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Date of validation event:	19 March 2020
Date of approval by Academic Board:	24 April 2020
Approved Validation Period:	5 years
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i>



PROGRAMME SPECIFICATION

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Enter Programme Title(s)

Master in Business Administration (MBA) Global

Internal Programme Title(s) MBA Global Top-up

1	Awarding body Glyndwr University
2	Programme delivered by London School of Commerce
3	Location of delivery London School of Commerce: Malta (LSCM) Europa Centre, St Anne Street, Floriana FRN9020 Dhaka (LSMD) 40 Bulu Ocean Tower, Kamal Ataturk Avenue, Banani, Dhaka – 1213, Bangladesh. Egypt (LSCE) Al-Motamayez Dist., P.O. Box 7, 6th of October City, Egypt
4	Faculty/Department Faculty of Social & Life Sciences
5	Exit awards available N/A
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

9	N000/100079 UCAS code
10	N/A Relevant QAA subject benchmark statement/s Masters degrees in Business and Management (June 2015) https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-and-management-15.pdf?sfvrsn=1997f681_16
11	Mode of study Full & part time
12	Normal length of study for each mode of study One year (two semesters) full-time Two years (four semesters) part-time
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](#)

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

Standard admission criteria for the MBA top up are as follows:

- a non-graduate qualification which has been deemed to be of an appropriate standard for the purpose of postgraduate admission
- successful completion of LSC Post Graduate Diploma in Business Management (120 credits equivalent FHEQ) or LSC SQA Professional Diploma in International Business (120 credits, SCQF Level 11)

For candidates applying for the MBA via the top-up route English language competency needs to meet with the visa requirements of Malta. Pre-sessional English may be required followed by the LSC internal English language test.

Applicants may also be considered eligible for entry to the programme provided that they have appropriate experience or an appropriate previous position which enables them to meet the requirements of the programme. Experience may have been gained either (i) prior to entry to the programme, (ii) and/or during previous periods of study and/or employment.

Applicants cannot be allowed to register on the programme without satisfying required academic standard to complete the programme of study. The final decision on admissions in each case rests with the Glyndwr University.

Non standard entry

In cases of non-standard applications, the following evidence may be considered:

- The applicant's previous employment, professional background and experience; demonstrated through the presentation of a portfolio of evidence.
- The applicant's education or previous training, including any in-company training or in-company qualifications; demonstrated through the presentation of a portfolio of evidence.
- The maturity, general background and evidenced capability of the applicant.

Non-standard applications will be assessed through consideration of a combination of the following:-

- a personal statement from the applicant,
- a portfolio of evidence provided by the applicant related to previous employment, professional experience, professional background, education and/or training and
- interview(s) conducted by senior academic staff of the School.

Non-standard entry applicants for whom English is not a first language and who have not successfully completed a programme taught and assessed in English should have an English language level equivalent to IELTS 6.0 prior to their entry to the programme.

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 English Language Entry Requirements (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

DBS Requirements

N/A

Suitability for Practice Procedure

N/A

Non-standard entry criteria and programme specific requirements

See admissions criteria above

18 Recognition of Prior (Experiential) Learning

N/A

Programme specific restrictions

Students entering the top-up stage (final 60 credits) of the programme must have successfully completed the Post Graduate Diploma in Business Management (or equivalent)

19 Aims of the programme

The general programme aims and objectives are to enable students to:

- Develop a critical understanding of how they learn and their ability to formulate new ideas,
- Exercise knowledge of, and ability to use, appropriate information systems,
- Apply skills in numeracy to enable them to understand and use finance and accounting processes,
- Demonstrate the ability to undertake original research and to analyse the data and information gathered,
- Demonstrate the ability to implement new ideas and strategies for the benefit of organisations,
- Enhance their written and oral communication skills, and for international students, consolidate and enhance their English language skills within business, management and organizational contexts and applications.

20 Distinctive features of the programme

The programme philosophy is based on the belief that in the contemporary business

environment it is important for students to gain an understanding of the key areas of business management in order that they may be encouraged to

- Critically understand how the various specialist business career professionals utilise their chosen subject/discipline areas of expertise and,
- Reflect on their critical understanding of how these skills and areas of study may be combined to create a diversified yet coherent professional team.
- Undertake a sustained piece of research enquiry and apply this to, and within, the professional and academic contexts of their program learning and their individual career and/or academic objectives and personal development aims.

The programme design, delivery and teaching content provides powerful tools, decision making techniques, and learning experiences which are designed to develop the overall package of applied and reflective management skills which are required to become an effective business professional, a senior manager in an organisation, or an employer of others within their own business.

Throughout the programme students are encouraged to fully:-

- Utilise the broad range of academic resources and information sources which are available via the London School of Commerce online Learning Portal,
- Utilise the continuous support offered by tutors available throughout the programme
- Balance group and individual study and learning opportunities
- Use and engage with the overall Learning Experience offered throughout the programme to support their development as a rounded individual who is able to find a suitable work-life balance and work towards achieving their career aspirations

The distinctiveness of the proposed MBA top up programme delivered by LSC lies in the following features:

- **Enrol local, Study global:** The programme design provides a common curriculum and framework which will be delivered at the LSC Group Malta campus. The programme will draw on LSC's collegial internationally focused faculty teaching team which is able to deliver a consistent curriculum and an equivalent learning experience for students on all LSC campuses.
- **Multiple Entry and Flexible Learning Opportunities:** The programme is delivered throughout the twelve months of the calendar year and normally offers up to six admission entry points and programme commencement dates throughout that period. Students may therefore submit their application, seek admission, and gain entry to study, at a number of flexible dates during the year
- **Staged, Incremental and Coherent Learning:** The design of the programme also incorporates the teaching of Research Methodologies within Part One of the programme prior to learners entering Part two and

undertaking their Major Project. The reason for this distinctive difference between the University programme and the MBA structure in this document is specific and is designed to ensure that international students are fully prepared for the undertaking of a Major Project prior to their entering the final stage of the programme. The accommodation of Research Methodologies within Part One of the programme also enables international students to have their understanding of UK Masters level research fully embedded within their skill set and supports the experience of research in practice prior to its application within the Major Project module.

- **Technology-Enhanced learning:** The curriculum, module syllabi, and delivery are in turn underpinned by a common new technology based learning environment using the Moodle on line platform. This provides a cornerstone in the determination of the teaching and the use of standardised teaching materials and teaching pack items and in the use of a common approach towards communicating with and supporting the learning experience of the student and the assessment requirements for the programme.
- **Student Centred Learning:** Students are at the heart of everything we do. At LSC, we value close faculty-student interaction online and offline, high standards for students, and a supportive living-learning environment. The most important outcomes in LSC are student learning ability, creativity and employability, the entrepreneurial and innovative skills and student success. Faculty and staff practice a variant of the golden rule: treat students the way you would want your own family members to be treated; supporting them and guiding their goals and aspirations; having a keen interest in their success and showing them the importance and wonders of a comprehensive and holistic education.
- **Innovation and Entrepreneurial Focus:** Innovation and entrepreneurship are embedded in the programme design and delivery. The focus of the Business Project at the final stage of the programme as well as the core module Financial Management and Entrepreneurship allows students who have creative ideas to create new businesses with the support of a business mentor and potential seed funding from investors.

21 Credit accumulation and exit awards

Exit Awards

N/A

22 Programme structure diagram

Students are required to choose one of the following modules and supported in their choice by their tutors.

The dissertation provides students with the opportunity to review and reflect upon the general principles

of research methods, research objectives, and research contexts; and to demonstrate their comprehension of these. It also provides the opportunity for them to put these into practice, through the planning, development, and execution to completion, of a significant body of independent research undertaken under supervision.

The Business Development Project provides students with a critical overview of Scenario Planning and Case Study Analysis and their application in the development of a Business Development Proposal to a “live” and launch stage. It introduces students to four scenario planning contexts in order that the student may apply these to their professional and career intensions and objectives. The Scenarios are:-

- Scenario 1 - a company start up
- Scenario 2 - as a current business owner
- Scenario 3 - working in the current employee organisation
- Scenario 4 - as a commercial or non-commercial organisation that is known to the candidate

The Integrated Case Study encourages students to bring together the learning outcomes from the MBA programme and reflect upon them in a formal report, consolidated from a management perspective. Students are required to produce a substantial body of work based upon a case study approach to research and applied outcomes.

Intake 1 – Oct to Dec sessions Oct to Dec, LSCM marking Jan (4 weeks), moderation WGU, Boards end Feb

Intake 2 – Dec to Feb sessions Dec to Feb, LSCM marking March, moderation WGU, Boards end April

Intake 3 – Feb to April sessions Feb to April, LSCM marking May, moderation WGU, Boards end June

Intake 4 – April to June sessions April to June, LSCM marking July, moderation WGU, Boards end August

Intake 5 – June to August sessions June to August, LSCM marking September, moderation WGU, Boards end October

Intake 6 – August to Oct sessions August to Oct, LSCM marking November, moderation WGU, Boards end December

**Full Time
All intakes**

Trimester 1	Mod title	Dissertation	Mod title	Integrated Case Study	Mod title	Business Development Project
	Mod code	BUS7B22	Mod code	BUS7B23	Mod code	BUS7B24
	New/Exist	New	New/Exist	Existing	New/Exist	Existing
	Credit value	60	Credit value	60	Credit value	60
	Core/Opt	Option	Core/Opt	Option	Core/Opt	Option
	Mod leader	David Mwaura	Mod leader	Rajendra Kumar	Mod leader	Rajendra Kumar

23 Intended learning outcomes of the programme

Knowledge and Understanding

On completion of the programme, students will be able to

Level 7	
A1	Demonstrate a critical comprehension and evaluative understanding of the main issues, theories and methodologies that are central to business and business management in organisations within a variety of institutional organisational and global contexts.
A2	Evaluate the role of the professional business manager and the professional and ethical considerations associated with this role and its contexts
A3	Critically analyse and evaluate organisational strategic management processes within the context of the prevailing internal and external environment
A4	Demonstrate a critical, analytic and evaluative application of theory to the advancement of management practice and within the context of professional business practices
A5	Demonstrate a critical awareness and utilisation of research and applied research and scholarship in the evolution of business studies and management practices

Intellectual skills

Level 7	
B1	Critically reason, synthesise judgements, and analyse complex business issues both systematically and innovatively
B2	Reflect creatively and critically on their learning experience and make informed judgments on this experience
B3	Analyse and critically evaluate primary and secondary information collected from research
B4	Critically utilise, analyse and synthesise problem identification, problem solving and decision making skills, procedures and processes in resolving complex business issues
B5	Act with reflection, critical insight, and in an independent manner in the planning and managing of their learning with limited guidance and in response to varied contexts, situations and environmental requirements

Subject Skills

Level 7	
C1	Demonstrate an ability to conduct research into business studies and management issues, fields and environmental contexts either individually and independently or as part of a team through researching and research design; data and evidence collection, evaluation and synthesis; critical analysis, synthesis of interpretation and formation of judgments, and the reporting of findings
C2	Demonstrate critical skills of numeracy, literacy, and qualitative and quantitative abilities in researching, collation, analysis, synthesis and evaluation of evidence
C3	Utilise a variety of interpersonal and transferable skills including listening to alternative viewpoints and undertaking the evaluation of argument and

	Level 7
	intellectual positions; engaging in critical discourse, and debate with peers and responding to the views of others; engaging in critical discussion and persuading or influencing others.
C4	Communicate effectively and efficiently while utilising appropriate means and media of communication
C5	Articulate conclusions, make judgments, and form recommendations based on evidence and which are subject to a well developed capacity for critical appraisal and which are based on imaginative, robust judgement, and firm foundations

Practical, professional and employability skills

	Level 7
D1	Structure and communicate ideas both orally and in writing taking appropriate account of the nature of the audience and utilising effective means of communication
D2	Effectively and efficiently manage their time and be able to work to deadlines
D3	Be an autonomous learner and take responsibility for their learning , including being able to act independently in the use and application of resources for learning whilst practicing and promoting on-going personal and professional development
D4	Use creative and imaginative thinking in both problem solving and decision making activities
D5	Effectively clarify and prioritise the addressing of individual and group tasks and lead or work within a group towards meeting the requirements of defined deadlines and outcome specifications

24 Curriculum matrix

	<i>Module Title</i>	<i>Core or option ?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>A5</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>B5</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>C5</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	
<i>Level 7</i>	<i>Dissertation *</i>	Option	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	<i>Business Development Project *</i>	Option	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	<i>Integrated Case Study*</i>	Option	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

*students will be allowed to choose ONE from the three CORE final project modules.

25 Learning and teaching strategy

Learning Strategies

Students are expected to take greater responsibility for their own learning as they progress through their programmes. The course structure and the proposed teaching strategies are designed to encourage this development. The student-centred approach will be encouraged through the use of specific teaching strategies; case studies; projects; practical exercises, supplemented by the use of appropriate support materials; videos; computer software; etc. Active engagement with the subject material is directly encouraged and is viewed as a means of enhancing learning. A variety of learning strategies are used in promoting this approach. Students are therefore directly encouraged to adopt a self-managed approach to their learning.

Students are expected to undertake:-

- Directed learning:-namely where tutors direct students to undertake study in their own time, in directed group sessions, or seminars, or workshop discussions, and where tutors specify the work to be undertaken; and -
- Increasingly take responsibility for their self-managed and independent learning: - namely where students are expected to expand their knowledge and understanding by researching and studying the subject area using their initiative.

Teaching and delivery of the curricular material will be through a blend of lectures, tutorials, seminars and workshops and other appropriate teaching modes and utilising a variety of learning and assessment methods, including; - the consideration of a variety of types and sources of case studies and evidence references; individual and/or team presentations; joint class discussions; tutorial-support surgeries; and other appropriate learning methods. A summary of approaches is indicated below, but for students following the top-up programme, the emphasis will be on individual or small group supervision.

Lectures

At Masters Level lectures provide the overview framework within which learning can be coherently and effectively delivered within the programme. They are devised to enable students to contextualise their learning within the keynote concepts and subject exploration appropriate for the programme. Lectures also enable a congruent and consistent body of knowledge to be taught to student cohorts where career backgrounds and professional experience may vary according to individual experience. Lectures provide a background to directed learning but also provide a means for engendering critical thinking and the consideration of evaluative and analytic approaches to topics and subject areas.

Seminars

Seminars at Masters Level are designed to enable students to develop their critical perspectives on a topic or subject within the programme. They require students to conceive and provide critical papers exploring subject areas or topics related to

themes explored in the programme modules. Seminars explore theoretical or practical concepts as well as introducing problem solving and creative thinking within the programme. Seminars are used to provide students with valuable experience in the presentation of argument and discussion at a professional standard as well as providing opportunities for formative, and where appropriate, summative feedback to individuals and to student groups on their academic performance and skills development.

Modular Subject Tutorials

Masters Level tutorials provide opportunities for detailed discussion on academic matters with individual students or groups of students. In the latter case discussion may include consideration of group approaches to a problem, or assignment task, or similar area of academic support. Tutorials also provide opportunities for:-

- Detailed discussion on material covered in lectures/seminars/case studies through an enquiry-driven problem solving approach
- Providing academic support and guidance related to the development of the student(s) within the programme

Practical Workshops

Practical workshops provide direct skills development support in specific modules (e.g. in Information Technology and Finance and Accounting). Students are able to practise and refine their skills within a learning environment which provides formative and focussed feedback and contributes to the development of individual learning. Workshops at Masters Level also enhance applied skills and contribute to professional development capability. They facilitate transition between theory and the workplace.

Case Studies

Case studies drawn from a variety of “real world” references are designed as a part of the programme teaching and learning strategy. They are used in a range of modules and form a part of an effectively varied assessment strategy. Fictional, real, or simulated case studies are used to support the development of the students analytic, evaluative, and synthetic reasoning and the formation of robust judgments. Case studies may be retrospective, focussed on current problem areas, or prognostic in their developmental function.

Research Skills Development

Students are expected to develop systemic research skills through undertaking an independent research project at the Part two of the MBA programmes by choosing one of the three routes. The research project is coordinated by the MBA programme leader with the support of Campus Head and the programme delivery team, in liaison with the nominated university link tutor/moderator.

Each student is responsible for the preparation of a Major Project Proposal for consideration by the Programme Director. The Programme Director will be responsible for, and will, in consultation with the Campus Head, senior campus academic team, and the University link tutor/moderator (as appropriate and defined by University regulations), agree the proposal, and will agree identification of an appropriate Major Project supervisor for each Part Two student. Students may not

commence their Major Project until the mode and field of research, topic and proposal have been agreed by the Programme Director.

26 The Wrexham Glyndŵr Graduate

N/A

27 Work based/placement learning statement

N/A

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. However as the programme is being delivered in English students will submit assessments in English.

29 Assessment strategy

The programme learning outcomes are delivered through the assessment of MBA modules and the achievement of each learning outcome specified in the module descriptors.

Assessment of knowledge and understanding is achieved using a range of assessments which include assignments; the analysis and critical use of evidence , which may be drawn from a variety of sources; critical reviews, practical and applied assessment, presentations (individual and group), case study analysis and reports, business reports, project reports. Assessment philosophy utilises mechanisms that allow and encourage in each student a high degree of critical analysis, problem solving, decision-making and reflection.

The assessment of cognitive skills is incorporated within and integral to the assessment strategy of the programme and modules.

Students are encouraged to use a wide range of evidential sources and information references as the basis for the production of work submitted for assessment. The use of individual skills of critique, analysis, evaluation and synthesis are a requirement of module assessment outcomes.

Lecturers are expected to utilise a balance of formative and summative assessment during the programme appropriate to their module. These can range from providing feedback on presentations given in class, or exercises undertaken individually or in groups, to self marked practice mini assignments via a detailed marking scheme provided to students via the virtual learning environment (Student Portal) or other means as appropriate.

Mode of Assessments

Assessments and the mode of assessment are designed to relate directly to learning outcomes and the nature of the assessment task set within the Module. Individual modes of assessment may cover a range of learning outcomes depending on the Module requirements

In designing and deciding upon an assessment format for a module the following factors have been considered:

- The module learning outcomes and their level, with particular emphasis on the student's ability to analyse, synthesise, evaluate and communicate information derived from:
 - module content;
 - learned knowledge from other areas/qualifications;
 - experience;
 - The implementation of systematic information-seeking strategies.
- The need to encourage and support students in applying their skills to specific industry/business/management/conceptual and applied problems.
- The need to encourage students to engage with problem based, problem resolution, and problem solving learning
- Supporting students in their ability to identify and approach problem solving in a systematic way and employing assessment strategies that could resolve problems.
- Assessment performance criteria and criteria referenced assessment, as communicated to the student and contained in module specifications.
- The validity, reliability of the assessment methods, which are monitored by module leaders and programme teams.
- Time constraints (for students and staff) and the need to ensure consistency.
- The need for assessment to allow for review and reflection by the student.

The programme assessment philosophy has taken account of the practical nature of business and management skill sets but also recognises the need to demonstrate sufficient relationship between theory and practice, and theory into practice.

Cognitive, professional and transferable skills are appropriately assessed by assignment or applied tasks. A range of strategies such as case study analysis, essay type assignments, critical literature review, presentations - both group and individual, are also employed to enable students to demonstrate the skills required of a business and academic professional.

The security of ensuring within assessment processes that work submitted for assessment is the student's own work, is established and confirmed via presentations. These are followed by question and answer sessions for those modules that include a presentation as part of the assessment function.

All written work is submitted electronically and passed through Turnitin as an aid to detecting potential plagiarism. The issue of plagiarism, and the consequences of engaging in the act of plagiarism, is explained to students at their induction and also in module lectures to ensure that instances of academic malpractice are minimised and where these are identified they are subject to the appropriate disciplinary action.

Module code & title	Assessment type and weighting	Indicative submission date
Below are MBA Top up modules requires Glyndwr University Validation		
BUS7B22 Dissertation	Dissertation 80% Reflective Report 20%	3

BUS7B24 Business Development Project	Business Development Plan 80% Reflective Report 20%	3
BUS7B23 Integrated Case Study	Case Study 80% Reflective Report 20%	3

30 Assessment and award regulations

Derogations

NONE

Non-credit bearing assessment

NONE

Borderline classifications (for undergraduate programmes only)

N/A

Ordinary Degree (for undergraduate programmes only)

N/A

Restrictions for trailing modules (for taught masters programmes only)

NONE

Prerequisites for proceeding to the research component (for MRes programmes only)

N/A

31 Quality Management

All provision will 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 following mechanisms will be used to help evaluate, enhance and review programme delivery;

- Student Evaluation of Modules at the end of each module delivery
- Student Voice Forum meetings – held twice per semester
- Programme Management Committee Meetings – held at least once per semester
- Individual student feedback – to tutors and management
- Student representatives – elected for all cohorts
- Annual Monitoring reports
- Periodic review and re-validation process
- External Examiner reports
- PSRB requirements and accreditation activities (NCFHE in Malta)
- Postgraduate Student Survey

LSC has clearly defined policies for managing the quality of the student learning experience. These are set out in the School's Quality Handbook and apply to the

delivery of programmes across all international campuses. The effectiveness of these policies is monitored through the School's academic management structures and the deliberative committees. The terms of reference for these committees are set out in the Quality Handbook. LSC continually reviews and enhances the quality of the student learning experience

All quality procedures at LSCM, including setting assessments, marking and moderation are overseen by LSC in London. Flying faculty frequently visit the campus and sit in on lectures and discuss the student experience with local faculty.

Regular staff development events are held in London for all LSC campuses with overseas staff participating via video conference.

32 Learning support

Institutional level support for students

LSC has its own local student support services for both pastoral and academic matters. The School has a physical library on site and in addition students have borrowing rights at Universities in Malta. They also have access to LSC's on-line library resources which include databases (EBSCO) and journals.

Support for students and their learning

Students at LSC will have their own local Personal Tutor with whom they are required to meet regularly to discuss their academic progress. Personal Tutors track student attendance and will contact them if they have any absences which are not accounted for.

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

Appendix 1 Delivery Schedule LSCM London School of Commerce Malta

Intake 1 – Oct to Dec sessions Oct to Dec, LSCM marking Jan (4 weeks), moderation WGU, Boards end Feb
Intake 2 – Dec to Feb sessions Dec to Feb, LSCM marking March, moderation WGU, Boards end April
Intake 3 – Feb to April sessions Feb to April, LSCM marking May, moderation WGU, Boards end June
Intake 4 – April to June sessions April to June, LSCM marking July, moderation WGU, Boards end August
Intake 5 – June to August sessions June to August, LSCM marking September, moderation WGU, Boards end October
Intake 6 – August to Oct sessions August to Oct, LSCM marking November, moderation WGU, Boards end December

MBA Global (Top up) – Full Time All intakes

Trimester 1	Mod title	Dissertation	Mod title	Integrated Case Study	Mod title	Business Development Project
	Mod code	BUS7B22	Mod code	BUS7B23	Mod code	BUS7B24
	New/Exist	New	New/Exist	Existing	New/Exist	Existing
	Credit value	60	Credit value	60	Credit value	60
	Core/Opt	Option	Core/Opt	Option	Core/Opt	Option
	Mod leader	David Mwaura	Mod leader	Rajendra Kumar	Mod leader	Rajendra Kumar

Appendix 2 Delivery Schedule LSC campus, Veritus University Abuja

MBA Global– Full Time

All intakes

Intake 1 – Oct to Dec sessions Oct to Dec, LSC marking Jan (4 weeks), moderation WGU, Boards end Feb
 Intake 2 – Dec to Feb sessions Dec to Feb, LSC marking March, moderation WGU, Boards end April
 Intake 3 – Feb to April sessions Feb to April, LSC marking May, moderation WGU, Boards end June
 Intake 4 – April to June sessions April to June, LSC marking July, moderation WGU, Boards end August
 Intake 5 – June to August sessions June to August, LSC marking September, moderation WGU, Boards end October
 Intake 6 – August to Oct sessions August to Oct, LSC marking November, moderation WGU, Boards end December

Trimester 1	Mod title	Dissertation	Mod title	Integrated Case Study	Mod title	Business Development Project
	Mod code	BUS7B22	Mod code	BUS7B23	Mod code	BUS7B24
	New/Exist	New	New/Exist	Existing	New/Exist	Existing
	Credit value	60	Credit value	60	Credit value	60
	Core/Opt	Option	Core/Opt	Option	Core/Opt	Option
	Mod leader	David Mwaura	Mod leader	Rajendra Kumar	Mod leader	Rajendra Kumar

Appendix 3 Delivery Schedule LSCD, London School of Commerce Dhaka

MBA Global– Full Time
All intakes

Intake 1 – Oct to Dec	sessions Oct to Dec, LSC marking Jan (4 weeks), moderation WGU, Boards end Feb
Intake 2 – Dec to Feb	sessions Dec to Feb, LSC marking March, moderation WGU, Boards end April
Intake 3 – Feb to April	sessions Feb to April, LSC marking May, moderation WGU, Boards end June
Intake 4 – April to June	sessions April to June, LSC marking July, moderation WGU, Boards end August
Intake 5 – June to August	sessions June to August, LSC marking September, moderation WGU, Boards end October
Intake 6 – August to Oct	sessions August to Oct, LSC marking November, moderation WGU, Boards early January

Trimester 1	Mod title	Dissertation	Mod title	Integrated Case Study	Mod title	Business Development Project
	Mod code	BUS7B22	Mod code	BUS7B23	Mod code	BUS7B24
	New/Exist	New	New/Exist	Existing	New/Exist	Existing
	Credit value	60	Credit value	60	Credit value	60
	Core/Opt	Option	Core/Opt	Option	Core/Opt	Option
	Mod leader	TBC	Mod leader	TBC	Mod leader	TBC

Appendix 4 Delivery Schedule LSC Egypt campus

MBA Global top up

All intakes

LSC Programme Leader/Coordinator: Dr Rajendra Kumar

Intake 1 – Oct to Dec	sessions Oct to Dec, LSC marking Jan (4 weeks), moderation WGU, Boards end Feb
Intake 2 – Dec to Feb	sessions Dec to Feb, LSC marking March, moderation WGU, Boards end April
Intake 3 – Feb to April	sessions Feb to April, LSC marking May, moderation WGU, Boards end June
Intake 4 – April to June	sessions April to June, LSC marking July, moderation WGU, Boards end August
Intake 5 – June to August	sessions June to August, LSC marking September, moderation WGU, Boards end October
Intake 6 – August to Oct	sessions August to Oct, LSC marking November, moderation WGU, Boards end December

Trimester 1	Mod title	Dissertation	Mod title	Integrated Case Study	Mod title	Business Development Project
	Mod code	BUS7B22	Mod code	BUS7B23	Mod code	BUS7B24
	New/Existing	Existing	New/Existing	Existing	New/Existing	Existing
	Credit value	60	Credit value	60	Credit value	60
	Core/Opt	Option	Core/Opt	Option	Core/Opt	Option
	Mod leader	David Mwaura	Mod leader	Rajendra Kumar	Mod leader	Rajendra Kumar