



MBA

Programme Handbook



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Version 3

Introduction to the Programme

Welcome to the MBA programme. This handbook provides you with information about the structure of your programme.

The programme is made up of the modules listed in the table below. An outline of the content of each of the modules and the assessment methods used can be found in the Module Definition Form section of iLearn.

MBA Modules

Module Title	Credits	Module Type (Core/Option)
Professional Practice in Business & Management	20	Core
Financial Management	20	Core
Business Project	60	Core
Introduction to Supply Chain Management	20	Core
Leading People	20	Core
Competitive Strategy	20	Core
Social Media Marketing	20	Core

Please note that modules may not be delivered in this order; please refer to your course timetable.

Arden University Assessment Regulations

Students will be assessed in accordance with the standard Arden University assessment regulations which can be found on the Arden University website <http://arden.ac.uk/>

CMI

This course is accredited by the Chartered Management Institute (CMI). The Institute aims to boost career development across the management sector and connect you with like-minded professionals across diverse sectors.



As the CMI possesses a Royal Charter, they are the only organisation in the UK that can award Chartered Manager status to their members – the gold standard in management. They are also active in business policy making across the globe and ensure that their more than 140,000 members are represented in policy decision making.

As an Arden student, you'll have free CMI Membership throughout your studies, giving you access to a range of additional resources including a mentoring service and invitations to networking events both online and offline.

Upon completion of your course, you will be eligible to gain a CMI qualification, which is offered at 3 different levels: an Award, Certificate or a Diploma. The final award you receive upon completion of your degree will depend on your level and length of study, whether you entered your course with Recognition for Prior Learning (RPL) or if you accept any compensation on your modules.

PSRB: ILM

What is ILM?

ILM is the UK's leading provider of leadership, coaching and management qualifications and training. We've been part of City & Guilds since November 2001, providing qualifications for learners in the UK and internationally. ILM qualifications are delivered globally by: over 2,500 training providers. employers in-house. Every year ILM qualifies 70,000 leaders and managers, helping them develop the critical skills to succeed, and in doing so, make a real difference to the present and future of workplaces in the UK and globally.



What does the student need to do?

Once the student has enrolled on the programme and completed the induction, Arden University will register their membership with the ILM. Providers of ILM leadership and management qualifications and their learners receive complimentary access to studying membership from The Institute of Leadership & Management. All ILM qualifications are awarded by The City and Guilds of London Institute which was founded in 1878 and is incorporated by Royal Charter. A printed certificate will be issued to each successful learner for units and the full qualification. E-Certificates are a complimentary service for all City & Guilds/ILM qualifications enabling students to view and download PDF versions of certificates. A digital credential is a visual representation of knowledge and skills, and is issued online for the full qualification only, making it easy for individuals to demonstrate their competencies to employers, clients, and peers. Each digital credential has a unique URL that can be shared electronically via social media, in an email signature, and on a CV.

PROGRAMME SPECIFICATION – MBA

1. Programme Code	
2. Programme Title	MBA
3. Target Award Title	1. MBA 2. Postgraduate Diploma in Management 3. Postgraduate Certificate in Management 4. Module Certificate (see below)
4. Exit Award Title(s)	Postgraduate Diploma Management Postgraduate Certificate Business Module Certificate
5. Subject area	Business
6. Faculty	Business
7. School	Leadership and Management
8. Programme Team Leader(s)	Andrew Howard
9. Programme Type	Generalist
10. Delivery Model	DL F/T X BL F/T X Apprenticeship
	DL P/T X BL P/T X Other X
Where delivery model is identified as 'Other' please provide details	Students can study individual modules for a university certificate.
11. Location of delivery	BL & DL
12. Proposed Start date	30 October 2021
13. Reference points	This programme is in line with the QAA Master's Subject Benchmark Statement: Business and Management released in March (2023) (Category 3 degrees), FHEQ L7, the QAA Quality Code (2023) and the standards set by the PSRBs.
14. Professional, Statutory & Regulatory Bodies (PSRB)	<ul style="list-style-type: none"> Chartered Management Institute mapping to Level 7 Diploma in Strategic Management and Leadership Practice QN:603/4833/1 603/4843/3 603/4837/9 Institute of Leadership and Management mapping to Level 7 Diploma in Strategic Management and Leadership QAN:601/3241/3

15. Programme aims

Evaluate and apply the necessary management and leadership skills required to succeed in the contemporary business environment.

Explore the analytical challenges presented by “big data” sets.

Evaluate the contribution of technology to inform the development of innovative strategic plans and competitive advantage.

Evaluate the effectiveness of relevant technology appropriate to contemporary business management and transformations.

Reflect upon work experience (if any) and work collaboratively with peers to develop and evaluate strategies for success in the contemporary business environment. (Students who have minimal or no work experience will be exposed to live case studies to gain appreciation of how the business world works.)

Develop a high level of generic employability skills including, self-awareness, personal management & leadership, research, discussion, numeracy, critical thinking, team working and analytical ability.

16. Programme Entry Requirements

Standard entry: A first degree or equivalent at 2:2 level or above, this must have been awarded within the previous 5 years. ***Work experience is not required for degree holders.***

For students whose English is not their first language, IELTS 6.5 (no less than 6.0 in any element); or equivalent.

Alternatively, evidence of previous study in English; a letter to show that the Medium of Instruction was in English can be accepted.

Programme entry is also subject to Arden University's standard policies on RPL.

17. Graduate Attributes

The concept of the Arden University Graduate based upon the definition of "graduate attribute" by Bowden et al (2000).

GA1. Digitally literate to show confident and critical use of information and digital technologies across a range of professional, personal, and academic contexts. (This may include but is not limited to computer literacy, digital information, digital media, digital communication, and collaboration competencies).

GA2. Contextually innovative through applying skills of critical, creative, and evidenced based analysis and/or personal reflection to current real-world situations and future challenges.

GA3. Socially intelligent and proactively inclusive, able to effectively navigate complex (working) relationships with others from any background or culture using teamwork, communication, and leadership skills.

GA4. Professionally knowledgeable in their subject area, with in-depth comprehension, awareness, independent research skills, and other skills associated with their subject area and discipline(s).

18. Learning, teaching and assessment methods and strategies

The programme uses an eclectic mix of teaching methods and assessment strategies. Teaching strategies and assessment methods are based around blended and online interventions using asynchronous and synchronous interventions.

Learning and Teaching

In line with Arden University's "digital first" teaching focus, interventions are enriched and enhanced by the deployment of a range of digital assets including groupware, discussion fora, social media channels, collaborative tools, videography, webinars and e-presentation software. Teaching is designed to engage and inspire students via a range of innovative activities and retains a "real world" focus including the use of contemporary and live case studies and data sets. Teaching is student led; learners are expected to take ownership of their own learning journeys, reflect upon the teaching interventions, act on peer and Lecturer

feedback, apply high level knowledge and understanding to their own work contexts and develop personal development plans appropriate for the business environment.

The programme also involves engagement with specialist business simulation software and exercises. Students are expected to work together in competitive groups and complete several tasks and exercises based upon business simulations that draw upon theory and knowledge covered on the programme. Lecturers actively participate in the simulation tasks and provide feedback on progress. Students are expected to reflect upon their simulation experiences and feedback when participating in other teaching interventions and when completing formative and summative assessments.

Assessment

The strategy centres on a strong alignment with real world business applications and embraces a range of group and individual based assessment types including reflective analyses, work products, strategic plans, negotiated assessments, business analyses, strategy appraisals. Students are expected to apply high level knowledge and theory explored in the modules and produce assessments that simultaneously focus on real business situations and demonstrate the high levels of critical and diagnostic thinking required to meet the standards of a Level 7 business qualification.

The programme culminates in the submission of the independent study assessment (Business Transformation Project) that builds upon content examined in the other modules and requires students to develop a managerial transformation plan related to the student's own organisation (if they have professional experience) or one they are familiar with.

Level	Scheduled	Independent	Assessment
7	30%	40%	30%

18. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
18a. Knowledge and understanding	The means by which these outcomes are achieved	The means by which these outcomes are assessed
<p>A1 Evaluate leadership and management theories applicable to the business environment.</p> <p>A2 Examine legal, ethical and regulatory principles that impact business environment.</p> <p>A3 Analyse financial data and comprehend its importance when making strategic decisions.</p> <p>A4 Evaluate the contribution of disruptive technology in the contemporary business environment.</p>	<p>Examination of relevant theory via independent study, reflections, case analysis, peer to peer discussions in fora and other groupware and participation in and reflection on business simulations exercises and tasks. As well as study material and activities provided via the VLE, students are expected to engage in additional, independent study and demonstrate a sound level of academic and professional curiosity in their studies. (A1, A2, A4)</p> <p>Examination of legislation, ethical principles and codes of practice via independent study, case analysis, business simulations exercises and tasks and online exercises. Students are expected to reflect on the ethics of strategic decision-making within the business environment as they navigate the programme. (A1, A2, A3)</p> <p>Software engagement and exercises, reflections and business simulation exercises and tasks. (A3, A4)</p>	<p>Formative activities such as: online and class based individual and collaborative exercises, group exercises and peer assessments/feedbacks. (A1, A2, A4)</p> <p>Summative assessments. (A1, A2, A3, A4)</p> <p>Reflective accounts. (A2, A4)</p> <p>Simulation software feedback. (A3, A4)</p>
18b. Intellectual (thinking) skills	The means by which these outcomes are achieved	The means by which these outcomes are assessed
<p>B1 Apply analytical techniques to strategic information sets.</p> <p>B2 Develop problem solving skills using technologies relevant to business environment.</p> <p>B3 Develop a set of generic employability skills including, self-awareness and management, research, argumentation, numeracy, critical thinking, and analytical ability.</p>	<p>Analysis of data sets and case studies by independent study, reflections and online and class based individual and group exercises. (B1, B2, B3, B4)</p> <p>Software application, appraisals and engagement. (B2)</p> <p>Business simulation exercises and tasks. (B1, B3)</p> <p>Peer to peer discussions learning via discussions using groupware or class-based learning. (B4)</p>	<p>Formative assessments such as: online and face to face collaborative exercises and case study analyses. (B1, B2, B3)</p> <p>Summative assessments. (B1, B2, B3, B4)</p> <p>Negotiated formative summative assessments. (B2, B3, B4)</p> <p>Reflective accounts. (B4)</p>

B4 Synthesise the ethical and regulatory issues that impact the business environment.		Business simulation exercises and tasks. (B1, B3)
18c. Practical skills	The means by which these outcomes are achieved	The means by which these outcomes are assessed
<p>C1 Develop leadership and team working skills relevant to the business environment.</p> <p>C2 Plan strategies for competitive advantage and organisational success in the business environment.</p> <p>C3 Analyse online internal and external environments using appropriate analytical tools and techniques.</p>	<p>Students are expected to reflect upon their knowledge and understanding gathered as defined in A, above. Part of this reflection should entail consideration of the transferability of theory into applied real-world applications drawing upon their own work experiences. Students are encouraged to apply critical and evaluative thinking in this process and are assisted by the specific use of targeted teaching interventions including:</p> <p>Group exercises: online and class based. (C1)</p> <p>Peer to peer discussions using appropriate discussion fora groupware. (C1, C2)</p> <p>Business simulation exercises and tasks. (C1, C2, C3)</p> <p>Online and class based individual exercises. (C2, C3)</p> <p>Case analyses. (C1, C3)</p> <p>Production of work products. (C2)</p>	<p>Formative assessments such as: online and collaborative exercises, negotiated assignments and case study analyses. (C1, C2, C3)</p> <p>Feedback on group discussions and exercises. (C1, C2)</p> <p>Business simulation exercises and tasks. (C1, C2, C3)</p> <p>Peer feedback on workplace products. (C2)</p>
18d. Graduate Attributes	The means by which these outcomes are achieved and Demonstrated	The means by which these outcomes are assessed
D1 Discipline Expertise Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of	Students are expected to gather knowledge and build disciplinary expertise via working through the learning materials provided on the VLE and engaging in further independent study. Students are	Individual and collaborative activities and exercises. In the MBA, particular emphasis will be placed on the soft skills and leadership

<p>current developments in working practice being well positioned to respond to change.</p>	<p>encouraged to demonstrate academic curiosity and identify additional sources to study. Disciplinary expertise is also enhanced by: reflecting on simulation software exercises; reflecting on software applications and evaluation; peer to peer activities and feedback.</p>	<p>issues related to decision-making in the business environment.</p> <p>Software exercises and feedbacks.</p> <p>Simulation tasks and exercises including feedback.</p> <p>Group exercises and feedbacks.</p>
<p>D2 Effective Communication Communicate effectively both, verbally and in writing, using a range of media widely used in relevant professional context. Be IT, digitally and information literate.</p>	<p>Effective communication is at the heart of an MBA. Students are expected to develop their communication skills using a range of media relevant to the contemporary business environment. Key to this will be engagement with peers, acting upon and giving peer feedback, engaging with Lecturers and applying theory and knowledge in their own work contexts. The programme assists this process via: case study analyses; reports and analyses; production of work products including presentations, collaborative working.</p>	<p>Peer to peer feedback.</p> <p>Simulation exercises and tasks.</p> <p>Summative assessments.</p>
<p>D3 Responsible Global Citizenship Understand global issues and their place in a globalised economy, ethical decision-making and accountability. Adopt self-awareness, openness and sensitivity to diversity in culture.</p>	<p>Students are invited to consider the broader ethical and sustainability issues surrounding decision-making in the business environment. They are encouraged to accomplish this by reflecting upon study materials, peer exchanges, Lecturer feedback and application to their work environments. They are further assisted in this journey via: presentations using multimedia applications; research methods training (Digital Business Project); industry guest speakers.</p>	<p>Exploration and reflection on ethical issues (Digital Business Project).</p> <p>Simulation exercises and tasks.</p> <p>Reflective pieces.</p>
<p>D4 Professional Skills Perform effectively within the professional environment. Work within a team,</p>	<p>Students are given the opportunity to develop professional skills via completion of online group-based activities that will develop team</p>	<p>Group activities and exercises.</p>

<p>demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. Be flexible and adaptable to changes within the professional environment.</p>	<p>working and leadership skills. The simulation exercises are similarly team based and provide an authentic vehicle to develop and hone “real world” managerial skills. Finally, the Leading and Working in the Business Environment modules focus upon the key skills of persuasion theory, self-awareness and leadership.</p>	<p>Simulation software exercises and tasks. Reflective pieces.</p>
<p>D5 Reflective Practitioner Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions.</p>	<p>Students are expected to reflect upon exercises and tasks completed in the modules and identify and explore relevant “takeaways” that might be incorporated into their own practice and professional development. They are then expected to demonstrate innovative thinking and evince this in individual and group-based activities focusing upon: work product designs, theory reconstructions, reflective analyses and case study analyses. The simulation software exercises and tasks also provide significant material and experiences to develop innovative thinking.</p>	<p>Simulation exercises and tasks. Reflective pieces. Summative assessments.</p>
<p>D6 Lifelong Learning Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.</p>	<p>Students are invited to reflect upon all their learning and work-based experiences and use these to steer and inform their own personal development plans and objectives.</p>	<p>Reflective assessments. Students are expected to produce a personal development plan as part of the Leading and Working in the Business Environment module.</p>

Programme Learning Outcomes		Owned by programme	Module order	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5	D6	
				Modules/ Credits																	
Level 7	Core																				
	Professional Practice in Business & Management (20)	Y	3	X	X				x	x			X								X
	Financial Management (20)	Y	6		X	X	X			X			X						X		
	Business Project (60)	Y	All	X	X					X				X	X			X			X
	Introduction to Supply Chain Management (20)	N	4	X		X				X	X							X			
	Leading People (20)	Y	1	X				X	X			X					X				
	Competitive Strategy (20)	Y	2	X	X		X			X										X	
	Social Media Marketing (20)	N	5			X	X	X		X					X		X				