

Arden University
An rdi Company

Course and Module Handbook

Master of Business Administration

Version 5
October 2015



**Anglia Ruskin
University**

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Course and Module Information

The following pages contain a brief description of the course aims and its structure.

The Master of Business Administration course is normally expected to be completed within two and a half years. However, our online distance learning students have flexibility in setting their own pace of study, which means that your course can be completed in a minimum period of one year or extended up to a maximum of five years.

It is recommended that you complete a minimum 60 credits per year in order to complete your programme within the expected timescales.

To gain the qualification you will need to complete each of the compulsory modules shown below. Each 15 credit module is equivalent to 150 hours of self-guided learning.

The course is divided into two stages, a taught stage consisting of eight modules and a final stage, consisting of a Dissertation. The Dissertation can only be submitted once all assessments on the taught stage have been successfully completed and confirmed by the Examining Board.

To gain the respective qualification, each of the eight taught modules and the Dissertation must be successfully completed.

Details of the compulsory modules required for the general MBA and each of the MBA themed pathways are shown on the following page.

Please note that the order in which modules are delivered is subject to change.

MBA	MBA (Finance)	MBA (Human Resource Management)	MBA (Law)	MBA (Management Consultancy)	MBA (Marketing)	MBA (Project Management)	MBA (Service Excellence)	Credits
International Management	International Management	International Management	International Management	International Management	International Management	International Management	International Management	15
Financial Management	Financial Management	Financial Management	Financial Management	Financial Management	Financial Management	Financial Management	Financial Management	15
Marketing Management	Marketing Management	Marketing Management	Marketing Management	Marketing Management	Marketing Management	Marketing Management	Marketing Management	15
Managing the Human Resource	Managing the Human Resource	Managing the Human Resource	Managing the Human Resource	Managing the Human Resource	Managing the Human Resource	Managing the Human Resource	Managing the Human Resource	15
Managing Change in Organisations	Strategic Investment Management	Planning Human Resources	Managing Contract Risk	Developing Consultancy Skills	International Marketing	Management of Projects	Quality and Excellence	15
Operations Management	Performance Management	Employee Relations	Ethics and the Law	Consultancy Practice	Marketing Communications	Project Management Techniques	Quality Management	15
Strategic Management	Strategic Management	Strategic Management	Strategic Management	Strategic Management	Strategic Management	Strategic Management	Strategic Management	15
Research Methods	Research Methods	Research Methods	Research Methods	Research Methods	Research Methods	Research Methods	Research Methods	15
Dissertation	*Dissertation	*Dissertation	*Dissertation	*Dissertation	*Dissertation	*Dissertation	*Dissertation	60

*Dissertation topic should be predominantly in area of the specialism



Pathway Specification Form (PSF)

1	Start date	
2	Awarding institution	Anglia Ruskin University
3	Location(s) of delivery	Arden University-Distance Learning
4	Pathway accredited by (if applicable)	MBA
5	Final award(s)	Masters in Business Administration
6	Pathway title	
6a	Progression route	For Foundation Degrees only – Section 6a can be deleted for other pathways
7	Anglia Ruskin Pathway Leader (and co-ordinators at other locations of delivery)	Jon Salkeld Director, UK & Corporate Partnerships
8	Programme	MBA
9	Programme Leader	Matthew Cooper
10	Managing Department	
11	Faculty	Lord Ashcroft International Business School
12	Pathway Code	
13	UCAS code (Undergraduate only)	
14	Relevant QAA subject benchmark statement(s) and any PSB reference point(s)	General Business and Management
15	Aims	

The aim of the Arden University MBA programme is to provide a distinctive, 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.

Online teaching materials are derived from established academic research in order to develop critical powers of analysis, reflection and the 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 of management and organisation within a framework that enables them to relate their business experience to contemporary management ideas and practice within a global context. This is achieved through critical thinking, creativity and personal development.

In particular, the purpose of the programme is to provide programme participants with:

- An advanced understanding of the management of organisations within a global context;
- Opportunities for the systematic development of the skills of critical analysis, reflection and interpersonal skills to enable programme participants to further develop confidence in effectively appraising and implementing management strategies;
- An ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice;
- A stimulating online academic environment, which is based upon the values of academic openness and critical appraisal.

16	Intended learning outcomes and the means by which they are achieved and demonstrated	
A. Knowledge and Understanding		
On successful completion of the pathway a programme participant will be expected to be able to:	Learning/teaching methods and strategies:	
<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> A1 The role and function of organisations and the global context in which they operate; A2 The core disciplines of business and management including strategy, marketing, finance, HRM, within industry sectors; A3 The application of strategic thinking to the successful management of organisations. 	<p>Acquisition of A1-A3 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.</p> <p>Each of the 15 credit modules provides programme participants with an understanding of key theoretical and practical management issues, debates and academic informed literatures.</p> <p>Teaching/learning methods adopted are transferrable across modules and are similar across modules and include online class discussions, exercises/case studies and group discussions.</p> <p>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.</p>	
Assessment methods and strategies:		
	<p>Anglia Ruskin University's regulations for assessment of theory and practice apply. The assessment process involves both formative and summative elements and is continuing in nature. The summative assessment will normally involve a single piece of work. It attempts to integrate theory and practice allowing the programme participants to:</p> <ul style="list-style-type: none"> – delve deeper into practice – acquire new knowledge and develop new skills 	

	<ul style="list-style-type: none"> - adapt and apply new skills to new contexts - develop existing skills and knowledge to a greater depth and breadth - extend transferable skills. <p>Strategies have been selected to maximise programme participant learning & give opportunities for programme participants to demonstrate acquisition of specialist knowledge and skills.</p> <p>The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes; opportunities for formative feedback will also be provided and represent an integral part of the overall teaching and learning strategy. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module. Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in management focus and practice.</p> <p>The dissertation is a significant independent piece of research, based on primary research. This is a 15,000 word research study using 'a traditional' approach to developing a piece of significant independent study fitting of this level and type of qualification. Students undertake a virtual Viva part way through the dissertation process. This is designed to direct students having completed the literature review and started the methodology chapter.</p>
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B. Intellectual (thinking), practical, affective and transferable skills

On successful completion of the pathway a programme participant will be expected to be able to:	Learning/teaching methods and strategies:
<p>Intellectual</p> <p>B1.1 Critically appraise current issues in business and management.</p>	<p>Intellectual skills are acquired through engagement with the online module learning material and the online tutoring. At all stages of their course, in all modules, programme participants are encouraged to take a critical and evaluative approach to the subject.</p> <p>B1.1 is assessed by a combination of formative and summative work.</p>
<p>Practical</p> <p>B2.1 Problem solve and deal with complex issues of management and in doing so interpret and abstract meaning from a variety of financial and non-financial data.</p>	<p>Practical skills are acquired through engagement with the online module learning material and the online tutoring. At all stages of their course, in all modules, programme participants are encouraged to take a critical and evaluative approach to the</p>

<hr/> <p>Transferrable</p> <p>B3.1 Critically reflect to support enhanced learning, self-awareness and interaction with others;</p> <p>B3.2 Identify pertinent issues and generate relevant and workable solutions within the organisation;</p> <p>B3.3 Undertake effective communication and presentation skills;</p> <p>B3.4 Effectively use CIT to communicate in a variety of settings;</p> <p>B3.5 Work effectively as a member of a team, including leadership and team working skills, and cross cultural awareness;</p> <p>B3.6 Work independently and to take responsibility for own learning;</p> <p>B3.7 Undertake multidisciplinary research through the acquisition of skills relevant to the context of business and management;</p> <p>B3.8 Effectively plan and undertake personal development including the awareness of an ethical and socially responsibly dimension to decision making;</p> <p>B3.9 Develop and implement project management skills.</p>	<p>subject.</p> <p>B2.1 is assessed by a combination of formative and summative work.</p> <hr/> <p>Acquisition of transferrable skills takes place throughout the modules (see transferrable skills matrix; section 26). A common spine runs throughout the general and themed routes where the majority of transferrable skills are developed so as to enhance equity between the routes.</p> <p>Programme participants are gradually required to take responsibility for their own learning throughout the programme. The tutorial support mechanisms are intensive during the first study period of the programme and programme participant engagement, achievement with progression monitored regularly and followed up on an individual basis thereafter.</p> <p>Transferrable skills are evaluated in specific modules as indicated in skills matrix (see section 26).</p>
	Assessment methods and strategies:
	<p>Anglia Ruskin University's regulations for assessment of theory and practice apply. The assessment process involves both formative and summative elements and is continuing in nature. It attempts to integrate theory and practice allowing the programme participant to:</p> <ul style="list-style-type: none"> – delve deeper into practice; – acquire new knowledge and develop new skills; – adapt and apply new skills to new contexts; – develop existing skills and knowledge to a greater depth and breadth; – extend transferable skills. <p>Strategies have been selected to maximise programme participant learning & give opportunities for programme</p>

	<p>participants to demonstrate acquisition of specialist knowledge and skills.</p> <p>The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module. Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in professional focus and practice.</p> <p>The dissertation is a significant independent piece of research, based on primary research. This is a 15,000 word research study using 'a traditional' approach to developing a piece of significant independent study fitting of this level and type of qualification. Students undertake a virtual Viva part way through the dissertation process. This is designed to direct students having completed the literature review and started the methodology chapter.</p>
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17	Entry requirements:
<p>Normally:</p> <ul style="list-style-type: none"> - A degree equivalent to UK second class honours standard; - English ability equivalent to IELTS 6.5, where the medium of undergraduate study was not English; - At least two years of relevant full time work experience. <p>Applicants with existing postgraduate business awards may be eligible for entry with advanced standing and will be considered through the APL process. Arden University is keen to ensure that the programme is available to all those who can benefit from it. Applicants who have substantial managerial experience and are able to demonstrate an ability to successfully complete the programme may be admitted where they do not possess degree equivalent qualifications.</p>	

18	Marking system
<p>All constituent modules for this pathway are assessed by fine grading including the dissertation.</p>	

19	Exceptional variation from Anglia Ruskin Academic Regulations and/or design principles
<p><i>None.</i></p>	

24 Level 7 Details - Masters Awards NB a pathway leading to an MA, MSc, LLM or MBA award must contain a Major Project of either 30, 45 or 60 credits

24.1 *In order to complete this pathway a programme participant must successfully complete all of the following compulsory modules (totalling 180 credits):*

Module Code	Module Title	Credit	Existing (E)/ New (N)
	International Management	15	N
	Financial Management	15	E
	Marketing Management	15	E
	Managing the Human Resource	15	E
	Managing Change in Organisations	15	E
	Operations Management	15	E
	Strategic Management	15	E
	Research Methods	15	E
	Dissertation	60	E

24.2 **In order to complete this pathway a programme participant must successfully complete from the following list of designated modules:**

N/A

Module Code	Module Title	Credit	Existing (E)/ New (N)

25 **Award Classification**

25.2 **Postgraduate Awards**

List any Modules that must be included in the calculation of awards with distinction

[NB This is a proposed, award-specific, variation to Anglia Ruskin's Academic Regulations and is subject to approval by the Senate's Academic Standards, Quality and Regulations Committee].

Module Code	Module Title	Credit
	N/A	

26	Structure diagram and guidelines for programme participants on module selection by 'assessment'
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The table below illustrates the assessment regime for a 'typical' student taking three years to complete. The order of the modules will, in the majority of cases, be as outlined below.

Completion within 3 years (Level M)				
Year 1	Module	Cr	Assessment	Week
Q1	International Management	15	3,000 word written assignment	12
Q2	Financial Management	15	Open book time constrained exam: 24 hours; no specific word count.	12
Q3	Marketing Management	15	2,000 word written assignment (Individual Task); PowerPoint Presentation (Team Task); Activity Report (Individual Task)	12
Q4	Managing Human Resources	15	2,000 words written assignment (80% of the marks) and 1,000 word an individual Powerpoint presentation with notes submitted (20%) Note: Both submitted at the same time.	12
Year 2	Module	Cr	Assessment	Week
Q1	Managing Change in Organisations	15	3,000 word written assignment	12
Q2	Operations Management	15	3,000 word written assignment	12
Q3	Strategic Management	15	Open book time constrained exam: 24 hours; no specific word count.	12
Q4	Research Methods			12
Year 3	Module	Cr	Assessment	Week
Q1	Complete Research Methods	15	3,000 word written assignment	24
Q2	Dissertation		Virtual Viva (20% of the final mark)	12
Q3	Dissertation			24
Q4	Dissertation	60	15,000 word independent piece of research (primary based)-(80% of the final mark)	36

27	Intermediate award details
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Give details below of any specific module requirements for achieving intermediate awards

A minimum of 60 credits to be awarded a PG Certificate in Business Administration.

A minimum of 120 credits to be awarded a PG Diploma in Business Administration



1	Start date	
2	Awarding institution	Anglia Ruskin University
3	Location(s) of delivery	Arden University-Distance Learning
4	Pathway accredited by (if applicable)	MBA (Finance)
5	Final award(s)	Masters in Business Administration
6	Pathway title	
6a	Progression route	For Foundation Degrees only – Section 6a can be deleted for other pathways
7	Anglia Ruskin Pathway Leader (and co-ordinators at other locations of delivery)	Jon Salkeld Director, UK & Corporate Partnerships
8	Programme	MBA
9	Programme Leader	Matthew Cooper
10	Managing Department	
11	Faculty	Lord Ashcroft International Business School
12	Pathway Code	
13	UCAS code (Undergraduate only)	
14	Relevant QAA subject benchmark statement(s) and any PSB reference point(s)	General Business and Management
15	Aims	

The aim of the Arden University MBA programme is to provide a distinctive, inter-disciplinary and integrative educational programme for individuals seeking to develop and consolidate their managerial achievements with a focus on finance. The programme is designed to expose programme participants to current thinking and practice in finance and across a wide range of management disciplines.

Online teaching materials are derived from established academic research in order to develop critical powers of analysis, reflection and the 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 of management and organisation within a framework that enables them to relate their business experience to contemporary management ideas and practice within a global context. This is achieved through critical thinking, creativity and personal development.

In particular, the purpose of the programme is to provide programme participants with:

- A critical and detailed understanding of the application of financial analysis that underpins the operation of organisations;
- An advanced understanding of the management of organisations within a global context;
- Opportunities for the systematic development of the skills of critical analysis, reflection and interpersonal skills to enable programme participants to further develop confidence in effectively appraising and implementing management strategies;
- An ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice;
- A stimulating online academic environment, which is based upon the values of academic openness and critical appraisal.

16	Intended learning outcomes and the means by which they are achieved and demonstrated
A. Knowledge and Understanding	
On successful completion of the pathway a programme participant will be expected to be able to:	Learning/teaching methods and strategies:
<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> A1 The role and function of finance in sustaining and contributing towards the competitive advantage of organisations; A2 The role and function of organisations and the global context in which they operate; A3 The core disciplines of business and management including strategy, marketing, finance, HRM, within industry sectors; A4 The application of strategic thinking to the successful management of organisations. 	<p>Acquisition of A1-A4 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.</p> <p>Each of the 15 credit modules provides programme participants with an understanding of key theoretical and practical management issues, debates and academic informed literatures.</p> <p>Teaching/learning methods adopted are transferrable across modules and include online class discussions, exercises/case studies and group discussions.</p> <p>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.</p>
	Assessment methods and strategies:
	<p>Anglia Ruskin University's regulations for assessment of theory and practice apply. The assessment process involves both formative and summative elements and is continuing in nature. The summative assessment will normally involve a single piece of work. It attempts to integrate theory and practice allowing the programme participants to:</p> <ul style="list-style-type: none"> – delve deeper into practice

	<ul style="list-style-type: none"> - acquire new knowledge and develop new skills - adapt and apply new skills to new contexts - develop existing skills and knowledge to a greater depth and breadth - extend transferable skills. <p>Strategies have been selected to maximise programme participant learning & give opportunities for programme participants to demonstrate acquisition of specialist knowledge and skills.</p> <p>The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes; opportunities for formative feedback will also be provided and represent an integral part to the overall teaching and learning strategy. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module. Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in management focus and practice.</p> <p>The dissertation is a significant independent piece of research, based on primary research. This is a 15,000 word research study using 'a traditional' approach to developing a piece of significant independent study fitting of this level and type of qualification. Students undertake a virtual Viva part way through the dissertation process. This is designed to direct students having completed the literature review and started the methodology chapter.</p>
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B. Intellectual (thinking), practical, affective and transferable skills

On successful completion of the pathway a programme participant will be expected to be able to:	Learning/teaching methods and strategies:
<p>Intellectual</p> <p>B1.1 Critically appraise current issues in finance, business and management.</p>	<p>Intellectual skills are acquired through engagement with the online module learning material and the online tutoring. At all stages of their course, in all modules, programme participants are encouraged to take a critical and evaluative approach to the subject.</p> <p>B1.1 is assessed by a combination of formative and summative work.</p>
<p>Practical</p> <p>B2.1 Problem solve and deal with complex issues of management and in doing so interpret and abstract meaning from a variety of</p>	<p>Practical skills are acquired through engagement with the online module learning material and the online tutoring. At all stages of their course, in all modules, programme participants are encouraged to take a problem solving approach to the subject.</p>

<p>financial and non-financial data.</p>	<p>B2.1 is assessed by a combination of formative and summative work.</p>
<p>Transferrable</p> <p>B3.1 Critically reflect to support enhanced learning, self-awareness and interaction with others;</p> <p>B3.2 Identify pertinent issues and generate relevant and workable solutions within the organisation;</p> <p>B3.3 Undertake effective communication and presentation skills;</p> <p>B3.4 Effectively use CIT to communicate in a variety of settings;</p> <p>B3.5 Work effectively as a member of a team, including leadership and team working skills, and cross cultural awareness;</p> <p>B3.6 Work independently and to take responsibility for own learning;</p> <p>B3.7 Undertake multidisciplinary research through the acquisition of skills relevant the context of business and management;</p> <p>B3.8 Effectively plan and undertake personal development including the awareness of an ethical and socially responsibly dimension to decision making;</p> <p>B3.9 Develop and implement project management skills.</p>	<p>Acquisition of transferrable skills takes place throughout the modules (see transferrable skills matrix; section 26). A common spine runs throughout the general and themed routes where the majority of transferrable skills are developed so as to enhance equity between the routes.</p> <p>Programme participants are gradually required to take responsibility for their own learning throughout the programme. The tutorial support mechanisms are intensive during the first study period of the programme and programme participant engagement, achievement with progression monitored regularly and followed up on an individual basis thereafter.</p> <p>Transferrable skills are evaluated in specific modules as indicated in skills matrix (see section 26).</p>
<p>Assessment methods and strategies:</p>	
	<p>Anglia Ruskin University's regulations for assessment of theory and practice apply. The assessment process involves both formative and summative elements and is continuing in nature. It attempts to integrate theory and practice allowing the programme participant to:</p> <ul style="list-style-type: none"> - delve deeper into practice; - acquire new knowledge and develop new skills; - adapt and apply new skills to new contexts; - develop existing skills and knowledge to a greater depth and breadth; - extend transferable skills. <p>Strategies have been selected to maximise programme participant learning & give opportunities for programme participants to demonstrate acquisition of specialist knowledge</p>

	<p>and skills.</p> <p>The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module. Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in professional focus and practice.</p> <p>The dissertation is a significant independent piece of research, based on primary research. This is a 15,000 word research study using 'a traditional' approach to developing a piece of significant independent study fitting of this level and type of qualification. Students undertake a virtual Viva part way through the dissertation process. This is designed to direct students having completed the literature review and started the methodology chapter.</p>
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17	Entry requirements:
<p>Normally:</p> <ul style="list-style-type: none"> - A degree equivalent to UK second class honours standard; - English ability equivalent to IELTS 6.5, where the medium of undergraduate study was not English; - At least two years of relevant full time work experience. <p>Applicants with existing postgraduate business awards may be eligible for entry with advanced standing and will be considered through the APL process. Arden University is keen to ensure that the programme is available to all those who can benefit from it. Applicants who have substantial managerial experience and are able to demonstrate an ability to successfully complete the programme may be admitted where they do not possess degree equivalent qualifications.</p>	

18	Marking system
<p>All constituent modules for this pathway are assessed by fine grading including the dissertation.</p>	

19	Exceptional variation from Anglia Ruskin Academic Regulations and/or design principles
<p><i>None.</i></p>	

24 Level 7 Details - Masters Awards NB a pathway leading to an MA, MSc, LLM or MBA award must contain a Major Project of either 30, 45 or 60 credits

24.1 In order to complete this pathway a programme participant must successfully complete all of the following compulsory modules (totalling 180 credits):

Module Code	Module Title	Credit	Existing (E)/ New (N)
	International Management	15	N
	Financial Management	15	E
	Marketing Management	15	E
	Managing the Human Resource	15	E
	Strategic Investment Management	15	E
	Performance Management	15	E
	Strategic Management	15	E
	Research Methods	15	E
	Dissertation	60	E

24.2 *In order to complete this pathway a programme participant must successfully complete from the following list of designated modules:*

Module Code	Module Title	Credit	Existing (E)/ New (N)

25 **Award Classification**

25.2 **Postgraduate Awards**

List any Modules that **must** be included in the calculation of awards with distinction

[NB This is a proposed, award-specific, variation to Anglia Ruskin's Academic Regulations and is subject to approval by the Senate's Academic Standards, Quality and Regulations Committee].

Module Code	Module Title	Credit
	N/A	

26	Structure diagram and guidelines for programme participants on module selection by 'assessment'
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The below illustrates the assessment regime for a 'typical' student taking three years to complete. The order of the modules will, in the majority of cases, be as outlined below.

Completion within 3 years (Level M)				
Year 1	Module	Cr	Assessment	Week
Q1	International Management	15	3,000 word written assignment	12
Q2	Financial Management	15	Open book time constrained exam: 24 hours; no specific word count.	12
Q3	Marketing Management	15	2,000 word written assignment (Individual Task); PowerPoint Presentation (Team Task); Activity Report (Individual Task)	12
Q4	Managing Human Resources	15	2,000 word written assignment (80% of the marks) and 1,000 word an individual Powerpoint presentation with notes submitted (20%) Note: Both submitted at the same time.	12
Year 2	Module	Cr	Assessment	Week
Q1	Strategic Investment Management	15	3,000 word written assignment	12
Q2	Performance Management	15	3,000 word written assignment	12
Q3	Strategic Management	15	Open book time constrained exam: 24 hours; no specific word count.	12
Q4	Research Methods			12
Year 3	Module	Cr	Assessment	Week
Q1	Complete Research Methods	15	3,000 word written assignment	24
Q2	Dissertation		Virtual Viva (20% of the final mark)	12
Q3	Dissertation			24
Q4	Dissertation	60	15,000 word independent piece of research (primary based)-(80% of the final mark)	36

27	Intermediate award details
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Give details below of any specific module requirements for achieving intermediate awards

A minimum of 60 credits to be awarded a PG Certificate in Business Administration.

A minimum of 120 credits to be awarded a PG Diploma in Business Administration



Pathway Specification Form (PSF)

1	Start date	
2	Awarding institution	Anglia Ruskin University
3	Location(s) of delivery	Arden University-Distance Learning
4	Pathway accredited by (if applicable)	MBA (Human Resource Management)
5	Final award(s)	Masters in Business Administration
6	Pathway title	
6a	Progression route	For Foundation Degrees only – Section 6a can be deleted for other pathways
7	Anglia Ruskin Pathway Leader (and co-ordinators at other locations of delivery)	Jon Salkeld Director, UK & Corporate Partnerships
8	Programme	MBA
9	Programme Leader	Matthew Cooper
10	Managing Department	
11	Faculty	Lord Ashcroft International Business School
12	Pathway Code	
13	UCAS code (Undergraduate only)	
14	Relevant QAA subject benchmark statement(s) and any PSB reference point(s)	General Business and Management

The aim of the Arden University MBA programme is to provide a distinctive, 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.

Online teaching materials are derived from established academic research in order to develop critical powers of analysis, reflection and the 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 of management and organisation within a framework that enables them to relate their business experience to contemporary management ideas and practice within a global context. This is achieved through critical thinking, creativity and personal development.

In particular, the purpose of the programme is to provide programme participants with:

- A critical and detailed understanding of the application of HRM principles that underpins the operation of organisations;
- An advanced understanding of the management of organisations within a global context;
- Opportunities for the systematic development of the skills of critical analysis, reflection and interpersonal skills to enable programme participants to further develop confidence in effectively appraising and implementing management strategies;
- An ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice;
- A stimulating online academic environment, which is based upon the values of academic openness and critical appraisal.

16	Intended learning outcomes and the means by which they are achieved and demonstrated	
A. Knowledge and Understanding		
On successful completion of the pathway a programme participant will be expected to be able to:		Learning/teaching methods and strategies:
<p>Demonstrate knowledge and understanding of:</p> <p>A1 The role and function of HRM in sustaining and contributing towards the competitive advantage of organisations;</p> <p>A2 The role and function of organisations and the global context in which they operate;</p> <p>A3 The core disciplines of business and management including strategy, marketing, finance, HRM, within industry sectors;</p> <p>A4 The application of strategic thinking to the successful management of organisations.</p>		<p>Acquisition of A1-A4 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.</p> <p>Each of the 15 credit modules provides programme participants with an understanding of key theoretical and practical management issues, debates and academic informed literatures.</p> <p>Teaching/learning methods adopted are transferrable across modules and include online class discussions, exercises/case studies and group discussions.</p> <p>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.</p>
		Assessment methods and strategies:
		<p>Anglia Ruskin University's regulations for assessment of theory and practice apply. The assessment process involves both formative and summative elements and is continuing in nature. The summative assessment will normally involve a single piece of work. It attempts to integrate theory and practice allowing the programme participants to:</p> <ul style="list-style-type: none"> - delve deeper into practice

	<ul style="list-style-type: none"> - acquire new knowledge and develop new skills - adapt and apply new skills to new contexts - develop existing skills and knowledge to a greater depth and breadth - extend transferable skills. <p>Strategies have been selected to maximise programme participant learning & give opportunities for programme participants to demonstrate acquisition of specialist knowledge and skills.</p> <p>The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes; opportunities for formative feedback will also be provided and represent an integral part to the overall teaching and learning strategy. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module. Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in management focus and practice.</p> <p>The dissertation is a significant independent piece of research, based on primary research. This is a 15,000 word research study using 'a traditional' approach to developing a piece of significant independent study fitting of this level and type of qualification. Students undertake a virtual Viva part way through the dissertation process. This is designed to direct students having completed the literature review and started the methodology chapter.</p>
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B. Intellectual (thinking), practical, affective and transferable skills

On successful completion of the pathway a programme participant will be expected to be able to:	Learning/teaching methods and strategies:
<p>Intellectual</p> <p>B1.1 Critically appraise current issues in HRM, business and management.</p> <hr/> <p>Practical</p> <p>B2.2 Problem solve and deal with complex issues of management and in doing so interpret and abstract meaning from a variety of financial and non-financial</p>	<p>Intellectual skills are acquired through engagement with the online module learning material and the online tutoring. At all stages of their course, in all modules, programme participants are encouraged to take a critical and evaluative approach to the subject.</p> <p>B1.1 is assessed by a combination of formative and summative work.</p> <hr/> <p>Practical skills are acquired through engagement with the online module learning material and the online tutoring. At all stages of their course, in all modules, programme participants are</p>

<p>data.</p>	<p>encouraged to take a problem solving approach to the subject.</p> <p>B2.1 is assessed by a combination of formative and summative work.</p>
<p>Transferrable</p> <p>B3.1 Critically reflect to support enhanced learning, self-awareness and interaction with others;</p> <p>B3.2 Identify pertinent issues and generate relevant and workable solutions within the organisation;</p> <p>B3.3 Undertake effective communication and presentation skills;</p> <p>B3.4 Effectively use CIT to communicate in a variety of settings;</p> <p>B3.5 Work effectively as a member of a team, including leadership and team working skills, and cross cultural awareness;</p> <p>B3.6 Work independently and to take responsibility for own learning;</p> <p>B3.7 Undertake multidisciplinary research through the acquisition of skills relevant to the context of business and management;</p> <p>B3.8 Effectively plan and undertake personal development including the awareness of an ethical and socially responsibly dimension to decision making;</p> <p>B3.9 Develop and implement project management skills.</p>	<p>Acquisition of transferrable skills takes place throughout the modules (see transferrable skills matrix; section 26). A common spine runs throughout the general and themed routes where the majority of transferrable skills are developed so as to enhance equity between the routes.</p> <p>Programme participants are gradually required to take responsibility for their own learning throughout the programme. The tutorial support mechanisms are intensive during the first study period of the programme and programme participant engagement, achievement with progression monitored regularly and followed up on an individual basis thereafter.</p> <p>Transferrable skills are evaluated in specific modules as indicated in skills matrix (see section 26).</p>
<p>Assessment methods and strategies:</p>	
	<p>Anglia Ruskin University's regulations for assessment of theory and practice apply. The assessment process involves both formative and summative elements and is continuing in nature. It attempts to integrate theory and practice allowing the programme participant to:</p> <ul style="list-style-type: none"> - delve deeper into practice; - acquire new knowledge and develop new skills; - adapt and apply new skills to new contexts; - develop existing skills and knowledge to a greater depth and breadth; - extend transferable skills. <p>Strategies have been selected to maximise programme participant learning & give opportunities for programme</p>

	<p>participants to demonstrate acquisition of specialist knowledge and skills.</p> <p>The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module. Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in professional focus and practice.</p> <p>The dissertation is a significant independent piece of research, based on primary research. This is a 15,000 word research study using 'a traditional' approach to developing a piece of significant independent study fitting of this level and type of qualification. Students undertake a virtual Viva part way through the dissertation process. This is designed to direct students having completed the literature review and started the methodology chapter.</p>
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17	Entry requirements:
<p>Normally:</p> <ul style="list-style-type: none"> - A degree equivalent to UK second class honours standard; - English ability equivalent to IELTS 6.5, where the medium of undergraduate study was not English; - At least two years of relevant full time work experience. <p>Applicants with existing postgraduate business awards may be eligible for entry with advanced standing and will be considered through the APL process. Arden University is keen to ensure that the programme is available to all those who can benefit from it. Applicants who have substantial managerial experience and are able to demonstrate an ability to successfully complete the programme may be admitted where they do not possess degree equivalent qualifications.</p>	

18	Marking system
<p>All constituent modules for this pathway are assessed by fine grading including the dissertation.</p>	

19	Exceptional variation from Anglia Ruskin Academic Regulations and/or design principles
<p><i>None.</i></p>	

24 Level 7 Details - Masters Awards NB a pathway leading to an MA, MSc, LLM or MBA award must contain a Major Project of either 30, 45 or 60 credits

24.1 *In order to complete this pathway a programme participant must successfully complete all of the following compulsory modules (totalling 180 credits):*

Module Code	Module Title	Credit	Existing (E)/ New (N)
	International Management	15	N
	Financial Management	15	E
	Marketing Management	15	E
	Managing the Human Resource	15	E
	Planning Human Resources	15	E
	Employee Relations	15	E
	Strategic Management	15	E
	Research Methods	15	E
	Dissertation	60	E

24.2 *In order to complete this pathway a programme participant must successfully complete from the following list of designated modules:*

Module Code	Module Title	Credit	Existing (E)/ New (N)

25 **Award Classification**

25.2 **Postgraduate Awards**

List any Modules that **must** be included in the calculation of awards with distinction
[NB This is a proposed, award-specific, variation to Anglia Ruskin's Academic Regulations and is subject to approval by the Senate's Academic Standards, Quality and Regulations Committee].

Module Code	Module Title	Credit
	N/A	

The below illustrates the assessment regime for a 'typical' student taking three years to complete. The order of the modules will, in the majority of cases, be as outlined below.

Completion within 3 years (Level M)				
Year 1	Module	Cr	Assessment	Week
Q1	International Management	15	3,000 word written assignment	12
Q2	Financial Management	15	Open book time constrained exam: 24 hours; no specific word count.	12
Q3	Marketing Management	15	2,000 word written assignment (Individual Task); PowerPoint Presentation (Team Task); Activity Report (Individual Task)	12
Q4	Managing Human Resources	15	2,000 word written assignment (80% of the marks) and 1,000 word an individual Powerpoint presentation with notes submitted (20%) Note: Both submitted at the same time.	12
Year 2	Module	Cr	Assessment	Week
Q1	Planning Human Resources	15	3,000 word written assignment	12
Q2	Employee Relations	15	3,000 word written assignment	12
Q3	Strategic Management	15	Open book time constrained exam: 24 hours; no specific word count.	12
Q4	Research Methods			12
Year 3	Module	Cr	Assessment	Week
Q1	Complete Research Methods	15	3,000 word written assignment	24
Q2	Dissertation		Virtual Viva (20% of the final mark)	12
Q3	Dissertation			24
Q4	Dissertation	60	15,000 word independent piece of research (primary based)-(80% of the final mark)	36

Give details below of any specific module requirements for achieving intermediate awards
A minimum of 60 credits to be awarded a PG Certificate in Business Administration.
A minimum of 120 credits to be awarded a PG Diploma in Business Administration



1	Start date	
2	Awarding institution	Anglia Ruskin University
3	Location(s) of delivery	Arden University-Distance Learning
4	Pathway accredited by (if applicable)	MBA (Law)
5	Final award(s)	Masters in Business Administration
6	Pathway title	
6a	Progression route	For Foundation Degrees only – Section 6a can be deleted for other pathways
7	Anglia Ruskin Pathway Leader (and co-ordinators at other locations of delivery)	Jon Salkeld Director, UK & Corporate Partnerships
8	Programme	MBA
9	Programme Leader	Matthew Cooper
10	Managing Department	
11	Faculty	Lord Ashcroft International Business School
12	Pathway Code	
13	UCAS code (Undergraduate only)	
14	Relevant QAA subject benchmark statement(s) and any PSB reference point(s)	General Business and Management

The aim of the Arden University MBA programme is to provide a distinctive, 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.

Online teaching materials are derived from established academic research in order to develop critical powers of analysis, reflection and the 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 of management and organisation within a framework that enables them to relate their business experience to contemporary management ideas and practice within a global context. This is achieved through critical thinking, creativity and personal development.

In particular, the purpose of the programme is to provide programme participants with:

- A critical and detailed understanding of the application of legal principles that underpins the operation of organisations;
- An advanced understanding of the management of organisations within a global context;
- Opportunities for the systematic development of the skills of critical analysis, reflection and interpersonal skills to enable programme participants to further develop confidence in effectively appraising and implementing management strategies;
- An ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice;
- A stimulating online academic environment, which is based upon the values of academic openness and critical appraisal.

16	Intended learning outcomes and the means by which they are achieved and demonstrated	
A. Knowledge and Understanding		
On successful completion of the pathway a programme participant will be expected to be able to:		Learning/teaching methods and strategies:
<p>Demonstrate knowledge and understanding of:</p> <p>A1 The role and function of legal principles and practices in sustaining and contributing towards the competitive advantage of organisations;</p> <p>A2 The role and function of organisations and the global context in which they operate;</p> <p>A3 The core disciplines of business and management including strategy, marketing, finance, HRM, within industry sectors;</p> <p>A4 The application of strategic thinking to the successful management of organisations.</p>		<p>Acquisition of A1-A4 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.</p> <p>Each of the 15 credit modules provides programme participants with an understanding of key theoretical and practical management issues, debates and academic informed literatures.</p> <p>Teaching/learning methods adopted are transferrable across modules and include online class discussions, exercises/case studies and group discussions.</p> <p>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.</p>
		Assessment methods and strategies:
		<p>Anglia Ruskin University's regulations for assessment of theory and practice apply. The assessment process involves both formative and summative elements and is continuing in nature. The summative assessment will normally involve a single piece of work. It attempts to integrate theory and practice allowing the programme participants to:</p> <ul style="list-style-type: none"> - delve deeper into practice

	<ul style="list-style-type: none"> - acquire new knowledge and develop new skills - adapt and apply new skills to new contexts - develop existing skills and knowledge to a greater depth and breadth - extend transferable skills. <p>Strategies have been selected to maximise programme participant learning & give opportunities for programme participants to demonstrate acquisition of specialist knowledge and skills.</p> <p>The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes; opportunities for formative feedback will also be provided and represent an integral part to the overall teaching and learning strategy. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module. Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in management focus and practice.</p> <p>The dissertation is a significant independent piece of research, based on primary research. This is a 15,000 word research study using 'a traditional' approach to developing a piece of significant independent study fitting of this level and type of qualification. Students undertake a virtual Viva part way through the dissertation process. This is designed to direct students having completed the literature review and started the methodology chapter.</p>
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B. Intellectual (thinking), practical, affective and transferable skills

On successful completion of the pathway a programme participant will be expected to be able to:	Learning/teaching methods and strategies:
<p>Intellectual</p> <p>B1.1 Critically appraise current issues in law, business and management.</p> <hr/> <p>Practical</p> <p>B2.1 Problem solve and deal with complex issues of management and in doing so interpret and abstract meaning from a variety of financial and non-financial data.</p>	<p>Intellectual skills are acquired through engagement with the online module learning material and the online tutoring. At all stages of their course, in all modules, programme participants are encouraged to take a critical and evaluative approach to the subject.</p> <p>B1.1 is assessed by a combination of formative and summative work.</p> <hr/> <p>Practical skills are acquired through engagement with the online module learning material and the online tutoring. At all stages of their course, in all modules, programme participants are encouraged to take a problem solving approach to the subject.</p>

	B2.1 is assessed by a combination of formative and summative work.
<p>Transferrable</p> <p>B3.1 Critically reflect to support enhanced learning, self-awareness and interaction with others;</p> <p>B3.2 Identify pertinent issues and generate relevant and workable solutions within the organisation;</p> <p>B3.3 Undertake effective communication and presentation skills;</p> <p>B3.4 Effectively use CIT to communicate in a variety of settings;</p> <p>B3.5 Work effectively as a member of a team, including leadership and team working skills, and cross cultural awareness;</p> <p>B3.6 Work independently and to take responsibility for own learning;</p> <p>B3.7 Undertake multidisciplinary research through the acquisition of skills relevant the context of business and management;</p> <p>B3.8 Effectively plan and undertake personal development including the awareness of an ethical and socially responsibly dimension to decision making;</p> <p>B3.9 Develop and implement project management skills.</p>	<p>Acquisition of transferrable skills takes place throughout the modules (see transferrable skills matrix; section 26). A common spine runs throughout the general and themed routes where the majority of transferrable skills are developed so as to enhance equity between the routes.</p> <p>Programme participants are gradually required to take responsibility for their own learning throughout the programme. The tutorial support mechanisms are intensive during the first study period of the programme and programme participant engagement, achievement with progression monitored regularly and followed up on an individual basis thereafter.</p> <p>Transferrable skills are evaluated in specific modules as indicated in skills matrix (see section 26).</p>
Assessment methods and strategies:	
	<p>Anglia Ruskin University's regulations for assessment of theory and practice apply. The assessment process involves both formative and summative elements and is continuing in nature. It attempts to integrate theory and practice allowing the programme participant to:</p> <ul style="list-style-type: none"> – delve deeper into practice; – acquire new knowledge and develop new skills; – adapt and apply new skills to new contexts; – develop existing skills and knowledge to a greater depth and breadth; – extend transferable skills. <p>Strategies have been selected to maximise programme participant learning & give opportunities for programme participants to demonstrate acquisition of specialist knowledge and skills.</p>

	<p>The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module. Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in professional focus and practice.</p> <p>The dissertation is a significant independent piece of research, based on primary research. This is a 15,000 word research study using 'a traditional' approach to developing a piece of significant independent study fitting of this level and type of qualification. Students undertake a virtual Viva part way through the dissertation process. This is designed to direct students having completed the literature review and started the methodology chapter.</p>
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17	Entry requirements:
<p>Normally:</p> <ul style="list-style-type: none"> - A degree equivalent to UK second class honours standard; - English ability equivalent to IELTS 6.5, where the medium of undergraduate study was not English; - At least two years of relevant full time work experience. <p>Applicants with existing postgraduate business awards may be eligible for entry with advanced standing and will be considered through the APL process. Arden University is keen to ensure that the programme is available to all those who can benefit from it. Applicants who have substantial managerial experience and are able to demonstrate an ability to successfully complete the programme may be admitted where they do not possess degree equivalent qualifications.</p>	

18	Marking system
<p>All constituent modules for this pathway are assessed by fine grading including the dissertation.</p>	

19	Exceptional variation from Anglia Ruskin Academic Regulations and/or design principles
<p><i>None.</i></p>	

24 Level 7 Details - Masters Awards NB a pathway leading to an MA, MSc, LLM or MBA award must contain a Major Project of either 30, 45 or 60 credits

24.1 *In order to complete this pathway a programme participant must successfully complete all of the following compulsory modules (totalling 180 credits):*

Module Code	Module Title	Credit	Existing (E)/ New (N)
	International Management	15	N
	Financial Management	15	E
	Marketing Management	15	E
	Managing the Human Resource	15	E
	Managing Contract Risk	15	E
	Ethics and the Law	15	E
	Strategic Management	15	E
	Research Methods	15	E
	Dissertation	60	E

24.2 *In order to complete this pathway a programme participant must successfully complete from the following list of designated modules:*

Module Code	Module Title	Credit	Existing (E)/ New (N)

25 **Award Classification**

25.2 **Postgraduate Awards**

List any Modules that **must** be included in the calculation of awards with distinction
[NB This is a proposed, award-specific, variation to Anglia Ruskin's Academic Regulations and is subject to approval by the Senate's Academic Standards, Quality and Regulations Committee].

Module Code	Module Title	Credit
	N/A	

26	Structure diagram and guidelines for programme participants on module selection by 'assessment'
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The below illustrates the assessment regime for a 'typical' student taking three years to complete. The order of the modules will, in the majority of cases, be as outlined below.

Completion within 3 years (Level M)				
Year 1	Module	Cr	Assessment	Week
Q1	International Management	15	3,000 word written assignment	12
Q2	Financial Management	15	Open book time constrained exam: 24 hours; no specific word count.	12
Q3	Marketing Management	15	2,000 word written assignment (Individual Task); PowerPoint Presentation (Team Task); Activity Report (Individual Task)	12
Q4	Managing Human Resources	15	2,000 word written assignment (80% of the marks) and 1,000 word an individual word Powerpoint presentation with notes submitted (20%) Note: Both submitted at the same time.	12
Year 2	Module	Cr	Assessment	Week
Q1	Managing Contract Risk	15	3,000 word written assignment	12
Q2	Ethics and the Law	15	3,000 word written assignment	12
Q3	Strategic Management	15	Open book time constrained exam: 24 hours; no specific word count.	12
Q4	Research Methods			12
Year 3	Module	Cr	Assessment	Week
Q1	Complete Research Methods	15	3,000 word written assignment	24
Q2	Dissertation		Virtual Viva (20% of the final mark)	12
Q3	Dissertation			24
Q4	Dissertation	60	15,000 word independent piece of research (primary based)-(80% of the final mark)	36

27	Intermediate award details
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Give details below of any specific module requirements for achieving intermediate awards

A minimum of 60 credits to be awarded a PG Certificate in Business Administration.

A minimum of 120 credits to be awarded a PG Diploma in Business Administration



1	Start date	
2	Awarding institution	Anglia Ruskin University
3	Location(s) of delivery	Arden University-Distance Learning
4	Pathway accredited by (if applicable)	MBA (Management Consultancy)
5	Final award(s)	Masters in Business Administration
6	Pathway title	
6a	Progression route	For Foundation Degrees only – Section 6a can be deleted for other pathways
7	Anglia Ruskin Pathway Leader (and co-ordinators at other locations of delivery)	Jon Salkeld Director, UK & Corporate Partnerships
8	Programme	MBA
9	Programme Leader	Matthew Cooper
10	Managing Department	
11	Faculty	Lord Ashcroft International Business School
12	Pathway Code	
13	UCAS code (Undergraduate only)	
14	Relevant QAA subject benchmark statement(s) and any PSB reference point(s)	General Business and Management

The aim of the Arden University MBA programme is to provide a distinctive, 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.

Online teaching materials are derived from established academic research in order to develop critical powers of analysis, reflection and the 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 of management and organisation within a framework that enables them to relate their business experience to contemporary management ideas and practice within a global context. This is achieved through critical thinking, creativity and personal development.

In particular, the purpose of the programme is to provide programme participants with:

- A critical and detailed understanding of the application of consultancy practices, skills principles that underpins the operation of organisations;
- An advanced understanding of the management of organisations within a global context;
- Opportunities for the systematic development of the skills of critical analysis, reflection and interpersonal skills to enable programme participants to further develop confidence in effectively appraising and implementing management strategies;
- An ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice;
- A stimulating online academic environment, which is based upon the values of academic openness and critical appraisal.

16	Intended learning outcomes and the means by which they are achieved and demonstrated	
A. Knowledge and Understanding		
On successful completion of the pathway a programme participant will be expected to be able to:		Learning/teaching methods and strategies:
<p>Demonstrate knowledge and understanding of:</p> <p>A1 The role and function of consultancy practices and principles in sustaining and contributing towards the competitive advantage of organisations;</p> <p>A2 The role and function of organisations and the global context in which they operate;</p> <p>A3 The core disciplines of business and management including strategy, marketing, finance, HRM, within industry sectors;</p> <p>A4 The application of strategic thinking to the successful management of organisations.</p>		<p>Acquisition of A1-A4 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.</p> <p>Each of the 15 credit modules provides programme participants with an understanding of key theoretical and practical management issues, debates and academic informed literatures.</p> <p>Teaching/learning methods adopted are transferrable across modules are similar across modules and include online class discussions, exercises/case studies and group discussions.</p> <p>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.</p>
		Assessment methods and strategies:
		<p>Anglia Ruskin University's regulations for assessment of theory and practice apply. The assessment process involves both formative and summative elements and is continuing in nature. The summative assessment will normally involve a single piece of work. It attempts to integrate theory and practice allowing the programme participants to:</p> <ul style="list-style-type: none"> - delve deeper into practice

	<ul style="list-style-type: none"> - acquire new knowledge and develop new skills - adapt and apply new skills to new contexts - develop existing skills and knowledge to a greater depth and breadth - extend transferable skills. <p>Strategies have been selected to maximise programme participant learning & give opportunities for programme participants to demonstrate acquisition of specialist knowledge and skills.</p> <p>The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes; opportunities for formative feedback will also be provided and represent an integral part to the overall teaching and learning strategy. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module. Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in management focus and practice.</p> <p>The dissertation is a significant independent piece of research, based on primary research. This is a 15,000 word research study using 'a traditional' approach to developing a piece of significant independent study fitting of this level and type of qualification. Students undertake a virtual Viva part way through the dissertation process. This is designed to direct students having completed the literature review and started the methodology chapter.</p>
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B. Intellectual (thinking), practical, affective and transferable skills

On successful completion of the pathway a programme participant will be expected to be able to:	Learning/teaching methods and strategies:
<p>Intellectual</p> <p>B1.1 Critically appraise current issues in consultancy, business and management.</p>	<p>Intellectual skills are acquired through engagement with the online module learning material and the online tutoring. At all stages of their course, in all modules, programme participants are encouraged to take a critical and evaluative approach to the subject.</p> <p>B1.1 is assessed by a combination of formative and summative work.</p>
<p>Practical</p>	<p>Practical skills are acquired through engagement with the online</p>

<p>B2.1 Problem solve and deal with complex issues of management and in doing so interpret and abstract meaning from a variety of financial and non-financial data.</p>	<p>module learning material and the online tutoring. At all stages of their course, in all modules, programme participants are encouraged to take a problem solving approach to the subject.</p> <p>B2.1 is assessed by a combination of formative and summative work.</p>
<p>Transferrable</p> <p>B3.1 Critically reflect to support enhanced learning, self-awareness and interaction with others;</p> <p>B3.2 Identify pertinent issues and generate relevant and workable solutions within the organisation;</p> <p>B3.3 Undertake effective communication and presentation skills;</p> <p>B3.4 Effectively use CIT to communicate in a variety of settings;</p> <p>B3.5 Work effectively as a member of a team, including leadership and team working skills, and cross cultural awareness;</p> <p>B3.6 Work independently and to take responsibility for own learning;</p> <p>B3.7 Undertake multidisciplinary research through the acquisition of skills relevant to the context of business and management;</p> <p>B3.8 Effectively plan and undertake personal development including the awareness of an ethical and socially responsibly dimension to decision making;</p> <p>B3.9 Develop and implement project management skills.</p>	<p>Acquisition of transferrable skills takes place throughout the modules (see transferrable skills matrix; section 26). A common spine runs throughout the general and themed routes where the majority of transferrable skills are developed so as to enhance equity between the routes.</p> <p>Programme participants are gradually required to take responsibility for their own learning throughout the programme. The tutorial support mechanisms are intensive during the first study period of the programme and programme participant engagement, achievement with progression monitored regularly and followed up on an individual basis thereafter.</p> <p>Transferrable skills are evaluated in specific modules as indicated in skills matrix (see section 26).</p>
	Assessment methods and strategies:
	<p>Anglia Ruskin University's regulations for assessment of theory and practice apply. The assessment process involves both formative and summative elements and is continuing in nature. It attempts to integrate theory and practice allowing the programme participant to:</p> <ul style="list-style-type: none"> – delve deeper into practice; – acquire new knowledge and develop new skills; – adapt and apply new skills to new contexts; – develop existing skills and knowledge to a greater depth and breadth; – extend transferable skills.

	<p>Strategies have been selected to maximise programme participant learning & give opportunities for programme participants to demonstrate acquisition of specialist knowledge and skills.</p> <p>The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module. Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in professional focus and practice.</p> <p>The dissertation is a significant independent piece of research, based on primary and/or second research. This is a 15,000 word research study using 'a traditional' approach to developing a piece of significant independent study fitting of this level and type of qualification. Students undertake a virtual Viva part way through the dissertation process. This is designed to direct students having completed the literature review and started the methodology chapter.</p>
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17	Entry requirements:
<p>Normally:</p> <ul style="list-style-type: none"> - A degree equivalent to UK second class honours standard; - English ability equivalent to IELTS 6.5, where the medium of undergraduate study was not English; - At least two years of relevant full time work experience. <p>Applicants with existing postgraduate business awards may be eligible for entry with advanced standing and will be considered through the APL process. Arden University is keen to ensure that the programme is available to all those who can benefit from it. Applicants who have substantial managerial experience and are able to demonstrate an ability to successfully complete the programme may be admitted where they do not possess degree equivalent qualifications.</p>	

18	Marking system
<p>All constituent modules for this pathway are assessed by fine grading including the dissertation.</p>	

19	Exceptional variation from Anglia Ruskin Academic Regulations and/or design principles
<p><i>None.</i></p>	

24 Level 7 Details - Masters Awards NB a pathway leading to an MA, MSc, LLM or MBA award must contain a Major Project of either 30, 45 or 60 credits

24.1 *In order to complete this pathway a programme participant must successfully complete all of the following compulsory modules (totalling 180 credits):*

Module Code	Module Title	Credit	Existing (E)/ New (N)
	International Management	15	N
	Financial Management	15	E
	Marketing Management	15	E
	Managing the Human Resource	15	E
	Developing Consultancy Skills	15	E
	Consultancy Practice	15	E
	Strategic Management	15	E
	Research Methods	15	E
	Dissertation	60	E

24.2 **In order to complete this pathway a programme participant must successfully complete from the following list of designated modules:**

Module Code	Module Title	Credit	Existing (E)/ New (N)

25 **Award Classification**

25.2 **Postgraduate Awards**

List any Modules that must be included in the calculation of awards with distinction
[NB This is a proposed, award-specific, variation to Anglia Ruskin's Academic Regulations and is subject to approval by the Senate's Academic Standards, Quality and Regulations Committee].

Module Code	Module Title	Credit
	N/A	

26	Structure diagram and guidelines for programme participants on module selection by 'assessment'
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The below illustrates the assessment regime for a 'typical' student taking three years to complete. The order of the modules will, in the majority of cases, be as outlined below.

Completion within 3 years (Level M)				
Year 1	Module	Cr	Assessment	Week
Q1	International Management	15	3,000 word written assignment	12
Q2	Financial Management	15	Open book time constrained exam: 24 hours; no specific word count.	12
Q3	Marketing Management	15	2,000 word written assignment (Individual Task); PowerPoint Presentation (Team Task); Activity Report (Individual Task)	12
Q4	Managing Human Resources	15	2,000 word written assignment (80% of the marks) and 1,000 word an individual Powerpoint presentation with notes submitted (20%) Note: Both submitted at the same time.	12
Year 2	Module	Cr	Assessment	Week
Q1	Developing Consultancy Skills	15	3,000 word written assignment	12
Q2	Consultancy Practice	15	3,000 word written assignment	12
Q3	Strategic Management	15	Open book time constrained exam: 24 hours; no specific word count.	12
Q4	Research Methods			12
Year 3	Module	Cr	Assessment	Week
Q1	Complete Research Methods	15	3000 word written assignment	24
Q2	Dissertation		Virtual Viva (20% of the final mark)	12
Q3	Dissertation			24
Q4	Dissertation	60	15,000 word independent piece of research (primary based)-(80% of the final mark)	36

27	Intermediate award details
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Give details below of any specific module requirements for achieving intermediate awards
A minimum of 60 credits to be awarded a PG Certificate in Business Administration.
A minimum of 120 credits to be awarded a PG Diploma in Business Administration



Pathway Specification Form (PSF)

1	Start date	
2	Awarding institution	Anglia Ruskin University
3	Location(s) of delivery	Arden University-Distance Learning
4	Pathway accredited by (if applicable)	MBA (Marketing)
5	Final award(s)	Masters in Business Administration
6	Pathway title	
6a	Progression route	For Foundation Degrees only – Section 6a can be deleted for other pathways
7	Anglia Ruskin Pathway Leader (and co-ordinators at other locations of delivery)	Jon Salkeld Director, UK & Corporate Partnerships
8	Programme	MBA
9	Programme Leader	Matthew Cooper
10	Managing Department	
11	Faculty	Lord Ashcroft International Business School
12	Pathway Code	
13	UCAS code (Undergraduate only)	
14	Relevant QAA subject benchmark statement(s) and any PSB reference point(s)	General Business and Management

The aim of the Arden University MBA programme is to provide a distinctive, 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.

Online teaching materials are derived from established academic research in order to develop critical powers of analysis, reflection and the 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 of management and organisation within a framework that enables them to relate their business experience to contemporary management ideas and practice within a global context. This is achieved through critical thinking, creativity and personal development.

In particular, the purpose of the programme is to provide programme participants with:

- A critical and detailed understanding of the application of marketing principles that underpins the operation of organisations;
- An advanced understanding of the management of organisations within a global context;
- Opportunities for the systematic development of the skills of critical analysis, reflection and interpersonal skills to enable programme participants to further develop confidence in effectively appraising and implementing management strategies;
- An ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice;
- A stimulating online academic environment, which is based upon the values of academic openness and critical appraisal.

16	Intended learning outcomes and the means by which they are achieved and demonstrated	
A. Knowledge and Understanding		
On successful completion of the pathway a programme participant will be expected to be able to:		Learning/teaching methods and strategies:
<p>Demonstrate knowledge and understanding of:</p> <p>A1 The role and function of marketing in sustaining and contributing towards the competitive advantage of organisations;</p> <p>A2 The role and function of organisations and the global context in which they operate;</p> <p>A3 The core disciplines of business and management including strategy, marketing, finance, HRM, within industry sectors;</p> <p>A4 The application of strategic thinking to the successful management of organisations.</p>		<p>Acquisition of A1-A4 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.</p> <p>Each of the 15 credit modules provides programme participants with an understanding of key theoretical and practical management issues, debates and academic informed literatures.</p> <p>Teaching/learning methods adopted are transferrable across modules are similar across modules and include online class discussions, exercises/case studies and group discussions.</p> <p>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.</p>
		Assessment methods and strategies:
		<p>Anglia Ruskin University's regulations for assessment of theory and practice apply. The assessment process involves both formative and summative elements and is continuing in nature. The summative assessment will normally involve a single piece of work. It attempts to integrate theory and practice allowing the programme participants to:</p> <ul style="list-style-type: none"> - delve deeper into practice

	<ul style="list-style-type: none"> - acquire new knowledge and develop new skills - adapt and apply new skills to new contexts - develop existing skills and knowledge to a greater depth and breadth - extend transferable skills. <p>Strategies have been selected to maximise programme participant learning & give opportunities for programme participants to demonstrate acquisition of specialist knowledge and skills.</p> <p>The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes; opportunities for formative feedback will also be provided and represent an integral part to the overall teaching and learning strategy. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module. Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in management focus and practice.</p> <p>The dissertation is a significant independent piece of research, based on primary research. This is a 15,000 word research study using 'a traditional' approach to developing a piece of significant independent study fitting of this level and type of qualification. Students undertake a virtual Viva part way through the dissertation process. This is designed to direct students having completed the literature review and started the methodology chapter.</p>
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B. Intellectual (thinking), practical, affective and transferable skills

On successful completion of the pathway a programme participant will be expected to be able to:	Learning/teaching methods and strategies:
<p>Intellectual</p> <p>B1.1 Critically appraise current issues in marketing, business and management.</p>	<p>Intellectual skills are acquired through engagement with the online module learning material and the online tutoring. At all stages of their course, in all modules, programme participants are encouraged to take a critical and evaluative approach to the subject.</p> <p>B1.1 is assessed by a combination of formative and summative work.</p>
<p>Practical</p> <p>B2.1 Problem solve and deal with complex issues of management and in doing so interpret and abstract meaning from a variety of financial and non-</p>	<p>Practical skills are acquired through engagement with the online module learning material and the online tutoring. At all stages of their course, in all modules, programme participants are encouraged to take a problem solving approach to the subject.</p>

<p>financial data.</p>	<p>B2.1 is assessed by a combination of formative and summative work.</p>
<p>Transferrable</p> <p>B3.1 Critically reflect to support enhanced learning, self-awareness and interaction with others;</p> <p>B3.2 Identify pertinent issues and generate relevant and workable solutions within the organisation;</p> <p>B3.3 Undertake effective communication and presentation skills;</p> <p>B3.4 Effectively use CIT to communicate in a variety of settings;</p> <p>B3.5 Work effectively as a member of a team, including leadership and team working skills, and cross cultural awareness;</p> <p>B3.6 Work independently and to take responsibility for own learning;</p> <p>B3.7 Undertake multidisciplinary research through the acquisition of skills relevant to the context of business and management;</p> <p>B3.8 Effectively plan and undertake personal development including the awareness of an ethical and socially responsibly dimension to decision making;</p> <p>B3.9 Develop and implement project management skills.</p>	<p>Acquisition of transferrable skills takes place throughout the modules (see transferrable skills matrix; section 26). A common spine runs throughout the general and themed routes where the majority of transferrable skills are developed so as to enhance equity between the routes.</p> <p>Programme participants are gradually required to take responsibility for their own learning throughout the programme. The tutorial support mechanisms are intensive during the first study period of the programme and programme participant engagement, achievement with progression monitored regularly and followed up on an individual basis thereafter.</p> <p>Transferrable skills are evaluated in specific modules as indicated in skills matrix (see section 26).</p>
Assessment methods and strategies:	
	<p>Anglia Ruskin University's regulations for assessment of theory and practice apply. The assessment process involves both formative and summative elements and is continuing in nature. It attempts to integrate theory and practice allowing the programme participant to:</p> <ul style="list-style-type: none"> – delve deeper into practice; – acquire new knowledge and develop new skills; – adapt and apply new skills to new contexts; – develop existing skills and knowledge to a greater depth and breadth; – extend transferable skills. <p>Strategies have been selected to maximise programme participant learning & give opportunities for programme participants to demonstrate acquisition of specialist knowledge</p>

	<p>and skills.</p> <p>The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module. Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in professional focus and practice.</p> <p>The dissertation is a significant independent piece of research, based on primary research. This is a 15,000 word research study using 'a traditional' approach to developing a piece of significant independent study fitting of this level and type of qualification. Students undertake a virtual Viva part way through the dissertation process. This is designed to direct students having completed the literature review and started the methodology chapter.</p>
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17	Entry requirements:
<p>Normally:</p> <ul style="list-style-type: none"> - A degree equivalent to UK second class honours standard; - English ability equivalent to IELTS 6.5, where the medium of undergraduate study was not English; - At least two years of relevant full time work experience. <p>Applicants with existing postgraduate business awards may be eligible for entry with advanced standing and will be considered through the APL process. Arden University is keen to ensure that the programme is available to all those who can benefit from it. Applicants who have substantial managerial experience and are able to demonstrate an ability to successfully complete the programme may be admitted where they do not possess degree equivalent qualifications.</p>	

18	Marking system
<p>All constituent modules for this pathway are assessed by fine grading including the dissertation.</p>	

19	Exceptional variation from Anglia Ruskin Academic Regulations and/or design principles
<p><i>None.</i></p>	

24 Level 7 Details - Masters Awards NB a pathway leading to an MA, MSc, LLM or MBA award must contain a Major Project of either 30, 45 or 60 credits

24.1 *In order to complete this pathway a programme participant must successfully complete all of the following compulsory modules (totalling 180 credits):*

Module Code	Module Title	Credit	Existing (E)/ New (N)
	International Management	15	N
	Financial Management	15	E
	Marketing Management	15	E
	Managing the Human Resource	15	E
	International Marketing	15	N
	Marketing Communications	15	N
	Strategic Management	15	E
	Research Methods	15	E
	Dissertation	60	E

24.2 *In order to complete this pathway a programme participant must successfully complete from the following list of designated modules:*

Module Code	Module Title	Credit	Existing (E)/ New (N)

25 **Award Classification**

25.2 **Postgraduate Awards**

List any Modules that **must** be included in the calculation of awards with distinction

[NB This is a proposed, award-specific, variation to Anglia Ruskin's Academic Regulations and is subject to approval by the Senate's Academic Standards, Quality and Regulations Committee].

Module Code	Module Title	Credit
	N/A	

26	Structure diagram and guidelines for programme participants on module selection by 'assessment'
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The below illustrates the assessment regime for a 'typical' student taking three years to complete. The order of the modules will, in the majority of cases, be as outlined below.

Completion within 3 years (Level M)				
Year 1	Module	Cr	Assessment	Week
Q1	International Management	15	3,000 word written assignment	12
Q2	Financial Management	15	Open book time constrained exam: 24 hours; no specific word count.	12
Q3	Marketing Management	15	2,000 word written assignment (Individual Task); PowerPoint Presentation (Team Task); Activity Report (Individual Task)	12
Q4	Managing Human Resources	15	2,000 word written assignment (80% of the marks) and 1,000 word an individual Powerpoint presentation with notes submitted (20%) Note: Both submitted at the same time.	12
Year 2	Module	Cr	Assessment	Week
Q1	International Marketing	15	3,000 word written assignment	12
Q2	Marketing Communications	15	3,000 word written assignment	12
Q3	Strategic Management	15	Open book time constrained exam: 24 hours; no specific word count.	12
Q4	Research Methods			12
Year 3	Module	Cr	Assessment	Week
Q1	Complete Research Methods	15	3,000 word written assignment	24
Q2	Dissertation		Virtual Viva (20% of the final mark)	12
Q3	Dissertation			24
Q4	Dissertation	60	15,000 word independent piece of research (primary based)-(80% of the final mark)	36

27	Intermediate award details
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Give details below of any specific module requirements for achieving intermediate awards:

A minimum of 60 credits to be awarded a PG Certificate in Business Administration.

A minimum of 120 credits to be awarded a PG Diploma in Business Administration



1	Start date	
2	Awarding institution	Anglia Ruskin University
3	Location(s) of delivery	Arden University-Distance Learning
4	Pathway accredited by (if applicable)	MBA (Project Management)
5	Final award(s)	Masters in Business Administration
6	Pathway title	
6a	Progression route	For Foundation Degrees only – Section 6a can be deleted for other pathways
7	Anglia Ruskin Pathway Leader (and co-ordinators at other locations of delivery)	Jon Salkeld Director, UK & Corporate Partnerships
8	Programme	MBA
9	Programme Leader	Matthew Cooper
10	Managing Department	
11	Faculty	Lord Ashcroft International Business School
12	Pathway Code	
13	UCAS code (Undergraduate only)	
14	Relevant QAA subject benchmark statement(s) and any PSB reference point(s)	General Business and Management

15	Aims
<p>The aim of the Arden University MBA programme is to provide a distinctive, 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.</p> <p>Online teaching materials are derived from established academic research in order to develop critical powers of analysis, reflection and the further development of interpersonal skills in preparation for key positions in industry, commerce and the public sector.</p> <p>Programme participants will build on their existing understanding of management and organisation within a framework that enables them to relate their business experience to contemporary management ideas and practice within a global context. This is achieved through critical thinking, creativity and personal development.</p> <p>In particular, the purpose of the programme is to provide programme participants with:</p> <ul style="list-style-type: none"> • A critical and detailed understanding of the application of legal principles that underpins the operation of organisations; • An advanced understanding of the management of organisations within a global context; • Opportunities for the systematic development of the skills of critical analysis, reflection and interpersonal skills to enable programme participants to further develop confidence in effectively appraising and implementing management strategies; • An ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice; • A stimulating online academic environment, which is based upon the values of academic openness and critical appraisal. 	

16	Intended learning outcomes and the means by which they are achieved and demonstrated	
A. Knowledge and Understanding		
On successful completion of the pathway a programme participant will be expected to be able to:		Learning/teaching methods and strategies:
<p>Demonstrate knowledge and understanding of:</p> <p>A1 The role and function of project management principles and practices in sustaining and contributing towards the competitive advantage of organisations;</p> <p>A2 The role and function of organisations and the global context in which they operate;</p> <p>A3 The core disciplines of business and management including strategy, marketing, finance, HRM, within industry sectors;</p> <p>A4 The application of strategic thinking to the successful management of organisations.</p>		<p>Acquisition of A1-A4 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.</p> <p>Each of the 15 credit modules provides programme participants with an understanding of key theoretical and practical management issues, debates and academic informed literatures.</p> <p>Teaching/learning methods adopted are transferrable across modules and include online class discussions, exercises/case studies and group discussions.</p> <p>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.</p>
		Assessment methods and strategies:
		<p>Anglia Ruskin University's regulations for assessment of theory and practice apply. The assessment process involves both formative and summative elements and is continuing in nature. The summative assessment will normally involve a single piece of work. It attempts to integrate theory and practice allowing the programme participants to:</p> <ul style="list-style-type: none"> - delve deeper into practice

	<ul style="list-style-type: none"> - acquire new knowledge and develop new skills - adapt and apply new skills to new contexts - develop existing skills and knowledge to a greater depth and breadth - extend transferable skills. <p>Strategies have been selected to maximise programme participant learning & give opportunities for programme participants to demonstrate acquisition of specialist knowledge and skills.</p> <p>The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes; opportunities for formative feedback will also be provided and represent an integral part to the overall teaching and learning strategy. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module. Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in management focus and practice.</p> <p>The dissertation is a significant independent piece of research, based on primary research. This is a 15,000 word research study using 'a traditional' approach to developing a piece of significant independent study fitting of this level and type of qualification. Students undertake a virtual Viva part way through the dissertation process. This is designed to direct students having completed the literature review and started the methodology chapter.</p>
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B. Intellectual (thinking), practical, affective and transferable skills

On successful completion of the pathway a programme participant will be expected to be able to:	Learning/teaching methods and strategies:
<p>Intellectual</p> <p>B1.1 Critically appraise current issues in project management, business and management.</p>	<p>Intellectual skills are acquired through engagement with the online module learning material and the online tutoring. At all stages of their course, in all modules, programme participants are encouraged to take a critical and evaluative approach to the subject.</p> <p>B1.1 is assessed by a combination of formative and summative work.</p>
<p>Practical</p> <p>B2.1 Problem solve and deal with complex issues of management and in doing so interpret and abstract meaning from a variety of financial and non-financial</p>	<p>Practical skills are acquired through engagement with the online module learning material and the online tutoring. At all stages of their course, in all modules, programme participants are encouraged to take a problem solving approach to the subject.</p>

<p>data.</p> <hr/> <p>Transferrable</p> <p>B3.1 Critically reflect to support enhanced learning, self-awareness and interaction with others;</p> <p>B3.2 Identify pertinent issues and generate relevant and workable solutions within the organisation;</p> <p>B3.3 Undertake effective communication and presentation skills;</p> <p>B3.4 Effectively use CIT to communicate in a variety of settings;</p> <p>B3.5 Work effectively as a member of a team, including leadership and team working skills, and cross cultural awareness;</p> <p>B3.6 Work independently and to take responsibility for own learning;</p> <p>B3.7 Undertake multidisciplinary research through the acquisition of skills relevant to the context of business and management;</p> <p>B3.8 Effectively plan and undertake personal development including the awareness of an ethical and socially responsibly dimension to decision making;</p> <p>B3.9 Develop and implement project management skills.</p>	<p>B2.1 is assessed by a combination of formative and summative work.</p> <hr/> <p>Acquisition of transferrable skills takes place throughout the modules (see transferrable skills matrix; section 26). A common spine runs throughout the general and themed routes where the majority of transferrable skills are developed so as to enhance equity between the routes.</p> <p>Programme participants are gradually required to take responsibility for their own learning throughout the programme. The tutorial support mechanisms are intensive during the first study period of the programme and programme participant engagement, achievement with progression monitored regularly and followed up on an individual basis thereafter.</p> <p>Transferrable skills are evaluated in specific modules as indicated in skills matrix (see section 26).</p>
	<p>Assessment methods and strategies:</p> <p>Anglia Ruskin University's regulations for assessment of theory and practice apply. The assessment process involves both formative and summative elements and is continuing in nature. It attempts to integrate theory and practice allowing the programme participant to:</p> <ul style="list-style-type: none"> - delve deeper into practice; - acquire new knowledge and develop new skills; - adapt and apply new skills to new contexts; - develop existing skills and knowledge to a greater depth and breadth; - extend transferable skills. <p>Strategies have been selected to maximise programme participant learning & give opportunities for programme</p>

	<p>participants to demonstrate acquisition of specialist knowledge and skills.</p> <p>The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module. Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in professional focus and practice.</p> <p>The dissertation is a significant independent piece of research, based on primary research. This is a 15,000 word research study using 'a traditional' approach to developing a piece of significant independent study fitting of this level and type of qualification. Students undertake a virtual Viva part way through the dissertation process. This is designed to direct students having completed the literature review and started the methodology chapter.</p>
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17	Entry requirements:
<p>Normally:</p> <ul style="list-style-type: none"> - A degree equivalent to UK second class honours standard; - English ability equivalent to IELTS 6.5, where the medium of undergraduate study was not English; - At least two years of relevant full time work experience. <p>Applicants with existing postgraduate business awards may be eligible for entry with advanced standing and will be considered through the APL process. Arden University is keen to ensure that the programme is available to all those who can benefit from it. Applicants who have substantial managerial experience and are able to demonstrate an ability to successfully complete the programme may be admitted where they do not possess degree equivalent qualifications.</p>	

18	Marking system
<p>All constituent modules for this pathway are assessed by fine grading including the dissertation.</p>	

19	Exceptional variation from Anglia Ruskin Academic Regulations and/or design principles
<p><i>None.</i></p>	

24 **Level 7 Details - Masters Awards** NB a pathway leading to an MA, MSc, LLM or MBA award must contain a Major Project of either 30, 45 or 60 credits

24.1 *In order to complete this pathway a programme participant must successfully complete all of the following compulsory modules (totalling 180 credits):*

Module Code	Module Title	Credit	Existing (E)/ New (N)
	International Management	15	N
	Financial Management	15	E
	Marketing Management	15	E
	Managing the Human Resource	15	E
	Management of Projects	15	E
	Project Management Techniques	15	E
	Strategic Management	15	E
	Research Methods	15	E
	Dissertation	60	E

24.2 *In order to complete this pathway a programme participant must successfully complete from the following list of designated modules:*

Module Code	Module Title	Credit	Existing (E)/ New (N)

25 **Award Classification**

25.2 **Postgraduate Awards**

List any Modules that **must** be included in the calculation of awards with distinction

[NB This is a proposed, award-specific, variation to Anglia Ruskin's Academic Regulations and is subject to approval by the Senate's Academic Standards, Quality and Regulations Committee].

Module Code	Module Title	Credit
	N/A	

26	Structure diagram and guidelines for programme participants on module selection by 'assessment'
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The below illustrates the assessment regime for a 'typical' student taking three years to complete. The order of the modules will, in the majority of cases, be as outlined below.

Completion within 3 years (Level M)				
Year 1	Module	Cr	Assessment	Week
Q1	International Management	15	3,000 word written assignment	12
Q2	Financial Management	15	Open book time constrained exam: 24 hours; no specific word count.	12
Q3	Marketing Management	15	2,000 word written assignment (Individual Task); PowerPoint Presentation (Team Task); Activity Report (Individual Task)	12
Q4	Managing Human Resources	15	2,000 word written assignment (80% of the marks) and 1,000 word an individual Powerpoint presentation with notes submitted (20%) Note: Both submitted at the same time.	12
Year 2	Module	Cr	Assessment	Week
Q1	Management of Projects	15	3,000 word written assignment	12
Q2	Project Management Techniques	15	3,000 word written assignment	12
Q3	Strategic Management	15	Open book time constrained exam: 24 hours; no specific word count.	12
Q4	Research Methods			12
Year 3	Module	Cr	Assessment	Week
Q1	Complete Research Methods	15	3,000 word written assignment	24
Q2	Dissertation		Virtual Viva (20% of the final mark)	12
Q3	Dissertation			24
Q4	Dissertation	60	15,000 word independent piece of research (primary based)-(80% of the final mark)	36

27	Intermediate award details
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Give details below of any specific module requirements for achieving intermediate awards
A minimum of 60 credits to be awarded a PG Certificate in Business Administration.
A minimum of 120 credits to be awarded a PG Diploma in Business Administration



Pathway Specification Form (PSF)

1	Start date	
2	Awarding institution	Anglia Ruskin University
3	Location(s) of delivery	Arden University-Distance Learning
4	Pathway accredited by (if applicable)	MBA (Service Excellence)
5	Final award(s)	Masters in Business Administration
6	Pathway title	
6a	Progression route	For Foundation Degrees only – Section 6a can be deleted for other pathways
7	Anglia Ruskin Pathway Leader (and co-ordinators at other locations of delivery)	Jon Salkeld Director, UK & Corporate Partnerships
8	Programme	MBA
9	Programme Leader	Matthew Cooper
10	Managing Department	
11	Faculty	Lord Ashcroft International Business School
12	Pathway Code	
13	UCAS code (Undergraduate only)	
14	Relevant QAA subject benchmark statement(s) and any PSB reference point(s)	General Business and Management

The aim of the Arden University MBA programme is to provide a distinctive, 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.

Online teaching materials are derived from established academic research in order to develop critical powers of analysis, reflection and the 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 of management and organisation within a framework that enables them to relate their business experience to contemporary management ideas and practice within a global context. This is achieved through critical thinking, creativity and personal development.

In particular, the purpose of the programme is to provide programme participants with:

- A critical and detailed understanding of the application of service excellence principles that underpins the operation of organisations;
- An advanced understanding of the management of organisations within a global context;
- Opportunities for the systematic development of the skills of critical analysis, reflection and interpersonal skills to enable programme participants to further develop confidence in effectively appraising and implementing management strategies;
- An ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice;
- A stimulating online academic environment, which is based upon the values of academic openness and critical appraisal.

16	Intended learning outcomes and the means by which they are achieved and demonstrated	
A. Knowledge and Understanding		
On successful completion of the pathway a programme participant will be expected to be able to:		Learning/teaching methods and strategies:
<p>Demonstrate knowledge and understanding of:</p> <p>A1 The role and function of service excellence principles in sustaining and contributing towards the competitive advantage of organisations;</p> <p>A2 The role and function of organisations and the global context in which they operate;</p> <p>A3 The core disciplines of business and management including strategy, marketing, finance, HRM, within industry sectors;</p> <p>A4 The application of strategic thinking to the successful management of organisations.</p>		<p>Acquisition of A1-A4 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.</p> <p>Each of the 15 credit modules provides programme participants with an understanding of key theoretical and practical management issues, debates and academic informed literatures.</p> <p>Teaching/learning methods adopted are transferrable across modules and are similar across modules and include online class discussions, exercises/case studies and group discussions.</p> <p>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.</p>
		Assessment methods and strategies:
		<p>Anglia Ruskin University's regulations for assessment of theory and practice apply. The assessment process involves both formative and summative elements and is continuing in nature. The summative assessment will normally involve a single piece of work. It attempts to integrate theory and practice allowing the programme participants to:</p> <ul style="list-style-type: none"> - delve deeper into practice

	<ul style="list-style-type: none"> - acquire new knowledge and develop new skills - adapt and apply new skills to new contexts - develop existing skills and knowledge to a greater depth and breadth - extend transferable skills. <p>Strategies have been selected to maximise programme participant learning & give opportunities for programme participants to demonstrate acquisition of specialist knowledge and skills.</p> <p>The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes; opportunities for formative feedback will also be provided and represent an integral part to the overall teaching and learning strategy. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module. Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in management focus and practice.</p> <p>The dissertation is a significant independent piece of research, based on primary research. This is a 15,000 word research study using 'a traditional' approach to developing a piece of significant independent study fitting of this level and type of qualification. Students undertake a virtual Viva part way through the dissertation process. This is designed to direct students having completed the literature review and started the methodology chapter.</p>
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B. Intellectual (thinking), practical, affective and transferable skills

On successful completion of the pathway a programme participant will be expected to be able to:	Learning/teaching methods and strategies:
<p>Intellectual</p> <p>B1.1 Critically appraise current issues in service excellence, business and management.</p>	<p>Intellectual skills are acquired through engagement with the online module learning material and the online tutoring. At all stages of their course, in all modules, programme participants are encouraged to take a critical and evaluative approach to the subject.</p> <p>B1.1 is assessed by a combination of formative and summative work.</p>
<p>Practical</p> <p>B2.1 Problem solve and deal with complex issues of management and in doing so interpret and abstract meaning from a variety of financial and non-financial</p>	<p>Practical skills are acquired through engagement with the online module learning material and the online tutoring. At all stages of their course, in all modules, programme participants are encouraged to take a problem solving approach to the subject.</p>

<p>data.</p>	<p>B2.1 is assessed by a combination of formative and summative work.</p>
<p>Transferrable</p> <p>B3.1 Critically reflect to support enhanced learning, self-awareness and interaction with others;</p> <p>B3.2 Identify pertinent issues and generate relevant and workable solutions within the organisation;</p> <p>B3.3 Undertake effective communication and presentation skills;</p> <p>B3.4 Effectively use CIT to communicate in a variety of settings;</p> <p>B3.5 Work effectively as a member of a team, including leadership and team working skills, and cross cultural awareness;</p> <p>B3.6 Work independently and to take responsibility for own learning;</p> <p>B3.7 Undertake multidisciplinary research through the acquisition of skills relevant to the context of business and management;</p> <p>B3.8 Effectively plan and undertake personal development including the awareness of an ethical and socially responsibly dimension to decision making;</p> <p>B3.9 Develop and implement project management skills.</p>	<p>Acquisition of transferrable skills takes place throughout the modules (see transferrable skills matrix; section 26). A common spine runs throughout the general and themed routes where the majority of transferrable skills are developed so as to enhance equity between the routes.</p> <p>Programme participants are gradually required to take responsibility for their own learning throughout the programme. The tutorial support mechanisms are intensive during the first study period of the programme and programme participant engagement, achievement with progression monitored regularly and followed up on an individual basis thereafter.</p> <p>Transferrable skills are evaluated in specific modules as indicated in skills matrix (see section 26).</p>
<p>Assessment methods and strategies:</p>	
	<p>Anglia Ruskin University's regulations for assessment of theory and practice apply. The assessment process involves both formative and summative elements and is continuing in nature. It attempts to integrate theory and practice allowing the programme participant to:</p> <ul style="list-style-type: none"> - delve deeper into practice; - acquire new knowledge and develop new skills; - adapt and apply new skills to new contexts; - develop existing skills and knowledge to a greater depth and breadth; - extend transferable skills. <p>Strategies have been selected to maximise programme participant learning & give opportunities for programme</p>

	<p>participants to demonstrate acquisition of specialist knowledge and skills.</p> <p>The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module. Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in professional focus and practice.</p> <p>The dissertation is a significant independent piece of research, based on primary research. This is a 15,000 word research study using 'a traditional' approach to developing a piece of significant independent study fitting of this level and type of qualification. Students undertake a virtual Viva part way through the dissertation process. This is designed to direct students having completed the literature review and started the methodology chapter.</p>
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17	Entry requirements:
<p>Normally:</p> <ul style="list-style-type: none"> - A degree equivalent to UK second class honours standard; - English ability equivalent to IELTS 6.5, where the medium of undergraduate study was not English; - At least two years of relevant full time work experience. <p>Applicants with existing postgraduate business awards may be eligible for entry with advanced standing and will be considered through the APL process. Arden University is keen to ensure that the programme is available to all those who can benefit from it. Applicants who have substantial managerial experience and are able to demonstrate an ability to successfully complete the programme may be admitted where they do not possess degree equivalent qualifications.</p>	

18	Marking system
<p>All constituent modules for this pathway are assessed by fine grading including the dissertation.</p>	

19	Exceptional variation from Anglia Ruskin Academic Regulations and/or design principles
<p><i>None.</i></p>	

24 Level 7 Details - Masters Awards NB a pathway leading to an MA, MSc, LLM or MBA award must contain a Major Project of either 30, 45 or 60 credits

24.1 *In order to complete this pathway a programme participant must successfully complete all of the following compulsory modules (totalling 180 credits):*

Module Code	Module Title	Credit	Existing (E)/ New (N)
	International Management	15	N
	Financial Management	15	E
	Marketing Management	15	E
	Managing the Human Resource	15	E
	Quality and Excellence	15	E
	Quality Management	15	E
	Strategic Management	15	E
	Research Methods	15	E
	Dissertation	60	E

24.2 *In order to complete this pathway a programme participant must successfully complete from the following list of designated modules:*

Module Code	Module Title	Credit	Existing (E)/ New (N)

25 **Award Classification**

25.2 **Postgraduate Awards**

List any Modules that **must** be included in the calculation of awards with distinction

[NB This is a proposed, award-specific, variation to Anglia Ruskin's Academic Regulations and is subject to approval by the Senate's Academic Standards, Quality and Regulations Committee].

Module Code	Module Title	Credit
	N/A	

26	Structure diagram and guidelines for programme participants on module selection by 'assessment'
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The below illustrates the assessment regime for a 'typical' student taking three years to complete. The order of the modules will, in the majority of cases, be as outlined below.

Completion within 3 years (Level M)				
Year 1	Module	Cr	Assessment	Week
Q1	International Management	15	3,000 word written assignment	12
Q2	Financial Management	15	Open book time constrained exam: 24 hours; no specific word count.	12
Q3	Marketing Management	15	2,000 word written assignment (Individual Task); PowerPoint Presentation (Team Task); Activity Report (Individual Task)	12
Q4	Managing Human Resources	15	2,000 word written assignment (80% of the marks) and 1,000 word an individual Powerpoint presentation with notes submitted (20%) Note: Both submitted at the same time.	12
Year 2	Module	Cr	Assessment	Week
Q1	Quality and Excellence	15	3,000 word written assignment	12
Q2	Quality Management	15	3,000 word written assignment	12
Q3	Strategic Management	15	Open book time constrained exam: 24 hours; no specific word count.	12
Q4	Research Methods			12
Year 3	Module	Cr	Assessment	Week
Q1	Complete Research Methods	15	3,000 word written assignment	24
Q2	Dissertation		Virtual Viva (20% of the final mark)	12
Q3	Dissertation			24
Q4	Dissertation	60	15,000 word independent piece of research (primary based)-(80% of the final mark)	36

27	Intermediate award details
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Give details below of any specific module requirements for achieving intermediate awards

A minimum of 60 credits to be awarded a PG Certificate in Business Administration.

A minimum of 120 credits to be awarded a PG Diploma in Business Administration

Module Definition Forms (Core Modules)



Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

International Management

2a. Module Leader:

Jack Colford & Paulette Wisdom

2b. Department:

Arden University

2c. Faculty:

3a. Level: *see guidance notes*

7

3b. Module Type: *see guidance notes*

Standard

4a. Credits: *see guidance notes*

15

4b. Study Hours: *see guidance notes*

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

The module aims to critically evaluate the impact of a changing world environment on international business and develop a range of management solutions in response to these changes. In doing so the module examines contemporary theoretical developments in the field of global business. A key theme that runs through this module is the development of cultural awareness in doing business on a global stage. This is placed in the context of understanding institutional structures and their role in shaping cultural understanding.

6b. Outline Content:

- How the global environment is shaping how we do business in the 21st century.
- How international firms operate within a global setting, including competitive strategies and entry mechanisms into new and existing markets.
- Hofstede on the similarities/differences between societies alongside other key debates within the cross cultural management literature.
- Expatriate management for global resourcing.

6c. Key Texts/Literature:

Core E-Text

Steers, R.M., Sanchez-Runde C.J., Nardon, L. (2010) Management Across Cultures - Challenges and Strategies, Cambridge University Press

Indicative Reading

Bartlett, C. A., & Ghoshal. S. (2011) *Transnational Management: Texts, Cases, and Readings in Cross-Border Management*, 6th ed, McGraw-Hill Higher Education.

Deresky, H. (2010) *International Management Managing Across Borders and Cultures*, Pearson International Seventh Edition.

Sitkin, A., Bowen, N. (2010) *International Business: Challenges and Choices*, New York, Oxford University Press.

Steers, R.M., Sanchez-Rude C.J., Nardon, L. (2010) *Management Across Cultures – Challenges and Strategies*, Cambridge University Press.

Thomas, D.C. (2008) *Cross-Cultural Management – Essential Concepts*, Sage.

6d. Specialist Learning Resources:

7. Learning Outcomes (threshold standards):

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	1. Critically evaluate the role of culture in international business including knowledge of the major policies and practices associated with effective cross-cultural management.
Intellectual, practical, affective and transferrable skills	2. Critically evaluate how to effectively manage a diverse workforce to create value. 3. Work effectively as a member of a team, including leadership and team working skills, and cross cultural awareness; 4. Effectively use CIT to communicate in developing cross cultural awareness between students from different nationalities.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Lectures:	6	1-4	Lecture 1 hour * 6 (every other week)
Other teacher managed learning:	6+10	1-4	Seminar 1 hour * 6 (every other week)+10 hours of class/individual discussions
Student managed learning:	128	1-4	Reading and assessment preparation

9. Module Assessment

Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark see guidance notes	Length/duration and other comments
Assignment	1 – 4	100%	N/A	3,000 word written assignment

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

(a) achieve the qualifying mark for each element of fine graded assessment as specified above

(b) pass any pass/fail elements

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TECHNICAL DETAILS

10. Delivery of the Module *Please delete as appropriate*

<i>Delivery</i>	<i>This module is delivered over...</i>	<i>Yes or No?</i>	<i>Indicate which by deleting as appropriate</i>	
N/A				

11. Subject: *see guidance notes*



Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

Financial Management

2a. Module Leader:

Alexandra Charles

2b. Department:

Arden University

2c. Faculty:

3a. Level: *see guidance notes*

7

3b. Module Type: *see guidance notes*

Standard

4a. Credits: *see guidance notes*

15

4b. Study Hours: *see guidance notes*

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

This module is, as noted with the students at the outset, not intended to turn managers into accountants. However, it is intended to give managers a robust and convincing understanding of the discipline of financial management. This will encompass both internal and external financial functions, and the roles that these play internally and to stakeholders. There will be consideration of how this discipline and function fits with the broader local, economic, global and industrial/sector environments, and consideration as to how these impact on the finances of an organisation. The material is not limited to just profit making companies but also companies working in the charitable and public sectors. The overarching aims are to provide participants with the tools to interpret and evaluate financial information and financial statements. This will consider a wide variety of financial statements issued by various companies functioning across the globe. Students will have the opportunity to consider their own companies in this regard as well. Students will also utilise financial information for decision making and management purposes. They will consider the strategic investment decision making processes and the various approaches that can be adopted in order to reach such decisions. This will also entail critical analysis of these approaches and the pitfalls that they may or may not present. Overall this module is designed to equip participants with an appreciation of financial concepts and how they help shape organisational performance.

6b. Outline Content:

- Introduction to financial statements. The contents of the balance sheet, income statement and cash flow statement.
- Evaluation of company performance utilising ratio analysis.

- Analysis of working capital management including stock, credit control and cash management.
- Cash budgeting and its impact on liquidity and working capital management.
- Cost evaluation and break even analysis and how this is applied within an organisation.
- Long term investment decision making and discounted cash flow analysis, incorporating consideration of capital allowances and taxation.
- Cost of capital evaluation and risk adjustment discount rates.
- Managing risk and uncertainty in international financial transactions.
- Financial decision making in the international public/NGO sectors: capital budgeting, social and ethical costs and benefits and the use of cost benefit analysis

6c. Key Texts/Literature:

- McLaney. (2011) Business Finance: Theory and Practice. 9th Edition Longman.
- Watson and Head. (2009) Corporate Finance Principles and Practice. 5th Edition Prentice Hall.
- Pike and Neale. (2006) Corporate Finance and Investment Decisions and Strategies. 5th Edition Prentice Hall .
- Arnold. (2005) Corporate Financial Management. 3rd Edition Prentice Hall.
- Abraham, Glynn, Murphy & Wilkinson. (2008) Accounting for Managers. 4th Ed. Cengage Learning.
- Collier. (2012) Accounting for Managers. 4th Ed. Wiley.

6d. Specialist Learning Resources:

7. Learning Outcomes (threshold standards):

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	<ol style="list-style-type: none"> 1. Critically evaluate the role and function of finance, including the presentation and analysis of financial information, in sustaining and contributing towards the competitive advantage of organisations; 2. Critically analyse information, from a number of perspectives, contained in published financial statements ranging from public, not for profit and private sectors; 3. Select, apply and critically evaluate financial decision making techniques to critically appraise projects and complex investment decisions.
Intellectual, practical, affective and transferrable skills	<ol style="list-style-type: none"> 4. Problem-solve and deal with complex issues of management and in doing so interpret and abstract meaning from a variety of financial and non-financial data.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning. This is disseminated in the following manner; 22 hours contact through a range of online activities; 68 hours individual reading and preparation for knowledge and learning; 60 hours for further assessment preparation.	150	1-4	Individual and group learning activities, research tasks and activities and knowledge check activities, as directed by the learning material.
TOTAL	150		

9. Module Assessment

Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments
24 hour Open Book Examination	1 - 4	100% FG	N/A	24 hours.

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

(a) achieve the qualifying mark for each element of fine graded assessment as specified above

(b) pass any pass/fail elements

TECHNICAL DETAILS

10. Delivery of the Module *Please delete as appropriate*

<i>Delivery</i>	<i>This module is delivered over...</i>	<i>Yes or No?</i>	<i>Indicate which by deleting as appropriate</i>	
N/A				

11. Subject: *see guidance notes*



Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

Marketing Management

2a. Module Leader:

Ian McPhee

2b. Department:

Arden University

2c. Faculty:

3a. Level: *see guidance notes*

7

3b. Module Type: *see guidance notes*

Standard

4a. Credits: *see guidance notes*

15

4b. Study Hours: *see guidance notes*

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

To investigate the role and function of marketing within the context of changing markets and increasing international competition. In doing so the key concepts of marketing as a function will be analysed. So for example the analysis of the external environment through to the segmentation of markets will be reviewed. A key issue that is explored in this module is the role of international trends including the use of relationship marketing in developing a coherent approach to the marketing function.

6b. Outline Content:

- Marketing environment - the internal and external factors affecting competitiveness.
- Strategic marketing concepts: the link with corporate strategy and differentiation from operational concepts.
- The marketing planning process.
- Marketing segmentation and positioning. Niche approaches to market development.
- Application of the marketing communications mix and its rationale. Principles of promotion. The roles of Advertising, Personal Selling, PR, Sales Promotion and Packaging in overall strategic development. Media characteristics.
- Development of Marketing with reference to international trends in Marketing: eg. Globalisation. International logistics and patterns of distribution.
- Role of IT and the Internet in changing patterns of distribution.

6c. Key Texts/Literature:

Core E-Texts

CIM Coursebook. The Marketing Planning Process. The Official CIM Coursebook, Donnelly, Ray.; Harrison, Graham.; Megicks, Phil., Taylor & Francis Routledge, 2009 [335994]

Indicative Reading

Kotler, P, Keller,K. (2012) Marketing Management (14th Edition) Prentice Hall.
 Hollensen,S. (2010) Marketing Management: A Relationship Approach (2nd Edition) Pearson.
 Doyle,P. (2006) Marketing Management and Strategy (4th Edition) Prentice Hall.
 Journal 'Journal of Marketing'.
 Journal 'Long Range Planning'.
 Journal 'Harvard Business Review.'
 Wilson, R.M.S., Gilligan, C. (2005) 'Strategic Marketing Management: Planning, Implementation and Control.' 8th Ed., Butterworth-Heinemann.

6d. Specialist Learning Resources:

7. Learning Outcomes (threshold standards):

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	<ol style="list-style-type: none"> 1. Critically evaluate and analyse the resources available to a marketer and establish how different environments influence the resources mix; 2. Explain and evaluate how insight into buyer behaviour can enhance the effective use of marketing resources; 3. Critically evaluate the role recent marketing developments, such as relationship marketing, e-business and sustainability marketing, play in an organisation's evolution.
Intellectual, practical, affective and transferrable skills	<ol style="list-style-type: none"> 4. Develop and implement marketing plans for a product or service and critically reflect on the appropriateness of these.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning. This is disseminated in the following manner; 22 hours contact through a range of online activities; 68 hours individual reading and preparation for knowledge and learning; 60 hours for further assessment preparation.	150	1-4	Individual and group learning activities, research tasks and activities and knowledge check activities, as directed by the learning material.
TOTAL	150		

9. Module Assessment

Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments

Individual Task	1-4	50% FG	N/A	2,000 word written assignment
Team Task	1-4	40% FG	N/A	PowerPoint Presentation
Individual Task	4	10% FG	N/A	Activity Report

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

(a) achieve the qualifying mark for each element of fine graded assessment as specified above

(b) pass any pass/fail elements

TECHNICAL DETAILS

10. Delivery of the Module <i>Please delete as appropriate</i>				
<i>Delivery</i>	<i>This module is delivered over...</i>	<i>Yes or No?</i>	<i>Indicate which by deleting as appropriate</i>	
N/A				

11. Subject: <i>see guidance notes</i>	
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Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

Managing the Human Resource

2a. Module Leader:

Sarah Mollitt

2b. Department:

Arden University

2c. Faculty:

3a. Level: *see guidance notes*

7

3b. Module Type: *see guidance notes*

Standard

4a. Credits: *see guidance notes*

15

4b. Study Hours: *see guidance notes*

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

The completion of this module is completed as part of the requirements for the Masters programme. In undertaking it students should develop a critical awareness of the contribution the human resource can make to workplace effectiveness. The module will provide a conceptual framework and commentary relating to different approaches to the management of people in organisations and how the HR function can impact organisational performance.

During the course of their study students will demonstrate the ability to apply theoretical human resource models and concepts to a wide variety of work situations. This competence will be demonstrated in the final assessment, whereby the concepts covered in the module will be applied to an organisational case study. Students when completing this assignment will be expected to draw upon their existing awareness of the subject and provide an indication of how theory is played out in practice.

6b. Outline Content:

Provides an overview of the core practices that come under the umbrella of HRM and makes the distinction between HRM and personnel management. Coupled with this 'hard' and 'soft' approaches will be explored. The nature and development of HRM: HRM strategy and planning. The link between organisational strategy and HRM will be highlighted. The role of the line manager and their role in linking strategy to practice will be explored. The recruitment and selection process will be broken down and analysed. The need to adopt a systematic approach will be emphasised and the possible biases that may creep into the process explored. The employment relationship will be defined and the mechanisms of regulation considered in terms of unionism and partnership. Changing and future approaches to managing the employment relationship will be

explored. Voluntarist and regulated approaches to training will be evaluated and the barriers to investment in training considered. The shift to 'soft' skills and the impact on training will also be covered. The link between individual and organizational performance will be outlined and the control and developmental approaches to performance management compared and contrasted. Approaches to performance appraisal and performance management will be outlined and critically evaluated. Employee involvement and participation will be defined and the overlap between the terms and practices used outlined. The impact of the evolving regulatory environment will be explored.

6c. Key Texts/Literature:

Armstrong, M. (2011) Armstrong's Handbook of Human Resource Management Practice.

Redman and Wilkinson (2009) Contemporary Human Resource Management.

Bach, S. (2006) (ed.) Managing Human Resources, fourth edition. London: Blackwell.

Beardwell, I., Holden, L. and Claydon, T. (2004) Human Resource Management, London: Pitman Publishing, fourth edition.

Storey, J. (2007) Human Resource Management, Thompson, London, 3rd edition.

6d. Specialist Learning Resources:

7. Learning Outcomes (threshold standards):

On successful completion of this module the student will be expected to be able to:	
Knowledge and understanding	<ol style="list-style-type: none"> 1. Have a clear understanding of, and an ability to critically evaluate HRM and its role within the organisation and the wider the global environment; 2. Be able to critically evaluate the main processes of employee resourcing, development, relations and reward, and appreciate their contribution to organisational effectiveness;
Intellectual, practical, affective and transferrable skills	<ol style="list-style-type: none"> 3. Effectively use CIT to communicate in a variety of settings; 4. Undertake multidisciplinary research through the acquisition of skills relevant to the context of business and management.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning. This is disseminated in the following manner; 22 hours contact through a range of online activities; 68 hours individual reading and preparation for knowledge and learning; 60 hours for further assessment preparation.	150	1-4	Individual and group learning activities, research tasks and activities and knowledge check activities, as directed by the learning material.
TOTAL	150		

9. Module Assessment

Method	Learning	% Weighting &	Qualifying	Length/duration and other comments
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	Outcomes	Fine Grade (FG) or pass/fail (PF)	Mark see guidance notes	
Assignment	1-4	80% FG	30%	2,000 word written assignment
Assignment	1-4	20% FG	30%	1,000 word a powerpoint with notes attached (note: both parts submitted at the same time)

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above**
- (b) pass any pass/fail elements**

TECHNICAL DETAILS

10. Delivery of the Module <i>Please delete as appropriate</i>			
Deliver y	<i>This module is delivered over...</i>	Yes or No?	<i>Indicate which by deleting as appropriate</i>
N/A			

11. Subject: <i>see guidance notes</i>	
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Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

Strategic Management

2a. Module Leader:

Roger Fulford

2b. Department:

Arden University

2c. Faculty:

3a. Level: *see guidance notes*

7

3b. Module Type: *see guidance notes*

Standard

4a. Credits: *see guidance notes*

15

4b. Study Hours: *see guidance notes*

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

To introduce students to the strategy process in a range of organisational contexts. In doing so students will be emerged in a range of contemporary strategic issues ranging from the for profit to non profit sectors. Established strategic frameworks will be applied to help make sense of strategic analysis. The key emphasis will be on corporate and business levels of strategic development in shedding light on how to do business in a range of international contexts.

6b. Outline Content:

- The nature and scope of strategic management in different organisational contexts and its historical development.
- Review a range of strategic decision making styles, eg. cultural, planning, command, incrementalist.
- Role of market positions and resource capability in delivering competitive advantage.
- Competitor and market analysis techniques.
- Strategic capability analysis.
- Sources and sustainability of competitive advantage.
- Implementation of strategic change.

6c. Key Texts/Literature:

Core E-Text

MacLennan, A. (2011) Strategy Execution: Translating Strategy Into Action in Complex Organizations. Taylor & Francis Routledge.

Buytendijk, F. (2010) Dealing With Dilemmas: Where Business Analytics Fall Short. John Wiley & Sons (US)

Indicative Reading

Johnson G, Whittington R & Scholes K. (2010) Exploring Strategy 9th Ed. FT Prentice Hall.

de Wit B & Meyer R. (2010) Strategy: Process, Content, Context. 4th Ed. CENGAGE Learning.

Lynch R. (2005) Corporate Strategy. 4th Ed. FT Prentice Hall.

Thompson AA, Strickland AJ & Gamble JE. (2006) Crafting and Executing Strategy. 15th Ed. McGraw Hill.

6d. Specialist Learning Resources:

7. Learning Outcomes (threshold standards):

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	<ol style="list-style-type: none"> 1. Critically analyse and evaluate a range of strategic management models ranging from formulation across to implementation and from process to content led issues within a international context; 2. Undertake a strategic analysis of an organisation and in doing so generate critical insight into workable solutions which are logically presented.
Intellectual, practical, affective and transferrable skills	<ol style="list-style-type: none"> 3. Critical reflection to support enhanced learning, self-awareness and interaction with others; 4. Awareness of an ethical and socially responsibly dimension of decision making.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning. This is disseminated in the following manner; 22 hours contact through a range of online activities; 68 hours individual reading and preparation for knowledge and learning; 60 hours for further assessment preparation.	150	1-4	Individual and group learning activities, research tasks and activities and knowledge check activities, as directed by the learning material.
TOTAL	150		

9. Module Assessment

Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments
Time constrained assessment	1-2	100% FG	N/A	24 hours; no specific word count.

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above
- (b) pass any pass/fail elements

TECHNICAL DETAILS

10. Delivery of the Module *Please delete as appropriate*

<i>Delivery</i>	<i>This module is delivered over...</i>	<i>Yes or No?</i>	<i>Indicate which by deleting as appropriate</i>	
N/A				

11. Subject: *see guidance notes*



Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

Research Methods

2a. Module Leader:

John Vaughan

2b. Department:

Arden University

2c. Faculty:

3a. Level: *see guidance notes*

7

3b. Module Type: *see guidance notes*

Standard

4a. Credits: *see guidance notes*

15

4b. Study Hours: *see guidance notes*

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

The completion of a dissertation is the final part of a Masters programme. In undertaking it students are able to demonstrate an ability to undertake a self-directed piece of work that includes a critical review of literature and the undertaking of a piece of primary research. This module provides the bridge between the 'taught' and 'research' elements of the programme and culminates in the presentation of a dissertation proposal. Students will be expected to develop upon their existing awareness of the substantive topic of their proposal/dissertation and this module is designed to introduce them to elements of research methodology which will underpin the dissertation. The module will provide a conceptual framework from which research philosophies, strategies and methods associated with business/management can be critically reviewed. It will also help develop research competencies, in particular those relating to data collection and analysis that enable students to design, undertake and evaluate independent research within an organisational setting.

6b. Outline Content:

Research philosophies and strategies.
Purpose and practice of literature and data sourcing.
Data gathering techniques - focus groups, interview and questionnaire.
Analysis of quantitative and qualitative data.
Ethical issues in organisational research.
Managing the research process.
Research design and presentation

6c. Key Texts/Literature:

Core E-Texts

Gill, G. & Johnson, P. (2010) 'Research Methods for Managers,' 4th Edition Sage Publications.
 Saunders, M. Lewis, P, & Thornhill, A. (2009) 'Research Methods for Business Students' 5th Edition Financial Times/ Prentice Hall.

Indicative Reading

Aaker, D.A. (2010) Marketing Research. 10th Edition. Wiley & Sons.
 Bryman, A. Bel, E. (2011) Business Research Methods. 3rd Edition, OUP Oxford.
 Dawson, C. (2009) Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research. Project, How To Books Ltd; 4th Revised edition.
 Silverman, D. (2010) Qualitative Research. 3rd Edition, Sage.

6d. Specialist Learning Resources:**7. Learning Outcomes (threshold standards):**

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	1. Critically appraise and evaluate the contribution primary and secondary data sources can make to research studies, particularly with respect to sampling, statistical analysis and data presentation techniques.
Intellectual, practical, affective and transferrable skills	2. Critically appraise and evaluate research undertaken by others; 3. Undertake multidisciplinary research through the acquisition of skills relevant to the context of business and management; 4. Effectively plan and undertake personal development including the awareness of an ethical and socially responsibly dimension to decision-making

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning. This is disseminated in the following manner; 22 hours contact through a range of online activities; 68 hours individual reading and preparation for knowledge and learning; 60 hours for further assessment preparation.	150	1-4	Individual and group learning activities, research tasks and activities and knowledge check activities, as directed by the learning material.
TOTAL	150		

9. Module Assessment

Method	Learning Outcomes	% Weighting & Fine Grade	Qualifying Mark	Length/duration and other comments

		(FG) or pass/fail (PF)	<i>see guidance notes</i>	
Research Proposal	1-2	100% FG	N/A	3,000 words written assignment
In order to pass this module, students are required to achieve an overall mark of 40%.				

TECHNICAL DETAILS

10. Delivery of the Module <i>Please delete as appropriate</i>				
<i>Delivery</i>	<i>This module is delivered over...</i>	<i>Yes or No?</i>	<i>Indicate which by deleting as appropriate</i>	
N/A				

11. Subject: <i>see guidance notes</i>	
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Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

Dissertation

2a. Module Leader:	2b. Department:	2c. Faculty:
Matthew Cooper	Arden University	

3a. Level: <i>see guidance notes</i>	3b. Module Type: <i>see guidance notes</i>
7	Standard

4a. Credits: <i>see guidance notes</i>	4b. Study Hours: <i>see guidance notes</i>
60	600

5. Restrictions

Pre-requisites:	All taught modules for the chosen route (120 credits)
Co-requisites:	N/A
Exclusions:	N/A
Pathways to which this module is restricted:	None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: <i>200 – 300 words</i>
<p>The dissertation is an essential part of the process of achieving masters' level. It provides students with the opportunity to work 'independently' to develop their ability to make critical and evaluative judgements. It is expected that this will provide the bridge between the 'taught' and 'research' elements of the programme, with students developing through practice the skills to undertake primary based research at level 7.</p> <p>By completing the dissertation students should demonstrate that they are able to produce work that is relevant in practice and has an academic standing at masters' level.</p> <p>Students registered on a themed route are required to select a subject-related topic for their dissertation that is substantively within the area of specialism.</p>
6b. Outline Content:
Independent study with the advice of the supervisor and based on the proposal developed within the Research Methods Module.
6c. Key Texts/Literature:
<p>Core E-Texts</p> <p>Gill, G. & Johnson, P. (2010) Research Methods for Managers. 4th Edition Sage Publications. Saunders, M. Lewis, P, & Thornhill, A. (2009) Research Methods for Business Students. 5th Edition Financial</p>

Times/ Prentice Hall.

Indicative Reading

Aaker, D.A. (2010) Marketing Research. 10th Edition. Wiley & Sons.
 Bryman, A. Bel, E. (2011) Business Research Methods. 3rd Edition, OUP Oxford.
 Dawson, C. (2009) Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project. How To Books Ltd; 4th Revised edition.
 Silverman, D. (2010) Qualitative Research. 3rd Edition, Sage.

6d. Specialist Learning Resources:

7. Learning Outcomes (threshold standards):

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	<ol style="list-style-type: none"> 1. Select, evaluate and apply critical management thinking to an organisational issue or problem which is clearly linked to the subject specialism of the MBA route being studied; 2. Have a level 7 mastery of the core research issue, extant literature and methodological considerations.
Intellectual, practical, affective and transferrable skills	<ol style="list-style-type: none"> 3. Resolve complex issues, manipulating these in a logical manner leading to the presentation of a compelling account; 4. Critically reflect to support enhanced learning, self awareness and interaction with others; 5. Work independently, taking responsibility for the dissertation and where necessary self learning of new skills; 6. Effectively plan, including project management skills, and undertake personal development including the awareness of an ethical and socially responsibly dimension to the research process.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
A combination of individual supervision consultations alongside 'extended' independent study.	600	1-6	A combination of individual supervision consultations alongside 'extended' independent study.
TOTAL	150		

9. Module Assessment

Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments
Viva	1 & 2	20% FG	30%	Viva via Skype
Dissertation	1-6	80% FG	30%	15,000 word dissertation

In order to pass this module, students are required to achieve an overall mark of 40%.

TECHNICAL DETAILS

10. Delivery of the Module *Please delete as appropriate*

<i>Delivery</i>	<i>This module is delivered over...</i>	<i>Yes or No?</i>	<i>Indicate which by deleting as appropriate</i>	
N/A				

11. Subject: *see guidance notes*

Module Definition Forms (Specialist Modules: General MBA)



Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

Managing Change in Organisations

2a. Module Leader:

David Newton

2b. Department:

Arden University

2c. Faculty:

3a. Level: *see guidance notes*

7

3b. Module Type: *see guidance notes*

Standard

4a. Credits: *see guidance notes*

15

4b. Study Hours: *see guidance notes*

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

The Managing Change in Organisations module provides students with a broad understanding of the relationship between pressures for change emanating from the external and internal organisational environment and the need to review the effectiveness and efficiency of internal operations. The module offers an opportunity to reflect upon the nature of organisational change; the planning, implementation and review sequence which must result from a decision to initiate a change strategy or project; the role of a manager in dealing with that change, galvanising resources and support and managing any resistance to the intended processes or outcomes. The module content leads the student through an appropriate range of theory, empirical studies and practical models for the effective management of the change process at a strategic, tactical or operational level. Students are encouraged to provide a critical evaluation of the usefulness of the theories and models presented to them, and read widely to discover additional sources to those provided in the online material. Through the online forums students interact to support each other in the application of theory to practice, and the module assessment requires a critical evaluation of real-world corporate decision making, thus requiring of them the development of skills that will allow them to contribute positively to the change process in their own organisational setting. Thus the module is designed to provide a broad introduction to the role of management in leading organisational change.

6b. Outline Content:

- The identification of the sources of change influencing organisations, managers and employees.
- Designing strategies for dealing with change at an individual level.
- The use of projects to encourage the change process.
- Managing the change process.
- The development of change management skills: information gathering; dealing with resistance; leading effective change.
- The process of innovation and change.
- Traditional approaches to change management, including Total Quality Management and Business Process Re-Engineering.
- Knowledge management, people and information; knowledge management and organisational change.

6c. Key Texts/Literature:

Core E-Text

- Carnall C. A . (2012) Managing Change in Organisations. 5th Edition, Pearson Education Ltd.

Indicative Reading

- Burnes, B. (2009) Managing Change. 4th Edition FT/Prentice Hall.
- Devanport, D and Prusak, L. (2000) Working knoweldge: How organisations manage what they know. 2nd edition, Harvard Business School press.
- Kotter, J. (2002) The Heart of change: Real life stories of how people change their organizations. Harvard Business School Press.
- Kotter, J and Schlesinger, L. (2008) Choosing Strategies for Change. HBR July-August.
- Senior, B and Swailes, S. (2010) Organizational Change. FT/Prentice Hall.

6d. Specialist Learning Resources:

7. Learning Outcomes (threshold standards):

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	<ol style="list-style-type: none"> 1. Critically evaluate and define the nature of the change process; 2. Evaluate, sythesise and apply a range of appropriate conceptual tools applicable to the management of change situations.
Intellectual, practical, affective and transferrable skills	<ol style="list-style-type: none"> 3. Critical awareness of the process of change in organisations; 4. Synthesise and analyse the links between knowledge management, knowledge tracking and knowledge migration in organisational/change management.

8. Learning Activities			
Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning. This is disseminated in the following manner; 22 hours contact through a range of online activities; 68 hours individual reading and preparation for knowledge and learning; 60 hours for further assessment preparation.	150	1-4	Individual and group learning activities, research tasks and activities and knowledge check activities, as directed by the learning material.
TOTAL	150		

9. Module Assessment				
Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments
Assignment	1-4	100% FG	N/A	3,000 word written assignment
<p>In order to pass this module, students are required to achieve an overall mark of 40%.</p> <p>In addition, students are required to:</p> <p>(a) achieve the qualifying mark for each element of fine graded assessment as specified above</p> <p>(b) pass any pass/fail elements</p>				

TECHNICAL DETAILS

10. Delivery of the Module <i>Please delete as appropriate</i>			
Delivery	This module is delivered over...	Yes or No?	Indicate which by deleting as appropriate
N/A			

11. Subject: <i>see guidance notes</i>	
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Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

Operations Management

2a. Module Leader:

Peter Murray

2b. Department:

Arden University

2c. Faculty:

3a. Level: *see guidance notes*

7

3b. Module Type: *see guidance notes*

Standard

4a. Credits: *see guidance notes*

15

4b. Study Hours: *see guidance notes*

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

Within the context of modern business changing rapidly, tools and techniques are developing, being implemented and are themselves changing. Change has to be project-managed as the emphasis in business is on flexible, rapid response to customer demands. Managers require a technical competence with a project-based management style that cuts across traditional functional roles throughout the project life-cycle. Business Project Management is considered an important management philosophy for the way in which organisations manage changing business environments. This module focuses on the issues of planning, organisational, procedural, and systematic management in ensuring organisational aims are met through applying 'effective' project management approaches and processes. The qualities of the project manager are also examined, focusing on the skills set required for effective project management.

6b. Outline Content:

- The role of the customer in the operating system.
- Queuing theory and systems, and facility layout principles.
- The notions of planning and control in a systems framework.
- Capacity management.
- Long and short term planning and scheduling; stock management; kanbam; JIT and OPT.
- Quality; TQM and its limitations; QA procedures including sampling, control charts, SERVQUAL.
- Control of processes and inventories.
- Project management techniques and skills.

6c. Key Texts/Literature:

Core E-Text

Lock D — The Essentials of Project Management (Gower Publishing Ltd; 3New Ed edition (28 Sep 2007) · ISBN-10: 0566088053 · ISBN-13: 978-0566088056.

Indicative Reading

Slack, N., Chambers, S. and Johnston, R. (2007) Operations Management. 5th edition, Prentice Hall.
 Heizer, J.H., and Render, B. (2008) Operations Management. 9th edition. Prentice Hall.
 Barnes, D. (2008) Operations Management, an international perspective Thomson.

6d. Specialist Learning Resources:**7. Learning Outcomes (threshold standards):**

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	<ol style="list-style-type: none"> 1. Critically evaluate the role of project management in a modern business environment; 2. Critically evaluate the contribution of wider issues, such as quality management and risk assessment, in a project environment.
Intellectual, practical, affective and transferrable skills	<ol style="list-style-type: none"> 3. Critically evaluate operating plans and identify areas for improvement; 4. Evaluate operation processes so that customer requirements including quality, delivery and reliability are achieved.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning. This is disseminated in the following manner; 22 hours contact through a range of online activities; 68 hours individual reading and preparation for knowledge and learning; 60 hours for further assessment preparation.	150	1-4	Individual and group learning activities, research tasks and activities and knowledge check activities, as directed by the learning material.
TOTAL	150		

9. Module Assessment

Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments
Assignment	1-4	100% FG	N/A	3,000 word written assignment

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above
- (b) pass any pass/fail elements

TECHNICAL DETAILS

10. Delivery of the Module *Please delete as appropriate*

<i>Delivery</i>	<i>This module is delivered over...</i>	<i>Yes or No?</i>	<i>Indicate which by deleting as appropriate</i>	
N/A				

11. Subject: *see guidance notes*

Module Definition Forms (Specialist Modules: Finance)



Module Definition Form (MDF)

Module Code:

1. Module Title:

Strategic Investment Management

2a. Module Leader:

Gareth Thomas

2b. Department:

Arden University

2c. Faculty:

3a. Level:

7

3b. Module Type:

Standard

4a. Credits:

15

4b. Study Hours:

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description:

This module is concerned with how financing and investment decisions are made by the management of organisations in the pursuit of corporate goals, both from a theoretical and practical aspect. It aims to provide a synthesis of the key concepts and models of strategic investment with the behavioural aspects of financial decision making. A range of quantitative methodologies used in strategic investment options will be explored and critically analysed. In particular, the relationship between risk and return will be considered. In addition, the qualitative and wider behavioural implications of investment on the organisation and its key stakeholders will be evaluated. The module will provide a conceptual framework from which the strategies and methods associated with strategic financial management can be critically reviewed. The case study assessment will enable the students to undertake a self-directed piece of work allowing them to select and apply appropriate models and concepts to a real-world scenario. It also allows them to critically review literature related to these concepts as well as undertaking some independent research.

6b. Outline Content:

- The relationship between strategic decisions and shareholder value.
- The evaluation of risk and return in financial decision making to include risk and the cost of equity, dividend valuation, portfolio analysis, the capital asset pricing model (CAPM), risk and the cost of debt and weighted average cost of capital (WACC).
- The appraisal of investment projects.
- The capital structure of an organisation in a simple and complex world, to evaluate the possibility of an optimum capital structure.
- The efficient market hypothesis and its influence of financial decision making.

- The effects of capital rationing on strategic investment decisions.
- The interaction between investment and financing to include adjusted present value (APV), the traditional approach, asset betas and gearing and lease or purchase decisions.
- The influence of dividend policy on an organisation's investment decisions.
- The behavioural aspects of investment decision making.
- The management of foreign-exchange risk.

6c. Key Texts/Literature:

Core E-text

Vernimmen, P. (2009) Corporate Finance: Theory and Practice. 2nd Ed. John Wiley & Sons, Ltd. (UK). E-book.

Kim, Suk H. and Kim, Seung Lee (2009) Global Corporate Finance; Text and Cases. 7th Ed. Wiley-Blackwell. Adobe e-book.

Indicative Reading:

Brealey, R. Myers, S. and Allen F (2010) Corporate Finance Theory and Practice: Global Edition. 10th Ed. McGraw-Hill Education.

Damodaran, A. (2011) Applied Corporate Finance. 3rd Ed. John Wiley and Sons, Inc.

Lumby, S. and Jones, C. (2011) Corporate Finance: Theory and Practice. 8th Ed. Cengage Learning EMEA.

6d. Specialist Learning Resources:

7. Learning Outcomes (threshold standards):

On successful completion of this module the student will be expected to be able to:	
Knowledge and understanding	<ol style="list-style-type: none"> 1. Critically evaluate the role and function of strategic level finance in sustaining and contributing towards the competitive advantage of organisations; 2. Explore different behavioural issues and critically reflect on their effects on strategic financial decision making.
Intellectual, practical, affective and transferable skills	<ol style="list-style-type: none"> 3. Identify and critically analyse and evaluate a range of strategic financial investment decision making models; 4. Undertake strategic investment decisions and be able to critically evaluate these using a range of methodologies.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning. This is disseminated in the following manner; 22 hours contact through a range of online activities; 68 hours individual reading and preparation for knowledge and learning; 60 hours for further assessment preparation.	150	1-4	Individual and group learning activities, research tasks and activities and knowledge check activities, as directed by the learning material.
TOTAL	150		

9. Module Assessment

Method	Learning	% Weighting &	Qualifying	Length/duration and other comments
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	Outcomes	Fine Grade (FG) or pass/fail (PF)	Mark see guidance notes	
Assignment	1-4	100% FG	N/A	3,000 words written assignment.

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

(a) achieve the qualifying mark for each element of fine graded assessment as specified above

(b) pass any pass/fail elements

TECHNICAL DETAILS

10. Delivery of the Module *Please delete as appropriate*

<i>Delivery</i>	<i>This module is delivered over...</i>	<i>Yes or No?</i>	<i>Indicate which by deleting as appropriate</i>	
N/A				

11. Subject: *see guidance notes*

Module Code:	
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1. Module Title: <i>maximum 100 characters</i>
Performance Management

2a. Module Leader:	2b. Department:	2c. Faculty:
Phil Wilson	Arden University	

3a. Level: <i>see guidance notes</i>	3b. Module Type: <i>see guidance notes</i>
7	Standard

4a. Credits: <i>see guidance notes</i>	4b. Study Hours: <i>see guidance notes</i>
15	150

5. Restrictions	
Pre-requisites:	N/A
Co-requisites:	N/A
Exclusions:	N/A
Pathways to which this module is restricted:	None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: <i>200 – 300 words</i>
This module is designed to consider the procedures necessary in order to successfully monitor, control and manage various forms of business enterprise. Students will critically analyse the suitability of performance management procedures and will also interpret the outcome from the procedures. The course will take place in the context that as companies and business in general, continually evolve then it is likely that performance measurement and management systems will also go through various stages of evolution. It is recognised that this evolution is likely to be driven in a modern setting by the increased recognition of the importance of customers, competitors and the need to manage a continually changing environment. Therefore, performance management systems must have an overt link to organisational strategy. It is also recognised that the design of corporate performance measurement systems is likely to be driven by particular contingent factors such as the competitive environment, organisational structure and technology employed within the company. It must be remembered that effective performance measurement is not a means to an end in itself but is of key importance in ensuring the effective implementation of an organisation's strategy. Within this context it is important that organisations consider the factors that drive wealth creation such as quality, flexibility and value, and not just measure the outcomes in a traditional accounting sense.
6b. Outline Content:
<ul style="list-style-type: none"> • The nature of strategic decisions, the role of strategic planning and control, and the link to tactical and operational management bearing in mind the impact of global, environmental, social and ethical issues; • Strategic performance measurement and management, performance hierarchy and strategic objectives; • Management accounting and information systems;

- Non-financial performance measures and behavioural aspects of performance measurement.
- Strategic planning and evaluation models including multidimensional approaches;
- Prediction of corporate failure;
- Divisional performance and transfer pricing;
- Benchmarking, Total Quality Management and Just-in-Time systems.

6c. Key Texts/Literature:

Collier, P. (2012) Accounting for Managers: Interpreting Accounting Information for Decision Making, 4th Ed: Wiley.

Drury, C. (2011) Management and cost accounting. 7th Ed: Thomson.

Horngren, C., Foster, G, Datar, **R, Madhav**, and **Ittner, C.** (2009) Cost Management: A managerial emphasis. 13th Ed.:Prentice-Hall.

Johnson, G., Scholes, K., Whittington, R. (2009) Exploring corporate strategy, Text and cases. 8th Ed: FT Prentice Hall.

Macintosh, N. and Quattrone, P. (2010) Management Accounting and Control Systems: An Organizational and Sociological Approach (2nd Edition), Wiley.

Wickramasinghe, D. & Alawattage, C. (2007) Management Accounting Change: Approaches and Perspectives.

6d. Specialist Learning Resources:

7. Learning Outcomes (threshold standards):

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	<ol style="list-style-type: none"> 1. Critically analyse , evaluate and apply a range of strategic planning models; 2. Calculate, interpret and critique a range of financial strategic performance measures such as Return on Investment (ROI) Residual Income (RI) and Economic Value Added (EVA).
Intellectual, practical, affective and transferrable skills	<ol style="list-style-type: none"> 3. Use, problem solve and appraise models for the prediction of potential business failure; 4. Critically evaluate the use of non-financial and multidimensional models of performance management.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning	150	1-4	Individual and group learning activities, research tasks and activities and knowledge check activities, as directed by the learning material.
TOTAL	150		

9. Module Assessment

Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments
Assignment	1-4	100% FG	N/A	3,000 words written assignment

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above
- (b) pass any pass/fail elements

TECHNICAL DETAILS**10. Delivery of the Module** *Please delete as appropriate*

<i>Delivery</i>	<i>This module is delivered over...</i>	<i>Yes or No?</i>	<i>Indicate which by deleting as appropriate</i>	
N/A				

11. Subject: *see guidance notes*

Module Definition Forms (Specialist Modules: Human Resource Management)



Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

Planning Human Resources

2a. Module Leader:

Kathy Daniels

2b. Department:

Arden University

2c. Faculty:

3a. Level: *see guidance notes*

7

3b. Module Type: *see guidance notes*

Standard

4a. Credits: *see guidance notes*

15

4b. Study Hours: *see guidance notes*

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

In this module students will start to see the different processes of human resource management coming together as part of the planning cycle within the organisation. The students will be taught different approaches to planning HR, through looking at supply and demand forecasting. Within this they will also look at the limitations of these approaches. As part of the critique of planning they will consider the role of HR, and explore the need for HR to take a proactive and strategic role in the organisation, rather than being solely reactive. Underpinning the planning processes they will look at specific tasks such as job analysis, recruitment, and performance management. They will also consider relevant aspects of employment law, to ensure that they understand the parameters within which the HR planning process must take place. Having looked at some of the more traditional issues facing HR, students will move on to think about some of the more modern challenges, such as operating within an e-learning and virtual environment. The impact of technology on the planning process, and in particular the increased flexibility that is produced, will be examined. Finally, students will look at the planning process in an international context, thinking about the specific challenges that are brought from working in a multinational organisation.

6b. Outline Content:

- An overview of the need for HR, and the activities of HR.
- Understanding the purpose and application job analysis.
- An evaluation of the limitations of supply and demand forecasting.
- An exploration of employment law relevant to the planning processes.
- A consideration of the approach to maximise employee capabilities.
- An overview of the specific challenges of HR planning in an international context.
- An evaluation of specific issues to consider in relation to e-learning and virtual environment.

6c. Key Texts/Literature:

- Armstrong. M. (2012) A Handbook of Human Resource Management. 12thth Ed. Kogan Page.
- Henderon, I. (2012) HRM for MBA students, 2nd edition, CIPD Publishing.
- Marchington, M and Wilkinson, A. (2012) Human resource management at work , 5th edition, CIPD Publishing.
- Stredwick, J. (2013) An introduction to human resource management, 2nd edition, Elsevier.

6d. Specialist Learning Resources:**7. Learning Outcomes (threshold standards):**

On successful completion of this module the student will be expected to be able to:	
Knowledge and understanding	<ol style="list-style-type: none"> 1. Critically analyse and evaluate the role of human resource planning in different organisations; 2. Develop awareness and evaluative abilities of the international dimension of HR planning including the principles of resource forecasting.
Intellectual, practical, affective and transferrable skills	<ol style="list-style-type: none"> 3. Integrate and apply concepts relating to current issues including virtual environments into HR planning; 4. Critical reflection to support enhanced learning, self-awareness and interaction with others.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning. This is disseminated in the following manner; 22 hours contact through a range of online activities; 68 hours individual reading and preparation for knowledge and learning; 60 hours for further assessment preparation.	150	1-4	Individual and group learning activities, research tasks and activities and knowledge check activities, as directed by the learning material.
TOTAL	150		

9. Module Assessment

Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments
Assignment	1 - 3	100% FG	N/A	3,000 words written assignment

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above
- (b) pass any pass/fail elements

TECHNICAL DETAILS**10. Delivery of the Module** *Please delete as appropriate*

<i>Delivery</i>	<i>This module is delivered over...</i>	<i>Yes or No?</i>	<i>Indicate which by deleting as appropriate</i>	
N/A				

11. Subject: *see guidance notes*



Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

Employee Relations

2a. Module Leader:	2b. Department:	2c. Faculty:
Maxine Shaverian	Arden University	

3a. Level: <i>see guidance notes</i>	3b. Module Type: <i>see guidance notes</i>
7	Standard

4a. Credits: <i>see guidance notes</i>	4b. Study Hours: <i>see guidance notes</i>
15	150

5. Restrictions

Pre-requisites:	N/A
Co-requisites:	N/A
Exclusions:	N/A
Pathways to which this module is restricted:	None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

To understand the role of industrial relations within organisations and the key role of both institutional and employees in developing a workable relationship. In addition to this the module seeks to place in a contemporary framework the modern role of IR in ensuring a workable relationship between both employees, management and other key stakeholders.

6b. Outline Content:

- Defining Industrial Relations including a brief history of Industrial Relations.
- The difference between Employee Relations and Industrial Relations and theories and approaches to Employee Relations.
- The role of collective bargaining.
- Collaborative approaches and the role of partnership agreements and industrial democracy.
- Models and approaches to flexibility with reference to the role of flexibility in contemporary employment relationships and the concept of new and old psychological contracts.
- The role of HRM; hard and soft approaches to HRM including employee commitment; non-unionised organisations; employee engagement; psychological contracts and contemporary approaches to the employment relationship.

6c. Key Texts/Literature:

Core E-Text

Colling, T., and Terry, M. (Editors) (2010) Industrial Relations. 3rd Ed: Wiley.

Indicative Reading

Williams, S. and Adam-Smith, D. (2006) Contemporary Employee Relations. Oxford University Press.
 Hollinshead, G., Nicholls, P. and Tailby, S., (2002) Employee Relations. 2nd Ed: Pearson.
 Rose, E. (2001) Employment Relations Continuity and Change: Policies and Practices. Harlow: Prentice Hall.
 Salamon, M. (2000) Industrial Relations: theory and practice. 4th Ed: Pearson.
 Leat, M. (2007) Exploring Employee Relations. Butterworth-Heinemann.
 Blyton, P. & Turnbull, P. (2004) Dynamics of Employee Relations. 3rd Ed: Palgrave Macmillan.
 Lewis, P., Thornhill, A., & Saunders, M. (2003) Employee relations: understanding the employment relationship. Financial Times Prentice Hall.

6d. Specialist Learning Resources:**7. Learning Outcomes (threshold standards):**

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	<ol style="list-style-type: none"> 1. Critically evaluate industrial relations practices and the process of collective bargaining; 2. Critically evaluate the nature of contemporary developments in employee relations.
Intellectual, practical, affective and transferrable skills	<ol style="list-style-type: none"> 3. Critically assess the main theories and frameworks associated with employee relations; 4. Critically assess the role of key actors and processes in employee relations in order to solve practical and research based problems.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning. This is disseminated in the following manner; 22 hours contact through a range of online activities; 68 hours individual reading and preparation for knowledge and learning; 60 hours for further assessment preparation.	150	1-4	Individual and group learning activities, research tasks and activities and knowledge check activities, as directed by the learning material.
TOTAL	150		

9. Module Assessment

Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments
Case Study Based Assignment	1 - 4	100% FG	N/A	3,000 word written assignment

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

(a) achieve the qualifying mark for each element of fine graded assessment as specified above

(b) pass any pass/fail elements

TECHNICAL DETAILS

10. Delivery of the Module *Please delete as appropriate*

<i>Delivery</i>	<i>This module is delivered over...</i>	<i>Yes or No?</i>	<i>Indicate which by deleting as appropriate</i>	
N/A				

11. Subject: *see guidance notes*

Module Definition Forms (Specialist Modules: Law)



Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

Managing Contract Risk

2a. Module Leader:

Kara Johnson

2b. Department:

Arden University

2c. Faculty:

3a. Level: *see guidance notes*

7

3b. Module Type: *see guidance notes*

Standard

4a. Credits: *see guidance notes*

15

4b. Study Hours: *see guidance notes*

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

To provide students with opportunities to anticipate risk and develop risk management strategies to minimise it. This module will introduce students to the concept of risk in contracts and the underpinning legal framework. Students will learn how to identify and quantify risk and to consider legal and non-legal solutions to risk management and minimisation. Students will develop and apply an interdisciplinary approach to their research within a business and management context.

6b. Outline Content:

- Risk management principles – An introduction to the theory of risk management.
- Principles of English contract law – An introduction to the key elements of contract formation.
- Remedies – Common law and equitable remedies.
- Terms – The nature and significance of contract terms in business agreements.
- Key issues of contract risk. – Identifying and Assessing Risk
- Key types of contract risk - Financial risk and default risk.
- Performance – Key factors in contract performance, breach and frustration.
- Breach of contract – Liability in breach of agreement.
- Carriage of goods – Passing of title and risk.

- Insurance principles – Insurance and mitigation of losses.

NB Students are not required to show an in-depth knowledge of the substantive legal areas indicated above. English law will be used to provide the framework on which discussions are based. Students will be expected to have some familiarity with common law principles and referred to appropriate texts for specific support.

6c. Key Texts/Literature:

E- Texts:

- Legal Method, Skills and Reasoning 3Rd Ed., Hanson, Sharon., Taylor & Francis Routledge, 2010 [280638]
- Slapper, G., & Kelly, D., The English Legal System (12th Edition, Routledge 2011) Boyce, T., & Lake., C., 2007. The commercial manager: Thorogood.

Indicative Reading:

- Clarke, M. (2007) Policies and perceptions of insurance law in the twenty-first century: Oxford University Press.
- Merna, T., & Faisal., F, F. (2008) Corporate risk management. 2nd Ed: Wiley.
- Poole, J. (2010) Textbook on contract law. 10th Ed: Oxford.
- Sadgrove, K. (2005) The complete guide to business risk management. 2nd Ed. Gower.

6d. Specialist Learning Resources:

7. Learning Outcomes (threshold standards):

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	1. Critically evaluate the the key dimensions to contractual risks and risk management strategies to minimise exposure to financial loss;
Intellectual, practical, affective and transferrable skills	2. Identify, apply and critically evaluate legal and non-legal solutions to minimise risk; 3. Select, apply and critically evaluate relevant legal principles to identified contract risks; 4. Undertake multidisciplinary research in order to manage contractual risk.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning. This is disseminated in the following manner; 22 hours contact through a range of online activities;	150	1-4	Individual and group learning activities, research tasks and activities and knowledge check activities, as directed by the learning material.

68 hours individual reading and preparation for knowledge and learning; 60 hours for further assessment preparation.			
TOTAL	150		

9. Module Assessment

Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments
Assignment	1-4	100% FG	N/A	3,000 word written assignment

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

(a) achieve the qualifying mark for each element of fine graded assessment as specified above

(b) pass any pass/fail elements

TECHNICAL DETAILS

10. Delivery of the Module *Please delete as appropriate*

Delivery	This module is delivered over...	Yes or No?	Indicate which by deleting as appropriate
N/A			

11. Subject: *see guidance notes*



Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

Ethics and the Law

2a. Module Leader:

Angela Burns

2b. Department:

Arden University

2c. Faculty:

3a. Level: *see guidance notes*

7

3b. Module Type: *see guidance notes*

Standard

4a. Credits: *see guidance notes*

15

4b. Study Hours: *see guidance notes*

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

Business managers and leaders are confronted by a range of ethical issues and decisions on a daily basis. This module will introduce future managers to an ethical framework to guide business decision making. It will provide opportunities for students to contrast legal and ethical aspects of managerial decisions.

This module introduces the philosophy of ethics and the factors involved in ethical decision-making. It will highlight the relationship between legal regulation and ethical behaviour and will examine what companies are doing to encourage ethical behaviour. Critical thinking, reflection and evaluation are also practised and/or assessed within a business context to aid development of skills for the workplace.

6b. Outline Content:

The philosophy of Business, Law and Ethics – Theories and perspectives on the relationship of law and ethics.
Corporate Social Responsibility – The nature of the social responsibilities of the multi-national corporation.

Managing Business Ethics – Exploring the success of a self-regulatory approach
 Ethical Decision Making – Exploring and applying models of ethical decision-making.
 Corporate Governance – Stakeholder interests and the legal regulation of corporate governance.
 Security of Information – The customer as stakeholder and data protection.
 The Employment Relationship – The Employee as stakeholder.
 Ethical Marketing and Advertising – Ethical sourcing and marketing of goods.
 Business Ethics & The Environment – The sustainable corporation.

6c. Key Texts/Literature:

Core E-Texts:

Legal Method, Skills and Reasoning 3Rd Ed., Hanson, Sharon., Taylor & Francis Routledge, 2010 [280638]

Slapper, G., & Kelly, D., The English Legal System (12th Edition, Routledge 2011) Crane, A., & Matten, D., (2010) *Business Ethics*, OUP.

Indicative Reading:

Riches, S., Allen, V., (2011) *Keenan & Riches' Business Law*, Pearson.

Solomon, J.(2010) *Corporate Governance and Accountability*, Wiley.

Fisher, C. and Lovell, A. (2008) *Business Ethics and Values*, FT Prentice Hall.

6d. Specialist Learning Resources:

7. Learning Outcomes (threshold standards):

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	1. Critically analyse and evaluate the legal and ethical responsibilities of the company with regard to established theory; 2. Critically appraise the inter-relationship of law and ethics with regard to corporate behaviour and decision-making.
Intellectual, practical, affective and transferrable skills	3. Apply critical thinking skills to provide solutions to legal and ethical dilemmas in a business context; 4. Planning and personal management skills. Awareness of an ethical and socially responsibly dimension of decision making.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning. This is disseminated in the following manner; 22 hours contact through a range of online activities;	150	1-4	Individual and group learning activities, research tasks and activities and knowledge check activities, as directed by the learning material.

68 hours individual reading and preparation for knowledge and learning; 60 hours for further assessment preparation.			
TOTAL	150		

9. Module Assessment

Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments
Assignment	1-4	100% FG	N/A	3,000 word written assignment

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

(a) achieve the qualifying mark for each element of fine graded assessment as specified above

(b) pass any pass/fail elements

TECHNICAL DETAILS

10. Delivery of the Module *Please delete as appropriate*

<i>Delivery</i>	<i>This module is delivered over...</i>	<i>Yes or No?</i>	<i>Indicate which by deleting as appropriate</i>
N/A			

11. Subject: *see guidance notes*

Module Definition Forms (Specialist Modules: Management Consultancy)



1. Module Title: *maximum 100 characters*

Module Code:

Developing Consultancy Skills

2a. Module Leader:

David Newton

2b. Department:

Arden University

2c. Faculty:

3a. Level: *see guidance notes*

7

3b. Module Type: *see guidance notes*

Standard

4a. Credits: *see guidance notes*

15

4b. Study Hours: *see guidance notes*

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

The Developing Consultancy Skills module is the companion module to the Consultancy Practice module. It is designed therefore to provide an awareness and understanding of the skills required by consultants operating primarily in larger scale total solutions consultancy engagements. The module offers something also to students who will either operate in smaller scale consultancy settings, or managers seeking to better understand the skills and expertise that can be obtained from the engagement of consultancy support. Whereas the Consultancy Practice module examines the management of consultant-client relationships and the development of briefs, pitches for business and the management of consultancy assignments, the Developing Consultancy Skills module provides a focus upon the type of expertise and skills required to participate, and lead, such activities. Thus managing interpersonal relationships, planning, diagnostic and problems solving skills, promoting business relationships, communications, team development and leadership are the areas covered in the module.

6b. Outline Content:

- The management of people and relationships.
- Diagnostic, planning and problem solving skills.
- Identifying specific skills needs for marketing and sales.
- Action planning and the creation and effective use of action plans.
- The importance of communication, including writing reports and proposals.
- Leadership skills and the development/management of teams.

– Developing appropriate skills and contextual fluency.

6c. Key Texts/Literature:

Core E-Text

Markham, C. (2004) The Top Consultant, 4th Ed Kogan Page.

E Text

Available at:

<http://issuu.com/bookswiki/docs/the-top-consultant-developing-your-skills>

Indicative Reading

Biggs, D. (2010) Management Consulting: A Guide for Students, Andover: Cengage Learning EMEA.

Kubr, M. (ed) (2002) Management Consulting – A guide to the Profession 4th Ed, International Labour Office, Geneva.

O'Mahoney, J. (2010) Management Consultancy, Oxford: Oxford University Press.

Sadler, P. (2007), Management Consultancy, Kogan Page.

Wickam P. (2008) Management Consulting, 3rd Edition, Prentice Hall.

6d. Specialist Learning Resources:

7. Learning Outcomes (threshold standards):

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	<ol style="list-style-type: none"> 1. Critically assess a range of essential consultancy skills appropriate to a specific consultancy engagement; 2. Analyse and evaluate the leadership and team building requirements of a consultancy project.
Intellectual, practical, affective and transferrable skills	<ol style="list-style-type: none"> 3. Select and apply a range of relevant diagnostic and problem solving skills; 4. Structured debate, effective communication and presentation skills.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning. This is disseminated in the following manner; 22 hours contact through a range of online activities; 68 hours individual reading and preparation for knowledge and learning; 60 hours for further assessment preparation.	150	1-4	Individual and group learning activities, research tasks and activities and knowledge check activities, as directed by the learning material.
TOTAL	150		

9. Module Assessment

Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments
Assignment	1 - 4	100% FG	N/A	3,000 word written assignment

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above
- (b) pass any pass/fail elements

TECHNICAL DETAILS**10. Delivery of the Module** *Please delete as appropriate*

Delivery	<i>This module is delivered over...</i>	<i>Yes or No?</i>	<i>Indicate which by deleting as appropriate</i>	
N/A				

11. Subject: *see guidance notes*



Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

Consultancy Practice

2a. Module Leader:

Ian McPhee

2b. Department:

Arden University

2c. Faculty:

3a. Level: *see guidance notes*

7

3b. Module Type: *see guidance notes*

Standard

4a. Credits: *see guidance notes*

15

4b. Study Hours: *see guidance notes*

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

The aim of the module is to critically evaluate the role played by management consultancy and to distinguish between the consultancy functions in different types of organisation. Changing market needs have increased the reliance of organisations upon the consultancy sector in order to carry out a growing number of projects on their behalf. In order to succeed in these roles management consultants require the skills to market, sell and deliver their services to a variety of providers in all types of businesses including public, private and not-for-profit. The module examines the various strategies adopted by management consultants in order to achieve project success and communicate those results via written reports and verbal presentations.

6b. Outline Content:

- Role of a management consultant.
- Different types of consultancy.
- The consultancy environment.
- Politics and organisational culture.
- Change management.
- Current practice and legislation.

6c. Key Texts/Literature:

Core E-Text

- Wickam A, Wilcock J. (2012) Management Consulting: Delivering an Effective Project, 4th Edition, Prentice Hall.

Indicative Reading

- Newton R. (2010) The Management Consultant: Mastering the Art of Consultancy. Financial Times/Prentice Hall.
- O’Mahoney J. (2010) Management Consultancy. OUP Oxford.
- Greiner,L, Poulfelt,F. (2010) Management Consulting: Today & Tomorrow, Routledge.
- Markham C. (2004) The Top Consultant: Developing Your Skills for Greater Effectiveness, 4th Edition Kogan Page.

6d. Specialist Learning Resources:

Journals

- The Journal of Management Consulting
- Journal of Organizational Change Management
- Journal of Business Strategy
- Long Range Planning
- British Journal of Management

Websites

- www.mca.org.uk The Management Consultancies Association
- www.iconsulting.org.uk The Institute of Consulting
- www.sourceforconsulting.com Source for Consulting
- www.mckinsey.com McKinsey & Company
- www.deloitte.com Deloitte Consulting
- www.bcg.com The Boston Consulting Group
- www.pwc.com PricewaterhouseCoopers
- www.ey.com Ernst & Young
- www.kpmg.com KPMG
- www.capgemini.com Capgemini

7. Learning Outcomes (threshold standards):

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	<ol style="list-style-type: none"> 1. Critically analyse and appraise the roles played by management consultancy and the different types available at both an operational and strategic level; 2. Critically evaluate the different consultancy needs of a range of organisations; 3. Demonstrate a critical understanding of consultancy costing principles.
Intellectual, practical, affective and transferrable skills	<ol style="list-style-type: none"> 4. Structure a debate and demonstrate the skills necessary to communicate and present it.

8. Learning Activities			
Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning. This is disseminated in the following manner; 22 hours contact through a range of online activities; 68 hours individual reading and preparation for knowledge and learning; 60 hours for further assessment preparation.	150	1-4	Individual and group learning activities, research tasks and activities and knowledge check activities, as directed by the learning material.
TOTAL	150		

9. Module Assessment				
Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments
Assignment	1 - 4	100% FG	N/A	3,000 word written assignment
<p>In order to pass this module, students are required to achieve an overall mark of 40%.</p> <p>In addition, students are required to:</p> <p>(a) achieve the qualifying mark for each element of fine graded assessment as specified above</p> <p>(b) pass any pass/fail elements</p>				

TECHNICAL DETAILS

10. Delivery of the Module <i>Please delete as appropriate</i>			
Delivery	This module is delivered over...	Yes or No?	Indicate which by deleting as appropriate
N/A			

11. Subject: <i>see guidance notes</i>	
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Module Definition Forms (Specialist Modules: Marketing)



Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

International Marketing

2a. Module Leader:

Simon Heaton

2b. Department:

Arden University

2c. Faculty:

3a. Level: *see guidance notes*

7

3b. Module Type: *see guidance notes*

Standard

4a. Credits: *see guidance notes*

15

4b. Study Hours: *see guidance notes*

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

The aim of this module is to explore the complexity, stages and nature of international marketing. In doing so it will develop students understanding of international marketing theories and concepts and will result in students appreciating the overall complexities of international marketing against a backdrop of a constantly changing global environment. Students will develop a critical understanding of the processes and stages involved in establishing a market presence overseas in one or more international markets and will produce an overall strategy and a plan for an organisation to achieve that.

6b. Outline Content:

- The theoretical underpinning and international marketing issues facing an organisation including competition and protectionism, PESTEL factors and the development of international marketing as a proactive strategy.
- The research and evaluation of international markets and the development of strategy and an implementable marketing plan to exploit the market position.
- The marketing mix elements, namely product, price, place promotion, people, physical evidence and process as applicable and consider the degree of adaptation and standardisation of each mix element that would be required to exploit and develop market

position.

- Issues affecting both their organisation and the customer's organisation in an international environment. They will understand the importance of global sourcing, logistics and supply chain issues and how to set up an organisational structure and control mechanism that would ensure that the company was successful in its international marketing.

6c. Key Texts/Literature:

Key Text (recommended to purchase):

Doole,I & Lowe,R (2012) International Marketing Strategy 6th ed. London: Cengage.

Other:

Hollensen, S. (2010) Global Marketing a decision based approach 5th ed. Financial Times Prentice Hall

Czinkota,M. (2011) International Marketing. Cengage.

Burton, D. (2008) Cross Cultural Marketing 1st ed. Routledge.

Jeannet, J.P. and Hennessey, H.D. (2004) Global Marketing Strategies 6th ed. Boston, Houghton Mifflin.

6d. Specialist Learning Resources:

Websites

www.CIM.co.uk
www.dti.co.uk
www.export.org.uk
www.uktradeinvest.gov.uk
www.cia.com
www.thetimes100.co.uk

7. Learning Outcomes (threshold standards):

On successful completion of this module the student will be expected to be able to:	
Knowledge and understanding	1. Discuss and critically analyse the main approaches to international marketing.
Intellectual, practical, affective and transferrable skills	2. Identify and analyse information needed to establish and implement effective global marketing decisions, policies and strategies. 3. Develop, evaluate and justify appropriate international marketing strategies for a mix of different economies and organisations; 4. Evaluate the appropriateness of e-business strategies.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
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Lectures:	6	1-4	Lecture 1 hour * 6 (every other week)
Other teacher managed learning:	6+10	1-4	Seminar 1 hour * 6 (every other week)+10 hours of class/individual discussions
Student managed learning:	128	1-4	Reading and assessment preparation

9. Module Assessment				
Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments
Assignment	1 – 4	100% FG	N/A	3,000 word written assignment
<p>In order to pass this module, students are required to achieve an overall mark of 40%.</p> <p>In addition, students are required to:</p> <p>(a) achieve the qualifying mark for each element of fine graded assessment as specified above</p> <p>(b) pass any pass/fail elements</p>				

TECHNICAL DETAILS

10. Delivery of the Module <i>Please delete as appropriate</i>			
<i>Delivery</i>	<i>This module is delivered over...</i>	<i>Yes or No?</i>	<i>Indicate which by deleting as appropriate</i>
N/A			

11. Subject: <i>see guidance notes</i>	
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Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

Marketing Communications

2a. Module Leader:

Ian McPhee

2b. Department:

Arden University

2c. Faculty:

3a. Level: *see guidance notes*

7

3b. Module Type: *see guidance notes*

Standard

4a. Credits: *see guidance notes*

15

4b. Study Hours: *see guidance notes*

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

This module aims to provide the skills and knowledge to enable students to managing the range of marketing communications activities within and between organisations, including brand support activities, promotional campaigns and relationship management in both consumer and business to business contexts, including channel communications.

6b. Outline Content:

Introduction to marketing communications theory.
Segmentation, Targeting and Positioning.
Consumer behaviours and consumer dynamics.
Roles and responsibilities of marketing communications.
The coordinated marketing mix.
Media planning.
Marketing communications planning framework.
The strategic marketing communications plan.
Marketing communications in action: branding.
Marketing communications and customer relationship management (CRM).
The implications of e-marketing for marketing communications planning.

6c. Key Texts/Literature:

Key Text (recommended to purchase):

Fill,C. (2009) Marketing Communications (5th Edition) Financial Times/Prentice Hall.

Other:

Smith,PR & Ze Zook. (2011) Marketing Communications: Integrating Offline & Offline with Social Media (5th Edition) Kogan Page.

De Pelsmacker,P. (2010) Marketing Communications: A European Perspective (4th Edition) Financial Times/Prentice Hall.

6d. Specialist Learning Resources:

Online Market Research Databases

Global Market Information Database (GMID)

Keynote

Mintel

Websites

<http://www.cim.co.uk> The Chartered Institute of Marketing site with information and access to learning support for participants

<http://www.revolution.haynet.com/> Revolution magazine

<http://www.marketing.haynet/> Marketing magazine

<http://www.acnielsen.com/> Excellent for research

<http://www.bized.ac.uk> For business case studies

<http://www.esomar.nl/> Useful for guidance on research ethics and approaches

<http://www.dma.org.uk/> The Direct Marketing Association

<http://www.eiu.com/> The Economist Intelligence Unit

<http://www.europa.eu.int/> The European Commission extensive range of statistics and reports relating to EU and member countries.

7. Learning Outcomes (threshold standards):

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	<ol style="list-style-type: none">1. Identify and justify ways in which the promotional mix can be coordinated to communicate effectively with stakeholders. This includes an understanding of market and customer dynamics, and the ability to create and manage its successful implementation;2. A knowledge and critical understanding of why and how marketing communications should be co-ordinated, including the use of on-line and off-line media, and evaluation of appropriate budgetary conditions.
Intellectual, practical, affective and transferrable skills	<ol style="list-style-type: none">3. Evaluate and develop marketing communications and brand support activities based upon an understanding of the salient characteristics of the target audience including B2B market, trade channels, and other relationships;

	4. Effective use of a variety of media including communications and information technology.
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8. Learning Activities			
Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Lectures:	6	1-4	Lecture 1 hour * 6 (every other week)
Other teacher managed learning:	6+10	1-4	Seminar 1 hour * 6 (every other week)+10 hours of class/individual discussions
Student managed learning:	128	1-4	Reading and assessment preparation

9. Module Assessment				
Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments
Assignment	1 – 3	100% FG	N/A	3,000 word written assignment

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above
- (b) pass any pass/fail elements

TECHNICAL DETAILS

10. Delivery of the Module <i>Please delete as appropriate</i>			
<i>Delivery</i>	<i>This module is delivered over...</i>	<i>Yes or No?</i>	<i>Indicate which by deleting as appropriate</i>
N/A			

11. Subject: <i>see guidance notes</i>	
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Module Definition Forms (Specialist Modules: Project Management)



Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

Management of Projects

2a. Module Leader:

Shane McMordie

2b. Department:

Arden University

2c. Faculty:

3a. Level: *see guidance notes*

7

3b. Module Type: *see guidance notes*

Standard

4a. Credits: *see guidance notes*

15

4b. Study Hours: *see guidance notes*

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

This module addresses the principles of managing successful projects. It is intended to give the learner a clear understanding of the most important concepts and frameworks in the discipline of project management, and how to apply them. Students will critically evaluate the role of the project manager. They will develop knowledge and judgement of topics around project direction and control. They will understand the roles and responsibilities of project team members, and how to build high performance teams. Learners will study the project life cycle, the scope of projects, the triple constraints, project methodologies and how to choose between them. Also addressed are monitoring and control, and the correct way to close projects. The final units look at financial management and contract management.

6b. Outline Content:

- The module examines and defines the nature of projects.
- Financial and commercial aspects of projects are addressed.
- Cost management is analysed in outline.
- Strategy, models and methodologies are covered in the module.
- Managing progress is one of the topics areas of the module, along with monitoring, control, evaluation and closure.
- Finally, the principles of project constraints and legal instruments are described.

6c. Key Texts/Literature:

Core E-Text

Wysocki, R. (2014), 7th Edition Effective Project Management: Traditional, Agile, Extreme. Wiley.

Indicative Reading

Maylor, H. (2010) Project Management. Pearson.

Pinto, J. (2009) Project Management. Pearson.

6d. Specialist Learning Resources:

Office of Government Commerce (OGC). (2009) [Managing Successful Projects with PRINCE2.](#)

Project Management Institute. (2010) [A Guide to the Project Management Body of Knowledge:](#)

7. Learning Outcomes (threshold standards):

On successful completion of this module the student will be expected to be able to:	
Knowledge and understanding	<ol style="list-style-type: none"> 1. Distinguish and critically evaluate between types of projects and the responsibilities of those involved; 2. Critically evaluate different approaches to the management of projects; 3. From a management perspective, evaluate, synthesise and assess the project scope.
Intellectual, practical, affective and transferrable skills	<ol style="list-style-type: none"> 4. Apply advanced principles of leading and managing project teams to solve complex problems.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning. This is disseminated in the following manner; 22 hours contact through a range of online activities; 68 hours individual reading and preparation for knowledge and learning; 60 hours for further assessment preparation.	150	1-4	Individual and group learning activities, research tasks and activities and knowledge check activities, as directed by the learning material.
TOTAL	150		

9. Module Assessment

Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments
Assignment	1 - 4	100% FG	N/A	3,000 word written assignment

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above
- (b) pass any pass/fail elements

TECHNICAL DETAILS

10. Delivery of the Module *Please delete as appropriate*

Delivery	This module is delivered over...	Yes or No?	Indicate which by deleting as appropriate	
N/A				

11. Subject: *see guidance notes*



Module Definition Form (MDF)

Module Code:	
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1. Module Title: <i>maximum 100 characters</i>
Project Management Techniques

2a. Module Leader:	2b. Department:	2c. Faculty:
Jack Colford	Arden University	

3a. Level: <i>see guidance notes</i>	3b. Module Type: <i>see guidance notes</i>
7	Standard

4a. Credits: <i>see guidance notes</i>	4b. Study Hours: <i>see guidance notes</i>
15	150

5. Restrictions	
Pre-requisites:	
Co-requisites:	
Exclusions:	
Pathways to which this module is restricted:	None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: <i>200 – 300 words</i>
This module focuses on the various techniques available to project managers to ensure that a project is planned, managed and controlled effectively. It is a key element of the MBA (Project Management) qualification and, together with the Management of Projects module, enables students to develop appropriate skills for project planning and scheduling. Students will be expected to learn, understand and apply a series of appropriate and proven project management techniques so that they are able to utilise these skills in real-life project environments. The techniques are taught with the emphasis on application to bring a real practical basis to the qualification and enable students to be confident in applying these techniques within their current or future roles. The assignment assesses the student's ability to apply the relevant techniques in a real-life situation and their understanding of the appropriate concepts.
6b. Outline Content:
<ul style="list-style-type: none"> - Gain an overview of projects. - Understand how to plan and schedule a project. - Appreciate the importance and application of work breakdown structures. - Develop techniques such as network analysis and critical path analysis. - Schedule a project using Gantt Charts. - Develop an understanding of suitable techniques for scheduling resources and budgeting. - Introduce problem solving principles and software applications.
6c. Key Texts/Literature:

Core E-Text

- Richman, Larry L. (2012) Improving Your Project Management Skills 2nd Ed., AMACOM Books.

Indicative Reading

- Lock, D. (2007) Project Management. Gower.
- Burke, R. (2007) Project Management Techniques, Burke Publishing.
- Kerzner, H. (2009) Project Management: A Systems Approach to Planning, Scheduling & Controlling, John Wiley & Sons.

6d. Specialist Learning Resources:**7. Learning Outcomes (threshold standards):**

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	<ol style="list-style-type: none"> Critically reflect on the nature and process of project management techniques; Critically analyse and evaluate different organisational and project structures.
Intellectual, practical, affective and transferrable skills	<ol style="list-style-type: none"> Critically evaluate and apply appropriate techniques for planning and scheduling in different situations including strategies for the control of target setting, slippage, benchmarking; Critically evaluate project management skills and techniques that enable the effective management of projects.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning	150	1-4	Individual and group learning activities, research tasks and activities and knowledge check activities, as directed by the learning material.
TOTAL	150		

9. Module Assessment

Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments
Assignment	1 - 4	100% FG	N/A	3,000 word written assignment

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above
- (b) pass any pass/fail elements

TECHNICAL DETAILS

10. Delivery of the Module *Please delete as appropriate*

<i>Delivery</i>	<i>This module is delivered over...</i>	<i>Yes or No?</i>	<i>Indicate which by deleting as appropriate</i>	
N/A				

11. Subject: *see guidance notes*

Module Definition Forms (Specialist Modules: Service Excellence)



Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

Quality and Excellence

2a. Module Leader:

Jack Colford

2b. Department:

Arden University

2c. Faculty:

3a. Level: *see guidance notes*

7

3b. Module Type: *see guidance notes*

Standard

4a. Credits: *see guidance notes*

15

4b. Study Hours: *see guidance notes*

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

This module focuses on the key importance of service excellence to organisations working within any service industry. Together with the Quality Management module, this module encourages and supports students to understand the major theoretical and practical aspects of delivering a quality, intangible product. Students will develop an understanding of the important need for service excellence for ensuring customer retention through customer loyalty and will then be supported in investigating this concept further through the identification and application of appropriate methods and associated strategies. Students will be expected to learn and understand a number of applicable concepts and then investigate and identify how these can be applied in real-life situations to benefit a range of organisations. The assignment assesses the student's ability understanding and application of the key concepts discussed within the learning of this module and to make appropriate decisions based upon this.

6b. Outline Content:

- Gain an appreciation of the principles of service excellence.
- Understand the roles of management and employees.
- Investigate ways to measure customer satisfaction.
- Introduce a series of quality control processes eg TQM.
- Understand the importance of continuous improvement.
- Gaining an awareness of customer loyalty.
- Developing skills for problem resolution, complaints handling and the customer and the law.

6c. Key Texts/Literature:

Core E-Text

- Inghilleri, L & Solomon, M. (2010) Exceptional Service, Exceptional Profit : the Secrets of Building a Five-star Customer Service Organization, AMACOM Books.

Indicative Reading

- Brown, Stanley.(1999) Strategic Customer Care: An Evolutionary Approach to Increasing Customer Value and Profitability. John Wiley.
- Cook, S. (2010) Customer Care Excellence. How to Create an Effective Customer Focus (4th edition). Professional Paperbacks. Kogan Page.
- Heppell, M. (2002) Five Star Service: How to Deliver Exceptional Customer Service. Pearson Books.

6d. Specialist Learning Resources:

7. Learning Outcomes (threshold standards):

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	<ol style="list-style-type: none"> 1. Critically evaluate the strategic role of service excellence; 2. Understand and differentiate in an evaluative manner the distinctions and similarities between the roles of management and employees in seeking service excellence.
Intellectual, practical, affective and transferrable skills	<ol style="list-style-type: none"> 3. Identify and respond in a sophisticated and evaluative manner to training needs to ensure quality; 4. Develop comprehensive and logical evaluative strategies to maximise customer loyalty through customer care.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning. This is disseminated in the following manner; 22 hours contact through a range of online activities; 68 hours individual reading and preparation for knowledge and learning; 60 hours for further assessment preparation.	150	144	Individual and group learning activities, research tasks and activities and knowledge checks activities as directed by the learning material.
TOTAL	150		

9. Module Assessment

Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments
Assignment	1 – 4	100% FG	N/A	3,000 word written assignment

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above
- (b) pass any pass/fail elements

TECHNICAL DETAILS**10. Delivery of the Module** *Please delete as appropriate*

<i>Delivery</i>	<i>This module is delivered over...</i>	<i>Yes or No?</i>	<i>Indicate which by deleting as appropriate</i>	
N/A				

11. Subject: *see guidance notes*



Module Definition Form (MDF)

Module Code:

1. Module Title: *maximum 100 characters*

Quality Management

2a. Module Leader:

Jack Colford

2b. Department:

Arden University

2c. Faculty:

3a. Level: *see guidance notes*

7

3b. Module Type: *see guidance notes*

Standard

4a. Credits: *see guidance notes*

15

4b. Study Hours: *see guidance notes*

150

5. Restrictions

Pre-requisites:

N/A

Co-requisites:

N/A

Exclusions:

N/A

Pathways to which this module is restricted:

None.

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: *200 – 300 words*

This module focuses on the wider knowledge and skills required to apply the principles of quality management through appropriate systems specific to both manufacturing and service based organisations. In conjunction with the Quality and Excellence module, this module encourages and supports students to understand the major theoretical and practical aspects of delivering a quality product. The student will learn the importance of quality in both tangible and intangible products and will develop the knowledge to support them in championing this quality philosophy within their current or future role. The module will introduce and build on a number of key principles associated with quality management and how these can be applied through appropriate management systems and quality tools. The assignment will assess the student's knowledge of quality management and their ability to apply the relevant principles to specific business needs and objectives.

6b. Outline Content:

- Understand the importance of implementing Service Quality through managing customer expectations, integrating service quality and delivery, service productivity, service and relationship, Total Quality Management and the Quality Gurus.
- Understand the ways to Measure Quality and Improvement and the role of continuous improvement, benchmarking and metrics.
- Introduce Quality Management Systems, Standards and Models including ISO 9000:2000, ISO 14001 and the EFQM Business Excellence Model.
- Demonstrate how to organise for Quality Management including the environmental effects of business,

<p>measurement of environmental performance and EMS.</p> <ul style="list-style-type: none"> - Focus on Service Quality and Customer Satisfaction by defining customer satisfaction and elements of service and perceptions of performance, determinants of service quality, measuring service quality and SERVQUAL marketing. - Introduce a series of Quality Management Tools including FMEA, QFD and SPC.

6c. Key Texts/Literature:

Core E-Text

- Inghilleri, L & Solomon, M. (2010) Exceptional Service, Exceptional Profit : the Secrets of Building a Five-star Customer Service Organization, AMACOM Books.

Indicative Reading

- Brown, Stanley. (1999) Strategic Customer Care: An Evolutionary Approach to Increasing Customer Value and Profitability. John Wiley.
- Cook, S. (2010) Customer Care Excellence. How to Create an Effective Customer Focus (4th edition). Professional Paperbacks. Kogan Page.
- Heppell, M. (2002) Five Star Service: How to Deliver Exceptional Customer Service. Pearson Books.

6d. Specialist Learning Resources:

7. Learning Outcomes (threshold standards):

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	1. Critically apply and evaluate the concepts and principles of total quality management in different commercial environments.
Intellectual, practical, affective and transferrable skills	2. Critically evaluate a range of quality management tools and techniques to both diagnose the effectiveness of, and improve systems and processes; 3. Incorporate and evaluate in a critical manner quality initiatives in the implementation of business objectives; 4. Critically evaluate and problem solve using the underpinning research of quality management.

8. Learning Activities

Learning Activities	Hours	Learning Outcomes	Detail of duration, frequency and other comments
Online Tutor supported activity-based learning. This is disseminated in the following manner; 22 hours contact through a range of online activities; 68 hours individual reading and preparation for knowledge and learning; 60 hours for further assessment preparation.	150	1-4	Individual and group learning activities, research tasks and activities and knowledge check activities, as directed by the learning material.
TOTAL	150		

9. Module Assessment

Method	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Length/duration and other comments
Assignment	1 - 4	100% FG	N/A	3,000 word written assignment

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above
- (b) pass any pass/fail elements

TECHNICAL DETAILS**10. Delivery of the Module** *Please delete as appropriate*

<i>Delivery</i>	<i>This module is delivered over...</i>	<i>Yes or No?</i>	<i>Indicate which by deleting as appropriate</i>	
N/A				

11. Subject: *see guidance notes*