

# Programme specification

**Award title: Global Executive Master of Business Administration with Algorithmic Marketing (Part Time, Online, January Intake)**

<b>Title of programme:</b>	Global Executive Master of Business Administration with Algorithmic Marketing (Part Time, Online, January Intake)
<b>Programme code:</b>	BSWGMBA
<b>Awarding institution/body:</b>	University of Hertfordshire
<b>Teaching institution:</b>	University of Hertfordshire
<b>School:</b>	Hertfordshire Business School
<b>University/partner campuses:</b>	University of Hertfordshire, Online
<b>Programme accredited by:</b>	Not Applicable
<b>Final qualification:</b>	Global Executive Master of Business Administration
<b>Final award title (qualification and subject):</b>	MBA (Global Executive) Business Administration with Algorithmic Marketing
<b>UCAS code:</b>	Not Applicable
<b>FHEQ level of award:</b>	7 PGT
<b>Language of delivery:</b>	English
<b>This programme specification is relevant to:</b>	2025-26
<b>Students entering at:</b>	Semester B - January
<b>Related programmes:</b>	
<b>Mode of study:</b>	Part Time
<b>Typical duration:</b>	2 Years
<b>Version:</b>	1.2
<b>Version date:</b>	22 Oct 2025
<b>Version description</b>	1.2
<b>Validation status:</b>	Validated

## What is a programme specification?

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

## Changes to your course or modules

Although it is never something we do lightly, we may in certain circumstances, make changes to the advertised content or structure or methods of delivery of your course or individual modules after you have accepted your offer, which may in certain cases include discontinuing a module. We cannot cover here every possible example of when we might decide to do so, but in normal circumstances it would only be for one or more of the following reasons:

- to reflect changes to the theory in an area of research or practices around the subject or its delivery
- to improve a course or a module (for example, to take account of feedback from students)
- to safeguard academic standards
- to comply with the requirements of an external professional, commissioning or accrediting body (for example, a requirement that certain course content be added, changed or removed or that a particular module is discontinued or included)
- to comply with legal, regulatory or governmental requirements
- to safeguard the health, safety and wellbeing of our students and staff
- where insufficient students have chosen an optional module making it unviable (*and where we have indicated in this Programme Specification that this might be a possibility*)
- where the University has found it difficult, for reasons beyond its control, to appoint a member of staff with appropriate expertise to ensure that an optional module can proceed where the change results from other circumstances outside our reasonable control

If we decide to make a change (other than one which is minor or insignificant) before you have registered on the course for the first time, we will inform you as soon as reasonably practicable so that you can decide whether or not you still wish to study with us. If as a consequence you decide not to study with us, we will refund any tuition fees and/or deposit that you have paid in advance in respect of the course in question. For further details regarding our refund policy please see our ***Fees and Finance Policy***.

If we decide to make a change (other than one which is minor or insignificant) after you have registered, we will similarly inform you as soon as reasonably practicable, and we will also use every reasonable effort to minimise any adverse effect it may have on you. If in spite of our efforts

the change is likely to have a serious adverse effect on you (for example, by prejudicing your future choice of career), we will try to find you a suitable alternative course or module with us or (if you prefer) we will try to suggest a suitable alternative course with another education provider. If you change course or module in these circumstances (or simply withdraw from your course), any entitlement you may have to a refund in tuition fees you have already paid will be determined in accordance with our **Fees and Finance Policy**.

In the case of a material change to a course or module, we will also in appropriate circumstances consult with student representatives with a view to identifying options for, and minimising any adverse effect on, affected students.

Some optional modules may have capacity issues and therefore we may not be able to guarantee you a place on your first choice.

More information about how we will try protect you against changes to your modules or programmes can be found in our **Student Protection Plan** at <https://www.herts.ac.uk/study/your-offer-package>

## Additional important points

The structure of the Hertfordshire Business School's (HBS) Online Global Executive MBA programme with its associated award titles is designed to develop students' knowledge, understanding and skills in business and management to enhance their ability to think and plan strategically. It aims to enhance students' competence, ability, and transferable skills by building on their first degree and/or work experience.

The Global Executive MBA provides opportunities for critical and applied study on contemporary and cutting-edge business and management theories, using real business scenarios or problems.

The Global Executive MBA with Algorithmic Marketing draws on data-driven marketing strategies powered by algorithms are becoming crucial for successful business outcomes. This route equips students with the knowledge and skills to effectively analyse large-scale data, utilise predictive analytics, optimise marketing campaigns, and personalise customer experiences.

The Global Executive MBA programme emphasises students' personal experience in management and/or leadership roles within a global cultural context.

## Admissions information

The normal entry requirements for the programme are:

Qualification type	Subjects	Grades
Recognition Prior to Learning		Non-standard applicants The School will consider non-standard applicants who can demonstrate that they have relevant (to pathway) work experience for a period of 5 years via a Curriculum Vitae and/or LinkedIn profile. A substantial personal statement (approx. 3-500 words) and/or video presentation about why you want to study this programme, what you hope to gain from the course of study and where you see your development taking your career. Criteria for assessing non-standard applications Applicants will be assessed based on their ability to demonstrate: 1. insight into the demands of the course 2. ability to reflect critically on own experience and how the course will impact on career pathway A reference

letter from a current or previous manager or HR department or person in a position of authority is required as supporting evidence. An exemption from the Proof of English Language Proficiency (POE) may be offered to students who meet one of the following criteria: Completed at least 3 years of an accredited high school, including English as an exam subject from one of these countries (include relevant list of English-speaking countries) Completed an official English Language taught International Baccalaureate (IB) Diploma. Completed an IB diploma in a different language if they obtained a grade of 5 or higher for one of the English courses. Completed a higher educational or professional qualification in English Working in an English-speaking environment and demonstrably working in English A passing Duolingo test <https://englishtest.duolingo.com/applicants>

#### Bachelors Degree

A Bachelor's degree in a business or non-business-related subject area at a level equivalent to a UK second class Honours degree. Three years' professional experience is required. Where applicants seek to enroll on the Global Executive MBA with computer science pathways, then a Bachelor's degree in Computer Science or cognate or numerate discipline, at a level equivalent to a UK second class Honours degree, is required. Three years' professional experience is required. The Global Executive MBA with computer science pathways are: Global Executive MBA with Data Science Global Executive MBA with Artificial Intelligence Global Executive MBA with Cyber Security Global Executive MBA with Algorithmic Marketing

English Language Proficiency

6.0

Equivalent qualifications will be considered on an individual basis, such as the Access to HE Certificate or approved equivalent.

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format, please contact us via <https://ask.herts.ac.uk/contact-us>

If you wish to receive a copy of the External Examiner's Report for the programme, please email a request to [ago@herts.ac.uk](mailto:ago@herts.ac.uk)

## Additional admissions information

Interview/audition required:	Yes
Portfolio required:	No
DBS check required:	No
Occupational health check required:	No
GTC check required:	No

## The academic year

The University's academic year is made up of 3 Semesters. For most undergraduate students the academic year is split into two Semesters (A & B). Each of these is made up of teaching weeks followed by exams (the re-sit period falls within Semester C). For further information please follow the link below

[Term and semester dates | Study | Uni of Herts](#)

## Expected workload

In the UK, a full-time student is expected to spend 1200 hours on their studies each year. Please find below an estimate of how your time will be spent on this course during each year of study.

Year	Lectures, seminars, tutorials	Independent study	Placement
Year 1 - Part 1	1%	99%	0%
Year 1 - Part 2	0%	100%	0%
Year 2	0%	100%	0%

## Method of assessment

Year	Test	Written exam	Coursework	Practical
Year 1 - Part 1	10%	0%	90%	0%
Year 1 - Part 2	0%	0%	100%	0%
Year 2	0%	0%	100%	0%

## Additional expenses

Please see below a list of expected materials you will need for your studies. You will be given detailed lists when the course starts.

Title	Description	Value type	Cost (£)
Equipment - Mandatory	Broadband Internet Connection (5mbps minimum) . Cost is monthly estimate.	Exact	£10
Equipment - Mandatory	Webcam (pixel resolution minimum 640x480) (built in if using laptop)	Exact	£15
Equipment - Mandatory	Headset with microphone (built in if using laptop)	Exact	£15
Equipment - Mandatory	Display (screen resolution 1280x720 minimum)	Exact	£90
Equipment - Mandatory	Desktop or laptop computer	Exact	£400

\*Costs vary subject to supplier.

\*\* This is an indicative cost – how much you use and need to replace these supplies will depend on your own style of working and process.

# Programme specification detail

## A: Programme rationale

The structure of the Hertfordshire Business School's (HBS) Online Global Executive MBA programme with its associated award titles is designed to develop students' knowledge, understanding and skills in business and management to enhance their ability to think and plan strategically. It aims to enhance students' competence, ability, and transferable skills by building on their first degree and/or work experience. The Global Executive MBA provides opportunities for critical and applied study on contemporary and cutting-edge business and management theories, using real business scenarios or problems.

The Global Executive MBA programmes emphasise students' personal experience in management and/or leadership roles within a global cultural context. Throughout a student's journey, they are expected to engage with business and management concepts and theories to develop their knowledge to understand and be critically aware of the essential functions and processes of business enterprises, their diverse nature and governance, as well as the ethical dilemmas face as they consider the complex external environments within which organisations operate. In a curriculum informed by problem-based learning, the core business areas will include financial management, strategic management, people management and marketing may include aspects of social responsibility, sustainability, diversity, inclusivity, ethical business consideration, business analytics, the entrepreneurial mind-set as well as the impact of cultural practices in context. Through online engagement and collaboration, students will be able to gain insight from a global perspective. Drawing on these insights, they will be able to apply theory to practice by exploring their role within the relevant sector, be it public, private and/or not-for-profit, taking into consideration a range of sizes and structures of organisation.

The Global Executive MBA with Algorithmic Marketing draws on data-driven marketing strategies powered by algorithms are becoming crucial for successful business outcomes. This route equips students with the knowledge and skills to effectively analyse large-scale data, utilise predictive analytics, optimise marketing campaigns, and personalise customer experiences.

## B: Educational aims of the programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in UPR TL03.

[https://www.herts.ac.uk/\\_\\_data/assets/pdf\\_file/0018/235143/TL03-Learning-Teaching-Policy-GradAttributes-v07.0.pdf](https://www.herts.ac.uk/__data/assets/pdf_file/0018/235143/TL03-Learning-Teaching-Policy-GradAttributes-v07.0.pdf)

All routes on the Global Executive MBA aim to:

Deliver a contemporary, critical, and applied programme of study at postgraduate level within the area of Business and Management

Equip students with the analytical and personal skills to deal with complex issues systematically, creatively, and responsibly in order to make sound judgements in a dynamic environment

Offer students opportunities to demonstrate leadership, cultural awareness and entrepreneurial or innovative flair in tackling and solving problems

Develop ability to plan and implement decisions or activities independently or as part of a team

Provide a foundation in differing approaches to business research and consider how established methods can be applied in practice

Doster and develop self-awareness including cultural sensitivities that will enable students to

operate in in multi-cultural environment

Develop students' understanding of lifelong learning skills, including engendering an enthusiasm for business and for learning as part of continuing personal and professional development.

Additionally, the Global Executive MBA with Algorithmic Marketing aims to provide students with the opportunity to:

Develop their understanding of contemporary research and practice in artificial intelligence in a business context

Develop their understanding of current research and practice in data science and analytics for effective decision-making

## **C: Intended learning outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design.

### **Programme outcomes**

Learning outcomes are split into four different types.

#### **Intellectual skills**

On successful completion of this programme, a student will be able to:

- IS1 Critically analyse relevant academic management and leadership theories to select and apply relevant models, tools and/or techniques for the critical evaluation of real business issues
- IS2 Reflection and critical evaluation of own leadership style, performance and development.
- IS3 Recognise and address complex and unpredictable ethical dilemmas and apply responsible and sustainable practices to organisations
- IS4 Design and develop a specialist research project to identify and analyse business challenges and recommend appropriate business opportunities or solutions

#### **Knowledge and understanding**

On successful completion of this programme a student will have knowledge and understanding of:

- KU1 Systematically and critically analyse a broad range of organisations and the external context within which they operate
- KU2 Assess the inter-relatedness of internal aspects of organisations
- KU3 Critically evaluate how organisations may innovate, create value, manage financial and operational risk and strategically respond to forces and changes in the environment
- KU4 Research complex data to analyse the pervasive debates, issues and new insights affecting organisations
- KU5 Critically examine theories of leadership and strategy, evaluating their relationship to each other, and their influence on the organisation
- KU6 Systematically select and apply appropriate methods, techniques and analytical tools for the investigation of business issues
- KU7 Demonstrate knowledge and understanding of the scope and limitations of different computational paradigms in artificial intelligence



KU8 Demonstrate knowledge and understanding of how to apply data science principles to decision making

### **Practical skills**

On successful completion a student will be able to:

- PS1 Create and manage opportunities for innovative and entrepreneurial activities to enhance organisation and own practice
- PS2 Systematically identify, select and apply information and knowledge effectively
- PS3 Identify and apply appropriate information communication technology (ICT) and/or digital media for research and communication purposes
- PS4 Effectively apply numeracy and quantitative skills for making decisions

### **Transferable skills**

On successful completion of this programme, a student will be able to:

- TS1 Systematically organise and communicate advanced information for specialist audience in unpredictably complex contexts
- TS2 Demonstrate high personal effectiveness including self-awareness, reflective practice and self-management; sensitivity to diversity in people and different situations and ability to continue learning
- TS3 Demonstrate advanced awareness of ethical and professional values to strategic decisions
- TS4 Apply and develop interpersonal skills and work proactively within a team to suggest and advocate appropriate solutions

### **Graduate Attributes**

Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses.

- GA1 Professionally Focused
- GA2 Globally Minded
- GA3 Sustainability Driven
- GA4 Digitally capable and confident
- GA5 Inclusive and collaborative
- GA6 Evidence based and ethical

## **D: Teaching methods**

Knowledge and Understanding (KU):

Acquisition of knowledge and understanding for each module will be through the use of asynchronous study materials and include engagement with activities or tasks set up online.

Throughout your studies, you are expected to study independently using the concepts, theories or frameworks introduced on Canvas, the structured online study materials supplements and consolidates what is being taught or learnt through the use of problems or case studies to enable you to apply and broaden your knowledge and understanding of the subject.

As mature adults, your experience and organisational practices will form a basis for applying, analysing and synthesising the knowledge gained in this programme. By reflecting on your organisational culture and/or practices, you will be able to critically assess the effectiveness of business theories, concepts or frameworks to your practice.

Aspects of KU7 will be covered in the Digital marketing in practice and Business Analytics module. Knowledge and understanding of data analytics techniques will be gained through case studies and use of appropriate tools. An understanding of this will enable students to make effective decisions when developing and assessing the relevance of any digital marketing campaigns.

#### Intellectual Skills (IS):

Intellectual skills are developed through the methods and strategies outlined in section A above.

Opportunities to develop your research, analytical and evaluative skills will utilise real business cases or current business issues from your workplace as a means to understanding the applicability of business concepts and theory in practice.

The first Leadership module is fundamental to developing self-awareness, cultural intelligence and intellectual skills by reflecting on your current practice and leadership style. The use of reflective logs or blogs will form part of the formative assessment.

Opportunities to apply these skills to realistic business situations are integral to each module on the programme.

#### Practical Skills (PS):

Practical skills are developed through the methods and strategies outlined in Sections A and B above.

You will be given the opportunity to develop your leadership and team-working skills during formative activities. Modules will encourage self-awareness in order to tap into your creativity and motivate others by developing your communication skills.

Throughout the individual modules, you will have the opportunity to identify appropriate research sources and select relevant information effectively are key to research. In addition, the Finance module will develop your ability to apply numeracy skills for you to make informed business decisions.

#### Transferable Skills (TS):

As mature adults, you are constantly working with others and these skills are transferable within the context of this programme.

Through the use of the University's Canvas platform, you will be able to communicate with your peers and tutors. This requires you to be sensitive to others, taking into consideration the diversity in cultures and circumstances. You are expected to adhere to the online protocol for the discussion forum.

The majority of the modules require the application and synthesis of business concepts, theories or frameworks to your practice, with evidence arising from your assessments will cover aspects of TS1 to TS4. In particular, the Leadership in a global environment module supports you in developing self-awareness, teamworking and leadership skills.

## **E: Assessment strategy**

The programme complies with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 and UPR AS14) with the exception of those listed below, which have been approved by the University:

<https://www.herts.ac.uk/about-us/our-leadership-strategy-and-plans/our-governance-and-leadership/university-policies-and-regulations-uprs>

Assessment Strategy for:

Knowledge and Understanding (KU):

Knowledge and understanding are assessed through a range of assessment techniques.

In each module, you are expected to complete weekly units that introduces and develops your knowledge and understanding of particular topic or area.

To check your understanding, you are required to complete a quiz or task that will be part of your formative assessment. These tasks may be in the form of a visual or written evidence, a portfolio, recorded video, podcast, participation in a debate, discussion contribution and/or reflective writing. The formative tasks may have an element of peer-review.

Your final assessment may be predominantly 'live' problem or case study orientated with emphasis on testing the acquisition of core knowledge and its application through a written assignment in the form of reports, essays, timed-constrained assessment, analysis of case studies or problems.

The assessment strategy will encompass a variety of formative tasks before completing your final assessment. This emphasises your ability to apply the knowledge and understanding gained over each module. The final assessments enable you to critically analyse and evaluate findings to synthesise and integrate with your current organisational practice.

Intellectual Skills (IS):

Intellectual skills from IS1-IS4 are assessed through a combination of formative in-course assessments and the final piece of coursework.

IS2 is specifically addressed through the reflective component of a range of module assignments, including reflective analysis and the final project.

IS3 is assessed within several modules, in assignments ranging from critical debates to practical applications. The issue of ethical practices and sustainable practices will be explored in various modules.

IS4 is supported in all modules and assessed in some assessments produced for these modules. The use of current business challenges or personal experiences in business is encouraged and will culminate in the final academic or work-based project fulfilling IS4.

Practical Skills (PS):

Practical skills are assessed through a range of assignments built into individual modules which have oral or written presentations as outcomes as in Sections A and B above.

PS1 to PS4 skills are assessed through several modules, in particular the final project. Technology is used in assessments to enable you to explore and develop your digital capability.

PS4 is specifically supported in the Business Analytics and Financial analysis in decision making modules.

Transferable Skills (TS):

Throughout the programme, TS1 to TS4 skills will be assessed using a range of activities including written assignments, teamworking activities, peer assessment, discussion contribution, reflective logs and/or recorded podcasts and presentations. These may form part of your formative or summative assessments.

You are encouraged to reflect on how far you have developed any other competencies or skills that are transferable to your work or organisation. This evidence will form part of the assessment in your final project.

## **F: Programme specific assessment regulations**

None

## **G: Professional accreditation requirements**

Not Applicable

## **H: Management of programme and support for student learning**

### **Management**

The programme is managed and administered through:

- The programme is managed and administered through: The Dean and Associate Dean (Academic Quality Assurance) of HBS, who are responsible for overseeing the successful delivery and assessment of the programme; The HBS Programme Leader is responsible for advising students on the programme; Module Leaders, who are responsible for the delivery of a module and module-level academic support; Student representatives who liaise with the Programme Leader and Module Leaders; A designated administrative team to deal with day-to-day administration associated with the programme and its modules; A Programme Committee which meets twice a year and is chaired by the Programme Leader; A Student Success team to administer student satisfaction surveys and collect qualitative feedback

### **Support**

Students are supported by:

- Students are supported by: An onboarding experience that will include online events, meet and greets, Q&A sessions, study skills orientation and ongoing Canvas guidance and support; Signposted support services to direct students to the support available, be it pastoral, academic or technical support; Pastoral support will be provided through a ticketing system to enable students to book one-on-one appointments with their

dedicated student success advisor. The student success team is available across multiple time zones and provides weekend coverage. During one on one appointments students can reschedule module start dates and discuss non-academic issues. Teaching teams may offer drop-in sessions, in case there are academic queries; A dedicated student success advisor who will be an important point of contact, able to provide a good understanding of the School and programme you are studying; Proactive advisors who will assess progress and reach out to any student who is not meeting the prescribed engagement levels; Student Wellbeing (incorporating Counselling, Mental Health and Disability Support); A versatile online, interactive intranet and learning environment; Guided student-centred learning on Canvas module sites; Access to extensive digital collections of information resources; University Disability Advisors; Careers and Employment; Hertfordshire Student's Union; A dedicated online programme site

## I: Programme structures, features, levels, modules, and credits

### Programme structure

<b>Year 1 - Part 1</b> <b>Semester A, September, represented as A (09)</b> <b>Semester A, November, represented as A (11)</b> <b>Semester B, January, represented as B (01)</b> <b>Semester B, March, represented as B (03)</b> <b>Semester C, May, represented as C (05)</b> <b>Semester C, July, represented as C (07) Maximum credits: 60</b>					
Semester	Module Code	Module Title	Credits	Level	Core/optional
B (01)	7WBS2013	Leadership in a Global Environment	15	7	Core
B (03)	7WBS2016	Organisational Development and Change	15	7	Core
C (05)	7WBS2019	Strategic Management	15	7	Core
C (07)	7WCM2029	Fundamentals of Artificial Intelligence	15	7	Core
<b>Year 1 - Part 2</b> <b>No information available Maximum credits: 30</b>					
Semester	Module Code	Module Title	Credits	Level	Core/optional
A (09)	7WBS2014	Entrepreneurial Marketing	15	7	Core
A (11)	7WBS2015	Financial Analysis for Decision Making	15	7	Core
<b>Year 2</b> <b>Semester B, March, represented as B (03)</b> <b>Semester B, January represented as B (01)</b> <b>Semester BCA, March, represented as BCA (03) Maximum credits: 90</b>					
Semester	Module Code	Module Title	Credits	Level	Core/optional
B (01)	7WBS2024	Data Analytics and Data-Driven Decision Making	15	7	Core

B (03)	7WBS2020	Strategic People Management	15	7	Core
CA (05)	7WBS2022	Research Project (MBA)	60	7	Core

## Final and interim awards available

Final award	Award title	Minimum requirements	Available at the end of level
MBA (Global Executive)	Business Administration with Algorithmic Marketing	See UPR AS11, section 13: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a> 180 credit points including at least 150 at level 7	7 PGT
Interim award	Award title	Minimum requirements	Available at the end of level
PGCert	Untitled	See UPR AS11, section 13: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a> 60 credits, to include at least 45 credits @ Level 7	7 PGT
PGDip	Business Administration with Algorithmic Marketing	See UPR AS11, section 13: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a> 120 credits, to include at least 90 credits @ Level 7 (with no more than 15 credits below Level 6)	7 PGT

## Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A dedicated programme site on the University's Virtual Learning Environment (Canvas);
- A Definitive Module Document (DMD) for each constituent module;

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently very high-quality teaching, learning and outcomes for its students. Consequently, the University received a Silver award in the 2023 Teaching Excellence Framework (TEF) exercise. This award was made in October 2023 and is valid for up to 4 years. The TEF panel's report and conclusions can be accessed [via this link](#).



## J: Development of intended programme learning outcomes in the constituent modules

These maps identify where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

**X = Delivered and Assessed**

Module Code	IS 1	IS 2	IS 3	IS 4	KU 1	KU 2	KU 3	KU 4	KU 5	KU 6	KU 7	KU 8	PS 1	PS 2	PS 3	PS 4	TS 1	TS 2	TS 3	TS 4
7WBS2013	X	X				X			X					X			X	X		
7WBS2014	X			X	X	X	X	X		X			X	X	X		X			
7WBS2015	X				X	X	X	X		X				X		X		X	X	X
7WBS2016	X		X		X	X	X	X	X	X				X	X	X	X	X		
7WBS2019	X		X		X	X	X	X	X	X			X	X			X	X	X	X
7WBS2020	X		X	X	X	X	X		X	X				X			X	X	X	X
7WBS2022	X	X		X	X	X	X	X	X	X			X	X			X		X	
7WBS2024												X		X	X	X	X			
7WCM2029											X			X	X			X		

### Key to module codes

Module code	Level	Title
7WBS2013	7	Leadership in a Global Environment
7WBS2014	7	Entrepreneurial Marketing
7WBS2015	7	Financial Analysis for Decision Making
7WBS2016	7	Organisational Development and Change
7WBS2019	7	Strategic Management
7WBS2020	7	Strategic People Management
7WBS2022	7	Research Project (MBA)
7WBS2024	7	Data Analytics and Data-Driven Decision Making
7WCM2029	7	Fundamentals of Artificial Intelligence

### Key to programme learning outcomes for Intellectual Skills



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| IS1 | Critically analyse relevant academic management and leadership theories to select and apply relevant models, tools and/or techniques for the critical evaluation of real business issues |
| IS2 | Reflection and critical evaluation of own leadership style, performance and development.   |
| IS3 | Recognise and address complex and unpredictable ethical dilemmas and apply responsible and sustainable practices to organisations  |
| IS4 | Design and develop a specialist research project to identify and analyse business challenges and recommend appropriate business opportunities or solutions                               |

### **Key to programme learning outcomes for Knowledge and Understanding**

- |     |  |
|-----|--|
| KU1 | Systematically and critically analyse a broad range of organisations and the external context within which they operate  |
| KU2 | Assess the inter-relatedness of internal aspects of organisations  |
| KU3 | Critically evaluate how organisations may innovate, create value, manage financial and operational risk and strategically respond to forces and changes in the environment |
| KU4 | Research complex data to analyse the pervasive debates, issues and new insights affecting organisations  |
| KU5 | Critically examine theories of leadership and strategy, evaluating their relationship to each other, and their influence on the organisation                               |
| KU6 | Systematically select and apply appropriate methods, techniques and analytical tools for the investigation of business issues  |
| KU7 | Demonstrate knowledge and understanding of the scope and limitations of different computational paradigms in artificial intelligence                                       |
| KU8 | Demonstrate knowledge and understanding of how to apply data science principles to decision making   |

### **Key to programme learning outcomes for Practical Skills**

- |     |  |
|-----|--|
| PS1 | Create and manage opportunities for innovative and entrepreneurial activities to enhance organisation and own practice                 |
| PS2 | Systematically identify, select and apply information and knowledge effectively  |
| PS3 | Identify and apply appropriate information communication technology (ICT) and/or digital media for research and communication purposes |
| PS4 | Effectively apply numeracy and quantitative skills for making decisions  |

### **Key to programme learning outcomes for Transferrable Skills**

- |     |   |
|-----|---|
| TS1 | Systematically organise and communicate advanced information for specialist audience in unpredictably complex contexts  |
| TS2 | Demonstrate high personal effectiveness including self-awareness, reflective practice and self-management; sensitivity to diversity in people and different situations and ability to continue learning |
| TS3 | Demonstrate advanced awareness of ethical and professional values to strategic decisions  |
| TS4 | Apply and develop interpersonal skills and work proactively within a team to suggest and advocate appropriate solutions   |

### Development of Graduate Attributes in the constituent modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

**D = Delivered**

Module Title	Module Code	Level	Professionally Focused	Globally minded	Sustainability Driven	Digitally Capable & Confident	Inclusive and Collaborative	Evidenced-based and Ethical
Leadership in a Global Environment	7WBS2013	7 PGT	D	D		D	D	D
Entrepreneurial Marketing	7WBS2014	7 PGT	D	D	D	D	D	D
Financial Analysis for Decision Making	7WBS2015	7 PGT	D		D	D		D
Organisational Development and Change	7WBS2016	7 PGT	D	D	D	D	D	D
Strategic Management	7WBS2019	7 PGT	D	D	D	D	D	D
Strategic People Management	7WBS2020	7 PGT	D	D		D	D	D
Research Project (MBA)	7WBS2022	7 PGT	D	D		D		D
Data Analytics and Data-Driven Decision Making	7WBS2024	7 PGT	D	D		D		D
Fundamentals of Artificial Intelligence	7WCM2029	7 PGT	D	D		D		D