

## PROGRAMME SPECIFICATON

1	<b>Awarding body</b>	Glyndŵr University
2	<b>Teaching institution</b>	Glyndŵr University
3	<b>Award title MBA</b>	
		MBA
4	<b>Final awards available</b>	
		MBA MBA (Asset Management) MBA (International) PG Dip Business Administration PG Dip Asset Management PG Dip International Business PG Cert Business Administration
5	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>	
		N/A
	<b>Please list any PSRBs associated with the proposal</b>	
		N/A
	<b>Accreditation available</b>	
		None
	<b>Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?)</b>	
6	<b>JACS3 code</b>	N210 MBA N210 MBA (Asset Management) N120 MBA (International)
7	<b>UCAS code</b>	N/A
8	<b>Relevant QAA subject benchmark statement/s</b>	
		<p>This suite of programmes relates to the QAA type 2 – Generalist Master’s Degree and draws on the contents of the document entitled “Subject Benchmark Statements Master’s Degree in Business and Management (2015) Ref: <a href="http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2958#.V-PTJfkrLcs">http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2958#.V-PTJfkrLcs</a></p> <p>The programme is full-time, based on any discipline first degree and designed to develop master's level knowledge and skills in business and management subjects to enhance utility and employability. The learning process is based on ‘theory into</p>

practice' which is developed by a variety of methods including case studies and business simulations. The MBA general programme aims to prepare individuals for employment, either related to their first degree discipline or in a management role and may be linked to professional institute qualifications. The International route and the Asset Management have an additional focus for applicants requiring this emphasis to support career development. Graduates will develop a sound understanding of business/organisational contexts and thus should be able to make an early and significant contribution to their employer.

9 **Other external and internal reference points used to inform the programme outcomes**

The Association of Chartered Certified Accountants (ACCA)  
The Chartered Institute of Marketing (CIM)  
The Chartered Institute of Securities and Investments (CISI)  
The Institute of Asset Management  
The Institute of Directors  
Previous MBA validation documents.

10 **Mode of study** Full time

11 **Language of study** English

Office use only

Date of validation event: 17 November 2016

Academic Board approval: 26 January 2017

Date of revision: August 2017 (BUS7AL change to optional, BUS7AQ change to core)

## 12 Criteria for admission to the programme

### Standard entry criteria

*UK entry qualifications*

Applicants for postgraduate degrees require a minimum of 2:2 class 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

Entry requirements are in accordance with current the University regulations.

Applicants, who do not meet the University requirement of a 2.2 undergraduate degree will be assessed on an individual basis by interview. Relevant work experience will be taken into account when assessing applicants without an undergraduate degree.

For all successful applicants, emphasis will be placed on the need to work intensively and consistently throughout the course with a commitment to high attendance and the meeting of all deadlines.

#### **English language requirements:**

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.

### Non-standard entry criteria

See above

Non-standard entry requirements will be attended to on an individual basis by the admissions team and the Programme Leader to ensure that each and every applicant receives due and fair consideration, dependent on individual circumstances.

## 13 Recognition of Prior (Experiential) Learning

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

## 14 Aims of the programme

Throughout the programme of study, the emphasis is founded on the application of theoretical knowledge to business scenarios and problems where an operational solution is sought. In order to achieve this outcome, the aims of the programmes are:

1. To enable students to study a major-subject programme with closely related pathways and focus on particular aspects of a broad subject area in which they have prior knowledge or experience through previous study or employment and understand how the boundaries of new knowledge are expanded through research.
2. To enable students to develop an in depth knowledge of a new subject or field of study and acquire a critical awareness of current issues and developments in the subject.
3. To train students in the range of techniques and systematic procedures that are required when conducting academic research linked to the subject area of business and management.
4. To encourage critical skills, a knowledge of professional responsibility, integrity and ethics together with the ability to reflect on personal progress as a learner and undertake independent study.
5. To supervise students in the development of a research proposal within an area of individual interest and subsequently undertake an extended piece of research that includes a critical review of existing literature or other scholarly outputs that makes up a significant proportion of the programme's assessments and may be more specialised in an area of employment or practice related to a particular profession
6. To equip students with a range of techniques and methods applicable to professional activities and skill possession as a means of enhancing future employment prospects through the demonstration of originality and creativity in making sound judgements in the absence of complete data.
7. To support effective communication, the exercise of initiative, self-direction and autonomy.

## 15 Distinctive features of the programmes

The programmes are distinctive because:

1. They develop the individual profile of the student and incorporate several instances where the student is able to analyse contemporary business situations to provide judgements and solutions which reflects organizational procedures.
2. The programmes have been designed to draw upon The Institute of Directors Competency Framework which incorporates distinctive areas of knowledge, skills and mind-set traits which contribute to effective performance at a senior level within an organization.
3. There is a mix of traditional 'hard core' academic business Master's modules consisting of Strategy, Finance and Leadership which continue to be the foundation for this type of programme. In response to stakeholder feedback the programme routes offer other modules, drawing on a wide range of bodies of knowledge, which reflect the context within which an organization is required to trade. Global and political strategies to address societal and economic priorities will be utilised as the third decade of the twenty first century draws closer and will become the business environment of graduating students. The outcome is a rounded business outlook with insights into corporate governance, environmental concerns, transnational perspectives within a framework of effective and critical reflective practice

4. Learning is the central element of the programme, with the flexibility which is embedded into a programme of the nature to utilise technology throughout the delivery. This enables material to be available for students to access at convenient times and re-visit material independently as part of their independent studies and for revision purposes.
5. Asset Management is a relatively new discipline which incorporates aspects of supply chain, operations management and facilities management in an integrated manner. The inclusion of this route is particularly distinctive and is readily embedded within the programme modular diet due to the overarching teaching and learning strategy which encompasses current business occurrences together with issues arising with the students' workplaces. This ensures the three-fold framework of skills, mind-set and knowledge are all oriented towards this particular body of knowledge throughout the duration of the taught element of the programme for students electing to take this route. When progressing to the dissertation route there would be a clear expectation that Asset Management students research questions focus on a topic that would benefit from research into asset management practices.
6. Similarly, the International route is of increasing relevance where global trade is the foundation of a vibrant world economy and requires a mind-set that is supported by transferable business knowledge and key management skills. During the generic taught modules students will be encouraged and supported to bring international issues into classroom debate as a pre-cursor to including and emphasising current international issues into their assignments. When reaching the dissertation stage, again there would be a clear expectation that International students would base their dissertations on a research topic that is of international relevance.
7. Adopting this differentiation strategy throughout the duration of the programme provides flexibility for individual student aspirations and a clear distinction between the programme routes.

The most important values which inform this programme are:

Self-awareness  
Independence  
Performance orientation  
Professional, business behaviours  
Ethical considerations

The most important intellectual skills developed in the programme are strategic thinking, analysis and use of information, decision-making, communication and reflective practices.

The most useful practical skills, techniques and capabilities developed are:

Analysis and evaluation of data and scenarios  
Presentation of information  
Summarizing  
Questioning and probing  
Research skills  
Concluding

The ways in which a student will learn are:

Attendance at formal lectures  
Facilitated discussion  
Contributing a point of view and sustaining an argument  
Challenging  
Preparing material and presenting a topic to peers  
Peer observation of presentations  
Independent study – reading and research

Interpretation  
Completion of assessments  
Assignment feedback

## 16 Programme structure narrative

The programme will be offered on a full-time basis only. Delivery will follow the normal academic year in terms of entry and assessment points.

Students will be expected to attend all scheduled lectures and tutorials, timetabled during Glyndŵr University teaching weeks and demonstrate the ability to undertake lecture preparation and extensive self-study. Where possible trimester timetabling is structured to avoid students attending University for short periods of time and typically lectures are scheduled over two or three days each teaching week to provide blocked time for self-directed study.

Progression will be via the completion of taught modules, followed by progression onto the dissertation stage. During this final element interaction with staff is via group induction and a series of individual supervision meetings to provide guidance and feedback.

For all of the MBA routes, the following applies in relation to exit awards:

- i) The Post Graduate Certificate is an exit award available for a student who has completed 60 credits at level 7 and who is unable, or chooses not to continue on the programme.
- ii) The Post Graduate Diploma is an exit award available for a student who has completed 120 credits at level 7, and who unable, or chooses not to continue the programme.

## 17 Programme structure diagram

### MBA – Delivery Schedule

PG Certificate in Business Administration – MBA – exit award – 60 credits – delivery schedule								
Trimester 1	Mod title	Implementing Strategies	Mod title	Integrated Communications	Mod title	Financial Insights and Business Intelligence		
	Mod code	BUS7AR	Mod code	BUSI704	Mod code	BUSI703		
	New/Exist	New	New/Exist	Existing	New/Exist	Existing		
	Credit value	20	Credit value	20	Credit value	20		
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core		
	Mod leader	Jan Green	Mod leader	Tracy Powell	Mod leader	Kelvin Leong		

PG Diploma Business Administration – MBA – exit award – 120 credits – Delivery Schedule								
Trimester 1	Mod title	Implementing Strategies	Mod title	Integrated Communications	Mod title	Financial Insights and Business Intelligence		
	Mod code	BUS7AR	Mod code	BUSI704	Mod code	BUSI703		
	New/Exist	New	New/Exist	Existing	New/Exist	Existing		
	Credit value	20	Credit value	20	Credit value	20		
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core		
	Mod leader	Jan Green	Mod leader	Tracy Powell	Mod leader	Kelvin Leong		

Trimester 2	Mod title	Contemporary Leadership Themes	Mod title	Creative Change and Innovation	Mod title	Evaluating Risk and Decisions or Emphasising the Environment		
	Mod code	BUS7AN	Mod code	BUS7AQ	Mod code	BUS7AO BUS7AL		
	New/Exist	New	New/Exist	New	New/Exist	New		
	Credit value	20	Credit value	20	Credit value	20		
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Option		
	Mod leader	Karen Hynes	Mod leader	Jan Green	Mod leader	Jan Green / Jan Green		

MBA								
Trimester 1	Mod title	Implementing Strategies	Mod title	Integrated Communications	Mod title	Financial Insights and Business Intelligence		
	Mod code	BUS7AR	Mod code	BUSI704	Mod code	BUSI703		
	New/Exist	New	New/Exist	Existing	New/Exist	Existing		
	Credit value	20	Credit value	20	Credit value	20		
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core		
	Mod leader	Jan Green	Mod leader	Tracy Powell	Mod leader	Kelvin Leong		

Trimester 2	Mod title	Contemporary Leadership Themes	Mod title	Creative Change and Innovation	Mod title	Evaluating Risk and Decisions or Emphasising the Environment	Mod title	Research Methods Dissertation – (continues to trimester 3)
	Mod code	BUS7AN	Mod code	BUS7AQ	Mod code	BUS7AO BUS7AL	Mod code	BUS7AM
	New/Exist	New	New/Exist	New	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20	Credit value	20	Credit value	60
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Option	Core/Opt	Core
	Mod leader	Karen Hynes	Mod leader	Jan Green	Mod leader	Jan Green / Jan Green	Mod leader	Jan Green

### MBA (Asset Management) – Delivery Schedule

PG Certificate Business Administration – exit award for students taking MBA (Asset Management)								
Trimester 1	Mod title	Implementing Strategies	Mod title	Integrated Communications or Project Management	Mod title	Financial Insights and Business Intelligence		
	Mod code	BUS7AR	Mod code	BUSI704/ BUS708	Mod code	BUSI703		
	New/Exist	New	New/Exist	Existing	New/Exist	Existing		
	Credit value	20	Credit value	20	Credit value	20		
	Core/Opt	Core	Core/Opt	Option	Core/Opt	Core		

Post Graduate Diploma Asset Management - MBA (Asset Management) – exit award								
Trimester 1	Mod title	Implementing Strategies	Mod title	Integrated Communications or Project Management	Mod title	Financial Insights and Business Intelligence		
	Mod code	BUS7AR	Mod code	BUSI704/ BUS708	Mod code	BUSI703		
	New/Exist	New	New/Exist	Existing	New/Exist	Existing		
	Credit value	20	Credit value	20	Credit value	20		
	Core/Opt	Core	Core/Opt	Option	Core/Opt	Core		
	Mod leader	Jan Green	Mod leader	Tracy Powell/ Chris Fortune	Mod leader	Kelvin Leong		
Trimester 2	Mod title	Contemporary Leadership Themes or Emphasising the Environment	Mod title	Asset Management Practices	Mod title	Evaluating Risk and Decisions or Creative Change and Innovation	Mod title	
	Mod code	BUS7AN / BUS7AL	Mod code	BUSI702	Mod code	BUS7AO / BUS7AQ	Mod code	
	New/Exist	New	New/Exist	Existing	New/Exist	New	New/Exist	
	Credit value	20	Credit value	20	Credit value	20	Credit value	
	Core/Opt	Option	Core/Opt	Core	Core	Option	Core	
	Mod leader	Karen Hynes / Jan Green	Mod leader	Jan Green	Mod leader	Jan Green / Jan Green	Mod leader	

MBA (Asset Management)								
Trimester 1	Mod title	Implementing Strategies	Mod title	Integrated Communications or Project Management	Mod title	Financial Insights and Business Intelligence		
	Mod code	BUS7AR	Mod code	BUSI704/ BUS708	Mod code	BUSI703		
	New/Exist	New	New/Exist	Existing	New/Exist	Existing		
	Credit value	20	Credit value	20	Credit value	20		
	Core/Opt	Core	Core/Opt	Option	Core/Opt	Core		
	Mod leader	Jan Green	Mod leader	Tracy Powell/ Chris Fortune	Mod leader	Kelvin Leong		
Trimester 2	Mod title	Contemporary Leadership Themes or Emphasising the Environment	Mod title	Asset Management Practices	Mod title	Evaluating Risk and Decisions or Creative Change and Innovation	Mod title	Research Methods Dissertation – (continues to trimester 3)
	Mod code	BUS7AN / BUS7AL	Mod code	BUSI702	Mod code	BUS7AO / BUS7AQ	Mod code	BUS7AM
	New/Exist	New	New/Exist	Existing	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20	Credit value	20	Credit value	60
	Core/Opt	Option	Core/Opt	Core	Core	Option	Core	Core
	Mod leader	Karen Hynes / Jan Green	Mod leader	Jan Green	Mod leader	Jan Green / Jan Green	Mod leader	Jan Green

## MBA (International) – Delivery Schedule

PG Certificate Business Administration – Exit Award for students taking MBA (International)								
Trimester 1	Mod title	Implementing Strategies	Mod title	Integrated Communications or Project Management	Mod title	Financial Insights and Business Intelligence		
	Mod code	BUS7AR	Mod code	BUSI704 / BUS708	Mod code	BUSI703		
	New/Exist	New	New/Exist	Existing	New/Exist	Existing		
	Credit value	20	Credit value	20	Credit value	20		
	Core/Opt	Core	Core/Opt	Option	Core/Opt	Core		
	Mod leader	Jan Green	Mod leader	Tracy Powell / Chris Fortune	Mod leader	Kelvin Leong		

PG Diploma International Business – Exit Award for students taking MBA (International)								
Trimester 1	Mod title	Implementing Strategies	Mod title	Integrated Communications or Project Management	Mod title	Financial Insights and Business Intelligence		
	Mod code	BUS7AR	Mod code	BUSI704 / BUS708	Mod code	BUSI703		
	New/Exist	New	New/Exist	Existing	New/Exist	Existing		
	Credit value	20	Credit value	20	Credit value	20		
	Core/Opt	Core	Core/Opt	Option	Core/Opt	Core		
	Mod leader	Jan Green	Mod leader	Tracy Powell / Chris Fortune	Mod leader	Kelvin Leong		

Trimester 2	Mod title	Contemporary Leadership Themes	Mod title	Transnational Business Practices	Mod title	Emphasising the Environment or Creative Change and Innovation	Mod title	
	Mod code	BUS7AN	Mod code	BUS7AP	Mod code	BUS7AL / BUS7AQ	Mod code	
	New/Exist	New	New/Exist	New	New/Exist	New	New/Exist	
	Credit value	20	Credit value	20	Credit value	20	Credit value	
	Core/Opt	Core	Core/Opt	Core	Core	Option	Core	
	Mod leader	Karen Hynes	Mod leader	Jan Green	Mod leader	Jan Green / Jan Green	Mod leader	

MBA (International)								
Trimester 1	Mod title	Implementing Strategies	Mod title	Integrated Communications or Project Management	Mod title	Financial Insights and Business Intelligence		
	Mod code	BUS7AR	Mod code	BUSI704 / BUS708	Mod code	BUSI703		
	New/Exist	New	New/Exist	Existing	New/Exist	Existing		
	Credit value	20	Credit value	20	Credit value	20		
	Core/Opt	Core	Core/Opt	Option	Core/Opt	Core		
	Mod leader	Jan Green	Mod leader	Tracy Powell / Chris Fortune	Mod leader	Kelvin Leong		

Trimester 2	Mod title	Contemporary Leadership Themes	Mod title	Transnational Business Practices	Mod title	Emphasising the Environment or Creative Change and Innovation	Mod title	Research Methods Dissertation – (continues to trimester 3)
	Mod code	BUS7AN	Mod code	BUS7AP	Mod code	BUS7AL / BUS7AQ	Mod code	BUS7AM
	New/Exist	New	New/Exist	New	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20	Credit value	20	Credit value	60
	Core/Opt	Core	Core/Opt	Core	Core	Option	Core	Core
	Mod leader	Karen Hynes	Mod leader	Jan Green	Mod leader	Jan Green / Jan Green	Mod leader	Jan Green

## 18 Intended learning outcomes of the programme

### Learning outcomes – PG Certificate in Business Administration exit award for all programmes

<b>Knowledge and understanding</b>	
A1	Demonstrate a critical appreciation of concepts, principles and theories related to business strategies and a range of applications
A5	Evaluate the contribution to which roles and interactions contribute to a successful, contemporary organization
A6	Demonstrate insight related to the effectiveness and nature of stakeholder communications and influence
A7	Understand the parameters of a project and ways in which they support business functions and development (for students taking BUS708)
A9	Appreciate the principles of Financial Decision Making and the ways in which they contribute to business efficiency
<b>Intellectual skills</b>	
B1	Undertake critical thinking to provide a judgement
B2	Work autonomously to identify and interpret relevant principles and procedures to present an analytical resolution
B3	Bring together theoretical facts and ideas to present synthesis in support of a proposal or argument or solve a business problem
B5	Demonstrate an awareness of emotional intelligence in self and others as a means of influencing behaviours
<b>Subject skills</b>	
C1	Use relevant communication channels and tools for applications throughout business and management situations
C3	Interpret business information systems for managerial applications
C4	Implement appropriate strategies to support enterprise development and change
C5	Demonstrate an ethical approach to underpin business practice
<b>Practical, professional and employability skills</b>	
D1	Communicate effectively both orally and in writing by drawing on relevant information, summarising and interpreting
D3	Master numeracy skills, data analysis and statistical interpretations
D5	Work independently to manage personal development and exercise time-management and prioritisation
D6	Contribute in an effective manner to evidence based decision making in order to influence people and outcomes

### Learning Outcomes – Post Graduate Diploma Business Administration

In addition to the PGCert Business Administration outcomes above, on completion of the PGDip Business Administration, students will also achieve:

	<b>Knowledge and understanding</b>
A2	Contribute effectively to a team, partnership or network situation
A3	Exploit business knowledge to provide solutions in a diverse range of situations and organizational contexts including risk and environmental impact
A7	Understand the parameters of a project and ways in which they support business functions and development
A8	Develop an insight into the principles of Human Resource Management and their effective application in a Leadership context
	<b>Subject skills</b>
C2	Meet organizational resource requirements in accordance with quality management principles and practice
	<b>Practical, professional and employability skills</b>
D2	Present material in a detailed and professional manner both individually and in groups to indicate leadership, negotiation and group support
D4	Use a range of IT functions to carry out research, analysis, presentation and document-production

### Learning Outcomes – MBA

In addition to the PGCert Business Administration and PGD Business Administration outcomes above, on completion of the MBA, students will also achieve:

	<b>Knowledge and understanding</b>
A4	Apply research methods techniques to support an advanced independent study and provide relevant recommendations
	<b>Intellectual skills</b>
B4	Solve a complex business problem via academic research practice and provide a satisfactory solution

### Learning Outcomes – Post Graduate Diploma Asset Management

In addition to the PGCert Business Administration outcomes above, on completion of the PGDip Asset Management, students will also achieve:

	<b>Knowledge and understanding</b>
A2	Contribute effectively to a team, partnership or network situation
A3	Exploit business knowledge to provide solutions in a diverse range of situations and organizational contexts including risk and environmental impact
A7	Understand the parameters of a project and ways in which they support business functions and development
A8	Develop an insight into the principles of Human Resource Management and their effective application in a Leadership context
A10	Integrate contractor and supplier management whole life value
	<b>Subject skills</b>
C2	Meet organizational resource requirements in accordance with quality management principles and practice
C6	Apply contractor and supplier management
C7	Planning and managing whole life value of assets using demand forecasting tools and expenditure planning to maximise performance
	<b>Practical, professional and employability skills</b>
D2	Present material in a detailed and professional manner both individually and in groups to indicate leadership, negotiation and group support
D4	Use a range of IT functions to carry out research, analysis, presentation and document-production

### Learning Outcomes – MBA (Asset Management)

In addition to the PGCert Business Administration and PGD Asset Management outcomes above, on completion of the MBA (Asset Management), students will also achieve:

	<b>Knowledge and understanding</b>
A4	Apply research methods techniques to support an advanced independent study and provide relevant recommendations
	<b>Intellectual skills</b>
B4	Solve a complex business problem via academic research practice and provide a satisfactory solution

## Learning Outcomes – Post Graduate Diploma International Business

In addition to the PGCert Business Administration outcomes above, on completion of the PGDip International Business outcomes above, students will also achieve:

	<b>Knowledge and understanding</b>
A2	Contribute effectively to a team, partnership or network situation
A3	Exploit business knowledge to provide solutions in a diverse range of situations and organizational contexts including risk and environmental impact
A7	Understand the parameters of a project and ways in which they support business functions and development
A8	Develop an insight into the principles of Human Resource Management and their effective application in a Leadership context
A10	Recognise the diversity of elements contributing to International trade theory, economics and global policies
A11	Interpret the impact of International cultural diversity and societal norms upon global trading opportunities and practices
	<b>Subject skills</b>
C2	Meet organizational resource requirements in accordance with quality management principles and practice
C6	Identifying and exploiting external opportunities and risks which require effective transnational responses
	<b>Practical, professional and employability skills</b>
D2	Present material in a detailed and professional manner both individually and in groups to indicate leadership, negotiation and group support
D4	Use a range of IT functions to carry out research, analysis, presentation and document-production

## Learning Outcomes – MBA (International)

In addition to the PGCert Business Administration and PGDip International Business outcomes above, on completion of the MBA (international), students will also achieve:

	<b>Knowledge and understanding</b>
A4	Apply research methods techniques to support an advanced independent study and provide relevant recommendations
	<b>Intellectual skills</b>
B4	Solve a complex business problem via academic research practice and provide a satisfactory solution

## 19 Curriculum matrix

Demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Learning Outcomes MBA																										
Module Title		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 3	D 4	D5	D 6
<i>Research Methods and Dissertation</i>	Core	✓		✓	✓	✓		✓			✓	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	
<i>Integrated Comms</i>	Core	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>Implementing Strategies</i>	Core	✓	✓	✓		✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>Contemporary Leadership themes</i>	Core	✓	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
<i>Financial Insights and Business Intelligence</i>	Core	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>Emphasising the Environment</i>	Opt	✓		✓	✓	✓	✓				✓	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓
<i>Evaluating Risks and Decision</i>	Opt	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>Creative Change and Innovation</i>	Core	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓

Learning Outcomes MBA (Asset Management)																													
Module Title		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	A 10	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4	D 5	D 6
<i>Research Methods and Dissertation</i>	Core	✓		✓		✓		✓				✓	✓	✓	✓		✓		✓		✓			✓	✓	✓	✓	✓	
<i>Asset Management Practices</i>	Core	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>Implementing Strategies</i>	Core	✓	✓	✓		✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
<i>Contemporary Leadership themes</i>	Opt	✓	✓	✓		✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓	✓	✓
<i>Financial Insights and Business Intelligence</i>	Core	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
<i>Emphasising the Environment</i>	Opt	✓		✓	✓	✓	✓					✓	✓	✓			✓	✓	✓	✓	✓			✓	✓		✓	✓	✓
<i>Evaluating Risks and Decision</i>	Opt	✓	✓	✓		✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
<i>Creative Change and Innovation</i>	Opt	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
<i>Project Management</i>	Opt	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>Integrated Comms</i>	Opt	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			

Learning Outcomes MBA (International)																													
Module Title		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	A 10	A 11	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6
<i>Research Methods and Dissertation</i>	Core	✓		✓	✓	✓		✓					✓	✓	✓	✓		✓		✓		✓		✓	✓	✓	✓	✓	
<i>Transnational Business Practices</i>	Core	✓	✓	✓	✓	✓	✓				✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>Implementing Strategies</i>	Core	✓	✓	✓		✓	✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
<i>Contemporary Leadership themes</i>	Core	✓	✓	✓		✓	✓		✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓
<i>Financial Insights and Business Intelligence</i>	Core	✓		✓		✓	✓			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
<i>Emphasising the Environment</i>	Option	✓		✓	✓	✓	✓						✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓		✓	✓
<i>Creative Change and Innovation</i>	Option	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		
<i>Integrated Comms</i>	Option	✓	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓								✓	✓	✓	✓	✓
<i>Project Management</i>	Option	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓

## 20 Learning and teaching strategy

The learning and teaching strategy of the programmes is based on the acquisition of new or modified knowledge, behaviours, skills and values which lead to the empowerment of learners with the confidence to participate, critically and creatively, in the study of their subject area. This is supported by drawing on emergent business issues to enable students to experience, at first hand, the subject material in a manner which is closely related to business and management practices.

In order to achieve this an inclusive learning environment is the foundation to provide an enriched learning environment where the dignity and value of the individual contributes to the provision of an enriched learning environment which raises aspirations and supports achievement. In order to develop inclusivity students are encouraged to contribute by sharing their own work-related experiences that relate to the lecture topic. As post-graduate students, an awareness of contemporary business issues is also encouraged via reading business media on a regular basis as an additional strand to provide a broader and easily accessible route to further inclusivity.

The strategy is further developed through the delivery of teaching which aims to be contemporary, relevant and inspirational leading to the co-production and enhancement of creative and transformational learning through a mix of formal and informal approaches. Academic theory will be presented to support application to practice. Drawing further on inclusivity, the lecture debates encourage student reflection. Furthermore, group discussion provides a forum where learning is encouraged by drawing on three sources, namely theoretical, experiential and example; resulting in co-production of learning, with the potential for synthesis, which is enhanced by considering the perspectives of others.

Support for the strategy is underpinned by the integrated use of technological developments to provide additional flexibility, variety and access to a wider range of resources and materials.

Advice, guidance and feedback from formative and summative assessment will be provided as a mechanism to acquire and develop learning skills and understand sound academic practice, using, where ever possible, the cross programme virtual learning environment.

Guidance in the planning of independent study and plans for future work will underpin tutorial sessions to establish expectations and to support the active, independent learner who takes clear responsibility for their own learning, development and performance.

Students will be encouraged to participate in extra curricular events when relevant guest speakers and specialists are invited to share best practice. Networking opportunities and collaborative openings provide periodic enhanced learning routes. Periodically guest speakers contribute to specific modular delivery, however this is entirely dependent upon availability and, should this distinctive opportunity arise, it takes place at relatively short notice during teaching weeks. Recorded material is also used to replace live guest speakers and provide insights into business systems and practice.

Learning and teaching undergoes a change in style at the dissertation stage. Individual specialist supervision is provided to support the student through the individual chapters

which make up the submission and work within the confines of the research design and question.

In accordance with sound educational research and current best practice, the programme will be delivered and assessed through a broad range of methods, reflecting the distinctive features of the programme, providing learning opportunities in a supportive environment to ensure knowledge transfer is affected.

Regular communication will be scheduled in the form of programme meetings to share best practice and engaged in reflective practice from an individual perspective and contribute views.

## **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 schedule of the programme considers the dual needs of assessment for learning and assessment of learning. The strategy is to provide a sequence and variety of assessment tasks to reflect the modular learning outcomes which contribute towards the achievement of the award.

Assessments are written in a manner which incorporates subject specific theory and content together with consideration of professional practice and educational scholarship based on current scenarios, where applicable.

Each assessment pack includes the standard Masters level marking criteria as a foundation for consistency and provided clarity with regard to the subsequent academic judgements.

The Assessment Strategy is based on commentary provided with the UK Quality Code for Higher education (Indicator 5, Chapter B6), that: Assessment and feedback practices are informed by reflection, consideration of professional practice, and subject-specific and educational scholarship to develop assessment activities which are closely connected with real-world situations or tasks.

Criteria for assessment marking are included with each assessment document to clearly articulate and promote consistency at each level and a shared understanding of the basis on which academic judgements are made.

A variety of assessment styles and tasks will be utilised throughout the programme to incorporate a range of learning styles and business problems requiring elements of analysis, diagnosis and the presentation of a solution.

Feedback provision will be in accordance with current policies and practices in place throughout the Institution to support ongoing progression and development, this may

be in electronic format. Up to date details are provided in the annual Programme Handbook.

All assessments are subject to inclusion in current quality practices which include second marking of a satisfactory sample and external examiner scrutiny.

The following pages contain details of assessment types and indicative submission dates.

### Modular Assessment Schedule – MBA

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
BUS7AR Implementing Strategies	Oral Assessment 100%	3500 words	Wk 24, Tri 1
BUSI704 Integrated Communications	Presentation 50% Report 50%	20 mins 2000 words	Wk 17, Tri 1 Wk 25, Tri 2
BUSI703 Financial Insights and Business Intelligence	Essay 50% Report 50%	2000 words 2000 words	Wk 17, Tri Wk 25, Tri
BUS7AN Contemporary Leadership Themes	Case Study 50% Presentation 50%	2000 words 20 mins, 1000 words	Wk 33, Tri 2 Wk 41, Tri 2
BUS7AL Emphasising the Environment	Coursework 100%	3500 words	Wk 40, Tri 2
BUS7AO Evaluating Risk and Decisions	Coursework 60% Reflective Practice 40%	2500 words 2000 words	Week 33 Tri 2 Week 41 Tri 2
BUS7AQ Creative Change and Innovation	Case Study 50% Presentation 50%	2500 words 20 mins, 10 mins questions	Week 33, Tri 2 Week 40, Tri 2
BUS7AM Research Methods/Dissertation	Dissertation 100%	18000 words	Week 3 Tri 1 (year 2)

### Modular Assessment Schedule – MBA (Asset Management)

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
BUS7AR Implementing Strategies	Oral Assessment 100%	3500 words	Wk 24, Tri 1
BUS708 Project Management	Case Study 50% Coursework 50%	2000 words 2000 words	Wk 16, Tri 1 Wk 21, Tri 1
BUSI704 Integrated Communications	Presentation 50% Report 50%	20 mins 2000 words	Wk 17, Tri 1 Wk 25, Tri 1
BUSI703 Financial Insights and Business Intelligence	Essay 50% Report 50%	2000 words 2000 words	Wk 17, Tri Wk 25, Tri
BUS7AN Contemporary Leadership Themes	Case Study 50% Presentation 50%	2000 words 20 mins, 1000 words	Wk 33, Tri 2 Wk 41, Tri 2
BUS7AL Emphasising the Environment	Coursework 100%	3500 words	Wk 40, Tri 2
BUSI702 Asset Management Practices	Poster Presentation 50% Report 50%	20 mins, 1000 words 3000 words	Wk 33 Tri 2 Wk 41 Tri 2

BUS7AO Evaluating Risk and Decisions	Coursework 60% Reflective Practice 40%	2500 words 2000 words	Week 33 Tri 2 Week 41 Tri 2
BUS7AQ Creative Change and Innovation	Case Study 50% Presentation 50%	2500 words 20 mins, 10 mins questions	Week 33, Tri 2 Week 40, Tri 2
BUS7AM Research Methods/Dissertation	Dissertation 100%	18000 words	Week 3 Tri 1 (year 2)

### Modular Assessment Schedule – MBA (International)

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
BUS7AR Implementing Strategies	Oral Assessment 100%	3500 words	Wk 24, Tri 1
BUS708 Project Management	Case Study 50% Coursework 50%	2000 words 2000 words	Wk 16, Tri 1 Wk 21, Tri 1
BUSI704 Integrated Communications	Presentation 50% Report 50%	20 mins 2000 words	Wk 17, Tri 1 Wk 25, Tri 1
BUSI703 Financial Insights and Business Intelligence	Essay 50% Report 50%	2000 words 2000 words	Wk 17, Tri Wk 25, Tri
BUS7AN Contemporary Leadership Themes	Case Study 50% Presentation 50%	2000 words 20 mins, 1000 words	Wk 33, Tri 2 Wk 41, Tri 2
BUS7AP Transnational Business Practice	Oral Assessment 100%	3500 words	Wk 41 Tri 2
BUS7AL Emphasising the Environment	Coursework 100%	3500 words	Wk 40, Tri 2
BUS7AQ Creative Change and Innovation	Case Study 50% Presentation 50%	2500 words 20 mins, 10 mins questions	Week 33, Tri 2 Week 40, Tri 2
BUS7AM Research Methods/Dissertation	Dissertation 100%	18000 words	Week 3 Tri 1 (year 2)

## 24 Assessment regulations

### Derogations

N/A

### Non-credit bearing assessment

N/A

### Borderline classifications (for undergraduate programmes only)

N/A

### Restrictions for trailing modules (for taught masters programmes only)

N/A

## 25 Programme Management

### Programme leader

Dr Jan Green

### Programme team

Professor Chris Jones

Dr Ben Binsardi

Dr Kelvin Leong

Karen Hynes

Tracy Powell

David Potter

### Quality management

Quality management is an integral part 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. 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. A student representative is also elected by the students 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.

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 between staff and students, noting areas for improvement or good practice as a foundation for quality evaluation. The Minutes and any responses from the Student Voice Forum meetings 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 occur. 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 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 to provide a second opinion on programme delivery.

### **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. 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 academic 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 which has relevance to business practitioners. The publication of research output is also widely practiced 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:

- During 2015 Dr Jan Green, completed the academic supervision of two Knowledge Transfer Partnerships, which demonstrates inter-action with businesses located within the region. In addition she published two journal articles and a book chapter as additional successful outcomes of the partnerships.
- 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 9<sup>th</sup> International Social Science Methodology Conference; her research is on-going. She is a sought-after contributor for regional and national business media, including the BBC.
- Doctor Ben Binsardi is the editor of the quarterly North Wales Economic Review and has published papers on accounting reform.

- Professor Chris Fortune added further to his extensive portfolio of published peer-reviewed academic journal articles.
- 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.
- 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.
- 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 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, such 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

### School support for students

As referred to previously the Student Programme Handbook provides extensive detail regarding sources of support and is available on the virtual learning environment to all students registered on the programme and includes signposts to regulations and policies.

At programme induction students will be allocated to a Personal Tutor, drawn from the programme team. This mechanism enables the student to discuss options available for additional personal development or specific support issues that may arise, from time to time, throughout the duration of the programme. The Programme Leader, in many instances, has a dual role, acting as Personal Tutor for students on the programme. Allocation of personal tutors is reviewed at the beginning of each academic year and students have the facility to raise issues through the Student Representative or the Students Programmes Centre should they choose to do so in an anonymous manner. The experience of the programme team is an enhancement mechanism for supporting both the programme and students. At this stage the cohort will be asked to appoint a Student Representative who will attend Student Voice Forum meetings and fellow students are encouraged to feedback matters of concern via this route.

The School Project Co-ordinator is also widely available as a resource for students to raise queries, provide signposting and note queries for academic staff when they are not available due to teaching.

Embedded within modular delivery of the programme are sessions which introduce and explain the assignment. As delivery progresses students will be encouraged to bring draft work to tutorials for formative feedback. Where a specific issue is raised, this will be given additional class time.

### **Programme specific support for students**

Student support is an integral part of the programme delivery and is drawn from University wide procedures, policies and regulations which are included in the programme handbook.

Prior to the programme delivery all students wishing to enrol on the programme have the opportunity to discuss the contents of the programme, students' expectations, and workload, with staff and receive advice and guidance of relevance to their personal circumstances.

All students will be invited to attend a series of induction events to ensure students are familiar with the campus, timetables, the programme team members, modular specifications, the virtual learning environment, study skills and signposts to other student support services. All students will have access to the student programme handbook as a reference document throughout the course.

Modular delivery includes regular slots for group and individual tutorials with academic staff. This activity identifies any specific needs or issues requiring additional attention, which would be via individually booked appointments.

Assessments are written to provide students with a developmental aim and taught sessions will indicate specific learning outcomes and materials to support that achievement.

Each module has a dedicated site on the virtual learning environment on which to post material for the course, additional supporting content and assessment details. There are additional forum tools that enable students to chat with each other through online discussions and questions to encourage cohesion amongst the students. Tutor messages and updates can be circulated to all students enrolled on the module via this medium,

The personal tutor, provides additional support for the programme leader and is able to listen independently to matters of concern, suggest actions and facilitate solutions. Where more specialist guidance or expertise is required the student will be guided in the appropriate direction.

## **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 policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.