PROGRAMME SPECIFICATON

(NOTE: This programme specification is applicable to cohorts taking this programme from September 2018 onwards)

1	**Awarding body**	
	Glyndŵr University	
2	**Teaching institution**	
	Glyndŵr University	
3	**Award title**	
	Executive MBA	
4	**Final awards available**	
	Executive MBA Postgraduate Diploma Executive Business Administration Postgraduate Certificate Executive Business Administration	
5	**Professional, Statutory or Regulatory Body (PSRB) accreditation**	
	None	
6	JACS3 **code**	
	N211	
7	UCAS **code**	
	N/A	
8	**Relevant QAA subject benchmark statement/s**	
	http://www.qaa.ac.uk/en/Publications/Documents/SBS-Business-and%20Management-15.pdf	
9	**Other external and internal reference points used to inform the programme outcomes**	
	Current programme validation document and module specifications	
10	**Mode of study**	
	Part time	
11	**Language of study**	
	English	

12 Criteria for admission to the programme

Standard entry criteria

The University's admissions policy is detailed here
https://www.glyndwr.ac.uk/en/Howtoapply/Admissionspolicies/.
Applicants would be expected to have achieved an undergraduate degree.

International entry qualifications

Qualifications outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the above UK entry qualification.

Programme specific requirements

N/A

Non-standard entry criteria
(e.g. industry experience)

In 2015 the Global Voice of the Executive MBA Industry (www.embac.org) reported that the average age of an MBA student was 38 years old with 14 years work experience. Whilst it would be expected that an applicant had completed an undergraduate programme of study, and have a minimum of two years experience in the workplace, where this is not the case, a student would be invited to attend an interview to establish the scope and level of experience in order to ascertain fit with the programme expectations and future student experience. Where this was deemed to be satisfactory an applicant without a first degree would be accepted onto the programme.

English language requirements

The University's English language requirements are set out at
http://www.glyndwr.ac.uk/en/Howtoapply/Readytoapply/

☐ **Postgraduate**

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/ for details), including IELTS, with an overall score of 6.5 and no component below 6.0.

International students require a UKVI Approved Secure English Language Test (SELT), achieving an overall score of 6.5 with no component below 6.0 (please see http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/ for details). If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi. Applicants are asked to note that only an *IELTS for UKVI* test result will be accepted.

13 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations

Programme specific requirements

N/A

14 Aims of the programme

The overall aim of this programme is to provide a comprehensive and flexible course at postgraduate level for students seeking to follow or develop their careers within a management role. The programme is aimed principally at professional people in employment, who have been identified as having high potential, in terms of their progress to senior management. Specifically, the programme is intended to provide individuals with the potential to become leaders and Board level executives of the future with the requisite breadth of knowledge to make a positive impact to their organisation.

Since the executive MBA is targeted towards individuals with existing managerial experience, its focus is substantially different to that of a full-time MBA programme. It aims to provide students with the following:

1. A breadth of knowledge in key areas of business and management.
2. A wider appreciation of how organisations operate and grow outside of their accumulated personal experience to date.
3. The opportunity to think critically on a range of business scenarios and re-assess the most effective approach to be taken in each case.
4. Knowledge of solutions to challenging business problems or weaknesses that are either novel or new to their organisation's experience.
5. An insight into the range and impact of organizational change and effective responses.
6. The opportunity to think strategically as much, if not more so, than operationally, and in so doing elevate towards senior management thinking.
7. A critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of the academic disciplines of management.
8. An opportunity through the dissertation to research a particular subject area of business and management in depth and in doing so contribute to the existing body of knowledge in that area.

Further, the programme will aim to develop students' softer skills, particularly in terms of developing:

1. The ability to work effectively as part of a team.
2. The confidence to think independently and ask probing questions.
3. The capabilities to manage their time, work to a deadline and effective organisation.
4. The proficiencies required to write business reports in a succinct and informative style.
5. Professional oral and visual presentation skills.
6. Skills linked to independent research and knowledge exploration.

On completion of the programme students will be able to:

- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
- Continue to advance their knowledge and understanding, and to develop new skills to a high level.

15 Distinctive features of the programme

The programme is designed around four clusters: Future, Finance, Functions and Family as a result of stakeholder feedback and also incorporates a foundation of nine critical factors making the programme distinctive and enhancing the overall student experience:

1. **Blend of business practitioners and academics in module delivery.**

   North Wales Business School has sourced and recruited specialist business practitioners to support the delivery of several modules in the role of visiting tutors. All external tutors have experience of delivering in an academic environment but also have considerable experience in business practice. This blend of academic theory linked to contemporary business application is an essential factor in ensuring that the programme adds value to the business community and wider economy. Academic staff within the School, who have practitioner experience, also deliver modules and provide the dissertation supervision

2. **Content focus for business professionals**

   Within each of the four programme clusters, students are able to study modules that blend academic rigour with detailed discussion on where the theory sits in contemporary business scenarios. The module titles are intuitive and in some cases motivational and tutors are expected to incorporate that intuition into the sessions. This means that the executive MBA is taking a significant step towards offering academic education that is directed towards business application. Module leaders will prioritise the demand for up-to-date subject matter with particular emphasis on sharing ideas and content that can be considered 'leading-edge'.

3. **Innovative curriculum design**

   Many existing (executive) MBA programmes on the market fail to structure the syllabus in a way that reflects how successful businesses operate. This programme has been specifically designed to provide students with a structure that enables them to see how successful businesses unite their disparate functions towards a common goal. This is achieved by applying a syllabus consisting of four clusters of learning that reflect core business processes and systems.

4. **Scope and range of subject matter**

   Each cluster contains three modules. As such, the syllabus offers students the breadth of knowledge required to understand how to manage a business at senior level. In addition, a range of optional modules have been included in the programme that provide participants with an opportunity to acquire additional expertise in areas of the syllabus that closely match their current specialism, ambitions or areas of interest.

5. **Application focused assessment**

   Assessment is principally (although not exclusively) coursework based and includes case study scenarios with the opportunity to participate in strategic decision-making scenarios. Specifically, particular emphasis will be given to the student applying learning from the module directly back to his or her own organisation or a suitable alternative. This approach benefits both student and

employer (or for the owner-manager). The benefit to the employer is justified since the student is encouraged to make the assignment available to relevant members of their organisation in order to take advantage of the learning.

6. **Stimulating and thought provoking sessions**

Delivery format is fully blended throughout to eliminate the need for continual lecturing. The block delivery is divided into manageable sections with a maximum of 50% of each section being lecture style. 'One to many' knowledge transfer is supplemented by group work, student presentations, multi-media presentations and other interactive forms of delivery that are applicable to the specific module.

7. **Dissemination of knowledge across different organisations and sectors**

Applicants onto the programme need to have a minimum of two years managerial work experience. The executive MBA therefore provides a unique opportunity to regularly bring together talent from disparate sectors. Further, a large element of learning within modules will be through interactive peer working either in formal group work or through informal discussion of a less structured nature. Critically, the consequence of this is a programme that will encourage and enable students to learn about how other organisations carry out their management practices. Students have the opportunity to network that have been evidenced as having: "Unique, long-lasting value – difficult to find in any other setting" (embac.org)

8. **Opportunity for reflection**

Block delivery is considered the most attractive option for potential students since it minimises the inconvenience in time for the manager who is travelling to the place of delivery. It also provides the necessary intellectual space for students to digest, reflect and explore further the learning and knowledge from the module. This enables the learning to be effectively absorbed and be used in practice.

9. **Tangible benefits for local businesses**

In many ways this is what separates the executive MBA from other similar qualifications (in particular the full-time MBA). Members of the business world who engage with an executive MBA by sending their employees onto the programme are making a pro-active commitment to grow their talent base with short to medium term impact on their own organisation. This is due to several of the factors highlighted above.

In summary, the over-arching aim of the programme from a business community perspective is to make a positive contribution to regional socio-economic growth.

16 Programme structure narrative

The programme is only delivered on a part-time, block modular basis, timetabled with an interval of six weeks between modules when independent study takes place and students are able to complete the assignment.

Students are strongly recommended to attend the scheduled sessions in order to learn the academic theory but also to engage in theory into practice discussions and debate. The opportunity to participate in practical exercises and learn through appreciating the perspective of other students is an invaluable aspect of this type of programme.

Typically a module will be delivered over three consecutive days, usually Thursday, Friday and Saturday within a time span of 9am to 5pm.

The main entry point is September each year, though a January entry is also potentially available, subject to sufficient student numbers. Each module may be delivered in any of the three annual semesters due to the block nature of the programme and the choice of options.

There are three exit points, namely the Postgraduate Certificate with a value of 60 level 7 credits, the Postgraduate Diploma, with a value of 120 level 7 credits and the final exit point with the Executive MBA when a student has accumulated 180 level 7 credits. The certificate and diploma awards enable students to gain recognition of partial programme completion where circumstances arise that prevent a student from continuing with their studies.

In line with University Regulations at level 7, students are required to complete the taught modules, and comply with the current regulations related to trailing modules, before progressing to the dissertation stage of the programme.

No work placements are attached to the programme.

A formal induction session is held at the beginning of each intake and meet members of the programme team. This is not credit bearing, however induction provides an insight into the requirements of post-graduate study and enables students to source study skills material and begin to use the virtual learning environment.

17 Programme structure diagram

Modular progression via six core modules, followed by a selection of two options from a choice of six. The programme is completed in year two with the Systematic Research Project.

Year 1						
Semester 1	Mod title	**Ideas and Innovation**	Mod title	**Customer Continuity and Growth**	Mod title	**Crunching the Numbers**
	Mod code	BUS796	Mod code	BUS797	Mod code	BUS798
	New/Existing	New	New/Existing	New	New/Existing	New
	Credit value	15	Credit value	15	Credit value	15
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Dr Jan Green	Mod leader	Tracy Powell	Mod leader	Dr Kelvin Leong
Semester 2	Mod title	**Leading for Organizational Performance**	Mod title	**Strategizing Practices**	Mod title	**Legal Obligations**
	Mod code	BUS799	Mod code	BUS7AS	Mod code	BUS7AT
	New/Existing	New	New/Existing	New	New/Existing	New
	Credit value	15	Credit value	15	Credit value	15
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Karen Hynes	Mod leader	Dr Jan Green	Mod leader	Neil Pritchard
Two optional modules will be studied from the suite of six						
Summer period	Mod title	**Going Global**	Mod title	**Integrating Lean Systems**	Mod title	**Influential Negotiating**
	Mod code	BUS7AU	Mod code	BUS7AV	Mod code	BUS7AW
	New/Existing	New	New/Existing	New	New/Existing	New
	Credit value	15	Credit value	15	Credit value	15
	Core/Option	Option	Core/Option	Option	Core/Option	Option
	Mod leader	Dr Jan Green	Mod leader	Professor Chris Jones / Karen Hynes	Mod leader	Dr Jan Green
	Mod title	**Decisive Outcomes**	Mod title	**Cultural Prioritising**	Mod title	**Top Class Teams**
	Mod code	BUS7AX	Mod code	BUS7AY	Mod code	BUS7AZ
	New/Existing	New	New/Existing	New	New/Existing	New
	Credit value	15	Credit value	15	Credit value	15
	Core/Option	Option	Core/Option	Option	Core/Option	Option
	Mod leader	Prof Chris Jones	Mod leader	Karen Hynes	Mod leader	Karen Hynes
Year 2						
Semester 4 / 5	Mod title	**Systematic Research Project**	Mod title		Mod title	
	Mod code	BUS7AB	Mod code		Mod code	
	New/Exist	New	New/Exist		New/Exist	
	Credit value	60	Credit value		Credit value	
	Core/Option	Core	Core/Option		Core/Option	
	Mod leader	Jan Green	Mod leader		Mod leader	

18 Intended learning outcomes of the programme

Postgraduate Certificate – Learning Outcomes	
Knowledge and understanding	
A1	A critical awareness of the legal and financial constraints businesses are required to adhere to; evaluate a range of techniques to measure and articulate financial and regulatory standing of an organisation.
A2	Evaluate the role products and customers play in contributing to successful organizational growth; analyse the emotional component of decision-making. Synthesize information from a variety of sources and assess how environmental variables impact an organisations strategy and customer continuity through the marketing strategy.
Intellectual skills	
B1	Critically assess theories and real life business scenarios and formulate plausible and defensible conclusions.
B2	Apply problem solving and decision making skills using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options
B3	Demonstrate numeracy and quantitative aptitude that can be applied to assist with business situations.
Subject skills	
C1	Use Information Technology packages effectively to support the professional presentation of material
C2	Communicate effectively both orally and in writing, using a range of media, including the preparation of business reports.
C3	Perform effectively within a team based environment
C4	Demonstrate interpersonal skills of effective listening, negotiating and persuasion
C5	Evaluate current theories within business and management and apply to real world scenarios
C6	Act autonomously in planning, designing and applying research methodologies
Practical, professional and employability skills	
D1	Demonstrate effective self-management and the ability to continue learning
D2	Demonstrate self-awareness and sensitivity to diversity in people and different situations
D3	Demonstrate an ability to learn through reflection and knowledge transfer.

	Postgraduate Diploma Learning Outcomes
	Knowledge and understanding
A1	A critical awareness of the legal and financial constraints businesses are required to adhere to; evaluate a range of techniques to measure and articulate financial and regulatory standing of an organisation.
A2	Evaluate the role products and customers play in contributing to successful organizational growth; analyse the emotional component of decision-making. Synthesize information from a variety of sources and assess how environmental variables impact an organisations strategy and customer continuity through the marketing strategy.
A3	Critically appraise the impact of environmental and external forces on organisations including ethical, social, economic and technological change issues; to be able to recognise how innovation and ideas form an important part of the organizational environment.
A4	Reflect on the strategic and cultural imperative on organisations; identify the different ways in which organisations can find strategic and cultural solutions to their situations and environments; analyse the wider impacts on strategy and culture in terms of the competitive and political landscapes. Apply one area of business and management to the strategic and cultural domains through the selection of an option module.
A5	Develop a systematic understanding and critical awareness in one specialist area of business and management by selecting an option module comprising of two deeper areas of study. The communality across all option modules is to identify opportunities for business to improve and grow by focusing upon skills and strategies that provide mechanisms for delivering growth.
	Intellectual skills
B1	Critically assess theories and real life business scenarios and formulate plausible and defensible conclusions.
B2	Apply problem solving and decision making skills using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options
B3	Demonstrate numeracy and quantitative aptitude that can be applied to assist with business situations.
B4	Exercise initiative and innovation in devising strategic and cultural solutions.
B5	Demonstrate the ability to assess, analyse and synthesise information from a range of sources and apply them to theoretical and practical problems within a business/management environment
	Subject skills
C1	Use Information Technology packages effectively to support the professional presentation of material
C2	Communicate effectively both orally and in writing, using a range of media, including the preparation of business reports.
C3	Perform effectively within a team based environment
C4	Demonstrate interpersonal skills of effective listening, negotiating and persuasion
C5	Evaluate current theories within business and management and apply to real world scenarios.
C6	Act autonomously in planning, designing and applying research methodologies
	Practical, professional and employability skills
D1	Demonstrate effective self-management and the ability to continue learning
D2	Demonstrate self-awareness and sensitivity to diversity in people and different situations
D3	Demonstrate an ability to learn through reflection and knowledge transfer.
D4	Advance knowledge and understanding to develop new skills through independent learning that will enhance continued professional development

	Executive MBA Post Graduate Learning Outcomes
	Knowledge and understanding
A1	A critical awareness of the legal and financial constraints businesses are required to adhere to; evaluate a range of techniques to measure and articulate financial and regulatory standing of an organisation.
A2	Evaluate the role products and customers play in contributing to successful organizational growth; analyse the emotional component of decision-making. Synthesize information from a variety of sources and assess how environmental variables impact an organisations strategy and customer continuity through the marketing strategy.
A3	Critically appraise the impact of environmental and external forces on organisations including ethical, social, economic and technological change issues; to be able to recognise how innovation and ideas form an important part of the organizational environment.
A4	Reflect on the strategic and cultural imperative on organisations; identify the different ways in which organisations can find strategic and cultural solutions to their situations and environments; analyse the wider impacts on strategy and culture in terms of the competitive and political landscapes. Apply one area of business and management to the strategic and cultural domains through the selection of an option module.
A5	Develop a systematic understanding and critical awareness in one specialist area of business and management by selecting an option module comprising of two deeper areas of study. The communality across all option modules is to identify opportunities for business to improve and grow by focusing upon skills and strategies that provide mechanisms for delivering growth.
A6	Conduct a piece of rigorous independent primary research that provides both insight and critical analysis of a relevant topic.
	Intellectual skills
B1	Critically assess theories and real life business scenarios and formulate plausible and defensible conclusions.
B2	Apply problem solving and decision making skills using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.
B3	Demonstrate numeracy and quantitative aptitude that can be applied to assist with business situations.
B4	Exercise initiative and innovation in devising strategic and cultural solutions.
B5	Demonstrate the ability to assess, analyse and synthesise information from a range of sources and apply them to theoretical and practical problems within a business/management environment.
B6	Communicate complex problems and their resolution in a clear and effective manner.
	Subject skills
C1	Use Information Technology packages effectively to support the professional presentation of material
C2	Communicate effectively both orally and in writing, using a range of media, including the preparation of business reports. (
C3	Perform effectively within a team based environment
C4	Demonstrate interpersonal skills of effective listening, negotiating and persuasion
C5	Evaluate current theories within business and management and apply to real world scenarios.
C6	Act autonomously in planning, designing and applying research methodologies
C7	Undertake an independent research project from which they develop their study skills, fieldwork and research skills within a defined business or management area

Practical, professional and employability skills			
D1	Demonstrate effective self-management and the ability to continue learning		
D2	Demonstrate self-awareness and sensitivity to diversity in people and different situations		
D3	Demonstrate an ability to learn through reflection and knowledge transfer.		
D4	Advance knowledge and understanding to develop new skills through independent learning that will enhance continued professional development		

19 Curriculum matrix

For successful completion of the Postgraduate Certificate award, students will achieve the learning outcomes associated with any four of the core modules:

For successful completion of the Postgraduate Diploma award, students will achieve the learning outcomes associated with both the core modules and two optional modules, clearly demonstrating a greater depth of study:

For successful completion of the Executive MBA award, students will achieve all of the programme learning outcomes, as indicated below.

	Module Title	Core or option?	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
Level 7	Ideas and Innovation	Core	□	□	■	■			■	■	■	■	■	■	■	■	□	□			■	□	■	□	□
	Legal Obligations	Core	■	□	□	□			■	■	□	□		■	□	■	□	■	■			□	■	■	□
	Leading for Organizational Performance	Core	□	□	□	■			■	■	□	■		■	□	□	■	□				■	□	□	□
	Strategizing Practices	Core	□	■	■	■			■	■	■	□	■	■	■	■	□	□	■			■	■	■	□
	Crunching the Numbers	Core	■	■	□	□			□	□	■	■			■	■	□	□				■	□	□	□
	Customer Continuity and Growth	Core	□	■	□	■			■	■	□	■			■	■	■	■	■			■	■	■	□
	Going Global	Option	■	□	■	■	■	□	■	□	□	■		■	■	■			■				■		
	Decisive Outcomes	Option	■	■	■		■	□		■	■	■	■	■	■							■		■	
	Influential Negotiating	Option			■	■	■	■	■	■				■				■				■	■		
	Integrating Lean Systems	Option		■	■	■	■		■	■	■	■	■						■			■	■		
	Cultural Prioritising	Option	■	■	■	■	■		■	■		■		■		■	■	■				■	■		■
	Top Class Teams	Option			■	■	■		■	■		■		■			■	■	■			■	■	■	
	Systematic Research Project	Core					■	■					■	■						■	■				■

20 Learning and teaching strategy

Throughout the taught element of the programme the learning experience will be focused on the application of academic theory as a foundation from which to interpret, apply and derive solutions to contemporary business and management problems. This approach is particularly suited to block modular delivery as it enables a division between relatively short lecture style deliveries of theory, interspersed with practical exercises which may be on an individual basis or group work. Students are actively encouraged to contribute from their work-related experiences and media reporting of relevance. This particular point is noted as enhancing the learning experience for executive students, enabling a range of perspectives and insights to be drawn upon and actively debated to develop criticality and synthesis of themes.

The over-arching strategy is to create situations where the cohort develop and share insights, and develop sustained, evidence based arguments in order to present courses of action which a business may choose in order to maintain and improve measured criteria such as profitability, systems management, market share, innovations, effective succession planning, diversification and expansion, in accordance with the diet of modules.

To strengthen this strategy modules will be delivered by tutors with significant business experience, in addition to an appropriate level of subject expertise which may be founded on professional practice and associated acumen. Feedback from previous cohorts of students is that this aspect of the course is particularly welcomed in the form of practicality and insightful storytelling, an aspect of teaching which is viewed as being an effective form of knowledge transfer by bringing the subject matter to life.

Modular assessments are provided during the delivery period which allows an opportunity for students to assess the requirements and ask questions, which are often relevant to other students, whilst the tutor is present. A strategic change has been made in the nature of assessments, resulting from student feedback. Oral assessments have been introduced, in several modules to strengthen and expand the learning opportunities from experiencing practical management skills and situations, in addition to theoretical material.

The VLE will be used as a central repository for modular material, enabling remote, uninterrupted access, which is highly valued by Executive MBA students. In addition to lecture notes, a range of support material which may include academic journal articles, YouTube recordings and case study material will be available on the module page. There is a chat facility to provide an additional communication tool, which together with tutor forum posting add further strands to support student learning throughout the programme.

External practitioner delivery

The foundation of an Executive MBA is the focus on business, and one of the distinct features of the programme is the blend of academic and practitioner staff who contribute to the modular delivery. This enables the incorporation of academic theory and application within the workplace. It should be noted, within this context, that many of the academic staff are highly qualified practitioners within their own right. External practitioners are identified as a result of specialist subject knowledge and reputation. Many of the external practitioners are known to the programme team and in many instances they have been observed delivering at an event. Overall responsibility of the modular assignments remains with the member of staff allocated to the programme cluster.

Criteria for selection of external practitioners includes;

• Evidence of relevant subject knowledge, incorporated in a detailed CV.
• Supporting qualifications or practice based references at strategic level

- Personal profile (eg website, blog, case studies to illustrate authenticity and continuity
- Recommendation from member of the programme team
- Interview with a member of the programme team
- Provision of sample material in advance of modular delivery to ensure modular learning outcomes are met
- Monitoring of all modular content posted onto Moodle
- Preparation of modular assessment to specified timetable for peer and external review
- Peer observation by a member of the programme team during modular delivery

Repeat selection is based on:
- Quality of learning material provided
- Peer review feedback
- Student feedback
- Timely and thorough assessment feedback that links to modular marking criteria.

21 Work based/placement learning statement

N/A

22 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

23 Assessment strategy

The assessment strategy has been enhanced as a result of reflective practice since the introduction of the Executive MBA route. Student feedback indicates that the opportunity to practise would be welcome, in addition to more formal written responses. Each assignment encourages students to reflect on and develop an insight into business performance situations of relevance to the module that would benefit from focused attention and interpretation to solve problems, in addition to providing a sense of purpose and direction for the future of the business. Scenarios and case studies are also utilised to increase the scope of practical application and further skill development.
Employers are particularly supportive of this approach as participation on the programme enables internal scrutiny of systems, procedures and practices. The assignment having proved to be a catalyst for subsequent changes and improvements.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
BUS796 Ideas and Innovation	100% Coursework	3,000	Nov, Sem 1
BUS797 Crunching the Numbers	100% Essay	3,000	Dec, Sem 1
BUS798 Customer Continuity and Growth	100% Portfolio	3,000	Feb, Sem 2
BUS799 Leading for Organizational Performance		3,000	Mar, Sem 2
BUS7AT Legal Obligations	100% Essay	3,000	Apr, Sem 2
BUS7AS Strategizing Practices	100% Oral Assessment	2 hours	May, Sem 2
BUS7AU Going Global	1000% Oral Assessment / Coursework	2 hours / 500 words	Sem 3
BUS7AV Integrating Lean Systems	100% Essay	3,000	Sem 3
BUS7AW Influential Negotiating	100% Oral Assessment / Coursework	2 hours / 500 words	Sem 3
BUS7AX Decisive Outcomes	100% Coursework	3,000	Sem 3
BUS7AY Cultural Prioritising	100% Essay	3,000	Sem 3
BUS7AZ Top Class Teams	100% Essay	4,000	Sem 3
BUS7AB Systematic Research Project	Dissertation	20,000 words	May, Sem 2 Year 2

24 Assessment regulations

Regulations for taught masters programmes

Derogations

Not applicable

Non-credit bearing assessment

N/A

Restrictions for trailing modules (for taught masters programmes only)

None

25 Programme Management

Programme leader

Dr Jan Green

Programme team
Professor Chris Jones
Dr Kelvin Leong
Karen Hynes
Neil Pritchard
Tracy Powell

Quality management

Quality management is embedded within the ongoing management of the programme with the overall responsibility for quality being assigned to the Head of School and

Programme Leader, drawing on the relevant contents in the University's Programme Leaders Handbook. Quality management is well documented within the specific Programme Handbook which is available to all students registered on the programme via the virtual learning environment; presentation of the document form part of the induction session. This includes details of the academic calendar, scheduled teaching weeks, the modular diet and submission dates for assignments.

It is University policy to allocate a Personal Tutor to each student and encourage students to raise any concerns, at an early stage, through this pathway. It is acknowledged that a student may wish to raise concerns directly with the programme leader, however, the School is able to arrange for another member of staff, or Head of School, to meet with a student should this be preferable. A student representative is also elected by each student cohort and matters requiring attention can also be progressed via this route.

At a modular level the named module leader designs a scheme of work in accordance with the module specification and academic calendar. It is usual practice for the module leader to write the relevant assessments which are subsequently peer reviewed by an academic colleague within the school. All assessments are then subject to external examiner review before being made available to students and posted onto Moodle.

When assessment work is submitted it undergoes first marking by the module leader and a sample based on the range of marks is independently second marked and also made available for external examiner comments via the virtual learning environment prior to the assessment boards.

Students are encouraged to submit modular feedback via the virtual learning environment. Two Student Voice Forum meetings are held during the course of each academic year which are independently chaired and encourage an exchange of opinions and perceptions, noting areas for improvement or good practice as a foundation for quality evaluation. The minutes and any responses from the Student Voice Forum are posted onto the programme site of the Virtual Learning Environment.

Annual reports are submitted by external examiners which are subsequently shared with students and the programme leader replies, noting any actions that have been taken. This report forms part of the Annual Monitoring Report which enables reflective practice, in relation to the programme, to take place. This includes a number of data sources to produce a robust insight into the health of the programme. Completed reports are discussed at a School Board and are a further source of quality management, best practice and suggestions for improvement, which are enacted in the first half of the academic year.

School meetings also provide a forum for programme discussion and to highlight issues which could include attendance and progression. Peer review of teaching is scheduled during each academic year to provide staff with a development opportunity.

Research and scholarship activity

The make-up of the Programme Team is determined by subject specialism, which, in many instances, within the North Wales Business School, is enhanced by wide ranging practitioner experience and academic research. These two aspects serve to underpin the proposed curriculum.

All staff are encouraged to participate in scholarly activity to ensure subject currency is maintained. There is a diverse range of membership of professional institutions, the majority of which provide a programme of developmental opportunities via workshops and conferences. Staff are also encouraged to register on research degree programmes which requires original research and has relevance to business practitioners. The publication of research output is also widely practised to inform the wider research community.

Research active staff undertake wide-ranging reviews of academic text books and contribute original material in the form of models or chapters. This practice illustrates the contribution made by the School team to contemporary scholarship and has the potential to generate collaborative opportunities.

There is an active Centre of Research for Management Studies within the school and throughout the year there is a series of sessions where doctoral students present research findings and have the opportunity to receive constructive feedback and supportive suggestions in order to improve. Other sessions arranged by the Centre of Research for Management Studies may centre on a specialist methodology or analytical technique which may be attended by a wider audience seeking scholarly insights and updates. Periodically research active staff are invited to speak at other institutions, conferences and academic bodies, recent examples being research ethics and qualitative coding.

A summary of activities includes:

- Dr Jan Green has completed the academic supervision of two Knowledge Transfer Partnerships, which demonstrates interaction with businesses located within the region. In addition she published two journal articles and a book chapter as additional successful outcomes of the partnerships. She is currently undertaking consultancy work with a local company to evaluate the business strategy in anticipation of extensive external change issues, together with a management development programme.
- Dr Green is an External Examiner of an international post graduate programme at another institution which enables her to assess programme levels and quality in an independent manner. She has reviewed a range of texts for academic publishers and papers for academic conference organizers, in addition to publishing several papers in peer-reviewed international journals and presenting papers at international conferences, most recently at the 9th International Social Science Methodology Conference in September 2016; her research is on-going. She is a sought-after contributor for regional and national business media, including the BBC.
- Dr Kelvin Leong received his PhD in Computer Science in 2016 and is a Chartered Accountant (ICAEW) and a Certified Public Accountant (HKICPA). His research work has been published in international peer-reviewed journals and he has written three international conference papers. He has also reviewed academic texts and is a member of editorial board for the International Journal of Business and Management. In addition, he has a weekly column on Hong Kong Commercial Daily (HKCD) about accounting and finance. His ongoing

research is in the areas of crowd funding, Fin tech proposals which has collaborative links in Eastern Europe and a presentation in Dubai and further accounting-related research in Iraq.

- Karen Hynes is a Fellow of the CIPD and undertakes upgrading assessments on behalf of the Institute.
- Tracy Powell is currently registered as a PhD student within the School.
- Team members either hold or are working towards Fellowship or Senior Fellowship of the Higher Education Academy, which indicates the School-wide commitment to enhancing the quality of teaching. Neil Pritchard represents the School in relation to teaching, learning and the new Teaching Excellence Framework.
- Amongst the programme team there is current membership, and, in some instances fellowships, of Professional and Learned Bodies including the British Academy of Management, the Grounded Theory Institute, the Academy of Marketing, the Chartered Management Institute, the Chartered Institute of Marketing, and the Chartered Institute of Personnel and Development. Staff attend regional events and specialised training to provide evidence of continuing professional development and remain abreast of subject developments. There is an active Glyndŵr Business Club within the School which holds a series of meetings throughout the year.

26 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

During the programme induction the business librarian delivers a session related to learning resources and how to access them.

School support for students

Due to the limited time that Executive MBA students are on campus, the Programme Leader is designated as first point of contact and personal tutor. In the event of any issue being raised by a student that requires an independent view, a principal lecturer from the School would be available in the interim to deputise. The Programme Leader acts as a link between the module tutors and students, which is particularly useful when the tutor is external to the University. The Business School Co-ordinator is an additional support resource during office hours.

The individual student focus is career development and students are encouraged to identify key points when students are undertaking team work or role plays and links to programme outcomes are noted as being indicators for evidencing development.

Programme specific support for students

All students are invited to attend the programme induction which includes guidance on post-graduate study and an insight into the skills which will be developed during the programme. The notion of self-directed study is also emphasised, along with self-management and identifying time for private study. A number of concepts such as critical reflection, analysis, evaluation and synthesis will be introduced. At this stage students are also introduced to the VLE and the range of tools that are available within this environment.

During the delivery of each module time is allocated to the assignment to ensure students have some clarity regarding the layout and contents. Marking criteria are incorporated into the assignment brief. Constructive feedback is provided, together with a modular mark and guidance as to how the submission could be improved; which is a carry forward mechanism for ongoing development.

Dedicated research methods sessions are timetabled within the modular programme to prepare students for the dissertation element of the programme to encourage students to develop a research question, potentially in conjunction with employers.

27 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equal Opportunities Policy (http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499,en.pdf), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.