

## PROGRAMME SPECIFICATION

<b>Awarding body/institution</b>	Glyndŵr University
<b>Teaching institution</b>	Glyndŵr University
<b>Details of accreditation by a professional, statutory or regulatory body</b>	None
<b>Final award/s available</b>	Executive Master of Business Administration; Post Graduate Diploma in Executive Business Administration; Post Graduate Certificate in Executive Business Administration.
<b>Award title</b>	MBA
<b>UCAS code</b>	
<b>Relevant QAA subject benchmark statement/s</b>	Master's degree characteristics, March 2010; Master's degree in business and management 2007;
<b>Other external and internal reference points used to inform the programme outcomes</b>	QAA Masters degree in Business and Management (2007) QAA Quality Code for HE
<b>Mode/s of study</b>	Part time (block)
<b>Language of study</b>	English
<b>Date at which the programme specification was written or revised</b>	July 2013 Updated January 2015

<b>Criteria for admission to the programme</b>
<p>Any applicant that satisfies the following three criteria will be admitted to the programme:</p> <ol style="list-style-type: none"> <li>1. A First or Second Class Honours degree or a professional qualification of similar standing with relevance to the programme.</li> <li>2. In permanent employment and with a minimum of two years work experience in a managerial role.</li> <li>3. A testimonial from their line manager or senior figure within their organisation advising of their suitability for an executive MBA programme.</li> </ol> <p>In the event that an applicant fails to satisfy all the above criteria then an interview with the applicant and the Programme Leader will be required. This can take place either face to face, over the telephone or through virtual means (e.g. Skype). The Programme Leader will seek evidence that the applicant has sufficient experience in a business role and the commitment necessary to cope with the programme demands.</p> <p>Particular examples of circumstances that may necessitate an interview include (but are not limited to):</p>

- A small business owner with many years of experience who chose not to complete an undergraduate degree but can demonstrate exceptional aptitude for business;
- A self-employed individual with no formal line manager who still satisfies the first two criteria;
- An individual who at the time of applying is not currently in a management role but has been in their past;
- An individual who has not attained two years of managerial experience but has demonstrated exceptional aptitude within their management role to date. However, the candidate must still satisfy criteria one and three.

Examples of criteria to be used in the selection of candidates who are exceptional entry include:

- A detailed document to identify personal business achievements prepared by the applicant. Achievements could include the negotiation process required to win new business, the implementation of new systems to enhance business effectiveness in a specific area such as quality, waste, complaints, staff turnover, etc. The role of the applicant in the process should be clear within the submission
- A relevant business award with supporting evidence of the selection criteria
- A signed, written statement from a current or past employer to support the application which provides sufficient detail of the roles, responsibilities and achievements of the applicant

Any applicant that fails to satisfy the Programme Leader of their ability to undertake a Masters level programme will be rejected but invited to work towards a successful application in the future. The Programme Leader's decision will be judged as sufficient.

### **International Application**

Any international student will be expected to comply with the above. In addition, normal Glyndŵr University requirements for English for international students will apply (e.g. IELTS 6.5).

It is highly unlikely that international students will apply. However such circumstances as international professionals re-locating to a U.K. site/office and overseas individuals wishing to travel to attend modules may arise.

### **Accreditation of prior learning (APE(L)) arrangements**

Applications from those wishing to enter the programme with prior learning and/or experience, at points other than the beginning, will be considered on an individual basis in line with Glyndŵr University's AP(E)L procedures.

### **Aims of the programme**

The overall aim of this programme is to provide a comprehensive and flexible course at postgraduate level for students seeking to follow or develop their careers within a management role. The programme is aimed principally at professional people in employment, who have been identified as having high potential, in terms of their progress to senior management. Specifically, the programme is intended to provide the leaders and Board level executives of the future with the requisite breadth of knowledge to make a positive impact to their organisation.

Since the executive MBA is targeted towards individuals with existing managerial experience, its focus is substantially different to that of a full-time MBA programme. It aims to provide students with the following:

1. A breadth of knowledge in twelve key areas of business and management.
2. A wider appreciation of how organisations operate and grow outside of their accumulated personal experience to date.
3. The opportunity to think critically on a range of business scenarios and re-assess the most effective approach to be taken in each case.
4. Knowledge of solutions to challenging business problems or weaknesses that are either novel or new to their organisation's experience.
5. The ability to understand, respond to and lead change.
6. The opportunity to think strategically as much, if not more so, than operationally, and in so doing elevate students' thinking towards senior management thinking.
7. A critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of the academic disciplines of management.
8. An opportunity through the dissertation to research a particular subject area of business and management in depth and in doing so contribute to the existing body of knowledge in that area.

Further, the programme will aim to develop students' softer skills, particularly in terms of developing:

1. Ability to work effectively as part of a team.
2. Confidence to think independently and ask probing questions.
3. Ability to manage their time, work to a deadline and effective organisation.
4. Ability to write business reports in a succinct and informative style.
5. Oral and visual presentation skills.
6. Skills in research and knowledge exploration.

On completion of the programme students will be able to:

- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
- Continue to advance their knowledge and understanding, and to develop new skills to a high level.

### **Distinctive features of the programme**

The programme is founded upon nine critical factors that make the programme distinctive and add value to the overall student experience:

#### **1. Use of Business Experts in Module Delivery.**

The University has prioritised sourcing and recruiting leading business practitioners to support the delivery of modules in the role of visiting speakers. All of our recruits have experience of delivering in an academic environment but also have considerable experience in real business situations. This blend of academic theory with practical business application is an essential factor in ensuring that the programme adds value to the business community and wider economy.

#### **2. Relevant Content for Business Professionals**

Within each of the four pillars, students are provided with modules that blend academic rigour with detailed discussion on where the theory sits in real life business scenarios. The module titles are intuitive and in some cases motivational and tutors are expected to incorporate that intuition into the sessions. This means that the executive MBA is taking a significant step towards offering academic education that is directed more towards application than information storage. Module leaders will prioritise the demand for up-to-date subject matter with particular emphasis on sharing ideas and material that can be considered 'leading-edge'.

### **3. Innovative Curriculum Design**

Many existing (executive) MBA programmes on the market fail to structure the syllabus in a way that reflects how real businesses operate. This programme has been specifically designed to provide students with a structure that enables them to see how successful businesses unite their disparate functions towards a common goal. This is achieved by applying a syllabus divided into four pillars of learning that reflect a real business. The ninth core module links the four pillars together through strategy and culture.

### **4. Flexibility of Subject Matter**

Each pillar contains four modules. As such, the syllabus offers students the breadth of knowledge required to understand how to manage a business at senior level. In addition, a range of optional modules have been included in the programme that provide participants with an opportunity to acquire additional expertise in areas of the syllabus that closely match their current specialism or areas of interest.

### **5. Application Focused Assessment**

Assessment is principally (although not exclusively) coursework based. Specifically, particular emphasis will be given to the student applying learning from the module directly back to his or her own organisation or a suitable alternative. This approach benefits both student and employer (or for the owner-manager). The benefit to the employer is justified since the student is encouraged to make the assignment available to relevant members of their organisation in order to take advantage of the learning.

### **6. Stimulating and Thought Provoking Sessions**

Delivery format is fully blended throughout to eliminate the need for continual lecturing. The block delivery is divided into 1.5hour sections with a maximum of 50% of each section being lecture style. 'One to many' knowledge transfer is supplemented by group work, student presentations, multi-media presentations and other forms of delivery that are applicable to the specific module.

### **7. Dissemination of Knowledge Across Different Organisations and Sectors**

Applicants onto the programme need to have a minimum of two years managerial work experience. The executive MBA therefore provides a unique opportunity to regularly bring together talent from disparate sectors. Further, a large element of learning within modules will be through interactive peer working either in formal group work or through informal discussion of a less structured nature. Critically, the consequence of this is a programme that will encourage and enable students to learn about how other organisations carry out their management practices.

### **8. Opportunity for Reflection**

Block delivery is considered the most attractive option for potential students since it minimises the inconvenience in time for the manager who must travel to the place of

delivery. It also provides the necessary intellectual space for students to digest, reflect and explore further the learning and knowledge from the module.

## **9. Tangible Benefits for Local Businesses**

In many ways this is what separates the executive MBA from other similar qualifications (in particular the full-time MBA). Members of the business world who engage with an executive MBA by sending their employees onto the programme are making a pro-active commitment to grow their talent base with short to medium term impact on their own organisation. This is due to several of the factors highlighted above. In contrast, full-time MBA students will typically (though not exclusively) progress to employment at a more junior level and therefore will not be afforded the opportunity to immediately influence their employing organisation to any great extent.

In the light of the above, the over-arching aim of the programme from a business community perspective is to make a positive contribution to regional socio-economic growth.

### **Programme structures and requirements, levels, modules, credits and awards**

#### Duration

The structure of the executive MBA enables completion within a two year period on a part-time basis. The taught element can be completed in eighteen months with six months allocated for the dissertation. Exceptionally, against Glyndŵr University's degree structure, modules are worth 10 credits. This was considered appropriate in the light of the depth of study across 17 module options. The taught element thus requires the completion of 12 modules, which equates to 120 credits.

Students are able to trail modules, although this will inevitably delay their completion of the programme. The executive MBA follows the usual University regulations on part-time completion of postgraduate studies.

#### Modes of study

- Part-time block delivery at Glyndŵr University, Plas Coch campus. Each module is delivered over three full days – typically Thursday through to Saturday.

#### Potential entry and exit points

- One intake per year in Wrexham. In the 2012/13 academic year, the programme will commence in May. From 2013/14 onwards the programme will commence in September.

Students can exit with an award at one of three points according to the schema below.

#### Progression and award requirements for all awards, including exit awards

Completion of the Executive MBA requires passing twelve taught modules plus the dissertation. Students can however progress to the Dissertation trailing a module (subject to meeting the criteria as detailed in the academic regulations). Students are also eligible to be awarded the PG Diploma if they have obtained a compensating fail at 35% minimum on one module. A student obtaining a compensating fail is not allowed to progress to the dissertation.

- For the PG Certificate, students are required to pass six modules (60 credits).

- For the PG Diploma, students are required to pass twelve taught modules (120 credits) whilst having the possibility to fail one module but with a minimum 35% grade.
- For the MBA, students are required to pass twelve modules plus the dissertation (180 credits).

### Delivery and Assessment Schedule – May 2013 Cohort

Module Delivery Dates	Assessment Hand in Date	Module Title	Boards/Notes
16 May 2013	n/a	Induction, Enrolment and Academic Writing	
23, 24, 25 May	03 July	Brand Power	Sept Mod Board
24 June	n/a	Research Methods I	
04, 05, 06 July	14 August	Corporate Finance	Sept Mod Board
	<b>September Assessment Board (Module Board only)</b>		
15, 15, 17 August	25 September	Excellence through Lean	Jan Mod Board
26, 27, 28 September	06 November	Supply Chain Advantage	Jan Mod Board
07, 08, 09 November	08 January	Customer Power	Jan Mod Board
	<b>2014</b>		
	<b>January Assessment Board (Module Board)</b>		
09,10,11 January	19 February	Business Applications of Corporate and Commercial Law	May Module Board
24 January	n/a	Research Methods II	
20, 21, 22 February	02 April	Excellence Through Leadership	May Module Board
	<b>May Assessment Board (Module &amp; Progression Assessment Boards)</b>		At this point students will have studied 70 credits therefore should also be presented to Progression Assessment Board so that they know which modules they are referred in. All referred modules must be completed at the next available opportunity (ie Sept Board).
03, 04, 05 April	14 May	Social Responsibility Advantage	Sept Module Board
15, 16, 17 May	25 June	Corporate Strategy and Culture	Sept Module Board
26, 27, 28 June	06 August	Option Module 1	Sept Module Board

	<b>September Assessment Board (Module Board only)</b>		Progression Board for students who have failed module(s) at 2 <sup>nd</sup> attempt and therefore failed the programme – but may wish to continue in order to gain more credits or PG Certificate.
07, 08, 09 August	17 September	Option Module 2	Jan Module Board
18, 19, 20 September	09 November	Option Module 3	Jan Module Board
12 November	n/a	Research Methods III	
	<b>2015 January Assessment Board (Module &amp; Progression Assessment Boards)</b>		Students progress to dissertation at Progression Assessment Board
	31 May 2015	Dissertation	Note deadline is after the Assessment Board period therefore will need to go to Sept Board for confirmation of mark/award.
	<b>September Assessment Board</b>		

### Indicative Delivery and Assessment Schedule – September 2013 Cohort

<b>Module Delivery Dates</b>	<b>Assessment Hand in Date</b>	<b>Module Title</b>	<b>Boards/Notes</b>
27 September 2013	n/a	Induction and Enrolment/Academic Writing	
03, 04, 05 October	14 November	Brand Power	Jan Module Board
18 October	n/a	Research Methods I	
07, 08, 09 November	19 December	Corporate Finance	Jan Module Board
05, 06, 07 December	23 January	Excellence Through Lean	May Module Board
	<b>2014</b>		

	<b>January Assessment Board (Module Board only)</b>		
16, 17, 18 January	27 February	Supply Chain Advantage	May Module Board
13, 14, 15 February	27 March	Customer Power	May Module Board
13, 14, 15 March	24 April	Business Applications of Corporate and Commercial Law	May Module Board
	<b>May Assessment Board (Module &amp; Progression Assessment Boards)</b>		At this point students will have studied 60 credits therefore should also be presented to Progression Assessment Board so that they know which modules they are referred in. All referred modules must be completed at the next available opportunity (ie Sept Board).
17, 18, 19 April	29 May	Excellence Through Leadership	Sept Module Board
02 May	n/a	Research Methods II	
22, 23, 24 May	03 July	Social Responsibility Advantage	Sept Module Board
19, 20, 21 June	31 July	Corporate Strategy and Culture	Sept Module Board
17, 18, 19 July	29 August	Option Module 1	Sept Module Board
	<b>September Assessment Board (Module Board only)</b>		Progression Board for students who have failed module(s) at 2 <sup>nd</sup> attempt and therefore failed the programme – but may wish to continue in order to gain more credits or PG Certificate.
11, 12, 13, September	23 October	Option Module 2	Jan Module Board
16, 17, 18, October	27 November	Option Module 3	Jan Module Board
	<b>2015</b>		
21 November	15 January 2015	Research Methods III	



	<b>January Assessment Board (Module &amp; Progression Boards)</b>		Students progressed to dissertation at Progression Assessment Board
	18 May 2015	Dissertation	Note deadline is during the Assessment Board period therefore will need to go to Sept Board for confirmation of mark/award.
	<b>September Assessment Board</b>		

Programme structure diagrammatically

The taught programme contains twelve modules each worth 10 credits. There are 17 modules: nine of which are core and eight are options. Upon validation, modules will be given formal University codes that augment these abbreviated descriptions.

Each pillar has two core modules and two optional modules. The four pillars are:

❖ **Financial and Regulatory**

- Core: Corporate Finance  
Business Applications of Corporate and Commercial Law  
Options: Measuring Performance  
Decision-making Under Uncertainty

❖ **Operational and Performance Delivery**

- Core: Excellence through Operating Lean  
Excellence through Leadership  
Options: Creating Total Quality  
Creating Total Team Harmony

❖ **Customer Focus**

- Core: Brand Power  
Customer Power  
Options: The Social Media Super Highway  
The Psychology of Selling

❖ **Supplier and Corporate Relations**

- Core: Supply Chain Advantage  
Social Responsibility Advantage  
Options: Harnessing the Power of Globalisation  
Negotiating to 'Yes'

Corporate Finance AND Business Applications of Corporate and Commercial Law	Excellence Through Operating Lean AND Excellence Through Leadership	Brand Power and Customer Power (20 credits)
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(20 credits)	(20 credits)	
60 credits: Possible exit points with Postgraduate Certificate in Business		
Supply Chain Advantage AND Social Responsibility Advantage (20 credits)	** Corporate Strategy and Culture and ONE Option Module drawn from Measuring Performance, Social Media Highway, Harnessing Power of Globalisation and Creating Total Quality (20 credits)	Two Optional Modules (subject to availability) Drawn from options listed in central column on left and Decision Making under Uncertainty, Psychology of Selling, Negotiating to Yes and Creating Total Team Harmony (20 credits)
120 credits: Possible exit point with Postgraduate Diploma in Business		
Research Methods and Dissertation (60 credits)		
180 credits: Masters in Business Administration		

As illustrated above, Corporate Strategy and Culture is one compulsory 10 credit module combined with an option emphasising its strategic intent to total 20 credits.

\*\* The remaining module in the pillar from which the accompanying module to CSC is drawn is therefore not available as an option choice. The option module chosen will complement the CSC module to give a strategic view of that module. This means all students can select from one of the three remaining option module sets to attain 120 credits. Both optional modules selected must be from the same pillar.

It is recognised that, at times, overall student numbers and individual preferences may result in an optional module failing to attract sufficient interest for the module to be viable. In order to address this situation an integral part of the programme induction will be to make students aware of the possibility that not all options will run. Students will be encouraged at this early stage of the programme to provide the programme leader with their option preferences to develop student clusters details of which are fed back to the cohort to ascertain choices at this early stage and effectively manage student expectations.

The 17 modules available are detailed in Appendix 1 – Module Specifications.

In summary, all students are required to complete nine core modules and three optional modules. One option accompanies the CSC module to make ten modules (100 credits) and two modules from the same pillar worth 20 credits, making 120 credits in total.

#### Additional Learning Support

Students will be provided with additional support in the form of separate one-day sessions – which are termed workshops. Workshops will combine knowledge transfer and practical discussion and application. One workshop will be devoted to academic writing and three workshops will be given to research methods. It will be stressed during the enrolment and induction processes of the programme that attendance at all of these sessions is a compulsory element of the programme. The sessions will provide an opportunity for students

to gain feedback on draft assignment work which demonstrates the application of the skills the students will gain during the workshops.

The academic writing workshop will be delivered prior to the commencement of the programme. It will take place following registration and enrolment and all students will be advised that attendance at these sessions are an integral part of the programme and that attendance is compulsory. The workshop will be pitched at Level 7 to ensure that all students appreciate the expectations regarding the standard of their submitted work at this level. For the cohort of 2013, this is scheduled for 16<sup>th</sup> May 2013. Similar dates will be provided in advance of future cohorts.

The three research methods workshops will be staggered at appropriate stages of the programme. The first workshop will take place within the first three months of the commencement of the programme. This is to ensure that students receive adequate support for the PG Certificate stage of the programme. The second workshop will take place immediately following the completion of the sixth module and will be aimed at Postgraduate Diploma level. The final workshop will be delivered once students enter the dissertation stage of their studies. The material covered over this session will be of a more advanced level in recognition of the demands that a dissertation places on students.

Further support on both research methods and academic writing will be provided to all students in the form of links to relevant documents, books, e-books, journals and other electronic material through Moodle.

### **Intended learning outcomes of the programme**

#### **Postgraduate Certificate in Business**

The following learning outcomes will be generic across all of the modules. In addition, individual module learning outcomes have been identified that are specific to the module in question. These are outlined in the relevant module specification document.

Students will demonstrate the ability to:

#### **A) Knowledge and understanding**

1. A critical awareness of the legal and financial constraints businesses are required to adhere to; evaluate a range of techniques to measure and articulate financial and regulatory standing of an organisation.
2. Evaluate and qualify the various techniques in which an organisation can improve operationally by streamlining its processes and increasing motivation within employees and stakeholders through adopting; be able to apply the appropriate tools and techniques to particular corporate environments.
3. Evaluate the role brands and customers play in contributing to successful organizational growth; analyse the emotional component of decision-making. Synthesize information from a variety of sources and assess how environmental variables impact an organisations marketing strategy.

#### **B) Intellectual skills**

1. Critically assess theories and real life business scenarios and formulate plausible and defensible conclusions.
2. Apply problem solving and decision making skills using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.
3. Demonstrate numeracy and quantitative aptitude that can be applied to assist with business situations.

**C) Subject and other skills**

1. Use Information Technology effectively.
2. Communicate effectively both orally and in writing, using a range of media, including the preparation of business reports.
3. Perform effectively within a team based environment.
4. Demonstrate interpersonal skills of effective listening, negotiating and persuasion.

**D) Professional Skills and abilities and Employability Skills and abilities**

1. Demonstrate effective self-management and the ability to continue learning.
2. Demonstrate self-awareness and sensitivity to diversity in people and different situations.
3. Demonstrate an ability to learn through reflection and knowledge transfer.

**Post Graduate Diploma in Business**

In addition to meeting the learning outcomes of the Post Graduate Certificate outlined above, students will demonstrate the ability to:

**A) Knowledge and understanding**

4. Critically appraise the impact of environmental and external forces on organisations including ethical, social, economic and technological change issues; to be able to recognise how suppliers form an important part of this external environment.
5. Reflect on the strategic and cultural imperative on organisations; identify the different ways in which organisations can find strategic and cultural solutions to their situations and environments; analyse the wider impacts on strategy and culture in terms of the competitive and political landscapes. Apply one area of business and management to the strategic and cultural domains through the selection of an option module.
6. Develop a systematic understanding and critical awareness in one specialist area of business and management by selecting an option module comprising of two deeper areas of study. The communality across all option modules is to identify opportunities for business to improve and grow by focusing upon skills and strategies that provide mechanisms for delivering growth.

**B) Intellectual Skills**

4. Exercise initiative and innovation in devising strategic and cultural solutions.
5. Demonstrate the ability to assess, analyse and synthesise information from a range of sources and apply them to theoretical and practical problems.

**C) Subject skills**

5. Evaluate current theories within business and management and apply to real world scenarios.
6. Act autonomously in planning, designing and applying research methodologies.

**D) Practical, professional and employability skills**

4. Advance their knowledge and understanding and to develop new skills through independent learning that will enhance their continued professional development.

## **MBA**

In addition to meeting the learning outcomes of the Post Graduate Certificate and Diploma, students who achieve the MBA will demonstrate the ability to:

### **A) Knowledge and understanding**

7. Conduct a piece of rigorous independent primary research that provides both insight and critical analysis of a relevant topic.

### **B) Intellectual Skills**

6. Communicate complex problems and their resolution in a clear and effective manner.

### **C) Subject skills**

7. Undertake an independent research project from which they develop their study skills, fieldwork and research skills within a defined business or management area.

The learning outcomes above are exhibited in the tabular form below.

## Curriculum Matrix

Demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules. Note: Each module comprises 2 units (as illustrated in brackets).

	<b>Core unit titles</b>		A 1	A 2	A 3	A 4	A 5	A 6	A 7		B 1	B 2	B 3	B 4	B 5	B 6		C 1	C 2	C 3	C 4	C 5	C 6	C 7		D 1	D 2	D 3	D 4
	Corporate Strategy and Culture (BUS759)	<b>C</b>					☐							☐	☐				☐	☐	☐	☐	☐			☐	☐	☐	☐
L e v e l 7	Corporate Finance (BUS760)	<b>C</b>	☐								☐	☐	☐	☐	☐			☐	☐	☐	☐	☐	☐			☐	☐	☐	☐
	Business Applications of Corporate and Commercial Law (BUS761)	<b>C</b>	☐								☐	☐		☐	☐				☐	☐	☐	☐	☐			☐	☐	☐	☐
	Excellence through Operating Lean (BUS764)	<b>C</b>		☐							☐	☐	☐		☐				☐	☐	☐	☐	☐			☐	☐	☐	☐
	Excellence through Leadership (BUS765)	<b>C</b>		☐							☐	☐		☐	☐				☐	☐	☐	☐	☐			☐	☐	☐	☐
	Brand Power (BUS758)	<b>C</b>			☐						☐	☐			☐				☐	☐	☐	☐	☐			☐	☐	☐	☐
	Customer Power (BUS768)	<b>C</b>			☐						☐	☐			☐				☐	☐	☐	☐	☐			☐	☐	☐	☐
	Supply Chain Advantage (BUS771)	<b>C</b>				☐					☐	☐		☐	☐				☐		☐	☐	☐			☐	☐	☐	☐
	Social Responsibility Advantage (BUS772)	<b>C</b>				☐	☐				☐	☐		☐	☐				☐		☐	☐	☐			☐	☐	☐	☐

## Curriculum Matrix

	Option unit titles		A 1	A 2	A 3	A 4	A 5	A 6	A 7		B 1	B 2	B 3	B 4	B 5	B 6		C 1	C 2	C 3	C 4	C 5	C 6	C 7		D 1	D 2	D 3	D 4
L e v e l 7	Decision Making Under Uncertainty Uncertainty (BUS763)	O	<input type="checkbox"/>					<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Measuring Performance (BUS762)	O	<input type="checkbox"/>					<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Creating Total Quality (BUS766)	O		<input type="checkbox"/>				<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Creating Total Team Harmony (BUS767)	O		<input type="checkbox"/>				<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The Social Media Super Highway (BUS769)	O			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The Psychology of Selling (BUS770)	O			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Harnessing the Power of Globalisation (BUS773)	O				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Negotiating to 'Yes' (BUS774)	O				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Dissertation (BUS775)	C						<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

## **Learning and teaching strategy used to enable outcomes to be achieved and demonstrated**

In accordance with sound educational research and current best practice, the programme will be delivered through a broad range of learning and teaching strategies. The delivery of the programme and its assessment will reflect the spirit of Glyndŵr University's Learning, Teaching and Assessment Strategy with particular emphasis on:

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

At this level of study students are encouraged to take responsibility for their own learning with staff facilitating the learning process. The aim is to encourage a high level of student autonomy in learning and the capacity to apply this within their own organisation and the wider environment. These overall aims are achieved through the use of a variety of learning and teaching techniques, which includes lectures, seminars, workshops, discussions, debates, group tutorials, case studies, problem-based learning and guest speakers.

The Moodle VLE will be a key resource in terms of the learning process. Moodle will be used in the following ways:

1. As a resource centre for all of material from each module. This includes access to the video content of the module lectures, the study guide that accompanies the module and the links to the additional resources such as bibliography and relevant journal and online articles.
2. As the location of the executive MBA forum. The forum is an opportunity for all students to engage with each other and the module tutors. The forum is a resource where students can post questions, comments and suggestions relating to specific aspects of the modules. All tutors are required to regularly access the forum (particularly during the period following their module) in order to respond to any material posted. Further the tutors are expected to regularly start debates on the forum to continue discussion and debate. The forum is a permanent resource and is not expected to be accessed as a 'live debate' (compared with the chat room below). Threads on the forum are continuous and over time will provide students with a rich repository of peer-led information relating to relevant aspects of their studies.
3. Web chat. Chat rooms have been set up for every module on the programme. These chat rooms provide an opportunity for students to 'meet' electronically and discuss topics that are not covered specifically in the forum. It is anticipated that both students and module tutors will agree specific dates and times on which they will come together to chat. The purpose of the web chat facility is to provide an opportunity for students to share experiences, pose live questions to the tutor and discuss thoughts on the module with fellow students. Tutors will also be encouraged to utilise the chat room facility to harness a team-work ethic amongst the students an example being, asking students to engage in a debate with certain students being 'for' or 'against' a particular topic. The tutor could act as a facilitator and judge of the team providing the most compelling argument. Whilst this would not be assessed, it would help to maintain engagement and interaction amongst students.



4. As a repository for additional material provided either by the module tutors or alternative sources. This includes webinars, online talks (e.g. Ted sessions) and webcasts or podcasts available for download.
5. As an opportunity for tutors to keep students up to date with relevant information relating to their module. This will include observations from various dialogues, deadlines, and signposting to new material.
6. As a repository for all other content relating to the programme as a whole. This includes the student handbook, material relating to the sessions on academic writing and research methods.

In addition to the face-to-face teaching contact hours with the tutor during the classroom, students will also be encouraged to have an on-going dialogue with the tutor in a virtual environment. This includes, but is not limited to, email, telephone conversations and pre-arranged video-based meetings, e.g. through Skype. Since modules run for six-week periods it will be feasible to schedule in various sessions through the period to offer live webinars delivered by the module tutor. In the event that a number of students raise similar issues in the post-module reflection period, the tutor may decide to organise a webinar specifically to address those issues for the other students. All of the webinars that are delivered will be stored and are accessible for future cohorts.

Assessment submission dates will be scheduled six weeks after the completion of the module. This is synchronised with the start of the next module. Students will be required to submit a case for late submission of work in line with the University's procedures for extenuating circumstances.

There are no work placement opportunities. Learning is assumed to be largely work based due to the nature of the assignment being applied back to the workplace.

### **Welsh Medium Provision**

Although the programme is delivered through the medium of English, Welsh speakers may request to submit assignments through the medium of Welsh. Provision will then be made to have the assignments translated into English prior to marking.

### **Assessment strategy used to enable outcomes to be achieved and demonstrated**

The assessment strategies for the programme have been informed by the QAA Code of Practice for the assurance of academic quality and standards in higher education; the Credit and Qualification Framework for Wales; Glyndŵr University's document Assessment for Learning: Guiding principles for good practice and Glyndŵr University's Academic Regulations.

One of the unique selling points to the executive MBA is focus on the use of employer-related assignments to a greater extent than examinations. This does not prohibit tutors from using examination as an assessment tool. The rationale for doing this is to maximise the impact of the programme on the students' work life and career. Nevertheless, assessment will be required to test the students' academic knowledge. This means, wherever possible, referencing and applying academic material to a relevant business scenario.

Tutors will be required to provide two different versions, of all assignments before the module commences, with the second one being used as a re-sit assignment. The scope of each assignment will be different but will follow the validated format. However, both will require students to apply the learning from the module back to their organisation. Every assignment

will be subject to internal peer review by a full-time member of the academic staff prior to the external examiner approving the assignments. The completion of this documented process triggers the release of the assignment to the students.

The deadline for submission will always be six weeks from the completion of the module.

Since most of the assignments are directed towards each student's specific workplace, the likelihood of collusion and plagiarism is low. However, in order to ensure that plagiarism does not occur Turnitin will be used in the usual way to mitigate for any potential improper behaviour.

First marking of all assessments is the responsibility of the module leaders who are all full-time members of the academic staff. The internal quality process is followed by providing a sample of first marked work to be second marked by an academic member of staff with subject expertise who will provide supporting comments that are recorded. The process is completed by providing the second marked sample to the external examiner who will report their views prior to the assessment board. This process follows the standard procedures used across all of the existing taught Masters programmes.

Throughout the duration of the programme students that do not achieve a pass standard at the first assessment submission will still be able to continue to the next module. Students who are referred will be given the opportunity to resubmit at the next available assessment point. Should a student not be able to complete all 120 credits of the taught part of the programme, provided they meet the criteria set out in the academic regulations, they will be given the opportunity to trail the referred modules(s) to the dissertation stage and submit at the next available assessment point. Students who are in a trailing situation as they progress to the dissertation will be advised that they complete this element of the course at their own risk as completion of all taught modules is a requirement to exit with a Postgraduate Diploma. In the event that a student fails an option module, they are not able to take an alternative election as a replacement to the failed module.

### Assessment Schedule

Module	Type	Word Count	Due date For first cohort
Corporate Strategy and Culture	Report	2,500-3,000	25 <sup>th</sup> June 2014
Corporate Finance	Report	2,500-3,000	14 <sup>th</sup> August 2013
Business Applications of Corporate and Commercial Law	Case Study	2,500 - 3,000	19 <sup>th</sup> February 2014
Measuring Performance	Coursework	2,500 - 3,000	6 <sup>th</sup> August 2014
Decision Making Under Uncertainty	Case Study	2,500-3,000	17 <sup>th</sup> September 2014
Excellence though Operating Lean	Case study	2,000 - 3,000	25 <sup>th</sup> September 2013
Excellence through Leadership	Coursework	2,000 - 3,000	2 <sup>nd</sup> April 2014
Creating Total Quality	Report	2,000 - 3,000	17 <sup>th</sup> September 2014
Creating Total Team Harmony	Coursework	2,000 – 3,000	9 <sup>th</sup> November 2014
Brand Power	Report	2,000 – 3,000	3 <sup>rd</sup> July 2013
Customer Power	Report	2,000	8 <sup>th</sup> January 2014
The Social Media Highway	Project	2,000 - 3,000	6 <sup>th</sup> August 2014

The Psychology of Selling	Oral Presentation	20 min	9 <sup>th</sup> November 2014
Supply Chain Advantage	Case Study	2,000 - 3,000	6 <sup>th</sup> November 2013
Social Responsibility Advantage	Project	2,000 - 3,000	25 <sup>th</sup> June 2014
Harnessing The Power of Globalisation	Case study	2,000 - 3,000	17 <sup>th</sup> September 2014
Negotiating to 'Yes'	Coursework	2,000 - 3,000	9 <sup>th</sup> November 2014
Dissertation	Dissertation	15,000	

### Assessment regulations that apply to the programme

Academic regulations for taught Masters will apply to this programme.

In line with the regulation on progression to Part Two of the programme (Dissertation) all modules would be eligible for trailing.

### Programme Management

An overview of the programme management team is presented below along with indicative key responsibilities.

**Academic Head of Department:** Professor Chris Jones

The Academic Head of Department will be responsible for the strategic direction of the programme and management of the programme team.

**Programme Leader:** TBC – interviews scheduled

The Programme Leader will be responsible for the overall quality of the programme and the student experience. They are therefore responsible for the day to day management and organisation of the programme. The Programme Leader reports directly to the Academic Head of Department.

The Programme Leader will be expected to represent the executive MBA at Assessment Boards, including progression and award.

N.B. The Academic Head of Department will act as temporary Programme Leader until a suitable appointment has been made.

### Module Leaders:

Module leaders are assigned to each of the four learning pillars, in addition to the CSC module and the Dissertation stage. The composition of the module leader team is as follows:

Corporate Strategy and Culture:	Prof Chris Jones
Financial and Regulatory:	Dr. Bethan Lloyd-Jones
Operational and Personnel Development:	Mike Green
Customer Focus:	Dr. Gareth Harvey
Stakeholder and Corporate Relations:	Dr. Jan Green
Dissertation:	Dr. Jan Green

The Module Leaders are responsible for the overall content and delivery of their modules. They will report to the Programme Leader and manage the module tutors (see below).

Module leaders will also be responsible for the content and management of the 'course' area of the Moodle site.

The Module leaders will be expected to represent the executive MBA at assessment boards, including progression and award.

**Module Tutors (Internal tutors / Visiting Speakers):**

The module team comprises of the module leader, supported by suitably qualified internal tutor / visiting speaker, hereafter referred to as the 'module tutor'. The team that is in place for the academic year 2013/14 is summarised below.

Unit Title	Module Leader	Tutor/Visiting Speaker
Corporate Strategy and Culture	Prof Chris Jones	Dr Paul T Thomas
Corporate Finance	Dr Bethan Lloyd-Jones	Dr Alexandra Charles
Business Applications of Corporate and Commercial Law	Dr Bethan Lloyd-Jones	Mark Briegal
Measuring Performance	Dr Bethan Lloyd-Jones	Dr Philip Wilson
Decision Making Under Uncertainty	Dr Bethan Lloyd-Jones	Prof Chris Jones
Excellence Through Operating Lean	Mike Green	Mike Denison
Excellence Through Leadership	Mike Green	Martin Lee
Creating Total Quality	Mike Green	David Philips
Creating Total Team Harmony	Mike Green	Jonathan Austin
Brand Power	Dr Gareth Harvey	Sid Madge
Customer Power	Dr Gareth Harvey	George Savva
Social Media Super-Highway	Dr Gareth Harvey	Dr Sarah-Jane Grattan
The Psychology of Selling	Dr Gareth Harvey	Dr Gareth Harvey
Supply Chain Advantage	Dr Jan Green	Andy Adams
Social Responsibility Advantage	Dr Jan Green	Dr Mary Dowell-Jones
Harnessing The Power of Globalisation	Dr Jan Green	Dr Jan Green
Negotiating to 'Yes'	Dr Jan Green	Brian Jones
Dissertation	Dr Jan Green	

All module tutors (visiting speakers) have been assessed based on their suitability and experience in terms of business experience and HE delivery. The combined team (of Module Leaders and Module Tutors) provide a strong mix of academic staff with real business experience and business professionals that have experience of developing and delivering training courses at HE level. This variation in delivery style will ensure that each module remains fresh and energetic. The Module Leaders will closely scrutinise both the delivery material and plan for each module to ensure that it maintains the requisite standards commensurate with a Level 7 programme.

### **Personal Tutors:**

A personal tutor will be assigned to the students of the executive MBA programme. The personal tutor will be an academic member of the department who will be available to support and mentor students with any problems they encounter whilst studying on the programme. This may relate to their experience of the modules, management of their studies or issues relating to their professional development. Personal tutors will make themselves available to all students on an 'as needs' basis.

The personal tutor will report directly to the Academic Head of Department and will be expected to record all of their activity relating to the role.

### **Auxiliary Support Staff:**

A learning technologist (Xavier Laurent) who sits within the Business Department function will have the role of managing the supporting electronic content for each module. This includes ensuring that all electronic material is correctly uploaded and managed in an efficient and effective manner. The learning technologist will also be responsible for technical support in relation to managing webinars and other interactive online sessions. The learning technologist will report to the Programme Leader.

### Quality management arrangements relating to the programme

1. **Student handbook.** All students on the programme will receive a student handbook prior to the commencement of their studies. This handbook will provide essential information relating to the programme, including its administration; their rights as a student; signposting of relevant departments and facilities; procedures for appeal and complaint; processes and obligations etc.
2. **Module tutor selection.** The module tutors have been selected based upon their qualification, reputation and experience. However, the module leader will "own" the module and will ensure that the relevant academic standards and practices are met.
3. **Management of assessment marking procedures.** First and second marking will take place as described above. The Programme Leader will oversee the procedures for marking and second marking, resolution of differences should any arise, and engage with the module tutor.
4. **Programme review meetings.** A programme meeting will be conducted quarterly and will be used as a mechanism to discuss and action all issues relating to the quality of the programme. An indicative list of invitees to make such a meeting quorate is as follows:
  - Academic Head of Department of Business and Management (Chair)
  - Administration Officer from the Graduate School (taker of minutes)
  - Head of the Graduate School
  - Executive MBA Programme Leader
  - Executive MBA Module Leaders
  - Executive MBA Student Representatives

The integration of the Department of Business and Management and the Graduate School in these programme meetings will assist in retaining contact between the programme delivery team and the wider University.

The minutes from this meeting will be cascaded to all students. This will provide students with an opportunity to reflect upon their own needs and levels of satisfaction with the delivery and management of the programme.

### Quality assurance relating to the Supervision of Dissertations

Dissertation supervision for students will be conducted within the Department of Business and Management and will follow the same procedures and policies of the full-time MBA.

#### Internal quality assurance mechanisms to evaluate and enhance the standards of provision

A key component of this will be academic development sessions conducted between the (external) module tutors and the module leaders to ensure they have an understanding of Glyndŵr University requirements regarding process, procedures and academic standards. As has been alluded to earlier, an executive MBA tends to be a rather more practical MBA than its full-time equivalent. Nevertheless, a solid academic base is an essential prerequisite for a level 7 degree and full recourse to this will be adhered to throughout the delivery of the programme.

#### Receiving and responding to feedback from students and other stakeholders

Students will be asked to appoint a student representative. Their duty will be to liaise directly with the Programme Leader regarding any matters arising from the programme, on behalf of the rest of the cohort. In the event that they have any specific academic issues arising from a module they can also contact the personal tutor in the first instance, or relevant module leader if the personal tutor is not available.

A standardised electronic module feedback survey (e.g. through Survey Monkey) will be used as the basis for all students to summarise individually their experience with each module as well as the programme as a whole. This form will be made available to all members of the project team and well as the head of the Graduate School. The aggregated scores and pertinent features of the feedback will be discussed during the programme management meeting and appropriate actions will be decided upon where appropriate. Where necessary, module tutors may be asked to defend any issues raised in respect of the quality of their delivery.

It should be taken into account that the students on this programme are mature managers and experience has shown that they will be vocal to their tutor and Module/Programme Leader should they wish to comment on any module. The module tutor will be available to first address any issue and if not resolved, be referred to the Programme Leader.

#### Research and scholarship activity to underpin the proposed curriculum

The university seeks to support and develop excellence in learning and teaching in its entire teaching staff as well as developing their subject expertise. Staff continuously update their knowledge and skills, through their scholarly and professional activity and research. This allows an up to date relevant curriculum to be developed and reviewed, and for students' development to be linked to the latest research, professional development and employers' ideas. Staff are encouraged to develop themselves by undertaking further study, engaging with peers in other HE institutions and professional bodies, external examining and being involved in research and/or consultancy.

Staff are encouraged to develop their scholarly research as appropriate in accordance with the Department of Business and Management and University guidelines. Most of the team are members of the Higher Education Academy and maintain regular engagement with the academy subject centre, Business, Management and Finance. All Module Leaders are professionally qualified and maintain currency through their membership of their related professional bodies. Consequently this will input directly to syllabus content and learning and teaching strategies employed on the programme.

It is further recognised that practical work with public, commercial and corporate bodies, such as consultancy and knowledge transfer partnerships has a research and development element.

Attendance at academic conferences is encouraged, even more so with a paper presentation. Combined with other publications, journal articles and books, the syllabi offered are grounded in academic rigour.

Administrative support for all the postgraduate programmes is provided by the Graduate School and this will include the executive MBA. The support will include the coordination of admissions and assessment documentation, taking minutes at meetings and assessment boards, collation of results and responding to enquiries for course information.

### **Particular support for learning**

The staff offices are currently accommodated conveniently in one section of the university. This provides an easily identifiable area for students to access the necessary help and support they may require. The tutors delivering their module or part module will have a location within this area (hot desk) for students to go to should it be required. Tutors will also be available through a variety of electronic and oral mechanisms, as discussed above.

Where required, modules on the programme will be delivered in lecture theatres or tutorial rooms with electronically equipped facilities, including wi-fi. Although there are no IT laboratories dedicated to the Department of Business and Management, the IT laboratories in the Edward Llwyd Centre provide good quality teaching provision for Business students when needed. The Student Support Services provide additional assistance for students with learning differences and any counselling, financial or careers advice needed.

As with other Masters students across the University, classroom students on the programme have access to the campus facilities, which includes the library, sports centre and student services.

The electronic resources available are an important part of the programme. It is anticipated that core texts at least will be available as electronic books and also other electronic sources be it books or journals or other reference material. Lecture/seminar material is also available electronically via Moodle. Students are encouraged to utilise all the resources and are expected to submit their assignments through the text-matching tool, Turnitin. The use of Turnitin as a diagnostic tool to support students in their writing is an effective method.

### **Equality and Diversity**

Applicants are selected on their academic (or professional qualification), experience and ability alone. All recruitment decisions will comply with the university guidelines relating to equality and diversity.