# Programme Handbook

## MSc Supply Chain Management and Logistics

Accredited by

The Chartered Institute of Logistics and Transport


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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 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 for Supply Chain and Project Management

Hello, I am Dr Malgorzata Radomska, the Head of Department for Supply Chain and Project Management at Arden University. I am passionate about connecting academic learning with industry needs and empowering learners to lead and innovate in complex business environments.

I hold a PhD in Public Policy and Governance from Sciences Po Paris, an MBA from the University of Winchester, an MA in Transnational Studies from the University of Southampton, and an undergraduate degree from the London School of Economics and Political Science. I am also a

Chartered Manager (CMgr) with the Chartered Management Institute (CMI), a qualified PRINCE2 project manager, and a certified practitioner in both Lean and Lean Six Sigma (Green Belt). My expertise lies in applying these methodologies to drive process improvement, operational efficiency, and quality enhancement across a range of business contexts. In addition, I am a Senior Fellow of Advance HE, which reflects my leadership in academic practice, commitment to inclusive and impactful education, and dedication to student success.

With over 15 years of experience across higher education and professional practice, I have developed and led programmes in Business Management, Project Management, International Business, MBA and DBA, including Degree Apprenticeship programmes. I have led and supported research and knowledge exchange projects exceeding £10 million in value and have built strong partnerships with SMEs, public sector bodies, and community organisations to deliver real-world impact and employability-focused education.

Prior to joining Arden, I was Head of Department for Responsible Management and Leadership at the University of Winchester, where I led initiatives in teaching excellence, stakeholder engagement, and cross-disciplinary collaboration.

**Introduction to the Programme**

Welcome to the MSc Supply Chain Management and Logistics 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 Descriptor Form section of iLearn.

**MSc Supply Chain Management and Logistics Modules**

| Module Title | Credits | Module Type (Core/Optional) |
|---|---|---|
| **Introduction to Supply Chain Management** | **20** | **Core** |
| **Managing the Digital Supply Chain** | **20** | **Core** |
| **Designing Global Network Distribution & Fulfillment Systems** | **20** | **Core** |
| **Designing Sustainable Supply Chain Strategies** | **20** | **Core** |
| *Management of Traditional Projects* | *20* | *Optional* |
| *Developing People, Leadership and Capabilities* | *20* | *Optional* |
| *Analyzing Big Data* | *20* | *Optional* |
| *Managing Cloud Based Business Solutions* | *20* | *Optional* |
| **Principles of Procurement** | **20** | **Core** |
| **Business Transformation Project** | **60** | **Core** |

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

COURSE DURATION

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. 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/

# PROGRAMME SPECIFICATION – MSc Supply Chain Management and Logistics

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| **1. Programme Code** | | | | | | |
| **2. Programme Title** | MSc Supply Chain Management and Logistics | | | | | |
| **3. Target Award Title** | 1. MSc, 2. Post Graduate Diploma, 3. Postgraduate Certificate, 4. Module Certificate (see below) | | | | | |
| **4. Exit Award Title(s)** | Post Graduate Diploma, Postgraduate Certificate | | | | | |
| **5. Subject area** | Supply Chain Management | | | | | |
| **6. Faculty** | Business and Innovation | | | | | |
| **7. School** | Management and Executive Education | | | | | |
| **8. Programme Team Leader(s)** | Dr. Dauda Hamzat, Dr. Emmanuel Unuafe | | | | | |
| **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: standalone module study | X |
| **Where delivery mode is identified as 'Other' please provide details** | Students can study individual modules for a university certificate. | | | | | |
| **11. Location of delivery** | BL (All centres) and DL | | | | | |
| **12. Proposed Start date** | Apr 2022 | | | | | |
| **13. Reference points** | QAA benchmarks for Masters' Degrees (N100) in Business and Management (2015), the Masters' Degrees General Characteristics: type 1 (Sept 2015).<br><br>FHEQ, L7.<br><br>Quality Code (2019) | | | | | |
| **14. Professional, Statutory & Regulatory Bodies (PSRB)** | This programme has a double accreditation from both Chartered Institute of Logistics and Transport (CILT), UK and, The Chartered Institute of Procurement and Supply (CIPS), UK.<br><br>CILT and CIPS accreditation entitles our students to chartered membership of CILT and MCIPS once they meet the requisite work experience.<br><br>Also, from day one, every student on this program can become a student member of CILT, UK at an annual subscription fee currently set at £39. The student membership benefits include:<br><br>· Networking – offering events, connections and industry insights<br><br>· Knowledge – access to exclusive industry intelligence<br><br>· Career – personal advice, support and information | | | | | |

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| | · Professional Development – workshops, training courses and qualifications<br><br>While CIPS accreditation constitutes recognition of a world-class programme, which reflects the current and future needs of the global procurement and supply management profession. A CIPS accredited programme provides fast-track to MCIPS. Also, from day one, every student on this program can become a student member of CIPS, UK at an annual subscription subject to verification<br><br>Only students completing the full programme will be eligible for MCIPS, credit transfers between courses or institutions will not be accepted.<br><br>Students must provide the following evidence as part of their application for MCIPS:<br>i. A Line Managers letter<br>ii. A fully detailed CV with relevant procurement and supply related experience<br>iii. A copy of qualification certificate<br>iv. A copy of qualification transcript of completed units<br>v. A copy of dissertation/thesis, if applicable to the programme taken<br><br>**Association to Advance Collegiate Schools of Business (AACSB) membership.**<br><br>Arden University is a member of the prestigious Association to Advance Collegiate Schools of Business (AACSB). Founded in 1916, the AACSB is the oldest and largest international accreditor of business schools in the world.<br><br>This membership reflects the fact that Arden University has successfully matched the high standards required by the AACSB, and enables the sharing of ideas and the exchange best practises between global business schools. Membership also gives our faculty members access to in-depth data and research to support the development of our courses and teaching methods, ensuring that we are able to provide you with the best possible university experience. |

| **15. Programme aims** |
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| This programme aims to:<br><br>• Evaluate and apply options for enhancing supply chain efficiency in the global business environment |

- Evaluate the efficiency of global supply chain distribution system
- Understand and critique the principles of procurement.
- Analyse “big data” sets to identify supply chain forecasts, trends and plans
- Design and evaluate agile, sustainable and flexible supply chain engines for success in the global business environment
- Evaluate the contribution of Artificial Intelligence (AI) and robotics in contemporary supply chain management
- Explore and evaluate the various digital technologies, software applications and business models that might be employed to maximise supply chain efficiency and sustainability in the global business environment.
- Evaluate methodologies for data analysis and modelling, develop and evaluate supply chain plans and explore the importance of people management when building effective supply chain relationships.
- Analyse relevant theory, case material and the enabling technologies that might be deployed to optimise supply chain performance.

It is expected that some students will enter the programme with some industry experience. However, such experience is not a pre-requisite.

The experience is to engender a degree of workplace readiness and realism, the pedagogies will therefore embrace the use of real-world case studies, software applications and industry guest speakers. Approximately 70% of the programme is dedicated to developing an understanding of general supply chain and logistics concepts. This is necessary to equip students with a foundational understanding of the key fundamentals before they consider the impacts of digital technologies (remaining 30%).

## 16. Programme Entry Requirements

Standard entry: a first degree or equivalent at 2:2 level in any recognised discipline.

Candidates who lack formal qualifications but possess significant relevant experience will also be considered.

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 attributes 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

<u>The Means by which Graduate Attributes are Achieved and Demonstrated</u>

**1 - Professional Skills:** achieved and demonstrated through:

- Development of proficiencies with proprietary software and general supply chain principles
- Reflecting upon own practice and work product outputs via exercises and simulations

- Critiquing own outputs and assessments
- Evaluating supply chain solutions including software applications

2 – Reflective Practitioner: achieved and demonstrated through:

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

3 – Responsible Global Citizen: achieved and demonstrated through:

- Identifying supply chain regulatory and ethical issues
- Reflecting upon "best practice" approaches regarding supply chain decision-making
- Exploring and testing the "circular supply chain" concept

4 – Lifelong Learning: achieved and demonstrated through:

- Developing a foundational knowledge of proprietary software, supply chain technologies and analytical techniques
- Developing self- awareness and management skills, especially of supply chain subjects

5 – Effective Communication: achieved and demonstrated through:

- Participation in team-based simulation exercises and tasks
- Online collaborative exercises and presentations
- Development of supply chain plans and proposals

6 - Discipline Expertise: achieved through and demonstrated through:

- Awareness of software, analytical and technological solutions relevant to traditional and digital supply chain management
- Gathering, sharing and consolidating relevant theory via self-study, simulation exercises, 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.

<u>Learning and Teaching</u>

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, videography, collaborative tools, spreadsheets, 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, industry guest speakers and proprietary software. Teaching and learning pedagogy is student led; learners are expected to take ownership of their own learning journeys, reflect upon the teaching interventions, simulation tasks, case materials and act on tutor feedback as they develop an understanding of operations, procurement, supply chain management transformation and logistics.

The programme also involves engagement with proprietary and business simulation software. In simulations, students are required to work together in competitive groups and complete several tasks and exercises based upon business simulations that draw upon theory and knowledge gained on the

programme. Tutors 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.

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.

Students are required to engage in group working and projects as they navigate module materials, exchange peer to peer feedback and reflect upon the study materials to broaden their understanding of supply chain transformations.

Assessment

The strategy centres on a strong alignment with real world operations, procurement, supply chain and logistics issues and embraces a range of group and individual based assessment types including: reflective analyses, supply chain plans, stakeholder engagement plans, supply chain models and engines, software appraisals work products and supply chain 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 an independent study assessment (Business Transformation Project) that builds upon content examined in the other modules and requires students to develop an innovative supply chain plan.

STUDY COMPOSITION

| **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 Appreciate and understand the role of Big Data and analytics in supply chain planning<br><br>A2 Demonstrate a critical understanding of supply chain management theories relevant to procurement and the global business environment<br><br>A3 Demonstrate an understanding of traditional and contemporary supply chain technologies and practices | Teaching and learning interventions draw upon a range of synchronous and asynchronous study. Students are expected to engage in independent study to gather knowledge, participate in collaborative and individual exercises and activities to apply and consolidate knowledge and reflect upon their learning experiences.<br><br>• Exploration of theories relating to Big Data, analytics and technologies (A1)<br><br>• Critiquing and deconstructing past published research from academic and professional sources (A2 &3)<br><br>• Synthesising research and other outputs (A2 &3)<br><br>• Reflecting upon own practice and industry experience (if applicable) (A2 &A3)<br><br>• Reflecting upon software and simulation exercises (A1, 2 &3)<br><br>• Demonstrating engagement with key literature (A3<br><br>• Engaging in peer-to-peer discussions (A1,2 &3) | • Evaluation of theories and framework relating to Big Data, analytics and technologies (A1)<br><br>• Software and technology appraisals (A3)<br><br>• Simulation exercises and feedback (A1, A2 &3)<br><br>• Reconstructing theories and frameworks based upon critique and synthesis of the literature (A2 & 3)<br><br>• Producing reflections based upon practice and industry experience (A1,2 &3)<br><br>• Producing arguments and analyses using discussion fora and groupware (A1, 2 & 3)<br><br>Appraising and critiquing peer arguments and analyses using discussion fora and groupware (A1, 2 &3) |

| 18b. Intellectual (thinking) skills | The means by which these outcomes are achieved | The means by which these outcomes are assessed |
|---|---|---|
| B1 Develop Diagnostic skills by identifying supply chain issues, challenges and strengths in a variety of digital business environments needs of current contexts<br><br>B2 Evaluate academic research related to procurement, supply chains and logistics.<br><br>B3 Comprehend, interpret and utilise supply chain metrics from Big Data and other information sources<br><br>B4 Interpret and synthesis research outputs from professional and academic sources. | • Evaluation of case studies, simulations and "live briefs" (B1 &3)<br><br>• Present conclusions and recommendations based upon academic research (B2 &4)<br><br>• Identify solutions to supply chain challenges and issues (B1)<br><br>• Critique research outputs (B2 &4)<br><br>• Apply theories and tools to help formulate supply chain solutions (B1)<br><br>• Reflect upon personal research outputs (B2) | • Discussions using discussion fora and groupware (B1)<br><br>• Case study analysis (B1 &B3)<br><br>• Research outputs such as proposals, literature reviews and projects (Business Transformation Project) (B2 & B4)<br><br>• Critical reflections following engagement with guest speakers and peers (B1 & B4)<br><br>• Evaluation of supply chain metrics and data sources (B3)<br><br>• Formative exercises including: portfolio submissions, presentations, technology appraisals, plans and report-based assignments (B1, B2, B3 &B4). |
| **18c. Practical skills** | **The means by which these outcomes are achieved** | **The means by which these outcomes are assessed** |
| C1 Evaluate and apply supply chain solutions in a variety of industrial contexts in the global business environment | • Case study analyses and critique (C1)<br><br>• Simulation software exercises and tasks (C1, 2 &3)<br><br>• Proprietary software engagement and appraisals (C2) | • Formative exercises including: software and simulations' reflections, technology |

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| C2 Develop a foundational level of practical competence with relevant software<br><br>C3 Design supply chain plans and solutions | • Supply chain plans and analyses (C3)<br><br>• Developing relevant supply chain solution products and artefacts (C3) | appraisals, plans and report-based assignments (C1, C2, C3<br><br>• Case study appraisals (C1)<br><br>• Completion of simulation exercises and tasks (C1, 2 & 3)<br><br>• Production of supply chain products and artefacts such as workflows, schedules and models (C3)<br><br>• Engagement with software badge and certification programmes (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**<br><br>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.<br><br>**D2 Effective Communication**<br><br>Communicate effectively both, verbally and in writing, using a range of media widely used in relevant professional context. Be IT, digitally and information literate. | 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:<br><br>• Reflecting on SCM principles and simulation software exercises<br><br>• Reflecting on SCM practices and software applications and evaluation.<br><br>Students are expected to demonstrate effective communication skills via a variety of media including:<br><br>• Case study analysis | • Individual and collaborative activities and exercises<br><br>• Software exercises<br><br>• Simulation and analytical tasks and exercises.<br><br>• Peer to peer feedback<br><br>• Simulation exercises and tasks<br><br>• Summative assessments. |

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| **D3 Responsible Global Citizenship**<br><br>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. | • Reports and analyses<br>• Production of work products<br>• Peer to peer collaborative activities<br>• Presentations using multimedia applications. | • Exploration and reflection on ethical issues (Digital Business Transformation Project)<br>• Simulation and analytical exercises and tasks<br>• Reflective pieces. |
| **D4 Professional Skills**<br><br>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 invited to consider the broader ethical and sustainability issues surrounding decision-making in the digital business environment.<br>• Presentations using multimedia applications<br>• Research methods training (Digital Business Transformation Project).<br><br>Students are given the opportunity to develop professional skills via completion of online group-based activities that will develop team working and leadership skills. The simulation exercises are similarly team based and provide an authentic vehicle to develop and hone "real world" managerial skills. | • Group activities and exercises<br>• Simulation software exercises and tasks<br>• Group negotiation skills tasks and assignments.<br><br>• Simulation exercises and tasks<br>• Reflective pieces<br>• Summative assessments. |
| **D5 Reflective Practitioner**<br><br>Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions. | | |
| **D6 Lifelong Learning**<br><br>Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace. | 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. The simulation software exercises and tasks also provide significant material and experiences to reflect upon towards similar goals.<br><br>Students are invited to reflect upon all their learning experiences and use these to steer and inform their own personal development plans | Personal development planning will be covered and incorporated into the assessment of the in the Leading and Working in the Digital Business environment modules. |

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| | and objectives.<br><br>• Case study analyses<br>• Peer to peer discussions<br>• Independent study<br>• Self-awareness activities<br>• Peer to peer discussions | • Reflective assessments |

**19. Summary of Intended Programme Learning Outcomes and Modules (no prerequisites)**

| | Programme Learning Outcomes / Modules (Credits) | Module Code | (Core (C) or | A1 | A2 | A3 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | D1 | D2 | D3 | D4 | D5 | D6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Level 7 | **Core** | | | | | | | | | | | | | | | | | | | |
| | Introduction to Supply Chain Management (20) | SCM7001 | C | X | X | | | | | | X | | X | | | X | | | | |
| | Managing the Digital Supply Chain (20) | SCM7002 | C | | X | | X | | | | | X | X | X | | | | | | |
| | Designing Global Network Distribution & Fulfillment Systems (20) | SCM7003 | C | X | | X | | | X | | | | X | | | | X | | | |
| | Designing Sustainable Supply Chain Strategies (20) | SCM7004 | C | | X | X | | | | | X | | X | | X | | | | | |
| | Principles of Procurement (20) | SCM7005 | C | | | X | | | X | | X | | X | | | | | X | | |
| | Business Transformation Project (60) | RES7005 | C | | X | | | X | | X | X | | | X | | X | | | | X |
| | **Electives (20 credits each)** | | | | | | | | | | | | | | | | | | | |
| | Management of Traditional Projects | PRM7006 | O | X | | | | X | X | | | X | | X | | | X | | | |
| | Developing People, Leadership and Capabilities | PRM7009 | O | | | | X | | | X | | X | X | X | | | X | X | | |
| | Analysing Big Data | BUS7017 | O | X | | | | | X | X | | X | | | X | | | | | |
| | Managing Cloud Based Business Solutions | BUS7018 | O | X | | X | X | | | | | X | | | | | | X | | |