PROGRAMME SPECIFICATON

1	**Awarding body**	Glyndŵr University

2	**Teaching institution**	Glyndŵr University

3	**Award title**	
	MBus and MAccFin	

4	**Final awards available**

MBus Business
BA (Hons) Business
BA Business
Diploma of Higher Education in Business
Certificate of Higher Education in Business

MAccFin Accounting and Finance
BA (Hons) Accounting and Finance
BA Accounting and Finance
Diploma of Higher Education in Accounting and Finance
Certificate of Higher Education in Accounting and Finance

5	**Professional, Statutory or Regulatory Body (PSRB) accreditation**
	N/A
	Please list any PSRBs associated with the proposal
	N/A
	Accreditation available
	None
	Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?)

6	JACS3 **code**	N200, N300

7	UCAS **code**	MBus Business - XR5P MAccFin Accounting and Finance - R56S

8	**Relevant QAA subject benchmark statement/s**

Some master's degrees comprise an integrated programme of study spanning several levels. Such programmes typically involve study equivalent to at least four full-time academic years. Of this, study equivalent to at least one full-time academic year is at level 7 of the QAA's FHEQ and the final outcomes of the qualifications themselves meet the expectations of the descriptor for a higher education qualification at level 7 in full. Study at bachelor's level is integrated with study at master's level and the

programmes are designed to meet the qualification descriptors in full at level 6 of the FHEQ as well as those at level 7. Such qualifications are often termed 'integrated master's' as an acknowledgement of the prior period of study at lower levels (which typically meets the expectations of the descriptor for a higher education qualification at level 6).
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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 Management Institute (CMI)
The Chartered Institute of Securities and Investments (CISI)

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10	**Mode of study**	Full time

11	**Language of study**	English

Office use only
Approved August 2016

12 Criteria for admission to the programme

Standard entry criteria	
UK entry qualifications	Applicants for undergraduate bachelor Degrees require 240+ UCAS tariff points
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 which are summarised as:

Entry requirements:

- GCSE passes at Grade C in English or Welsh and Mathematics, or key/essential skills in communication and application of number at Level 2

In addition one of the following is normally required:
- A minimum of 240 UCAS points at A level or equivalent;
- Equivalent qualifications from an overseas country.

Applicants, who do not meet the criteria above, will be assessed on an individual basis by interview.

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/Welsh require a UKVI Approved Secure English Language Test (SELT) achieving an overall score of 6.0 with no component below 5.5.

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 levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations.

Programme specific RP(E)L requirements

The RP(E)L procedures do not permit any RPL or RPEL for level 6 or 7 related to Integrated Masters programmes.

14 Aims of the programme

Individuals seeking to graduate in anticipation of joining the workforce and progress from 2020 onwards face unprecedented challenges in respect of employability career stability and development. The uncertain economic performance and stability throughout Europe, and further afield, the sharp increase in graduate competition and the changing nature of workplace jobs has resulted in increased considerations being elements of the decision to embark upon the attainment of a University education. However, business applications remain a popular subject area for study and suggest that students view a business-related degree as an attractive option from which to maximise the chances of securing future employment.

This context has strongly influenced the design of the currently validated undergraduate suite of business programmes and the addition of a fourth year of study, the successful completion of which leads to an Integrated Masters award. Due to the ongoing popularity of Business as an area of study, high priority must be placed on ensuring that students are well prepared to deliver value for a prospective employer beyond graduation. Therefore, the key aims of our new undergraduate suite are to equip our graduates with:

1. The relevant skills and self-confidence to increase their employability prospects.
2. Contemporary business knowledge. This is essential if they are to contribute towards creating future economic growth for their respective country of residence.
3. A stimulating, rigorous, challenging and enjoyable learning experience that develops their capacity to be independent thinkers and influencers.
4. The capacity to make a valuable contribution to the global business environment by raising awareness of current thinking and leading-edge intelligence in a broad range of business-related topics, including finance for students electing that route. There is a clear connection between research output within the School and the teaching syllabus of our undergraduate programmes.

The programme routes are designed to meet the needs of business students who intend to develop their area of expertise by building on the skills acquired at undergraduate level through an additional year of study at master's level. In designing the modules for master's level conversations took place with representatives from industry and commerce to ensure there is a clear difference in modules which will both

challenge and support the student by providing a blend of academic and theoretical content, based on a progressive theory into practice approach which will be adopted as an aim, together with personal development towards being prepared to enter employment in a professional and business-like manner.

The additional programme aims for the Integrated Masters element are:

To develop advanced professional business skills and acumen

To produce practitioners with advanced competencies required in a range of business situations

To enable students to undertake critical appraisals and form judgements related to research findings

To encourage students to critically examine a selected organization in terms of potential future employment and personal matching of their skills and profile

15 Distinctive features of the programme

1. Leading-edge Content for Future Business Professionals

The world of business is ever-changing and our curriculum has changed to reflect latest thinking to reflect the demands and requirements of blue chip organizations seeking to recruit business professionals. As such the programme combines key subject areas such as Economics, The History of Business and Competitive Intelligence with an innovative and entrepreneurial strand to produce market-led differentiation throughout the programme.

2. Enhanced profile

Integrated Masters programmes are a relatively recent introduction within Higher Education and provide an alternative pathway into post-graduate study via the integration of a one-year level 7 structure of 120-credits, with funding support, resulting in an enhanced personal profile which includes evidence of researching a sector/organization and the nature of contemporary career requirements.

3. Focus on Real Life Business Experience

If we are to lay claim to providing future employers with recruits that are "workplace-ready" then we need to build a level of real-life experience into their schedule. We have achieved this in two ways. Firstly, we offer work placements to all students that achieve certain standards of performance and attitude. Secondly, we have endeavoured to build project work into a number of our modules throughout the programme. A number of leading business practitioners support the delivery of modules in the role of occasional guest speakers.

4. **Professional Qualification Mapping**

In areas such as Accounting and Finance the University degree represents the first step in a longer journey of study and qualification progression. There is some alignment to the curriculum with those of leading bodies, including the Association of Chartered Certified Accountants (ACCA), the Chartered Institute of Marketing (CIM) and the Chartered Institute of Securities and Investments (CISI) to provide post-University career advantages.

All students become members of the Chartered Management Institute for the duration of the programme and there is the opportunity to acquire certificate or diploma status, dependent on the specific exit route. The membership includes access to the extensive range of learning materials provided by the CIM.

5. **Blended Learning Style**

The traditional approach of delivering timetabled lectures has been modified. Where feasible, modules are available in digital format and may be broken down into smaller bite-size pieces (eg 3 x 20mins per week) that students watch electronically before attending classes. Classes subsequently have an enhanced tutorial focus using learning strategies such as case studies, facilitative discussion, example practice and group work to embed learning. This provides a richer student experience resulting from the opportunity to replay lectures or absorb the knowledge transfer as part of individual work-life balance. Lectures can also be re-visited throughout the duration of the module. Furthermore, the greater opportunity for reflection between lecturer and tutorial has the potential to enhance the learning experience through more advanced progression of understanding.

6. **Embracing Modern Assessment Methods**

In the professional workplace, individuals are expected to communicate in a variety of ways. This can include writing management reports, delivering visual presentations and having in depth one-to-one meetings. As part of our commitment to preparing our graduates for the professional workplace, we recognise the need to provide a variety of assessment methods that retain academic rigour, but also offer students opportunities to develop themselves in a variety of ways. Consequently students will be assessed by methods such as traditional exam, case study evaluation, presentation and management report writing. It should be noted that the Accounting and Finance degree has greater emphasis on written examination due to the alignment with ACCA standards.

7. **Integrated Element**

Integrated Masters programmes are a relatively recent introduction within Higher Education and provide an alternative pathway into post-graduate study and provide students with an opportunity to study at level 7 with the benefit of funding.

In so doing the outcomes are the development of additional skills, an enhanced cv with clearly documented employability trait development.

As there are currently very few Integrated Masters in Business related subjects, the nature of the offer is distinctive, more so at level 7 and provides further support to focus on future career prospects. This is enhanced by the introduction of a module which encourages students to research potential employers and roles leading to an evaluation of ways in which they may develop and adopt a structured and professional approach in the early stages of a career. There is also the opportunity to gain an insight into the contemporary nature of portfolio working within the context of the boundary less career which populates the emerging body of knowledge linked to effective career management. This feature responds to employers' comments and demonstrates the distinctive nature of the programme as an early entrant into the Integrated Masters route and provides relevant benefits for students at the initial stages of a career journey.

Whilst it is stressed that each module is delivered independently, the programme is designed in a manner that enables students to draw on theory and content throughout the programme and this may be particularly applicable when considering career-related content to further strengthen the programme and provide additional distinctiveness. Whilst project management is more widely offered, applying the tools and techniques learnt in the study of this subject can be readily transferred to Career Directions; adding further distinction and an insight in the application of the concept into context.

Of the remaining modules the programme ethos is to enable module tutors to draw on emergent case study material throughout the teaching of the programme. A particularly relevant example is Integrated Communications which has clear connections to marketing activities, but also overlaps with finance, people issues and the physical make-up of an organization. In designing this formation to the range of modules, with the potential to radiate towards from the Career Directions module, the programme is distinctive and should appeal to students and potential employers alike. The introduction of a module related to Asset Management, based on elements considered to be key by the Institute of Asset Management, is also a new and distinctive addition to the subject matter within the school and broadens the skills which students on the programme will be able to study.

16 Programme structure narrative

The programme will be offered on a full-time basis only and delivered and will follow the normal academic year in terms of entry and assessment points. There will be one intake or entry point per academic year, in September.

As an Integrated Master's programme the MBus and MAccFin are extensions of the BA (Hons) Business and BA (Hons) Accounting and Finance, respectively. The first three

years of the programme are identical to the BA (Hons) Business and BA (Hons) Accounting and Finance degrees and reflect the divergent paths of each award.

When students enter level 7 they will therefore already have 360 credits. Studying at level 7 will then give students a further 120 credits to gain the Integrated Master's qualification.

Level 4	MBus Business Year 1 (120 credits)	MAccFin Accounting and Finance Year 1 (120 credits)
Level 5	MBus Business Year 2 (120 credits)	MAccFin Accounting and Finance Year 2 (120 credits)
Level 6	MBus Business Year 3 (120 credits)	MAccFin Accounting and Finance Year 3 (120 credits)
Level 7	MBus Business Year 4 (120 credits)	MAccFin Accounting and Finance Year 4 (120 credits)

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 adequate time for self-study.

Progression will be via the completion of taught modules. Students who do not pass all the elements of the MBus or MAccFin programme may be awarded a BA (Hons) degree. The classification will be based on the student's performance at level 5 and level 6 as defined in the Glyndŵr University Undergraduate Regulations.

For both of the Integrated Master routes, the following applies in relation to exit awards:

i) The Certificate of Higher Education is an exit award available for a student who has completed 120 credits at level 4 or above and who is unable, or chooses not to continue on the programme.

ii) The Diploma of Higher Education is an exit award available for a student who has completed 240 credits, of which 120 credits were studied at level 5 or above and who unable, or chooses not to continue the programme.

iii) The Ordinary Degree is an exit award available for a student who has completed 360 credits, of which 120 credits were studied at level 5 or above and 120 credits at level 6. These 60 credits can be taken from any of the available modules.

iv) The Honours Degree is an exit award available for a student who has completed 360 credit, of which 120 credits were studied at level 5 or above and 120 credits at level 6.

17 Programme structure diagram

MBus Business – Delivery Schedule

Level Four MBus Business						
Trimester 1	Mod title	Business: Past Present and Future	Mod title	Business Communication Skills for Marketing	Mod title	Economics
	Mod code	BUS428	Mod code	BUS429	Mod code	BUS430
	New/Exist	Existing	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	Chris Jones	Mod leader	Claire Blanchard	Mod leader	Anna Sung
Trimester 2	Mod title	Marketing Essentials	Mod title	Data Analytics and Understanding 'Big data'	Mod title	Introduction to Financial Markets OR Introduction to Management Accounting OR Introduction to Financial Accounting
	Mod code	BUS434	Mod code	BUS435	Mod code	BUS437 BUS438 BUS433
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Option
	Mod leader	Claire Blanchard	Mod leader	Chris Jones	Mod leader	David Potter Anna Sung Kelvin Leong

Level Five MBus Business					
Trimester 1	Mod title	Engaging and Leading People	Mod title	Advertising and Branding	Mod title	Financial Decision Making OR Managing Corporate Risk and Crime OR Sustainable Business Practice
	Mod code	BUS545	Mod code	BUS548	Mod code	BUS546 BUS555 BUS550
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Option
	Mod leader	Mike Scott	Mod leader	Tracy Powell	Mod leader	Kelvin Leong Neil Pritchard Jan Green
Trimester 2	Mod title	Competitive Intelligence Research	Mod title	Business Law	Mod title	Customer Service Excellence
	Mod code	BUS560	Mod code	BUS527	Mod code	BUS541
	New/Exist	Existing	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	Chris Jones	Mod leader	Neil Pritchard	Mod leader	Jacqueline Hughes-Lundy

Level Six MBus Business					
Trimester 1	Mod title	Dissertation or Work Placement	Mod title	Strategic Thinking	Mod title	Employment Law OR Food and Drink Tourism OR Globalisation: Challenges and Opportunities
	Mod code	BUSI635 BUSI636	Mod code	BUSI623	Mod code	BUSI625 BUSI637 BUSI626
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	40	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Option
	Mod leader	Jan Green Sarah Evans	Mod leader	Jan Green	Mod leader	Neil Pritchard Jacqueline Hughes-Lundy Graham Jackson
Trimester 2	Mod title	Dissertation or Work Placement	Mod title	Strategic Marketing	Mod title	Corporate Governance and Ethics OR International Human Resources Management
	Mod code	BUSI635 BUSI636	Mod code	BUSI629	Mod code	BUSI630 BUSI628
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	40	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Option
	Mod leader	Jan Green Sarah Evans	Mod leader	Claire Blanchard	Mod leader	Neil Pritchard Karen Hynes

Note: The Level Six Work Placement module is not available to Tier 4 sponsored UKVI students.

Level Seven MBus Business						
Trimester 1	Mod title	Career Directions	Mod title	Integrated Communications	Mod title	Project Management
	Mod code	BUSI701	Mod code	BUSI704	Mod code	BUS708
	New/Exist	New	New/Exist	New	New/Exist	Existing
	Credit value	40	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Neil Pritchard	Mod leader	Tracy Powell	Mod leader	Chris Fortune
Trimester 2	Mod title	Career Directions (cont'd)	Mod title	Asset Management Practices	Mod title	Advanced Human Resources Management
	Mod code	BUSI701	Mod code	BUSI702	Mod code	BUSI705
	New/Exist	New	New/Exist	New	New/Exist	New
	Credit value	40	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Neil Pritchard	Mod leader	Jan Green	Mod leader	Karen Hynes

MAccFin Accounting and Finance Delivery Schedule

Level Four MAccFin Accounting and Finance						
Trimester 1	Mod title	Business: Past Present and Future	Mod title	Introduction to Financial Accounting	Mod title	Economics
	Mod code	BUS428	Mod code	BUS433	Mod code	BUS430
	New/Exist	Existing	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	Chris Jones	Mod leader	Kelvin Leong	Mod leader	Anna Sung
Trimester 2	Mod title	Marketing Essentials	Mod title	Data Analytics and Understanding 'Big data'	Mod title	Introduction to Financial Markets (Finance) OR Introduction to Management Accounting (Accounting)
	Mod code	BUS434	Mod code	BUS435	Mod code	BUS433 BUS438
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Option
	Mod leader	Claire Blanchard	Mod leader	Chris Jones	Mod leader	Kelvin Leong Kelvin Leong

Level Five MAccFin Accounting and Finance					
Mod title	Taxation	Mod title	Advanced Management Accounting (Accounting) OR Financial Decision Making (Finance)	Mod title	Managing Corporate Risk and Crime
Mod code	BUS554	Mod code	BUS547 BUS546	Mod code	BUS555
New/Exist	Existing	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	Ben Binsardi	Mod leader	Anna Sung Kelvin Leong	Mod leader	David Potter
Mod title	Competitive Intelligence Research	Mod title	Business Law	Mod title	Financial Accounting (Accounting) OR Global Markets and Investment Strategies (Finance)
Mod code	BUS560	Mod code	BUS527	Mod code	BUS5533 BUS542
New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
Credit value	20	Credit value	20	Credit value	20
Core/Opt	Core	Core/Opt	Core	Core/Opt	Option
Mod leader	Chris Jones	Mod leader	Neil Pritchard	Mod leader	Kelvin Leong Graham Jackson

Trimester 2

Level Six MAccFin Accounting and Finance					
Trimester 1	Mod title	Dissertation or Work Placement	Mod title	Strategic Thinking	Mod title	Financial Reporting (Accounting) OR Financial Instruments (Finance)
	Mod code	BUSI635 BUSI636	Mod code	BUSI623	Mod code	BUSI682 BUSI627
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	40	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Option
	Mod leader	Jan Green Sarah Evans	Mod leader	Jan Green	Mod leader	Kelvin Leong
Trimester 2	Mod title	Dissertation or Work Placement	Mod title	Advanced Financial Management	Mod title	Audit and Assurance (Accounting) OR Corporate Governance and Ethics (Finance)
	Mod code	BUSI635 BUSI636	Mod code	BUSI633	Mod code	BUSI634 BUSI630
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	40	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Jan Green Sarah Evans	Mod leader	Anna Sung	Mod leader	Kelvin Leong Neil Pritchard

Note: The Level Six Work Placement module is not available to Tier 4 sponsored UKVI students.

Level Seven MAccFin Accounting and Finance						
Trimester 1	Mod title	Career Directions	Mod title	Integrated Communications	Mod title	Project Management
	Mod code	BUSI701	Mod code	BUSI704	Mod code	BUS708
	New/Exist	New	New/Exist	New	New/Exist	Existing
	Credit value	40	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Neil Pritchard	Mod leader	Tracy Powell	Mod leader	Chris Fortune
Trimester 2	Mod title	Career Directions (cont'd)	Mod title	Financial Insights and Business Intelligence	Mod title	Asset Management Practices
	Mod code	BUSI701	Mod code	BUSI703	Mod code	BUSI702
	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	Core
	Mod leader	Neil Pritchard	Mod leader	Kelvin Leong	Mod leader	Jan Green

18 Intended learning outcomes of the programme

The following pages demonstrate the Intended Programme Learning Outcomes for Levels Four to Seven of the MBus Business programme.

Level 4			
Knowledge and understanding	**Intellectual**	**Subject specific**	**Practical, Professional and Employability**
A basic understanding of the history and evolution of Business, recognise the challenges facing business today and be able to offer their own opinions on how business may change in the future.	To undertake basic research and be able to capture, analyse and disseminate the outputs of the research in a form which can be understood by the intended audience.	Be able to write and communicate their ideas in a fluid and confidence style.	Communicate in a clear and concise way, in writing and orally, in relatively informal and limited-length pieces of work.
An appreciation of the various models of communication and how to use different techniques for different situations.	Cognitive skills of critical thinking analysis and synthesis in creating communication messages.	Evalaute effective communication and information, reasoned arguments and analysis in a variety of forms to specialist and non-specialist audiences.	Demonstrate competence in technical and business reporting.
Understand fundamental economic principles, theories and concepts, and the methods of analysis used by an economist	Develop strong reasoning and analytical skills	Demonstrate evidence in making rational arguments in economic context and understand the roles of various economic agents	Interact effectively with tutors and fellow students; participate in clearly defined team-based situations.
An awareness of the role and function of marketing, current trends in marketing and the marketing mix.	Carry out market research and analysis and realise the potential in understanding the appropriateness of different approaches to solving problems specific to industry marketplaces.	Ability to offer informed opinion on current business issues.	Demonstrate basic IT skills, including word-processing, spreadsheet and presentation packages. Demonstrate basic skills in using the Internet, accessing data and designing web pages.
Demonstrate an understanding of the importance of big data in the modern business environment and how enterprises could and should be taking advantage of it.	Use a range of analytical techniques to explore and summarise data.	Develop an effective working knowledge of Microsoft Excel.	Understand the opinions of other people; flexibility in considering alternatives and opinions.
Demonstrate a broad understanding of what constitutes an 'entrepreneur' and be able to discuss at length the qualities and challenges such a role creates.	Cognitive thinking skills and persuasivenss to a certain point of view, particularly in a small group scenario.	Explain the contribution made by entrepreneurial activity to the economy and the sources of support provided by government	Study in a systematic, directed way with the aid of appropriate tutor guidance.
Develop a thorough understanding of how financial markets operate and the components of financial systems globally.	Harness the ability to hold multi-perspective viewpoints on the same structure/function	Undertake critical appraisal of information in case studies	
Demonstrate a basic appreciation of management accounting techniques and understand the context within which the function operates within an organisation.	Develop capability to apply logic and numeracy to some complex problems.	Ability to analyse situations and come up with alternative solutions.	

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Level 5			
Knowledge and understanding	**Intellectual**	**Subject specific**	**Practical, Professional and Employability**
Develop an indepth understanding of the competitive landscape of the corporate world.	Apply critical thinking to scenarios to provide a reliable argument that is substantiated by evidence.	Develop skill in gathering information, analysing and synthesising it to produce fresh insight.	Communicate in a clear, systematic and concise way, in writing and orally, in more formal academic and professional styles, and in longer pieces of work of a technical nature.
Explain the main concepts and principles of the law of obligations & company law	Develop a capacity to reflect upon precedent and critically evaluate alternatives.	Demonstrate confidence in debating issues of a legal nature and have the emotional intelligence to separate matter of law from matters of the heart.	Demonstrate more advanced interactive and teamwork skills, including effective participation in more demanding team tasks, including projects.
Demonstrate the key factors in delivering the highest standards of customer service across a number of industries.	Evaluate and carry out reflective practice using case studies to develop customer-focused thinking.	Develop strong influencing and negotiating skills in order to develop good professional relationships.	Demonstrate more advanced IT skills, particularly in the area of constructing integrated spreadsheets for financial and operational purposes.
Develop in-depth understanding of what motivates individuals and how great leaders make things happen differently.	Demonstrate the capacity to self-reflect, identifying weaknesses and strengths in their self and others.	Understanding of the emotional transaction and its impact upon scenarios of negotiation and change.	Demonstrate competent use and application of word processing, the integration of text and image in specific contexts for the production of reports.
Demonstrate a wide appreciation of the theory and techniques behind advertising and branding and their influences upon society and the business environment.	Demonstrate an ability to think on their feet and adapt their knowledge to a variety of potential scenarios.	Develop strong awareness of modern advertising campaigns and critique their validity or otherwise from a commercial perspective.	Demonstrate the ability to take the perspective of others into account; identifying the similarities and differences between two approaches to the solution of a given problem.
Demonstrate understanding of the selection criteria and numerical calculations necessary to make informed decisions in a variety of financing, investment and purchasing scenarios.	Develop skills in logical reasoning and perception for decision-making	Explain and communicate complex concepts with confidence.	Learn in an effective and purposeful way and develop as an autonomous learner.
Explain incidences of corporate crime and evaluate the choices facing organisations on how to manage and alleviate the risk.	Reflect upon a variety of case studies and critically evalaute downstream decisions.	Develop strong writing and communication skills.	
Explain the importance of sustainable business practice and provide examples of different practices that exist across the corporate world.	Demonstrate an ability to apply evidence-based research to counter accepted practices.	Ability to present complex issues within a succinct and persuasive style.	

Level 6 - Ordinary degree

Knowledge and understanding	Intellectual	Subject specific	Practical, Professional and Employability
Understand what does and doesn't constitute strategy; discuss in depth some of the leading academic proponents of strategy and explain the process of implementing strategic change.	Develop an ability to think on a level above technical or tactical details and yet still make insightful inferences.	Demonstrate effective and rigorous analysis supported by a substantive argument	Engage effectively in a variety of roles; debates; produces clear, well-structured technical reports and other extended pieces of work; gives clear, subject-specific presentations in a variety of contexts.
Explain the key issues surrounding employment law in depth and be able to apply them to real situations.	Critically relfect upon incidences of dispute in the workplace and be able to suggest alternative courses of action based upon the perspective of the employer and the employee.	Debate and discuss alternative points of view with confidence.	Interact effectively within a learning or subject-specific team; demonstrates basic negotiating, role, leadership and team-support skills.
Discuss the concepts behind gastronomy and oenology and be able to identify the alternatives in various situations and make reasoned judgement on which way to proceed.	Develop an ability to conduct SWOT analyses in a novel context.	Recongnise the balance between commercial and creative advantage.	Use and accesses a limited selection of more specialist IT skills. This may include the use of social media tools, specialist software packages or specific applications.
Discuss significant global business issues with authority, recgonise the antecedent to a globalised marketplace and provide reasoned debate on its future.	Develop integrity in considering world issues and reflective thinking on localised consequences.	Develop communication skills, both in writing and orally.	Conduct effective searches for data across a variety of platforms for research purposes.
Develop strong awareness of how and why organisations take a strategic approach to marketing planning and control.	Apply critical thinking to a variety of situations and theories to gain a deeper insight into strategic marketing.	Demonstrate ability to persuade and innovate with original and commercially advantageous insights within a marketing context.	Demonstrate critical evaluation of specific business situations and is able to define alternative approaches and their potential outcomes.
Discuss and apply the main concepts and principles of corporate governance & business ethics to realistic commercial situations	Demonstrates cognitive skills of critical thinking, analysis and synthesis	Ability to recognise diversity in objectives across different stakeholder groups and identify a balance that offers an effective compromise.	Adopt a broad-ranging and flexible approach to study; identifies learning needs; pursues activities designed to meet these needs in increasingly autonomous ways.
Demonstrates a deep understanding of the trends and developments within International Human Resource Management.	Able to think critically and sensitively around cultural differences that exist within multinational environments.	Demonstrates strong communication skills in both 1-1 and group situations.	Seek and make effective use of feedback in addition to critical self-awareness.
Demonstrate sound knowledge of the context for research and how to write a research proposal and final report through to a conclusion.	Accurately identify the nature and characteristics of a problem within a business domain.	Demonstrate strong capability to problem solve and effectively manage a project.	

Knowledge and understanding	Intellectual	Subject specific	Practical, Professional and Employability
Critically evaluate strategic choices and offer evidence-based alternatives; discuss in depth some of the leading academic proponents of strategy and explain the process of implementing strategic change.	Develop greater ability to think on a level above technical or tactical details and yet still make insightful inferences.	Demonstrate highly effective and rigorous analysis of a variety of scenaripos supported by substantive argument	Engage with authority in a variety of roles; debates; produces clear, well-structured technical reports and other extended pieces of work; gives clear, subject-specific presentations in a variety of contexts.
Critically discuss the key issues surrounding employment law supported by examples of establshed case law.	Critically relfect upon incidences of dispute in the workplace and be able to suggest alternative courses of action based upon the perspective of the employer and the employee.	Debate and discuss alternative points of view with confidenc and authority.	Interact effectively within a learning or subject-specific team; demonstrates basic negotiating, role, leadership and team-support skills.
Discuss the concepts behind gastronomy and oenology and be able to identify the alternatives in various situations and make reasoned judgement on which way to proceed.	Develop an ability to conduct SWOT analyses in a novel context.	Recongnise the balance between commercial and creative advantage and be able to offer scenarios where one might be preferable over the other.	Use and accesses a limited selection of more specialist IT skills. This may include the use of social media tools, specialist software packages or specific applications.
Discuss significant global business issues with authority, recgonise the antecedent to a globalised marketplace and provide highly reasoned debate on its future.	Develop integrity in considering world issues and reflective thinking on localised consequences.	Develop communication skills, both in writing and orally.	Conduct effective searches for data across a variety of platforms for research purposes.
Develop strong awareness of how and why organisations take a strategic approach to marketing planning and control.	Apply critical thinking to a variety of situations and theories to gain a deeper insight into strategic marketing.	Demonstrate strong ability to persuade and innovate with original and commercially advantageous insights within a marketing context.	Demonstrate critical evaluation of specific business situations and is able to define alternative approaches and their potential outcomes.
Crtically evaluate and apply across a number of scenarios the main concepts and principles of corporate governance & business ethics to realistic commercial situations.	Demonstrates cognitive skills of critical thinking, analysis and synthesis	Ability to recognise diversity in objectives across different stakeholder groups and identify a balance that offers an effective compromise.	Adopt a broad-ranging and flexible approach to study; identifies learning needs; pursues activities designed to meet these needs in increasingly autonomous ways.
Demonstrates a deep understanding of the trends and developments within International Human Resource Management.	Able to think critically and sensitively around cultural differences that exist within multinational environments.	Demonstrates strong communication skills in both 1-1 and group situations.	Seek and make effective use of feedback in addition to critical self-awareness.
Demonstrate sound knowledge of the context for research and be able to write an academically rigorous research proposal and final report.	Accurately identify and critically discuss the nature and characteristics of a problem within a business domain.	Demonstrate strong capability to problem solve and effectively manage a project.	

Level Seven

	Knowledge and Understanding
A1	Demonstrate a critical appreciation of concepts, principles and theories related to business and business applications
A2	Contribute effectively to a team, partnership or network situation
A3	Exploit business knowledge to provide solutions
A4	Apply research methods techniques to support an advanced independent study
A5	Evaluate the nature and roles which contribute to a successful, contemporary organization
A6	Demonstrate insight related to the effectiveness and nature of stakeholder communications
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
A9	Appreciate the principles of Asset Management and the ways in which they contribute to business efficiency

	Intellectual Skills
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
B4	Solve a complex business problem via academic research practice and provide a satisfactory solution

	Subject Skills
C1	Use relevant communications for applications in business and management
C2	Meet organizational resource requirements
C3	Interpret business information systems for managerial applications
C4	Implement appropriate strategies to support enterprise development

	Practical, professional and employability skills
D1	Communicate effectively both orally and in writing by drawing on relevant information, summarising and interpreting
D2	Present material in a detailed and professional manner both individually and in groups to indicate leadership, negotiation and group support
D3	Master numeracy skills, data analysis and statistical interpretations
D4	Use a range of IT functions to carry out research, analysis, presentation and document-production
D5	Work independently to manage personal development and exercise time-management and prioritisation

Learning Outcomes MAccFin Accounting and Finance

The following pages demonstrate the Intended Programme Learning Outcomes for Levels Four to Seven of the MAccFin Accounting and Finance programme.

Level 4			
Knowledge and understanding	**Intellectual**	**Subject specific**	**Practical, Professional and Employability**
A basic understanding of the history and evolution of Business, recognise the challenges facing business today and be able to offer their own opinions on how business may change in the future.	To undertake basic research and be able to capture, analyse and disseminate the outputs of the research in a form which can be understood by the intended audience.	Be able to write and communicate their ideas in a fluid and confidence style.	Communicate in a clear and concise way, in writing and orally, in relatively informal and limited-length pieces of work.
Understand the basics of how financial transactions are recorded and how they are represented in financial statements.	Develop an ability to think in a structured and disciplined way in terms of numeracy and logic.	Develop numeracy and IT skills.	Demonstrate competence in technical and business reporting.
Understand fundamental economic principles, theories and concepts, and the methods of analysis used by an economist	Develop strong reasoning and analytical skills	Demonstrate evidence in making rational arguments in economic context and understand the roles of various economic agents	Interact effectively with tutors and fellow students; participate in clearly defined team-based situations.
Demonstrate an understanding of the importance of big data in the modern business environment and how enterprises could and should be taking advantage of it.	Use a range of analytical techniques to explore and summarise data.	Develop an effective working knowledge of Microsoft Excel.	Demonstrate basic IT skills, including word-processing, spreadsheet and presentation packages. Demonstrate basic skills in using the Internet, accessing data and designing web pages.
An awareness of the role and function of marketing, current trends in marketing and the marketing mix.	Carry out market research and analysis and realise the potential in understanding the appropriateness of different approaches to solving problems specific to industry marketplaces.	Ability to offer informed opinion on current business issues.	Understand the opinions of other people; flexibility in considering alternatives and opinions.
Demonstrate a basic appreciation of management accounting techniques and understand the context within which the function operates within an organisation.	Develop capability to apply logic and numeracy to some complex problems.	Ability to analyse situations and come up with alternative solutions.	Study in a systematic, directed way with the aid of appropriate tutor guidance.
Develop a thorough understanding of how financial markets operate and the components of financial systems globally.	Harness the ability to hold multi-perspective viewpoints on the same structure/function	Undertake critical appraisal of information in case studies	

Level 5			
Knowledge and understanding	Intellectual	Subject specific	Practical, Professional and Employability
Develop an indepth understanding of the competitive landscape of the corporate world.	Apply critical thinking to scenarios to provide a reliable argument that is substantiated by evidence.	Develop skill in gathering information, analysing and synthesising it to produce fresh insight.	Communicate in a clear, systematic and concise way, in writing and orally, in more formal academic and professional styles, and in longer pieces of work of a technical nature.
Explain the main concepts and principles of the law of obligations & company law	Develop a capacity to reflect upon precedent and critically evaluate alternatives.	Demonstrate confidence in debating issues of a legal nature and have the emotional intelligence to separate matter of law from matters of the heart.	Demonstrate more advanced interactive and teamwork skills, including effective participation in more demanding team tasks, including projects.
Demonstrate how to prepare consolidated financial statements for more complicated situation such as company groups.	Interrogate data and apply analytical thinking to inform decision making.	Demonstrate ability to work effectively under pressure and work in a structured fashion.	Demonstrate more advanced IT skills, particularly in the area of constructing integrated spreadsheets for financial and operational purposes.
Explain the development of global financial companies and institutions together with the structures that support them.	Demonstrate ability to explain complex concepts	Develop key skills in interrogating and analysing data and making evidence-based decisions.	Demonstrate competent use and application of word processing, the integration of text and image in specific contexts for the production of reports.
Explain the tax system of a particular country in depth and draw comparisons with some other territories.	Demonstrate an ability to absorb complex information.	Strong computation skills.	Demonstrate the ability to take the perspective of others into account; identifying the similarities and differences between two approaches to the solution of a given problem.
Develop aptitude in applying management accounting techniques in planning, decision-making, performance evaluation, and control scenarios.	Develop critical thinking and analytical skills in the management accounting context	Analyse situations and come up with realistic alternative solutions based on quantitative evidence	Learn in an effective and purposeful way and develop as an autonomous learner.
Demonstrate understanding of the selection criteria and numerical calculations necessary to make informed decisions in a variety of financing, investment and purchasing scenarios.	Develop skills in logical reasoning and perception for decision-making	Explain and communicate complex concepts with confidence.	
Explain incidences of corporate crime and evaluate the choices facing organisations on how to manage and alleviate the risk.	Reflect upon a variety of case studies and critically evalaute downstream decisions.	Develop strong writing and communication skills.	

Level 6 Ordinary Degree			
Knowledge and understanding	**Intellectual**	**Subject specific**	**Practical, Professional and Employability**
Understand what does and doesn't constitute strategy; discuss in depth some of the leading academic proponents of strategy and explain the process of implementing strategic change.	Develop an ability to think on a level above technical or tactical details and yet still make insightful inferences.	Demonstrate effective and rigorous analysis supported by a substantive argument	Engage effectively in a variety of roles; debates; produces clear, well-structured technical reports and other extended pieces of work; gives clear, subject-specific presentations in a variety of contexts.
Discuss and explain the conceptual and regulatory frameworks for financial reporting.	Demonstrate extensive capacity to process and analyse data in complex situations.	Able to apply a variety of rules to different situations and pay attention to detail whilst working under very tight time pressures.	Interact effectively within a learning or subject-specific team; demonstrates basic negotiating, role, leadership and team-support skills.
Explain in technical terms how a variety of financial instruments work and the risks they present to investors.	Possesses strong multiple perspective analysis	Possesses a deep understanding of risk/return profiles	Use and accesses a limited selection of more specialist IT skills. This may include the use of social media tools, specialist software packages or specific applications.
Demonstrate depth of understanding in the discipline of financial and risk management.	Quantitative analysis from being able to measure and interpret financial risk	Develop ability to communicate complex terms to a non-financial audience.	Conduct effective searches for data across a variety of platforms for research purposes.
Explain the rationale, sequencing and technical details of the audit process.	Ability to analyse situations and come up with alternative solutions	Demonstrate strong organisational skills and effective communication.	Demonstrate critical evaluation of specific business situations and is able to define alternative approaches and their potential outcomes.
Discuss and apply the main concepts and principles of corporate governance & business ethics to realistic commercial situations	Demonstrates cognitive skills of critical thinking, analysis and synthesis	Ability to recognise diversity in objectives across different stakeholder groups and identify a balance that offers an effective compromise.	Adopt a broad-ranging and flexible approach to study; identifies learning needs; pursues activities designed to meet these needs in increasingly autonomous ways.
Demonstrate sound knowledge of the context for research and how to write a research proposal and final report through to a conclusion.	Accurately identify the nature and characteristics of a problem within a business domain.	Demonstrate strong capability to problem solve and effectively manage a project.	Seek and make effective use of feedback in addition to critical self-awareness.

Level 6 - Honours degree

Knowledge and understanding	Intellectual	Subject specific	Practical, Professional and Employability
Critically evaluate strategic choices and offer evidence-based alternatives; discuss in depth some of the leading academic proponents of strategy and explain the process of implementing strategic change.	Develop greater ability to think on a level above technical or tactical details and yet still make insightful inferences.	Demonstrate highly effective and rigorous analysis of a variety of scenaripos supported by substantive argument	Engage with authority in a variety of roles; debates; produces clear, well-structured technical reports and other extended pieces of work; gives clear, subject-specific presentations in a variety of contexts.
Discuss and explain the conceptual and regulatory frameworks for financial reporting with authority.	Demonstrate extensive capacity to process and analyse data in complex situations.	Able to apply a variety of rules to different situations and pay attention to detail whilst working under very tight time pressures.	Interact effectively within a learning or subject-specific team; demonstrates basic negotiating, role, leadership and team-support skills.
Explain in advanced technical terms how a variety of financial instruments work and the risks they present to investors.	Possesses strong multiple perspective analysis	Possesses advanced understanding of risk/return profiles	Use and accesses a limited selection of more specialist IT skills. This may include the use of social media tools, specialist software packages or specific applications.
Demonstrate crtical appreciation of the discipline of financial and risk management.	Demonstrates advanced quantitiative skill in measuring and interpreting financial risk	Develop strong ability to communicate complex terms to a non-financial audience.	Conduct effective searches for data across a variety of platforms for research purposes.
Explain the rationale, sequencing and technical details of the audit process.	Ability to analyse situations and come up with alternative solutions	Demonstrate strong organisational skills and effective communication.	Demonstrate critical evaluation of specific business situations and is able to define alternative approaches and their potential outcomes.
Critically discuss and apply the main concepts and principles of corporate governance & business ethics to realistic commercial situations	Demonstrate cognitive skills of critical thinking, analysis and synthesis	Ability to recognise diversity in objectives across different stakeholder groups and identify a balance that offers an effective compromise.	Adopt a broad-ranging and flexible approach to study; identifies learning needs; pursues activities designed to meet these needs in increasingly autonomous ways.
Demonstrate sound knowledge of the context for research and be able to write an academically rigorous research proposal and final report.	Accurately identify and critically discuss the nature and characteristics of a problem within a business domain.	Demonstrate strong capability to problem solve and effectively manage a project.	Seek and make effective use of feedback in addition to critical self-awareness.

Level Seven

	Knowledge and Understanding
A1	Demonstrate a critical appreciation of concepts, principles and theories related to business, business applications and financial considerations
A2	Contribute effectively to a team, partnership or network situation
A3	Exploit business knowledge and financial insights to provide solutions
A4	Apply research methods techniques to support an advanced independent study
A5	Evaluate the nature and roles which contribute to a successful, contemporary organization
A6	Demonstrate insight related to the effectiveness and nature of stakeholder communications
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
A9	Appreciate the principles of Asset Management and the ways in which they contribute to business efficiency
A10	Interpret and apply financial data to support business intelligence

	Intellectual Skills
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
B4	Solve a complex business problem via academic research practice and provide a satisfactory solution

	Subject Skills
C1	Use relevant communications for applications in business and management
C2	Meet organizational resource requirements
C3	Interpret business information systems for managerial applications
C4	Implement appropriate strategies to support enterprise development

	Practical, professional and employability skills
D1	Communicate effectively both orally and in writing by drawing on relevant information, summarising and interpreting
D2	Present material in a detailed and professional manner both individually and in groups to indicate leadership, negotiation and group support
D3	Master numeracy skills, data analysis and statistical interpretations
D4	Use a range of IT functions and financial ratios to carry out research, analysis, presentation and document-production
D5	Work independently to manage personal development and exercise time-management and prioritisation

19 Curriculum matrix

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

MBus Business Level Four

Module Title		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6
Business: Past, present and future	Core	x					x	x	x	x	x	x			x	x		x	x		x		x			x	x	x		x	x
Business Communications Skills for Marketing	Core		x		x						x	x	x	x	x	x		x	x		x			x		x	x	x	x	x	x
Economics	Core			x						x		x						x	x		x	x				x	x	x	x	x	x
Marketing Essentials	Core		x		x					x	x	x	x	x	x	x		x	x	x	x	x		x	x	x	x	x		x	x
Data Analytics and Understanding Big Data	Core					x				x	x	x	x	x		x		x	x	x	x	x	x			x	x	x	x	x	x
Introduction to Financial Markets	Opt	x						X						x								x									
Introduction to Financial Accounting	Opt					x		X			x	x		x				x	x	x	x	x		x	x	x	x	x	x	x	x
Introduction to Management Accounting	Opt					x		x		x	x		x					x	x	x	x	x		x	x	x	x	x	x	x	x

Module Title		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6
Competitive Intelligence Research	Core	x					x	x		x	x	x	x	x	x	x	x	x			x	x	x	x	x	x				x	x	x
Business Law	Core		X						X	x	x	x	x	x	x	x	x	x				x	x	x	x	x	x			x	x	x
Customer Service Excellence	Core			x						x	x	x	x	x	x	x	x	x		x		x	x	x	x	x	x			x	x	x
Engaging and Leading People	Core				x					x	x	x	x	x	x	x	x	x		x		x	x	x	x	x	x			x	x	x
Advertising and Branding	Core	x				x				x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x			x	x	x
Financial Decision Making	Opt						x			x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x		x	x	x
Sustainable Business Practices	Opt								x	x	x	x	x	x	x	x	x	x				x	x	x	x	x	x			x	x	x
Managing Corporate Risk and Crime	Opt							x		x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x			x	x	x

MBus Business Level Six

Module Title		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
Dissertation	Opt						x		x	x					x		x	x	x		x		x	X	x	x		x	x	x	x	x
Work placement	Opt						x		x	x					x		x	x	x		x		x	X	x	x		x	x	x	x	x
Strategic Thinking	Core	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x	x	x	x		x	X	x	x	x	x	x	x	x	x
Employment Law	Opt		x							x	x				x		x	x	x		x		x	X	x	x	x	x	x	x	x	x
Globalisation – Challenges and Opportunities	Opt				x					x			x		x	x	x	x	x		x		x	X	x	x			x	x	x	x
Strategic Marketing	Core				x	x				x		x	x	x	x	x	x	x	x	x	x	x	x	X	x	x	x		x	x	x	x
Corporate Governance and Ethics	Opt						x			x					x		x	x	x	x	x	x	x	X	x	x	x	x	x	x	x	x
International Human Resource Management	Opt						x	x		x			x		x	x	x	x	x		x		x	X	x	x				x	x	X
Food and Drink Tourism	Opt			x	x					x			x			x		x	x									x			x	x	

MBus Business Level Seven

Module Title		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
Career Directions	Core	x	X	x	x	x					x	X	x	x	x		x		x	x	x	x	x
Integrated Communications	Core	x			x		x				x		x		x	x	x	x	x	x	x	x	x
Project Management	Core	x						x			x		x	x	x	x	x	x	x	x	x	x	x
Advanced Human Resources	Core	x							x		x	X	x		x	x	x	x	x	x		x	x
Asset Management Practices	Core	x		x					x	x	X	x	x	x	x	x	x	x	x	x	x	x

MAccFin Accounting and Finance – Level Four

Module Title		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6
Business: Past, present and future	Core	x							x	x	x			x	x	x	x		x		x		x	x	x		x	x
Economics	Core			x					x		x	x		x	x		x	x		x			x	x	x	x	x	x
Marketing Essentials	Core					x			x	x	x	x	x	x	x	x	x	x	x				x	x	x	x	x	x
Data Analytics and Understanding Big Data	Core	x	x		x				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Introduction to Financial Accounting	Core	x					x	x	x	x		x	x		x	x	x	x	x	x			x	x	x	x	x	x
Introduction to Management Accounting	Opt	x					x		x	x		x	x		x	x	x	x	x	x			x	x	x	x	x	x
Introduction to Financial Markets	Opt							x																				

MAccFin Accounting and Finance – Level Five

Module Title		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6
Competitive Intelligence Research	Core	x			x		x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		x	x	x	x	x
Business Law	Core		x		x					x	x	x	x	x		x		x	x	x							x	x	x	x	x
Taxation	Core			x		x		x		x	x	x	x	x		x		x		x	x	x	x	x	x	x			x	x	x
Financial Accounting	Opt			x	x			x		x	x	x	x	x		x		x		x	x	x	x	x	x	x	x		x	x	x
Global Markets	Opt	x			x	x				x	x	x	x			x		x		x	x					x	x	x	x	x	x
Financial Decision Making	Opt						x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		x	x	x	x
Advanced Management Accounting	Opt						x	x																							
Managing Corporate Risk and Crime	Core						x	x										x		x	x		x	x	x	x			x	x	x

MAccFin Accounting and Finance – Level Six

Module Title		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7
Strategic Thinking	Core	x					x		x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Advanced Financial Management	Core		x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Dissertation	Opt						x	x	x	x	x		x	x	x	x	x		x			x	x	x		x	x	x	x
Work placement	Opt						x	x	x	x	x		x	x	x	x	x		x			x	x	x	x	x	x	x	x
Financial Reporting	Opt		x						x	x	x	x	x	x	x	x	x		x		x	x	x	x	x	x	x	x	x
Financial Instruments	Opt		X	x		x			x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x
Audit and Assurances	Opt					x			x	x	x	x	x	x	x	x	x		x		x	x	x	x		x	x	x	x
Corporate Governance and Ethics	Opt						x		x	x	x	x	x	x	x	x	x		x		x	x	x	x		x	x	x	x

MAccFin Accounting and Finance – Level Seven

Module Title		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
Career Directions	Core	x	x	x	x	x						x	x	x	x	x		x		x	x	x	x	x
Integrated Communications	Core	x			x		x					x		x		x	x	x	x	x	x	x	x	x
Project Management	Core	x						x				x		x	x	x	x	x	x	x	x	x	x	x
Financial Insights and Business Intelligence	Core	x								x		x	x	x	x	x	x	x	x		x	x	x	x	x
Asset Management Practices	Core	x		x					x			x	x	x	x	x	x	x	x	x	x	x	x	x

20 Learning and teaching strategy

The foundation of the learning and teaching strategy for the programme is based on the facilitation of real world business and management learning to develop a proactive culture of independent learning and study. Students are encouraged to integrate theory and practice prior to undertaking reflection and modification to capitalise on the learning opportunities throughout the programme.

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, with a particular emphasis on:

- The development of responsible autonomous learners.
- Provision of learning opportunities that are personally and professionally relevant and quality assured.
- The maintenance of a supportive learning environment.
- The promotion of the scholarship of teaching.

Other key points are:

- Learning will be enhanced, where possible, by the addition of digital material, via moodle and available in advance of scheduled lectures. This approach enables greater interaction and student participation in tutorials to assist in case study discussions and overall a greater appreciation of theory into practice
- Other activities such as guest lectures, workplace visits, student competitions and engagement with student societies provide a range of networking occasions for collaboration.
- The dissertation module is supported by guidance from an academic member of staff to establish objectives and parameters of the study using level 6 language with sufficient complexity and stretch to enable students to present solutions to a problem with relevant recommendations. The subject organisation, which is selected by the student as a source of potential future employment, will be communicated with during the data collection element, in a way that has similarities with the work placement alternative. All research dissertations are based on a research philosophy with a supporting rationale and draw on qualitative and quantitative analytical techniques in the project, in addition the report utilises the academic techniques of experiential learning and reflective practice

The rationale behind the learning and teaching strategy is to embed meaningful and valuable course content as a means of enhancing student employability. In adopting this approach module tutors will incorporate personal development, specific skills and career development to ensure strong and emphatic connections are made between the workplace and learning throughout the programme. The outcomes are increased confidence, self-esteem and competences, underpinned by enquiry and problem-based learning together with employability development issues such as the language of work,

business presentations, impression management, self-presentation, reflective writing and emotional intelligence also being addressed.

The overarching aim of these approaches is to assist in career management for maximum employability which is described as an ongoing process of engaging in reflective, evaluative and decision-making processes using skills for self-management and career building, based on certain underlying traits and dispositional factors, to effectively, acquire and use generic and discipline-specific skills in the world of work.

Four key components introduced at level 7 combine to support an understanding of disciplinary material and an insight into how the world of work works through skilful practice in context, efficacy beliefs and metacognition through the capacity for reflection and self-regulation. This approach supports the acquisition of transition skills and an acute opportunity-awareness profile for students.

In order to demonstrate the inclusion of these level 7 elements, teaching and learning activities will include action planning exercises, encouraging students to collect course material into a portfolio style file (which may be in electronic format) supported by evidence of reflection to demonstrate a constructive experiential approach. Writing a blog, using a twitter account and other e-approaches will be encouraged as a means of sharing experiences and eliciting a response from others within the cohort to grow comradeship, reciprocity, esprit de corps resulting in a supportive staff/student colony.

Throughout students will be encouraged to appreciate the purpose of learning activities and the potential value of contributing in an active manner. The use of digital tools in the form of the virtual learning environment (Moodle), YouTube, i-pods and other electronic formats will be actively encouraged to reflect the nature of the 21st century working environment and the expectation of a rapid response.

A central theme of the teaching and learning strategy will be for a student to identify a specific sector and an organization that they are particularly interested in and may aspire to working for. From this identification the individual student will be in a unique position to apply learning from each module to the selected organization and should contribute to a rewarding student experience.

The over-riding intention within the programme and individual modules is to adopt an outside in approach. This encourages staff and students alike to monitor business issues, events, examples and occurrences that arise and are reported within and through authentic business media to disseminate and analyse, from a critical perspective, to effect knowledge transfer and extrapolate operational recommendations.

By using multiple sources, namely the selected organization, current business matters, diverse media sources and relevant academic theory a rich learning environment will emerge where classroom dialogue develops into reflective insights and has the potential to encourage new and creative insights into employability and career opportunities.

The teaching team will communicate via programme meetings to co-ordinate themes and resources, share best practice and also participate in their own reflective practice to ensure that delivery remains fresh and meaningful to the students. Throughout an interactive, participative approach will be adopted during lectures when students will be expected to review earlier material contribute a view and exercise a critical and professional approach.

21 Work based/placement learning statement

In order to reflect the change in the profile of undergraduate students a new level 6 work placement module is incorporated into the programmes which runs over two trimesters. This will negate some of the criticism which is directed at business schools, at a global level, which queries the extent to which they prepare students effectively for a business career through the extension of organisational knowledge, context and culture. The majority of students now either take part-time jobs as a means of contributing towards their living costs, or are already employed and retain the job for continuity in a volatile job market while they study. In many cases the student is the proposer for a work-placement and the module leader plays an active role in ensuring there is sufficient scope within the organization and role for the student to produce a piece of work that is comparable to the dissertation.

A work placement module provides the student with a comparable alternative to the current level 6 dissertation module and requires the student to actively seek out a business problem, with support from the programme team and the employer, to research. The work placement approach gives the student ready access to practitioner problems and takes on the identity of a research insider undertaking real work activities to assist in improving performance.

Both modules require a formal proposal to establish the objectives and parameters of the project or report. This demonstrates equity in the initial stages of both modules. As expected at level 6, there is considerable autonomy in the setting of objectives, however guidance would be provided by a member of the academic staff in conjunction with the work placement contact in the same way as organisations that are the subject of dissertation research are communicated with. This dual approach ensures the objectives are written using level 6 language and have sufficient stretch to meet the prevailing academic guidelines for this level of study. Adopting this early modular strategy may indicate specific issues that suggest a student is not able to take up a placement and allow sufficient time for transfer to the dissertation module with minimal delay.

Students will be asked to consider their preference for placement over dissertation right from the commencement of their studies at level 4, although a final decision will not be required until mid-way through level 5. This dialogue will take place via the personal tutor. A personal recommendation from the personal tutor will be required before a student can be considered for a work placement. Personal tutors will need to assess their aptitude and appetite for undertaking a role within an organisation. This includes

reviewing their levels of attendance and punctuality in classes, notwithstanding any mitigating circumstances, their communication skills and contribution to team exercises as well as their capacity to commit to their studies and perform to the best of their abilities. High levels of academic performance are not a pre-requisite for consideration; however ability to complete assignments to deadline will be more relevant. All students will be made aware of this process from their induction on joining the Business School. Personal tutors will be expected to consult with other programme and module leaders to gain the necessary information to make a student recommendation. Without the recommendation from the personal tutor then a student will not be able to progress onto the work placement. However students that do not receive a positive recommendation from the personal tutor will have the right to appeal. This will require a meeting with the Academic Head who will make the final decision.

Placements opportunities will be identified and formalised through liaison with the Business School and the Careers Service. This dialogue has already commenced and is on-going. At the time of writing, the Business School have more than ten employers within the region that are willing to create a work placement project for Glyndwr University business students. A member of the academic team within the Business School will be appointed as the Work Placement leader.

During the beginning of the second trimester of level 5 a series of meetings will be organised by the Work Placement leader with academic members of the Business School and a representative from the Careers Service. The purpose of these meetings will be to match suitable students to work placement projects that are available. This process will be completed in an objective fashion to maximise the success of the placement for both the student and the employer. If it becomes clear that a shortfall in the number of placements exists then the Business School and Careers Service will attempt to source and secure more work placements during that trimester.

Once students and placements have been matched the employer will be sent a biography of the student (written by the student) and supporting statements by their personal tutor. If required by the employer, the student may be required to meet a representative of the organisation for an informal interview. Necessary paperwork will be completed once all parties are satisfied.

All selected work placement students will then attend a collective induction meeting with the work placement leader to discuss the expectations and operational issues ahead. This will include all aspects of how the process will work and what will be expected of them.

Once the student begins the work placement a series of feedback sessions will be required with the personal tutor to monitor and assess progress. These meetings also provide an opportunity for the personal tutor to facilitate the transfer of learning from practical to academic. In other words, to encourage the student to think critically about how their practical experience connects with relevant academic theory and provide the student with direction for undertaking necessary research. Any significant problems will be flagged to the work placement leader who will take necessary steps. It is anticipated

that the personal tutor will visit the organisation at least once during the placement to ensure that the student feedback is consistent with that of the organisation.

Upon completion of the work placement the student will then have the following trimester to write the academic report that will replace the dissertation. During this phase it is anticipated that the personal tutor will also become their academic supervisor, although circumstances may dictate that another member of staff is required to take this role. During the writing phase, particular attention will be place upon encouraging the student to research the relevant academic areas that apply to the work placement conducted. The student will be required to make the appropriate connections in order to ensure equity between placement and dissertation.

Other placements occur in particular programmes that occur at different stages of study. In particular, work placements are taken at level 5 in the Marketing and Consumer Psychology degree and a volunteer type placement is required with the Sports Management degree. Whilst a broadly similar approach will be taken in terms of the Business School academic team taking the lead role in sourcing and organising placements, it is recognised that some involvement with other departments of the University will be required here. In these cases, the relevant programme leader with the Business School will take necessary steps to utilise the expertise and resource within other departments, if required and available to act as additional support. In the event that challenges arise, then it is envisaged that the respective Academic Heads will be required to find an equitable solution that is in the best interests of the students and the University.

Work placement students will attend a series of academic supervision appointments to discuss the activities and tasks they have been involved in and encourage the incorporation of relevant theoretical content to the report. These appointments will utilise the student log as a basis for discussion in addition to providing evidence of correct attendance, standards of work and work place commentary and demonstrate effective self-management and personal learning. This type of meeting has parity with the style and content of project supervision where a log is built up throughout the period of study.

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 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.

The programme assessment strategy provides a staged series and types of assessments as a means of enabling students to achieve their award via the recognised definition of assessment as being any processes that appraises an individual's knowledge, understanding, abilities or skills (QAA Quality Code). The purpose of the strategy being to demonstrate achievement of intended learning outcomes through explicit or precise links to modular learning outcomes, a valid and precise test with reliable criteria for marking, which are used throughout the School, and result in an outcome which is deemed to be both fair and rigorous.

Throughout the programme, employability is a key theme and therefore assessments will be written using contemporary practice and, where possible, examples. A variety of assessment styles and approaches will be incorporated to reflect the breadth of recognised individual learning styles.

Module leaders are expected to provide an opportunity for students to receive formative feedback and subsequently reflect on ways in which they may independently improve draft work prior to submission of individual pieces of work. The foundation of summative feedback is to provide guidance on how the submission could be further improved and as a means of improving subsequent assessment submissions through the identification of individual learning needs and ways in which these can be addressed. Written feedback will be provided within the timescales prevailing throughout the Institution; in many cases the feedback is provided in electronic format.

Students are required to submit an electronic copy of work (where practicable) through turnitin; this provides support to detect potential plagiarism and enhance security of submissions.

Quality mechanisms include second marking of assessment samples and external examiner moderation, in accordance with current regulations.

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

Modular Assessment Schedule - MBus Business Level Four

Module code & title	Assessment type	Weighting	Indicative submission date
Business: Past Present and Future	Essay	50%	Wk 16, Tri 1
	Group Presentation	50%	Wk 25, Tri 1
Business Communication Skills for Marketing	Oral Presentation	20%	Wk 16, Tri 1
	Writing Exercise	20%	Wk 25, Tri 1
	Examination	60%	Wk 25, Tri 1
Economics	Essay	50%	Wk 17, Tri 1
	Case Study	50%	Wk 25, Tri 1

Marketing Essentials	Report	40%	Wk 33, Tri 2
	Report & Presentation	60%	Wk 41, Tri 2
Data Analytics and Understanding Big Data	Portfolio	50%	Wk 33 Tri 2
	Essay	50%	Wk 41 Tri 2
Introduction to Financial Accounting	Essay	50%	Wk 33 Tri 2
	Examination	50%	Wk 41 Tri 2
Introduction to Financial Markets	Essay	50%	Wk 33 Tri 2
	Examination	50%	Wk 41 Tri 2
Introduction to Management Accounting	Essay	50%	Wk 33 Tri 2
	Examination	50%	Wk 41 Tri 2

Modular Assessment Schedule - MBus Business Level Five

Module code & title	Assessment type	Weighting	Indicative submission date
Competitive Intelligence Research	Research Report	100%	Wk 41, Tri 2
Business Law	Case study	50%	Wk 33, Tri 2
	Examination	50%	Wk 41, Tri 2
Customer Service Excellence	Report	60%	Wk 33, Tri 2
	Presentation	40%	Wk 41, Tri 2
Engaging and Leading People	Group Presentation	70%	Wk 17, Tr 1
	Reflective Practice	30%	Wk 25, Tri 1
Advertising and Branding	Case study	45%	Wk 17, Tri 1
	Experimental Participation	10%	Wk 25, Tri 1
	Examination	45%	Wk 25 Tri 1
Financial Decision Making	Essay	50%	Wk 17, Tr 1
	Case Study	50%	Wk 25, Tri 1
Managing Corporate Risk and Crime	Case Study	50%	Wk 17, Tr 1
	Examination	50%	Wk 25, Tri 1
Sustainable Business Practice	Poster	40%	Wk 17, Tr 1
	Report	60%	Wk 25, Tri 1

Modular Assessment Schedule - MBus Business Level Six

Module code & title	Assessment type	Weighting	Indicative submission date
Strategic Thinking	Essay Report	30% 70%	Wk 17, Tri 1 Wk 25, Tri 2
Employment Law	Coursework Examination	50% 50%	Wk 17, Tr 1 Wk 25, Tri 1
Food and Drink Tourism	Report Presentation	50% 50%	Wk 17, Tr 1 Wk 25, Tri 1
Globalisation: Challenges and Opportunities	Oral Assessment Group Report	30% 70%	Wk 17, Tri 1 Wk 25, Tri 1
Strategic Marketing	Report Report	50% 50%	Wk 33, Tri 2 Wk 41, Tri 2
Corporate Governance and Ethics	Case Study Case Study	50% 50%	Wk 33 Tri 2 Wk 41 Tri 2
International Human Resource Management	Poster On-line discussions	50% 50%	Wk 33 Tri 2 Wk 41 Tri 2
Dissertation/Placement	Proposal Report	20% 80%	Wk 18 Tri 1 Wk 41 Tri 2

Modular Assessment Schedule - MBus Business Level Seven

Module code & title	Assessment type	Weighting	Indicative submission date
Career Directions	Case Study Portfolio	50% 50%	Wk 21, Tri 1 Wk 40, Tri 2
Project Management	Case Study Coursework	50% 50%	Wk 16, Tri 1 Wk 21, Tri 1
Integrated Communications	Presentation Report	50% 50%	Wk 17, Tri 1 Wk 25, Tri 2
Asset Management Practices	Poster Presentation Report	50% 50%	Wk 33 Tri 2 Wk 41 Tri 2
Advanced Human Resources	Report Presentation	50% 50%	Wk 22 Tri 2 Wk 41 Tri 2

Modular Assessment Schedule – MAccFin Accounting and Finance Level Four

Module code & title	Assessment type	Weighting	Indicative submission date
Business: Past Present and Future	Essay Group Presentation	50% 50%	Wk 16, Tri 1 Wk 25, Tri 1
Introduction to Financial Accounting	Essay Examination	50% 50%	Wk 16, Tri 1 Wk 25, Tri 1
Economics	Essay Case Study	50% 50%	Wk 17, Tri 1 Wk 25, Tri 1
Marketing Essentials	Report Report & Presentation	40% 60%	Wk 33, Tri 2 Wk 41, Tri 2
Data Analytics and Understanding Big Data	Portfolio Essay	50% 50%	Wk 33 Tri 2 Wk 41 Tri 2
Introduction to Financial Markets	Essay Examination	50% 50%	Wk 33 Tri 2 Wk 41 Tri 2
Introduction to Management and Accounting	Essay Examination	50% 50%	Wk 33 Tri 2 Wk 41 Tri 2

Modular Assessment Schedule MAccFin Accounting and Finance Level Five

Module code & title	Assessment type	Weighting	Indicative submission date
Competitive Intelligence Research	Research Report	100%	Wk 41, Tri 2
Business Law	Case study Examination	50% 50%	Wk 33 Tri 2 Wk 41 Tri 2
Financial Accounting	Essay Examination	50% 50%	Wk 33 Tri 2 Wk 41 Tri 2
Taxation	Essay Examination	50% 50%	Wk 17, Tri 1 Wk 25, Tri 1
Advanced Management Accounting	Coursework Examination	50% 50%	Wk 17, Tri 1 Wk 25, Tri 1
Financial Decision Making	Essay Case Study	50% 50%	Wk 17, Tri 1 Wk 25, Tri 1
Managing Corporate Risk and Crime	Case Study Unseen Exam	50% 50%	Wk 17, Tri 1 Wk 25, Tri 1
Global Markets and Investment Strategies	Essay Case Study	50% 50%	Wk 33 Tri 2 Wk 41 Tri 2

Modular Assessment Schedule – MAccFin Accounting and Finance Level Six

Module code & title	Assessment type	Weighting	Indicative submission date
Strategic Thinking	Essay	30%	Wk 17, Tri 1
	Report	70%	Wk 25, Tri 1
Financial Reporting	Assignment	30%	Wk 17, Tri 1
	Exam	70%	Wk 25, Tri 1
Financial Instruments	Coursework	50%	Wk 17, Tri 1
	Exam	50%	Wk 25, Tri 1
Advanced Financial Management	Coursework	30%	Wk 33, Tri 2
	Exam	70%	Wk 41, Tri 2
Corporate Governance and Ethics	Case Study	50%	Wk 33 Tri 2
	Case Study	50%	Wk 41 Tri 2
Audit and Assurance	Essay	30%	Wk 33 Tri 2
	Exam	70%	Wk 41 Tri 2
Dissertation/Placement	Proposal	20%	Wk 18 Tri 1
	Report	80%	Wk 41 Tri 2

Modular Assessment Schedule – MAccFin Accounting and Finance Level Seven

Module code & title	Assessment type	Weighting	Indicative submission date
Career Directions	Case Study	50%	Wk 21, Tri 1
	Portfolio	50%	Wk 40, Tri 2
Project Management	Case Study	50%	Wk 16, Tri 1
	Coursework	50%	Wk 21, Tri 1
Integrated Communications	Presentation	50%	Wk 17, Tri 1
	Report	50%	Wk 25, Tri 1
Financial Insights and Business Intelligence	Essay	50%	Wk 33, Tri 2
	Report	50%	Wk 41, Tri 2
Asset Management Practices	Poster Presentation	50%	Wk 33 Tri 2
	Report	50%	Wk 41 Tri 2

24 Assessment regulations

As this is an Integrated Masters programme, the current Glyndŵr University academic regulations for Bachelors Degrees, Diplomas and Certificates apply to this programme in conjunction with the Integrated Masters Degrees Regulations. Please note that there are a number of specific regulations that apply to students on Integrated Masters programmes.

Derogations

Not applicable

Non-credit bearing assessment

Not applicable

Borderline classifications (for undergraduate programmes only)

In considering borderline cases, where a student has elected to take an exit award and is not progressing to level 7, the Assessment Board shall raise the classification to the next level, if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification;
- All level 6 modules must have been passed at the first attempt;
- The mark achieved for the 40-credit dissertation/placement module is within the higher classification.

Restrictions for trailing modules (for taught masters programmes only)

Not applicable

25 Programme Management

Programme leader

Dr Kelvin Leong (MAccFin Accounting and Finance)
Neil Pritchard (MBus Business)

Programme team

Professor Chris Jones
Professor Chris Fortune
Dr Ben Binsardi
Dr Jan Green
Claire Blanchard
Karen Hynes
Tracy Powell
Sarah Evans
Jacqueline Hughes-Lundy
David Potter
Anna Sung
George Savva
Mike Scott

Quality management

Procedures that support a total quality management approach are embedded throughout the management of the programme, the overall responsibility of quality being designated to the Head of School and Programme Leader and the practices documented in the University's Programme Leaders Handbook. The Programme Leader prepares a programme handbook which is posted onto the Virtual Learning Environment which includes a programme calendar, modular diet and assignment submission schedules.

It is the responsibility of the named module leader to deliver the learning, teaching and assessment of the individual module during the timetabled period. All modular assignments are written by the module leader, peer reviewed within the school. Assessment at levels 5, 6, and 7 are subject to additional scrutiny and approved by the external examiner prior to release to the students. Module leaders undertake assignment marking before preparing a sample which is second marked to provide a moderation opportunity. The sample is then posted onto the external examiner site of the Virtual Learning Environment in advance of assessment boards for external scrutiny and approval of the marks.

There is an electronic Module Evaluation Questionnaire process currently in place for each module, it is expected that this will be available in a more central format from the academic year 2016/17. Students are encouraged to complete the questionnaire to provide data which provides an insight into the module from a student perspective and may subsequently lead to amendments in order to enhance practice in subsequent delivery cycles.

Two Staff Student Consultative Committee meetings are held during the course of each academic year which are independently chaired and provide a forum for exchange of views and noting of areas either of concern or good practice as a further quality mechanism. Minutes and responses from the Staff Student Consultative Committee are posted onto the programme site of the Virtual Learning Environment.

External Examiners submit an annual report which is shared with students at the Autumn Staff Student Consultative Committee, together with any actions required.

The programme leader produces an Annual Monitoring Report as a key document to scrutinise the programme. Several sources of data are drawn upon in the preparation of this document, including programme statistics, external examiner reports, relevant student comments and insights from the programme team. Annual Monitoring Reports are reviewed by the School Board and subsequently visited at mid-term to establish progress made with any actions required from the Annual Monitoring Report.

Meetings with the programme team are scheduled throughout the academic year to undertake interim monitoring of the programme to share best practice and consider any matter arising such as attendance, progression, assessment outcomes, subject developments and general co-ordination. Staff are encouraged to participate in peer observation as a developmental opportunity.

Students are allocated a Personal Tutor to provide an initial contact point for students wishing to raise welfare or study concerns. The details are included on individual student records following enrolment on the programme.

Research and scholarship activity

The Programme team is made up of staff with different subject specialisms and the majority have extensive practitioner experience; this is the fundamental underpinning of the proposed curriculum.

There is a School wide ethos of continuing professional development, maintenance of membership of academic institutions and commitment to undertaking scholarly activity. This may take the form of attending relevant academic conferences and workshops. Several more recent recruits within the school are registered on doctoral programmes of study, a prerequisite being the completion of longitudinal research of relevance to business practice and publication of the results to inform the wider research community. More experienced staff are approached to undertake extended reviews of academic textbooks via the publishers and contribute their own material in the form of chapters or original models. Work of this nature enables a contribution to be made in relation to the style and content of forthcoming texts. Attendance at text book launches provides a platform for exchange of ideas to develop teaching and learning of a particular subject and may subsequently lead to collaboration opportunities.

Throughout the academic year, Dr Ben Binsardi, arranges a series of research-related workshops within the parameters of the Centre of Research for Management Studies. School staff and post-graduate students have the opportunity to present draft work and receive feedback in a lively and supportive environment as a means of improving and gaining an appreciation of best-practice from research-active members of the school. Other sessions hosted by the Centre of Research for Management Studies may focus on a specific methodology or analytical technique which is open to the wider research community. The reputation of the research centre is of sufficient standing to attract invitations from other institutions and academic bodies to deliver guest lectures, recent examples being research ethics and qualitative coding.

Staff within the school are pro-active and this is demonstrated through diverse engagement with local and regional businesses and organizations such as the Chamber of Commerce and Confederation of British Industry. Staff are periodically invited to speak at functions, network and provide commentary to a wide range of media sources on a regular basis. The school provides meeting facilities and speakers for the thriving Glyndŵr Business Club, the Chartered Institute of Personnel Development and the Chartered Institute of Marketing and other Institutions throughout the year.

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 Jan Green is an External Examiner of an international post graduate programme at another Institution. 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, work which is on-going. She is a sought-after contributor for regional and national business media, including the BBC.
- Professor Chris Fortune added further to his extensive portfolio of published peer-reviewed academic journal articles.
- 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. The paper has a circulation of around 300,000 per day.
- 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 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.

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

School support for students

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 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 experience of the programme team is an enhancement mechanism for the programme and students. At this stage the cohort will be asked to appoint a Student Representative who will attend Staff Student Consultative Committee 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.

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

Support is an integral part of the programme delivery and is based on University wide procedures, policies and regulations which are included in the programme handbook.

All students wish to enrol on the programme will have the opportunity to discuss the contents of the programme, students expectations, and workload, with staff and receive advice and guidance of relevance prior to completing an application.

Prior to formal teaching 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.

The personal tutor, as a backstop for the programme leader, is able to provide access to areas where further support may be required or as a mechanism to facilitate solutions. Where specialist help is required, the student will be guided towards an appropriate and relevant expert.

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.