

THE EEG - PART 2

MBM EDUCATION GUIDE



Project Week Trip to Apenheul, Apeldoorn

31 August 2025

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MASTER OF BUSINESS MANAGEMENT EDUCATION GUIDE

INTRODUCTION TO MASTER OF BUSINESS MANAGEMENT

The Master of Business Management is a variant of the Master of Business Administration. The programme is 90 European Credits, spans 1.5 years full-time, and MBM allows students who do not have three years or more of work experience to continue their studies in the domain of business and management after having completed a relevant bachelor's degree.

In contrast with the MBA, Master of Business Management students start their chosen specialisation modules during the first semester. There are four specialisation modules.

Furthermore, the Master of Business Management has a closer emphasis on micro and macroeconomics.

WITTENBORG'S EDUCATION PHILOSOPHY

As an institute, we believe that whether a student has an academic focus on research or a practical focus on applied science our education should be closely related to the reality of the changing world and society around us, and that the business studies we offer students should be linked in every way possible to the real life of business and organisations in an international and often global context.

The development of skills, competencies and knowledge never stops. Wittenborg believes that its master's students should be stimulated to develop as far as they can, sowing the seeds for continuous and productive learning. Learning is a life-long activity that Wittenborg students will appreciate as a highly valuable asset to their careers.

Wittenborg's philosophy is to simulate real life in its approach to education, providing a differentiated programme with traditional knowledge-based teaching, combined with a development of skills and competencies, leading to a vocational training situation in which students can discover their strengths and weaknesses, building on the former and improving the latter.

- Wittenborg students will learn to identify the environment they are in and adapt accordingly.
- Wittenborg students will learn to say what they do, and do what they say.

ENTRY REQUIREMENTS FOR THE MBM

Admission into programmes at Wittenborg is governed by the Graduation & Examination Board that empowers the Student Registrar to admit students based on pre-defined criteria.

In cases where applicants have deviating admissions documents, such as bachelor's degrees that are not listed in NARIC or recognised by NUFFIC, the Student Registrar is required to forward the application to the Graduation & Examination Board for a decision. Using the tools of NUFFIC and NARIC diploma verification, diplomas and periods of study are validated in line with the requirements of the Lisbon Convention, through the use of <http://www.enic-naric.net> as is described in the convention and its explanatory report.¹

- Master's students should have the appropriate education qualifications, validated by NUFFIC and NARIC.
- A bachelor's degree or equivalent recognised qualification is necessary.
 - Applicants are requested to provide two academic references from their previous education institute.
 - It is necessary to have obtained a bachelor's degree from the domain of Business Administration or Economics & Management, and in their degree students must have completed an academic piece of work (final project or dissertation) that shows a degree of academic writing and research experience.
- Master's students should have attained a working level of the English language equivalent to an IELTS 6.5 band, with a minimum 6 for writing, i.e. "Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations."
- Applicants must write a letter of motivation and submit their Curriculum Vitae and 2 letters of reference.
- Students are interviewed by Wittenborg for their intention, motivation and aptitude. They must pass this admission interview, which can be carried out in person, or through IT communications, such as video call.
- After students have passed the admission interview, and have been offered a place at Wittenborg, they are asked to sign a Wittenborg Study Agreement, which details the agreements made between Wittenborg about entry into the programme, and possible preparation courses that are required. The Wittenborg Study Agreement also states that students have read and understood the Education and Examination Guide (EEG).

¹ The Lisbon Recognition Convention, officially the Convention on the Recognition of Qualifications concerning Higher Education in the European Region

- Wittenborg is signatory for the national Code of Conduct for international students in the Netherlands, where specifics regarding entry requirements are also reiterated.
- The application procedure for international students is fully described on the Wittenborg website www.wittenborg.eu. All the required documents and information regarding the fee structure can be found there.

NB: Students entering Wittenborg programmes and signing the Study Agreement are expected to have received and read the EEG (this document).

REQUIREMENTS TO QUALIFY FOR THE MBM/MSC THROUGH THE PRE-MASTER PATHWAY

1. Students must complete the 30EC programme (attempt all 6 modules with 75% minimum attendance and assessments) during the 3 blocks.
2. Students who have attempted all modules and assessments but do not possess 30ECs are permitted to commence the intended master (MBM or MSc) programme with a minimum of 20ECs (or maximum of 10 ECs pending as retakes). Importantly, this requirement must be completed within a period of 3 blocks.

Students who fail to fulfil the above requirements of the Pre-master programme, will not be allowed to proceed and continue with any master programme at the Wittenborg University of Applied Sciences.

THE DOMAIN BUSINESS ADMINISTRATION

"The Master of Business Management degree programme is situated within the domain of business administration and is aimed at providing graduates with the skills and competencies to fulfil management positions in the field of business administration, both in the public and the private sector. These positions can include management or policy-making positions in large organisations, as well as positions of management in small to medium-sized companies (SMEs). An aim is that students are able to critically analyse and evaluate various developments within an organisation so that they can form, create and instigate policies, visions, aims and solutions within that organisation. They should be in a position to analyse the strategic processes and vision of a company or organisation and using this analysis apply and implement tools to innovate, optimise and (re-)structure these processes using an integral approach. From an international perspective the students should learn to analyse the environment they find themselves in and adapt their behaviour and role according to macro and micro-environments."

THE PROGRAMME PROFILE

"An international business administration professional will develop into a career person who is able to organise, develop products, services and policies, instigate and execute policies, perform under stress, control processes, analyse organisation traits, utilise human resources and plan their management, motivate staff and personnel, manage financial information, use information effectively, plan and organise campaigns, understand internal and external markets, interact with the surroundings, network, manage chains, communicate effectively, show leadership skills, manage meetings, present ideas, sell ideas and products, speak and write at least the English language, participate in company and organisation decision making and understand local and international cultures and the effects these have on the organisation and the individual.

"Business administrators can operate in financial or technical environments but also management and leadership settings and a combination of these. They must understand the need for leadership, motivating people and the importance of ethical decision making. They must understand the impact of change and the need for innovation. The business administrator will understand the need for good communication skills and have a good understanding of society, economics and sustainability. Understanding the need for stable and solid management within a company, large or small is important. A businessperson in modern day Europe needs to be able to communicate with people across the continent and across the world, and requires the ability to understand the effects of national and international governments on the business ventures they are involved in.

"A business administrator with a master's in business management is specifically able to manage a number of complex and integrated business operations within an international or a local setting, at both a tactical and strategic level, using skills and competencies that require a capability of inter-disciplinary thinking. They will show the ability to combine solid research and critical analysis skills to develop an organisation's corporate strategy within its business and cultural domain."

THE MBM FINAL QUALIFICATIONS

The MBM programmes all have 5 core overall qualifications that reflect the following:

1. **Understanding (Body of Knowledge)**
2. **Adoption (Strategic Management Roles)**
3. **Communication (Skills)**
4. **Conduct (Research)**
5. **Continuously develop personal skills (Lifelong Learning)**

The 5 Core Overall MBM Final Qualifications are numbered in blue, to show their relation to the MBM Programme Outcomes shown further in the EEG.

The programme outcomes are mapped at one level with the Professional Profile (above) and at another level with the Module Aims and Objectives (see module guides).

After completion of the Wittenborg MBM programme, the student is able to:

- (1) **Understand the MBM body of knowledge and apply its concepts and theories to the current business practice in an international and intercultural context, including:**
 - supporting an effective and efficient human resources policy, supporting and optimising business relationships and networks (1&2)
 - conceiving and developing effective marketing strategies and policies and making informed strategic decisions with regard to market research, branding and market penetration (3&4)
 - knowledge of global economy structures and professional skills to apply economic knowledge (6)
 - supporting the role of accounting principles and principles of corporate finance in the decision-making process (including investment opportunities, capital requirements, risk minimisation, financial reporting) (7)
 - supporting supply chain and quality management in order to increase efficiency and competitiveness (8&9)
 - supporting new technologies, business automation processes, big data and analytics that are shaping the economy as whole (10)

(2) Adopt appropriate management and leadership roles to strategic policy issues and decision-making processes in an international and intercultural context, including:

- making informed strategic decisions with regard to the positioning of the organisation within its (local/national/global) business environment (13&20)
- distinguishing between formal strategic processes and the need for change processes (5)
- being able to manage small to medium-sized business, companies in the non-profit sector, or government organisations (16)
- supporting the concept of corporate sustainability and the transformation process towards an ethical, sustainable business (11&12)
- being able to identify and/or create new business opportunities and reduce restrictions in the existing external business environment (17)
- being able to reorganise growing or stagnating organisations depending on environmental factors (18)
- supporting business innovation and idea generation within the constraints of internal and external influences (17&19)

(3) Use communication skills and critical analysis skills in order to improve effectiveness of business processes, including:

- being aware of cultural differences and diversity in the workplace (14)
- implementing effective problem-solving, team-work and team-building skills (2&14)
- being able to assess others' linguistic communication skills at business and governmental level (15)
- being able to position, defend, and communicate a company's policies (e.g. on sustainability) to internal and external stakeholders (12)
- being able to review analytical reports and plans (21)
- being aware of the importance of ethical considerations and being able to act in the interest of the key stakeholders that benefit people and the planet(22)

(4) Conduct individual and group research in the area of international business or management practice.

- being able to use and present (in tables and graphs) descriptive statistical data and indicators within the context of business planning and research (23)
- being able to design a methodologically sound research proposal based on current conceptual models and quantitative & qualitative techniques (24)

(5) Apply skills for continuous personal development

- being able to self-reflect on one's personal and professional development, taking responsibility for the continuous development of his or her knowledge and learning skills, and being able to continue to undertake further studies with a high degree of autonomy (26)

THE MBM PROGRAMME OUTCOMES

Graduates:

1	are able to apply knowledge and theory in the correct international and intercultural context that will enable them to form an effective and efficient human resources policy within an organisation
2	understand the development of business relationships, networks and chains, and be able to enlarge and expand these, for themselves and their organisations, in order to support an effective human resource management policy
3	are able to conceive and develop marketing strategies and policies within an international context that reflect a realistic approach to the size and capacity of the organisation and the international environment in which the organisation is positioned
4	are able to make decisions on market research, product development, branding and market penetration and distinguish between an organisation's longer-term strategic needs and its short-term operational needs
5	are able to develop a critical capacity to distinguish between formal strategic processes and quests to apply generalised insights into today's strategic challenges to concrete settings
6	are able to discuss economic issues and dilemmas with the knowledge of the global economy structures and develop professional skills to apply that knowledge
7	are able to attract investment by presenting opportunities, justifying capital requirements, and demonstrating how risks can be minimised and critically analyse financial and economic reports, producing recommendations and action plans
8	are able to apply knowledge and understanding of the concepts of supply chain management within a local or international context, in a manner that will increase efficiency and increase competitiveness
9	understand the concept of total quality management processes and are able to instigate solutions that will improve the quality process beyond the benchmark
10	are able to understand and apply new technologies, big data and analytics to transform business processes and more broadly how they are shaping and transforming the competitive environment across industries and the economy as a whole
11	able to broadly understand the concept of corporate sustainability and what it implies for the management systems in the transformation processes towards sustainable enterprise
12	able to effectively position, defend and communicate a company's sustainability programme both to internal and external stakeholders
13	are able to instigate and execute strategic decisions regarding the positioning of the organisation within a local, national and international environment, based on local cultural requirements in a global setting

14	are able to handle international business cases and situations with intercultural intelligence and are prepared to work in multi-cultural and diverse environments
15	are able to assess others' linguistic communication skills at all business and governmental levels, offering solutions for overcoming communication gaps
16	are able to manage SMEs, companies in the non-profit sector and governmental organisations
17	are able to improve the existing external business environment in order to create new opportunities and diminish restrictions
18	are able to understand how to reorganise growing or stagnating organisations, from the entrepreneur to the established SME, depending on growth and environmental factors
19	understand the processes of business innovation in small, medium and large organisations, in an international context, and understands the process of idea generation within the constraints of internal and external influences
20	are able to critically analyse policies and structures and adapt and change these in order to improve effectiveness of business processes
21	are able to critically review and improve analytical reports within an international environment
22	are able to consider organisational issues and dilemmas in a professional and ethical manner, to be able to make decisions and act in the interest of the organisation and key stakeholders that benefit both people and the planet
23	have an ability to use and present (both in tables and graphs) descriptive statistical data and indicators within the context of business planning and business research
24	have an ability to design methodologically sound research proposals in the area of business research or similar research based on state-of-the-art conceptual models and quantitative and/or qualitative research methods
25	have reached the academic level of master's degree in line with the recognised European standards as described in the Dublin Descriptors
26	have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy, for instance on a doctorate programme

A Graduate's Qualification and Competence Goals

The qualification and competence goals of the MBM are in line with those of a master's degree, in the domain of business administration from a university of applied sciences in the Netherlands. Through a combination of knowledge gained from textbooks, scientific research literature, exposure to business practice and the application of understanding and knowledge, students reach a stage at which they can start their (international) careers or continue their studies in the Netherlands or abroad. According to the Dutch Ministry of Education:

"Holders of HBO master's degrees (University of Applied Sciences) have obtained the qualifications for the level of independent and/or management level professional practitioner in an occupation or spectrum of occupations, and have reached the level needed to work in a multi-disciplinary environment in which a university of applied sciences degree is either required or would be of use."

Wittenborg Business Administration Graduates will show the following:

- ability to work independently
- ability to develop or generate new ideas and communicate these and be pro-active
- ability to think ahead and actively change processes to improve them
- analytical capability based on experience
- ability to ascertain quickly the effect of change within organisations
- ability to prioritise quickly
- ability to gain quickly an overview of an organisation
- ability to understand complex situations
- broad understanding of business as well as a deeper understanding of work field specific issues (specialist)
- good written and spoken presentation skills
- ability to work in autonomous teams and values the input of peers
- good understanding of the socio-economic environment, and ability to maintain this
- ability to socialise with fellow graduates and academics
- ability to take worthwhile decisions both long-term and short-term based on available facts and existing situations

Furthermore, an MBM graduate:

- has the ability to lead people and motivate teams
- has the ability to communicate conclusions
- is flexible and can cope with uncertain situations
- shows creativeness and innovation through the ability to introduce new thoughts alongside normal theory
- shows social competence, through self-reflection, cultural adaptability, and openness to other ways of thinking, empathic

A business and management programme focuses on the skills and competencies required to operate in an international business working environment, both politically and socially, and both permanent and temporary. The competences and skills should be attuned to a small to medium-sized business organizations which operate in an international business environment and which may be part of the operations of multi-national organisations. Graduates should be able to work with people and groups in diverse forms of organisations; they can be flat or highly hierarchical, primarily economically, socially or politically orientated.

A graduate will be required to recognise and understand the following processes:

- development and execution of specific policies of an organisation that will lead to higher levels of optimisation, revenues, growth and sustainability
- nurturing and maintenance of relationships within and between organisations, networks and chains
- management of processes in fulfilment of developed and developing management aims
- planning, control and organisation of processes within an organisation
- development and adherence to quality control processes
- management of products, production processes and chains

Wittenborg students will further develop the following domain competencies:

- understand common business practices
- understand change and trends in the field of international business
- identify the relationship between social developments and requirements and the organisation structure, its financial planning, its operational processes and its human resource management
- learn to view internal processes from an integral viewpoint, working together with a range of different specialists
- understand the importance of developing networks, chains and relationships
- collect, analyse and present information to an organisation, and suggest solutions and optimisations for the organisation
- analyse the financial and legal aspects within an organisation in order to offer alternative processes
- prepare advice on the internal operation and processes within an organisation
- develop, implement and evaluate change management within an organisation
- communicate clearly and effectively within an organisation
- work independently and be creative
- identify diverse business cultures and adapt to them
- learn to adapt to the business and national environments in which they find themselves
- work under stress, in complex cross-business domain situations

The business and management curriculum is designed to introduce students to a wide range of business administration activities, placing these in the international context that the students already find

themselves in. By the end of the programme, Wittenborg students should have further developed the following knowledge areas:

- understanding of the broad scope of business administration, and the interdisciplinary thinking required in organisations
- organisational perspective on (international) business activities within companies and an understanding of the contexts in which these occur
- ability to research a problem and present possible solutions
- understanding of the management requirements of a junior manager within a company, and the ability to put this knowledge into practice
- understanding of intercultural issues in business administration

Specifically, international business administration students will have acquired the following skills:

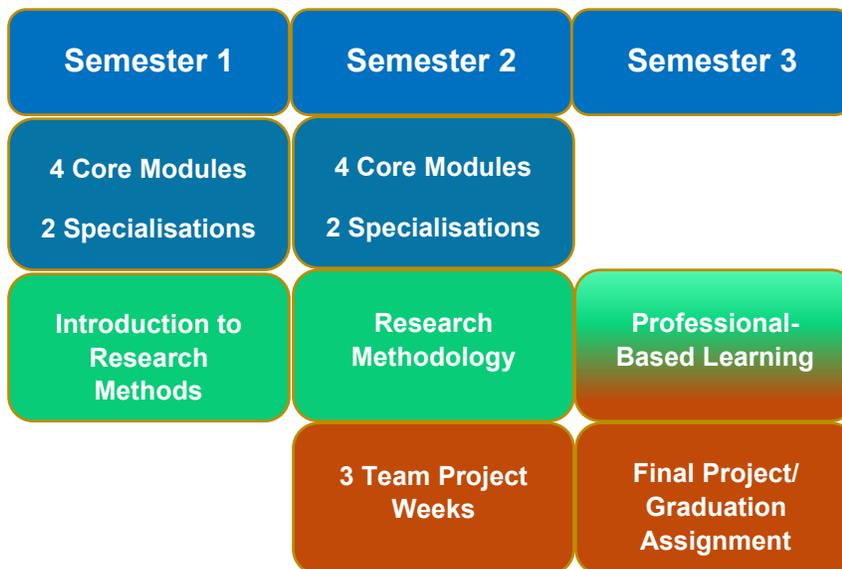
- new language learning skills
- language “through-thinking”

To understand their own interpersonal communication skills and how to improve and refine these, including areas such as:

- negotiation
- interviewing
- presentation and public speaking skills
- meetings
- teamwork
- leadership
- information technology usage: internet and desktop publishing programmes, usage of an intranet
- study skills: reading and learning in a foreign language, note-taking, brain storming, mind mapping, researching a subject in-depth, paper writing, contributing to/keeping a journal

PROGRAMME STRUCTURE

The full-time MBM is structured in three semesters spanning 1 ½ years, with distinct aspects to each semester.

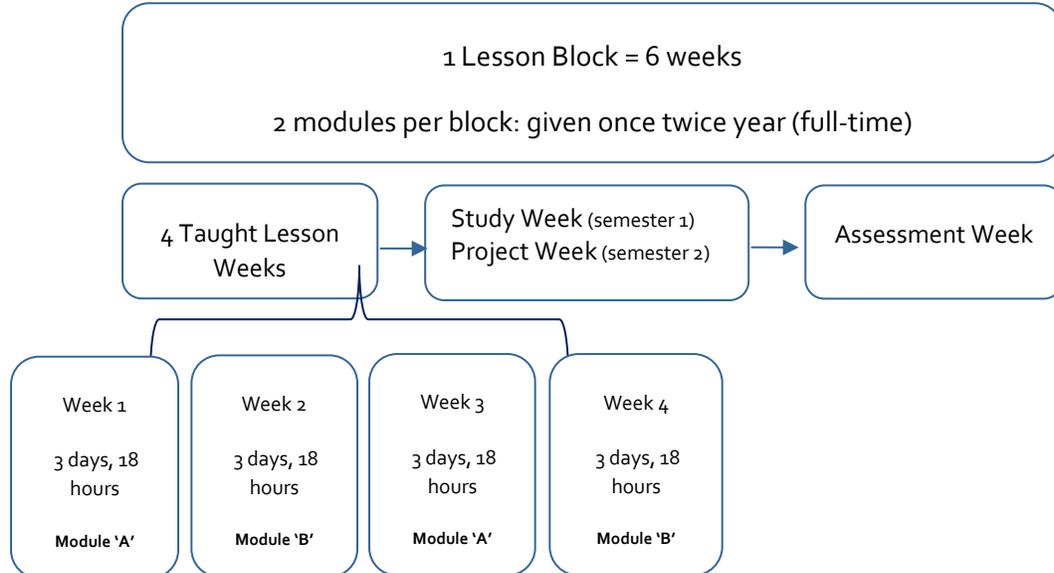
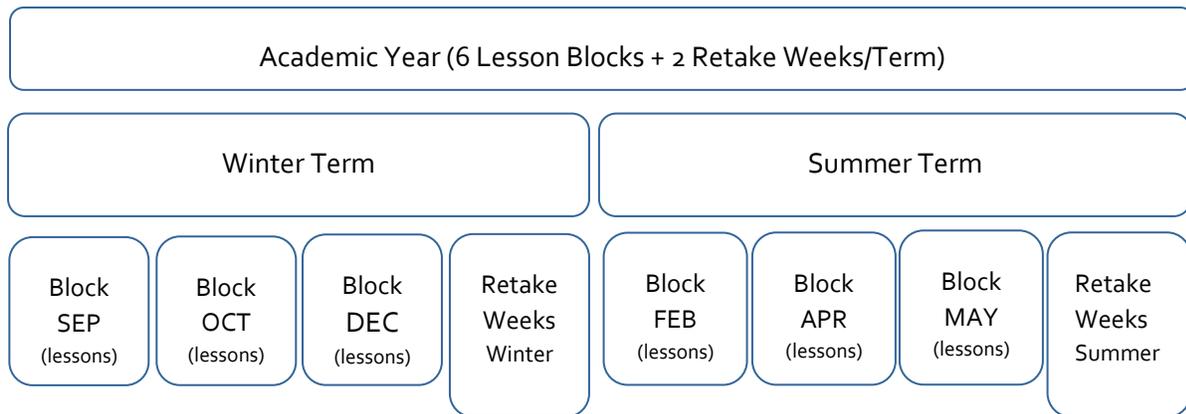


BLOCK SYSTEM – SEMESTER 1 & 2

Semester 1				Semester 2			
Block SEP	Block OCT	Block DEC	Retake Weeks - Winter	Block FEB	Block APR	Block MAY	Retake Weeks - Summer
4 Lesson Weeks with a maximum of 2 modules per week.			2 Weeks for Retakes and Tutorials.	4 Lesson Weeks with a maximum of 2 modules per week.			2 Weeks for Retakes and Tutorials.
1 Assignment & Literature Review Week. Students have a week to work on their assignments and review the literature for their current modules. During this week, guest speakers related to the taught modules will be invited to give seminars. Rescheduled lessons can also be followed in this period.				1 Assignment & Literature Review Week. Students have a week to work on their assignments and review the literature for their current modules. During this week, guest speakers related to the taught modules will be invited to give seminars. Rescheduled lessons can also be followed in this period.			
1 Assessment Week with some closed or open-book written examinations, and paper and report submissions.				1 Assessment Week with paper and report submissions.			

BUSINESS-LIKE PROGRAMMING

Wittenborg’s yearly programming is flexible but business-like. We allow students to enter at different times of the year so that class groupings may change and develop during your time with us. This system provides a stimulating network of international interaction among business students and staff. First and second year modules are taught in blocks of six weeks; full module examinations take place in the final week, thus completing that part of the programme. This block system allows students to enter the programme at six evenly spaced times through the 40-week academic year. Graduation is also possible at these times.



Semester 1 provides students with 4 of the core MBM subjects, balanced equally over the semester and 2 Specialisation Modules. Students have chosen their specialisation at entry and are required to follow 4 specialisation modules spread over semester 1 & 2. As students will have recently completed a bachelor's and written academic papers and a final project as part of that, the MBM, in contrast to the MBA assumes that students are at home with a mixed approach of examinations and papers, or group assignments, from the start.

Semester 1 4 Core Modules
Marketing Management
Globalisation Society & Culture
Micro & Macroeconomics - Global Perspectives
Professional Enquiry

MBM Specialisations
Accounting
Applied Artificial Intelligence
Applied ICT
Clean Tech
Cyber Security
Data Analytics
Digital Marketing & Communication
Digital Transformation
Engineering
Entrepreneurship & Innovation
Events Industry
Finance
Health & Social Care
Hospitality
Human Resources
Logistics & Trade
Nursing
Smart Industry
Sport Business
Tourism & Travel

Each module, given over a six weeks block, is weighted at 5 European Credits. These modules incorporate a number of classic functional business and management areas, which, besides by forms of classical delegation of knowledge, will be grasped by applied research and learning through professional enquiry. Students must have done all semester 1 modules in order to enter into semester 2 modules.

The learning through the module Professional Enquiry helps to develop critical thinking, self-awareness and analytical skills. It involves an individual in a reflective process, using what they have learnt and applying it to the insight they gain in a company or organisation.

During Semester 1, students are given 9 hours of lessons of (an introduction to) Research Methods, which is part of the Final Project. During Semester 1, guest speakers will be invited to give seminars during the third week of each block (Assignment and Literature review weeks)

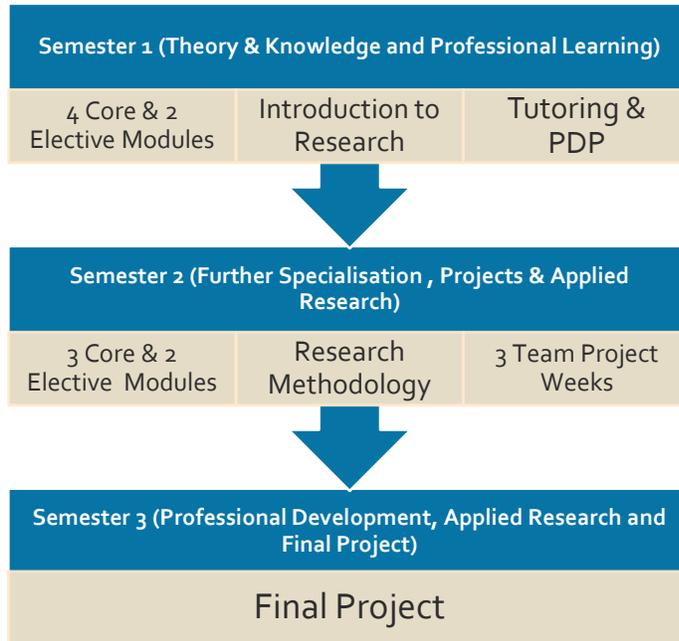
Semester 2 builds on the first semester, and provides students with a further 4 core modules that build on the core modules from Semester 1.

Semester 2 4 Core Modules
Strategic Management
Research Methods
The World Economy
The Project Module

During Semester 2, students follow the core module Research Methods module in preparation of the Final Project, they will complete Research Methods with the production and submission of a Final Project Proposal.

During Semester 2, students are also required to complete 3 team project weeks, each comprising of an interdisciplinary research project focusing on problem solving, instigated in cooperation with companies and organisations in the region. The 3 team project weeks will include company visits and guest lectures designed to give students a connection to the local

business community and to assemble information relevant to their problem-solving assignments, and are aimed at preparing students for the Final Project.



Semester 3 will see students completing their Final Project. However, before that, students will complete a block (six weeks) of Professional-Based Learning. This is a short period of work placement in a company or organisation chosen for the background and content of the Final Project. The professional-based learning period lasts a minimum of six weeks; however, students can opt to extend their work placement up to a maximum of six months.

The Final Project covers two blocks of the third semester, which includes research and editing time. Failed assignments modules from semesters 1 and 2 can be reworked and re-submitted at the start of this semester, according to deadlines set by the

programme management.

MODULE PLANNING

Timetabling: teaching will be done using the “block teaching” method. Wittenborg aims to teach as many of its master’s modules in teaching blocks of three days.

In practice this will mean that the programme will aim to offer a module’s 36 teaching hours in two sessions of 3 days. As an **EXAMPLE**, in Block September of Semester 1, full-time students could expect the following lesson timetable (NB. this is only an indication):

<i>Block</i>	<i>Week</i>	<i>Subject</i>	<i>Days</i>	<i>Hours</i>
SEP	Week 1	Globalisation, Society & Culture	Wed, Thurs, Fri	18 (6 per day)
	Week 2	Marketing Management	Mon, Tues, Wed	18 (6 per day)
	Week 3	Globalisation, Society & Culture	Wed, Thurs, Fri	18 (6 per day)
	Week 4	Marketing Management	Mon, Tues, Wed	18 (6 per day)
	Week 5	Assignment & Literature Review	No planned lessons	N/A
	Week 6	Written Exam	No planned lessons	N/A

PART-TIME MBM

The MBM is also offered to students who wish to study part-time in 3 years. This will mean that instead of following 2 modules per block, only 1 module will be taken, and project weeks and research methods will be spread across a whole year. The editing time allowed for the final project will also be extended across 1 year.

- WITTENBORG courses are planned into two separate semesters known as the Winter Term and the Summer term, each with 3 teaching blocks of 6 weeks. Modules are taught in 1 block, and examined at the end of that block.
- Each semester is comprised of 4 blocks = 3 blocks of 6-weeks (with each block being made up of 4 weeks of lessons, 1 project week and 1 exam week), and 1 block of 2 weeks for missed lessons and full module exams.
- Students can start their studies either at any full 6-weeks block, in the Winter Term or the Summer Term.
- Each block has individual modules and these will be offered once a year.
- Each module has examination or assessment moments, all held on 1 day at the end of the block.
- Each exam has a retake exam, held in blocks 4 or 8. Students are only allowed to register for re-take exams for modules that have been given in that term.

COMPARISON OF FULL-TIME VERSUS PART-TIME PROGRAMME

Full-Time Programme			Part-Time Programme		
Period	Duration	Content	Period	Duration	Content
Semester 1 (Winter Term)	Block SEP - JAN (½ Year)	6 Modules Introduction to Research Methods	½ Semester 1 (Winter Term)	Block SEP - JAN (½ Year)	3 Modules
Semester 2 (Summer Term)	Block FEB - JUL (½ Year)	3 Modules 2 Elective Modules 3 Project Weeks Research Methods	½ Semester 1 (Summer Term)	Block FEB - JUL (½ Year)	3 Modules Introduction to Research Methods
Semester 3 (Winter Term)	Block SEP - JAN (½ Year)	Final Project	½ Semester 2 (Winter Term)	Block SEP - JAN (½ Year)	3 Modules 1 Project Week Research Methods
NB: Part-time students have more flexibility to plan their Project Weeks and their Research Methods lessons due to the combination of full-time/part-time students in lessons.			½ Semester 2 (Summer Term)	Block FEB - JUL (½ Year)	2 Elective Modules 2 Project Weeks Research Methods
			Semester 3 (Winter Term & Summer Term)	Block SEP - JUL (1 Year)	Final Project – up to 1 year possible

Directed Study (DS)

For modules with a small group of students (between 1-5 students), Directed Study (DS) is provided to make the learning more tailor-made and practical for the needs and backgrounds of the students. Students will obtain the same aims and objectives of the module as in normal teaching delivery under the guidance of the lecturers with 18 contact hours. DS has been proven in our previous teaching experiences as the most effective approach to cater to the needs of a small group of students.

Under DS, the instructor discusses with the students and plans for achieving effectively the aims and objectives, contents and plan of learning, and the deliverables. As per the normal delivery, and depending on the module, the final assignment can be either a Type 1 Exam or a Type 2 Exam. Grading of assignments will also follow the normal standard grading criteria or rubrics.

Students will be contacted in advance by the process tutor/study advisor if DS will be provided. In case the student is accustomed to normal classes, another option could be choosing an alternative normally delivered module from other specialisations in the same phase/semester or higher under the condition that there is no time clash in the timetable of the student.

STARTING A MODULE: DOCUMENTATION



Each module is described in a Module Guide, which clearly states the aims and objectives of the module. On the front cover of the Module Guide students can clearly see how many European credits are allocated to the module, and as shown in this example, the aims and objectives are clearly stated on the front cover.

When starting the module, the teacher will present students with a Module Guide, which is comprised of a collection of documents including:

Module Description

This will tell students exactly what they can expect to learn from the module, and how it will be taught. It records the link between what is taught, the curriculum and the requirements of the accredited bachelor's programme. Students can also find the number of ECs allocated to the module.

Module Guide – Lesson Blocks

This document will provide students with an overview of the study components of their module. Each week will show what is to be studied during that period, and even page numbers of books that should be read before the lesson. The module plan will provide students with an insight into what they can expect from a lesson block.

Module Evaluation Plan

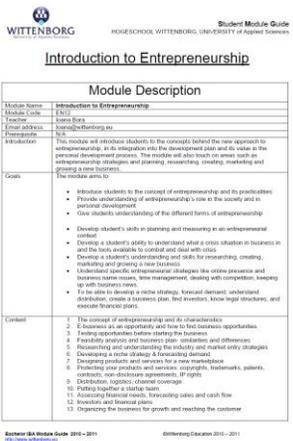
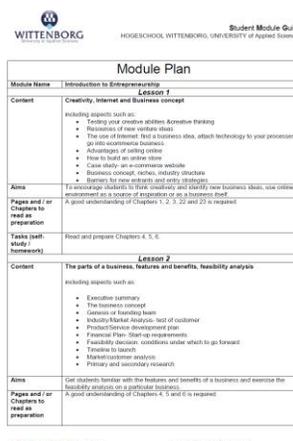
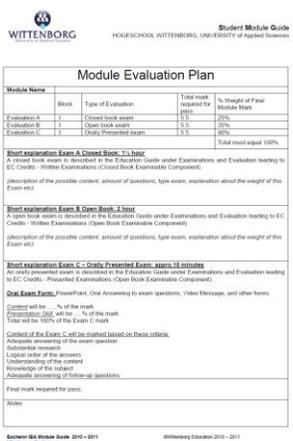
This document will give students a precise overview of how their module will be examined and marked.

Relative documents to the module: Reading material

The module plan also contains any relative reading material, web links, and literature resources that are standard learning tools within the module.

Module Plan-Lesson Plans

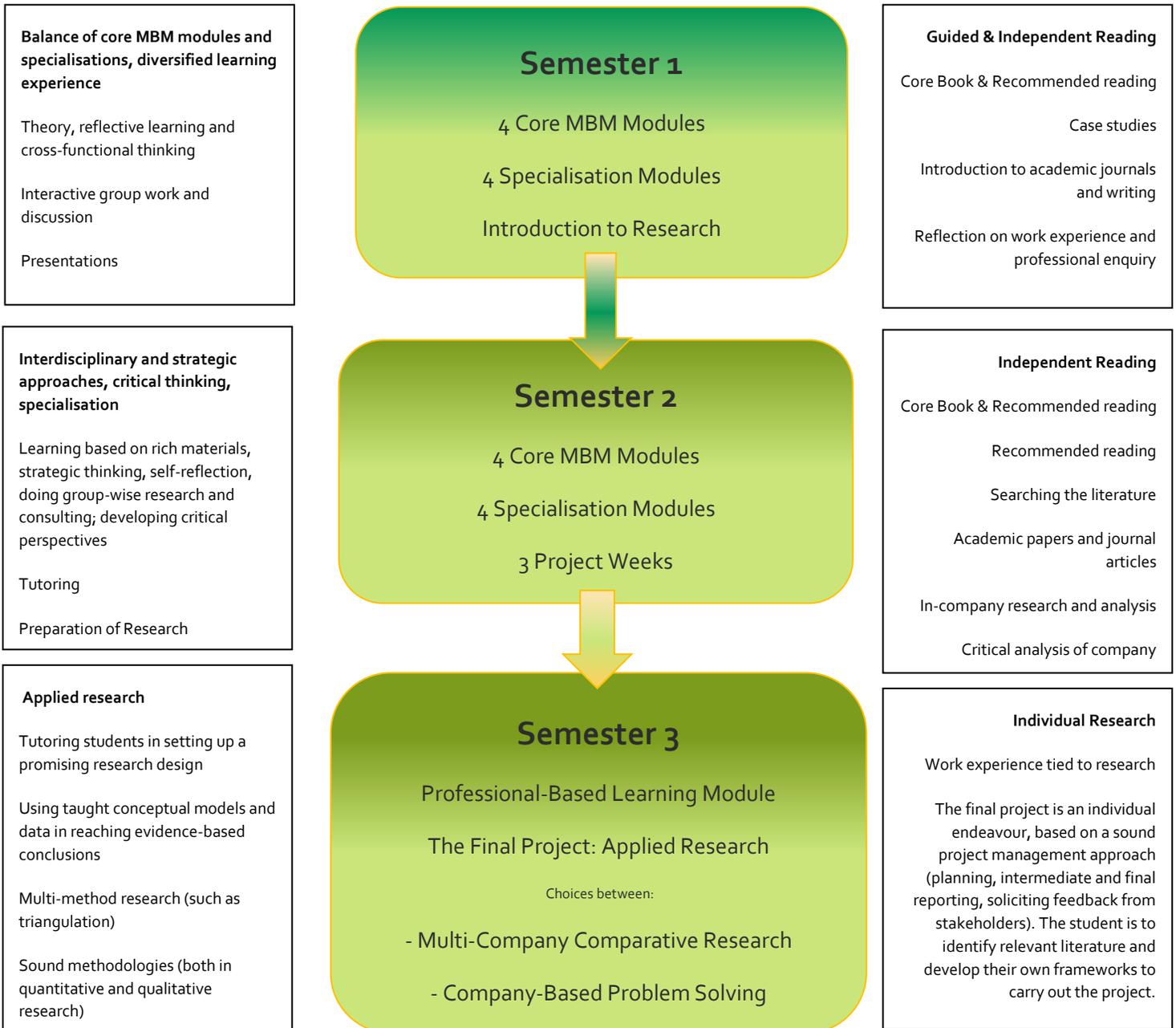
Teachers are required to keep up-to-date lesson plans of each of the lessons/seminars/lectures they give. If required, these lesson plans are archived at the central education administration office for quality control and accreditation purposes only.

		
<p>Module Description</p> <ul style="list-style-type: none"> • a complete overview of the module aims and objectives • the module's content • the current teacher, responsible for the module and contact information • the number of lesson hours/ self-study hours • instruction methods • assessment methods • required literature • recommended literature • European credits allocated • exact overview of study load • teaching language • prerequisites for starting the module 	<p>Module Plan</p> <ul style="list-style-type: none"> • an overview of lesson content on a lesson basis • content of a lesson block • aims and objectives of that lesson • an overview of required reading and homework 	<p>Module Evaluation Plan</p> <ul style="list-style-type: none"> • an overview of the testing and examination(s) • time and length given to an examination

DIDACTIC APPROACH & STRUCTURE

The MBM has 3 semesters, and 502 hours of contact hours in modules comprising of

- 396 lesson hours (11 modules x 6 days x 6 hours)
- 36 contact hours during project weeks (12 x 3 weeks)
- 46 tutoring hours semesters 1, 2 & 3 (including Professional Enquiry & Professional-Based Learning)
- 24 tutoring hours Final Project



DIDACTIC APPROACH & ASSESSMENT

Semester 1

Reinforcement & channelled learning – economics & management
Students reflect on their previous study, personal development and academic skills
Discipline oriented learning – Workplace investigation
Obligatory & recommended literature



Semester 2

Increased topic orientated
Cross Functional – Project-based learning
Critical perspective - Strategic
Independent reading from wider selection



Semester 3

Independent thinking
Literature review & analysis
Cross functional & advisory
Testing & Assessment through a substantially researched Final Project in the form of a
Dissertation, Consultancy Report or Multimedia Project