PRIFYSGOL Glyndŵr Wrecsam | Wrexham Glyndŵr UNIVERSITY

PART TWO PROGRAMME SPECIFICATION

**MBA
MBA Marketing
MBA Human Resource Management
MBA Finance
MBA Project Management
MBA Health Management
MBA Entrepreneurship
MBA Psychology
MBA Big Data
MBA Cyber Security**

1 **Awarding body**

Glyndŵr University

2 **Programme delivered by**

Glyndŵr University Wrexham

3 **Location of delivery**

Plas Coch Campus (Online)

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 Health Management
MBA Entrepreneurship
MBA Psychology
MBA Big Data
MBA Cyber Security
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 Health Management
PG Diploma Business Administration Entrepreneurship
PG Diploma Business Administration Big Data
PG Diploma Business Administration Cyber Security
PG Diploma Business Administration Psychology
PG Cert in Business Administration

6	**Professional, Statutory or Regulatory Body (PSRB) accreditation**
	N/A
7	**Accreditation available**
	N/A
8	**Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)**
	N/A
9	[JACS3](#) / HECoS **codes**
	N100/ 100079
10	UCAS **code**
	N/A
11	**Relevant QAA subject benchmark statement/s**
	https://www.qaa.ac.uk/quality-code/UK-Quality-Code-for-Higher-Education-2013-18 Masters Characteristics Statement published September 2015
12	*Other external and internal reference points used to inform the programme outcomes*
	Chartered Management Institute (CMI) Chartered Institute of Marketing (CIM) Institute of Directors Institute of HRM Healthcare Leadership Academy Chartered Institute of Management Accountancy (CIMA) MBA Validation Documentation BCS, the Chartered Institute for IT
13	**Mode of study**
	Part time

14	**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.*

2 years minimum duration P/T
4 years maximum duration

16	**Language of study**

English

17 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the current University regulations. 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. Such applicants may be subject to additional selection criteria at the University's discretion.

Following the applicants first initial interest they will be contacted by the Enrolment Advisor (EA), this will be through both email and telephone. The EA coaches the student to identify that a fully online distance MBA is the suitable programme for them and establishes whether they have a profile which will be likely to succeed in applying for the programme. The EA then compiles a complete file on the applicant helping them to provide all necessary documentation, such as proof of identification, transcripts, certificates, IELTS certificates, etc. This file is then used to complete the enrolment process for the next available (or the applicants preferred) intake. Where applicants may be borderline, their file will be passed to the person(s) responsible for enrolment decisions within the Business School. The EA supports the applicant and is available to deal with any queries up until the point when the applicant pays for their first module, at which point they are introduced to the Student Success Coordinator. (see student support section Section 31)

English language requirements:
Applicants may be required to provide evidence of English Language ability. More details can be found on the University website under the programmes admissions requirements or please access our English Language requirements page:
https://www.Glyndŵr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/

DBS Requirements

None required for this programme

Non-standard entry criteria and programme specific requirements

18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or in accordance with the University General Regulations. Any programme specific restrictions are outlined below

Programme specific restrictions

Applicants may RPL a maximum of 60 credits onto the MBA, MBA Marketing, MBA HRM, MBA Finance, MBA Project Management, MBA Health Management, MBA Entrepreneurship, MBA Psychology, MBA Big Data and MBA Cyber Security online programmes. RPL is not permitted in relation to the three modules for Research Proposal, Research Methods or Dissertation.

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 are to be delivered fully online and have a modular delivery pattern, which include modules at 15 credits. The delivery pattern follows the Carousel Model, which encompasses a framework of eight 15 credit modules depending on the student subject route before moving on to the three core research and Dissertation modules. This distance learning programme offers high levels of support and flexibility through a modular delivery pattern enabling students to work at a pace that suits their individual preferences'.

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. As the programme is intended for online delivery, E Learning is central with the flexibility which is embedded into the programmes utilising technology throughout the delivery. This enables material to be available for students to access at convenient times and re-visit material independently as part of their independent studies and for revision purposes.

5. 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 professional 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. 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.

9. MBA Health 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. Consequently, this MBA Health 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. This course is designed for professionals who aspire to enhance their entrepreneurial, creative and leadership skills and subsequent career progression.

11. MBA Psychology is intended for students who wish to understand and begin to apply psychological theory related to recruitment, motivation and topics on health and wellbeing from a workplace perspective. Key modules in Psychology provide insight into the fields of Occupational and Health Psychology and require application of key theory to business and management processes and decisions.

12. MBA Big Data is intended for students who wish to specialise in the use of data analytics to business processes. Students will study applications of big data, data analytics and data visualisation to support the decision-making processes with organisational environments. Big data topics will be supported by organisational case studies, building critical evaluation and analytical skills.

13. MBA Cyber Security is intended for students who wish to understand, prevent and respond to organisational vulnerabilities and threats, managing risk within the business. This course is designed for professionals who aspire to high-level roles within businesses that include responsibility for information systems and operational security.

14. 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
Summarising
Questioning and probing
Research skills
Concluding

The ways in which a student will learn are:

Online learning
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 Programme structure narrative

The MBA programmes have modular and delivery pattern variances. These variances include modules at 15 credits and the delivery pattern follows the carousel model, which encompasses a framework of eight 15 credit modules (120 credits)

depending on the student subject route (MBA, MBA Marketing, MBA HRM, MBA Finance, MBA Project Management, MBA Health Management, MBA Entrepreneurship, MBA Psychology, MBA Big Data, MBA Cyber Security), followed by a final 60 credits, comprised of two 15 credit research modules and one 30 credit dissertation module. Any one module will therefore have students enrolled from a number of different cohorts.

The online MBA will be presented via a Canvas Virtual Learning Environment (VLE).

Students must have studied (not necessarily passed at point of registration) all 120 credits before they can register for the research and dissertation modules. During this final element, interaction with staff is via group online induction and a series of individual supervision meetings to provide guidance and feedback.

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

i)   The 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 Health Management
PG Diploma Business Administration Entrepreneurship
PG Diploma Business Administration Big Data*
PG Diploma Business Administration Cyber Security*
PG Diploma Business Administration Psychology*
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.

These specialised PG Diploma exit awards are only available for those students that have passed both of the specialised modules during the carousel. Students who have not completed both of the specialised modules will be awarded the generic PG Diploma Business Administration.

22 Programme structure diagram

The MBA ; 6 core MBA modules plus two optional modules, with the choice of, one module from the online MBA Marketing route and, one module from the Online 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 Health Management: 6 core MBA modules plus the two Health Management subject specific modules.

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

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

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

The MBA Cyber Security: 6 core MBA modules plus the two Cyber Security 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.

Fig 1: Illustration of the Carousel Model (Core modules for all programmes)
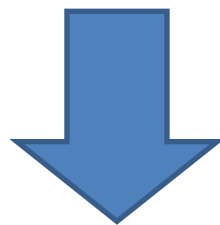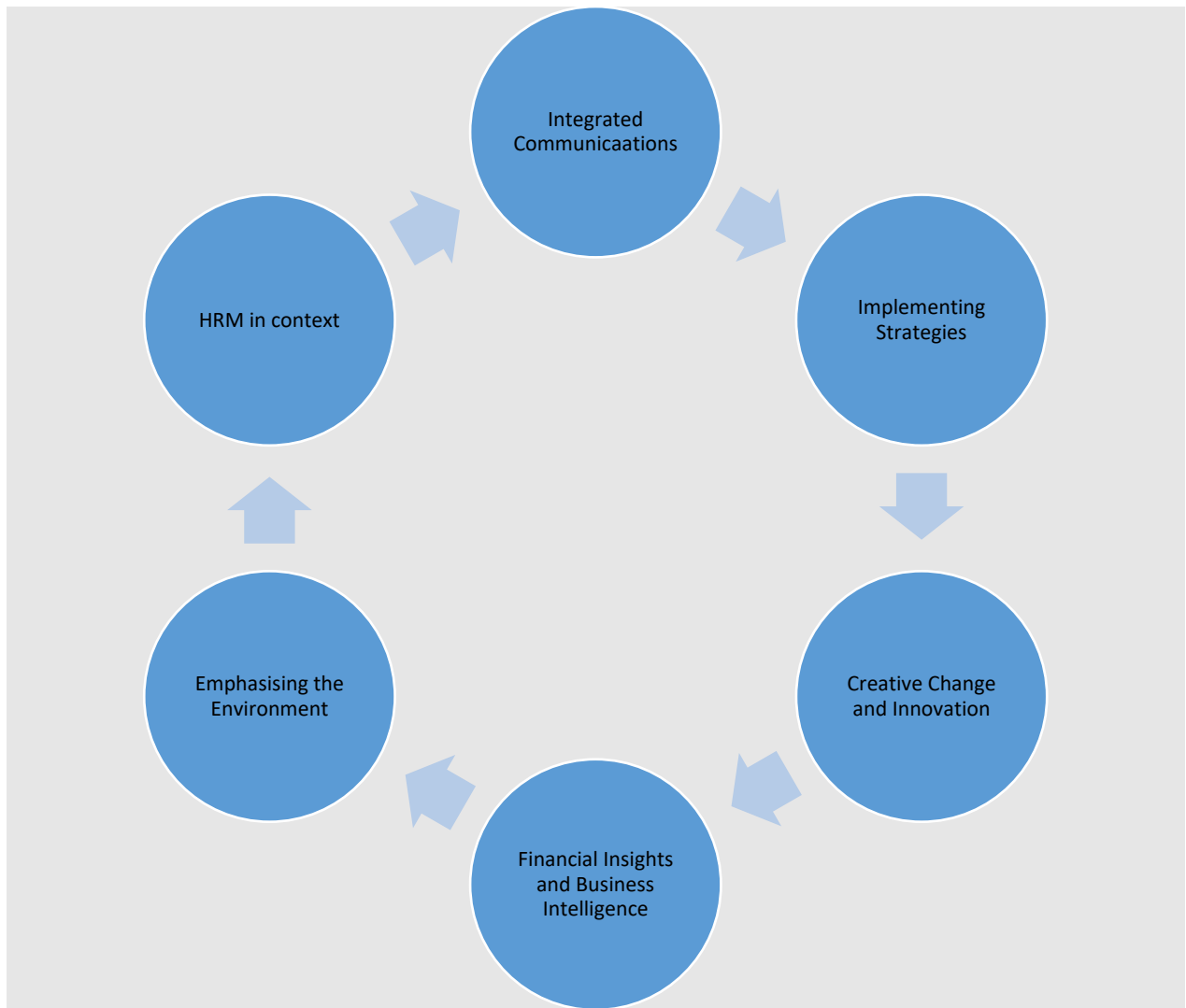
Fig 2: Optional modules for each programme

Option Modules:

		Options for MBA Marketing
		Options for MBA HRM
		MBA to choose one option from Marketing and one from HRM

   	Options for MBA Finance
   	Options for MBA Project Management
   	Options for MBA Entrepreneurship
   	Options for MBA Health Management
   	Options for MBA Psychology
   	Options for MBA Big Data
   	Options for MBA Cyber Security

A circular flow diagram with the following nodes arranged clockwise:

- Security and Risk Management in a Digital Environment
- Strategic Marketing
- Customer Continuity and Growth
- Resourcing and Talent Management
- Reward management
- Small Business Finance
- International Finance and Investments
- Project and Operations Management
- Business Analytics for Project Management
- Entrepreneurial Thinking
- New Venture Creation
- Conceptualising Leadership in Healthcare
- Professional practice and Strategy Implemenetation in the context of Health care Management
- Personality at Work
- Topics in Health Psychology
- Big Data: Challenges and Opportunities
- Business Data Analytics
- Cyber Security for Digital Business

| Research Methods | Core Module | Literature Review | Core module | Dissertation | Core Module |

Level 7 Carousel Delivery Model MBA, MBA Marketing, MBA HRM, MBA Finance, MBA Project Management, MBA Entrepreneurship, MBA Big Data, MBA Cyber Security and MBA Psychology					
Mod title	Emphasising the environment	Mod title	Implementing Strategies	Mod title	Creative Change and Innovation
Module code	ONL701	Module code	ONL702	Module code	ONL703
Credit value	15	Credit value	15	Credit value	15
Core/Option	Core All routes	Core/Option	Core All Routes	Core/Option	Core All Routes
Mod leader	Owen Dale	Mod leader	Dr Alexis Mason	Mod leader	Emma Taylor
Mod title	Integrated communications	Mod title	Financial Insights and Business Intelligence	Mod title	HRM in Context
Module code	ONL704	Module code	ONL705	Module code	ONL706
Credit value	15	Credit value	15	Credit value	15
Core/ Option	Core All routes	Core/Option	Core All Routes	Core/Option	Core all Routes
Mod leader	Dr Alexis Mason	Mod leader	Dr Ben Binsardi	Mod leader	Emma Taylor

Mod title	Strategic Marketing	Mod title	Customer Continuity and Growth	Mod title	
Module code	ONL707	Module code	ONL708	Module code	
Credit value	15	Credit value	15	Credit value	

		Core/Option	Option MBA Core MBA Marketing	Core/Option	Option MBA Core MBA Marketing	Core/Option	
		Mod leader	Dr Alexis Mason	Mod leader	Dr Alexis Mason	Mod leader	
		Mod title	Reward Management	Mod title	Resourcing and Talent Management	Mod title	
		Module code	ONL709	Module code	ONL710	Module code	
		Credit value	15	Credit value	15	Credit value	
		Core/Option	Option MBA Core MBA HRM	Core/Option	Option MBA Core MBA HRM	Core/Option	
		Mod leader	Emma Taylor	Mod leader	Emma Taylor	Mod leader	
		Mod title	Small Business Finance	Mod title	International Finance & Investments	Mod title	Business Analytics for Project Management
		Module code	ONL715	Module code	ONL720	Module code	ONL719
		Credit value	15	Credit value	15	Credit value	15
		Core/Option	Core MBA Finance	Core/Option	Core MBA Finance	Core/Option	Core MBA Project Management
		Mod leader	Dr Ben Binsardi	Mod leader	Dr Ben Binsardi	Mod leader	Dr Ben Binsardi
		Mod title	Project and Operations Management	Mod title	Conceptualising Leadership in Healthcare	Mod title	Professional Practice and Strategy Implementation in the context of Health Management
		Module code	ONL716	Module code	ONL718	Module code	ONL721
		Credit value	15	Credit value	15	Credit value	15
		Core/Option	Core MBA Project Management	Core/Option	Core MBA Health Management	Core/Option	Core MBA Health Management
		Mod leader	Dr Ben Binsardi	Mod leader	Dr Joanne Pike	Mod leader	Dr Joanne Pike

Mod title	Venture Creation	Mod title	Entrepreneurial Thinking	Mod title	Big Data: Challenges and Opportunities
Module code	ONL717	Module code	ONL714	Module code	CONL722
Credit value	15	Credit value	15	Credit value	15
Core/Option	Core MBA Entrepreneurship	Core/Option	Core MBA Entrepreneurship	Core/Option	Core MBA Big Data
Mod leader	Dr Ben Binsardi	Mod leader	Dr Ben Binsardi	Mod leader	Bindu Jose
Mod title	Business Data Analytics	Mod title	Cyber Security for Digital Business	Mod title	Security and Risk Management in a Digital Environment
Module code	CONL720	Module code	CONL719	Module code	CONL721
Credit value	15	Credit value	15	Credit value	15
Core/Option	Core MBA Big Data	Core/Option	Core MBA Cyber Security	Core/Option	Core MBA Cyber Security
Mod leader	Bindu Jose	Mod leader	Jessica Muirhead	Mod leader	Dr Denise Oram
Mod title	Topics in Health Psychology	Mod title	Personality at Work		
Module code	PSY761	Module code	PSY760		
Credit value	15	Credit value	15		
Core/Option	Core MBA Psychology	Core/Option	Core MBA Psychology		
Mod leader	Dr Amy Curtis	Mod leader	Prof. Mandy Robbins		

DISSERTATION STAGE					
Mod title	Research Methods	Mod title	Literature Review	Mod title	Research Dissertation
Module code	ONL722	Module code	ONL723	Module code	ONL724
Credit value	15	Credit value	15	Credit value	30
Core/Option	Core All Routes	Core/Option	Core All Routes	Core/Option	Core All Routes
Mod leader	Dr Ben Binsardi	Mod leader	Dr Ben Binsardi	Mod leader	Dr Ben Binsardi

23 Intended learning outcomes of the programme

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

Knowledge and Understanding

	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 Health Management: Demonstrate the knowledge and understanding required to contextualise critical health management theory.
A10	MBA Entrepreneurship: Appreciate how the relevant entrepreneurship practices and concepts and be able to contextualise in a number organisations.
A11	MBA Big Data: Demonstrate a critical understanding of the practical application of data analytics to improve business decision making.
A12	MBA Cyber Security: Demonstrate a critical understanding of the cyber security challenges faced by business, and the technical measures required to prevent and respond to such threats.
A13	MBA Psychology: Demonstrate a critical understanding of how psychological theory can be applied to business practice and the promotion of individual welfare at work.

Intellectual skills

	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.

	Level 7
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.
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 Health Management: Demonstrate an understanding of the key concepts, theory and application to the health management.
B10	MBA Entrepreneurship: Demonstrate critical thinking skills required by entrepreneurs to achieve in dynamic business environments.
B11	MBA Big Data: Demonstrate a critical understanding of the data analytics skills required to inform business decisions.
B12	MBA Cyber Security: Demonstrate a critical understanding of the responsibilities and techniques for businesses to manage cyber security risks.
B13	MBA Psychology: Demonstrate a critical understanding of the theoretical and conceptual issues in psychology that can impact business.

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 Health 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.
C11	MBA Big Data: Apply data analytics to make and justify informed decisions, implementing predictive techniques to model business scenarios.
C12	MBA Cyber Security: Develop and implement cyber security policies to secure critical business infrastructure.
C13	MBA Psychology: Apply knowledge of psychological theory and research to decisions affecting individuals and environments in business.

Practical, professional and employability skills

	Level 7
	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.
D8	MBA Project Management: Designed to equip you with skills for planning and managing projects as well as forecasting risk and economic data analytics.
D9	MBA Health Management : Concerned with the analysis, formulation and implementation of relevant Health Care Strategy and its implications for Healthcare Management.
D10	MBA Entrepreneurship: Provides a comprehensive understanding of the entrepreneurial skills and processes required in the development of venture creation and management.
D11	MBA Big Data: Communicate data trends and analysis to inform business decision-making on policy and strategy.
D12	MBA Cyber Security: Document and communicate cyber security threats, vulnerabilities and techniques to respond to organisational challenges.
D13	MBA Psychology: Apply psychological theory to understand and explain human factors in business.

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	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Literature Review	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Research Dissertation	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
MBA options – students need to take 2 of the below																									

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
Strategic Marketing Or	Option	■	■	■	■	■	■		■	■	■	■	■	□		■	■	■	■	□	□		■	■	■	■	■	□
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	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	■	■	■	■
Literature Review	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	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Literature Review	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	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	□	□

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
Financial Insights and Business Intelligence	Core	■	■	■	■	□		■	□	■	■	□		■	■	■	■	□		□	■	□	■	□
Research Methods	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Literature Review	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Research Dissertation	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Project and Operations Management	Core	■	■	□	■	■		■	■	■	□	■		■	■	■	■	■		■	■	■	■	■
Business Analytics for Project Management	Core	■	■	■	■	■		■	■	■	■	■		■	■	■	□	■		□	■	■	■	■

MBA Health 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	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Literature Review	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Research Dissertation	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□

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
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	■	■	■	■	□		■	□	■	■	□		■	■	■	■	□		□	■	□	■	□
Research Methods	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Literature Review	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Research Dissertation	Core	■	■	■	■	□		■	■	■	■	□		■	■	■	■	□		■	■	■	■	□
Entrepreneurial Thinking	Core	□	■	■	■	■		■	■	■	■	■		□	■	■	■	■		■	□	□	■	■
New Venture Creation	Core	■	■	■	■	■		■	■	■	□	■		■	■	□	□	■		■	□	□	■	■

MBA Big Data

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	■	■	■	■	□	■	□	■	■	□	■	■	■	■	□	□	■	□	■	□
Big Data: Challenges and Opportunities	Core	■	■	□	■	■	■	■	■	■		■	■	■	■	■	■	□	■	■	■
Business Data Analytics	Core	■	□	■	■	■	■	■	□	□	■	■	■	■	□	■	□	■	■	■	■
Research Methods	Core	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□
Literature Review	Core	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□
Research Dissertation	Core	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□

MBA Cyber Security

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	■	■	■	■	□	■	□	■	■	□	■	■	■	■	□	□	■	□	■	□
Cyber Security for Digital Business	Core	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■	■	□	■	■	■
Security and Risk Management in a Digital Environment	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	□	■	■	■
Research Methods	Core	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□
Literature Review	Core	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□
Research Dissertation	Core	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□

MBA Psychology

Module Title	Core or option?	A1	A2	A3	A4	A13	B1	B2	B3	B4	B13	C1	C2	C3	C4	C13	D1	D2	D3	D4	D13
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	■	■	■	■	□	■	□	■	■	□	■	■	■	■	□	□	■	□	■	□
Topics in Health Psychology	Core	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Personality at work	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Research Methods	Core	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□
Literature Review	Core	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□
Research Dissertation	Core	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□	■	■	■	■	□

24 Learning and teaching strategy

As this programme is being delivered online via a VLE to students who will always be working at a distance, it is important to provide a learning experience that suits the students' study context. In addition, it will also have to be taken into consideration the fact that online distance learning (DL) students in part time study are typically professionals in full-time employment, who have busy work and home lives and hence are time-poor, tending to be strategic in approaching their studies. In view of these expectations, the learning and teaching approach has the following characteristics.

Each 15-credit module is broken into 7 study weeks, with a further week for completion of final assessment. Each week is treated as a distinct learning chunk, with separate content presentation and deadlines for the completion of learning activities. The structured integration of knowledge, presentation, content and practice activities is provided in order for the students to have the opportunity to investigate and apply the learning content as well as demonstrate their level of progress through the use of the VLE tools, such as discussion boards and quizzes. Sections of content, with associated activities, are used in order to make the modules accessible and digestible, and to enable the students to demonstrate their progress and acquisition of knowledge and skills. Similarly, this provides opportunities for the module leader and tutors to provide feedback, support and intervention where required.

Knowledge and understanding are developed through the use of a variety of content presentation methods, such as online videos, narrated presentation (mini-lectures), text content written by the module leader, hyperlinked web content, digital reading resources, and the students' own research and collaboration. The aim is to use a variety of these methods in order to assist the students to remain engaged.

Skills development is facilitated through the use of a variety of learning activities, presented through, and usually recorded in, the VLE. Online forums will be used for discursive and collaborative tasks and students will be asked to work together in whole-class or small group activities. Students will carry out research, reflect on their own professional practice, collaborate on the development of reports and presentations, and carry out practice activities appropriate to the module topic. The use of the online tools for the students to discuss or record their results allows for the module leader and online tutors to see the progress the students are making and to provide constructive feedback. Training in and support for the use of any required digital tools will be provided.

All of these activities will be planned, so that they constructively align with the module and weekly learning outcomes, as well as the formative and summative assessment tasks, to ensure their efficacy in enabling the students to achieve the outcomes. This alignment and focus on active learning tasks will be initiated through the use of the ABC Learning Design process (developed by UCL and promoted by JISC) at the kick-off of each module's development.

For the MBA programmes, the student's own application of the learning and theories presented in the modules is crucial for their successful completion of the programme, and the collaborative tasks planned into the weekly structure provide plenty of opportunity for students to do so and compare their own professional context and experience to that of their classmates. This collaboration also provides

an excellent opportunity for internationalisation of the teaching content, as it is anticipated that the programme will recruit globally.

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 engage in reflective practice from an individual perspective and contribute views.

25 Work based/placement learning statement N/A

Work based learning module will not be applicable to these programmes.

26 Welsh medium provision

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

27 Assessment strategy

In light of the programme format mentioned against the Learning and Teaching Strategy in point 24, above (online DL delivery, time poor strategic learners) the goal is to make best use of assessment practices that similarly meet the needs of students in this context.

The nature of the assessment tasks will be derived through a process of constructively aligning these with the learning outcomes and learning activities for the module and will be designed to ensure coverage. Typical characteristics of the online DL delivery approach of this programme include the following.

When students are working at a distance, it is critical to ensure that they are demonstrating progress through the submission of work in the VLE. Also, for professional learners, smaller submissions are more achievable in the working week. Therefore, we aim to use multiple points of assessment in each module unless the nature of the module topic dictates otherwise. For example, there may be 3 points of submission with a 25/25/50 split. A major final piece will often, though not always, be retained as the students have their final eighth week free from study for the completion of this assessment. These submissions may be discrete. However, it

will be helpful to make the assessment components progressive or accumulative, where appropriate. Methods that will facilitate this include accumulative report writing or case studies, portfolios of work, or assessments that build directly on the previous submission and its feedback. However, this has the implication that grading and feedback on minor pieces will need to be turned around relatively quickly.

Assessment methods will be varied to include formats such as online quizzes, reports and essays, case studies, projects, portfolios of work, reflective statements and reflective portfolios, strategic plans, presentations (both written and recorded) and journals. There will be a mixture of individual and group-work activities.

Formative assessment tasks will be provided early in the modules to further allow students to demonstrate their progression and gain feedback on their work.

In addition, 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 provides clarity with regard to the subsequent academic judgements.

Feedback provision will be in accordance with current policies and practices in place throughout Glyndŵr University to support ongoing progression and development, this will 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 indicative assessment types, which will be a varied mix of assessment types. More specific detail can be found in the module specification, and of modules to be delivered on the carousel model.

Module code & title	Indicative Assessment type and weighting	Assessment loading	Indicative submission date
ONL701 Emphasising the Environment	Report 30% Poster Presentation 45% Reflective Practice 25%	1350 words 900 words 750 words	Week 3,6,8
ONL702 Implementing Strategies	Poster Presentation 20% Learning/Log Journals 35% Reflective Practice 45%	900 words 1,050 words 1350 words	Week 3,6,8
ONL703 Creative Change and Innovation	Poster Presentation 25%	1,050 words 900 words	Week 3,6,8

	Learning/Log Journals 25% Report 50%	1,350 words	
ONL704 Integrated Communications	Report 25% Report 25% Report 50%	750 words 750 words 1,500 words	Week 3,6,8
ONL706 HRM in Context	Background to Business Project 25% Business analysis 25% Business case 50%	550 words 550 words 1,100 words	Week 3,6, 8
ONL705 Financial Insights and Business Intelligence	Report 35% Report 30% Report 35%	1,000 words 1000 words 1000 words	Week 3,5,8
PSY761 Topics in Health Psychology	Poster Presentation 30% Essay 70%	900 words 3000 words	Week 4 Week 8
PSY760 Personality at Work	Portfolio 100%	3,000 words	Week 8
CONL722 Big Data: Challenges and Opportunities	Portfolio 60% Report 40%	1,800 words 1,200 words	Week 8
CONL721 Security and Risk Management in a Digital Environment	Essay 40% Quiz 20% Report 40%	1,200 words 1 hour 1,200 words	Week 3 Week 5 Week 8
CONL720 Business Data Analytics	Portfolio 60% Report 40%	1,800 words 1,200 words	Week 3, 5 Week 8
CONL719 Cyber Security for Digital Business	Portfolio 50% Report 50%	1,500 words 1,500 words	Week 6 Week 8
ONL723 Literature Review	Literature Review 100% coursework	3000 words	Weeks 3,6,8
ONL722 Research Methods	Research Proposal 30% Portfolio 70%	3000 words	Weeks 3,6,8
ONL724Research Dissertation	Dissertation 100 % coursework	6000 words	Weeks 3,5,8

28 Assessment regulations

This programme will follow the Regulations for Taught Masters Degrees taught entirely by online distance learning.

Derogations
N/A

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

N/A

Restrictions for trailing modules (for taught masters programmes only)

Students must have studied (not necessarily passed) the eight required modules before starting the three research and Dissertation modules.

29 Quality Management

Quality management is an integral part of the programme with the overall responsibility for quality being assigned to the Associate Dean and Programme Leader, drawing on the relevant contents in the University's Programme Leaders Handbook. Quality management is well documented within the specific Programme Handbook which is available to all students registered on the programme via the virtual learning environment. This includes details of the academic calendar, scheduled teaching weeks, the modular diet and submission dates for assignments.

It is University policy to allocate a Personal Tutor to each student and encourage students to raise any concerns, at an early stage, through this pathway. A student representative is also elected by the students and matters requiring attention can also be progressed via this route.

At a modular level the named module leader designs a scheme of work in accordance with the module specification and academic calendar. It is usual practice for the module leader to write the relevant assessments which are subsequently peer reviewed by an academic colleague within the Faculty.

When assessment work is submitted, it undergoes first marking by the module leader and a sample based on the range of marks is independently second marked and also made available for external examiner comments via the virtual learning environment prior to the assessment boards.
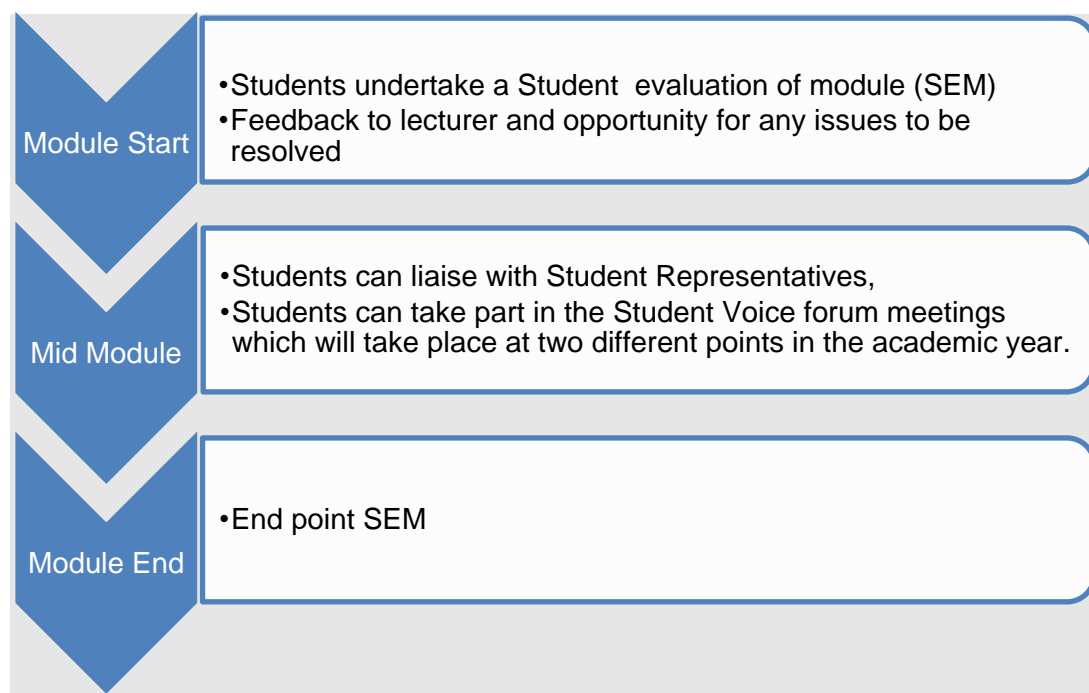
Students are encouraged to submit modular feedback via the virtual learning environment. Two Student Voice Forum meetings are held on-line during the course of each academic year which are independently chaired and encourage an exchange of opinions and perceptions between staff and students, noting areas for improvement or good practice as a foundation for quality evaluation. The Minutes and any responses from the Student Voice Forum meetings are posted onto the programme site of the Virtual Learning Environment.

Annual reports are submitted by external examiners which are subsequently shared with students and the programme leader replies, noting any actions that have been taken. This report forms part of the Annual Monitoring Review which enables reflective practice, in relation to the programme, to occur. This includes a number of data sources to produce a robust insight into the health of the programme.

Completed reports are discussed at a Faculty Board and are a further source of best practice and suggestions for improvement, which are enacted in the first half of the academic year.

Faculty meetings also provide a forum for programme discussion and to highlight issues which could include attendance and progression. Peer review of teaching is scheduled to provide a second opinion on programme delivery. Student Voice will be completed and feedback given, via the online learning medium.

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

30 Research and scholarship activity

The make-up of the Programme Team is determined by subject specialism, which, in many instances, within the North Wales Business School, is enhanced by wide ranging practitioner experience. These two aspects serve to underpin the proposed curriculum.

All staff are encouraged to participate in scholarly activity to ensure subject currency is maintained. There is a diverse range of membership of academic institutions, the majority of which provide a programme of developmental opportunities via workshops and conferences. Staff are also encouraged to register on research degree programmes which requires original research with relevance to business practitioners. The publication of research output is also widely practiced to inform the wider research community.

Research active staff undertake wide-ranging reviews of academic text books and contribute original material in the form of models or chapters. This practice illustrates the

contribution made by the School team to contemporary scholarship and has the potential to generate collaborative opportunities.

31 Learning support

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

- Library & IT Resources
- Inclusion Services
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student and Programmes Centre
- Glyndŵr Students' Union

These can be accessed via online means such as email, webpages, or Skype appointments.

Faculty support for students

All students at Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal studies and to provide pastoral and academic support throughout their studies at the University. It is a vital role to support student engagement and retention, and to help every student to succeed to the best of their ability. For further information regarding the student support and retention strategy for online students, please see the section below.

Student Retention Strategy

Student Success Team

The Student Success team is there to provide proactive encouragement and support to all students throughout their online journey. It is their responsibility to ensure that each student is given the right level of support and to identify when students need encouragement or guidance in order to succeed. The team will reach out to every student by phone and follow up with email communications whilst recording activities, participation and attendance to each key element of their chosen course.
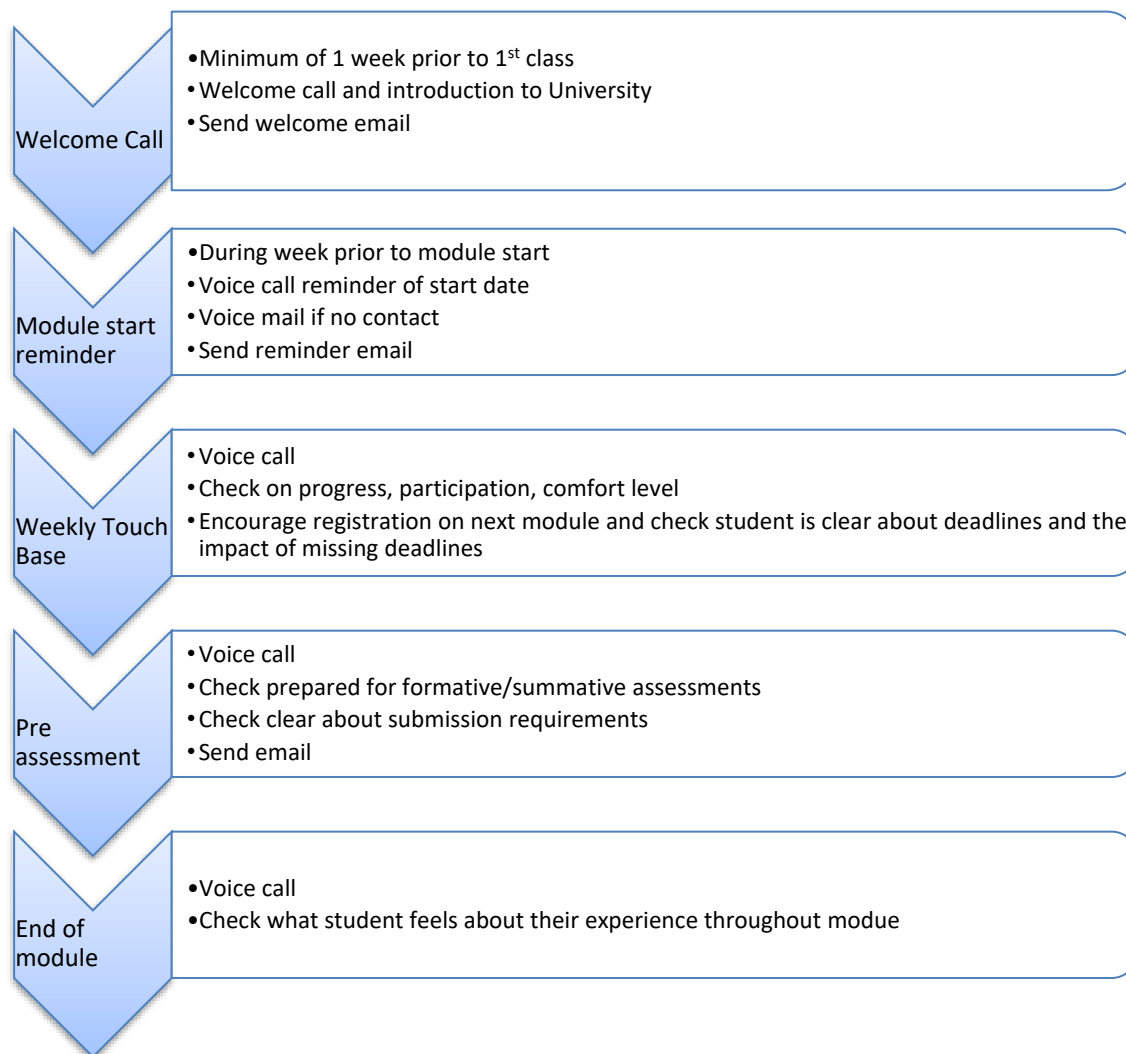
Support for New Students

All students are allocated a Student Success Coordinator (SSC) who will stay with the student for the duration of their study. The student will be handed over from the Enrolment Services team at the point at which they pay for the first module and thereby commit to study. The Student Success Coordinator (Retention Specialist) will email the student within 48 hours and ask them to confirm their availability to receive a welcome call.

This initial welcome call is a 'virtual walk to class' designed to assuage any concerns the student has at the start of their journey and assure them that support will always be close at hand. During this call the SSC will explain their role and the roles of other team members with whom the student may have contact. They would revisit any concerns the student might have, agree the frequency and mode of communication (telephone, Zoom, Whatsapp, Google Hangout etc), and explain the next steps in the student journey. All support from Glyndŵr University; personal tutor etc. will be provided online, via Skype and email, and all contact will keep to UK business hours. During the initial welcome call the SSC will:

- advise the student who to contact and what for (with initial point of contact almost always being the SSC)
- review their programme plan with the student
- explain the importance of undertaking the Orientation module and any other ancillary modules
- direct the student to the Student Handbook and Programme Handbook
- ensure the student can access the VLE
- explain how to access other University support and resources
- check the student is clear about how and when to register for their next module
- ensure the student understands how the option to take a study break operates and agree next steps

The SSC will operate a weekly outreach to students prior to, and during, the first two modules and will then provide regular contact points from the third module onwards. The team will monitor attendance of all students daily and weekly to ensure all students feel supported. The SSC will identify 'at risk' students where there is any lack of engagement and proactively contact them to discuss and address. A summary of the outreach approach is below:

| Welcome Call | • Minimum of 1 week prior to 1st class
• Welcome call and introduction to University
• Send welcome email |

| Module start reminder | • During week prior to module start
• Voice call reminder of start date
• Voice mail if no contact
• Send reminder email |

| Weekly Touch Base | • Voice call
• Check on progress, participation, comfort level
• Encourage registration on next module and check student is clear about deadlines and the impact of missing deadlines |

| Pre assessment | • Voice call
• Check prepared for formative/summative assessments
• Check clear about submission requirements
• Send email |

| End of module | • Voice call
• Check what student feels about their experience throughout modue |

Programme specific support for students

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

At programme induction students will be allocated to a Personal Tutor, drawn from the programme team. This mechanism enables the student to discuss options available for additional personal development or specific support issues that may arise, from time to time, throughout the duration of the programme. The Programme Leader, in many instances, has a dual role, acting as Personal Tutor for students on the programme. Allocation of personal tutors is reviewed at the beginning of each academic year and students have the facility to raise issues through the Student Representative or the Student and Programmes Centre should they choose to do so in an anonymous manner.

An online induction for the MBA students will be provided in the Canvas VLE. This will be made available to students when they have paid for their first module, and no later

than two weeks prior to starting their first module. The orientation is intended to have several sections including:

- Welcome to the University (from the VC)
- Overview of the programme
- Rules and regulations
- Support services
- Academic skills
- How to use the Canvas VLE

Students will be encouraged to participate in the induction, and required to fill in an online completion statement, which will be checked by the SSC.

32 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.Glyndŵr.ac.uk/en/AboutGlyndŵrUniversity/EqualityandDiversity/
ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.