MBA

Programme Handbook

Welcome from the Provost

Hello, I am Professor Dilshad Sheikh, Provost at Arden University. With over 24 years teaching experience, I would like to welcome you to this exciting programme. I oversee a highly experienced management and teaching team with lots of vocational business experience. I am sure that they look forward to both teaching you on the course and to sharing their experiences from the business world. I wish you every success on the course and look forward to witnessing your progress and development as an Arden University student.

Welcome from the Head of the School of Management and Executive Education

I am Dr Hassaan Khan, the Head of the School of Management and Executive Education at Arden University. I studied Accounting and Finance at the University of Kent, followed by an MSc and PhD in Finance from Durham University.

Before joining Arden, I served as the Associate Dean at the Global Banking School, where I oversaw the Finance and Business Management degree courses. I was also the Director of Programmes at BPP University, responsible for managing degree programmes in Finance and Applied Management, as well as professional accountancy courses and degree apprenticeships. My previous roles include Director of the Centre for Financial Research at Anglia Ruskin University, Entrepreneur Scholar at Judge Business School, and Teaching Assistant at Durham University. I have considerable experience in knowledge transfer partnerships, most notably with Allia Limited, Cambridge, where I worked as a Social Investment expert in collaboration with the Icubyte Cambridge Business Incubator.

In addition to my role at Arden University, I continue to work as a Consultant Financial Economist at the Bank of England. I am also a Fellow of the Higher Education Academy and a member of various professional organisations, including the Fintech Professionals Association, the Royal Economic Society, ICAEW, the Chartered Management Institute, and the British Accounting and Finance Association.

Welcome from the Head of Department of MBA and Executive Education

Hello, I am Dr Syed Ali Tarek, Head of the Department. I am an Oxford graduate and over 16 years of experience in higher education. My academic achievements include degrees in Computer Engineering, Business Administration and Management, Teaching and Learning and finally, Educational Assessment. As a Senior Fellow of AdvanceHE, and a Fellow of RSA, RAS, IOEE, and SET, I am passionate about creating an inspiring and dynamic learning environment where you can thrive. I serve His Majesty's Government as a Member and Deputy Chair of the Quality and Standards Assessment Committee at the Office for Students, Department for Education. Also, I am an Advisory Committee Member at the Quality Assurance Agency for Higher Education.

Our dedicated teaching team, with deep industry knowledge and real-world insights, is here to guide and support you at every step. They are excited to share their expertise, challenge your perspectives, and help you unlock your full potential. I believe this programme will be a transformative experience, opening doors to new opportunities

and lifelong learning. Embrace this journey with curiosity and determination. I wish you every success, and I look forward to celebrating your achievements as a student in our department.

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)
BUS7027 Professional Practice in Business & Management	20	Core
BUS7015 Financial Management	20	Core
RES7004 Research Project	60	Core
SCM7001 Introduction to Supply Chain Management	20	Core
BUS7016 Leading People	20	Core
BUS7014 Competitive Strategy	20	Core
MKT7007 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

Arden MBA is accredited by the Chartered Management Institute (CMI), a leading UK professional body for management and leadership. The Institute aims to boost career development across the management sector and connect you with like-minded professionals across diverse sectors.

As a student at Arden, you'll receive free CMI membership throughout your studies, giving you access to a wide range of online resources, personalised mentoring and career support, as well as valuable networking opportunities, both online and in person.

Once you finish your degree, you'll be eligible for a CMI qualification at one of three levels: Award, Certificate, or Diploma. The level you achieve will depend on factors such as the duration of your course, any Recognition of Prior Learning (RPL) you may have received, and whether you accepted compensation on any modules.

CMI is the only organisation in the UK with a Royal Charter that allows it to award the prestigious Chartered Manager (CMgr) status, a widely recognised as the gold standard for professional managers. Completion of Arden MBA will allow you to avail 'Fast Track to Chartered Status' route with the relevant experience. Please note, Achieving the status will cost additional money to be payable to CMI directly.

What is ILM?
ILM as part of City & Guilds**,** a Royal Charter organisation with over 140 years of heritage, is dedicated to transforming lives through skills development. It 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.

ILM post nominal:

Post-nominals are designations placed after an individual's name to signify professional achievements and qualifications. Upon graduation our MBA students will be able to use MCGI post nominal which is Membership of the City and Guilds of London Institute for life. In addition to that, they will be able to showcase their achievement with post-nominal digital credentials. Digital credentials are automatically issued to learners who have successfully completed Arden MBA programme. Read more about it here: https://www.i-l-m.com/assessment-and-resources/post-nominals.

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 and Innovation
7.	School	Management and Executive Education
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)	• 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

The Arden MBA programme is designed to develop dynamic and forward-thinking business leaders capable of navigating the complexities of the modern global economy. It focuses on building strategic management, leadership, and decision-making skills, while also addressing the analytical challenges posed by big data and the transformative role of technology in business. Through a combination of theoretical learning, practical case studies, and collaborative activities, students will gain insight into real-world business issues and develop innovative, evidence-based strategies. The programme also emphasises personal development, encouraging self-awareness, critical thinking, and effective teamwork, while enhancing key employability skills needed for leadership roles across industries.

16. Programme Entry Requirements

Arden University is keen to ensure that the programme is available to all those who can benefit from it.

Standard entry is via:

> • A degree equivalent to UK second class honours standard, awarded within the previous 5 years

> • English ability equivalent to IELTS 6.5 (no less than 6.0 in any element), where the medium of undergraduate study was not English.

> • Applicants with existing postgraduate business awards may be eligible for entry with advanced standing and will be considered through the APL process.

Alternate entry route:

- Applicants who hold a qualifying degree (2:2 or above) awarded more than five years ago, or those with a Third-Class undergraduate degree, may still be considered for entry if they can demonstrate ongoing professional development and relevant work experience. To support their application, candidates are required to submit a Curriculum Vitae (CV), a personal statement outlining their experience and motivations, and professional reference.

- Applicants without a degree may still be considered for admission if they have significant managerial experience (typically five years). They must demonstrate their motivation and ability to succeed on the programme through a CV, a detailed personal statement aligning their experience and achievements to the programme, and professional reference.

Note:
- Alternate entry route candidates must also meet the same English ability as the standard route.
- It is not intended to offer exemptions based on experiential learning.
- 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**
A1 Evaluate leadership and management theories applicable to the business environment. A2 Examine legal, ethical and regulatory principles that impact business environment. A3 Analyse financial data and comprehend its importance when making strategic decisions. A4 Evaluate the contribution of disruptive technology in the contemporary business environment.	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) 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) Software engagement and exercises, reflections and business simulation exercises and tasks. (A3, A4)	Formative activities such as: online and class based individual and collaborative exercises, group exercises and peer assessments/feedbacks. (A1, A2, A4) Summative assessments. (A1, A2, A3, A4) Reflective accounts. (A2, A4) Simulation software feedback. (A3, A4)
18b. Intellectual (thinking) skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are assessed**
B1 Apply analytical techniques to strategic information sets. B2 Develop problem solving skills using technologies relevant to business environment. B3 Develop a set of generic employability skills including, self-awareness and management, research, argumentation, numeracy, critical thinking, and analytical ability.	Analysis of data sets and case studies by independent study, reflections and online and class based individual and group exercises. (B1, B2, B3, B4) Software application, appraisals and engagement. (B2) Business simulation exercises and tasks. (B1, B3) Peer to peer discussions learning via discussions using groupware or class-based learning. (B4)	Formative assessments such as: online and face to face collaborative exercises and case study analyses. (B1, B2, B3) Summative assessments. (B1, B2, B3, B4) Negotiated formative summative assessments. (B2, B3, B4) Reflective accounts. (B4)

		Business simulation exercises and tasks. (B1, B3)
B4 Synthesise the ethical and regulatory issues that impact the business environment.		
18c. Practical skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are assessed**
C1 Develop leadership and team working skills relevant to the business environment. C2 Plan strategies for competitive advantage and organisational success in the business environment. C3 Analyse online internal and external environments using appropriate analytical tools and techniques.	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: Group exercises: online and class based. (C1) Peer to peer discussions using appropriate discussion fora groupware. (C1, C2) Business simulation exercises and tasks. (C1, C2, C3) Online and class based individual exercises. (C2, C3) Case analyses. (C1, C3) Production of work products. (C2)	Formative assessments such as: online and collaborative exercises, negotiated assignments and case study analyses. (C1, C2, C3) Feedback on group discussions and exercises. (C1, C2) Business simulation exercises and tasks. (C1, C2, C3) Peer feedback on workplace products. (C2)
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

current developments in working practice being well positioned to respond to change.	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.	issues related to decision-making in the business environment. Software exercises and feedbacks. Simulation tasks and exercises including feedback. Group exercises and feedbacks.
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.	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.	Peer to peer feedback. Simulation exercises and tasks. Summative assessments.
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.	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.	Exploration and reflection on ethical issues (Digital Business Project). Simulation exercises and tasks. Reflective pieces.
D4 Professional Skills Perform effectively within the professional environment. Work within a team,	Students are given the opportunity to develop professional skills via completion of online group-based activities that will develop team	Group activities and exercises.

demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. Be flexible and adaptable to changes within the professional environment.	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.	Simulation software exercises and tasks.

Reflective pieces. |
| **D5 Reflective Practitioner**
Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions. | 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. | Simulation exercises and tasks.

Reflective pieces.

Summative assessments. |
| **D6 Lifelong Learning**
Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace. | 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. | Reflective assessments.

Students are expected to produce a personal development plan as part of the Leading and Working in the Business Environment module. |

Programme Learning Outcomes / Modules/ Credits	Owned by programme	Module order	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5	D6
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				

Level 7