PROGRAMME SPECIFICATION (Preview)

Master of Science in Leadership and Management Practice

Awarding institution	LJMU
Teaching institution	Oryx Universal College WLL
JACS Code	
Programme Duration	Full-Time: 1 Year
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	QAA Subject Benchmark Statement for Masters degrees in Business and Management (2015).
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Master of Science in Leadership and Management Practice
	Postgraduate Diploma in Leadership and Management Practice
	Postgraduate Certificate in Leadership and Management Practice
Link Tutor	Peter Wolstencroft

Educational aims of the programme

MSc Leadership and management practice

1. Apply the leadership and management skills and business knowledge required to operate as an effective

leader and manager within a modern work environment.

2. Make a professional contribution to leadership and management practice within a fast moving environment

drawing upon knowledge of functional areas and general business.

3. Apply cross-functional leadership and management skills to make a positive contribution to an organisation.

4. Assess strategic business issues and make a timely contribution to these through problem solving in a team

environment.

5. As an independent learner, reflect on the principles and practice of self development and apply these so as to

impact positively in an organisational setting.

6. Synthesise current management theory and business principles to improve personal practice, enhance career

prospects and to facilitate personal, academic and professional development.

7.Be a reflective practitioner with the skills to critically evaluate problems using appropriate concepts, theories
and models

Alternative Exit/ Interim Award Learning Outcomes - Postgraduate Certificate

A student who is eligible for this award will be able to:

Synthesise and apply leadership and leader development theory to improve organisational effectiveness

Assess their own development as a leader and manager and their impact on others and plan to improve their
practice.

Explore how organisations behave, critically evaluate theoretical perspectives and consider how to enhance performance within their own settings

Reflect on how key business functions support organisational effectiveness and will develop an understanding of their inter-relatedness, to support the leadership and management decisions they make.

Develop a conceptual framework from which research philosophies, strategies and methods can be reviewed and focused into a coherent research proposal, and in doing so, to develop as a reflective scholarly practitioner

Alternative Exit/ Interim Award Learning Outcomes - Postgraduate Diploma

A student who is eligible for this award will be able to:

Identify, critically evaluate and apply the principle theories, concepts and techniques of strategy and strategic management in practical contexts in order to identify and appraise strategic issues facing organisations and to lead, develop and evaluate alternative strategies

Apply insights from systems thinking, multi-level perspectives and change theories to develop and lead strategic responses to complex problems

Think and act innovatively and be able to evaluate opportunities to exploit digital technologies and consider strategies to support and promote innovative practices in their organisations.

Distinguish and design learning systems to improve organisational situations, performance and capability as they build on theories of learning, critical thinking, knowledge management and systems thinking.

Apply appropriate theories and techniques derived from core modules on this programme to a case study

Target award Learning Outcomes - Master of Science

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Synthesise and critically apply current leadership and management theory to implement integrated leadership and management methodologies to improve organisational effectiveness.

2. Critically reflect on self and organisational behaviour initiatives in order to enhance personal impact on organisational outcomes.

3. Employ personal reflection skills on a continuing basis through partnership working, professional team participation and independent learning.

4. Integrate and apply organisational behaviour frameworks, models and approaches and evaluate how these impact individual, group and organisational effectiveness.

5. Critically analyse and evaluate environment and capitalise on internal capabilities, using appropriate methods and tools, in order to create more sustainable competitive advantages.

6. Develop strategies to exploit opportunities based on the critical appraisal of innovation concepts and models.

7. Critically evaluate and apply innovative solutions to complex organisational issues.

8. Adapt effective leadership strategies to support and enhance innovative practice and effectively manage change within an organisation.

9. Critically appraise entrepreneurial theory and practice to support the development of sustainable business solutions and individual leadership competencies.

10. Develop, integrate and apply knowledge of key business functions to support strategic leadership decision making.

11. Evaluate sustainable options for business development based on a developed understanding of business models, resource demands and functional capabilities.

12. Critically evaluate financial statements and data in order to appraise and manage organisational risk.

13. Critically apply knowledge of financial management to support organisational governance and strategic decision making.

14. Structure and communicate ideas effectively across a range of media and participate constructively both as a leader and as a member of a group.

15. Use critical and creative thinking in problem solving, negotiating and influencing, in an organisational context.

16. Apply relevant research methods and approaches to critically appraise an issue within a working environment.

17. Link theoretical concepts to practice to evaluate the impact of leadership on organisational and personal

effectiveness.

18. Critically appraise digital business/systems/disruptive technology and data to take advantage of current capabilities and opportunities.

19. Demonstrate awareness that the world is an increasingly complex web of connections and interdependencies. Recognise that choices and actions may have repercussions for people and communities locally, nationally or internationally

20. Demonstrate an openness to new perspectives and diverse others.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Learners will attend a 2-day residential at the start of their programme and modules will normally be delivered in block release format i.e. three full days per 10 credit module, however, days will be broken down into 2-3 hour workshops sessions. The university's VLE (Canvas) will be employed to allow teaching and extension materials to be readily available off-site and provide a means for participants to maintain contact. A strong emphasis is placed on recognising that the workplace is an important place to learn; learners will integrate key concepts and theories, assessing the impact of these on their own working environment and reporting back on their findings. Action learning will be adopted as the key supportive and collaborative approach to learning. Issues and challenges and good practice from the workplace can be discussed and peer reviewed by tutors and colleagues on the course, providing a forum to bring ideas, thoughts, issues and actionable remedies to the fore.

The predominant assessment methodology is one piece of individual coursework per module, which will require participants to relate their learning to an organisational setting. These assessments will normally be developed from their own experience or setting by each individual student through the module activities with the application of theory to practice being a key element of the programme. In the initial 20 credit module, the emphasis will be on a portfolio of work, bringing together different facets of learning activities enabling them to develop a broad understanding of themselves and their overall objectives for the duration of the programme. During all modules formative feedback, which supports the summative assessments, is on-going both within and outside the formal sessions. Students experiencing changing circumstances or difficulties with access may be supported by providing suitable case studies for their assessments, however this is not promoted.

The assessment methodology, as set out above, provides the opportunities for participants to demonstrate knowledge and skills. In addition to this a 'flipped learning' approach will also be encouraged, providing content prior to the teaching and learning session using the university's VLE, this approach brings the focus onto action learning, enabling the application of skill development. The VLE (Canvas) allows information and resources to be shared in advance of taught sessions. It also serves as a repository for module-based materials including assessment guidance, reading lists, contact information and signposting to further resources. Some modules use the discussion board feature to incorporate tutor led support and peer to peer communication. The Masterclasses, where keynote speakers address current issues, emerging practice and thought leadership will also be employed on the programme, fostering intellectual skills and addressing the ever changing nature of leadership and management in the real world. Knowledge and skills are assessed through individual work-related assessments, which may be supplemented with group activities.

An important element of the programme is the opportunity it provides for participants to apply their learning to organisational situations. The fact that learning is applied, rather than being purely theoretical, is of critical importance to students, since their roles empower them to make a contribution to, and impact on, their organisation. In addition to students producing course work which links theory to practice, the application of learning is also achieved through case-study analysis and a sharing of understanding which draws on the group experience.

The nature of classroom sessions is devised as an interactive, student-centred experience with group activities playing a large part in the classroom activity. Participants will be expected to undertake work on their own and, given the applied approach to assessment, this will demand a degree of self-management. The applied nature of the programme will, normally, require participants to relate theory to an organisational context. The ability to analyse organisational issues and apply recommendations supported by a theoretical framework is assessed. The students will investigate a business or management problem that requires independent research and the synthesis of acquired knowledge and data, to solve the problem.

Key study skills will be developed throughout the programme, with these being addressed initially in the first core module. Further study skills support is provided through tutor direction and supported by the University-wide resources.

Where specific software packages are used, there is an expectation that these will form part of the assessment submission, whilst other skills will be embedded in specific modules. The core management competences of allocating priorities and time management are supported by clear submission deadlines, with protocols for extenuating circumstances. Transferable skills will be crucial in providing students with the increased confidence and ability to solve business problems within their organisation. The culmination of transferable skills, including reflexive learning will be then demonstrated in the dissertation.

Programme structure - programme rules and modules

MSc Leadership and Management Practice

Students will study the following modules:

Semester 1

7700ORYXLM Leadership and Leader Development (20 credits)

7701ORYXLM Behaviour in Organisations (10 credits)

7702ORYXLM Leading the Business (20 credits)

7710ORYXLM Research Methods (10 credits)

Semester 2

7703ORYXLM Strategy and Change (20 credits)

7704ORYXLM Leading Innovation (10 credits)

7705ORYXLM Learning Orientated Leadership (20 credits)

7706ORYXLM Integrated Leadership Strategies (10 credits)

Semester 3

7712ORYXLM Leadership & Management Consultancy Project (60 credits)

All students are expected to pass the Research Methods 7710ORYXLM module prior to the submission of the Leadership and Management Consultancy Project 7712ORYXLM.

Alternative Exit awards

The alternative exit award - Postgraduate Certificate in Leadership and Management Practice for students who leave the programme after gaining 60 Level 7 credits must includ the following modules:

7700ORYXLM Leadership and Leader Development (20 credits)

7701ORYXLM Behaviour in Organisations (10 credits)

7702ORYXLMLeading the Business (20 credits)

7710ORYXLM Research Methods (10 credits)

The alternative exit award - Postgraduate Diploma in Leadership and Management Practice for students who leave the programme after gaining 120 Level 7 credits modules must include:

7700ORYXLM Leadership and Leader Development (20 credits)

7701ORYXLM Behaviour in Organisations (10 credits)

7702ORYXLM Leading the Business (20 credits)

7710ORYXLM Research Methods (10 credits)

7703ORYXLM Strategy and Change (20 credits)

7704ORYXLM Leading Innovation (10 credits)

7705ORYXLM Learning Orientated Leadership (20 credits)

7706ORYXLM Integrated Leadership Strategies (10 credits)

Level 7	Potential Awards on completion	Master of Science
Core	Option	Award Requirements
7700ORYXLM Leadership and Leader Development (20 credits) 7701ORYXLM Behaviour in Organisations (10 credits) 7702ORYXLM Leading the Business (20 credits) 7703ORYXLM Strategy and Change (20 credits) 7704ORYXLM Leading Innovation (10 credits) 7710ORYXLM Research Methods (10 credits) 7712ORYXLM Leadership & Management Consultancy Project	7705ORYXLM Learning Orientated Leadership (20 credits) 7706ORYXLM Integrated Leadership Strategies (10 credits) 7707ORYXLM OD Theories and Practices (10 credits) 7708ORYXLM OD Diagnosing and Intervention Design (10 credits) 7709ORYXLM OD Implementing and Evaluating Interventions (10 credits) 7711ORYXLM Command and Decision Making in Critical Incidents (10 credits)	150 core credits at level 7 30 option credits at level 7

| (60 credits) | 7713ORYXLM Press and Media (10 credits)
7714ORYXLM Applied Research-Informed Evidence (10 credits) | |

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework

Opportunities for work-related learning (location and nature of activities)

The programme conforms to the QAA requirements for "a career development programme for those who have significant ... and relevant work experience on which the learning process should build". Manager and leader development is a shared responsibility, and the ethos of this programme is that it is best developed in partnership between the Business School, together with the organisation and the delegates for whom it is intended. The programmes approach to how manager's and leader's learn applies proven management and leadership development approaches. At the centre of the programmes philosophy is the notion that we learn best from experience, so action learning and coaching are a key part of the programme. This approach also builds strong peer learning groups where managers learn from each other. That is because the programme sees management and leadership development as a social and collaborative process. It also means that the programme takes learning from the workplace seriously. Consequently, everybody brings their experience from their area of expertise with them, and plans to apply knowledge and skills in practice and then to reflect on their experience and improve their performance.

Criteria for admission

Other
The students suitable for the MSc Leadership and Management Practice will typically have some experience of managing within an organization, they may be new in role or a manager wanting to develop their knowledge skills and practice.

Given the general nature of assessment, candidates will normally have some managerial experience and have one of the following:

- A degree from a recognised University or equivalent awarding institution at second class honours level or above; or

- A professional qualification recognised as equivalent to the above; or

- An award which the University has agreed to accept as equivalent to the above

Where a candidate does not fulfil the standard entry qualification, the Programme Leader may interview the person to determine their suitability for the Programme.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.

- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.

- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements

- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations

- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience

- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners

- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the 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 learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.