

QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION

1. Programme Code	N/A					
2. Programme Title	Master of Business Administration (Top Up)					
3. Target Award Title	MBA (Top Up)					
4. Exit Award Title(s)	MBA (Top Up)					
5. Subject area	Business Management					
6. School	Management and Executive Education					
7. Programme Team Leader(s)	Andrew Howard					
8. Programme Type	Generalist					
9. Delivery Model	DL F/T	X	BL F/T	X	Apprenticeship	X
	DL P/T	X	BL P/T	X	Other	X
Where delivery model identified as 'Other' please provide details	Students can study individual modules for a university certificate.					
10. Location of delivery	BL & DL					
11. Proposed Start date	1 October 2022					
12. 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.					
13. 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					

14. Programme aims

The Arden University MBA (Top Up) programme aims to provide a unique, inter-disciplinary and integrative educational programme for individuals seeking to develop and consolidate their managerial achievements. The programme is designed to expose programme participants to current thinking and practice across a wide range of management disciplines, delivered using a cross-cutting approach. A higher level of criticality is expected across the master's programmes, and this will allow students to consider more deeply the various functions of Management.

Online teaching materials are derived from established academic research to develop critical powers of analysis, reflection, and further development of interpersonal skills in preparation for key positions in industry, commerce and the public sector.

Programme participants will build on their existing understanding management and organisations within a framework that enables them to relate their experience to contemporary ideas and practice within a global context. This is achieved through critical thinking, creativity, and personal development.

The MBA (Top Up) programme consists of a transformation capstone project. In particular, the purpose of the programme is to provide participants with:

- A critical and detailed understanding of the role of **ethical and innovative** management within organisations.
- A critical understanding of the management of management within a global context.
- The opportunity to create and **take ownership** of a detailed piece of project relating to a management issue.
- A critical understanding of issues pertaining to **sustainability and business ethics**.
- An ability to critically analyse and apply knowledge of management theory and models to complex issues (including data analytics), both systematically and **creatively**, to improve **ethical business and management practices**.

A stimulating online academic environment, which is based upon the values of academic openness and critical appraisal.

15. Programme Entry Requirements

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

Top Up entry requirements:

1. Qualification: 120 credits at Level 7 in a broadly-based business/management award, for example a Postgraduate Diploma in Business or an equivalent alternative confirmed via UKNARIC.

2. Work experience: No work experience is required.

3. English requirement: We will accept Level 7 certificate as the evidence for English proficiency.

For overseas qualification, a letter confirming Medium of Instruction was English. Where previous Medium of Instruction was not English, evidence confirming English language proficiency equivalent to IELTS 6.5 (no less than 6.0 in any element).

It is not intended to offer exemptions based on experiential learning.

16. 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).

Arden Values Mapping and PRME Principles Mapping: the table below identifies how programme modules provide full coverage of Arden University Values.

Values	Descriptor
Stand Out (S)	Our creative thinking and willingness to do things differently shines brightly on the inside and is truly visible on the outside.
Progressive (P)	We inspire our students and one another, igniting bright futures through developing our knowledge and innovative use of technology.
Accessible (A)	We make education truly inclusive, creating an inspiring and welcoming environment for everyone to flourish.
Resourceful (R)	We strive for the best for our students and each other, finding ways to catalyse careers and accelerate development.
Kindness (K)	We embrace a culture of togetherness and support that radiates through our teams.

Modules	S	P	A	R	K
BUS7030 Transformation Capstone Project	x	x		x	

In July 2021, Arden University became a signatory of the UNPRME. This means along with a network of other HE institutions around the globe Arden University is committed to aligning all leadership and management programmes with the six PRME principles set forth by a United Nations-supported initiative.

Given that context, in addition to the Arden Values, the Programme also embeds the six Principles for Responsible Management Education (PRME). Through these principles, we wish to strengthen our student's understanding of sustainability, and enable them to address societal impacts and sustainability goals when making business decisions. The PRME principles are as follow:

PRME Principle	Descriptor
#1 Purpose	We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.
#2 Values	We place organizational responsibility and accountability to society and the planet at the core of what we do.
#3 Teach	We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.
#4 Research	We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.
#5 Partner	We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.
#6 Practice	We adopt responsible and accountable management principles in our own governance and operations.
#7 Share	We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

Source: Principle for Responsible Management Education, <https://www.unprme.org/what-we-do>.

Sustainability is an integral concept for future business leaders who have to meet environmental, social and

governance goals in addition to pure economic returns and profits. Each module in the Programme is designed and developed with specific guiding PRME in mind, to ensure students can generate sustainable value, undertake corporate social responsibilities, and partner with civil societies and other stakeholders when performing their roles of industry captains.

	#1	#2	#3	#4	#5	#6	#7
BUS7030 Transformation Capstone Project	x		x	x			x

Across the whole of the programme, it is intended that student will develop a range of behaviours to complement their skills and subject knowledge. They will understand how to act with integrity having considered issues from a range of different perspectives and studied relevant topics such as ethics and Corporate Social Responsibility. Through an emphasis on creativity and problem solving they will be able to address issues in innovative ways. Finally, they will be able to take personal responsibility for their own learning and development as fully autonomous learners.

17. Learning, teaching and assessment methods and strategies

At Arden, our mission is to provide opportunities for individuals to access higher education in a way that suits their personal circumstances and ambitions and equips them for employment in the 21st Century. The single most important aim of our Learning, Teaching and Assessment Plan is improving student outcomes, with an institutional target of 80-85% progression over the next 2-3 years. LTA 2020 Plan identified interconnected objectives to achieve that aim, how improvements will be achieved, responsibilities, timelines and measures for success:

The three key objectives:

- Achieve excellent academic standards to support improved student outcomes
- Undertake effective monitoring and review (of programmes, modules, student satisfaction and feedback)
- Develop, Support and Strengthen Academic Teams

(Learning, Teaching and Assessment Plan, October 2020)

Distance Learning

Acquisition of programme outcomes is via engagement with the online module learning material and the online tutoring and programme participant support mechanisms, both of which are delivered via Arden University's ilearn platform (a Moodle-based system). The learning material comprises purpose-written self-contained lessons with frequent activities and feedback to generate learning and reinforce the knowledge acquisition through frequent application of learning to specific examples.

Embedded within the text are links to further reading and appropriate websites. Feedback within the learning material is provided to allow programme participants to check their understanding with that of the tutor. Additionally, group learning activities direct programme participants to the tutor-facilitated discussion forums where they engage in discussion with their peers and receive formative feedback from the module tutor.

Each of the 20 credit modules provide programme participants with an understanding of key theoretical and practical management issues, debates and academic informed literatures.

Teaching/learning methods adopted are transferrable across modules and are similar across modules and include online class discussions, exercises/case studies and group discussions.

For each subject being taught a programme of structured online learning activities using both formative and summative assessment is applied. The emphasis is on action learning through the mediation of the module leader for each module.

Learning and Teaching activities are:

Asynchronous

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our Virtual Learning Environment (iLearn)
- Guided group / project-based work
- Research tasks
- Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves
- Podcasts and narrated PowerPoints

Synchronous

- Online seminars facilitated by Zoom.
- Live chats
- Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Independent study is the cornerstone of the learner experience, supported by subject specialist engagement with the tutor and peer engagement.
- Guest speaker sessions.

Blended Learning

- A strategy which incorporates elements from the above criteria plus the support of face to face input will be utilised.
- A-synchronous learning will be supported by in class face to face lectures, seminars and workshops. Students will have full access to the iLearn platform and all programme resources within it. Formative opportunities will be available in class and also via seminars hosted using Zoom.
- Students will also have access to learning resources at each partner institution.
- Student learning will be supported and nurtured at our partner institutions by our tutor team and dedicated centre administrator and online via our student support team.
- Summative submissions will all be made via the 'Turnitin' platform.

18. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the student, will be able to: (No more than 10 programme learning outcomes are permitted per programme.)		
1. Critically evaluate leadership and management frameworks/models and reflect upon professional experience in relation to business practices in a globalised and digitised business environment.	Asynchronous: - Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our Virtual Learning Environment (iLearn) - Research tasks - Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves - Feedback on chapters - Independent writing (L1-10) Synchronous: - Online seminars facilitated by Zoom. - Live chats - Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their	Formative activities: Chapter review and 1-2-1 supervision session, Supervision sessions.
2. Review and identify the management challenges confronted by an organisation across its functional areas with regard to evolving ethical standards and technological environments.		Summative assessments: Students are to produce a Transformation project with supervisor's guidance.
3. Critically analyse the contexts, including the legal, ethical, and regulatory environment, in which an organisation operates, competes, and innovates		Capstone Project is completed in three stages.
4. Demonstrate a critical understanding of current thinking and research associated with leadership and management, with the reference to sustainability, business ethics, innovations, and technology disruptions		<i>Stage 1: Working Title Form Submission on Arden Ethics Portal (max 500 words)</i>
5. Synthesise management models and theories to meet the needs of diverse business issues of differing complexity.		<i>Stage 2: Project Proposal and Ethics Approval on Arden Ethics Portal-ARMS (max 2,500 words)</i>
6. Take ownership of / undertake in-depth study on a topic relevant to a general management issue and report the research making sustainability and competitively sound recommendations		<i>Stage 3: Supervisor approved final Transformation capstone report (9,000 words or equivalent portfolio of work)</i>
7. Apply analytical techniques and metrics to evaluate a management issue and make evidence-based decisions		(L1-10)

8. Critically evaluate data sources and conduct analyses using primary and/or secondary data.	learning styles, overall objectives and personal circumstances. Independent study is the cornerstone of the learner experience, supported by subject specialist engagement with the tutor and peer engagement. • Guest speaker sessions. (L1-10)	
9. Develop personal, leadership, and team working skills that enhance effectiveness of management practices		
10. Identify practical solution to theoretical and practical management related problems, thereby facilitating the organisation to attain competitive advantages and/or operational improvements.		

18. Summary of modules and mapped programme learning outcomes

List modules in order of delivery

Level	Module title	Module type <i>Compulsory (C)</i> or Pathway	Pinned/ Paired/ Running order of Modules	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	GA1	GA2	GA3	GA4	GA5	GA6
7	BUS7030 Transformation Capstone Project	C	1	x					x	x	x			x		x			x

Master's Top-Up

Master's top-up programmes must include 60 credits from the final project/dissertation.

To achieve MBA (Top Up) following module need to be completed:

- Business Transformation Capstone Project

