

## PROGRAMME SPECIFICATION

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|--|---|
| <b>1. Target Award</b>   | MBA   |
| <b>2. Programme Title</b>  | <b>MBA (Data Analytics)</b>   |
| <b>3. Exit Awards</b>  | PGDip Business Administration and Data<br>PGCert Business Administration and Data           |
| <b>4. Programme Leader(s)</b>  | Benjamin Silverstone  |
| <b>5. Delivery Model</b>   | Online<br>Blended learning delivery by Arden University staff and supported via the VLE.    |
| <b>6. Start date</b>   | October 2017  |
| <b>7. Programme Accredited by</b><br><i>(PSRB or other, if applicable)</i> |   |
| <b>8. UCAS Code</b> <i>(If applicable)</i>                                 |   |
| <b>9. Relevant QAA subject benchmark statement</b>                         | QAA General Master's Degrees (2015), QAA Master's Degrees in Business and Management (2015) |

### 10. Programme Aims

The aim of the Arden University MBA (Data Analytics) programme is to provide a distinctive, inter-disciplinary and integrative educational programme for individuals seeking to develop and consolidate their managerial achievements. In addition to this interdisciplinary approach, core data analytics modules have been included. The programme is designed to expose participants to current thinking and practice across a wide range of management and data analytics disciplines, delivered using a cross-cutting approach. A higher level of criticality is expected across the Masters programmes and this will allow students to consider more deeply the various functions of management.

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 organisations within a framework that enables them to relate their experience to contemporary ideas and practice within a global context. This is achieved through critical thinking, creativity and personal development.

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

- A critical and detailed understanding of the role of ethical and innovative management within organisations.
- A critical and detailed understanding of the role of data analytics within organisations.
- A critical understanding of the management of management within a global context.
- The opportunity to create and take ownership of a detailed piece of research to a data analytics and management issue.
- A critical understanding of issues pertaining to data analytics, sustainability and business ethics.
- An ability to critically analyse and apply knowledge of management theory and models to complex issues (including data analytics), both systematically and creatively, to improve ethical business and management practices.
- A stimulating online academic environment, which is based upon the values of academic openness and critical appraisal.

**Arden Values Mapping:** the table below identifies how programme outcomes (listed within section 11) provide for full coverage of Arden University Values.

|                              | <b>Knowledge &amp; Understanding</b> | <b>Intellectual Thinking</b> | <b>Practical Skills</b> | <b>Transferable Skills</b> |
|------------------------------|--------------------------------------|------------------------------|-------------------------|----------------------------|
| <b>We Support People</b>     |                                      | B2                           |                         | D5                         |
| <b>We Do The Right Thing</b> | A2, A3, A4, A5                       | B2                           |                         |                            |
| <b>We Innovate</b>           | A1                                   | B3                           | C2, C3                  |                            |
| <b>We Take Ownership</b>     |                                      | B2                           | C1                      | D6, D8                     |

| <b>11. Intended programme learning outcomes and the means by which they are achieved and demonstrated</b>  |  |   |
|--|--|---|
| <b>MSc (180 credits)</b>   |  |   |
| <b>11a. Knowledge and understanding</b>  | <b>The means by which these outcomes are achieved</b>  | <b>The means by which these outcomes are demonstrated</b>   |
| <p>A1 – Apply and synthesise knowledge and understanding relevant to innovation</p> <p>A2 – Advise an organisation on appropriate ethically sound strategies to assist their management functions.</p> <p>A3 – Critically analyse the context in which an organisation operates, and understand the impact that this may have on management and data analytics activities.</p> <p>A4 – Demonstrate a critical understanding of current thinking and research within the domains of ethical leadership and management.</p> <p>A5 – Demonstrate a critical understanding of current thinking associated with data, sustainability and business ethics.</p> | <p>Learning and Teaching methods and strategy:</p> <p>Acquisition of knowledge and understanding (A1 – A5) is through an integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:</p> <p>Asynchronous<br/>Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our VLE.<br/>Guided group / project based work.</p> <p>Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves Podcasts and narrated PowerPoints</p> <p>Synchronous<br/>Online seminars facilitated by VOIP's where theory and practice are integrated.<br/>Live chats</p> <p>Blended delivery is facilitated by a combination of synchronous face to face classroom based delivery and Asynchronous<br/>Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our VLE</p> <p>Based upon the profile of our typical student body, our strategy enables students to engage with a variety of</p> | <p>Knowledge and understanding are assessed through in-module assessments of portfolio submissions, presentations, time-constrained examinations, and report based assignments.</p> <p>Formative assessments are the precursor to the summative assessments. Appropriate and diverse formative assessments are provided for students and are communicated to them via a clear overview to be found in the assessment brief for each module.</p> |

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|   | <p>learning tools that best meet their learning styles, overall objectives and personal circumstances.</p> <p>Independent study is the cornerstone of the learner experience supported by engagement with the specialist tutor and peer engagement.</p> <p>There is a requirement for written work at all levels including reports, essays, practical tasks, developed targeted plans etc., and our formative assessment policy informs how feedback is supplied by tutors at the draft assessment phase.</p> <p>Blended delivery is facilitated by a combination of synchronous face to face classroom based delivery and Asynchronous Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our VLE</p>                 |  |
| 11b. Intellectual (thinking) skills   | The means by which these outcomes are achieved   | <b>The means by which these outcomes are demonstrated</b>  |
| <p>B1 – Apply and where appropriate synthesise management and data models and theories to meet the needs of a range of situations of differing complexity.</p> <p>B2 – Take ownership of / undertake research on a topic relevant to a management function and report the research, making ethically and sustainability sound recommendations.</p> <p>B3 – Apply various metrics in order to best evaluate a management related issue.</p> <p>B4 – Critically analyse secondary and primary data.</p> | <p>Intellectual skills (B1 – B4) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development (B3 &amp; B4) is further encouraged via formative assessment tasks including set briefs, in-module activities, case studies, self-initiated briefs, and discussion with tutors and peers (in online forums/debates).</p> <p>Specific modules support the development of quantitative and qualitative analysis, and the development of criticality and self-reflective skills. In addition, the student’s thinking skills will be evident in a summative assessment process which requires and rewards the demonstration of creative thinking and problem solving, analysis, judgement and self-reflection in the development of contextually relevant</p> | <p>Intellectual skills are assessed through a combination of in-course formative exercises and summative assignments, including the submission of portfolios, self-reflective evidence, statistical analyses, qualitative judgements, and research reports/research project.</p> |

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|   | <p>solutions, and a willingness to explore and engage with a range of media.</p> <p>Throughout, the learner is encouraged to develop intellectual skills by undertaking further independent study and research.</p>   |   |
| 11c. Practical skills   | The means by which these outcomes are achieved  | <b>The means by which these outcomes are demonstrated</b>   |
| <p>C1 – Develop personal skills to increase effectiveness of management strategies.</p> <p>C2 – Identify practical solutions to theoretical and practical management related problems, thereby demonstrating praxis.</p> <p>C3 – Select effective information collection methods and select appropriate analytical tools.</p> <p>C4 – Select and utilise analytical tools and innovative methods in the support of informed / effective decision-making.</p> <p>C5 – Plan effectively for successful management.</p> <p>C6 – Demonstrate the ability to critically evaluate a data set.</p> | <p>Practical and professional skills (C1-C6) are employed in the production of solutions to real life situations developed through set briefs, exercises and practical activities. The important modern-day skills of managing projects, working within differing organisational and national cultures are provided by specific modules, as are specific inputs with an emphasis upon practical functional decision-making skills related to market planning and strategy, market intelligence and communications; managing others; and managing knowledge.</p> <p>Practical skills are further developed and integrated through a series of in-course online activities and projects intended to test skills acquired. Group forums provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented and particularly support the development of C4. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. The in-course activities and assessment process in the final year particularly emphasise the acquisition of C5 with specific modules devised to highlight the practical differences in management skills required in differing contexts.</p> | <p>To support the development of practical skills students must supply worked materials and evidence in support of their assignments. Critical reasoning, good presentation and sound evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual setting. Students receive feedback on all activities and assignments which includes practical examples for improvement in the application of theory to practice to help them improve both aspects of their skill base.</p> |

| 11d. Transferrable skills  | The means by which these outcomes are achieved  | The means by which these outcomes are demonstrated   |
|--|---|--|
| <p>D1 – Critically reflect to support enhanced learning, self-awareness and interaction with others.</p> <p>D2 – Identify and critically analyse issues in order to generate contextually relevant and workable solutions.</p> <p>D3 – Undertake effective communication and develop presentation skills consummate with a management position.</p> <p>D4 – Effectively use CIT to communicate and evaluate in a variety of settings.</p> <p>D5 – Work effectively as a member of a team, including leadership and team working skills, and cross-cultural awareness.</p> <p>D6 – Work independently and to take responsibility for own learning.</p> <p>D7 – Undertake multidisciplinary research through the acquisition of skills relevant to the context of management.</p> <p>D8 – Effectively plan and undertake personal development including the awareness of an ethical and socially responsibly dimension to decision making.</p> | <p>(D1-D8) Personal responsibility becomes an increasingly important skill as students progress, culminating in the writing of the research project.</p> <p>As the programme progresses work becomes more complex and students are tested on their abilities to respond positively to feedback from a variety of audiences, as well as to manage increasingly large workloads. Students are required to complete a number of assignments and a 'research artefact' that rewards independence, originality, and critical enquiry, and which further enhances communication and self-reflective skills.</p> | <p>To develop transferable skills all assignments must meet time deadlines and word count guidelines. All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to adopt a spirit of critical enquiry and self-reflection which is rewarded in marking guides. These guides are shared with students.</p> |

### Exit Awards: Programme Outcome

| Exit Award                             | Knowledge & Understanding | Intellectual Skills | Practical Skills       | Transferrable Skills           |
|--|---------------------------|---------------------|------------------------|--------------------------------|
| Post Graduate Diploma (120 credits)    | A1, A2, A3, A5            | B1, B2, B3, B4      | C1, C2, C3, C4, C5, C6 | D1, D2, D3, D4, D5, D6, D7, D8 |
| Post Graduate Certificate (60 credits) | A2, A4,                   | B2, B4              | C2                     | D3, D4, D6                     |

## 12. Graduate Attributes and the means by which they are achieved and demonstrated

### Graduate Attributes

The concept of the Arden University Graduate, based upon the definition of 'graduate attribute' by Bowden et al (2000) has been developed around 6 attributes.

**Lifelong Learning:** Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.

**Reflective Practitioner:** Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions

**Professional Skills:** Perform effectively within the professional environment. Work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. Be flexible and adaptable to changes within the professional environment

**Discipline Expertise:** Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change.

**Responsible Global Citizenship:** Understand global issues and their place in a globalised economy, ethical decision-making and accountability. Adopt self-awareness, openness and sensitivity to diversity in culture.

**Effective Communication:** Communicate effectively both, verbally and in writing, using a range of media widely used in relevant professional context. Be IT, digitally and information literate.

### The means by which these outcomes are achieved and demonstrated

All six attributes are relevant to this programme, however, five will be developed throughout Level 7 of the MBA (Data Analytics) where they are integrated into all modules and assessed via unit study tasks (individual and group work) and through summative assessment tasks. Some graduate attributes are assessed in more than one module allowing for greater development of skills.

### Graduate Attribute Mapping

| Module                            | Graduate Attribute   |
|-----------------------------------|--|
| Data Handling and Decision Making | <b>Discipline Expertise:</b> Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change. |

|                                       |   |
|---------------------------------------|---|
| Ethical Leadership                    | <b>Reflective Practitioner:</b> Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions   |
| Personal & Business Transformation    | <b>Lifelong Learning:</b> Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.   |
| Sustaining the Business               | <b>Effective Communication:</b> Communicate effectively both, verbally and in writing, using a range of media widely used in relevant professional context. Be IT, digitally and information literate.  |
| Implementing Strategy                 | <b>Responsible Global Citizenship:</b> Understand global issues and their place in a globalised economy, ethical decision-making and accountability. Adopt self-awareness, openness and sensitivity to diversity in culture.                    |
| Data Visualisation and Interpretation | <b>Effective Communication:</b> Communicate effectively both, verbally and in writing, using a range of media widely used in relevant professional context. Be IT, digitally and information literate.  |
| Research project                      | <b>Discipline Expertise:</b> Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change |

### 13. Learning and teaching methods and strategies

#### Distance Learning

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

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

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

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

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

Learning and Teaching activities are:

#### Asynchronous

Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our Virtual Learning Environment

Guided group / project based work

Research tasks

Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves

Podcasts and narrated PowerPoints

**Synchronous**

Online seminars facilitated by VOIP's where theory and practice are integrated

Live chats

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

**Blended Learning**

A strategy which incorporates elements from the above criteria plus the support of face to face input will be utilised.

A-synchronous learning will be supported by in class face to face lectures, seminars and workshops. Students will have full access to the ilearn platform and all programme resources within it. Formative opportunities will be available in class and also via 'Adobe' hosted seminars.

Students will also have access to learning resources at each partner institution.

Student leaning will be supported and nurtured at our partner institutions by our tutor team and dedicated centre administrator and on line via our student support team.

Summative submissions will all be made via the 'Turn it In' platform.

**14. Assessment methods and strategies**

The assessment process involves both formative and summative elements and is continuing in nature.

There will be a focus on encouraging students to apply their knowledge to practical situations. A significant part of this comes from the Research project module. Here students will be required to identify a topic of interest to them, which falls within the encompassing field of management. Students will explore this, and will apply their research to the topic, putting forward recommendations which are of practical benefit to the organisation.

The approach to coursework assignments will be to encourage students to apply their knowledge to organisations or case study data sets. This could be achieved through the use of case studies, but will also involve employees applying information and approaches to their own organisations, or an organisation with which they are familiar.

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 and mapped in the table below. Assessment questions and cases are seen to be dynamic and are reviewed quarterly in order to maintain rigour and reflect changes in professional focus and practice.

There is a requirement for written work at all levels including reports, essays, developed plans, portfolios of work

etc. and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage. Critical analysis is encouraged at all levels culminating in a Research Project.

### Summative and Formative Assessment Mapping

#### Summary of Summative & Formative Assessment

NOTE: In addition to the formal formative opportunities available to students (as highlighted within the table below) there are also numerous formative opportunities embedded within each module, for example: case studies with associated questions, short answer questions and forum discussions between tutors and peers.

| Arden University<br>MBA<br>Module Name | Summative Assessment   | Formal Formative opportunity   |
|--|--|--|
| Data Handling and Decision Making      | 5000 word report based on statistical analysis of a large data set coupled with a concluding narrative demonstrating appropriate recommendations including an audit of the data environment and ethical considerations.  | Formative assessment options will be available via a series of practical tasks set prior to the assessment. A draft submission will be allowed up to two weeks prior to the final submission date. |
| Ethical Leadership                     | <b>Reflective Report (1,000 words)</b><br>The report will provide an opportunity for students to reflect upon the personal impact of an ethical decision<br>&<br><b>Case Study Based Report (4,000 words)</b><br>The case study will enable students to consider and apply theoretical concepts and consideration to a strategic leadership dilemma  | Report plan  |
| Personal & Business Transformation     | <b>Report</b> – students will be asked to examine an organisation that they are familiar with and appraise the organisation’s structure, culture and approaches to leadership and organisational behaviour. <b>(4,000 words)</b><br><br><b>Personal development planning</b> – Here students will reflect on their previous 12 months development and develop a PDP based on the following 12 months development (a template will be available for students to complete). <b>(1,000 words)</b> | Report plan – completed scaffolding document, draft PDP submission   |
| Sustaining the Business                | Up to 10 narrated PowerPoint slides (or similar)<br>&<br>1,000-word reflection on achievement of PDP objectives and future goals   | Draft PowerPoint plan & draft report structure   |
| Implementing Strategy                  | Strategic Audit & Strategic Option Evaluation and final decision justification based upon a supplied case study<br>(5,000 words)   | Checking of case appropriateness & draft outline.  |

|                                       |   |   |
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| Data Visualisation and Interpretation | <p>3,500-word equivalent A0 poster presentation of an analysed dataset. The poster will be presented during an Adobe session to highlight the key data that will be used to address the problem set in the assessment. Assessment is based upon the use of data visualisation tools to pick out the key data relevant to the problem statement and how well they communicate the intended outcomes.</p> <p>1,500-word critique of the data visualisation methods presented by another student. Students will be given access to a recording of a poster presentation, and the poster itself, and will need to critique the methods being used. Crucially, the critique is on how well the chosen methods display the data rather than the person. The assessment is based upon how well the student applies the theory of data visualisation to the critique and there is no impact upon the grade of the student whose work is being critiqued</p> | A number of formative assessment opportunities will be built into the module materials. Students will also have the opportunity to submit draft work for review prior to final submission. This will be up to, and including, a completed draft of the work no later than two weeks prior to the final submission date. |
| Research Project                      | Proposal (2,000 words) & 15,000-word dissertation or 5,000-word journal article   | Normally at least three formative opportunities within the research project supervision process.  |

## 15. Employability

Entrants to this programme are highly likely to be in work, (be it full or part time). The MBA programme is designed to offer the degree of flexibility required to ensure that even those employed in full time positions have the maximum opportunity to fulfil their programme of study. The programme aims to develop skills, behaviours and knowledge such that graduates can confidently enter the business environment or can improve their existing career prospects within it. The degree develops a range of transferrable skills and provides opportunities for these to be evidenced. In particular the final research project provides the ability to demonstrate higher level academic skills.

Arden values are embedded within the programme as a whole and these values will be instilled in students as they progress through their studies, thus ensuring that graduating students are fully equipped with highly current, appropriate and ethically sound knowledge, procedures and processes.

The programme has been specifically designed to provide career development in a rapidly developing and business critical area and will be marketed as such. The vast majority of students are likely to be employed in the business function related to their chosen pathway and the courses will enable appropriate progression. However, it is noted that the distributed nature of Arden University students makes conventional careers support difficult for those who choose to study the programme and are not employed. The use of the 'Abintegro provider' allows us to offer a range of support in career development and there are opportunities for students to purchase more specialist support if required.

The addition of embedded graduate attributes adds value to the qualification in terms of providing 'industry ready' graduating students. The addition of imbedded graduate attributes adds value to the qualification in terms of providing 'industry ready' graduating students.

## 16. Entry Requirements

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

Normally entry is via:

A degree equivalent to UK second class honours standard, plus a minimum of two years' work.

English ability equivalent to IELTS 6.5 (no less than 6.0 in any element), where the medium of undergraduate study was not English;

Applicants with existing postgraduate computing management awards may be eligible for entry with advanced standing and will be considered through the APL process.

Applicants who have substantial relevant experience (typically 5 years) and are able to demonstrate via references and supporting curriculum vitae an ability to successfully complete the programme may be admitted where they do not possess degree equivalent qualifications. It is not intended to offer exemptions based on experiential learning.

## 17. Programme Structure

### MBA Data Analytics

| Module Code | Module Title                          | Credits | Module Type (Core/Option) | Assessment Method   |
|-------------|---------------------------------------|---------|---------------------------|---|
| DAT7001     | Data Handling and Decision Making     | 20      | Core                      | Case Study Based Report   |
| HRM7002     | Ethical Leadership                    | 20      | Core                      | Reflective Report & a Case Study based Report                               |
| HRM7001     | Personal & Business Transformation    | 20      | Core                      | Case Study based Report & PDP   |
| BUS7004     | Sustaining the Business               | 20      | Core                      | Presentation & Reflection   |
| BU7S003     | Implementing Strategy                 | 20      | Core                      | Case Study based Report   |
| DAT7002     | Data Visualisation and Interpretation | 20      | Core                      | Presentation of Data Visualisation & Critique of Data Visualisation Methods |
| RES7001     | Research Project                      | 60      | Core                      | Research Proposal and Dissertation or Journal Formatted Article & Viva      |

18. Subject: N100 (Business Studies)

Last Updated: February 2019 (V3)

**Mapping of Intended Programme Learning Outcomes and Modules**  
**MBA (Data Analytics)**

| Programme Learning Outcomes |                                    | Module Type | A1      | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 |   |
|-----------------------------|------------------------------------|-------------|---------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
|                             |                                    |             | Modules |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
| Level 7                     | Personal & Business Transformation | C           | X       |    |    |    |    | X  | X  |    |    |    |    |    |    |    |    |    |    | X  |    |    |    |    | X  |   |
|                             | Ethical Leadership                 | C           | X       |    |    | X  | X  |    |    |    |    |    |    |    |    |    |    | X  | X  |    | X  |    | X  | X  |    |   |
|                             | Financial Management               | C           |         | X  | X  |    |    |    |    |    | X  | X  | X  |    | X  |    |    |    | X  | X  |    | X  |    |    |    |   |
|                             | Reporting Corporate Performance    | C           |         | X  |    | X  |    | X  |    | X  | X  |    | X  | X  |    | X  |    |    |    | X  | X  |    |    |    | X  |   |
|                             | Implementing Strategy              | C           | X       | X  |    | X  |    | X  |    |    |    |    |    | X  |    |    | X  |    |    | X  | X  | X  |    |    |    | X |
|                             | Sustaining the Business            | C           | X       |    |    |    | X  | X  |    |    |    | X  | X  | X  | X  | X  |    | x  | x  | x  | x  |    |    | x  |    | x |
|                             | Research Project                   | C           | X       | X  | X  | X  | X  | X  | X  | X  |    | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |    | X  | X |