

Programme Handbook

Programme Title: Master of Business Administration MBA

Academic year of entry: 2022/23

This document is intended for online publication and when printed becomes uncontrolled. Students should refer to their programme page on the Virtual Learning environment (VLE) for the most up to date version.

Any revisions to the handbook will be documented below.

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Gellir bod y llawlyfr hwn ar gael yn Gymraeg ar gais / This handbook can be made available in Welsh on request.

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1. Welcome to Wrexham Glyndŵr University

We hope that you will enjoy your time at Wrexham Glyndŵr University.

Wrexham Glyndŵr University is a student-centred university providing high quality higher education and research in a welcoming, friendly and supportive environment. Programmes seek to be employment relevant, and many programmes have strong links with industry and commercial organisations.

This Programme Handbook is designed to provide you with specific information about your programme and complements the programme information provided on the Virtual Learning Environment (VLE - Canvas), the Student Guide and the Academic Regulations appropriate to your award. The Student Guide contains a wide range of important information that is relevant to all students at the University, and the Academic Regulations set out the 'rules' which govern your programme of study, in particular the rules governing assessment and determination of degree classification. You should ensure that you have some familiarity with the contents of all these documents, as you are likely to need to refer to them on occasions throughout your time here at Wrexham Glyndŵr University. In addition, you should refer to the Student Guide to the Active Learning Framework (ALF) for information about the delivery of learning and teaching of programmes at the University.

The Student Intranet is a key source of information for additional information and guidance throughout your student journey:

Student Administration – includes information about academic regulations, policies and procedures, Student Guide, Student Charter.

Student Support – includes information about student support available through the self-referral system, welcome week, the active learning framework, careers and employability, counselling and mental health support, health and wellbeing, inclusion, learning skills, personal tutors, library, student funding and money advice, student reps, accommodation, chaplaincy.

Student News - Campus Talk is your monthly round up on news from across your campuses. If you have a story to tell or would like to be a case study, please contact the Communications Team on: communications@glyndwr.ac.uk

Your student record - You can check your student record at any time by accessing this link: <https://www.bil.ac.uk/student-portal/>

2. Bloomsbury Institute's Welcome

We warmly welcome you to Bloomsbury Institute London and particularly to the Master of Business Administration (MBA) programme. The MBA programme is offered by the School of Business and Accounting at Bloomsbury Institute, in partnership with Wrexham Glyndŵr University.

The MBA is designed to provide you with an innovative and intellectually stimulating study of the theory and practice of Business Management. With a unique vocational focus, it will equip you with the key skills to develop into a cutting-edge leader, capable of positively impacting business organisations.

The course covers academic as well as practical and contemporary aspects of Business Administration, enabling you to enhance your career prospects in modern, post-pandemic business environments.

You will also be able to build on your own work and entrepreneurship experience, implementing the skills and knowledge you gain in the classroom in your own workplaces and businesses in “real time”.

The MBA aims to produce graduates that can work effectively in the key functional areas of any type of organisation, whether it is a “for profit” firm, a government, an institution or a charity.

You have joined an academic community that values you and will support you to achieve your career ambitions. Bloomsbury Institute London and its devoted staff are dedicated to your academic development.

The Institute and the programme team would like to wish you the utmost success in the pursuit of your career.

Dr Marcus Astley, Principal Lecturer and Course Leader.

3. People you need to know

Staff Name	Job title	Email address	Location	Notes
Anna Krajewska	Head of the School of Business and Accounting	anna.krajewska@bil.ac.uk	GPS	Contact: By email & during office hours
Dr Marcus Astley	Course Leader for the MBA	marcus.astley@bil.ac.uk	GPS	Contact: By email & during office hours
Dr Ashiq Zaman	Principal Lecturer & Module Leader Critical Issues in Business Management	ashiq.zaman@bil.ac.uk	GPS	Contact: By email & during office hours
Dr Knowledge Mpofu	Module Leader Strategy and Leadership in Practice	knowledge.mpofu@bil.ac.uk	GPS	Contact: By email & during office hours
Umair Farooq	Module Leader Leading Strategic Management Projects	umair.farooq@bil.ac.uk	GPS	Contact: By email & during office hours
Dr Vivian Ching	Innovation and Entrepreneurship	vivian.ching@bil.ac.uk	GPS	Contact: By email & during office hours
Dr Nnamdi Obiosa	Module Leader Final Project	nnamdi.obiosa@bil.ac.uk	GPS	Contact: By email & during office hours
Ahmed Junaid	Academic Registrar	ahmed.junaid@bil.ac.uk	GPS	Contact: By email & during office hours
Sarah Bailey	Director, Student Engagement, Wellbeing & Success (SEWS)	sarah.bailey@bil.ac.uk	GPS	Contact: By email & during office hours

Roles and responsibilities

Course Leader

The Programme Leader is responsible for maintaining an overview of the delivery and administration of your programme of study. The Programme Leader is assisted by the other members of the Programme Team.

Module Leaders

Module Leaders are responsible for the delivery and administration of individual modules. The Module Leader will lead the teaching on the module and is primarily responsible for tracking student progress and providing academic support on the module.

Personal Tutors

Students are allocated a personal tutor during induction, whose role is to provide pastoral and academic support.

Student Representatives

Every programme has a nominated student representative, who will work on behalf of their fellow students to ensure that the student voice is heard, and that issues and concerns that students raise are satisfactorily resolved with programme teams and the University. There is a student representative area on the Virtual Learning Environment (VLE -Moodle) which includes the contact details of all student representatives.

This is a voluntary role, and one which the University encourages students to become involved with. If you would like to find out more about the role, please contact the Student Voice Coordinator located in the Students' Union building or email katie.taffinder@glyndwr.ac.uk . Should you feel that your nominated student representative is not representing the views of the student group as a whole, you are advised to raise this with the representative and/or speak with the Students' Union. You should remember that the representative is not expected to resolve any personal issues, but they may be able to refer you to the appropriate member of staff or department that could help you further.

External Examiner

External Examiners are independent, impartial subject experts from a different institution, who are appointed to assure the quality and standards of academic programmes. It is not part of an External Examiner's remit to communicate with individual students and therefore it is not appropriate for students to make direct contact with them in respect of your assessed work or performance. Students are given access to the External Examiner annual report for their programme.

4. Your programme of study

4.1 Programme aims

The following are the specific aims of the programme:

1. Provide students with an innovative, rigorous, intellectually stimulating and vocationally relevant advanced study of the theory and practice of areas of business management, enabling them to focus on these areas in greater depth than in previous studies or previous experience.
2. Support students in their journey of becoming self-directed and critical learners, researchers and effective leaders who possess skills for independent research, enquiry, analysis, synthesis, critical evaluation, devising and sustaining arguments, decision-making in complex and unpredictable contexts, and problem-solving..
3. Strengthen students' critical understanding and awareness of current issues and developments in the subject area and professional practice.
4. Empower students to reflect upon their own learning, performance, experiences and achievements and to self-direct their personal, educational and career development and progression.
5. Provide employers (nationally and globally) with self-directed, adaptable, resilient and creative graduates who possess the specialist and practical business management knowledge, skills and behaviours to successfully drive business activities in management and assume leadership roles in contemporary organisations.

Distinctive features of the programme

The programme addresses Glyndŵr University's Vision and Strategy (2020-2025) and Bloomsbury Institute's Strategic Framework (2021-24) in respect of having an applied/vocational focus that will ensure graduates are equipped with the key transferable skills that are required by employers.

The MBA requires students to have 2-years post-graduation and/or at least 2 years' relevant work experience.

The MBA aims to produce graduates that can work effectively in the key functional areas of any type of organisation, be it for profit organisations, governments, institutions or charities. The MBA will develop the students into global leaders with a cutting edge capable of positively impacting business organisations.

All modules on the MBA course will cover academic knowledge and understanding. The practical (workplace / entrepreneurship) focus will require students to put that academic knowledge and understanding into real-life practice. Students will be required to complete classroom activities and formative and summative assessments which will 'mimic' workplace/entrepreneurship-type scenarios. Whenever possible, students will be asked to draw on their own work experience and work with authentic, occasionally 'live', case studies.

The course will enable students to engage with concepts from the fields of Entrepreneurship and Innovation, deconstruct taken-for-granted tools, theories and practices and to create hands-on solutions to contemporary business problems. Students will consider the role that

innovation and entrepreneurship plays in fulfilling broader organisational outcomes. Students will develop the ability to identify innovative entrepreneurial solutions, exploring some of the factors which influence the entrepreneurial practice in different context. Students will develop courses of action to achieve entrepreneurial aims. Students will develop critical thinking around a new entrepreneurial project, determining the appropriate managerial and resource priorities required in order to achieve a sustainable and successful outcome.

Strategic management projects can add value to the organisation by helping to create dynamic new opportunities in competitive marketplaces, or by exploring new ways of working and building distinctive resources and capabilities. The course will also allow students to undertake a strategic management project of their choice. They will develop and critically evaluate a business case, propose research design to inform the project's direction and recommend project management methods and tools to structure the delivery of the project.

The rationale for a MBA with a practical (workplace/entrepreneurship) focus is:

- The course will cover academic as well as practical and contemporary aspects of Business Administration which will enhance our students' career prospects in modern (post-pandemic) business organisations.
- The course will allow students to build on their own work/entrepreneurship experience.
- The course will encourage our students to implement the skills and knowledge they gain in the classroom in their workplaces/own businesses in 'real time'.

4.2 Overview of programme structure, including module options

Term 1: June to August

Term 2: October to December

Term 3: February to April

Full-time delivery [MBA]

Level 7

Mod Code		Mod title		Credit value		Core/option	June Intake	October Intake	February Intake
Mod Code	BUS7B64	Mod title	Strategy and Leadership in Practice	Credit value	30	Core	June	Oct	Feb
Mod Code	BUS7B65	Mod title	Critical Issues in International Business Management	Credit value	30	Core	June	Oct	Feb
Mod Code	BUS7B66	Mod title	Leading Strategic Management Projects	Credit value	30	Core	Oct	Feb	June
Mod Code	BUS7B67	Mod title	Innovation and Entrepreneurship	Credit value	30	Core	Oct	Feb	June
Mod Code	BUS7B68	Mod title	Final Project	Credit value	60	Core	Feb	June	Oct

4.3 Programme timetable

The generic programme timetable displays all modules which are part of your programme. Your personal timetable will display the modules you have enrolled on in each term.

Enquiries regarding timetables can be emailed to timetable@bil.ac.uk.

There may occasionally be unavoidable changes to scheduled teaching where classes have to be cancelled at short notice due to staff illness or other unforeseen circumstances. Whenever possible, under such circumstances, the relevant Faculty will try to contact students as soon as possible, by email to students' university email addresses, by text message or via the VLE. When classes do have to be cancelled at short notice the University will provide students with a replacement learning opportunity at a future time, but this will not necessarily be a direct rescheduling of the affected session. For example, lecture notes may be made available on the VLE, or additional tutorial sessions offered.

4.4 Learning and teaching

Students will experience a variety of learning and teaching methods. Most modules are delivered through lectures, seminars and workshops.

Lectures provide a broad outline structure for each topic to be covered. Lectures offer a good way of covering a lot of information and, more importantly, of conveying ideas to many people at once.

Seminars enable students to undertake directed self-study and to answer questions and solve problems which are set by the lecturer. Students will present their answers and solutions within the seminar group. Seminars enable students to explore further the topics introduced in the lectures.

Workshops follow on from lectures and seminars. They are designed to enable students to work within a small group to perform set tasks (e.g. working on an exercise or case study). They reinforce proactive learning by providing opportunities for discussion and interaction.

The seminar/workshop groups are small, thereby enabling students to develop a deep understanding.

Learning and teaching approaches and resources support increasing independence and critical learning across the levels. Such approaches include technology-based learning, designed to offer a holistic learning experience for students by embedding the development of student Digital Literacies (DL). The definition of the term DL is adopted from JISC: 'the capabilities which fit someone for living, learning and working in a digital society'. The programme employs IT Infrastructure to create an educational environment in which students are in control of their learning experience during contact hours and beyond. At the centre of the DL agenda is the provision of Learning Technology services and a range of activities that enable students to develop a range of skills and experience in using information systems and tools that can be useful beyond the boundaries of the programme. Outside of face-to-face teaching, student interaction and engagement continues through the Virtual Learning Environment (VLE). Driven by the Centre for Excellence in Teaching and Learning (CETL) and the Learning Technology team, the DL agenda is applied through a range of activities such as using MS Teams and other learning technology applications as a forum for classroom discussions and (a)synchronous activities.

More specifically, the programme includes the use of:

- Online libraries and databases for gaining access to full-text journal articles and eBooks including the websites of professional bodies such as CMI.
- Communication means provided through the VLE and learning technology applications.
- Online group-work, for planning, developing, improving, submitting and reflecting on collaborative work completed as part of the programme.

- Assessment and feedback tools such as Multiple-Choice Tests/Quizzes, Turnitin and the VLE's Gradebook – enabling timely and detailed feedback on student work.
- Web-based Office 365 for creating and sharing documents, utilising the calendar, storing files, communicating with peers and teachers.

It is through Bloomsbury Institute's Let's Grow programme, as well as within the curriculum, that students develop the practical, professional and employability skills set out.

Let's Grow is embedded within the curriculum (i.e. it forms a part of specified modules). In addition, it takes place outside the curriculum through the provision of personal, academic and career development opportunities.

The aims of the Let's Grow programme are:

- To enable students to communicate their skills and experiences effectively to a range of audiences from employers to investors.
- To actively encourage students to take on opportunities, provided by the Institute, to develop and apply a wide range of employability skills.
- To provide students with a global outlook, international opportunities and up-to-date analysis of the UK and international job market.
- To promote, encourage and reward work-related learning.
- To continue to build and create new key partnerships with employers, professional bodies and postgraduate study providers.
- To reward students taking ownership of their career development and student-centred interventions.

Bloomsbury Institute's Centre for Community Engagement and Learning connects the Institute (and staff and students) with local communities and global partners through experiential learning, research and civic engagement.

Some of the Centre's activities link into the Let's Grow programme, and provides students with the opportunity to participate in Bloomsbury Institute's in-house Law Clinic and Radio.

4.5 Assessment

Module code & title	Assessment type and weighting	Indicative submission date
Strategy and Leadership in Practice (BUS7B64)	50% Portfolio 50% Report	Wk 7 Wk 12
Critical Issues in International Business Management (BUS7B65)	60% Portfolio 40% Simulation	Wk 8 Wk 11
Leading Strategic Management Projects (BUS7B66)	50% Report 50% Portfolio	Wk 8 Wk 12
Innovation and Entrepreneurship (BUS7B67)	50% Written Assignment 50% Portfolio	Wk 7 Wk 12
Final Project (BUS7B68)	90% Dissertation/Project 10% Presentation	Wk 12 Wk 12

N.B. These submission deadlines are indicative and although not expected to change, please refer to your module leader for the confirmed details of submission.

Arrangements for submission of your assessed course work

Assessed course work must be submitted electronically via Turnitin on Canvas on or before the submission deadline, unless stipulated otherwise by the module leader.

For formative assessment, students can email their written assignment at least 5 days before the due date to their tutor for feedback.

Criteria against which your work will be marked (Level 7)

Grading & Marking Criteria for MBA	
80 +	Outstanding work of exceptional merit which is original in content or approach allowing a novel perspective, going beyond what is available in the literature.
70 – 79	Work which is clearly articulated and well substantiated, based on extensive reading, and demonstrates an authoritative grasp of the concepts, methodology and content appropriate to the subject and to the assessed task. There is clear evidence of originality and insight and an ability to sustain an argument, to think analytically and/or critically and to synthesise material effectively.
60 – 69	Work which demonstrates a very good level of understanding of the concepts, methodology and content appropriate to the subject and which draws on a wide range of properly referenced sources. There is clear evidence of critical judgement in selecting, ordering and analysing content. The work demonstrates some ability to synthesise material and to construct responses which reveal insight and may offer some occasional originality.
50 – 59	Work derived from a solid basis of reading and which demonstrates a grasp of relevant material and key concepts and an ability to structure and organise arguments. The performance may be rather routine but the work will be accurate, clearly written and include some critical analysis and a modest degree of original insight. There will be no serious omissions or irrelevancies.
40 - 49	Competent and suitably organised work which demonstrates a reasonable level of understanding with minimal analysis and interpretation. It covers the basic subject matter adequately but is too descriptive and insufficiently analytical. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material so that the work may be flawed by some omissions and irrelevancies. There will be some evidence of appropriate reading but it may be too narrowly focussed.
30 - 39	Work lacks evidence of knowledge relevant to the topic and/or significantly misuses terminology. There is either no evidence of literature being consulted or irrelevant to the assignment set. Inaccurate or inappropriate choice of theory. Unsubstantiated/invalid conclusions based on anecdote and generalisation only, or no conclusions at all. Lacks critical thought, analysis and reference to theory.
0 - 29	Insufficient level of understanding and knowledge base unacceptably weak. No evidence of logical structure and poorly presented. Referencing is unsystematic or absent.

These marking criteria will also be made available on the VLE under the Assessment and Feedback section of your module pages.

Arrangements for feedback on your work

Students are entitled to expect their assignments to be marked electronically on Turnitin via Gradebook within three weeks of the submission date. Work will be returned by their module tutor on a date specified by them.

Students will receive formal written feedback via Gradebook on Turnitin on assessed work within the timescales laid down by the University/Institute. Such feedback will be provided on a standard form, which includes feedback on performance and identifies feedforward areas for improvement and development.

Unconfirmed results for your summative work will normally be given to you within three working weeks from the date of submission. If unexpected events result in that deadline not being met, you will be informed of the likely date that feedback will be received. You can expect to receive evaluative feedback on your assignments, designed to help you learn and to further improve your performance on future work.

All results are provisional until they have been formally agreed by an assessment board and therefore are subject to change. Please note that as all results are unconfirmed until the Assessment Board, you should not undertake any re-assessments until your results have been formally confirmed.

Formative assessment and feedback

Formative assessment is used to inform students on their individual performance, and to inform academic staff on how students within a particular group are performing individually and collectively. This qualitative data enables module tutors to adapt their teaching and learning methods as required, and also enables additional academic skills and learning support to be provided as required.

Formative Assessment Feedback: Students can email their written assignment at least 5 days before the due date, and written feedback will be provided on how to improve.

The University Formative and Assessment Feedback Guidelines can be found on the [Student Administration support pages](#).

4.6 Assuring the quality of your learning experience

Wrexham Glyndŵr University regards its students as partners in managing the quality of the learning experience offered by the University and is committed to working with the Students' Union to ensure that the student voice is represented in the quality assurance processes. Student participation is a very important feature of Wrexham Glyndŵr University's approach to assuring and enhancing the quality of the student experience, in order for staff to:

- involve students in the decision-making processes relating to the curriculum, teaching and learning, and many other aspects of their higher education experience;
- engage with students to obtain feedback and insights in order to learn how to enhance delivery for the future;
- engage in a dialogue about the learning experience, in order to develop a partnership between staff and students in solving any problems that may arise;
- support and encourage students to become more active learners.

Student views are sought in a number of different ways, for example:

- student surveys and questionnaires at module/programme, University and national level, such as the National Student Survey for final year undergraduates;
- a Student Representative system;
- Student Voice Forums (SVFs);
- meetings with internal programme approval and review panels and external quality agency panels;
- task and finish groups ('working groups') convened to focus on a specific issue;
- membership of Academic Board and its sub-committees.

We would encourage you to participate in the above activities, so your voice can be heard, and we can make real changes based on what you tell us.

Student Voice Forums 2022/23

Every programme must provide the opportunity for students to comment on the quality of their learning experience through Student Voice Forums (SVFs). Information about other feedback mechanisms, including Student Evaluation of Module surveys (SEMs), and the online feedback systems are provided in the Student Voice section of your online programme pages in the VLE.

SVFs should be held at least twice each academic year, and the dates will be advertised to all students via the VLE at the beginning of the academic year and 3 weeks prior to the meeting. If available already, the SVF dates are given below. Please check with your programme

leader, or your Student Representative if you have not been advised of the dates of the SVF meetings for the year.

Student Voice Forums Dates – 2022/23

Date	Time	Location
To be determined & published		

4.7 Programme specifications

All programmes have a distinctive 'Programme Specification' which summarises the main features of the programme, this can be located in the [Undergraduate Programme Specification directory](#) or [Postgraduate Programme Specification directory](#).

4.8 Module handbooks

Students will be provided with separate module handbooks containing specific details about module aims, outcomes, assessment and syllabus etc.

5. Additional Information about your programme

5.1 Online facilities

The programme includes the use of online libraries and databases for gaining access to full-text journal articles and eBooks. Communication means provided through the VLE and learning technology applications. Online group-work, for planning, developing, improving, submitting and reflecting on collaborative work completed as part of the programme. Assessment and feedback tools such as Multiple Choice Tests, Quizzes, Turnitin and the VLE's Gradebook each enable opportunities for prompt and targeted feedback.

5.2 Academic Support

Course Leader, Module Leader and Module Tutor support

Academic support is provided outside of formal contact hours by academics who teach and manage the programme.

6. General supporting information

General information to support you during your programme of study is provided through the [Student Intranet](#).

6.1 The University's commitment to the Welsh Language

Wrexham Glyndŵr University is committed to the Welsh language standards set out by the Welsh Language Commissioner since 2017. Students are entitled to any service or academic support through the medium of Welsh. Students can also present assessments - academic and practical through the medium of Welsh, whilst still having the freedom to revert to English. *Y Coleg Cymraeg Cenedlaethol* can support the team with additional resources and external subject specific assessors. Students can request personal tutorials through the Welsh language as well as attend their work-based learning placements in Wales and through the Welsh language.

Note that students who receive an incentive scholarship for their studies from *Y Coleg Cymraeg Cenedlaethol* need to follow 40 credits and above of their studies through the medium of Welsh.

6.2 Student Charter

The Student Charter, developed jointly by the University, Students and the Students' Union, is an important part of how we establish and maintain clear mutual expectations for the experience of all undergraduate and postgraduate students. The Charter outlines the expectations for both the University's and your commitments during your programme, including; responsibilities and conduct towards your studies, communication, Welsh Language, welfare, representation and dealing with your concerns.

6.3 Academic Regulations, Policies and Procedures

Academic Award Regulations – these are the authorised rules relating to your programme and are published by award type eg, ‘Award Regulations Bachelors and Foundation Degrees’, You should refer to these to find out about the rules relating to how you progress through your programme and how your award is calculated etc.

Student Policies and Procedures – these documents set out the intentions, processes and information relating to various situations or circumstances which may occur during your programme of study. These include the processes to follow if you wish to make a complaint or an academic appeal, and also the steps the University will take, and possible penalties which may be imposed, if there are concerns about your actions or behaviour.

6.4 Changes to your programme

The University will seek to deliver your programme in accordance with the description set out in your Programme Specification, however, there may be situations when it is desirable or necessary for the University to make changes to the programme content or delivery, for example;

- to meet the requirements of an accrediting, professional, statutory and/or regulatory body;
- to respond to sector good practice or quality enhancement processes;
- to keep programmes contemporary by updating practices or areas of study;
- because of circumstances outside the reasonable control of the University, such as a key member of staff leaving the University or being unable to teach (where the programme or module is reliant on that person’s expertise);
- enhancement to the University’s Estate and Facilities and planned relocation of Faculties or Departments;
- other circumstances outside the reasonable control of the University including industrial action, severe weather, fire, civil disorder, political unrest, government restrictions or serious concern about the transmission of serious illness making a programme unsafe to deliver.

If changes to your programme are made after you have enrolled, the University will take reasonable steps to notify you of those changes as soon as possible and give you an opportunity to ask any questions in relation to any changes made. The University will also attempt to minimise any disruption to you and will work with you to ensure that you understand the impact of the changes

Please Note:

Whilst we make every effort to keep the information contained in programme handbooks up to date, some changes to staffing, timetables, etc. may occur during the course of your studies.