



MSc Business Transformation Programme Handbook

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Version 3



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 Icube 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 MSc Business Transformation 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.

MSc Digital Business Transformation Modules

Module Title	Credits	Module Type (Core/Option)
Contemporary Business Environment	20	Core
Managing Customer and User Experience	20	Core
Introduction to Supply Chain Management	20	Core
Analysing Big Data	20	Core
Agile Methodologies in the Business Environment	20	Core
Managing Cloud Based Business Solutions	20	Option
Designing Global Network Distribution and Fulfillment Systems	20	Option
Business Transformation Project	60	Core

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

Student Loans Company Funded Students

If you have been granted a postgraduate loan from the Student Loans Company, you must progress at an appropriate pace to complete within two years. Arden University is required to make annual reports to the Student Loans Company regarding your progress. If you fall behind, or if you decide you would prefer to study at a slower pace, you may transfer to the Flexible Distance Learning route (see below). However, if you transfer to the more flexible route, you will not be eligible for any continued loan payments from the Student Loans Company.

Flexible Distance Learning Students

If you have chosen the flexible distance learning route and have not received a postgraduate loan from the Student Loans Company, you have the flexibility to plan your own pace of study. Postgraduate degrees usually take around two to three years to complete depending on how many modules you study each year. In order to achieve this, it is recommended that you aim to complete at least 60 credits each year, equivalent to three 20-credit modules. You will have a maximum of five years to complete the programme (from the date you first started).

Full Time Distance Learning Students

If you are a full-time distance learning student, you will study at a prescribed pace to ensure that you complete on time. You will study two modules per quarter and will be working on your dissertation at the same time, with the final quarter to complete the dissertation, allowing you to complete the whole degree in 12 months.

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.

PROGRAMME SPECIFICATION – MSc Business Transformation

1. Programme Code						
2. Programme Title	MSc Business Transformation					
3. Target Award Title	1. MSc Business Transformation 2. Post Graduate Diploma (Business Transformation) 3. Postgraduate Certificate (Business Transformation) 4. Module Certificate (see below)					
4. Exit Award Title(s)	Post Graduate Diploma (Business Transformation) Postgraduate Certificate in Business					
5. Subject area	Business					
6. Faculty	Business					
7. School	Management and Executive Education					
8. Programme Team Leader(s)	Dr Chuma Osuchukwu					
9. Programme Type	Specialist					
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	All UK centres, DL					
12. Proposed Start date	30/10/2021					
13. Reference points	QAA benchmarks for Masters' Degrees (N100) in Business and Management (2015), the Masters' Degrees General Characteristics: type 2 (Sept 2015) FHEQ L7 Quality Code 2019 (QAA)					
14. Professional, Statutory & Regulatory Bodies (PSRB)	Tentative approval from the CMI					

15. Programme aims
<p>Assess the need for organisations to realign their strategies to meet the needs of the contemporary business environment.</p> <p>Examine change management theory and practice in in business disrupted world.</p> <p>Develop business analytical skills and formulate strategies for business transformations.</p> <p>Assess the importance of Big Data analysis.</p> <p>Evaluate relevant technologies that support business transformations.</p> <p>Develop plans to enhance organisational, effectiveness and customer experiences.</p>
16. Programme Entry Requirements
<p>Standard entry: A first degree or equivalent at 2:2 level in any recognised discipline.</p> <p>Candidates who lack formal qualifications but possess significant relevant experience will also be considered.</p>

Programme entry is also subject to Arden University's standard policies on APEL and ACL.

17. Graduate Attributes

The concept of the Arden University Graduate based upon the definition of "graduate attribute" by Bowden et al (2000) has been developed around 6 attributes:

- 01 Discipline Expertise
- 02 Effective Communication
- 03 Responsible Global Citizenship
- 04 Professional Skills
- 05 Reflective Practitioner
- 06 Lifelong Learning

The Means by which Graduate Attributes are Achieved and Demonstrated

1 – Professional Skills: achieved and demonstrated through:

- Development of proficiencies with proprietary software
- Reflecting upon own practice and work product outputs via exercises
- Critiquing own outputs and assessments
- Evaluating digital transformational solutions including software applications

2 – Reflective Practitioner: achieved and demonstrated through:

- Reflecting upon exercises and tasks
- Reflecting upon software applications and appraisals

3 – Responsible Global Citizen: achieved and demonstrated through:

- Identifying business regulatory and ethical issues
- Reflecting upon "best practice" approaches regarding business decision-making and strategies
- Exploring international case studies

4 – Lifelong Learning: achieved and demonstrated through:

- Developing a foundational knowledge of proprietary software, technologies and analytical techniques
- Developing self- awareness and marketing skills

5 – Effective Communication: achieved and demonstrated through:

- Participation in team-based simulation exercises and tasks
- Online collaborative exercises and presentations
- Development of business proposals

6 – Discipline Expertise: achieved through and demonstrated through:

- Awareness of software, analytical and technological solutions relevant to business
- Gathering, sharing and consolidating relevant theory via self-study, peer to peer exchanges and discussions, and practical applications
- Adopting a research informed approach to learning, assessments and individual and collaborative exercises

18. Learning, teaching and assessment methods and strategies

The programme uses an eclectic mix of teaching methods and assessment strategies. Teaching strategies and assessments methods are based around blended and online 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 via the use of contemporary case studies, industry data sets and engagement with relevant proprietary software related to transformations such as data analytics, customer relationship management and cloud technology. Teaching is student led; learners are expected to take ownership of their own learning journeys, reflect upon the teaching interventions and case materials and act on tutor feedback as they develop an understanding of digital transformation concepts.

Teaching activities require students to work collaboratively, exchange peer to peer feedback and reflect upon their own work experiences as they navigate module materials and assessments.

The programme also involves engagement with relevant business software; students are expected to evaluate the contribution of such applications, develop skills in software applications and reflect upon their contribution to business transformations.

Students are required to engage in group working and projects as they navigate module materials, exchange peer to peer feedback and reflect upon study materials, case studies, data sets and formative feedback to broaden their understanding of business transformation.

Assessment

The assessment strategy centres on a strong alignment with real world business transformation issues and embraces a range of group and individual based assessment types including: reflective analyses, transformation plans, stakeholder engagement plans, digital business analyses, work products, software appraisals and digital transformation strategies. Students are expected to apply 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 transformation plan.

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 Examine the change management body of theory relevant to digital disruption.</p> <p>A2 Evaluate relevant academic theory related to business transformation.</p> <p>A3 Examine the ethical, legal and regulatory theories associated with business transformation.</p> <p>A4 Assess the contribution of technology in business transformation.</p>	<p>Examination of relevant theory via independent study, reflections, case analysis, peer to peer discussions in fora and other groupware. 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 studying. (A1, A2, A3, A4)</p> <p>Examination of legislation and ethical principles via independent study, case analysis and online exercises. Students are expected to reflect on the ethics of strategic change decisions in the business environment as they navigate the programme. (A1, A2, A3)</p> <p>Software engagement and exercises, reflections and analyses. (A3, A4)</p>	<p>Formative activities such as: online and class based individual and collaborative exercises, group exercises and peer to peer assessments/feedback. (A1, A2, A4)</p> <p>Summative assessments. (A1, A2, A3, A4)</p> <p>Reflective accounts. (A2, A3)</p>
18b. Intellectual (thinking) skills	The means by which these outcomes are achieved	The means by which these outcomes are assessed
<p>B1 Analyse and synthesise data and information from a broad range of sources.</p> <p>B2 Develop diagnostic thinking skills.</p> <p>B3 Evaluate ethical, legal and regulatory issues when assessing organisation's readiness to change.</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)</p> <p>Software application, appraisals and engagement. (B2)</p> <p>Peer to peer discussions learning via discussions using groupware or class-based learning. (B3)</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)</p> <p>Negotiated formative and summative assessments. (B1, B2, B3)</p> <p>Reflective accounts. (B2)</p>
18c. Practical skills	The means by which these outcomes are achieved	The means by which these outcomes are assessed

<p>C1 Implement and evaluate business transformation strategies.</p> <p>C2 Assess internal and external environments to inform transformation strategies.</p> <p>C3 Develop leadership skills relevant to the implementation of transformation strategies.</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. 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>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, 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
<p>D1 Discipline Expertise Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change.</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>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 encouraged to demonstrate academic curiosity and identify additional sources to study. Disciplinary expertise is also enhanced by: reflecting on software applications and evaluation; peer to peer activities and feedback.</p> <p>Effective communication is at the heart of transforming organisations. 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</p>	<p>Individual and collaborative activities and exercises. In the MDBT, particular emphasis will be placed on leadership issues related to strategic transformations in the business environment.</p> <p>Software exercises and feedback.</p> <p>Peer to peer feedback.</p> <p>Software exercises and feedbacks.</p> <p>Summative assessments.</p>

	tutors and applying theory and knowledge in their own work contexts (if applicable). The programme assists this process via: case study analyses; reports and analyses; production of work products including presentations; collaborative working.	Group exercises.
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, tutor feedback and application to their work environments. They are further assisted in this journey via: presentations using multimedia applications; research methods training (Business Transformation Project); Industry guest speakers.	Exploration and reflection on ethical issues (Business Transformation Project). Reflective pieces.
D4 Professional Skills Perform effectively within the professional environment. Work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. Be flexible and adaptable to changes within the professional environment.	Students are given the opportunity to develop professional skills via completion of online group-based activities that will develop team working and leadership skills. They are also required to reflect upon their management and leadership styles and approaches and show self-awareness and judgement when embarking upon transformation projects.	Reflective pieces. Group activities and exercises.
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 if applicable. They are then expected to demonstrate innovative thinking and evidence this in individual and group-based activities focusing upon: work product designs, theory reconstructions, reflective analyses and case study analyses.	Reflective pieces. Summative assessments.
D6 Lifelong Learning	Students are invited to reflect upon all their learning experiences and use these to steer and inform their own personal development	Reflective activities.

Manage employability, utilizing the skills of personal development and planning in different contexts to contribute to society and the workplace.	plans and objectives.	
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19. Summary of Programme Structure and Intended Programme Learning Outcomes and Modules (No prerequisites)

Programme Learning Outcomes Modules/ Credits		Owned by programme	Module order	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4	D5	D6
Level 7	Core																		
	Contemporary Business Environment (20)		1	X	X				X	X								X	
	Managing Customer and User Experience (20)		3		X			X		X	X			X					
	Introduction to Supply Chain Management (20)		2			X	X	X	X							X			
	Analysing Big Data (20)	Y	4		X		X	X				X			X				
	Agile Methodologies in the Business Environment (20)		5		X				X		X		X				X		
	Business Transformation Project (60)		All	X	X	X			X		X			X		X			X
	Electives (one from)																		
	Managing Cloud Based Business Solutions (20)	Y	6		X		X		X		X							X	
	Designing Global Network Distribution and Fulfillment Systems (20)		6			X		X			X		X				X		