealing with accountants and finance people
- Appreciation of the nature of the assumptions that are implicit in the methods used in making financial decisions
- The ability to write about complex financial and accounting issues in a coherent manner
- The ability to think critically, especially in the presence of financial information
- Improved team-working skills through group work

6. Syllabus and Resources

- Nature of Accounting Information: Understand the nature of the information that is disclosed in the financial statements and other regular and ad hoc reports that are produced by accountants for both external users and the management of the organisation.
- Financial Reports: Use accounting information to interpret the financial reports and particularly, to assess the profitability, liquidity and capital structure of firms.
- Financial Ratios: Calculate and interpret stock market ratios that are used to judge the performance of companies that are quoted on a stock exchange
- Financial and Investment Decisions: Goals of the firm. Value maximisation. To be able to evaluate investment and financial proposals given the NCFs, use annuity factors in these decisions (calculate future values and present values), and calculate the annual equivalent of a capitalised value.
- Investment Criteria: To be able to explain the rationale for the use of the NPV and IRR rules in the evaluation of investment and financing proposals, calculate NPVs and IRRs, consider the limitations of the IRR in the evaluation of mutually exclusive investments and investments with a non-standard pattern of cash flows.
- Capital Budgeting: To be able to identify and structure the costs and benefits of capital expenditure proposals: determine the NPV of the proposals, and undertake sensitivity analysis.
- Bond, Shares and Company Valuation: To be able to explain the determinants of the prices of bonds, shares; the valuation of companies: determine the rate of return on bonds and shares; breakdown the return on shares into capital gains and dividends; understand the constant rate of growth of dividend model; use the dividend and earnings models to evaluate shares and companies; understand what is meant by a price-earnings ratio and explain its determinants

7. Assessment

Coursework – 100%

The course will be assessed by an individual assignment which will consist of a number of questions both qualitative and quantitative based on the course material. The assignment will be 50% financial accounting and 50% finance. For the financial accounting part of assignment students will be asked to analyse a set of financial accounts for a UK listed company, and to make recommendations for improvement. Students will also be asked to explain the difference between profit and cash. The assignment will be in the form of a report for senior management.

8. Allocation of student time

Lectures – 25 hours synchronous activity
 Online Activity – 12 hours (online learning)
 Homework/Private Study – 16 hours (directed reading)
 Homework/Private Study – 24 hours (individual research & reflective self-study)
 Assignment Working & Submission Preparation – 24 hours

1. Module title/code - MB942 – Marketing & Brand Management	
Credit value	10
Standard / level	MBA
Core / optional	Core
Semester	1-2
Pre-requisites	None
Name of Module	Dr Urszula Roman-Kamphaus
Coordinator:	
Department	Marketing
Email address:	Urszula.roman-kamphaus@strath.ac.uk
2. Rationale (including Peer/External comment)	
<p>Irrespective of what sector and industry works in, an understanding of marketing principles and the application of these is indispensable. Rather than viewing marketing as only being synonymous with selling, the underlying theoretical premise of this module is to understand marketing holistically: it seeks to provide 'value' to the end user through developing a value proposition that the said organisation can project onto the marketplace credibly and sustainably. In that sense, marketing seeks to align the end user's desires/demands/expectations with the marketer's (who represents the organisation) ability to fulfil them. The module's content does not presume any prior knowledge of marketing and, as such, is designed for those who have no or else little prior exposure or insights into marketing theory and practice. Equally so, the critical and reflective nature will allow those who have had greater involvement and exposure to marketing to be fully engaged.</p> <p>The demands of today's business environment require the business professional to create marketing strategies that will sustain the firm's competitiveness not only operating domestically, but perhaps also internationally. This module uses marketing principles along with an in-depth understanding of a firm's internal competitiveness, resources, and future goals to create sustainable growth for both domestic and international markets. The critical factors of evaluating a firm's core competencies and accessing their internal environment will also be reviewed. The underpinning rationale of the module is to learn and apply actions that allow the firm to continuously create and develop competitive advantages for internationalisation and sustainability using marketing strategies. Students within the programme require a general and applicable knowledge of marketing management since marketing strategies influence all areas of the business organisation in which students undertaking the MBA will learn and develop. With a deeper understanding of marketing concepts, students will gain a deeper understanding of marketing's role within the firm and particularly grasp the skills and experiences required to grow a firm's market share and improve business performance. This concept is directly linked to the role of marketing and its ability to attract and retain customers at a profit.</p> <p>This module will stress the need for companies to analyse marketing strategies before formulating any business plans. In addition, the core principles discussed address the marketing strategies, entrepreneurship and planning aspects within marketing management. As companies increasingly examine their resources there</p>	

is the need to develop a multi-disciplinary, integrative approach to applying marketing strategies. Such strategies lead to sustainability and a greater understanding of the markets being served. Students will learn how the changing dynamics of both the environment and competitors influence a firm's marketing strategies within their corporate planning.

3. Module description/introduction (including cohesion with rest of course)

Students undertaking the Marketing & Brand Management module will address several AMBA learning outcomes that form a core part of the MBA.

In this respect, the production and marketing of goods and services is of central importance to a marketer's role along with being able to think strategically and help ensure the marketing strategy developed helps the company achieve its overall objectives. In addition to this, students will be exposed to the importance of assessing and analysing the marketing environment and the impact the wider forces will have on the business in which students will then need to devise strategies and subsequent plans to address the impact of and on the wider environment. To do this, the student will develop an understanding as to the importance of being able to identify trends/changes within the environment and adjust their marketing strategy accordingly. In addition to the above, the module will place great emphasis on the impact of marketing on both consumers but also society and environment and this will be reinforced continually throughout the course ensuring that marketing leaders, who have an international outlook but have a focus on sustainability are created.

4. Module aims

Marketing plays a central role in creating, managing, and delivering value across the supply chain within every organisation. In this module we examine the concept of marketing and how it operates within consumer, business-to-business, service, and public organisations. Successful management of marketing relies on a deep understanding of the buying process and the customer decision-making process. This module examines the underlying concepts and frameworks that help organisations to design an appropriate strategy for their respective value propositions. The development of an appropriate branding and marketing strategy for an organisation will be emphasised to enable the manager to make important marketing decisions. Over the past decade or so, we have witnessed significant change in the way in which customers interact with organisations. Developments in technology and data management have led to a re-appraisal of the way in which organisations interact with customers and design relevant marketing strategies. This module addresses relevant strategies in key decision areas to reflect this necessary change.

Lastly, the module aims to foster an in-depth understanding of how key marketing strategies can be linked to industries' needs and have a substantial impact on the operations of the firm both domestically and in some cases, internationally. Students will learn how product, pricing, distribution, and promotion strategies add value.

5. Learning outcomes
a. subject specific knowledge and skills
<ul style="list-style-type: none"> • Understand the principles, practice, and strategic value of marketing management in different contexts: consumer, business-to-business, services, public and private sector. • Discuss the central concepts, issues, and strategic value of branding across organisational settings, markets, and territories. • Evaluate the value-creating potential, options, risks, and issues for marketing practitioners. • Identify the macro trends in digital, sustainability, globalisation, and demographic change. • Describe trends and developments in marketing & brand management practice and evaluate the implications for product development, customer buying behaviour, organisational performance & strategy. • Appraise the marketing and brand management approach of an organisation and identify strategic marketing and branding initiatives to improve performance.
b. cognitive abilities and non-subject specific skills
<ul style="list-style-type: none"> • To understand, both analytically and critically, the key theoretical concepts of marketing at both a strategic and tactical level. • To be able to apply and develop these marketing principles to an organisational context with this including the ability to identify what is best practice within marketing. • To critically reflect upon, and appreciate, how current marketing practice within an organisation should be refined and the way the digital environment together with sustainability functions within this.
6. Syllabus and Resources
<p>The initial indicative content of the module will consist of the following:</p> <p>Session 1: Introduction to Marketing Session 2: Market Orientation & Research Session 3: Marketing Strategy (including STP: Segmentation, Targeting & Positioning) Session 4: Marketing Mix: the 4Ps Session 5: Services Marketing Session 6: Brand Management Session 7: Digital Marketing Session 8: Sustainability in a marketing context</p>
7. Core/Indicative Reading
<p><u>Core Text for this module is:</u></p> <p>Fahy, J and Jobber, D (2019) Foundations of Marketing. 6th Edition. McGraw Hill – issued in e-book format.</p>

8. Assessment**Multiple Choice test – 20%**
Coursework – 80%

Multiple Choice Test checking students' understanding of the reading material will consist of 40 questions and provide 20% of the final mark.

Individual assignment (report) of 2500 (+/-10%) words. The assignment will have three options to choose from. Each question will be based on a particular marketing topic covered during the sessions with the free choice of organisation that students would like to illustrate the problem with. However, a common feature will be that the report will be based around crucial marketing concepts that should be discussed through a real-life example. As such, it will be both reflective and developmental going forward.

9. Allocation of student time

Lectures – 28 hours

Homework/Private Study – 17 hours (directed reading)

Homework/Private Study – 26 hours (individual research & reflective self-study)

Assignment Working & Submission Preparation – 30 hours

22. Unit 2 Strategy in Practice

1. Class title/code	- MB939 – Applied Strategic Management
Credit value	10
Standard / level	MBA
Core / optional	Core
Semester	1-4
Pre-requisites	None
Name of lecturer	Prof. George Wright
Department	Hunter Centre
Email address:	george.wright@strath.ac.uk
2. Rationale (including Peer/External comment)	
	<p>Most important decisions are made in the face of uncertainty about the future. This course presents the Intuitive Logics scenario method and gives students practical experience in applying this method to understand and analyse the contextual environment. Developing the skills of scenario thinking is a strong underpinning practical part of the class.</p> <p>The class introduces ways of making decisions under uncertainty about the future business environment and evaluates and provides practical experience in scenario thinking as a team-based method. The scenarios built in the class will be those for the future development of a focal country and the nominal client will be the World Bank and its interest in supporting the attainment of the Sustainable Development Goals in the focal country.</p> <p>No overlap with any other MBA classes.</p>
3. Class description/introduction (including cohesion with rest of course)	
	<p>Most important decisions are made in the face of uncertainty about the future. This course presents the Intuitive Logics scenario method and gives students practical experience in applying this method to understand and analyse the contextual environment. Developing the skills of scenario thinking is a strong underpinning practical part of the class.</p>
4. Class aims	
	<ol style="list-style-type: none"> 1. To understand the difficulty of making decisions in the face of uncertainty by senior management 2. To appreciate the power the Intuitive Logics scenario method to reconcile and develop top-team viewpoints on the future 3. To instil high-level practical skills in the team-based, Intuitive Logics scenario method
5. Learning outcomes	
a. subject specific knowledge and skills	
	<ol style="list-style-type: none"> 1. Identify the key principles of scenario methods, specifically the Intuitive Logics method 2. Develop practical skills in the application of the Intuitive Logics scenario method 3. Appraise the domain of application of scenario methods

4. Develop a critical understanding of scenario methods
5. Review the process of anticipating the future in organisations

b. cognitive abilities and non-subject specific skills

1. To develop group-working skills
2. To understand the key theoretical underpinning of scenario methods
3. To reflect upon and appreciate the domain of applicability of scenario methods
4. To develop practical competence in the application of the Intuitive Logics scenario method

6. Mapping of course learning outcomes to programmes learning outcomes

Upon successful completion of this module, a student should be able:		PLO1	PLO2	PLO3	PLO4	PLO5
LO1	Identify the key principles of scenario methods, specifically the Intuitive Logics method	X	X			
LO2	Develop practical skills in the application of the Intuitive Logics scenario method	X	X		X	
LO3	Appraise the domain of application of scenario methods	X			X	
LO4	Develop a critical understanding of scenario methods	X	X		X	
LO5	Review the process of anticipating the future in organisations	X	X		X	

Cognitive Abilities and non-subject specific skills

1	To develop group-working skills	X				
2	To understand the key theoretical underpinning of scenarios		X		X	
3	To reflect upon and appreciate the domain of applicability of scenario methods		X		X	
4	To develop practical competence in the application of the Intuitive Logics scenario method		X		X	

7. Syllabus and Resources

Online Introduction information about the assignment, Introduction to scenario thinking.

Preparatory Reading – Core Text

Campus Day 1: Lecture 1 and 2

Campus Day 2: Lecture 3 and 4.

Campus Day 3: Lecture 5, 6 and presentations

Name	Activity Type	Notes
Introduction	Live (online)	Introduction to the class, introduction to the assignment and an introduction to scenario thinking (S)
Lecture 1: Stage 1 of scenario development method	Live (online or in person)	Introduction to stage 1 of scenario development (S)

Group work	Live group work + report back	Work through stage 1 with group and share back with class (S)
Lecture 2: Stage 2 of scenario development method: clustering	Live (online or in person)	Introduction to stage 2 of scenario development Clustering (S)
Group work	Live group work + report back	Work through stage 2 with group and share back with class (S)
Lecture 3: Stage 3 of scenario development method	Live (online or in person)	Introduction to stage 3 of scenario development: Impact/ Predictability Matrix (S)
Group work	Live group work + report back	Work through stage 3 with group and share back with class (S)
Lecture 4: Stage 4 of scenario development method	Live (online or in person)	Introduction to stage 4 of scenario development: selecting factors from impact/predictability matrix (S)
Group work	Live group work + report back	Work through stage 4 with group and share back with class (S)
Lecture 5: Stage 5 of scenario development method	Live (online or in person)	Introduction to stage 5 of scenario development: sketching out each of 4 scenarios by using bullet points and one scenario in a flow chart (S)
Group work	Live group work + report back	Work through stage 5 with group and share back with class (S)
Lecture 6: Stage 6 of scenario development method	Live (F2F)	Introduction to stage 6 of scenario development: Preparing one scenario for presentation (S)
Group work	Live group work + report back	Work through stage 6 with group and share back with class (S)
Presentations	Live	Group presentation on 1 scenario (S)
8. Core/Indicative Reading		

Core Texts for this module are:

Sminia, H. (2017), The Strategic Manager (3rd Edition) Abingdon Routledge

Cairns & Wright. Scenario Thinking: Preparing Your Organization for the Future in an Unpredictable World, Palgrave

Ackermann F. Eden C. and Brown (2011) Making Strategy: Mapping Out Strat. Success, Sage

Dubai Future Foundation <https://www.dubaifuture.ae/insights/>

9. Assessment

Coursework – Group Assignment - 80%

Assignment - an application of Scenario Planning tools to identify implications for the World Bank's activities in a particular country

Coursework – Reflection Assignment – 20%

Submission deadline tbc (3 weeks after final face to face component)

10. Allocation of student time

Lectures – 24 hours + 6 hours seminar

Homework/Private Study – 42 hours

Group Assignment Working & Submission Preparation – 28 hours

1. Class title/code	- MB934 – Digital Transformation & Technological Innovation
Credit value	10
Standard / level	MBA
Core / optional	Core
Semester	1-4
Pre-requisites	None
Name of lecturer	Prof. David Mackay
Department	Hunter Centre
Email address:	david.mackay@strath.ac.uk
2. Rationale (including Peer/External comment)	
<p>Digital transformation is a mega-trend changing how governments, organisations and individuals live and work around the world.</p> <p>Referred to sometimes as Industry 4.0 or the second machine age, the macro-process of digital transformation is disrupting the status quo of organizational performance across sectors. At the confluence of cloud computing, big data, the Internet of Things</p>	

(IoT), artificial intelligence (AI) and machine learning, digital transformation is unlocking new sources of value creation, risk, efficiency and competition.

Consequently, digital transformation now features at the top of the priority list of both opportunities and threats for organisational leaders. However, strategic responses remain highly varied as management teams struggle to understand and harness the possibilities of digital transformation. Organisations that succeed in achieve digital maturity – embedding digital practices, attitudes and technologies at the heart of what they do – gain significant performance advantages over less digitally able competitors. Further, developing competence in managing digital transformation initiatives and innovations creates the potential for flexibility and adaptability to changing environmental conditions and customer demands.

This course aims to prepare the student to contribute to or lead organisational responses to digital transformation. It will build student capacity to respond to key questions such as “What are the characteristics and implications of digital transformation as a mega trend?” “How can digital maturity be achieved over time?” “How should digital transformation initiatives be identified, organised and led?” and “How can we appraise the readiness of organisations to respond to digital transformation?”

This course will be of relevance to students with interests in strategy, innovation and (digital) technology. Students will increase their managerial ‘digital literacy’ and gain practical skills in appraising digital transformation readiness by the end of the course.

3. Class description/introduction (including cohesion with rest of course)

This course introduces the student to the terminology, possibilities and strategic rationale of managerial and operational responses to digital transformation. The mega-trend of digital transformation is first examined to familiarise the student with the environmental drivers – social and technological – behind the rise of digital transformation. Key technological advances powering digital transformation as a Global phenomenon are introduced, including elastic cloud computing, big data & analytics, the internet of things (IoT), artificial intelligence (AI) and machine learning, and blockchain and cybersecurity. Social implications for work and life are examined, and examples explored as to how digital transformation is already reshaping nations, sectors, organisations and individuals.

4. Class aims

- A principal aim of this course is to provide students with the ability to identify, appraise and prioritise strategic digital transformation initiatives for an organisation
- To build digital literacy of students through demonstrated understanding of terminology, possibilities and strategic rationale of digital transformation, in order that they can act as credible management practitioners in this topic.
- To enable students to be conversant in the concept, characteristics and history of digital transformation as a mega-trend, organisational cultural phenomenon, strategic focus and mode of innovating in an organisation.

5. Learning outcomes																																																																																			
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<ul style="list-style-type: none"> • Develop an understanding of the organisational and institutional implications of possible future developments in digital technologies • Build a personal capacity in communicating with and educating others about digital transformation at strategic and operational levels, and with a variety of stakeholder groups • Demonstrate capacity to innovate with business processes, business models and operational approaches through the application of digital technologies • Enhance ability to challenge others about their knowledge and openness of digital transformation potential for an organisation • Demonstrate strategic decision-making and influencing skills in relation to digital transformation options 																																																																																			
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7. Syllabus and Resources																																																																																			

- Welcome, introduction and foundational definitions
- Strategic significance of digital transformation
- Digital Technology Drivers – applications and examples
- Organisational Needs, Barriers and Enablers of Digital Transformation
- Identifying and appraising options for action
- Designing and communicating an implementation approach

Activity	Type	Notes
Introduction to definitions and impacts of digital transformation	Reading	Welcome & introduction to session 1 Introduction to session, theme(s), aims & LOs, etc. "In this opening session, we explore the scope and significance of the digital transformation challenge"
Defining digital	Video	We start by reviewing key concepts and definitions of digital transformation, digitisation and digitalisation.
Digital disruption as a megatrend	Reading	We examine the idea of digital transformation - or digital disruption - as a megatrend, and what this might mean for the "managing digital transformation challenge"
Digital transformation as an organisational process	Discussion (S)	We consider two complementary views of digital transformation as an organisational process - a long term cultural change, and bounded innovation projects.
Innovation and digital transformation	Video	We examine innovation vectors (directions / types) through which digital technologies might deliver impact and change in our organisations We consider the impacts of the combined perspectives - megatrend, organisational change, and innovation initiatives - for those leading and managing digital transformation
Societal impacts of digital disruption	Discussion	We explore the impact of digital disruption and organisational responses at a societal level of change. We consider sectoral level responses to digital disruption, and explore implications for organisations
Reading Introduction to exploring digital capability	Reading	Welcome & introduction to session 2 Introduction to session, theme(s), aims & LOs, etc. "In this section, we aim to develop "digital literacy" about the possibilities and applications of digital technologies for transformation"

Digital Literacy and Digital Capability	Classroom delivery face to face Discussion/ On campus workshop	Building knowledge of the possibilities of digital technologies Rapid, low cost, infinitely scalable access to computing power and applications. Big Data Data Analytics AI, Automation Machine Learning
Reading Bonnet & Westerman (2021), The new elements of digital transformation.	Reading	This very latest article on digital capability provides insights into the potential of digital technologies
Reading Introduction to organisational needs, barriers and enablers of digital transformation	Reading	Welcome & introduction to session 3 Introduction to session, theme(s), aims & LOs, etc. "In this section we focus on the human aspect of digital transformation, and explore the leadership and organisational challenges associated with moving towards digital maturity as an organisation"
Introducing the leadership and organisational challenges. Leadership demands and characteristics	On campus F2F Classroom lecture	Explaining the background to the digital transformation leadership and organisational challenges required in digital transformation. how the demands of digital disruption and digital transformation needs has changed the profile of effective leaders in organisations, and introduced new demands, characteristics and implications for organisational leaders. We review the role of technologically savvy individuals, and the relationship between digital leadership capabilities and dynamic capability for the organisation. Strategic Intent Digital Maturity Enabling and engaging the organisation
Address implementation issues	Video	In this section we review concerns corresponding to efforts to implement digital transformation
Paths to digital maturity	Video	In this section we present a range of models and philosophies for approaching digital transformation and the journey to digital maturity. This integrates learning from the preceding sections, and presents options which the viewer should consider for relative usefulness to their own leadership style and organisational situation.
Essential Reading	Reading	Smith & Watson (2019) Digital Transformation at Carestream Health. MIS Quarterly Executives 18(1), 86-89.

	Options for Action		Implementation A structured approach to decision making can drive effective option identification and recommendation setting for digital transformation. We examine effective ways in which to research, compile and organise data to inform creative development and decision making around digital transformation initiatives.
	Generating innovative options	Group work (A)	We review how 'innovation vectors' can be used to identify relevant digital transformation initiatives to suit an organisation's situation.
	Evaluating options and making recommendations	Discussion Forum (S)	We review how structured analysis of identified options can be used to evaluate and confirm digital transformation initiatives to recommend, via a transparent, auditable process
	Communicating digital transformation outcomes	(A)	We conclude by reviewing a set of methods for communicating digital transformation initiatives to a wide range of stakeholders.

8. Core/Indicative Reading

Core texts for the module (all available from the University online library).

Mackay, B, Arevuo M, Mackay D and Meadows M (2020) – Innovation, Disruption & Digitalisation in Strategy: Theory, Practice & Implementation. OUP (direct link from MyPlace)

Siebel, TM (2019) Digital Transformation: Survive and Thrive in an Era of Mass Extinction, Rosetta Books, New York

Westerman, G, Bonnet, D, and McAfee, A (2014) Leading Digital: Turning Technology into Business Transformation, HBR Press, Boston.

Faridi and Malik (2020) "Digital Transformation in supply chain - challenges and opportunities in SMEs - a case study of Al-Rumman Pharma"

The various articles covered in "National Transformation in the Middle East - A Digital Journey".

Al Alid and Badi (2022) "Exploring the Impacts of Artificial Intelligence (AI) Implementation at Individual and Team Levels: A Case Study in the UAE Government Sector" (pp597 - 613 of Themistocleous and Papadaki (2022) "European Mediterranean and Middle Eastern Conference on Information Systems"

9. Assessment

Coursework – 100%

The coursework assignment will consist of a write up of a 3-part applied strategic evaluation task.

Submission deadline tbc (3 weeks after final face to face component)

10. Allocation of student time

Online Activity – 12 hours
 Synchronous Activity – 25 hours
 Homework/Private Study – 16 hours (directed reading)
 Homework/Private Study – 24 hours (individual research and reflective self-study)
 Assignment Working & Submission Preparation – 24 hours

1. Class title/code - MB937 – Entrepreneurial Thinking and Practice

Credit value	10
Standard / level	MBA
Core / optional	Core
Semester	1-2
Pre-requisites	None
Name of lecturer	Prof. Suzanne Mawson
Department	Hunter Centre
Email address:	suzanne.mawson@strath.ac.uk

2. Rationale (including Peer/External comment)

Recent years have seen a shift in recognition that entrepreneurship is not just about the development of a new (technological) offering commercialised through a start-up. Rather, there is now recognition that entrepreneurship can be thought of as a set of skills, competences and linked behaviours in pursuit of new ideas and the creation of value that goes beyond simply starting a business.

This class will have relevance for all MBA audiences, but particularly for those individuals seeking to drive transformative change and value creation activities regardless of context, where entrepreneurial thinking and behaviour is paramount. We consciously move beyond the framing of new venture creation that is so often applied to entrepreneurship and instead focus on of entrepreneurial thinking and mindset as enablers of entrepreneurial practice – be that creating a venture, supporting a venture, acting entrepreneurially in an existing organisation, creating social value in a community, or developing new ideas or solutions to problems more generally. This scope ensures wide relevance for students regardless of technical background, business experience and start-up intentions.

This class aims to provide students with the opportunity to engage in, and reflect on, their own entrepreneurial skills, competences and practice. It will focus on building a set of cognitive skills and competences conducive to developing entrepreneurial behaviours. Students will be challenged to reflect on these skills and competencies in their own personal and professional contexts and to build a personal understanding of how they can achieve their full potential as a creator of value, both for others and for themselves.

3. Class description/introduction (including cohesion with rest of course)
<p>This class aligns closely to the overarching MBA programme themes of ‘Entrepreneurship & Innovation’ and ‘Adaptability & Resilience’. Taking a cognitive and meta-cognitive approach towards entrepreneurial thinking and practice, this class will focus on the development of skills, competencies and behaviours linked to four key thematic issues:</p> <ul style="list-style-type: none"> • Thinking and mindset - consider entrepreneurial thinking and mindset as the outcome of sustained practice rather than inherent ability; explore the concept of mindset, starting with open/closed and growth/fixed mindset, linked to self-awareness and reflexivity. • Ambiguity and uncertainty - consider the fundamental link between entrepreneurial activity and uncertainty; explore personal responses to uncertainty linked to persistence and resilience. • Collaboration and communication – consider the importance of working with others to create value; explore how to build openness, empathy and psychological safety to foster and support others’ entrepreneurial thinking and practice. • Creativity and value creation – consider the role of creative thought and action in value creation; explore how play and experimentation can alter personal frames of reference and facilitate new ideas. <p>Reflecting the MBA’s focus on person-centric learning linked to professional development, students will be introduced to reflexivity and critical self-reflection, drawing on a range of methodologies including cognitive behavioural journaling. This will culminate in a personal learning portfolio outlining key learnings linked to changes in personal and profession entrepreneurial behaviours and actions in pursuit of value creation</p>
4. Class aims
<ul style="list-style-type: none"> • To introduce students to the concepts of entrepreneurial thinking and mindset, contextualised in skill and competency development • To provide students with the opportunity to appraise their own entrepreneurial skills and competencies, identifying areas for personal and professional development • To facilitate students’ critical personal reflection on entrepreneurial skill and competency development linked to value creation, building their reflective practice through relevant experiences, tools and approaches
5. Learning outcomes
a. subject specific knowledge and skills
<ul style="list-style-type: none"> • Consider ambiguity and uncertainty in the entrepreneurial journey and examine your personal responses to these conditions. • Differentiate between traits and mindsets and recognise the role that mindsets play in entrepreneurial thinking and action. • Assess your ability to communicate with empathy and consider how to foster trust and psychological safety to support entrepreneurial thinking and practice for yourself and for those around you. • Identify your personal frames of reference and appraise the impact of these on your creative thinking and action. • Reflect on your own entrepreneurial skills, competencies and linked behaviours and how these have developed over the course of this class.
b. cognitive abilities and non-subject specific skills
<ul style="list-style-type: none"> • Develop meta-cognition skills, linked to the process of personal reflection

- Enhance self-awareness and social-awareness, linked to cognitive-behavioural group dynamics and communications
- Enhance analytical and critical thinking

6. Mapping of course learning outcomes to programmes learning outcomes

Upon successful completion of this module, a student should be able:		PLO1	PLO2	PLO3	PLO4	PLO5
LO1	Consider ambiguity and uncertainty in the entrepreneurial journey and examine your personal responses to these conditions.	X		X	X	
LO2	Differentiate between traits and mindsets and recognise the role that mindsets play in entrepreneurial thinking and action.	X	X		X	
LO3	Assess your ability to communicate with empathy and consider how to foster trust and psychological safety to support entrepreneurial thinking and practice for yourself and for those around you.	X	X	X	X	
LO4	Identify your personal frames of reference and appraise the impact of these on your creative thinking and action.	X	X		X	
LO5	Reflect on your own entrepreneurial skills, competencies and linked behaviours and how these have developed over the course of this class.	X			X	

Cognitive Abilities and non-subject specific skills

1	Develop meta-cognition skills, linked to the process of personal reflection	X				x
2	Enhance self-awareness and social-awareness, linked to cognitive-behavioural group dynamics and communications	X				x
3	Enhance analytical and critical thinking	x				

7. Syllabus and Resources

This class aligns closely to the overarching MBA programme themes of 'Entrepreneurship & Innovation' and 'Adaptability & Resilience'. Taking a cognitive and meta-cognitive approach towards entrepreneurial thinking and practice, this class will focus on the development of skills, competencies and behaviours linked to four key thematic issues:

- Thinking and mindset - consider entrepreneurial thinking and mindset as the outcome of sustained practice rather than inherent ability; explore the concept of mindset, starting with open/closed and growth/fixed mindset, linked to self-awareness and reflexivity. –
- Ambiguity and uncertainty - consider the fundamental link between entrepreneurial activity and uncertainty; explore personal responses to uncertainty linked to persistence and resilience.
- Collaboration and communication – consider the importance of working with others to create value; explore how to build openness, empathy and psychological safety to foster and support others' entrepreneurial thinking and practice.
- Creativity and value creation – consider the role of creative thought and action in value creation; explore how play and experimentation can alter personal frames of reference and facilitate new ideas. Reflecting the MBA's focus on person-centric learning linked to professional development, students will be introduced to reflexivity and critical self-reflection, drawing on a range of methodologies including cognitive behavioural journaling. This will culminate in a personal learning portfolio outlining key learnings linked to changes in personal and profession entrepreneurial behaviours and actions in pursuit of value creation

Session 1: The importance and value of thinking and acting entrepreneurially

Name	Activity Type	Notes
Introduction to ETP	Reading	Slides: Class Overview/introduction
The importance and value of thinking and acting entrepreneurially	Reading (Slides)	The importance and value of thinking and acting entrepreneurially Introduction to core concepts of session, learning objective(s), etc.
Blundel, R., Lockett, N., Wang, C., & Mawson, S. (2021) Exploring entrepreneurship	Reading	Introductory Reading Chapter 1 (sections 1.1 and 1.2, pp. 1-6) Chapter 2 (section 2.2 and 2.4, pp. 17-20 and pp. 21-23)
Introductory session	Zoom	Introductory Session Introduction to class, teaching, reflection & reflective practice
Activity Entrepreneurial Self-Audit Workbook	Writing	Activity: Entrepreneurial Self-Audit Workbook Application of session concepts to personal circumstances
Reflective journal entry	Writing	Reflective summary of learning; basis for summative assessment (Wiki, OU Blog, Submission Area ... format TBC)
General Discussions & Questions	Discussion	An optional area for session comments and questions not addressed elsewhere

Session 2: Developing your persistence in the face of entrepreneurial uncertainty

Name	Activity Type	Notes
Developing your persistence in the face of entrepreneurial uncertainty	Reading	Session 2 Slides: Developing your persistence in the face of entrepreneurial uncertainty Introduction to core concepts of session, learning objective(s), etc.
Blundel, R., Lockett, N., Wang, C., & Mawson, S. (2021) Exploring entrepreneurship	Reading	Introductory Reading Chapter 11 (sections 11.2 & 11.4, pp. 281-285 & pp. 294-295) <i>NB: 150 hours for all reading (time estimate original notes)</i>
Virtual Intensive Workshop (Live Session)	Zoom	Virtual Intensive Workshop Application of concepts via interactive activity-based learning.
Activity Explanatory Style Test Worksheet	Writing	Activity: Explanatory Style Test Worksheet Application of session concepts to personal circumstances (current format Microsoft

		Word Pro-forma) Step 2: Complete Optimism Test https://www.authentic happiness.sas.upenn.edu/questionnaires/optimism-test NB: students have to register on site before they can take test 2: Students to consider their results.
Reflective journal entry	Writing	Reflective summary of learning; basis for summative assessment
General Discussions & Questions	Discussion	An optional area for session comments and questions not addressed elsewhere

Session 3: Building your entrepreneurial resilience

Name	Activity Type	Notes
Building your entrepreneurial resilience	Reading	Session 3 Slides: Building your entrepreneurial resilience Introduction to core concepts of session, learning objective(s), etc.
Blundel, R., Lockett, N., Wang, C., & Mawson, S. (2021) Exploring entrepreneurship	Reading	Introductory Reading Chapter 11 (section 11.3, pp. 286-289) <i>NB: 150 hours for all reading (time estimate original notes)</i>
Live Session	Zoom	Live Session Application of concepts via interactive activity-based learning
Video Case Study 1 Dr Mark Reid	Video	Video: Dr Marc Reid Interview
Activity Gottfredson Mindset Test Worksheet	Writing	Activity: Gottfredson Mindset Test Worksheet Application of session concepts to personal circumstances (current format Microsoft Word Pro-forma). Step 1: Complete Gottfredson Mindset test https://ryangottfredson.lpages.co/personal-mindset-assessment-1/ . NB: test takes circa 10 mins but they can spend as long on test as they need/wish. Step 2: Record results (copy & paste into workbook) Step 3: Consider results.
Reflective journal entry	Writing	Reflective summary of learning; basis for summative assessment
General Discussions & Questions	Discussion	An optional area for session comments and questions not addressed elsewhere

Learning Community Session 1

Name	Activity Type	Notes
First live LC session	Zoom	Peer based learning group discussion; class debrief (increased from 90 to 120 mins)
Reflective journal entry (exact title TBC to differentiate between	Writing	Reflective practice & journaling. During intervening period linked to own professional work (reflection in action; reflection on action; summative entry/entries)

different journaling activities.)		
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Session 4: Communicating and leading with empathy

Name	Activity Type	Notes
Communicating and leading with empathy	Reading	Session 4 Slides: Communicating and leading with empathy Introduction to core concepts of session, learning objective(s), etc.
Blundel, R., Lockett, N., Wang, C., & Mawson, S. (2021) Exploring entrepreneurship	Reading	Introductory Reading Chapter 5 (sections 5.2 and 5.3, pp. 110-120) <i>NB: 150 hours for all reading (time estimate original notes)</i>
Live Session	Zoom	Live Session Application of concepts via interactive activity-based learning
Video Case Study 2 Professor Nigel Lockett	Video	Video: Professor Nigel Lockett Interview
Empathy Test Worksheet	Writing	Activity: Empathy Test Worksheet Application of session concepts to personal circumstances Step 1: Complete test https://greatergood.berkeley.edu/quizzes/take_quiz/empathy <i>NB: test should take circa 10 mins but they can spend as long on test as they need/wish.</i> Step 2: Record results (copy and paste into workbook) Step 3: Consider results.
Reflective journal entry	Writing	Reflective summary of learning; basis for summative assessment
General Discussions & Questions	Discussion	An optional area for session comments and questions not addressed elsewhere

Session 5: Unleashing your creative self

Name	Activity Type	Notes
Communicating and leading with empathy	Reading	Session 5 Slides: Communicating and leading with empathy Introduction to core concepts of session, learning objective(s), etc.
Blundel, R., Lockett, N., Wang, C., & Mawson, S. (2021) Exploring entrepreneurship	Reading	Introductory Reading Chapter 4 (section 4.3, pp. 86-87) Chapter 11 (section 11.3.5, pp. 289-290) <i>NB: 150 hours for all reading (time estimate original notes)</i>
Live Session	Zoom	Live Session Application of concepts via interactive activity-based learning
Video Case Study 3	Video	Video: Dr Cecilia Livingston Interview

Dr Cecilia Livingston		
AULIVE Creativity Test Worksheet	Writing	Activity: AULIVE Creativity Worksheet Application of session concepts to personal circumstances Step 1: Complete AULIVE creativity test http://www.testmycreativity.com/ NB: test should take circa 10 mins but they can spend as long on test as they need/wish. Step 2: Record results (copy and paste into workbook) Step 3: Consider results.
Reflective journal entry	Writing	Reflective summary of learning; basis for summative assessment
General Discussions & Questions	Discussion	An optional area for session comments and questions not addressed elsewhere

Learning Community Session 2

Name	Activity Type	Notes
Second live LC session	Zoom	Peer based learning group discussion; class debrief (increased from 90 to 120 mins)
Reflective journal entry (exact title TBC to differentiate between different journaling activities.)	Writing	Reflective practice & journaling. During intervening period linked to own professional work (reflection in action; reflection on action; summative entry/entries)

Session 6: Revisiting your entrepreneurial thinking and practice

Name	Activity Type	Notes
Revisiting your entrepreneurial thinking and practice	Reading	Session 6 Slides: Revisiting your entrepreneurial thinking and practice
Live Session Wrap Up Session	Zoom	Live Session: Wrap Up Concepts; link to assignment and learning outcomes
Video Case Study 4 Blair Maxwell	Video	Video: Blair Maxwell Interview Bringing all concepts together
Value Creation Worksheet	Writing	Activity: Value Creation Worksheet Application of session concepts to personal circumstances Step 1: Consider what value you can create for yourself in a professional life. Step 2: Consider what value you can create for yourself in a personal life (input into Figure 1). Step 3: Consider what value might look like at the junction between your professional and personal lives (input into Figure 1). Step 4: Consider where you are now and where you want to be with regard to the value you have identified.
Reflective journal entry	Writing	Reflection on intro session and prep work

8. Core/Indicative Reading
<p><u>Core text for the module</u></p> <p>Blundel, R., Lockett, N., Wang, C. and Mawson, S. "Exploring Entrepreneurship" 3rd ed. (2021) Sage.</p> <p><u>Indicative Reading</u></p> <p>A range of appropriate journal articles/case studies/ Harvard Business Review articles which will be appropriately cited (available from University online library)</p>
9. Assessment
<p>Coursework – 100%</p> <p>It will be assessed on a pass/fail basis, with 50% of rubric elements to be awarded to receive a pass.</p> <p>Assignment: Entrepreneurial practice reflective portfolio (100% written submission, 2500 words +/- 10% excluding references and appendices.</p> <p>12 December 2022</p>
10. Allocation of student time
<p>Lectures – 20 hours synchronous activity</p> <p>Online Activity – 25 hours (including direct reading)</p> <p>Homework/Private Study – 30 hours (reflective self-study via cognitive behavioural journaling)</p> <p>Assignment Working & Submission Preparation – 25 hours</p>

23. Unit 3 Responsible Leadership

1. Class title/code	- MB929 - Strategic Leadership Development
<ul style="list-style-type: none"> • credit value • standard / level • core / optional • semester • pre-requisites 	<ul style="list-style-type: none"> 20 MBA Core 1 -3 None
2. Rationale (including Peer/External comment)	
<p>Engagement with leadership concepts and practices poses significant challenges for today's leaders, not least because of the overwhelming number of leadership and management theories in existence. Meanwhile, leadership development in corporate and management education has been widely critiqued for its limited capacity to transfer to complex, digitised and multicultural business environments and its inability to change leader's values, attitudes and behaviours in a sustainable way. A key challenge for educators is to deliver meaningful professional development opportunities which can be utilised across a range of organisations, sectors and geographies. Recent theoretical and empirical developments which recast our understanding of leader development from an individualised pursuit (heroic or charismatic) to <i>leadership</i> as a collective, shared and ethical practice add new complexities to the field of studies. At the same time, successful organisations are demanding leadership skills whereby professionals can 'hit the ground running' in new roles and sectors, with an emphasis on sustainability, diversity, inclusion and crisis management.</p> <p>These complex needs require a leadership educational programme which focuses on scholarship and practice. Leadership adds value when it is attuned to the limitations of leadership fads whilst recognising that actions unfold within structures of rules, resources, relationships and power dynamics. As such, outstanding strategic leadership requires an ability to distil, discern, adapt and apply valuable knowledge and skills to manage and lead others. This can only be achieved if it is underpinned by high levels of self-awareness and self-management.</p> <p>Research highlights impactful learning comes from integrated formats to meet different teaching and learning needs. Key this is the provision of opportunities for experiential learning and reflective practice, within an environment that equips leaders with the skills and confidence to solve their own unique leadership challenges. This class draws heavily on these principles in its design and pedagogy to enhance participants' professional capacities.</p> <p>In essence, this class aims to create a 'safe emergent space', away from day-to-day work responsibilities where participants can build trust, experiment and engage in collaborative learning and skill development. Within this environment, the class aims to build a reflective community of practitioners to enhance their self-confidence in professional practice. Through developing <i>knowledge of leadership, participation in leadership and reflection on leadership</i>, participants will learn to apply skill-ful practice in a complex world.</p>	

Individuals with leadership aspirations as well as professionals who have recently taken on formal responsibility of managing and leading will benefit from this class. Given the deep reflection and experiential learning elements, it will also stretch and challenge more experienced leaders in their leadership practice.

3. Class description/introduction (including cohesion with rest of course)

This module makes a major contribution to the overarching MBA programme themes of **Adaptability and Resilience** – focusing on building knowledge and participation in strategic leadership which is adaptable and enhances individual and organisational resilience and **Responsible and Sustainable** practice, through its emphasis on integrity, ethics, purposeful leadership, responsible people management and a stakeholder capitalism view.

It develops participants' leadership practice through an introduction to leadership intra-personal and inter-personal skills in conjunction with real-life practice. Within a community/cohort of practitioners, participants will create value and improve their performance via self-directed, workshop, seminars and situated learning which will be consolidated through independent assessments to reify their practice in a coherent form.

The module contains a series of online learning resources to enhance core leadership skill areas including self-awareness, adaptability and resilience, ethics and integrity, emotional and cultural intelligence. Participants will also engage in self-directed learning to develop expertise in communicating and collaborating, leading high performance team working, influencing and negotiating as well as managing conflict. Key elements of the module include an experiential leadership challenge where participants will engage in a real-life leadership challenge to learn how to tackle and solve their own problems, develop new perspectives and practice new skills. The module also includes one leadership conference as well as regular leadership in conversation events.

The module explores strategic leadership with an emphasis on leadership in context, by:

- exploring strategic leadership across a range of organisational types, sectors and cultural contexts
- developing an appreciation of key leadership skills and wide-ranging issues, challenges and situations to flexibly respond to
- appreciating the structural context of leadership (rules, resources, culture, relationships, power dynamics, diversity)
- capitalising on a rich and varied teaching and learning context and multiple stakeholder perspectives (peers, facilitators, academics, guest speakers, practitioners, coaches, online resources)

4. Class aims

1. To provide participants with a range of learning contexts, theories, knowledge and practical tools to critically reflect on, enhance and adapt their leadership soft skills.

<ol style="list-style-type: none"> 2. To introduce participants to a range of experiential learning and mixed teaching approaches to help them engage with and find solutions to strategic leadership problems in the world. 3. To facilitate a learning process which develops competence in reflection and a mindset of personal and professional development.
<p>5. Learning outcomes</p>
<p>a. subject specific knowledge and skills</p>
<p>On successful completion of this class, participants will be able to:</p> <ol style="list-style-type: none"> 1. Communicate an understanding of contemporary concepts and thinking in strategic leadership when applied to different organisational, cultural and international contexts 2. Analyse, appraise and create ethical solutions to contemporary issues of relevance to leadership 3. Exhibit improved leadership skill capability through the adaptive application of leadership concepts, styles and practices to real life settings and organisational challenges. 4. Demonstrate an increased self-awareness and understanding of how one's behaviour is perceived by and impacts on others 5. Formulate enhanced interpersonal and communication skills within a developing process of continuous personal and organisational development.
<p>b. cognitive abilities and non-subject specific skills</p>
<p>On successful completion of this class, participants will be able to:</p> <ol style="list-style-type: none"> 1. Reflect critically on one's assumptions, values, thoughts, emotions and actions 2. Work collaboratively, openly and supportively with others 3. Communicate effectively to meet the needs of the audience 4. Draw connections among ideas, concepts and theories and use these to deepen knowledge and skills of subject material 5. Effectively give and receive feedback
<p>6. Teaching and learning methods</p>
<p>A range of approaches are used to enable interactive sessions to be delivered live – in person and/or digitally. The online materials and resources to support learning introduce key leadership topics through a range of comprehensive resources. Participants are encouraged to engage in student led reading using the library and web-based resources. A key element of the class is comprehensive provision of online resources to help participants develop eight core leadership skills. Another key component is an online forum where participants communicate with each other, share learnings from classes and discuss issues/insights from the</p>

participation in leading and problem based learning. The online resources also support the reflective assessments.

Synchronous (live) sessions which address knowledge of leadership and support online learning resources will include methods such as discussions, debates, guest speakers, panel discussions and coaching.

Activities which involve participation in leadership will engage students in methods such as case studies/ leadership scenarios, experiential leadership exercises, self-assessments, discussions, peer feedback, group presentation and facilitator led sessions.

Students submit a learning plan at the beginning of the module and submit an individual Reflective Portfolio at the end of the module. They will regularly write Reflective Diaries throughout the module which will contribute to the final individual assessment.

7. Indicative Content/Structure of class/Lecture Programme

This is an integrated or continuing module which will be delivered across several semesters of the programme.

Topics to be covered:

Leadership Challenge (participation in leadership)

1. Participants will be put into groups and given a leadership challenge to solve in a designated time frame, and present their findings to an expert panel.

Online self-directed 8 topic Leadership Skills Course (participation in and knowledge of leadership)

2. Welcome, introductory pre-recorded 'main ideas' sessions, practice insights pre-recorded conversations, leadership forum, exercises, self-assessments, curated readings and viewings on 8 leadership skills:
 - a. Self-awareness and self-leadership
 - b. Adaptability and resilience
 - c. Ethics and integrity
 - d. Emotional and cultural intelligence
 - e. Communicating and collaborating
 - f. Influencing and negotiation
 - g. Leading and working in high performance teams
 - h. Managing conflict

Two Leadership Conferences (knowledge of leadership)

3. Global Leadership Conference: an online event which will include guest lectures, expert panels and group discussions on relevant core topics.

Global Leadership Meetups (knowledge of leadership)

1. Live online leadership discussion events throughout the year, each focusing on a topic from the Leadership Skills course.

Reflection on leadership

2. Ongoing reflective learning and reflective diaries/portfolio (with feedback provided on some diaries throughout the class)
3. Online leadership forum

8. Resources (staff/library/computing/a-v/accommodation)

Copies of the textbooks (and recommended readings) are available in the university library. The module adopts a variety of teaching and learning methods including lectures, workshops, experiential activities, facilitated group discussion, online support and individual assessed work. The module is highly interactive as it focuses on participating in and collectively reflecting on leadership and is taught through real life scenarios, module discussion, guest speakers, facilitated problem solving, online meetups and coaching. Relevant materials will be provided on the university's VLE for online learning (such as pre-recorded lectures, videos, self-assessments/quizzes etc).

9. Indicative reading list

This module encourages an independent reading approach to identify leadership development needs across the core skill topics of the module and through ongoing self-assessment and critical reflection.

This is essential reading for the module:

- Daft, R.L. (2023). The Leadership Experience. 8th Ed. Cengage: Boston, MA. – issued in ebook format
- and
- Grint, K. (2010). Leadership: A Very Short Introduction. Oxford: OUP – issued in ebook format

The reading list below is preliminary and suggestive:

Adair, J. (2010). *Strategic Leadership: How to Think and Plan Strategically and Provide Direction*. London: Kogan Page Ltd.

Bolden, R., Hawkins, B., Goslings, J. and Taylor, S. (2011). *Exploring Leadership: Individual, Organisational and Societal Perspectives*. Oxford: Oxford University Press.

Carroll, B., Ford, J., Taylor, S. (2019) *Leadership: Contemporary Critical Perspectives*. London: Sage Publications.

Columbus, K. (2021). *How to listen: tools for opening up conversations when it matters most*. Hachette: London.

David, S. (2016). *Emotional Agility*. UK: Penguin Random House.

Edmondson, K. (2012). *Teaming: How organisations learn, innovate and compete in the knowledge economy*. San Francisco: John Wiley and Sons.

Elrich, T. (2017). *Insight*. London: Pan Macmillan

Finkelstein, S., Hambrick, D.C. and Cannella, A.A. (2008). *Strategic Leadership: Theory and Research on Executives, Top Management Teams, and Boards*. New York: Oxford University Press.

Franz, T.M. (2012). *Group Dynamics and Team Interventions: Understanding and Improving Team Performance*. London: John Wiley & Sons.

Goldsmith, M. (2008). *What got you here won't get you there*. Profile: London.

Goleman, D. (2007). *The New Leaders: Transforming the art of leadership into the science of results*. London: Sphere.

Goulston, M. (2018). *Just listen: Discover the secret to getting through to absolutely anyone*. AMACOM.

Heifetz, R., Grashow, A. and Linsky, M. (2009). *The Practice of Adaptive Leadership*. Boston, Massachusetts: Harvard Business School Publishing Corporation.

Kantor, D. (2012). *Reading the room: Group dynamics for coaches and leaders*. San Francisco: John Wiley and Sons.

Kempster, S., Maak, T., and Parry, K. (2019). *Responsible leadership for business purpose*. Oxon, UK: Routledge.

Lencioni. P. (2005). *Overcoming the five dysfunctions of a team: A field guide for leaders, managers and facilitators*. San Fransisco: Jossy Bass.

	<p>Olsen, A.K. and Simerson, K. (2015). <i>Leading with Strategic Thinking: Four Ways Effective Leaders Gain Insight, Drive Change, and Get Results</i>. New Jersey: Wiley.</p> <p>Joyce, P. (2017). <i>Strategic Leadership in the Public Sector</i>. Oxon: Routledge.</p> <p>Peters, S. (2012). <i>The Chimp Paradox: The Mind Management Programme to Help You Achieve Success, Confidence and Happiness</i>. London: Vermillion.</p> <p>Reivich, K and Shatte, A. (2002). <i>The Resilience Factor</i>. New York: Random House.</p> <p>Scott, S. (2003). <i>Fierce conversations: Achieving success in work and in life, one conversation at a time</i>. London: Piatkus.</p> <p>Simons, T. (2019). <i>The integrity dividend: Leading by the power of your word</i>. San Francisco: Jossey Bass.</p> <p>Smith, M. (2008). <i>Leading with integrity: Creating positive change in organisations</i>. Oxon, UK: Routledge.</p> <p>Stone, D. And Heen, S. (2015). <i>Thanks for the feedback: The science and art of receiving feedback well</i>. London: Penguin.</p> <p>Stone, D., Patton, B. And Heen, S. (2000). <i>Difficult Conversations</i>. London: Penguin.</p> <p>Sinclair, A. (2007) <i>Leadership for the disillusioned: Moving beyond myths and heroes to leading that liberates</i>. New South Wales: Allen and Unwin.</p> <p>Webb, C. (2017). <i>How to have a good day: The essential toolkit for a productive day at work and beyond</i>. Pan Books.</p> <p>Some directed journal article reading will be provided throughout the module.</p> <p>Key journals include Harvard Business Review, Leadership Quarterly, Leadership, Human Relations, International Journal of Management Reviews, Work Employment and Society, Organisation, Gender Work and Organisation and Management Learning.</p>
10	Assessment
	<p>(a) Tasks</p> <p>Leadership Development Plan (25%) The leadership development plan is an individual report, developed at the beginning of the class around the themes of 'knowledge of leadership', 'participation in leadership' that captures the student's leadership development goals and how they plan to participate in leadership during their MBA to develop their core skills.</p> <p>Leadership Challenge (25%) Assessment of a group presentation for the leadership challenge and assessment of core group skills (e.g. leading and working in a high performance team,</p>

	<p>communicating and collaborating, managing conflict) observed throughout the leadership challenge.</p> <p>Summative Reflexive Learning Report (50%) Participants will be asked to maintain a Reflective Diary/Log for the duration of the class that captures their live leadership learning and practice across the core skill set based on themes of ‘knowledge of leadership’, ‘participation in leadership’ and ‘reflection on leadership’.</p> <p>The reflexive learning report will use the diaries as substantive evidence of professional development. The report will include an overall descriptive and analytical account of professional development for the duration of the class and provide an action plan for future development.</p>
12	Allocation of student time
	<p>56 hours of synchronous activity – 40 in person, 16 online synchronous (including leadership challenge, live lectures, workshops, leadership conferences, guest speakers, group discussions)</p> <p>26 hours of independent reading</p> <p>48 hours of study for online self-directed leadership skills course (homework/private study)</p> <p>5 hours of participation in the online forum</p> <p>30 hours of Reflective Diaries preparation/reflective self-study</p> <p>35 hours of Reflective Portfolio individual assignment working and preparation</p>

1. Class title/code	- MB938 – Grand Challenges of Corporate Governance
Credit value	10
Standard / level	MBA
Core / optional	Core
Semester	1-2
Pre-requisites	None
Name of lecturer	Dr. Phil Considine
Department	Hunter Centre for Entrepreneurship
Email address:	phil.considine@strath.ac.uk
2. Rationale (including Peer/External comment)	
<p>This module takes a systems approach to corporate governance examining at an institutional level the culture, context and compliance to global and regional governance best practice and the benefits thereof.</p> <p>The module examines the key contemporary factors that are challenging boards of directors and the options for dealing with them to help create sustainable organisations that have a positive impact on shareholder and the wider stakeholder groups.</p> <p>Participants are asked to critically analyse the implications for organisations of Governance 'grand challenges'– specifically related to risk, ethics, social and environmental impact, options for quantifying impact, sustainability, and globalisation. The module requires students to review Governance mechanisms, codes, perspectives, and best practice in different international and organisational settings.</p> <p>Governance impacts every part of our organisations and cuts across industries, sectors and countries. This is not to suggest that Governance is a simple context – far from it. Governance is complex and involves trade-offs and at times managing contradictions and paradoxes. Add to this the effect of a global multinational operating in countries where the governance regimes may be less than rigorous, the commitments to net zero and climate change targets, the social impact of organisations and the challenges that boards and directors face in meeting the expectations and standards of society and regulators alike and the risk of reputational damage and legal sanctions increases significantly.</p> <p>This module design differs from many traditional Post Graduate modules as it utilises both a theoretical and practical approach to corporate governance and the role setting the culture and standards in the modern organisation. The focus is on developing understanding of the choices organisations can make in the design and measurement of corporate governance arrangements and the effect that those choices have on management decision-making processes, risk, organisational culture and performance.</p> <p>The module examines governance in its widest sense (not merely from a financial perspective) and to successfully complete the module you will apply your learning to a</p>	

<p>case as well as reflecting on your own understanding of governance and the role of the director in creating structures and cultures that are appropriate. We believe that this is an innovative way of ensuring applicability, assessing learning and delivering a module that adds significant practical value.</p>
<p>3. Class description/introduction (including cohesion with rest of course)</p>
<p>The module explores the intersection of governance, business ethics and grand challenges to understand how they inform and impact decision making and strategy. The module also requires students to review Governance mechanisms, codes, perspectives, and best practice in different international and organisational settings.</p>
<p>4. Class aims</p>
<ol style="list-style-type: none"> 1. To understand the key factors impacting governance of organisations and the options for resolving them 2. To critique the underpinning theories, frameworks and measurement systems that underpin successful governance systems 3. To develop the ability to apply the learning to the organisational context to resolve a governance challenge and provide recommendations to senior leaders
<p>5. Learning outcomes a. subject specific knowledge and skills</p>
<ol style="list-style-type: none"> 1. Develop an understanding of the issues that organisations face when designing a corporate governance system 2. Critique the tools, principles and practices use to measure adherence to governance standards both externally mandated and internally agreed 3. Discuss the characteristics and role of governance in the life of an organisation, and the impact of governance philosophy/ approach on organisational culture, performance, ethics & sustainability 4. Critique an organisation's governance approach relative to expectations and measures particularly related to environmental and social impact 5. Critically analyse the standards, codes and measures that ensure boards and senior leaders are performing effectively
<p>b. cognitive abilities and non-subject specific skills</p>
<ol style="list-style-type: none"> 1. To develop group-working skills 2. To understand the key theoretical underpinning of governance 3. To develop practical competence in the application of frameworks to the organisational context.
<p>6. Syllabus and Resources</p>

<p>Session 1: Overview of Governance: Perspectives, Nature and Context. Session 2: Governance purpose and structures. Session 3: Understanding the key challenges facing organisations; the E and S of ESG Session 4: Measuring impact. Session 5: Ethical frameworks and applications. Session 6: Compliance, structures and the role of the board. Session 7: Governance as a strategic capability Session 8: Application of theory to practice</p>
<p>7. Core/Indicative Reading</p>
<p>Core Text for this module is:</p> <p>Tricker B (2019) Corporate Governance, Principles (4th Ed), Policies and Practices, Oxford, OUP – Issued in ebook format</p>
<p>8. Assessment</p>
<p>Coursework – 100%</p> <p>Group Assignment – 50% - Applied group report – 3000 words</p> <p>Individual Assignment – 50% - In the form of a weekly wiki built up over the 6 weeks of the digital content. This ensures engagement with the digital content and it means that people arrive at the workshop prepared.</p>
<p>9. Allocation of student time</p>
<p>Lectures – 16 hours Homework/Private Study – 50 hours (directed digital learning) Assignment Working & Submission Preparation – 34 hours</p>

1. Class title/code - MB941 – Leading a Sustainable Organisation	
Credit value	10
Standard / level	MBA
Core / optional	Core
Semester	1-2
Pre-requisites	None
Name of lecturer	Prof Tom Baum
Department	Work, Employment & Organisation
Email address:	t.g.baum@strath.ac.uk
2. Rationale (including Peer/External comment)	
<p>The rationale for this class is to give students the tools with which to engage critically with the complex dynamics of the contemporary organisation, whether located in the public, private or third sector.</p> <p>Organisations, whether global superpowers or micro, family-owned operations, face unprecedented challenges in responding in a sustainable manner to both external forces (societal, cultural, political, economic, technological and environmental) and the consequences of these drivers of change for their internal operations.</p> <p>The aim of this class is to support students in thinking about sustainability in the context of people and their organisations. Some key questions this class explores include: What does sustainability mean in relation to organisations and the people who work in them? Why do organisations take the forms they do? What enables/ inhibits organisations and their people from delivering consistently high performance? Why are organisations so difficult to change? How can leaders deliver effective and sustainable change? How do organisations influence individual behaviour and vice versa? Under what conditions do employers get the best performance from their people? What motivates people?</p> <p>The aim of the class is to provide participants with a range of ideas, insights and evidence that will help you to understand what happens in your own organisation or organisations with which you engage. This will support you in making judgements about your behaviour, and that of others. Reflecting on the subject matter in this class should help you to understand and influence sustainable organisational practice and outcomes more effectively and to appreciate the complex role of leaders in supporting sustainable organisational practice and drive change.</p> <p>The class has been designed as a mandatory component of the MBA - there is no overlap.</p>	
3. Class description/introduction (including cohesion with rest of course)	
<p>The aim of the class is to provide participants with a range of ideas, insights and evidence that will help you to understand what happens in your own organisation or organisations with which you engage. This will support you in making judgements about your behaviour, and that of others.</p> <p>Reflecting on the subject matter in this class should help you to understand and influence sustainable organisational practice and outcomes more effectively and to</p>	

appreciate the complex role of leaders in supporting sustainable organisational practice and drive change.

The class has been designed as a mandatory component of the MBA - there is no overlap.

4. Class aims

The aim of this class is to support students in thinking about sustainability in the context of people and their organisations. Some key questions this class explores include: What does sustainability mean in relation to organisations and the people who work in them? Why do organisations take the forms they do? What enables/inhibits organisations and their people from delivering consistently high performance? Why are organisations so difficult to change? How can leaders deliver effective and sustainable change? How do organisations influence individual behaviour and vice versa? Under what conditions do employers get the best performance from their people? What motivates people? The aim of the class is to provide participants with a range of ideas, insights and evidence that will help you to understand what happens in your own organisation or organisations with which you engage. This will support you in making judgements about your behaviour, and that of others. Reflecting on the subject matter in this class should help you to understand and influence sustainable organisational practice and outcomes more effectively and to appreciate the complex role of leaders in supporting sustainable organisational practice and drive change.

The core objectives of the class are:

- discuss the contemporary issues confronting organisations and their impact on people, processes, organisations and organisational change; appreciate the roles of and constraints faced by leaders in facilitating sustainable change in organisations;
- appreciate the different ways of understanding organisations and show how a multiplicity of perspectives can be used to make managerial action effective;
- engage with concepts, frameworks and models for understanding organisational phenomena at the level of the individual, the group, and the organisation;
- facilitate participants in reflective thinking which, while it guides you towards specific actions with respect to particular organisational problems stimulate reflective action and explore ways of encouraging reflective action in organisational contexts;
- develop an understanding of the impact of leadership and sustainable people management on high performance outcomes in organisations

5. Learning outcomes

a. subject specific knowledge and skills

1. Understand how organisations function
2. Recognise the value of multi-perspectives of organisations in supporting sustainable organisational performance
3. Understand sustainability in the context of organisational growth, development and change

<ol style="list-style-type: none"> 4. Recognise the role of effective leadership in supporting sustainable change in organisations 5. Understand the value of effective people management strategies and practices in supporting high performance outcomes in organisations 6. Apply suitable models and frameworks to the analysis of work situations and problems at the level of the individual, group and organisation 7. Recognise the contribution of theory that draws on organisational studies, organisational behaviour and human resource management to effective managerial and leadership practice
b. cognitive abilities and non-subject specific skills
<ol style="list-style-type: none"> 1. Engage with theoretical discourse in a critical manner and apply outcomes and learning to their work context 2. Engage with and handle ambiguity and uncertainty in their interaction with organisations and their people 3. Enhance ability as reflective practitioners to make reflective judgements about the management of others 4. Enhancing effectiveness as a leader and manager of people 5. Appreciate the relationship between effective people management and all other functional and strategic roles in organisations
6. Syllabus and Resources
<p>Key themes to be addressed in the class include</p> <ul style="list-style-type: none"> • Organisations and Sustainability • Perspectives on Organisations structure, culture, politics/ process and people • The high-performance sustainable organisation – the role of people • We’re all people managers • Changing Organisations • Change for sustainability • Leading Change in Organisations
7. Assessment
<p>Written Individual Assignment – 25% Audio Assignment – 25% Forum Participation & Posts – 50%</p>
8. Allocation of student time
<p>Lectures – 32 hours (Various sessions of in-person class lectures) Homework/Private Study – 68 hours (Mixture of online learning, reading and assignment preparation)</p>

24. Unit 4 Personal Development

Class Title: Electives
Credits: 10

Course members have the option to take 2 elective classes and these offer an opportunity both to extend knowledge into a relevant area of business activity and to add an element of specialist knowledge to a field of study already undertaken.

The following list is showing the elective classes which were offered in 2023, these are subject to change each year.

Strategic Thinking for Global Challenges & Opportunities Service Operations & Simulation (Online) The Game Changer Strategy in Practice Managing Talent & Succession Planning Commerciality in Projects	Managing in Europe (Toulouse, France) New Venture Creation Project Management Sustainability: Perspectives & Practices Developing Effective Consulting Skills
--	---

Please note that elective classes are offered by subject specialists, who, in exceptional circumstances, may be unable to deliver a class. Should this happen we will make every effort to find a replacement lecturer, but this cannot be guaranteed. Equally, a class may be cancelled if the number of students due to attend is insufficient for the class to be educationally viable. In either case we will notify you as soon as a cancellation becomes known.

Some electives may require you to have completed a pre-requisite classes which you should take into account when choosing your electives. All elective information will be available on MyMBA.

1. Class title/code	- MB948– MBA Research Project MB950 – MBA Consultancy Project MB952 – MBA Consultancy Project
Credit value	40
Standard / level	MBA
Core / optional	Core
Semester	All
Pre-requisites	All Core Classes require to be passed and completed
2. Rationale (including Peer/External comment)	
	<p>This is the Capstone Project module offered at the end of the MBA programme. The module further develops learner autonomy enabling the student to demonstrate knowledge and application of research methods or consultancy skills or business start-up planning. It is an integrative module drawing upon learning from across the MBA. The module helps with the transition back into the workplace for our post experience MBA students enabling them to demonstrate knowledge and skills at a high level through an extensive piece of applied work. The project also offers students an opportunity to demonstrate the ability to work independently if taking the individual option or in a team if taking the group option. The module structure leads to the supervision of students by academics and so to the opportunity to develop skills of working with a supervisor.</p> <p>The module enables students to demonstrate written communication skills to a relevant audience (academic, business or other stakeholders including investors depending upon the pathway) through the provision of an extended project.</p> <p>This is the final capstone module on the MBA programme. This is an applied module and whilst teaching is provided through three substantial workshops and supporting sessions the module is student-led rather than a standard taught module. Supervision is provided for students taking any of the pathways offered in the module either individually for individual project or in groups for group projects. There is also an opportunity for some students to take a 60 credit MBA project on any of the three pathways if approved academically. The additional 20 credits replace the twenty credits allocated to the two elective modules which are not taken in this case.</p>
3. Class description/introduction (including cohesion with rest of course)	
	This is the Capstone Project module offered at the end of the MBA programme
4. Class aims	
	<p>Students can choose from three specific options:1. A Research Dissertation2. A Consultancy Project3. An Entrepreneurial Business Plan. Each of these options are 40 credits and allow students to follow their own learning and development goals.</p> <p>The module is integrative and draws upon learning from across the MBA programme. Depending on the pathway and topic area/s chosen different elements of the MBA will inform the project.</p>

Pathway 1 – Research Dissertation. The aim of this pathway is for the student to undertake substantial research in an area they are interested in, this will develop their expertise in a specific area of management and/ or leadership. Adopting a traditional masters’ project approach, the students will complete a research proposal for a piece of original management/leadership research. This will lead to a research dissertation that includes implications for practice. Assessment is based on the proposal (15 %) and dissertation (85%).

Pathway 2 – Consultancy Project. The aim of this pathway is for students to design and lead a consultancy project leading to operational costs improvement, enhanced customer experience or transformed business model within an existing organisation or a similar approved outcome. This will lead to a consultancy project that includes detail in relation to the process undertaken. Assessment is based on the project proposal (15%) and consultancy report (85%). There is also a non-assessed presentation to the client organisation.

Pathway 3 – Entrepreneurial Business Plan. The aim of this pathway is for students to develop a new business or social enterprise through preparation of an entrepreneurial business plan. Assessment is based on the proposal for the new business or social enterprise (15%) and the entrepreneurial business plan (85%).

5. Learning outcomes

a. subject specific knowledge and skills

- All pathways - Integrate learning from across the MBA programme.
- All pathways - Define and deliver student specific learning outcomes. The remaining learning outcomes are specific to the pathway being followed.
- Pathway 1 – Research Dissertation - Develop original knowledge or insights in relation to any aspect of MBA study
- Pathway 1 - Demonstrate the ability to plan and investigate a research project and to undertake this in an academic manner.
- Pathway 2 - Consultancy Project - Demonstrate the ability to plan and deliver an applied consultancy project specific to an organisational setting.
- Pathway 2 - Apply management and strategic leadership knowledge, skills and behaviours to meet a client brief.
- Pathway 3 - Entrepreneurial Project - Create a plan for a viable business or social enterprise.
- Pathway 3 - Prepare a business plan outlining key areas that will support the establishment and development of the business or social enterprise

b. cognitive abilities and non-subject specific skills

- Pathway 1 - Mastery of literature search and review skills
- Pathway 1 - Knowledge and application of research methods
- Pathway 1 - Writing and presenting research results
- Pathway 2 - Mastery of consulting skills including scoping consultancy projects and preparing a proposal
- Pathway 2 - Knowledge and application of the consulting process
- Pathway 2 - The ability to write and present a consultancy report including results and the provision of appropriate recommendations to clients
- Pathway 3 - The ability to develop and construct a business plan
- Pathway 3 - Knowledge and application of the start-up process
- Pathway 3 - The ability to present business start-up ideas

6. Syllabus and Resources

The module has the following structure:

- Introduction to the module and overview of alternative pathways(online)
- Workshop 1 – Research Methods (in-person for Full Time students and Blended delivery of Part Time/Executive students).
- Workshop 2 – Consultancy Skills (in-person for Full Time students and Blended delivery of Part Time/Executive students).
- Workshop 3 – Business Plans (in-person for Full Time students and Blended delivery of Part Time/Executive students).
- Online Resources for all pathways – available asynchronously at anytime.
- Consultancy Project Overview Session delivered by MBA Careers & Engagement Team
- Introduction to the Supervisory Process & materials delivered by the Module Co-ordinator (online)
- 5 supervisory sessions

7. Core/Indicative Reading

Core Text for this module is:

Saunders, M., Lewis, P., & Thornhill, A. (2015). Research methods for business students (Seventh ed.) – available via the University online library

8. Assessment

Coursework – 100%

The option exists to undertake the MBA Project individually or as group. If undertaking a group project the reflection component at the end of the dissertation/plan/report worth 15% is assessed individually leaving 70 % plus the 15% proposal based on the groupwork.

Pathway 1– Research

Dissertation Assessment is based on the proposal (15 %) and dissertation (85%).

Pathway 2 – Consultancy Project

Dissertation Assessment is based on the project proposal(15%) and consultancy report (85%).

Pathway 3 – Entrepreneurial Project

Dissertation Assessment is based on the proposal for the new business or social enterprise (15%) and the entrepreneurial business plan (85%).

Indicative word count. Irrespective of the pathway taken the word counts should be as follows:

Proposal: 3000 words +/-10%
Dissertation/Plan/Report: +/-10%

Full project word counts:

1 Person 12,000 +/- 10% 2 People 18,000 +/- 10% 3 People 21,000 +/- 10% 4 People 23, 000 +/- 10%
9. Allocation of student time
<i>For Part Time MBA Students</i> Supervision – 5 hours Lectures – 16 hours Homework/Private Study – 373 hours Online Activity – 6 hours

Project Submission dates are:

Received in the Glasgow, MBA Office: **28 March** for graduation in June

Received in the Glasgow, MBA Office: **25 August** for graduation in November

Matrix of learning outcomes/assessment

Subject specific knowledge and skills	Teaching/ learning method	Evidence of outcome
Overall project learning	ep	aia, agr
Cognitive abilities and non-subject specific skills		
Recognize and outline the various requirements of a successful investigative project	l, ir, dr,cd	aia, aga
Make judgments about alternative approaches to enquiry	l, ir, dr,cd	aia, aga
Undertake relevant literature searches	ir, rp	aia, aga
Identify and mitigate ethical issues in project design	l, ir, dr,cd	aia, aga

l – lecture, c – computer lab session, dr – directed reading, ir – independent reading, rp- research papers, ep – empirical project, gp- group presentation, cd – class discussion, agr – assessed group report, aia – assessed individual assignment

25. Appendix 1

Programme Delivery Timetable 2024/25 Semester 1

October 2024 - March 2025 Semester

Year 1 Students	
MBA Induction (Online)	23rd October
SLD - Strategic Leadership Development - Introduction	26th October
AFM - Accounting & Financial Management - Intensive Seminar	9-10 November
OPM - Operations & Project Management - Intensive Seminar	7-8 December
DTTI - Digital Technology & Technical Innovation - Intensive Seminar	25-26 January
EAS - Economic Analysis for Strategists - Intensive Seminar	22-23 February
Year 2 Students	
ETP - Entrepreneurial Thinking and Practice - Iteration 1.1 - Sessions 1, 2 & 3	12-13 October
ETP - Entrepreneurial Thinking and Practice - Learning Community 1	17th October
ETP - Entrepreneurial Thinking and Practice - Iteration 1.2 - Sessions 4 & 5 & LC Community 2	19-20 October
ETP - Entrepreneurial Thinking and Practice - Iteration 1.2 - Session 6	24th October
ETP - Entrepreneurial Thinking and Practice - Iteration 2.1 - Sessions 1, 2 & 3	11-12 January
ETP - Entrepreneurial Thinking and Practice - Learning Community 1	16th January
ETP - Entrepreneurial Thinking and Practice - Iteration 2.2 - Sessions 4 & 5 & 6	18-19 January
ETP - Entrepreneurial Thinking and Practice - Learning Community 2	23rd January
ASM - Applied Strategic Management - Workshop 1 (Online)	9th November
ASM - Applied Strategic Management - Workshop 2 (Online)	16th November
ASM - Applied Strategic Management - SM Workshop 3 (Online)	23rd November
ASM - Applied Strategic Management - Intensive Seminar	14-15 December
SLD - Strategic Leadership Development - Leadership Challenge (3 days)	11-13 April
SLD - Strategic Leadership Development - Workshop (Tasks 1-4)	2nd November
SLD - Strategic Leadership Development - Workshop (Tasks 5-8)	2nd February
April 2025 - September 2025 Semester	
Year 1 Students	
SLD - Strategic Leadership Development - Introduction	19th April if needed
MBM - Marketing & Brand Management - Intensive Seminar	10-11 May
LSO - Leading a Sustainable Organisation - Intensive Seminar	14-15 June
BIDA - Business Intelligence & Data Analytics - GP Session 1	12th June
BIDA - Business Intelligence & Data Analytics - GP Session 2	19th June
BIDA - Business Intelligence & Data Analytics - GP Session 3	26th June
BIDA - Business Intelligence & Data Analytics - Intensive Seminar	4-5 July
SLD - Strategic Leadership Development - Workshop (Tasks 1-4)	3rd May
SLD - Strategic Leadership Development - Workshop (Tasks 5-8)	2nd August

*** Timetable are subject to change with proper communications to the students ***

26. Appendix 2 – Health & Safety Manual

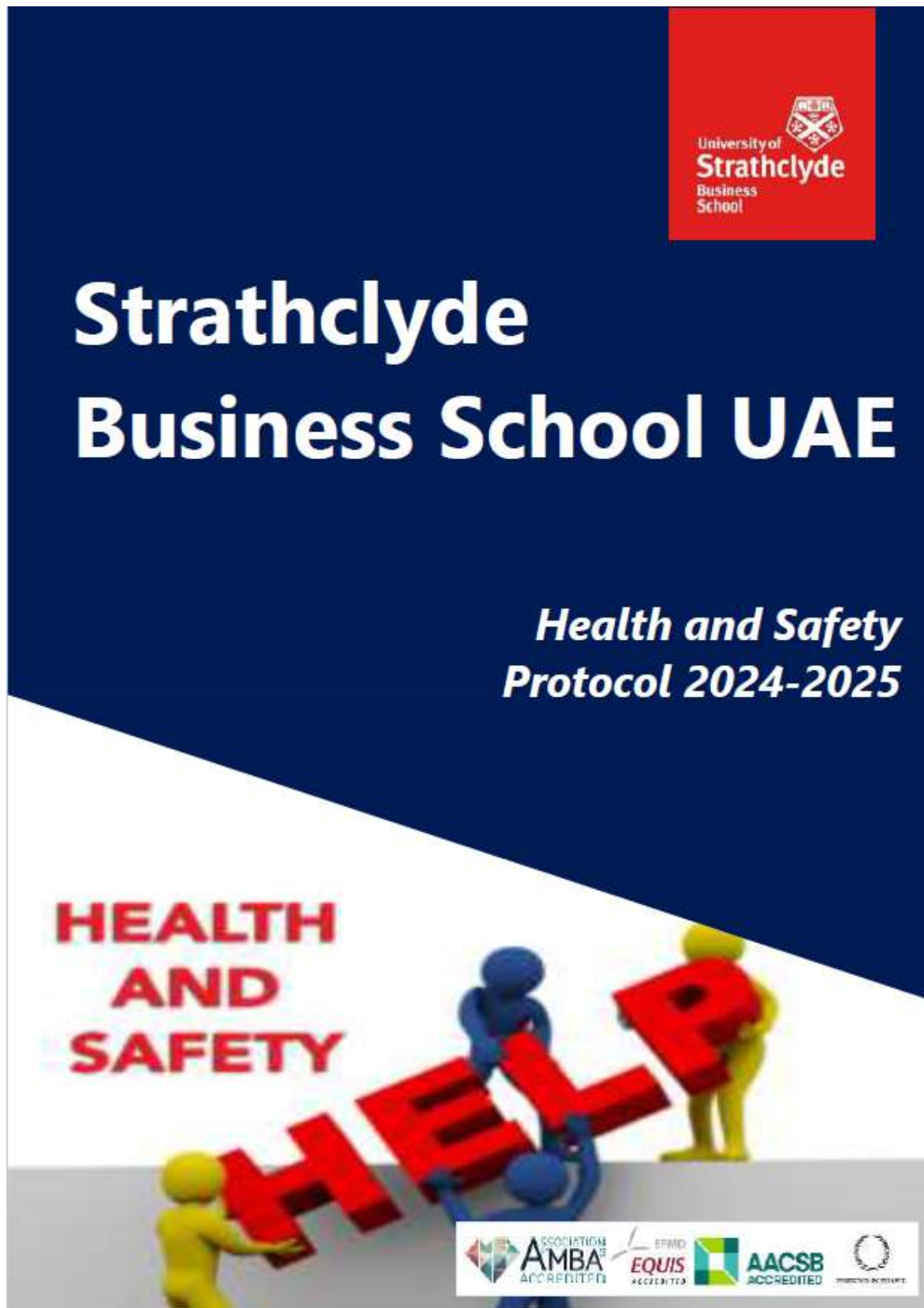


Table of Contents

INTRODUCTION	93
EFFECTIVE DATE AND REVIEW CYCLE	93
PREMISES.....	94
DUBAI KNOWLEDGE PARK (TECOM) - COMMUNAL.....	94
CENTRE LAYOUT.....	94
SBS CENTRE - UNIT 26.....	95
ORGANISATION CHART.....	95
HEALTH & SAFETY COMMITTEE	95
AUDIT	100
Appendix 1 – Staff Induction Checklist	104
Appendix 2 – Inspection Checklists	105
Appendix 3 - Fire Safety Checklist.....	110
Appendix 4 - Covid Mitigation Daily Checklist.....	111
Appendix 5 – Incident Investigation.....	111

Introduction

The purpose of this document is to provide a framework for responsibilities and activities in the SBS Campus UAE to ensure compliance and alignment not only with internal University processes and guidance, but also with the Ministry of Education Environment Health and Safety General Framework. It is important to provide a safe, healthy and sustainable workplace, and Strathclyde Business School are committed to this within their values and vision.

We want to:

- Ensure optimal management, prevention and control of risks and threats related to the environment, occupational health and safety, facilities and operations.
- Protect the health and safety of students, employees, contractors and other stakeholders.
- Preserve and protect the environment and its sustainability.

The Ministry of Education and University each have 5 elements to their strategy and these can be aligned as follows:

MoE Standard	UoS Aim
Leadership	Leadership and Commitment
Planning	Risk Control
Support	Communication and Engagement
Operations	Training and Competence
Monitoring and Performance Evaluation	Performance Management

<https://www.strath.ac.uk/safetyservices/documentationforms/occupationalhealthandsafetypolicy/>

While SBS operates within DKP, TECOM who have overarching health and safety and emergency procedures, there are necessary Health and Safety responsibilities for the Campus Manager to execute including but not limited to:

- Risk assessment
- Training
- Communication and dissemination of policies and processes
- Monitoring Performance

Effective date and review cycle

This document is live and operational as at 1 March 2022, maintained on an ongoing basis and is formally reviewed annually

Version	Approved	Date
V1.0	Abigail Davenport	1 March 2022
V2.0	Abigail Davenport	31 March 2023

Premises

Dubai Knowledge Park (TECOM) – Communal

Communal amenities and most building facilities are under the jurisdiction of DKP, and separate documents from them are available to cover:

- Common spaces
- Fire-fighting systems
- Pest control
- Ventilation and air conditioning
- Elevators and washrooms
- Building entrances and exits

Strathclyde Business School is based in Glasgow and is part of the University of Strathclyde. Strathclyde Business School have a branch campus in the UAE located in Dubai Knowledge Park, Block 2A, suite G26.

SBS in Dubai is accredited by the Commission for Academic Accreditation (CAA), and also licensed by Knowledge & Human Development Authority (KHDA) to offer graduate students a Master of Business Administration (MBA). SBS have been offering the MBA in the UAE since 1995. The programme is part-time two year post graduate and post experience degree. Seminars are delivered at the weekends (Fridays and Saturday) with occasional seminars mid-week. The programme is delivered outside normal work hours, as all students are executives and normally in full-time employment.

There are currently 49 students studying for the 2022/23 academic year. All students are adults over the age of 25 years. There are no students of determination registered on the programme currently.

Centre Layout

The Centre covers a floor area of approx. 3175m and is divided into 11 small rooms (offices/meeting rooms) and one large classroom. A layout drawing is included in Figure 1 below and shows the location of entrance and exits.



SBS Centre - Unit 26

Entry Procedures and Safety in the Centre

We require that all students/staff/visitors respect the policies and health and safety of themselves and those around them. Everyone is responsible.

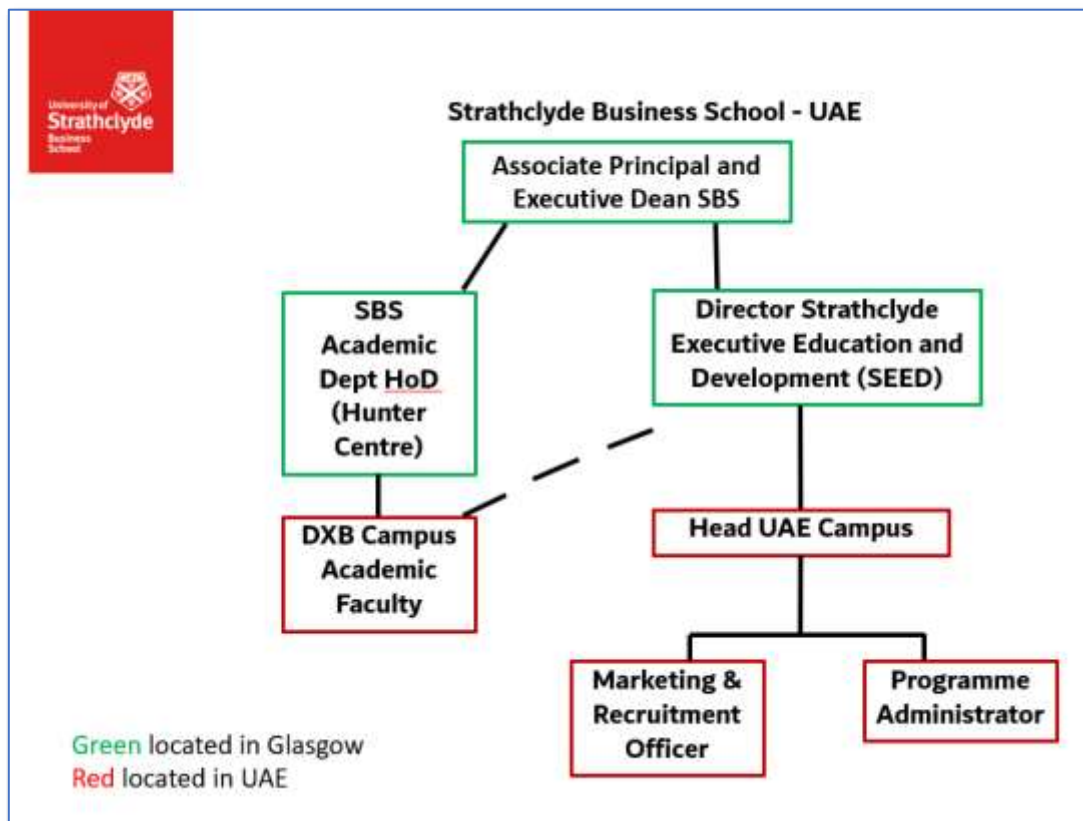
Currently there are no pandemic entry procedures, however the situation can change and new protocols and guidance will be swiftly communicated and implemented.

Our Health & Safety officers monitor behaviour in the centre to ensure compliance. We also have CCTV installed (Jan 2022).

There is signage throughout the centre to remind users emergency contacts, first aid locations and fire exits.

Organisation Chart

Team Structure for Dubai



Health & Safety Committee

There are two Health and Safety Officers at the UAE campus who have both completed:

1. Covid-19 Management for Educational Institutions DHA Training Programme.
2. First Aid Training
3. Fire Extinguisher Training

Schedule of Training and renew dates

Name	Type of Training	Date of certification	Date for renewal
Abigail Davenport	First Aid	15/03/2024	March 2026
Abigail Davenport	Fire Safety	13/12/2021	
Sherwin Sison	First Aid	15/03/2024	March 2026
Sherwin Sison	Fire Safety	13/12/2021	

Abigail Davenport (Campus Manager) has responsibility for:

- developing health and safety procedures;
- monitoring the implementation of these procedures;
- during pandemic reporting to authorities as required;
- supervising cleaning;
- arranging all necessary training for students and staff in UAE;
- managing emergencies;
- updating contact and emergency numbers for staff and students;
- keeping up to date with relevant protocols and guidance from UAE Ministry of Education, KHDA and DHA and ensuring implementation.

Sherwin Sison (Programme Administrator) is the second HSO and assists with these activities. Sherwin has specific responsibilities to:

- Ensure all preventative measures and facilities are available, activated and maintained in the Centre
- Signage throughout the Centre is clear, accurate and numerous
- Ensure supplies in the centre are stocked
- Undertake weekly and monthly checks
- Respond to queries by staff, students and concerned parties
- Relay information about COVID-19 to students and staff
- Track attendance and visitors to the campus
- Act as an emergency contact and to supervise compliance

The **Environmental Health and Safety Committee** (EHSC) members are:

- Abigail Davenport – Campus Manager, UAE
- Sherwin Sison, Programme Administrator, UAE
- Hazel Lamont, MBA Operations Manager, Glasgow
- Angela McAulay, Senior Programme Administrator, Glasgow

The HSC members liaise on a regular basis regarding procedures, protocols and sharing information and staying up-to-date with:

- UAE Ministry of Education
- Dubai Health Authority
- KHDA

In addition to following the regulations of the authorities, SBS aligns to the response plans of Dubai Knowledge Park and the University of Strathclyde corporate health policies where applicable.

The SBS Campus in Dubai hold weekly operations meetings

The main points of contact for UAE is Abigail Davenport email address abigail.davenport@strath.ac.uk and Sherwin Sison sherwin.sison@strath.ac.uk the office phone number is 04 7700932 or 04 5809754.

Cleaning

The Centre is regularly cleaned by an approved cleaning contractor – Home 360 who are approved by Dubai Municipality. The products and chemicals used for cleaning are similarly approved and certified.

The current schedule for the new semester includes a daily clean of all offices, meeting room and hallways and a twice weekly clean of the classroom (that is only used at weekends).

There are irregular times, once or twice per semester where the classroom is used on both days of the weekend. On these occasions the cleaning company are booked to complete an ad hoc disinfection of the classroom on Saturday evening.

In addition, approved disinfectant wipes are kept at the reception desk, for cleaning the reception bar after any visitor. Similarly, after staff utilise a meeting room they are required to wipe the table down with the disinfectant wipe during the daytime.

Environmental Health and Safety and Risk Management

Environmental Health and Safety Risk Management is a continuous process and a vital part of SBSU processes.

All staff and students have a health and safety induction to ensure all stakeholders are aware of importance of processes and risk management.

Students are informed of:

- Covid protocols
- Location of fire exits, fire call points and assembly point
- Emergency phone numbers
- Safety manual, University Health and Safety Handbook and any specialised codes of practice that are relevant - read and understood
- Introduction to key members of staff
- Normal opening hours of campus
- Procedure for reporting sick/ non-attendance
- First Aid box location
- Incident Report Book Location
- Welfare arrangements

Students also have responsibility to:

- Adhere to the general safety rules and instructions provided
- Listen to the full instructions on safety matters relating to the campus and to follow these instructions
- report on any accidents or any potentially hazardous condition observed which could pose danger to personnel and property
- refrain from all acts that could be the cause of danger to personnel and property

Staff also have an induction checklist to ensure that they fully understand the environmental health and safety policies and their responsibilities in risk management. *Appendix 1 – Staff Induction Checklist*

- Covid protocols
- Location of fire exits, fire call points and assembly point
- Emergency phone numbers
- Safety manual, University Health and Safety Handbook and any specialised codes of practice that are relevant - read and understood
- Introduction to key members of staff
- Normal opening hours of campus
- Procedure for reporting sick/ non-attendance
- First Aid box location
- Incident Report Book Location
- Welfare arrangements
- Display screen equipment

Health and Safety Inspections

Regular inspections of the campus are undertaken by the health and safety officers. Types of inspection include:

- Covid compliance (daily)
- Fire safety (monthly)
- Work environment and hazards (monthly)

Sample checklists are in *Appendix 2 – Inspection Checklists*

Reporting an Incident

Everyone is responsible. All health, safety and wellbeing incidents must be reported. Incidents are categorised into the following categories:

- Accidents
- Fire
- Near Miss
- Occupational Ill Health
- Unsafe Acts
- Unsafe Conditions
- Violence / Aggression

EHS Officers are responsible for ensuring that incidents on campus shall be recorded, investigated, and analysed in line with the *incident investigation process* and that necessary corrective and preventive actions are taken and effectively implemented. *Appendix 3 – Incident Investigation*

EHS Officer shall conduct incident investigations and interviews with witnesses or any other affected person and, if possible, with the victim review the incident report and analyse it in order to properly advise the Campus Manager in identifying corrective and preventive actions and the necessary resources to effectively implement.

An annual report compiled for the EHS Committee is reviewed, recorded, and archived. All actions including recommendations and improvements to processes are tracked and implemented.

The assigned emergency coordinator will report all reportable incidents to the civil defence, police & ambulance services.

Risk Assessment Process

Risk assessment process is divided into 5 systematic steps as follows:

1. **Identify Hazards**, based on experience, recorded data and other information;
2. **Identify who can be harmed or what can be damaged and how** – understand who can be harmed or what can be damaged from the risk and to what extent;
3. **Evaluate the Risk and Control Measures** by using a recognized method, evaluate the level of risk / impact and decide if this needs to implement control measures;
4. **Implement the Selected Control Measure(s)** in the workplace; and
5. **Monitor the Control Measures** to ensure that they are working correctly to control the risks / impacts and that no other risks / impacts have been introduced.

DEPARTMENTAL SAFETY COORDINATOR

Departmental Safety Coordinator Induction

This training course is for staff, appointed by each Head of Department to carry out the functions of Departmental Safety Coordinator (DSC) and Deputy Departmental Safety Coordinator. The course equips staff with the relevant knowledge and skill to assist their Heads of Departments in fulfilling their responsibilities regarding day-to-day health and safety management within the department.

Participants will be able to understand the University Health & Safety Management Structure, their functions as DSC / Deputy DSC, the role and function of SHaW and the content and relevant publications produced by SHaW.

[Find out more](#)

DEPARTMENTAL SAFETY INSPECTION

Departmental Safety Inspection

This training course provides staff, trained as Departmental Safety Coordinators and members of Safety Committees, with a greater understanding of safety inspections to allow these to be completed in an effective manner and to facilitate development of an effective Departmental Safety Action Plan.

Participants will have a greater understanding of the purpose of safety inspections within the context of the Health and Safety Policy, the role of inspection teams and the various stages in undertaking a safety inspection.

[Find out more](#)

Audit

Internal Audit

The Dubai Campus manager completes an annual 'Key Controls Checklist' which is submitted to the Internal Audit function in the University. Contained within this is a Health, Safety and Wellbeing section. This is reproduced below. If any element is unsatisfactory this has the potential to trigger an audit.

Section 14: Safety, Health and Wellbeing

<p>Control Context: As Head of Department it is essential that you follow the University's Occupational Health and Safety Management system and adopt a Plan, Do, Check, Act approach so that the risk of injury and ill health arising from the departments/directorates undertaking are minimised. Some of the key elements of the management system, which you have direct responsibility for, are listed below in the Areas of Review.</p> <p>Reference: Occupational Health & Safety Policy https://www.strath.ac.uk/safetyservices/documentationforms/occupationalhealthandsafetypolicy/OHS Roles, Responsibilities and Accountabilities Standard.</p>				
<p>Areas not considered relevant: None noted</p>				
Area of Review	Control Expectation	Response		Comment
		Yes	No	
<p>Leadership and Commitment to Occupational Health and Safety</p>	<p>As Head of Department you have demonstrated leadership and commitment to health, safety and wellbeing in your areas of responsibility.</p> <p>You are aware of the principal aims of the OHS Policy Statement and the Roles, Responsibilities and Accountabilities Standard, and have understood its requirements.</p> <p>You have attended the Heads of Department Legal Responsibilities training or are registered for the next training session.</p>	x		
<p>OHS Objectives and Planning</p>	<p>A Departmental health and safety risk register and risk profile and associated departmental safety, health and wellbeing action plans have been developed.</p>	x		
<p>Roles, Responsibilities and Authorities</p>	<p>Staff have been appointed to each of the key health and safety roles as detailed in the <u>OHS Roles, Responsibilities and Accountabilities Standard</u>. .</p> <p>Adequate funding, and time away from normal duties, has been provided for appointed persons to attend training and to fulfil the requirements of their safety, health and wellbeing role.</p> <p>The ADR process has been used to ensure management arrangements and mandatory health and safety training requirements have been assigned.</p>	x		
<p>OHS Management Arrangements</p>	<p>Suitable health, safety and wellbeing arrangements and management systems have been</p>	x		

	effectively planned, organised, controlled, monitored, audited and reviewed in order to comply with all relevant statutory provisions and the University's OHS Standards.			
Training	Training and competency requirements for all staff have been identified and monitored through effective processes, including completion of the mandatory OHS induction and other specific OHS training.	x		

Section 14: Safety, Health and Wellbeing (Contd)

Area of Review	Control Expectation	Response		Comment
		Yes	No	
OHS Performance Monitoring and Review	<ol style="list-style-type: none"> OHS performance has been monitored and reviewed using University Health, Safety and Wellbeing KPIs, (as reported to SACSOH and available on the SACSOH SharePoint site), health and safety audit findings, lessons learned from incidents, accidents and near misses and emerging trends (i.e. increased sickness absence rates), ensuring sufficient resources are in place to progress preventative and corrective actions in a timely manner. Health and safety leadership inspections have been conducted to gather information regarding compliance with the department health, safety and wellbeing plan. Findings have been reported to the Departmental Health, Safety and Wellbeing Committee. 	x		
Departmental Safety, Health and Wellbeing Committee	A Departmental Safety, Health and Wellbeing Committee has been convened and has met regularly to ensure staff are adequately consulted on matters of health and safety, its terms of reference have been defined and you have chaired its meetings.	x		
Consultation, communication	Effective communication and consultation mechanisms are in	x		

and Participation of Workers	place to inform all interested parties (including staff, students and their representatives, third parties, visitors and members of the public) on matters affecting their health and safety including the significant risks, emergency arrangements, business continuity plans and fire safety arrangements.			
Accidents/ Incidents	Robust procedures have been established for the reporting of accidents, incidents, near misses and cases of work-related ill health and they have been communicated to staff, students, etc. All such events have been reported and investigations completed in a timely manner.	x		
Emergency and Business Continuity Arrangements	Departmental emergency planning, business continuity and fire safety arrangements (including Personal Emergency Evacuation Plans - PEEPS) have been established, implemented, communicated and maintained.	x		
Completed by: Abigail Davenport		Reviewed by: Prof Dave Mackay		
Title: SBS UAE Campus manager		Title: Academic Director, MBA & Faculty Programmes		
Date: tbc		Date: tbc		

External Audit

Planned external audits shall be carried out periodically to confirm that the requirements of the University's Environmental, Health, and Safety Management System is being implemented and maintained to ensure system conformity. The University will conduct the audit once in every two years – the frequency can be reviewed and is determined by such factors as criticality and results of previous audits.

Audit results shall be documented and reported to the top management, and corrective action taken if needed.

Training Resources

Further training for all staff is available. Specific courses can be identified depending on job role at induction and during ADR process.

<https://www.strath.ac.uk/safetyhealthwellbeing/training/>



Safety, Health and Wellbeing

Welcome to the University's Safety, Health and Wellbeing Training Course Catalogue for 2021. SHaW is responsible for corporate safety management, occupational health, workplace wellbeing, risk management, emergency and business continuity planning and of course safety training. If you require assistance in relation to safety training, please contact Michael Moran, our Health, Safety and Training Adviser or a member of the SHaW team.

SHaW provide training courses in a variety of formats, to meet the needs of the University staff and students. Formats include: Classroom, Online interactive, Online interactive with follow-up classroom based training and Zoom / Microsoft Teams based training.

As part of the ongoing development of training courses, additional training may be available which is not listed in this training course catalogue. Should you have any query in relation to training courses available, or under development, please do not hesitate to contact the SHaW Health, Safety and Training Adviser.

All courses can be booked via the University's Development And Training (DAT) booking system by clicking on the training course, or via www.strath.ac.uk/safetyhealthwellbeing/

Refresher training should be undertaken as identified in the DAT booking system.

If training needs are not met, SHaW may be able to provide additional training, or assist in sourcing alternative providers.

Contact SHaW at safety_training@strath.ac.uk

The EHS Officers refer to University

<https://www.strath.ac.uk/wellbeing/>

<https://www.strath.ac.uk/safetyhealthwellbeing/riskandresilience/businesscontinuity/>

<https://www.strath.ac.uk/safetyservices/emergencyarrangements/>

<https://www.strath.ac.uk/safetyhealthwellbeing/riskandresilience/riskmanagement/>

<https://www.strath.ac.uk/safetyhealthwellbeing/occupationalhealth/>

Appendix 1 – Staff Induction Checklist

Staff Induction

Strathclyde Business School UAE

Name:

Line Manager:

Department:

Start Date:

Signed contract, bank details and ID to HR?

Signposted to:

- The University Strategic Plan
- The University Values
- HR Policies and Procedures

Introduction to SBS UAE Campus

Staff ID and access to buildings

Covid protocols

Parking permit

Update personal email address and work locations on staff portal

Department

Who's Who

Facilities (water, eateries, washrooms, prayer rooms)

Fire safety evacuation procedures

First Aid box location

Safety Manual and how to report an incident

UAE Staff Manual

Function/ Objectives of Department

Role and overview of Job description

Standards of performance

Department rules, procedures, work hours, breaks etc.

Probation

Training

Environmental Health and Safety Training – basic

List of additional EHS courses to complete (computer workstation awareness, manual handling awareness)

Diversity in the Workplace

Unconscious Bias Online Modules

Cyber Security Training

Data Protection Online Training

ADR Scheme

University Policies and Procedures

Data Protection
Freedom of Information
Information Security Policy
Financial Regulations and Policies
Procurement Guidance
HR Policies

<https://www.strath.ac.uk/staffinduction/>

Appendix 2 – Inspection Checklist

DEPARTMENTAL SAFETY INSPECTIONS – Form S24a2

Checklist of Workplace Precautions for: *Lower Risk Areas – Offices, Teaching Rooms, etc.*

p1 of 4

Department:	Inspection Team:
Location(s):	Date:
<p>This checklist is designed to remind safety inspection teams of the various workplace precautions, practices and conditions that will generally need to be effective to ensure health, safety and welfare. It comprises a range of statements, grouped under various topics, which if true of the particular area, will generally indicate good practices. The checklist also facilitates the collection of relevant information.</p> <p>Where an inspection team is confident, either through on-site observations or checking relevant documents, that positive evidence exists to support a particular statement, this can be indicated in the S (Satisfactory) column.</p> <p>If evidence is available but is judged to be deficient, in that it does not fully support a statement, then this should be indicated in the Un (Unsatisfactory) column. The Comments column may then be used to record the hazard, non-conformance, problem or comments in relation to both the S and Un indicators. Where evidence is non-existent then both the S and Un columns should be left blank and an appropriate comment made. Comments should then be transferred to Form S24c – Departmental Safety Inspection Report where corrective actions can be noted and delegated.</p> <p>The checklist represents the workplace precautions statements from a broader-based 'Checklist of Risk Control Arrangements and Workplace Precautions' (Form S24a1) which is designed to enable Departments to identify key issues that will generally need to be considered, through periodic management meetings and safety inspections, to ensure a robust risk control process.</p>	

Inspection teams are encouraged to amend and/or expand this checklist to fully address the specific requirements, work activities and accommodation within their department.

The term '**staff**' is used to refer to all employees, relevant post-graduates, visiting academics and agency personnel. The term '**relevant persons**' is used to refer to all staff, and relevant undergraduates.

Further background to safety inspections can be found in the [Health and Safety Policy](#) and more particularly in the Guidance on Safety Inspections.

Key: N/A = Not Applicable; S = Satisfactory; Un = Unsatisfactory

Inspection Topic & Issue	N/A ü	Supporting Evidence		Comments (hazard, non-conformance, problem etc.)
		S ü	Un ü	
Fire Safety Precautions				
Fire exits, routes and call-points are clearly marked, free from obstruction and known to staff.				
Fire action notices are displayed and include details of assembly points.				
Sources of ignition (e.g. batteries, power supplies) are adequately controlled.				
Fire-fighting equipment is sufficient, of correct type, in designated location, accessible and serviced.				
Fire doors are kept closed (unless automatic).				
Fire alarms are easily audible above background noises.				
Internal telephones are labelled with emergency contact details (Ex 2222).				
First Aid				
One or more box is readily available, adequately stocked with contents in good condition.				
Suitable notices and signs locate first aid box(es).				

p2 of 4: Checklist of Workplace Precautions for Lower Risk Areas

Inspection Topic & Issue	N/A ü	Supporting Evidence		Comments (hazard, non-conformance, problem etc.)
		S ü	Un ü	
Reporting Procedures				
S1 and Estates Management Helpdesk reporting procedures are known to relevant persons.				
Risk Assessment				
Suitable and sufficient risk assessments have been carried out for all work activities, are readily available and have been read by relevant persons.				
Safe Systems of Work (or Standard Operating Procedures)				
Safe systems of work, where applicable, are readily available and have been read by relevant persons.				
There is evidence that relevant persons are working to applicable safe systems.				
Vision panels in doors have not been obscured except where required as part of a risk assessment e.g. laser labs				
Work Equipment				

Work equipment is suitable for its purpose, the conditions in which it is used and is maintained in a safe condition.				
Risks, created by the use of equipment, are eliminated or adequately controlled by suitable 'hardware' measures (guards, warning devices, PPE etc) and 'software' measures (manufacturer's safety instructions, safe systems of work etc).				
Users of work equipment have received adequate information, instruction and training (including refresher training, where necessary).				
Electrical Safety				
Portable electrical equipment has been PAT tested and labelled with date of retest.				
Electrical leads are kept away from sources of heat, corrosion and moisture.				
Unfixed gang sockets are being used appropriately.				
Isolators and emergency stop buttons are clearly identifiable, accessible and their locations known to relevant persons.				
Manual Handling				
Manual handling risk assessments are readily available and have been read by relevant persons.				
Frequently used heavy items are stored on shelves at waist level.				
Infrequently used heavy items, are stored on shelves at low level.				
Appropriate 'work at height' aids are available for reaching shelves above shoulder height.				
Display Screen Equipment (DSE)				
A suitable and sufficient risk assessment has been made of each work station, with the user present and the findings recorded.				
All users have attended the Safety Services' Computer Workstation Awareness course.				
Working Environment				
Ventilation – there is effective and suitable ventilation supplying sufficient fresh or purified air.				
Temperature – the temperature is such that staff can work in reasonable comfort during working hours (minimum is 16 °C for sedentary work, or 13 °C for physical work).				
Lighting – there is suitable and sufficient lighting to enable persons to work and move about safely.				

p3 of 4: Checklist of Workplace Precautions for Lower Risk Areas

Inspection Topic & Issue	N/A ü	Supporting Evidence		Comments (hazard, non-conformance, problem etc.)
		S ü	Un ü	
Working Environment cont'd				
Room dimensions – Rooms in which people work have sufficient floor area, height and unoccupied space to allow them to get to and from workstations and to move within the room with ease.				
Workstations and seating (other than computer workstations) – tasks can be carried out safely and comfortably (e.g. work surface at suitable height, access to materials/controls, freedom of movement, ability to stand upright etc.)				
– user can leave it swiftly, without slipping or falling or be assisted in an emergency.				
– seat provides adequate support for lower back.				
– where user cannot comfortably place their feet flat on the floor, a footrest is provided.				
Control of Noise				

Where equipment generates noise to the extent that it is difficult to hold a conversation with someone at a distance of 2 metres, a noise survey has been carried out by a competent person (assistance available from Safety Services).				
Where noise is an issue, appropriate noise control measures have been implemented.				
Welfare Facilities				
Drinking Water				
Where dispensers use bottled water, the stock of water is kept in a cool, dark place				
Accommodation for Clothing				
Accommodation is provided for clothing not being worn during working hours.				
Accommodation is provided for special work clothing such as overalls, uniforms etc.				
Such accommodation (minimum of a separate hook for each person) provides a clean, warm, dry, well-ventilated place, where clothing can dry out during the course of the day, if necessary.				
Facilities for Changing Clothing				
Where workers need to remove more than outer clothing in order to change into special work clothing, a changing room (or rooms) is provided.				
Where workers' own clothing could be contaminated by a harmful substance, a changing room (or rooms) is provided.				
Facilities for Rest				
Where workers have to stand to carry out their work, suitable seats are provided for their use, if the type of work gives them the opportunity to sit down from time to time.				
Suitable seats are provided for use during breaks (in a suitable place, where PPE does not need to be worn).				
Where rest areas or rooms are provided, they are large enough and have sufficient seats with back rests and tables, for the number of workers likely to use them at any one time.				
Facilities for Eating				
Where provided, facilities are kept clean to a suitable hygiene standard.				

p4 of 4: Checklist of Workplace Precautions for Lower Risk Areas

Inspection Topic & Issue	N/A ü	Supporting Evidence		Comments (hazard, non-conformance, problem etc.)
		S ü	Un ü	
Lone Working				
All lone or out-of-hours working has been risk-assessed and, where necessary, the appropriate measures put in place to control the risks.				
Condition of Premises				
Note separately any obvious defects in fabric/services of the premises e.g. floors, walls, ceilings, stairs, wiring, wall sockets, lighting, toilets, furniture, fixtures, fittings etc. that need to be notified to Estates Management.				
General Housekeeping				
The general work area (including furniture, fittings, benches, sinks, equipment etc.) is kept sufficiently clean, tidy and free from accumulated glassware and clutter.				
Floors, walls and ceilings are capable of being kept sufficiently clean.				
Waste materials are only placed in suitable receptacles, in designated areas and which are emptied regularly.				
Passageways and traffic routes are clear of obstructions and tripping hazards, e.g. cables, boxes, stock, rubbish etc.				
Correct hazard identification signage is displayed on entry doors.				
Equipment, materials and objects are stored in a stable and secure manner.				

Contained chemicals substances appear to be correctly and clearly labelled.				
When not in use, chemicals appear to be stored in compatible groups, on stable shelving.				
All containers appear to be in good condition.				
A spill clean kit is available and well stocked.				
The loading of racking/shelving appears to be within its design limitations.				
All chemical containers (including waste containers) appear to be sealed when not in use.				
Specific Issues not covered elsewhere:				

Appendix 3 - Fire Safety checklist

FIRE SAFETY CHECK _ MONTHLY

Building:	Location:	Level:
Completed by:	Signed:	
Date:	Time:	

	CHECK	OUTCOME	COMMENTS
1. FIRE ALARM			
1A	Are the break glass' call points clearly visible and easily	Select	
1B	Have there been any reports of faulty fire sounders during the weekly fire alarm tests?	Select	
1C	Have there been any reports regarding faulty [interfaced] devices during the fire alarm tests?	Select	

2. FIRE EXTINGUISHERS			
2A	Are the fire extinguishers in the correct location?	Select	
2B	Is suitable signage provided for each fire extinguisher?	Select	
2C	Are they clearly visible and easily accessible?	Select	
2D	Are they free from damage and signs of discharge?	Select	

3. MEANS OF ESCAPE			
3A	Do records indicate that the escape routes are afforded a daily checks to ensure that there are no obstructions and no	Select	
3B	Are external stairs and pathways checked weekly for	Select	
3C	Are final exit doors checked weekly to ensure that they open	Select	

4. FIRE DOORS			
4A	Daily (visual) checks of the fire doors are carried out to ensure that they are not wedged or propped in the open position?	Select	
4B	Are fire doors checked monthly to ensure that they are in good order i.e. do they self-close close the door fully [against the door checks], are opening devices in good order and are vision panels	Select	

5. SAFETY AND HAZARD WARNING SIGNS			
5A	Are safety and hazard warning signs clearly visible?	Select	
5B	Are the signs free from damage?	Select	

6. EVACUATION CHAIRS			
6A	Is there an evacuation chair present?	Select	

7. OTHER FIRE SAFETY ISSUES			
7A	Are there any other fire safety issues identified?	Select	

Appendix 4 - Covid Mitigation Daily Checklist

- AL hoshn machine switched on and operational
- Temperature checker switched on and operational
- Hand sanitiser topped up and available in following locations:
 - Reception
 - Every desktop
 - Every meeting room
 - 4 in classroom
- Supply of spare disposable face masks available
- Bins to dispose of face masks clearly labelled and emptied
- Social distancing floor stickers in place]
- Cleaners have effectively cleaned and sanitised all areas

Appendix 5 – Incident Investigation

Incident Report Form

Incident Type:

Accident/Fire/Near Miss/Ill health/Unsafe Act/ Unsafe Condition/ Violence

Reported by:

Department:

Email:

Phone:

Line Manager:

EHS Officer:

Exact location:

Describe what happened. Report any details that contributed to the incident (e.g. poor lighting).

Describe the outcome e.g. harm/ health effects/damage

Describe corrective measures taken to address immediate hazards related to the incidents

27. Appendix 3 - Penalties for Late Submission of Coursework

Coursework is deemed to be late when it is submitted after the published deadline without an agreed extension, and in the absence of personal circumstances.

For regular coursework the penalties to be applied and these are summarised below.

Coursework that is submitted late, but within seven calendar days of the published deadline date and time, will be subject to penalties as shown in the table below. The table demonstrates the application of a sliding scale of penalties, where a late submission within 24 hours of the deadline will incur a penalty of 10% applied to the original mark, and for each subsequent 24-hour period an additional 5% penalty will be applied to the original mark. The table also shows that the application of penalties will be capped for coursework that is of a Pass standard. Coursework submitted after seven calendar days of the published deadline date and time will receive a mark of zero. Students who can demonstrate that they faced exceptional circumstances on the deadline day, and who submit their coursework within 4 hours of the published date and time will not have their coursework subject to penalties. This 4 hour period is called the 'grace period' – see below the table for further information.

Example	Day of submission	Penalties applied
1.	Coursework submitted after the deadline, student has an approved extension and submits within the approved extension period.	No penalty to be applied.
2.	Late submission on the day of the deadline (or approved extended deadline), student has communicated exceptional circumstances and is granted a grace period of up until four hours after the deadline.	No penalty to be applied.
3.	Late submission within one calendar day (less than 24 hours) of the deadline, student has no approved extension.	10 percentage point penalty applied to original mark, unless the penalty reduces the student's mark to below 50% (PG), in which case the mark is capped at 50%.
4.	Late submission more than one calendar day (more than 24 hours) after the deadline but less than two full calendar days (less than 48 hours) after the deadline has expired, student has no approved extension.	15 percentage point penalty (10 points for first day, 5 points for second day or part day), unless the penalty reduces the student's mark to below 50%, in which case the mark is capped at 50%.
6.	Late submission more than two full calendar days (longer than 48 hours) after the deadline but less than three calendar	20 percentage point penalty (10 for first day, 5 for second day, 5 for third day or part day), applied to original mark, unless the penalty

	days (72 hours), student has no approved extension.	reduces the student's mark to below 50%, in which case the mark is capped at 50%
7.	Late submission more than three full calendar days (longer than 72 hours) after the deadline but less than four full calendar days (less than 96 hours), student has no approved extension.	25 percentage point penalty (10 for first day, 5 for second day, 5 for third day, 5 for fourth day or part day), applied to original mark, unless the penalty reduces the student's mark to below or 50%, in which case the mark is capped at and 50%.
8.	Late submission more than four full calendar days (more than 96 hours) after the deadline but less than five full calendar days (less than 120 hours), student has no approved extension.	30 percentage point penalty (10 for first day, 5 for second day, 5 for third day, 5 for fourth day, 5 for fifth day or part day), applied to original mark, unless the penalty reduces the student's mark to below 50%, in which case the mark is capped at 50%.
9.	Late submission more than five full calendar days (more than 120 hours) after the deadline but less than six full calendar days (less than 144 hours), student has no approved extension.	35 percentage point penalty (10 for first day, 5 for second day, 5 for third day, 5 for fourth day, 5 for fifth day, and 5 for sixth day or part day), applied to original mark, unless the penalty reduces the student's mark to below 50%, in which case the mark is capped at 50%.
10.	Late submission more than six full calendar days (more than 144 hours) after the deadline but less than seven full calendar days (less than 168 hours), student has no approved extension.	40 percentage point penalty (10 for first day, 5 for second day, 5 for third day, 5 for fourth day, 5 for fifth day, 5 for 6 th day and 5 for the 7 th part day), applied to original mark, unless the penalty reduces the student's mark to below 50%, in which case the mark is capped at 50%.
11.	Late submission more than seven full calendar days after the deadline. For example, a deadline was set for Midday on a Wednesday and a student submits an assessment after midday the following Wednesday	A mark of zero will be applied to the work.

Requesting the application of the grace period

If you experience unexpected circumstances before the time set on the day of the deadline and it results in a delay to your submission of less than four hours, you can request that the grace period is applied to your coursework submission via the Senior Programme Administrator based in Glasgow (contact details provided at the front of this handbook). If the reason provided is acceptable for use of the grace period, this will mean no penalty is applied to your mark. **Requests for the grace period to be applied must be submitted within 4 hours of the published date and time and no longer** – we strongly suggest that you submit your request as soon as you have submitted your coursework.

The grace period will be automatically applied to your submission. However, if it becomes apparent that the grace period has been misused, a member of staff may revoke it and apply the appropriate late penalty.

Penalty for late submission	The penalty applied as a percentage
Performant grade	The mark you would have received if there was no penalty
Pass mark	The mark required to pass the assignment
Marks deducted	The number of marks deducted (not the percentage deducted)
Effective percentage point penalty	How many percentage points were deducted
Grade	The mark returned to you shows you your Performant Grade minus the Marks Deducted

If there are issues with MyMBA which prevent students from submitting their coursework before the deadline will not result in late penalties. In this situation, staff will amend the deadline to allow enough time for students to successfully upload and submit their coursework after the issue has been resolved.

If you think you are unlikely to meet a coursework deadline due to medical issues or personal circumstances, please apply for an extension as early as possible.

28. Appendix 4 – Personal Circumstances & Academic Appeals Procedures

The University's procedures for the consideration of Personal Circumstances & Academic Appeals seek to ensure that all students are treated fairly, are not disadvantaged by circumstances beyond their control and that the standards of the University's awards are maintained.

Personal Circumstances are defined as circumstances beyond a student's control which may adversely affect their ability to study or their performance in assessment.

An appeal is defined as a request for a review of a decision by an academic body charged with determining student progression and awards.

Advice & Support

For advice and support in submitting mitigating Personal Circumstances or lodging an Appeal, students are advised to discuss the issue with one or more of the following:

Programme Administrator

Course Director

The Advice Centre

Disability Service (in the case of students with a disability)

The Advice Hub at the University of Strathclyde Students' Association (USSA)

For full information visit:

<http://www.strath.ac.uk/sees/studentpolicies/>

30. Appendix 5 – Rules Relating to Academic Dishonesty

The University of Strathclyde's degree regulations state that your degree will be awarded in recognition of a candidate's personal achievement. Any written work that you submit to SBS must therefore be your own. Plagiarism of other people's work whether passages are copied directly without attribution, or with slight rewording, is wholly unacceptable and will be heavily penalised. This remains true irrespective of whether the work in question is listed in your bibliography.

The mark awarded for your work will certainly be lower and may well be zero. In severe cases you may be required to submit another essay (where relevant). Disciplinary procedures which will be invoked for prima facie cases of plagiarism are set out on in the MBA course handbook pages 33-34.

Of course, we expect you to research your work thoroughly and do not want to discourage you from considering other people's ideas or data. However, you must always be extremely clear about any sources that you have used. The following three rules will help you to avoid plagiarism. If you are in any way uncertain about what constitutes plagiarism always consult your tutor.

1. The language in your submission must either be your own or a direct quote from the original author.
2. Changing a few words or phrases from another writer's work is not enough to satisfy point 1 above. The writing is either your own or the other person's; there are no in-betweens.
3. Footnotes/endnotes can be used to acknowledge that a fact or opinion comes from another writer. If the language comes from another writer, quotation marks are necessary in addition, to a footnote.

For further information please refer to:

<http://www.strath.ac.uk/sees/studentpolicies/policies/appealscomplaintsdiscipline/academicdishonestyguidance/>

An Example

The following original passage can be found in R MacIntosh and D MacLean (1999), *Conditioned Emergence: A Dissipative Structures Approach to Transformation*, *Strategic Management Journal*, Vol 20, No. 4, 1999, pp299-300.

It is clear that in many respects the content and process views of strategy are complementary if taken as a set or incomplete if treated as individual elements. If one likens the issue to a journey, the content approach has a clear destination but the means of transport is indeterminate whereas with the process approach the transport is known and in motion, but the journey is something of a "mystery tour." One could argue that if a complete theory of strategy is in fact needed, why not just use the two approaches as appropriate as is indeed the

practice in many institutions. It is our belief however that an overall framework which transforms and reconciles the mutually contradictory assumptions of each approach would constitute a significant step forward, in both practical and scholarly terms.

See the following table:

Student Version	Comment	Category
<p>In many respects the content and process views of strategy are complementary if taken as a set or incomplete if treated as individual elements.</p>	<p>Obvious plagiarism. Word-for-word repetition without acknowledgement.</p>	<p>Type I Subject to disciplinary action</p>
<p>In many respects the content and process views of strategy are complementary if taken as a set or incomplete if treated as individual elements¹</p> <p>¹ (MacIntosh and MacLean, 1999).</p>	<p>Still plagiarism. The footnote alone does not help. The language in the main body of the text is still that of the original authors. Only quotation marks around the whole passage plus the page numbers where the quote appears would be correct.</p>	<p>Type II Subject to disciplinary action</p>
<p>The process and content views of strategy may be viewed as complementary. The content view focuses on a clear destination but doesn't explain the means of transport. The process view focuses on the means of transport but the destination remains a mystery tour.</p>	<p>Still plagiarism. The original work has been paraphrased, with a few words changed or omitted, but by no stretch of the imagination is the student writer using his own language.</p>	<p>Type III Subject to disciplinary action or criticism by virtue of poor style and poor representation of the contents of the reference</p>

<p>'It could be argued that a complete theory of strategy is needed using the two approaches as appropriate'. (MacIntosh and MacLean, 1999)</p>	<p>Not quite plagiarism, but incorrect and inaccurate. The quotation marks indicate exact repetition of what was originally written. The student writer, however, has changed some of the original and is not entitled to use the quotation marks. Also, there is no indication of which page number the quotes were taken from.</p>	<p>Type IV Subject to criticism by virtue of poor style and poor representation of the contents of the reference</p>
<p>When considering the literature on strategy research, some commentators argue that the process and content views of strategy may be complementary so long as they are considered in tandem. According to MacIntosh and MacLean (1999,p300), 'an overall framework which transforms and reconciles the mutually contradictory assumptions of each approach would constitute a significant step forward, in both practical and scholarly terms.'</p>	<p>Correct. In the first sentence, the student writer uses his own words to summarize a view found in the literature whilst acknowledging the source of the insight. In the second sentence, a quotation is used to make a specific point and the citation specifies which article the quote is drawn from and the page on which it appears. The quotation is also an accurate and verbatim copy from the original source.</p>	

Examples of Academic Dishonesty

False candidature or impersonation

Undertaking a piece of coursework for another student or engaging someone else to undertake a piece of coursework in one's place.

False Declaration

Making a false declaration in order to receive special consideration by an Examination Board/Committee or Appeals Committee or to obtain extensions to deadlines or exemption from work.

Fabrication of falsification of data/experimental results/statistics/references

Presentation of data, experimental results, statistics or references in laboratory reports, essays, projects, presentations, dissertations, theses or other assessed work which have been invented or altered by the student.

Plagiarism

Using someone else's work (i.e. words, ideas, results, tables or diagrams) whether taken from print, electronic or internet sources without acknowledgement whether by direct copying, paraphrasing or summarizing.

Duplication

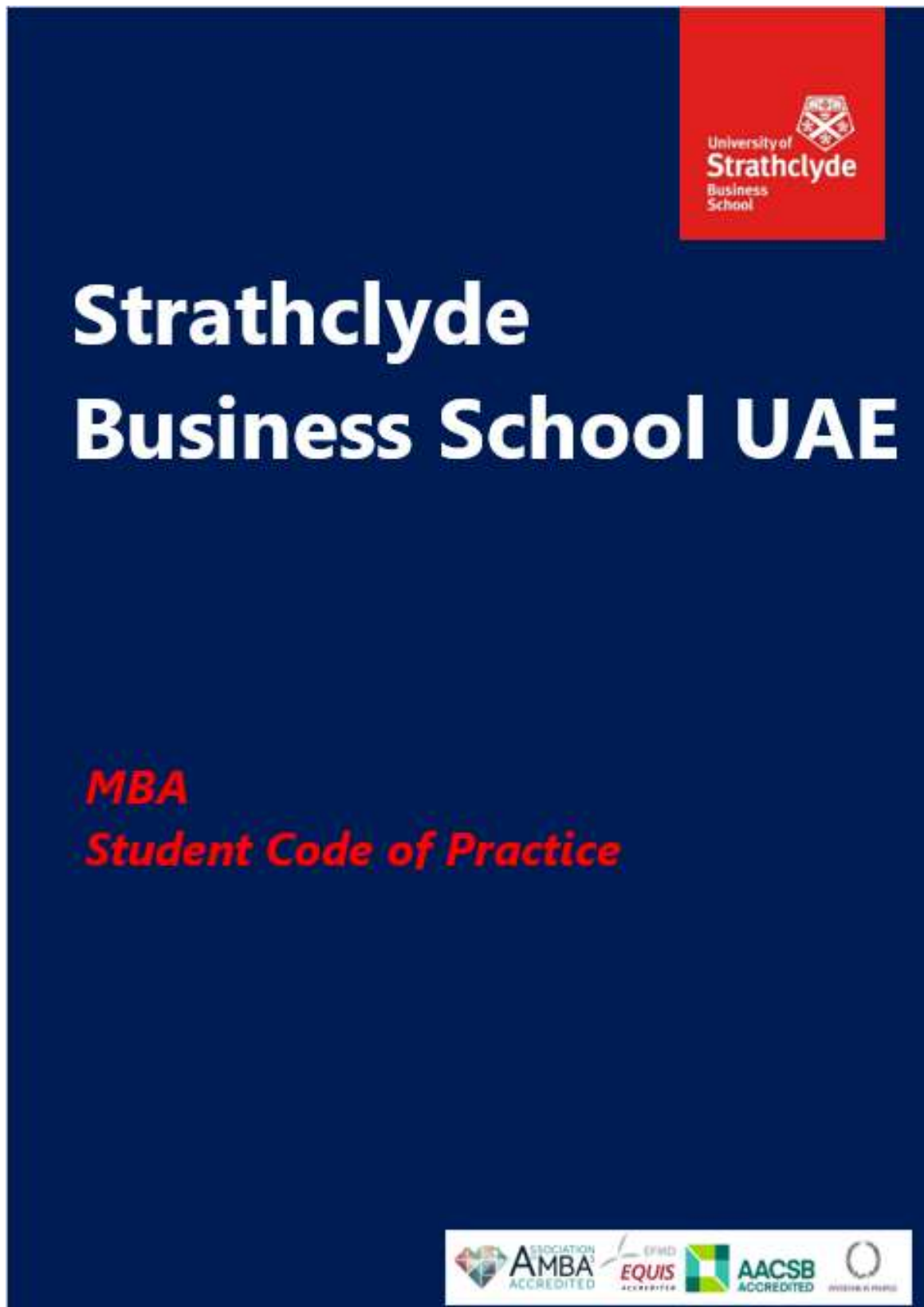
Submitting the same piece of work for two different assignments/degree programmes. Even though it is the student's own work which is being reproduced this is a form of plagiarism and should be treated as such.

Collusion

Agreeing with another student either to submit work produced collaboratively or to copy the other student's work.

This is a form of plagiarism in which the individual whose work is being plagiarized gives consent for this to happen. In such cases both parties are committing an offence.

31. **Appendix 6 – MBA Student Code of Practice**



Purpose of this guide

This code of practice will allow you to understand the principle UoS policies and highlighted practices that apply to you specifically as anMBA student.

We strive for a collegiate, transparent and respectful working and learning environment. This guide will help in setting out how we canwork together to achieve this environment.

This code of conduct covers the key areas of:

- Learning approach
- Feedback
- Quality Assurance (QA) processes
- Marks, grading and plagiarism
- Dignity and respect
- Communication

Learning Approach

What Style of Learning Will SBS Use

- SBS will use a combination of on campus face to face learning and hybrid learning.
- Your department/module leaders will clearly indicate what is on campus or at your local InternationalCentre and what is virtual.
- Please stay up to date and check Myplace and your Strathclyde Email regularly.
- On campus activity, will be in groups of up to 40, some cohorts may be split, depending on size.

Lectures

- Attend all your lectures.
- Turn up prepared, having completed all the preparation material, it is important to note that you are Masters level student. This means you will have more responsibility for your learning and development. A key part of this is ensuring you are prepared for each class.
- Be prepared to take notes to supplement your understanding.
- Be prepared to ask questions at appropriate times- this may be by raising your hand in a lecture hall or using the chat functionality in Zoom.
- Reflect after the lecture on what you learned and hold follow up discussion with peers to reinforce your learning.

Tutorials/workshops/intensive seminars

- Preparation in advance is fundamental for your success.
- Please arrive at the tutorial having completed the required tasks/reading to ensure you can gain feedback from the tutor.
- Reflect on your lecture notes and where necessary ensure you have used these to construct your tutorial answers.
- Ask for help where you are unsure.

- Re-attempt tutorial work for further practice and to confirm your understanding.
- It is your responsibility to make sure you get everything you need from the session.

Discussion boards/forums

- Some modules may use discussion boards and forums.
- This is great opportunity to interact with your peers on subject matter topics.
- Actively contribute and use your peers to help find solutions and discuss learning.
- Please remember to be professional at all times with your communication and bear in mind the dignity and respect policy.

Feedback Types

Essential to enhancing learning, is the provision of continuous feedback to students on their learning; it is recognised that feedback takes different forms (e.g. replies to posts on a discussion forum), but in relation to assessment, useful feedback is feedback that is specific in informing learners the extent to which they have met published assessment criteria, and explains to them what they need to do to improve.

Feedback takes many forms and it is important to recognize the different forms of feedback you can expect throughout your programme. These might be in the following forms:



Specific targeted feedback from tutor

- Tutor written summative comments on a piece of work
- Tutor on-script comments on individual work
- Indication of achievement against various criteria on a marking grid
- Individual feedback using a departmental feedback form
- Oral feedback - of overall comments or in-line for specific points
- Comments with Gradebooks or their equivalent in a VLE



Generic tutor feedback

- Whole group feedback
- Printed responses to exercises
- Coverage of topics within class sessions



Automated feedback

- Tests within a VLE
- Self-assessment tasks



Feedback from people other than the tutor

- Fellow students commenting on each other's work
- Self-feedback - students' own evaluation of their work
- Feedback from Local counsellor



Informal feedback

- Comments from the tutor made in the corridor
- Comments from the tutor within the VLE
- Reference to assessed work as 'asides' within a lecture

However, you are also expected to be responsible for your own learning through:

- Understanding the requirements of individual assessments, and actively engaging with assessment tasks by devoting appropriate time and effort;
- Developing an understanding of the relationship between intended learning outcomes, assessment criteria, and standards in their programme of study;
- Ensuring your academic work is authentic and honestly produced;
- Finding out where, how and when work is submitted and how and when feedback is provided; Actively engaging, reflecting, and using provided feedback;
- Understanding the academic policies and procedures related to assessment and feedback, including Personal Circumstances Procedure, Policy and Procedures for the Late Submission of Coursework, Policy on Moderation and Double Marking, Policy on Extensions to the Submission of Coursework, and Compensation and Motivational Merit; See policy for more details <https://www.strath.ac.uk/sees/studentpolicies/policies/assessmentfeedbackandexternalexaminers/assessmentandfeedbackpolicy/>
- Seeking academic support when needed, for example, if feedback needs to be clarified; and Participating in the development of assessment and feedback practices at class and programme levels.

At the end of each module we will ask for your feedback on the content, teaching and experience to help us develop the programme. Your evaluations will provide the basis for the continual development of the module and the whole programme.

Quality Assurance Process

The QAA UK Quality Code for Higher Education notes the expectations for higher education providers to provide clear processes for staff involved in internal quality assurance of assessments, namely moderation and double marking. Each of your summative assessments will be subject to a specific QA process.

Moderation

The process of moderation is independent of the marking of individual assessments, and is a process that aims to ensure that the marking of assessments is fair, valid, and reliable, and that assessment criteria have been applied consistently across students' work, within and across markers. Samples are also sent to be reviewed by external examiners prior to each exam board. Moderation will take different forms, depending on the nature of the assessment, level of study, and credit-weighting, and while co-ordinated by course leaders, it is likely that all members of a course team will contribute to moderation. All classes in our programmes are moderated. This means a sample of assessed work will be looked at by a second academic who will ensure that the standard of the work submitted is worthy of the mark and feedback it has been given. The expectation will normally be that the internal

moderation process is followed for classes of 20 credits or less, where a sample of assessments are moderated, rather than double-marked.

Resolving differences in marks between moderators and markers

Moderators may disagree with marks and/or provided feedback. This disagreement may be minor (i.e. reflect only a small grade difference) and limited to only isolated cases, or it may reflect more consistent disagreement in the marks awarded, perhaps pointing in a single direction (e.g. grading is too generous or too harsh in line with the assessment criteria), or it may be due to greater variability in the extent to which grades align with the assessment criteria.

Double-marking

The method of double-marking will normally be used for all summative assessments where an assessment has a credit weighting of 40 credits or higher. It is recommended that unseen double marking is carried out for highly weighted summative assessments, and for dissertations or final year projects, where the student is known to the first marker. Some areas may use seen double-marking for summative assessments with a high credit weighting. In our programmes all projects are unseen double-marked and then moderated if there is a discrepancy between the two marks.

Resolving differences in marks between double markers

Where two markers have a difference in marks, a discussion should take place regarding the strengths and limitations of a piece of work and how it aligns with the assessment criteria with a view to agreeing the final mark. Where agreement is not reached between a first and second marker, and there is a difference of 6 marks or more, a third marker may be appointed to arrive at a final mark. Where the difference is less than 6 marks, and agreement is not reached, the average of the two marks, rounded up, should be awarded. The third

marker may wish to view the grades and comments of each marker, prior to determining the final mark to be awarded. A record of how marks have been agreed is maintained.

For further details on the QA processes follow this link:

https://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/policies/Policy_on_Moderation_and_Double_Marking.pdf

Marks, Grading and Plagiarism

Assessment

The form of assessment varies to some extent from class to class and is specified in the class outlines provided. For most classes the assessment involves only coursework. If a candidate's coursework is below the required standard a re- submission may be required.

If students encounter any personal problems or difficulties which may adversely affect their performance in coursework or examinations they should bring this to the attention of the Senior Programme Administrator in Glasgow as soon as possible. Information provided after the assessment date cannot normally be taken into account by the Examination Board.

If a class requires an assignment this should be submitted by the date specified. All course work that is part of the formal assessment must be submitted in typed form. A failure to meet an assignment deadline may result in the application of a penalty in the form of a lower grade and the student may be required to complete a new assignment. If a student is unable to meet a deadline for some good reason an application for an extension should be made in writing to the programme administrators prior to the submission deadline. Generally students are required to complete all assignments prior to taking the examinations, and if assignments are outstanding a candidate may not be allowed to sit the relevant examination. It is expected that all assessments will be returned to students within four weeks of the submission. Students are required to keep copies of assignments that are submitted as there is always the possibility of work being lost in the process of submission or assessment. Whilst this is most unlikely to occur it is always possible that you will be required to provide a replacement copy of any work submitted. Some assignments require computer work and it is recognised that computers crash and viruses can pose problems. However, it is your responsibility to make allowances for these possibilities. You should back up your files on separately on a regular basis. Computer problems cannot be considered to be an acceptable explanation for a failure to meet a deadline for the submission of an assignment!

Marking scheme

We appreciate that marking in the UK higher education system is different to what you may be used to, in order to help we have provided the University of Strathclyde standard marking scheme.

The following University guidelines for marking have been adopted:

- 90% to 100% exceptional demonstration of learning outcomes
- 80% to 89% outstanding demonstration of learning outcomes
- 70% to 79% excellent demonstration of learning outcomes
- 60% to 69% comprehensive demonstration of learning outcomes

- 50% to 59% satisfactory demonstration of learning outcomes
- 40 to 49% unsatisfactory demonstration of learning outcomes
- 30 - 39% inadequate demonstration of learning outcomes
- 20-29% clear fail
- 1- 19% minimal demonstration of learning outcomes
- 0% no relevant work submitted for assessment

There are two main types of assessment; Type A and Type B. Your programmes will use a mix of both types of assessment but they are marked differently.

Type A: Numerically based assessments, assessments with short answers Where assessments are numerical in nature, or where there are questions with each answer attracting a small number of marks, the full 0-100 percentage point marking scale should be used. This type of assessment is common where there is a clear right and wrong answer (e.g. multiple choice examinations and some assessments in Finance may pose questions with answers that are correct or incorrect, and using the 100 point percentage marking scale is therefore meaningful). The Type A scale may also be meaningful for assessments where the total number of marks that can be awarded is less than 100, and where the mark is then converted to the full percentage scale.

Type B: Other assessments Where an assessment cannot be categorised as Type A, such that there is no clear right and wrong answer, and instead it may be the quality of analysis and argument that are assessed (e.g. essays), assessments should be marked using the Type B scale, which is a restricted percentage scale. The aim of employing this marking scale is to improve the accuracy, reliability and transparency of the academic judgement of assessments where the difference between each point on the marking scale can be meaningfully evaluated and described using this restricted percentage scale, as opposed to the Type A scale where differences between each individual point on the 100 point scale (for example, the difference between a mark of 61 and 62) are difficult to differentiate, and as a result greatly diminish the reliability of this scale in assessing such work. Staff may use the Type B scale to holistically judge the quality of a student's work in line with the relevant assessment criteria, or they may use the scale to develop marking rubrics that clearly describe the quality of work at different levels of attainment for each criterion separately.

The standard rubric for **Type B** assessments can be viewed on the link below, this will allow you to understand how the marks relate to the standard of work at a general level:

https://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/policies/Guidance_on_Marking_Assessments_in_UG_and_PGT_Courses.pdf

Disagree with mark given

Appeals against how academic judgment has been exercised will not be considered. Academic judgment is a judgment about an assessment, a degree classification, research methodology or course content/learning outcomes.

In other words, **a student cannot submit an appeal simply because they believe that they deserve a better mark and any such appeal will be rejected.**

A student who does not understand why they received a lower mark than they had expected, should contact the relevant tutor and ask for feedback.

An appeals committee will not re-mark work, change any mark awarded or pass comment on the marks given.

However, it can consider whether the University has correctly followed its own assessment, marking and moderation procedures, and whether there was any unfairness, bias or procedural irregularity in the decision-making process. It can also take account of difficult Personal Circumstances, if there are good reasons why these were not previously made known to the Board of Examiners.

Plagiarism

Coursework must be undertaken on an independent basis. Plagiarism, essentially the presentation of the work of someone else as your own work, on a complete or partial basis, may well result in the award of a zero grade and it is possible that a candidate guilty of plagiarism or copying the work of others may be required to withdraw from the course. This has become a very serious problem for Universities around the world in recent years, largely as a result of the readily easy access to material through the internet. Plagiarism is a form of dishonesty and cheating. The University of Strathclyde, like all other reputable institutions of higher education, has stringent rules for dealing with the problem. To eliminate this form of cheating the University employs sophisticated software to identify the use of copied material from others.

If you are unsure what is acceptable and what is not acceptable, can we suggest that you first look at of the following web site and then perhaps also discuss the issue with your lecturer or supervisor: <http://www.strath.ac.uk/plagiarism/>

Additional handouts on this will be issued to you on this topic and should be read for further clarification. Further details on how the University will deal with academic dishonesty and student discipline can be found at:

<https://www.strath.ac.uk/sees/studentpolicies/policies/appealscomplaintsdiscipline/academicdishonestyguidance/>

Academic dishonesty

The guidance is intended to facilitate a fair and consistent approach to dealing with alleged instances of academic dishonesty.

As members of the academic community, it is important to note that you are responsible for ensuring that your work abides by the conventions and rules of the community. The integrity of your final award depends on adhering to these conventions. It is expected that all staff will ensure that you are aware what constitutes appropriate academic scholarship and the importance of this in the context of maintaining the quality and standard of awards within the University.

Given this context, the University regards academic dishonesty as a serious matter and it can, in some cases, lead to formal proceeding being brought against a student under the University's Student Discipline Procedure. As such, it can

carry heavy penalties and it is therefore important that staff inform you about what is expected (or not expected) of you as part of the academic community and about what constitutes academic dishonesty.

False candidature or impersonation

- Impersonating another student in an examination or engaging someone else to take one's place in an examination;
- Undertaking a piece of coursework for another student or engaging someone else to undertake a piece of coursework in one's place

False declaration

- Making a false declaration in order to retrieve special consideration by an Examination Board/Committee or Appeals Committee or to obtain extensions to deadlines or exemption from work.

Fabrication or falsification of data/experimental results/statistics/references

- Presentation of data, experimental results, statistics or references in laboratory reports, essays, projects, presentations, dissertation, theses or other assessed work which have been invented or altered by the student

Plagiarism

- Using someone else's work (i.e. words, ideas, results, tables or diagrams) whether taken from print, electronic or internet sources without acknowledging whether by direct copying, paraphrasing or summarizing.

Duplication

- Submitting the same piece of work for two different assignments/degree programmes – even though it is the student's own work which is being reproduced this is a form of plagiarism and should be treated as such.

Collusion

- Agreeing with another student either to submit work produced collaboratively or to copy the other student's work. This is a form of plagiarism in which the individual whose

Please report, even if you think you don't have enough information for us to take action immediately. You can use this link to report a concern:

<https://www.strath.ac.uk/studywithus/strathlife/reportsupport/>

Social media and virtual learning environment

The dignity and respect policy extends into the virtual environment and you should familiarise yourself with the University policy on use of social media here: https://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/policies/Student_Guidance_on_the_use_of_Social_Media_and_Virtual_Learning.pdf

In summary:

- You should take care to ensure that any content you create or messages you send could not be considered offensive or discriminatory, as it could mean that you are in breach of the dignity and respect policy and equality and diversity regulations.
- It is expected that students will behave respectfully towards others at all times online, just as they would in a campus or non-University setting.
- Your words and actions online can affect anyone who views them, not just the direct recipients. Even if it is not your intention to offend, should another person from the university community or the general public feel discriminated against or victimised by you or your comments online, then this will be considered under the Student Discipline Procedure.

Communicating

Email communication

This section aims to set some rules and expectations regarding communication, in particular e-mail communication, as this is the most common medium throughout the programme. It will be assumed that students are aware of the following guidelines, and should follow them carefully throughout the year when contacting their lecturers, external clients and peers.

- Only Strathclyde email addresses should be used to send/receive emails regarding your courses and studies. This is due to GDPR regulations.
- Always use professional language – using informal language is okay (in particular if you have worked with your contact for some time) but don't overdo it.
- Be brief and clear in your communication – ask what you want to ask (if you clearly state your question you are more likely to get a clear answer), give enough background if needed, but not long story.
- Always use proper wording for your subject line in emails

- If you are contacting a lecturer regarding a specific class, include class name and code in the subject;
 - If you are contacting your Senior Programme Administrator with a query or request regarding the programme, include 'MBA query' or 'MBA request' in the subject;
 - If you are contacting an external client, include your relation to them in the subject with institution and course names, e.g., 'Strathclyde MBA project question'.
- Emails sent without a proper title and/or written in unprofessional language, and emails sent from a non-Strathclyde email may be not answered. Similarly, an email addressed to an irrelevant person may be not answered – it is your responsibility to be clear on each lecturer's role in a class.
 - Students can expect a response to their emails within 5 business days (a week). Note that business days do not include weekends, university holidays, and personal leave (e.g., annual leave, staff training);
 - It is your responsibility to plan communications in advance wherever possible. Asking for changing a meeting time due to unforeseen circumstances is understandable, asking for a meeting a few days before a deadline announced well in advance is not.
 - Similarly, students are expected to respond to any email query in 5 business days.

If an email is not responded to within 5 business days, a follow-up email can be sent as a reminder – it is occasionally possible that an email is missed in busy times. Do not send follow-up emails prior to the aforementioned 5-day response period.

- If such delays become more often than occasional for any of your lecturers or external clients, in particular if:
 - your follow up email is also not responded after 5 business days, or
 - you regularly need to send follow up emails to a particular staff member or client
 - You should immediately contact your Senior Programme Administrator in Glasgow.

It is also expected that students follow these guidelines for communication with other students.

32. Appendix 7 – Equality & Diversity

The University of Strathclyde is committed to achieving and promoting equality of opportunity in the learning, teaching, research and working environments.

We value the diversity of our students and support the development of mutual respect and positive relations between people.

The University has in place Equality Outcomes which meet the requirements the Equality Act 2010.

You are advised to familiarise yourself with the University approach on equality and diversity and relevant developments and information by visiting the website:

If you have any queries, please bring these to the attention of staff or the University's Equality and Diversity office.

Email: equalopportunities@strath.ac.uk
Telephone: +44 141 548 2811
<http://www.strath.ac.uk/equalitydiversity/>

Athena SWAN

The Athena SWAN Charter is run by the Equality Challenge Unit. The Athena SWAN charter and awards given to higher education institutions recognise commitment and progress towards advancing gender equality.

In May 2015 the charter was expanded to recognise work undertaken in arts, humanities, social sciences, business and law (AHSSBL), and in professional and support roles, and for trans staff and students. The charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women.

Strathclyde currently holds a Bronze institutional award, first awarded in 2011 and renewed in 2014 and 2018.

<https://www.strath.ac.uk/equalitydiversity/genderequalityandathenaswan/>

Students with disabilities

The University is committed to providing an inclusive learning and working environment for disabled people.

If you have, or think you have, a disability we encourage you to disclose it as soon as possible. Declaring your disability will enable you to access any additional support that you may need and help to ensure you become a successful student. The information you provide will be treated as confidential and will not be shared with other staff without your consent.

Please inform your course administrator or member of the Disability Service of your needs as soon as possible to provide you with the relevant support you require.

The University has a dedicated Disability & Wellbeing Service that offers specific advice, information and assistance to disabled students. Further information is available from the website: <http://www.strath.ac.uk/disabilityservice/>

Email disability-wellbeing@strath.ac.uk
Telephone: +44 141 548 3402

Issues with Physical Access on Campus

If you experience an issue with physical access anywhere on campus, please email physicalaccess@strath.ac.uk where a member of Estates staff will be able to help.

Dignity, Respect and Classroom Protocol

At the University we are committed to providing a safe learning environment where dignity is respected and discrimination or harassment does not occur on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. No student should intentionally be made to feel threatened or excluded from class participation.

You are reminded of your responsibility for the duration of your studies by showing respect to fellow classmates and staff by remembering the following protocol:

- Attend all scheduled lectures/ seminars and/ or practical sessions such as labs, including any additional learning and teaching sessions.
- Arrive on time and remain in class until the end of the session. If you need to leave early for any reason, please notify the tutor at the beginning or prior to the class.
- Do not disrupt the class by habitually coming in late or coming and going from the classroom during the session.
- Refrain from consistently interrupting another speaker and listen to the ideas of others with respect. Do not be rude or make personal attacks on individuals during group discussions.
- Do not bring food into the classroom, other than for medical reasons, e.g. diabetes. Beverages may be permissible at the tutor's discretion if the room utilisation rules allow.
- Inform tutors of specific requirements for example the need to perform prayers for practising students of diverse faiths.
- At any course related external visit you are acting as ambassadors of the University and are reminded to act as such.
- Follow emergency instructions and health and safety procedures.

Should you have any concerns please bring them to the attention of your centre administrator and/or appropriate University staff.

www.strath.ac.uk/media/ps/humanresources/policies/DignityandRespectPolicy.pdf

33. Appendix 8 – SBS UAE Academic Integrity Policy



Policy Number: 2023002

POLICY TITLE: ACADEMIC INTERGRITY

POLICY TYPE: (Check one of the following)

<input type="checkbox"/>	New	<input checked="" type="checkbox"/>	Revised X	<input type="checkbox"/>	Discontinued
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APPROVAL(S)

SEED LT

Approver Date 24th January 2023

Rationale:

Provide clear guidance for all students on all delivery modes – face to face, online and blended about the importance of academic integrity and the processes relating to cases where it is suspected that dishonesty has occurred.

The Policy:

All MBA classes delivered in the UAE MBA blended learning programme, require you to submit your assignments via MyMBA (the virtual learning environment) where you can also access your grades and feedback. When assignments are submitted to MyMBA, the originality of your submission is checked by Turnitin (plagiarism checking software). To help you better understand the MBA assignment submission process and how Turnitin works, you can access a self-directed online MBA Turnitin & Assignment Submission Preparation class on MyMBA. You will see a link to this class when viewing your class list on MyMBA.

Plagiarism and Collusion

All coursework submissions are expected to be the original work of the individual submitting it. This applies to everything, for example, whether a forum entry, online activity, assignment or project. You must avoid committing either plagiarism or collusion. Full policy details can be found at:

<https://www.strath.ac.uk/sees/studentpolicies/policies/appealscomplaintsdiscipline/academicdishonestyguidance/>

1. Plagiarism:

Plagiarism is the offence of attributing someone else's work to your own name. One form of plagiarism is the copying of another student's coursework without their knowledge and submitting it under your own name.

This is clearly unacceptable. Note that if you knowingly allow another student to copy from you will be regarded as guilty of collusion - see below.

An alternative form of plagiarism involves copying large sections, or even complete papers, from published sources and submitting them as part, or all, of a piece of coursework without acknowledging the source.

You are therefore advised to regard published material as being there to help you, not to write the coursework for you. The coursework must be your own. However, much you are informed by what you have read, the material must be chewed over and fashioned to help you give your own response to the topic set.

If you feel it would be helpful to use another author's own words to illustrate a point you wish to make, be sure to use quotation marks and to reference the author clearly.

Coursework for one class may not be edited and submitted for another class or used in your project.

You should also clearly reference:

assertions of fact that cannot be presumed to be common knowledge

- paraphrases of other writer's statements
- opinions and generalisations derived directly from other writers
- borrowed tables and diagrams (for which the source is usually written underneath the table or diagram).

If you are unclear about how to reference material, you should consult either the local counsellor or University lecturer who set the coursework.

2. Collusion:

Collusion is the offence of submitting work as your own when it has been done jointly with another person or persons. It applies mainly to individual coursework and is less relevant in the case of teamwork.

Agreeing with another student either to submit work produced collaboratively or to copy the student's work is a form of plagiarism in which the individual whose work is being plagiarised gives consent for this to happen. In such cases both parties are committing an offence.

While you are encouraged to work jointly with other course members to explore ideas or resolve difficulties in understanding, **THE COURSEWORK THAT YOU SUBMIT UNDER YOUR OWN NAME MUST BE YOUR OWN WORK**. If you are in doubt about the degree to which it is appropriate to work with other course members towards an individual piece of coursework, you should consult the lecturer who set the coursework.

Penalties for plagiarism and collusion: The University regards these offences as extremely serious. Penalties may range from a fail in the class concerned, to a ruling that the offender be disbarred from the University. An awarded degree may be withdrawn if plagiarism or collusion is subsequently discovered. Detailed information on Plagiarism and Collusion can be found in Appendix 1

3. Online Submission and Return of Coursework

As stated earlier **ALL** classes require Coursework to be submitted by the deadline via the assignment submission link located for each class on MyMBA.

Once you have uploaded your assignment this will automatically provide you with a Turnitin report within 24 hours. Should you wish to reload your assignment, **you must allow 24 hours between submissions**. Guidelines on how to carry out this task are published on MyMBA.

You will be provided with a receipt via email informing you of your submission to MyMBA. Be sure to keep this receipt.

You are required to keep a copy of all coursework submitted.

If a piece of coursework goes missing, it is your responsibility to provide evidence of submission and another copy of the coursework. If you are unable to do so, you may be awarded a fail in the class and will be required to submit another piece of coursework.

Assignments will normally be first marked by within 3 weeks of the submission deadline and then the moderation process will be completed. Following the completion of the moderation process, marks and feedback will normally be released to you via MyMBA within 6 weeks of the submission deadline. No assignment marks/feedback will be released via MyMBA until the moderation process has been completed. It should also be noted that no marks are final until they have been ratified by the MBA Board of Examiners.

For all group assignments Peer Assessment must be completed online by the assignment submission deadline.

You should refer to your Student Handbook, and Appendix 5. Details the Rules Relating to Academic Dishonesty.

This link <https://www.strath.ac.uk/sees/studentpolicies/policiesindex/> refers to the University Academic Dishonesty Guidance which is applicable for all study modes including blended

and online learning. Also available on this link is the University Student Guide to Academic Practice.

UAE MBA Students have significant resources both on MyMBA, the Students Handbook, and on the University web pages in order not to fall foul of the academic integrity pitfalls.

Submitted by	Campus Manager	Origination	SBS UAE
Approved by	SEED LT	Date	1 st February 2022
Approval date	24 th January 2023	Last date amended	24 th January 2023
		Next review date	1 st March 2024
		Position responsible	Campus Manager

34. Appendix 9 – Student Support Policy



Policy Number: 2023002

POLICY TITLE: Student Support MBA UAE

POLICY TYPE: (Check one of the following)

New **Revised X** **Discontinued**

APPROVAL(S)

SEED LT, Glasgow

Approver Date 5th May 2023

Rationale:

Student Support is an integral part of maintaining the quality and effectiveness of the MBA programme. The University pride itself on being voted University of the Year in 2012 and 2019 in the Times Higher Education Awards. It is vital that students, regardless of delivery mode or geographical location, experience the same excellent standards of support.

The Policy:

This document provides a framework for the student support available to students on the Strathclyde Business School (SBS) Executive MBA (MBA) United Arab Emirates (UAE) programme.

Students on the MBA programme in the UAE have two modes of support, face to face and virtual.

The campus and staff in Dubai Knowledge Park offer both academic and administrative support services:

Local administrative support for the programme in the UAE campus is provided by a team of full-time Strathclyde administrators based in Dubai. These administrators are the first point of contact for students and the principal source of information on routine course matters; they handle the day-to-day management of the programme, dealing with everyday student and programme matters, room bookings, timetable preparation, issue and collection of materials,

and organising class committee meetings and social events. They are also the first point of contact for new applicants to the programme and are responsible for advising on and monitoring the on-line application process and arranging interviews. The team is led by the SBS UAE Campus Manager who is responsible for overall administrative services of the UAE centre, and who maintains a close working relationship with the local administration team, the Glasgow-based administrators and other programme support functions within SBS, to ensure an efficient and responsive administrative service function is maintained within SBS UAE. Students, can phone, email or drop in to campus (it is conveniently located in Dubai Knowledge Park close to many large corporate buildings).

Academic support is provided by Academic Faculty resident within the UAE. The faculty are available on campus and students can discuss and points of clarification on modules, specific topic advice and generally seek advice and guidance. Virtual office hours are also being piloted for ease of access.

Our MBA alumni additionally are a valuable source of support. The community is strong and through referrals and networks relevant advice and guidance is offered to support students. This is a highly valued network and a privilege for Strathclyde to have such active, loyal and highly skilled community.

Virtually:

Further programme administrative support is available remotely from the senior programme administrators in Glasgow, via email or phone.

The fly-in/ fly/out faculty and module conveners located in Glasgow provide end to end course support, not just while they are in country. Faculty staff based in Glasgow are available to students via email, phone and zoom for any clarification, counselling or discussions that students request, and provide an on-going relationship and dialogue.

IT support is available 24/7 from Glasgow

MyMBA VLE has many links to University support and websites of relevance e.g. library training services, career services, writing skills training, IT services etc. Significant support is available here and eases the access to University services.

All students have on-line access to Strathclyde's counselling services, well-being and a plethora of useful resources, career services support units. <https://www.strath.ac.uk/sees/>



Student Experience and Enhancement

Student Experience & Enhancement Services



[Student Lifecycle](#)



[Careers](#)



[Disability & Wellbeing Service](#)



[Equality and Diversity](#)



[Education Enhancement](#)



[Student Support & Wellbeing](#)



[Student Survey](#)

For additional academic support students can email any academic faculty and arrange a zoom call. Module leaders and all academic faculty are fully accessible to students in any geographical location by email and are happy to book virtual meetings.

Students can discuss concerns or issues with the local administrative team in SBS UAE, as well as accessing the substantial resources online on the main University website.

wellness, <https://www.strath.ac.uk/sees/studentssupportwellbeing/>

Student support is monitored via the student feedback channels and any actions or adjustments can be considered in response to feedback to continuously improve services.

Submitted by	Recruitment Officer	Origination	30 April 2022
Approved by	Head of UAE Campus	Date	30 April 2022
Approval date	30 April 2022	Last date amended	30 April 2022
Reviewed	30 April 2023		
Approved by	SEED LT, Glasgow	5th May 2023	
		Position responsible	Head of Campus, UAE
		Next review date	30 April 2024

35. Appendix 10 - International Centre Contacts

Bahrain	Milushka Faria Khurram Salman Elvin Joseph The Strathclyde MBA Office Bahrain Institute of Banking & Finance Building No. 1306 Road No. 4625 Block No. 3546 Manama Kingdom of Bahrain T/E: Milushka - +973 1781 6339 / milushka.faria@strath.ac.uk Khurram - +973 1781 6314 / khurram.salman@strath.ac.uk Elvin - +973 1781 6338 / elvin.joseph@strath.ac.uk	Programme Manager Programme Co-ordinator ME Bus. Dev. Director
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