

# Prifysgol Wrexham Wrexham University

## Programme Specification

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Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

### Section 1 Regulatory Details

<b>Awarding body</b>	Wrexham University
<b>Teaching institution</b>	Wrexham University
<b>Final award and programme title (Welsh)</b>	MBA Gweinyddu busnes
<b>Final award and programme title (English)</b>	Master of Business Administration (MBA)
<b>Exit awards and titles</b>	N/A
<b>Credit requirements</b>	<i>MBA Top Up – 60 credits at Level 7</i>
<b>Does the programme offer Foundation Year route?</b>	NA
<b>Placement / Work based learning</b>	<i>Work related learning is encompassed in the student project and is aligned to module and programme learning outcomes. It is expected that students on this programme will individually identify a relevant topic, issue or challenge within their subject area, pertinent to leadership or management within a business context to use as part of their studies.</i>
<b>Length and level of the placement</b>	N/A
<b>Faculty / Department</b>	FSLS
<b>HECoS Code</b>	100812
<b>Intake Points</b>	<i>January September</i>
<b>Mode of Attendance</b>	Part time
<b>Normal Programme Length</b>	<i>One Year</i>
<b>Mode of Study and Location of delivery</b>	<i>Online/Distance Learning</i>
<b>Language of delivery</b>	<i>English</i>
<b>Welsh Medium Provision</b>	The programmes will be delivered through the medium of English. Students have the right to submit assessments in the medium of Welsh.

Professional, Statutory or Regulatory Body (PSRB) accreditation	None  <b>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</b>
External reference points	<a href="#">QAA Subject Benchmark Statements (Master's Degrees in Business and Management)</a> <a href="#">QAA Characteristics Statements</a> <a href="#">Higher Education Credit Framework</a> <a href="#">CQFW</a>
Record of Prior (Experiential) learning	<u>Recognition of Prior Learning Procedure</u> <b>Not permitted for this programme</b>
Is DBS check required on entry?	No
Does the Suitability for Practice Procedure apply to the programme?	No
Derogation to Academic Regulations	None
Date of Approval	15/07/25
Date and type of Revision	To be completed by Q&R

## Section 2 Programme Details

### Aims of the programme

This programme will allow students to focus on a significant piece of investigative enquiry on a chosen managerial or business problem, where they will develop skills in conceptualising business information within an academic context, including analytical, critical thinking, and problems solving skills, and translating their research and findings into practice, with the evaluation and development of potential solutions

The MBA Top-up is designed with a strong employability focus, ensuring graduates are equipped with leadership, strategic management, and analytical skills, mapped against the university's Skills Framework. The programme contributes to workforce upskilling by equipping students with advanced business knowledge and leadership skills that drive economic growth. Designed for professionals already in employment, it supports career advancement and enhances business innovation in various industries such as sport, equine, animal, agriculture, and business sectors.

The programme is delivered at distance via Moodle, making it accessible for students balancing professional commitments.

### Programme Structure Diagram, including delivery schedule

Part-time delivery

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study
Level 7	BUS7E5	Project	60	Core	1, 2 and 3	Y1

## Programme Learning Outcomes

The intended learning outcomes of the programme are broad and relate to knowledge and skills students will be expected to achieve upon successful completion of the programme. Please map each learning outcome to the most suitable category listed below. Ensure that every attribute has at least one learning outcome mapped to it. For programmes with professional accreditation, you may include the relevant PSRB standards in the optional reference column to demonstrate alignment with the PSRB standards.

- **K** – Knowledge and understanding. The knowledge and understanding that a student will be expected to have upon completion (such as “theoretical knowledge of the principles and methods of psychology” or “knowledge of the major types of construction”
- **I** – Intellectual skills for example; ability to analyse, criticise or synthesis, ability to formulate and test concepts and hypotheses, ability to solve problems and ability to learn independently.
- **S** – Subject skills for example, laboratory skills, scientific report writing, research skills and methods, etc.
- **P** – Practical, professional and employability skills such as Skills associated with employment in their specific area /generic skills – leadership/ numeracy

The intended learning outcomes should also demonstrate progression across different levels. Please indicate the level/award at which each learning outcome is expected to be achieved by marking the appropriate box.

### Postgraduate Template

No.	Learning Outcome	K	I	S	P	MBA Top Up
1	Explore and identify a suitable topic for research demonstrating a critical awareness of a specific business issue/problem.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Critically analyse a body of academic and professional literature in relation to the identified specific business issue/problem.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	Synthesise and critically apply systematic understanding and new insights based on business intelligence.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	Propose relevant solution(s) through the application of frameworks, models and theories to address the business issue/problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5	Write a final report and executive summary for presentation to senior managers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## Learning and teaching strategy

To successfully meet the module and programme learning objectives, the learning and teaching strategies will be a mix of synchronous and asynchronous distance learning via the university's VLE, workshops, supervision, independent and group work, optimising flexible and accessible learning (SSSLA 2020-25). There will also be self-directed study time where students will have an opportunity to plan and write up their research.

Students will have access to learning resources and activities via the university's Active Learning Framework (ALF) on Moodle, with which they are expected to regularly interact, and complete any activities as directed by the lecturer/supervisor or programme leader.

ALF combines both on campus and remote learning spaces, enabling flexibility, inclusivity and a student-centred approach towards study. Lectures will be uploaded in advance of sessions, in line with university policy. Lectures and supervision will be timetabled in the normal way. All students will have access to a personal tutor.

Students will have access to academic support and guidance throughout their project, and there will be regular interaction and engagement with lecturers and other students via synchronous and asynchronous engagement. Students will have access to the university's online resources library, academic writing skills, and other student support services.

Within this module students will be taught research methods as an online/distance class-cohort, within which they will be guided on their approach to a research proposal. Teaching of this subject will be a mix of synchronous and asynchronous teaching and learning.

Where synchronous teaching and learning does take place, students who are unable to attend, or not able to attend due to different time zones will have access to pre-recorded lectures and other teaching and learning materials. All students will have access to a lecturer for research methods, and a supervisor for their project, and can communicate with their lecturer and supervisor through e-mail, Moodle and teams, dependent on time zones. Students who are on time zones which differ to that of the UK would normally be steered to e-mail and Moodle communications for a timely response, unless a reasonable and mutually agreed time can be arranged for face-to-face communication which sits outside normal university hours. This practice is employed in our online provision and works well.

At the completion of the taught element, students will be allocated a project supervisor. They will engage with their supervisor, exploring and drawing on contemporary issues and debates within research, synthesising literature and critical analyses in readiness for their final submission.

Throughout this module students will be expected to actively engage in independent learning and participate in classroom and individual activities such as, but not limited to, directed and self-directed reading, group work, group learning activities, workshops, tutorials, and other learning and engagement activities as directed by the supervisor, module or programme leader or other member of the faculty's programme leadership and management team, up to the point of the final project submission.

Appropriate academic and personal support will be in place to support resits and other personal circumstances or additional needs in line with university guidelines.

To support the alignment of teaching, research, enterprise and professional activity (SSSLA, 2020-25) students will have access to experienced subject-related supervisors. Supervisors, along with the academic programme team, will ensure student engagement and retention monitoring is in place. The whole team will contribute to the programme's continuous

monitoring and evaluation process (CME). The project will be based on real-world, authentic business problems and challenges within a professional setting.

Assignment submissions will be in two parts: 1) research proposal, weighted at 20%, and 2) project, weighted at 80%. Students may at times be required or directed to work in groups on a project but will submit independent work in line with the module specification.

### **Assessment strategy**

This strategy aims to make best use of assessment practices that similarly meet the needs of students in this context and deliver on authenticity. The nature of the assessment tasks will be derived through a process of constructively aligning these with the learning outcomes and learning activities for the module and will be designed to ensure coverage. When students are working at a distance, it is critical to ensure that they are demonstrating progress through the submission of work in the VLE.

Students will use their prior academic learning, experience and professional knowledge and work-related activities to develop their research methodologies and knowledge within their specialist context, to identify theory-motivated solutions to a business problem.

#### *Formative Assessment:*

Formative assessment and feedback will be structured around the interaction of group and individual activities within the module – aligned to the module and programme learning outcomes - to enable scaffolding and assess learning and comprehension without being graded. Examples of formative assessment may include group work and breakout sessions, online discussion forums, action learning sets, quizzes, group and/or individual presentations, peer feedback, virtual symposiums and workshops.

#### *Summative Assessment:*

Summative assessments will be constructively aligned to the intended module and programme learning outcomes. These are supported by the programme's formative assessment structure. The assessment criteria for this module will be clearly explained via assessment videos, lecturer support, and underpinned by any formative activity, to ensure students fully understand what is being asked of them. Students will have access to project supervisors to support the project construction, aide opportunities for personal reflection and reflective work, and allow students to evidence academic rigour in their work appropriate to Masters level. Rubrics will be in place to underpin feedback and grade banding.

### **Disclaimer**

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

Academic Regulations: <https://wrexham.ac.uk/academic-regulations-policies-and-procedures/>

The University Skills Framework: <https://wrexham.ac.uk/careers/skills-framework/>

Welsh Language Policy: <https://wrexham.ac.uk/about/welsh-at-wrexham-university/>

Equality and Diversity Policy: <https://wrexham.ac.uk/about/equality-and-diversity/>

The Student Union offers support for students, please access their website <https://www.wrexhamglyndwrsu.org.uk/>