

**Programme Specification**

1	<b>Awarding Institution/Body</b>	Luminate Education Group
2	<b>Delivery Location(s)</b>	University Centre, Leeds City College
3	<b>Programme Externally Accredited by (e.g. PSRB)</b>	None
4	<b>Award Title(s)</b>	Foundation Degree Leadership & Management
5	<b>FHEQ Level</b> <i>[see guidance]</i>	5
6	<b>Bologna Cycle</b> <i>[see guidance]</i>	First cycle
7	<b>HECoS Code and Description</b>	100088 – leadership and 100089 - management studies
8	<b>Mode of Attendance</b> <i>[full-time or part-time]</i>	Full-time Part-time
9	<b>Relevant QAA Subject Benchmarking Group(s)</b>	QAA Subject Benchmark Statement Business and Management 28 <sup>th</sup> November 2019 QAA Foundation Degree qualification benchmark May 2010
1	<b>Relevant Additional External Reference Points</b> <i>(e.g. National Occupational Standards, PSRB Standards)</i>	N/A
1	<b>Date of Approval/ Revision</b>	
1	<b>Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others)</b>  <p style="text-align: center;"><b><u>Foundation Degree Entry Criteria</u></b></p>	

	Typical offer	Minimum Offer
<b>Level 3 qualifications such as: A Levels or BTEC L3 Diploma or Extended Diploma</b>	48 UCAS tariff points from two A-levels (or equivalent qualifications)	16 UCAS tariff points from one A-level (or an equivalent qualification)
<b>GCSE English (Desirable):</b>	English Language grade 4 or above is desirable. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.	
<b>GCSE Maths (Desirable):</b>	Maths grade 4 or above is desirable. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs.	
<b>IELTS:</b>	IELTS 6.0 with no less than 5.5 in any component.	
<b>International qualifications:</b>	International qualifications will be assessed against these criteria	
<b>Mature applicants:</b>	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise will be interviewed to assess their suitability for the course and may be asked to complete an initial assessment. <i>*21 years and over at the start of the course</i>	
<b>RPL claims:</b>	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)	

**Additional entry criteria (to be added where applicable)**

	Criteria
<b>Part Time courses:</b>	Students for part time study are required to hold a full level 3 qualification or the equivalent experience in a relevant subject and will need to be in employment.
<b>References:</b>	An appropriate reference required.

**1 Educational Aims of the Programme**

The overall aims of the programme are to provide a relevant and dynamic programme, which ensures the development of employment ready graduates who meet the needs of employers. Students can expect to learn and develop;

- A systematic and contemporary understanding of the core leadership and management disciplines, principles, theory and good practice and be able to apply them
- The ability to critically apply theories, concepts and models of operational and strategic leadership and management to an organisation in order to develop analytical skills appropriate to a management role
- Innovation and enterprise skills to support the organisation in competing in the fast moving, multi-channel business world
- Self-discipline and independence as learners and management practitioners, capable of working in an interdisciplinary and diverse business environment
- Commercial acumen, problem solving and creative thinking skills to be able to contribute towards the success of an organisation

14	<b>Learning Outcomes</b>	
	The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:	
	<b>Knowledge and Understanding</b> <i>(insert additional rows as necessary)</i>	
	<b>K1</b>	Demonstrate a detailed knowledge of relevant academic theories and models within a framework of critical analysis and application to leadership and management issues
	<b>K2</b>	Analyse the key elements of organisations, in terms of their design, development, policy and procedure
	<b>K3</b>	Demonstrate a critical awareness of the moral, ethical and legal dimensions associated with good leadership practice
	<b>Cognitive/Intellectual Skills</b> <i>(insert additional rows as necessary)</i>	
	<b>C1</b>	Critically appraise, devise and sustain sound arguments and formulate innovative solutions to leadership and management problems using supporting evidence and contemporary ideas and techniques
	<b>C2</b>	Critically evaluate and synthesise a range of arguments, concepts, models and theories relevant to leadership and management in order to make independent judgements
	<b>C3</b>	Demonstrate intellectual flexibility in developing and evaluating solutions to leadership and management issues
	<b>Practical/Professional Skills</b> <i>(insert additional rows as necessary)</i>	
	<b>P1</b>	Operate ethically in situations of varying complexity and predictability requiring the application of a wide range of techniques
	<b>P2</b>	Operate autonomously with limited supervision or direction within agreed guidelines and/or constraints
	<b>Key Transferable Skills</b> <i>(insert additional rows as necessary)</i>	
	<b>T1</b>	Reflect systematically on performance to further develop learning
	<b>T2</b>	Select and use a range of communication methods
	<b>T3</b>	Apply numerical and statistical skills in more complex multi-disciplinary contexts
15	<b>Key Learning &amp; Teaching Strategy and Methods</b>	
	<p>The Teaching, Learning and Assessment Strategy aims to provide learners with an academic and work-based knowledge focus, the skills and development for their future careers and a curriculum of applied learning.</p> <ul style="list-style-type: none"> <li>• The module programme will impart the necessary leadership and management principles and concepts, as well as technical principles and concepts.</li> <li>• There is an emphasis towards practical work based learning and application in all modules, which underpin both context and industry relevant topics, allowing practical application of leadership and management skills.</li> <li>• Every programme module will carry the expectation of work-based application of theory and the use of work-related / experienced examples in class discussion and module assessments.</li> <li>• Learning and teaching methods are orientated to a strategic and problem solving approach, requiring a progressive integration of learning from more than one module.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Lectures and seminars, of programme modules, will not take the traditional form of tutor led delivery. Rather, all timetabled sessions will be very practical driven, with a good number of activities and group work making up the main component of delivery. For instance, group and class discussions, role plays, case study review, research tasks, group collaboration tasks, simulated work-related activities, and others. Theoretical and academic components will be embedded into these, with practical application and sharing of experiences being paramount.</li> <li>• The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts.</li> <li>• Tutor and peer led reflective feedback form the basis of student development strategies.</li> <li>• Tutorials will take the form of regular individual support for student guidance, from both an academic and pastoral perspective.</li> <li>• Group work, and work based learning, will allow students to develop projects that include research, problem solving, peer reflection and other teamwork skills.</li> <li>• Peer discussion and debate, focussing on their topics of interest and to develop synopsis skills in evaluating and existing literature, will help develop independent study skills as well as critical thinking and inform research proposals for empirical research.</li> <li>• The programme is developed in such a way that allows learners to further develop academic writing skills, reflective practice, and critical thinking across all modules, with a focus on further developing autonomy for learning and critical analysis skills. There will be a greater emphasis on independent learning especially for the part time student.</li> <li>• On-line activities will complement formative assessment strategies and may include, for example, the upload of literature research onto google docs shared area or Google Classroom page.</li> <li>• If students are unable to attend physically, a robust support system will be in place to provide students with seminar recordings / notes, tutorial information, on-line activities, blogs, forums, quizzes, etc. This will involve the use of the VLE (Google Classroom and Google classroom) and Google Hangout if required. Some attendance will be expected as this is not proposed as distance learning but merely a consideration of a blended learning methodology, where appropriate and / or necessary.</li> <li>• A variety of additional resources made available to the student through the VLE, web links to books, articles and websites as well as video. These are used to stimulate out of class study and preparation so the contact time can be focused on discussion, application and learning from each other's interpretation of theories, models and situations in a flipped classroom scenario.</li> <li>• Practical demonstration and practicing of technical/professional skills will be enhanced by contextualisation to business/organisational environments</li> </ul> <p>Full-time students will be offered opportunities to gain work experience if they would like to, whilst part-time students will already be working or have previously worked and will have ready access to work-related opportunities based on past or current work experiences.</p>
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16	<p><b>Key Assessment Strategy and Methods</b></p> <p>Assessments throughout the foundation degree will reflect work related transferable skills such as writing reports, delivering presentations and role play scenarios. Both formative and summative assessment methods will be adopted within the programme to enable students to effectively relate theory to practice.</p> <p>Formative assessment and feedback is embedded throughout the modules in response to embedded learning activities within class, thus informing learning development. Such activities include, group discussions, direct and indirect questioning, simulated practice, peer assessment, reflective practice, analytical tool practice, research tasks, and role plays, for instance. Formative assessment is also on-going through a structured tutorial system.</p> <p>Summative assessments have been designed to reflect employability skills and occupationally related tasks. The names given to assessments have generally been based upon occupationally related skills and tasks where there is an expectation to demonstrate the relevant vocational skills and employability skills, as well as reflective practice and academic writing as illustrated in the examples below. Assessment methods adopted on the programme include:</p> <p><b>Professional discussion</b>  <b>Reflective Report</b>  <b>Case Study</b>  <b>Presentation</b>  <b>e-presentation</b>  <b>Peer Focus Group</b>  <b>Literature Review</b>  <b>Innovation Pitch</b>  <b>Role Play</b>  <b>Quality Audit report</b>  <b>Business Simulation</b></p>
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17	Programme Modules						
	Level 4						
	Code	Title	Credits	Core/ Option	Non- Compensatable	Compensatable	Variance
		Principles & Concepts of Leadership and Management	20	Core		Yes	
		Academic Toolkit	20	Core		Yes	
		Business Environments & Marketing	20	Core		Yes	
		Managing Customer Relations	20	Core		Yes	
		Funding & Financial Management	20	Core		Yes	
		Resource Planning & Forecasting	20	Core		Yes	
	Level 5						
	Code	Title	Credits	Core/ Option	Non- Compensatable	Compensatable	Variance
		Project Management	20	Core		Yes	
		Leading People and Performance	20	Core		Yes	
		Learning and Development in Organisations	20	Core		Yes	
		Research Project	20	Core		Yes	
		Strategy, Innovation and Enterprise	20	Core		Yes	
		Managing Continuous Improvement and Change	20	Core		Yes	

## Programme Structure

### Full-time route:

#### Level 4:

Full time students will attend the University Centre for 9 hours study, over two days. The programme has three themes: equipping the student with core leadership and management skills, application of these skills and knowledge through work based experiences, and understanding contexts of leadership and management. Consistent contextualisation and application of module theory will further link the learning of leadership and management skills, principles and concepts to practical workings and employment opportunities.

The first semester aims to provide students with strong foundations in leadership and management, rooting it into an awareness of traditional versus modern management.

In the second semester, learners will develop generic leadership and management concepts and principles from semester one, to consider in more detail financial and planning issues.

#### Programme Core

- Principles & Concepts of Leadership and Management: 20 credits
- Academic Toolkit: 20 credits
- Business Environments & Marketing: 20 credits
- Funding & Financial Management: 20 credits
- Resource Planning & Forecasting: 20 credits
- Managing Customer Relations: 20 credits

<b>Semester 1</b> Weeks 1-15	Academic Toolkit	Principles & Concepts of Leadership and Management	Managing Customer Relations
<b>Semester 2</b> Weeks 16-30	Funding & Financial Management	Business Environments & Marketing	Resource Planning & Forecasting

#### Level 5:

At this level students are further challenged to become independent learners, to further apply theoretical aspects to practice. Synthesising leadership and management skills, principles and concepts from Level 4 and semester 1 of Level 5 principles and concepts will

be emphasised and applied through the project based modules and, again, maximised with work based experiences and application. Equally it requires personal organisation, the ability to lead and communicate and to develop a leadership ethos. Specific projects will further link the learning of leadership and management skills, principles and concepts to practical workings and employment opportunities.

#### Programme Core Modules

- Project Management: 20 credits
- Leading People and Performance: 20 credits
- Research Project: 20 credits
- Strategy, Innovation and Enterprise: 20 credits
- Managing Continuous Improvement and Change: 20 credits
- Learning and Development in Organisations: 20 credits

<b>Semester 1</b> Weeks 1-15	Learning and Development in Organisations	Leading People and Performance	Research Project
<b>Semester 2</b> Weeks 16-30	Managing Continuous Improvement and Change	Strategy, Innovation and Enterprise	Project Management

#### **Part-time route:**

A part-time route is an option, over two years, studying 4 hours per week on one weekday evening, aimed at those individuals who have full-time employment. Each module will include 5 weeks of delivery. Each 15-week semester will include 3 modules (5 weeks each). In order to support students, group and individual tutorials will be scheduled, as well as support offered through the use of on-line resources; Google Classroom activities, forums, blogs, etc.

The class time, therefore the contact time, is less for part-time students than for full-time students. It is therefore anticipated that part-time students will draw from their work experiences to assist with the content, application and analysis in assessments. Part-time students are expected to complete the necessary wider reading and to engage and interact with peers and tutors outside the classroom environment.

#### **Level 4**

Weeks	Module
Semester 1	
1-5	Academic Toolkit
6-10	Principles & Concepts of Leadership and Management
11-15	Managing Customer Relations
Semester 2	
16-20	Resource Planning & Forecasting

	21-25	Business Environments & Marketing
	26-30	Funding & Financial Management
	<b>Level 5</b>	
	<b><u>Weeks</u></b>	<b><u>Module</u></b>
	Semester 1	
	1-5	Leading People & Performance
	6-10	Research Project
	11-15	Learning and Development in Organisations
	Semester 2	
	16-20	Project Management
	21-25	Managing Continuous Improvement and Change
	26-30	Strategy, Innovation and Enterprise
<b>19</b>	<b>Apprenticeships</b> The Chartered Manager Degree Apprenticeship Level 6 is offered by the University Centre Leeds. Students can choose to study either the Foundation degree in Leadership & Management or the Foundation degree in Business, Enterprise & Management followed by the top up BA (Hons) in either Leadership & Management or Business, Enterprise & Management. Depending on the students particular circumstances or working pattern they can choose to study on either a part time or full time basis. Students join the part time or full time student cohorts and complete the programmes alongside all other students. The apprentices are allocated a personal assessor from the department apprenticeship team at the start of their apprenticeship. The assessor works with the apprentice throughout the entire apprenticeship to ensure that the apprentice is on track with their learning activities within the workplace. The assessor and curriculum team meet regularly to ensure that apprentices are on track during their Foundation degree and BA (Hons). When apprentices have completed both their Foundation degree and BA (Hons) they complete their EPA demonstrating their achievement of the apprenticeship standards.	
<b>20</b>	<b>Support for Students and Their Learning</b>  The award adopts the following approach to student learning support: <ul style="list-style-type: none"> <li>A structured pre-enrolment and on-course support system is to be in place. A 'keep warm' event takes place in June when all students who have applied will be invited to College for the day and will be given the opportunity to speak to tutors, meet fellow applicants and take part in various leadership and management activities. This will give the students an opportunity to meet tutors and other students and tutors can speak to the applicants about their aims and objectives for the programme. Tutors can then ensure applicants are considering the correct programme and assist with any queries or questions. Contact with the Programme Manager and lecturers will be maintained during the application-to-enrolment period, as well as on course. Support services are further discussed and signposted at enrolment and during induction, as well as through tutorials.</li> </ul>	

	<ul style="list-style-type: none"> <li>● A detailed induction programme will take place in the first week with all students attending active sessions with the teaching team</li> <li>● A robust communications system functions to give students access to the course team; this includes e-mail, the suite of Google functions such as Google Classroom and Google Hangouts.</li> <li>● There is academic support available within the department from an academic skills tutor, who works with students upon referral or request where students are identified by staff or themselves as requiring targeted support to improve academic skills and achievement. Support is delivered as both individual and group contexts, in addition to which multiple 'self-serve' resources in the form of video tutorials are pre-loaded to google classrooms at the start of the year. Early identification of support requirements is a key focus within early teaching sessions, particularly in relation to non-traditional applicants.</li> <li>● All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE.</li> <li>● Students will be offered placements as part of the Academic and Employability Skills module. Students are fully supported in their work related learning experience / placements, continually from pre-enrolment to programme completion. Whilst on placement, 1:1 tutorial will provide learners with the opportunity to discuss any issues or concerns about their placement activities. There will also be thorough tracking throughout the evidence gathering for Work placement reports which can be used in the Academic and Employability skills module (both in the portfolio and in the professional discussion). Students will be provided with a mentor handbook, including thorough information of placement expectations and communication processes between the employer and the college.</li> <li>● There is an extensive range of learning resources in the Library, supported by subject-specialist staff, as well as staff providing bespoke study skills sessions for students.</li> <li>● Students are allocated a Chromebook which means they have access to the Library+ resources away from the College.</li> <li>● There are a range of student services such as welfare, counselling, financial and careers advice.</li> <li>● Leeds City College provides a range of services for students, including support for those with special needs.</li> </ul>
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21	<p><b>Distinctive Features</b></p> <ul style="list-style-type: none"> <li>● This is an innovative and dynamic programme of study, in generic leadership and management.</li> <li>● An emphasis on the balance between core leadership and management skills, a range of industry focused application, and contextualised examples, case studies etc, maximises employability and the development of appropriate transferable skills.</li> <li>● Modules have been developed to continually encourage and maximise the development of work based experiences and transferable employability skills. In doing so, students will also develop leadership and management skills, increasing employability upon course completion.</li> <li>● The assessment strategy has been carefully designed to include a focus on authentic assessment, which effectively supports students to develop key professional skills which they will need in order to be successful in contemporary workplace environments. Examples of this include report writing, professional discussion, presentations and simulated professional tasks, such as a live business game facilitated at level 5.</li> <li>● The programme will be offered on a full-time and part-time basis, devised to adopt high-quality part-time and blended learning delivery methodologies, thus increasing the opportunities for those who are in employment to gain leadership and management skills via an academic qualification.</li> <li>● The programme hosts a wide range of adapted delivery methodologies in response to employer and student's demands. This includes the approach for part-time students as well as a 2-day timetable for full-time students, thus maximising the opportunities for work-related learning and vocational practice.</li> <li>● Further flexible and adapted delivery methodologies are planned to consider employer-based workshops, study days and weekend timetables.</li> <li>● Full-time students not already employed will be supported in gaining vocational practice, and all students will have the opportunity to gain further vocational experience and work placements in the UK.</li> <li>● A programme of enhancement activities is provided for students including a Women in Leadership Programme, providing a range of external speakers and practical sessions to assist students in developing their employability skills.</li> <li>● The department has set up a business incubator which is actively helping students to find funding for their businesses and working with other HE curriculum to exchange skills and resources.</li> <li>● Students will be fully supported in their work related experience / placements, continually from pre-enrolment to programme completion, by both a placement mentor and a programme work placement supervisor. The placement mentor</li> </ul>
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	<p>(employer-based) will also be fully supported and provided guidance by the programme work placement supervisor and programme team.</p> <ul style="list-style-type: none"> <li>● Strong teaching team in terms of industry experience and academic qualifications.</li> <li>● Strong focus will be on peer-assessment (formative) and self-reflection throughout all modules.</li> <li>● Excellent working relationships with employers have been established and will be developed and maintained further. Employers provide guest speakers and also consult with the team on changes to delivery and the introduction of new content and/or re-validation of programmes</li> <li>● Employers were consulted at the very early stages of programme and module development and as such have had a key role in curriculum design.</li> <li>● Continued employer and key organisation engagement will enhance the quality and relevance of the programme of study, increasing vocational experience and employment opportunities. Career development will also be enhanced for students on the programme of study – the National Careers Service will provide advice and guidance during induction to focus students on the</li> <li>● Students have access to an excellent range of facilities including a Student Study zone.</li> </ul>
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<b>Stage Outcomes (Undergraduate Awards only)</b>
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**Key:**    **K** = Knowledge and Understanding    **C** = Cognitive and Intellectual    **P** = Practical Professional    **T** = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 4(1)
<b>K1</b>	Demonstrate a detailed knowledge of relevant academic theories and models within a framework of critical analysis and application to leadership and management issues	Demonstrate knowledge of relevant academic theories and models within a framework of application to leadership and management issues
<b>K2</b>	Analyse the key elements of organisations, in terms of their design, development, policy and procedure	Describe the key elements of organisations, in terms of their design, development, policy and procedure
<b>K3</b>	Demonstrate a critical awareness of the moral, ethical and legal dimensions associated with good leadership practice	Demonstrate awareness of the moral, ethical and legal dimensions associated with good leadership practice
<b>C1</b>	Critically appraise, devise and sustain sound arguments and formulate innovative solutions to leadership and management problems using supporting evidence and contemporary ideas and techniques	Access, record, and describe evidence from a range of appropriate leadership & management sources to be able to develop judgements and to solve problems.
<b>C2</b>	Critically evaluate and synthesise a range of arguments, concepts, models and theories relevant to leadership and management in order to make independent judgements	Describe and apply a range of arguments, concepts, models and theories relevant to leadership and management in order to make independent judgements
<b>C3</b>	Demonstrate intellectual flexibility in developing and evaluating solutions to leadership and management issues	Describe appropriate and effective ideas in leadership and management, communicating accurately and reliably, employing balanced, logical and supported arguments
No.	Programme Outcome	Stage/Level 4(1)

<b>P1</b>	Operate ethically in situations of varying complexity and predictability requiring the application of a wide range of techniques	Operate ethically in predictable and defined leadership and management contexts, using standard techniques
<b>P2</b>	Operate autonomously with limited supervision or direction within agreed guidelines and/or constraints	Operate with some autonomy, with supervision or direction, within agreed guidelines and/or constraints
<b>T1</b>	Reflect systematically on performance to further develop learning	Reflect on own strengths and needs, using feedback from assessments and work based experiences
<b>T2</b>	Select and use a range of communication methods	Use appropriate writing skills and engage in clear and appropriate speech in group discussion and as an individual
<b>T3</b>	Apply numerical and statistical skills in more complex multi-disciplinary contexts	Demonstrate numerical and statistical skills at basic levels

### Map of Outcomes to Modules

Module Titles	K1	K2	K3	C1	C2	C3	P1	P2	T1	T2	T3
<b>Principles &amp; Concepts of Leadership and Management</b>	X	X			X		X	X	X		
<b>Business Environments &amp; Marketing</b>	X	X			X	X		X			
<b>Resource Planning &amp; Forecasting</b>	X	X		X	X			X			X
<b>Academic Toolkit</b>	X			X					X	X	
<b>Funding &amp; Financial Management</b>		X	X			X	X				X
<b>Managing Customer Relations</b>		X	X		X	X		X		X	
Level 5											
Module Titles	K1	K2	K3	C1	C2	C3	P1	P2	T1	T2	T3
<b>Project Management</b>	X			X	X		X			X	X
<b>Leading People and Performance</b>	X		X		X			X	X		

<b>Research Project</b>	X	X				X		X	X	X	
<b>Strategy, Innovation and Enterprise</b>			X	X	X			X	X		
<b>Managing Continuous Improvement and Change</b>		X	X		X			X			X
<b>Learning and Development in Organisations</b>	X				X	X	X	X			

#### Level 4

<b>Module Titles</b>	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Group activities	Guest speakers	E Learning/ online forums	Student debates	Interactive quizzes
Principles & Concepts of	X	X	X	X	X	X	X		X

Leadership and Management									
Business Environments & Marketing	X	X	X		X	X	X	X	X
Resource Planning & Forecasting	X	X	X		X	X	X		
Academic Toolkit	X	X	X	X	X	X	X	X	X
Funding & Financial Management	X	X	X		X	X	X		
Managing Customer Relations	X	X	X		X	X	X		

## Level 5

<b>Module Titles</b>	Lectures	Student led/ interactive/ shared	Case Studies	Skills workshops	Group activities	Guest speakers	E Learning/ On-line forums	Demonstration s

		learning seminars						
Project Management	X	X	X		X	X	X	X
Leading People and Performance	X	X	X		X	X	X	
Research Project	X	X	X	X	X	X	X	
Strategy, Innovation and Enterprise	X	X	X		X	X	X	
Managing Continuous Improvement and Change	X	X	X		X		X	
Learning and Development in Organisations	X	X	X		X	X	X	

## Map of Assessment Methods

### Level 4

Module Titles	Methods								
	Class Based Assessment	Report	Peer Focus Group	Case study	Professional Discussion	Reflective Report	Individual Presentation	Group Presentation	e-presentation
Principles & Concepts of Leadership and Management				50% (1500 words) Week 9			50% (15 mins) Week 15		
Business Environments & Marketing		60% (1800 words) Week 20						40% (40 mins) Week 28	
Resource Planning & Forecasting				50% (1500 words) Week 29					50% (15 mins) Week 22
Academic Toolkit					50% (15 mins) Week 5	50% (1500 words) Week 11			
Funding & Financial Management	50% (2.5 hours) Week 30			50% (1500 words) Week 24					
Managing Customer Relations			40% (40 mins) Week 13	60% (1800 words) Week 7					

## Level 5

Module Titles	Report	Role Play	Quality Audit Report	Business Simulation	Literature Review	Presentation	Class based assessment
<b>Project Management</b>	50% (2000 words) Week 22					50% (20 mins) Week 28	
<b>Leading People and Performance</b>	50% (2000 Words) Week 6	50% (20 mins) Week 12					
<b>Research Project</b>					60% (2,400 words) Week 10	40% (15 mins) Week 15	
<b>Strategy, Innovation and Enterprise</b>	50% (2000 words) Week 24					50% (20 mins) Week 30	
<b>Managing Continuous Improvement and Change</b>			40% (1,600 words) Week 20	60% (3 hours) Week 26			
<b>Learning and Development in Organisations</b>	50% (2000 words) Week 8						50% (3 hours) Week 13

