OFFICE USE ONLY	
Date of validation event:	25 January 2019
Date of approval by Academic Board:	15 July 2019
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Date and type of revision:	Campus based delivery version approved by APSC 30th January 2020. Separate programme spec created with separate module codes.

PROGRAMME SPECIFICATION

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Enter Programme Title(s)
MBA
MBA Marketing
MBA Human Resource Management
MBA Finance
MBA Project Management
MBA Healthcare Management
MBA Entrepreneurship

Internal Programme Title(s) *(if different to the title on the certificate)*

1 **Awarding body**

Glyndŵr University

2 **Programme delivered by**

Glyndŵr University Wrexham

3 **Location of delivery**

Plas Coch Campus

4 **Faculty/Department**

Faculty of Social and Life Sciences

5 **Exit awards available**

MBA
MBA Marketing
MBA Human Resource Management
MBA Finance
MBA Project Management
MBA Healthcare Management
MBA Entrepreneurship

PG Diploma Business Administration
PG Diploma Business Administration Marketing
PG Diploma Business Administration Human Resource Management
PG Diploma Business Administration Finance
PG Diploma Business Administration Project Management
PG Diploma Business Administration Healthcare Management
PG Diploma Business Administration Entrepreneurship

6	**Professional, Statutory or Regulatory Body (PSRB) accreditation**
	N/A **This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.**
7	**Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)** *eg. completion of placement.*
	N/A
8	JACS3 / HECoS **codes**
	N100/100079
9	UCAS **code**
	N/A
10	**Relevant QAA subject benchmark statement/s**
	Masters degrees in Business and Management (June 2015)
11	**Mode of study**
	Full & part time
12	**Normal length of study** for each mode of study *Note that students are not eligible for funding for a postgraduate qualification if the duration of the part time route is more than double the duration of the full time route.*
	Full-time – 12 months Part-time – 36 months
13	**Language of study**
	English
14	**The following University Award Regulations apply to this programme**
	☐ General Regulations and Definitions ☐ Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees ✓ Regulations for Taught Masters Degrees

☐   Regulations for Taught Masters Degrees taught entirely by online distance learning

☐   Regulations for Integrated Masters Degrees

☐   Regulations for Masters of Research

☐   Regulations for Professional Graduate Certificate in Education

☐   Regulations for Postgraduate Certificate in Education

☐   Regulations for Certificate in Education

☐   Regulations for Graduate Diploma Graduate Certificate

☐   Regulations for BTEC Higher National Qualifications

☐   Regulations for Glyndŵr University Certificate of Attendance, Glyndŵr University Certificate of Continuing Education, Glyndŵr University Professional Certificate

☐   Regulations Glyndŵr University English Language Test

17   Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy click here

The University's entry requirements are set out at http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCAStariffchange2017/

Normally, a good first honours degree (2:2 or above) plus two years' postgraduate experience, plus relevant English Language policy criteria.

Exceptionally, applicants without a first degree who can evidence extensive relevant experience of more than two years in a relevant professional role(s) may be considered. This experience must have taken place within the last 5 years. Such applicants may be subject to additional selection criteria at the University's discretion.

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the relevant UK entry qualification.

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

European students are able to provide this evidence in a number of ways (please see http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/ for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/ for details).

DBS Requirements

None required for this programme

Suitability for Practice Procedure

None required for this programme

Non-standard entry criteria and programme specific requirements

As above

18 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. Any programme specific restrictions are outlined below

Programme specific restrictions

None

19 Aims of the programme

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

1. To enable students to study a major-subject programme with closely related pathways and focus on particular aspects of a broad subject area in which they have prior knowledge or experience through previous study or employment and understand how the boundaries of new knowledge are expanded through research.
2. To enable students to develop an in depth knowledge of a new subject or field of study and acquire a critical awareness of current issues and developments in the subject.
3. To train students in a range of techniques and systematic procedures that are required when conducting academic research linked to the subject area of business and management.
4. To encourage critical skills, a knowledge of professional responsibility, integrity and ethics together with the ability to reflect on personal progress as a learner and undertake independent study.
5. To provide supervision to students in the development of a research proposal within an area of individual interest and subsequently undertake an extended piece of research that includes a critical review of existing literature or other

scholarly outputs that makes up a significant proportion of the programme's assessments and may be more specialised in an area of employment or practice related to a particular profession.

6. To equip students with a range of techniques and methods applicable to professional activities and skill possession as a means of enhancing future employment prospects through the demonstration of originality and creativity in making sound judgements in the absence of complete data.

7. To support effective communication, the exercise of initiative, self-direction and autonomy.

20 Distinctive features of the programme

1. The MBA Programmes use a modular delivery pattern, which encompasses a framework of eight 15 credit modules depending on the subject route before moving on to the three core research and Dissertation modules.

2. They develop the individual profile of the student and incorporate several instances where the student is able to analyse contemporary business situations to provide judgements and solutions which reflect organisational procedures.

3. The programmes have been designed to draw upon The Institute of Directors Competency Framework which incorporates distinctive areas of knowledge, skills and mind-set traits which contribute to effective performance at a senior level within an organisation.

4. There is a mix of traditional 'hard core' academic business Master's modules consisting of Strategy, Finance, Marketing and HRM which continue to be the foundation for this type of programme. The programme routes offer other modules, drawing on a wide range of bodies of knowledge, which reflect the context within which an organisation is required to trade. The outcome is a rounded business outlook with insights into corporate governance, environmental concerns, marketing and HRM perspectives within a framework of effective and critical reflective practice

5. The inclusion of the Marketing route is particularly distinctive and is readily embedded within the programme. The overarching teaching and learning strategy which encompasses current business issues together with issues arising within the students' workplaces, if, and where appropriate. This ensures the three-fold framework of skills, mind-set and knowledge are oriented towards this particular body of knowledge throughout the duration of the taught element of the programme for students electing to take this route. When progressing to the dissertation route there would be a clear expectation for the student's research questions to focus on a topic that would benefit from research into Marketing.

6. Similarly, the HRM route is of increasing relevance where people are the foundation of a vibrant world economy and requires a mind-set that is supported by an understanding of HRM practices where transferable

business knowledge and key management skills are important. During the generic taught modules students will be encouraged and supported to bring HRM issues into classroom debate as a pre-curser to including and emphasising current issues in their assignments. When reaching the dissertation stage, again there would be a clear expectation that HRM students would base their dissertations on a research topic that is of international relevance.

7. MBA Finance is aimed at professionals building a career within finance, accounting and corporate social responsibility roles. This innovative programme is also for highly motivated achieving graduates with the relevant experience looking to become financial leaders in their field. Students will be encouraged to adopt and understand the necessary skills to identify and assess key financial concepts and use financial and modelling tools to solve complex business problems. In addition, they will be able to select and apply relevant insightful corporate valuation methods and assess financial objectives and performance. Consequently, this course prepares candidates for such roles and whereby candidates can enhance their analytical skills in international finance, economics and investment management.

8. MBA Project Management is aimed at graduates who wish to pursue a career in Project Management or enhance their project management skills. The course is designed to equip the student with a set of analytical skills for planning and managing projects as well as forecasting risk and economic data analytics. An MBA in Project Management is a particularly attractive asset to employers in engineering, construction, and information science, to name a few. The program educates students in planning for and achieving the most streamlined applications for a company. Global industries need people who understand on-the-ground issues such as supply chain management, and can demonstrate the communication skills required to lead productively.

9. MBA Healthcare Management is intended for clinical leadership and healthcare management professionals in middle and higher management roles. It will support students who are aiming to develop their understanding and application of management and leadership in the healthcare sector. Further students will be able to identify and analyse how healthcare policies are designed and implemented, and how healthcare systems can be can be evaluated and compared. Consequently, this MBA Healthcare Management programme will help emerging leaders in the healthcare sector to develop their expertise and capability in leadership and management.

10. MBA Entrepreneurship is open to business professional who wish to prepare themselves for a wide range of career opportunities, such as; launching new business ventures, developing start-ups and companies, and managers of innovation in larger companies. Further, this course aims to provide students with the knowledge to understand innovation methods, techniques and strategy at the individual and organisational level. Students will be equipped to identify and evaluate analytical techniques to determine the best use of entrepreneurial assets. This course is designed for professionals who aspire

to enhance their entrepreneurial, creative and leadership skills and subsequent career progression.

11. Adopting this differentiation strategy throughout the duration of the programme provides flexibility for individual student aspirations and a clear distinction between the programme routes.

    The most important values which inform this programme are:
    Self-awareness
    Independence
    Performance orientation
    Professional, business behaviours
    Ethical considerations

    The most important intellectual skills developed in the programme are:
    Strategic thinking,
    Analysis and use of information,
    Decision-making,
    Communication
    Reflective practices.

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

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

    The ways in which a student will learn are:

    Online learning
    Face to face taught sessions
    Facilitated discussion
    Contributing a point of view and sustaining an argument
    Challenging
    Preparing material and presenting a topic to peers
    Independent study – reading and research
    Interpretation
    Completion of assessments
    Assignment feedback

21 Credit accumulation and exit awards

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

i) The PG Certificate Business Administration is an exit award available for a student who has completed 60 credits at level 7 and who is unable, or chooses not to continue on the programme.

ii) The PG Diploma Business Administration,
PG Diploma Business Administration Marketing
PG Diploma Business Administration HRM
PG Diploma Business Administration Finance
PG Diploma Business Administration Project Management
PG Diploma Business Administration Healthcare Management
PG Diploma Business Administration Entrepreneurship
are exit awards available for students who have completed 120 credits at level 7, and who are unable, or choose not to continue on the programme.

22 Programme structure diagram

The MBA: 6 core MBA modules plus two optional modules, with the choice of, one module from the MBA Marketing route and, one module from the MBA HRM route.

The MBA Marketing: 6 core MBA modules plus the 2 marketing subject specific modules.

The MBA HRM: 6 core MBA modules plus the two HRM subject specific modules.

The MBA Finance: 6 core MBA modules plus the two Finance subject specific modules.

The MBA Project Management: 6 core MBA modules plus the two Project Management subject specific modules.

The MBA Healthcare Management: 6 core MBA modules plus the two Healthcare Management subject specific modules.

The MBA Entrepreneurship: 6 core MBA modules plus the two Entrepreneurship subject specific modules.

The eight module framework for each MBA route is then followed by a final 60 credits, comprised of two 15 and one 30 credit research and dissertation modules. Any one module will therefore have students enrolled from a number of different cohorts.

LEVEL							
Mod Code	BUS7B4	Mod title	Integrated Communications	Credit value	15	Core	Semester 1
Mod Code	BUS7B1	Mod title	Emphasising the Environment	Credit value	15	Core	Semester 1
Mod Code	BUS7B2	Mod title	Implementing Strategies	Credit value	15	Core	Semester 1
Mod Code	BUS7B5	Mod title	Financial Insights and Business	Credit value	15	Core	Semester 1
Mod Code	BUS7B6	Mod title	HRM in Context	Credit value	15	Core	Semester 2
Mod Code	BUS7B3	Mod title	Creative Change and Innovation	Credit value	15	Core	Semester 2
Mod Code	BUS7B7	Mod Title	Strategic Marketing	Credit value	15	Option with MBA Marketing	Semester 2
Mod Code	BUS7B8	Mod Title	Customer Continuity and Growth	Credit Value	15	Option with MBA Marketing	Semester 2
Mod Code	BUS7B10	Mod Title	Resourcing and Talent Management	Credit Value	15	Option with MBA HRM	Semester 2
Mod Code	BUS7B9	Mod Title	Reward Management	Credit Value	15	Option with MBA HRM	Semester 2
Mod Code	BUS7B15	Mod Title	Small Business Finance	Credit Value	15	Option with MBA Finance	Semester 2
Mod Code	BUS7B20	Mod Title	International Finance and Investments	Credit Value	15	Option with MBA Finance	Semester 2
Mod Code	BUS7B16	Mod Title	Project and Operations Management	Credit Value	15	Option with MBA Project Management	Semester 2

LEVEL							
Mod Code	BUS7B19	Mod Title	Business Analytics for Project Management	Credit Value	15	Option with MBA Project Management	Semester 2
Mod Code	BUS7B14	Mod Title	Entrepreneurial Thinking	Credit Value	15	Option with MBA Entrepreneurship	Semester 2
Mod Code	BUS7B17	Mod Title	New Venture Creation	Credit Value	15	Option with MBA Entrepreneurship	Semester 2
Mod Code	BUS7B18	Mod Title	Conceptualising Leadership in Healthcare	Credit Value	15	Option with MBA Healthcare Management	Semester 2
Mod Code	BUS7B21	Mod Title	Professional practice and Strategy Implementation in the context of Health Care Management	Credit Value	15	Option with MBA Healthcare Management	Semester 2
Mod Code	BUS7B13	Mod title	Research Methods	Credit value	15	Core	Semester 2/3
Mod Code	BUS7B12	Mod title	Research Proposal	Credit value	15	Core	Semester 2/3
Mod Code	BUS7B11	Mod title	Dissertation	Credit value	30	Core	Semester 3

23 Intended learning outcomes of the programme

On completion of the following learning outcomes students will be able to:

Knowledge and Understanding

	Level 7
	Level 7
A1	Demonstrate a critical appreciation of concepts, principles and theories related to business strategies and a range of applications
A2	Evaluate the contribution to which roles and interactions contribute to a successful, contemporise organisation
A3	Demonstrate insight related to the effectiveness and nature of the stakeholder communications and influence
A4	Appreciate the principles of management decision making and the ways in which they contribute to business efficiency, growth and development
A5	MBA Marketing : Demonstrate understanding of consumer behaviour
A6	MBA HRM : Have a systematic understanding of knowledge, and a critical awareness of current HRM issues, and identify techniques for solving problems and be able to apply this to practice
A7	MBA Finance: Demonstrate a critical understanding of the key concepts and knowledge relevant to the finance sector.
A8	MBA Project Management: Evaluate the importance of Project Management and the knowledge and strategies required to contribute to successful project completion.
A9	MBA Healthcare Management: Demonstrate the knowledge and understanding required to contextualise critical healthcare management theory.
A10	MBA Entrepreneurship: Appreciate how the relevant entrepreneurship practices and concepts and be able to contextualise in a number organisations.

Intellectual skills

	Level 7
	Level 7
B1	Undertake critical thinking to provide a judgement
B2	Work autonomously to identify and interpret relevant principles and procedures to present 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	Demonstrate an awareness of emotional intelligence in self and others as a means of influencing behaviour from a management perspective
B5	MBA Marketing : Identify and interpret relevant theory in context
B6	MBA HRM: Demonstrate sound theoretical grounding across a range of strategic HRM disciplines within an organisational context.

	Level 7
B7	MBA Finance: Identify the key relevant strategic theory and models.
B8	MBA Project Management: Develop a critical understanding of the factors involved in analytical and forecasting skills required within the sector.
B9	MBA Healthcare Management: Demonstrate an understanding of the key concepts, theory and application to the healthcare management.
B10	MBA Entrepreneurship: Demonstrate critical thinking skills required by entrepreneurs to achieve in dynamic business environments.

Subject Skills

	Level 7
C1	Use relevant communication channels and tools for applications throughout business and management situations
C2	Interpret business information systems for managerial applications
C3	Implement appropriate strategies to support enterprise development and change
C4	Demonstrate an ethical approach to underpin business practice
C5	MBA Marketing : Interpret relevant principles and how this influences business and marketing strategy
C6	MBA HRM: Develop a deep understanding of how to communicate information and empirical research findings that will create strategic value to the HRM function.
C7	MBA Finance : Develop critical understanding in finance, accounting and corporate social responsibility
C8	MBA Project Management: Interpret and implement key project management skills required within this fast paced industry including; business analytics and project and operations management.
C9	MBA Healthcare Management: the application of critical management and leadership skills in the healthcare sector.
C10	MBA Entrepreneurship: Utilise key entrepreneurial skills and innovation techniques which lead to solutions and developments in line with the business sector.

Practical, professional and employability skills

	Level 7
D1	Communicate effectively both orally and in writing by drawing on relevant information, summarising and interpreting
D2	Master numeracy skills, data analysis and statistical interpretations
D3	Work independently to manage personal development and exercise time-management and prioritisation
D4	Contribute in an effective manner to evident based decision making in order to influence people and outcomes
D5	MBA Marketing : Work effectively and contribute relevant skills
D6	MBA HRM: Ability to solve complex HR problems and make informed decisions using reasoned decision making techniques on policy and strategy, identifying and evaluating options and demonstrating the ability to implement and review decisions.
D7	MBA Finance: Concerned with providing the necessary skills to build and develop a career in finance.

24 Curriculum matrix

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

For successful completion of PG Certificate, students will achieve the following learning outcomes: A1-A4, B1-B4, C1-C4,D1-D4
For successful completion of PG Diploma, students will achieve the following learning outcomes: all core module learning outcomes plus the relevant subject specific outcomes.
For successful completion of MBA Award, students will achieve the following learning outcomes: All core module learning outcomes, plus relevant subject specific module and dissertation module learning outcomes.

MBA

Module Title	Core or option?	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
Emphasising the Environment	Core	■	■	■	■	□	□	■	■	■	□	□	□	■	■	■	■	■	■	■	□	■	■	□	□
Implementing Strategies	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Creative Change and Innovation	Core	■	■	■	■	□	□	■	■	■	■	□	□	■	■	■	■	□	□	■	■	■	■	□	□
Integrated Communications	Core	■	■	■	■	■	□	■	■	■	■	■	□	■	■	■	■	■	□	■	■	■	■	■	□
HRM in Context	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	□	■	■	■	■	□	■	■
Financial Insights and Business Intelligence	Core	■	■	■	■	□	■	■	□	■	■	□	□	■	■	■	■	□	□	□	■	□	■	□	□
Research Methods	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Research Proposal	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Research Dissertation	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
MBA options – students need to take 2 of the below																									
Strategic Marketing Or	Option	■	■	■	■	■	■	■	■	■	■	■	□	■	■	■	■	□	□	■	■	■	■	■	□

Module Title	Core or option?	A1	A2	A3	A4	A5		B1	B2	B3	B4	B5		C1	C2	C3	C4	C5		D1	D2	D3	D4	D5
Customer Continuity and Growth	Option	■	■	■	■	■		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Reward Management Or	Option	■	■	■	■	□		■	■	■	■	□		■	■	■	■	■		■	□	■	□	■
Resource and Talent Management	Option	■	■	■	■	□		■	■	■	■	□		■	■	■	■	■		■	□	■	■	■

MBA Marketing

Module Title	Core or option?	A1	A2	A3	A4	A5		B1	B2	B3	B4	B5		C1	C2	C3	C4	C5		D1	D2	D3	D4	D5
Emphasising the Environment	Core	■	■	■	■	□		■	■	■	□	□		■	■	■	■	■		■	□	■	■	□
Implementing Strategies	Core	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	■	■	■	■
Creative Change and Innovation	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Integrated Communications	Core	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	■	■	■	■
HRM in Context	Core	■	■	■	■	■		■	■	■	■	■		■	■	■	■	□		■	■	■	□	■
Financial Insights and Business Intelligence	Core	■	■	■	■	□		■	□	■	■	□		■	■	■	■	□		□	■	□	■	□
Research Methods	Core	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	■	■	■	■
Research Proposal	Core	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	■	■	■	■
Research Dissertation	Core	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	■	■	■	■
Strategic Marketing	Core	■	■	■	■	■		■	■	■	■	■		■	■	■	■	□		■	■	■	■	■
Customer Continuity and Growth	Core	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	■	■	■	■

MBA HRM

Module Title	Core or option?	A1	A2	A3	A4	A6		B1	B2	B3	B4	B6		C1	C2	C3	C4	C6		D1	D2	D3	D4	D6
Emphasising the Environment	Core	■	■	■	■	□		■	■	■	□	□		■	■	■	■	■		■	□	■	■	□
Implementing Strategies	Core	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	■	■	■	■
Creative Change and Innovation	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Integrated Communications	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
HRM in Context	Core	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	■	■	□	■
Financial Insights and Business Intelligence	Core	■	■	■	■	■		■	□	■	■	□		■	■	■	■	□		□	■	□	■	□
Research Methods	Core	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	■	■	■	■
Research Proposal	Core	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	■	■	■	■
Research Dissertation	Core	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	■	■	■	■
Reward Management	Core	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	□	■	□	■
Resource and Talent Management	Core	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	□	■	■	■

MBA Finance

Module Title	Core or option?	A1	A2	A3	A4	A7		B1	B2	B3	B4	B7		C1	C2	C3	C4	C7		D1	D2	D3	D4	D7
Emphasising the Environment	Core	■	■	■	■	□		■	■	■	□	□		■	■	■	■	□		■	□	■	■	□
Implementing Strategies	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Creative Change and Innovation	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Integrated Communications	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
HRM in Context	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	□	□
Financial Insights and Business Intelligence	Core	■	■	■	■	□		■	□	■	■	□		■	■	■	■	□		□	■	□	■	□
Research Methods	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□

Module Title	Core or option?	A1	A2	A3	A4	A7		B1	B2	B3	B4	B7		C1	C2	C3	C4	C7		D1	D2	D3	D4	D7
Research Proposal	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Research Dissertation	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Small Business Finance	Core	■	□	■	■	■		■	■	■	□	■		□	□	■	■	■		□	■	□	□	■
International Finance and Investments	Core	■	□	□	■	■		■	■	■	□	■		□	□	□	□	■		■	■	■	■	■

MBA Project Management

Module Title	Core or option?	A1	A2	A3	A4	A8		B1	B2	B3	B4	B8		C1	C2	C3	C4	C8		D1	D2	D3	D4	D8
Emphasising the Environment	Core	■	■	■	■	□		■	■	■	□	□		■	■	■	■	□		■	□	■	■	□
Implementing Strategies	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Creative Change and Innovation	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Integrated Communications	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
HRM in Context	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	□	□
Financial Insights and Business Intelligence	Core	■	■	■	■	□		■	□	■	■	□		■	■	■	■	□		□	■	□	■	□
Research Methods	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Research Proposal	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Research Dissertation	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Project and Operations Management	Core	■	■	□	■	■		■	■	■	□	■		■	■	■	■	■		■	■	■	■	■
Business Analytics for Project Management	Core	■	■	■	■	■		■	■	■	■	■		■	■	■	□	■		□	■	■	■	■

MBA Healthcare Management

Module Title	Core or option?	A1	A2	A3	A4	A9		B1	B2	B3	B4	B9		C1	C2	C3	C4	C9		D1	D2	D3	D4	D9
Emphasising the Environment	Core	■	■	■	■	□		■	■	■	□	□		■	■	■	■	□		■	□	■	■	□
Implementing Strategies	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Creative Change and Innovation	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Integrated Communications	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
HRM in Context	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	□	□
Financial Insights and Business Intelligence	Core	■	■	■	■	□		■	□	■	■	□		■	■	■	■	□		□	■	□	■	□
Research Methods	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Research Proposal	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Research Dissertation	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Conceptualising Leadership in Healthcare	Core	■	■	■	□	■		■	■	■	■	■		■	□	■	■	■		■	□	■	■	■
Professional Practice and Strategy Implementation in the Context of Healthcare Management	Core	■	■	■	■	■		■	■	■	□	■		■	■	□	■	■		■	□	■	■	■

MBA Entrepreneurship

Module Title	Core or option?	A1	A2	A3	A4	A10		B1	B2	B3	B4	B10		C1	C2	C3	C4	C10		D1	D2	D3	D4	D10
Emphasising the Environment	Core	■	■	■	■	□		■	■	■	□	□		■	■	■	■	□		■	□	■	■	□
Implementing Strategies	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Creative Change and Innovation	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Integrated Communications	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
HRM in Context	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	□	□
Financial Insights and Business Intelligence	Core	■	■	■	■	□		■	□	■	■	□		■	■	■	■	□		□	■	□	■	□

Module Title	Core or option?	A1	A2	A3	A4	A10		B1	B2	B3	B4	B10		C1	C2	C3	C4	C10		D1	D2	D3	D4	D10
Research Methods	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Research Proposal	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Research Dissertation	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Entrepreneurial Thinking	Core	□	■	■	■	■		■	■	■	■	■		□	■	■	■	■		■	□	□	■	■
New Venture Creation	Core	■	■	■	■	■		■	■	■	□	■		■	■	□	□	■		■	□	□	■	■

25 Learning and teaching strategy

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

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

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

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

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

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

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

Learning and teaching undergoes a change in style at the dissertation stage. Individual specialist supervision is provided to support the student through the individual chapters which make up the submission and work within the confines of the research design and question.

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

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

26 The Wrexham Glyndŵr Graduate

Module title	CORE ATTRIBUTES				KEY ATTITUDES					PRACTICAL SKILLSETS					
	Engaged	Creative	Enterprising	Ethical	Commitment	Curiosity	Resilient	Confidence	Adaptability	Digital fluency	Organisation	Leadership and team working	Critical thinking	Emotional intelligence	Communication
Emphasising the Environment	■	■	□	■	■	■	■	■	■	□	■	■	■	■	■
Implementing Strategies	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■
Creative Change and Innovation	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■
Integrated Communications	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■
HRM in Context	■	■	■	■	■	□	■	■	■	□	■	■	■	■	■
Financial Insights and Business Intelligence	■	■	■	■	■	□	■	■	■	■	■	■	■	■	■
Strategic Marketing	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Customer Continuity and Growth	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■
Reward Management	■	■	■	■	■	□	■	■	■	□	■	■	■	■	■
Resource and Talent Management	■	■	■	■	■	□	■	■	■	□	■	■	■	■	■
Small Business Finance	■	■	■	■	■	□	■	■	■	■	■	■	■	■	■
International Finance and Investments	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Project and Operations Management	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Business Analytics for Project Management	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Conceptualising Leadership in Healthcare	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■
Professional Practice and Strategy Implementation in the Context of Healthcare Management	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■
Entrepreneurial Thinking	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

New Venture Creation	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■
Research Methods	■	■	□	■	■	■	■	■	■	■	■	■	■	■	■
Research Proposal	■	■	□	■	■	■	■	■	■	■	■	■	■	■	■
Dissertation	■	■	□	■	■	■	■	■	■	■	■	■	■	■	■

27 Work based/placement learning statement

There will be no work based learning module within the programmes however students are encouraged to use their current or previous work experience to reflect on.

28 Welsh medium provision

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

29 Assessment strategy

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

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

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

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

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

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

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

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

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

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

Module code & title	Indicative Assessment type and weighting	Assessment loading	Indicative semester for submission
BUS7B1 Emphasising the Environment	Report 30% Poster Presentation 45% Reflective Practice 25%	1350 words 900 words 750 words	1
BUS7B2 Implementing Strategies	Poster Presentation 20% Learning/Log Journals 35% Reflective Practice 45%	900 words 1,050 words 1350 words	1
BUS7B3 Creative Change and Innovation	Poster Presentation 25% Learning/Log Journals 25% Report 50%	1,050 words 900 words 1,350 words	2
BUS7B4 Integrated Communications	Report 25% Report 25% Report 50%	750 words 750 words 1,500 words	1
BUS7B6 HRM in Context	Background to Business Project 25% Business analysis 25% Business case 50%	550 words 550 words 1,100 words	2
BUS7B5 Financial Insights and Business Intelligence	Simulation Project 50% Report 50%	1,750 words 1,750 words	1
BUS7B7 Strategic Marketing	Report 25% Report 25% Report 50%	750 words 750 words 1,500 words	2
BUS7B8 Customer Continuity and Growth	Report 25% Report 25% Report 50%	750 words 750 words 1,500 words	2
BUS7B9 Reward Management	Case study 25% Analysis 25% Strategy Implementation 50%	550 words 550 words 1,100 words	2
BUS7B10 Resourcing and Talent Management	Background to the Report 25% Report Analysis 25%	550 words 550 words	2

	Report Implementation Strategy 50%	1,100 words	
BUS7B15 Small Business Finance	Essay 1 25% Essay 2 25% Report 50%%	750 words 750 words 1,500 words	2
BUS7B20 International Finance & Investment	Report 30% Essay 35% Report 35%	1,000 words 1,000 words 1,000 words	2
BUS7B19 Business Analytics for Project Management	Report 35% Report 35% Essay 30%	1,000words 1,000 words 1,000 words	2
BUS7B16 Project and Operations Management	Essay 30% Report 35% Essay 35%	1,000 words 1,000 words 1,000 words	2
BUS7B18 Conceptualising Leadership in Healthcare	Reflective Practice 25% Reflective Practice 25% Literature Review 50%	750 words 750 words 1,500 words	2
BUS7B21 Professional Practice and Strategy Implementation in the Context of Healthcare Management	Essay 25 % Essay 25 % Essay 50%	750 words 750 words 1,500 words	2
BUS7B17 New Venture Creation	Essay 30% Presentation 35% Essay 35%	1,000 words 1,000 words 1,000 words	2
BUS7B14 Entrepreneurial Thinking	Report 25% Report 25% Report 50%	750 words 750words 1,500 words	2
BUS7B12 Research Proposal	Literature Review 100% coursework	3000 words	2/3
BUS7B13 Research Methods	Research Proposal 100 % coursework	3000 words	2/3
BUS7B11 Research Dissertation	Dissertation 100 % coursework	6000 words	3

30 Assessment and award regulations

This programme will follow the Taught Masters Regulations

Derogations

None

Non-credit bearing assessment

N/A

Restrictions for trailing modules (for taught masters programmes only)

All taught modules must have been attended and attempted before students can start the research modules

31 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module forms
Student Voice Forum
Individual student feedback
Student representatives
Annual Monitoring reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)

32 Learning support
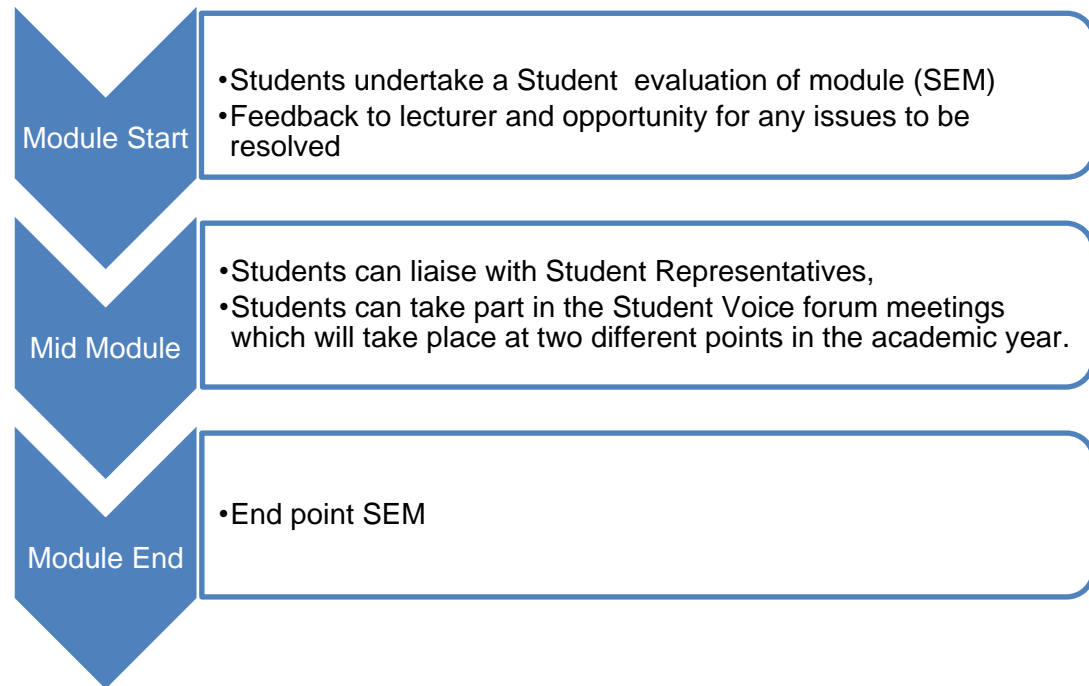
Institutional level support for students

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

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration
- Glyndŵr Students' Union

Support for students and their learning

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

Student Voice Flow chart

Module Start	• Students undertake a Student evaluation of module (SEM) • Feedback to lecturer and opportunity for any issues to be resolved
Mid Module	• Students can liaise with Student Representatives, • Students can take part in the Student Voice forum meetings which will take place at two different points in the academic year.
Module End	• End point SEM

33 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 Equality and Diversity Policy
https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/
ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.