Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Leadership and Management (Generic) BA (Hons) Leadership and Management (Engineering) BA (Hons) Leadership and Management (Hospitality) BA (Hons) Leadership and Management (Salon Management) BA (Hons) Leadership and Management (Sport)
Teaching Institution	Leeds City College
Awarding Institution	The Open University (OU)
Date of latest OU validation	May 2015
Next revalidation	
Credit points for the award	120 credits
UCAS Code	
Programme start date	September 2018
Underpinning QAA subject benchmark(s)	QAA General Business and Management Benchmark statement 2015 National Occupational Standards for Management and Leadership (2012) The Framework for Higher Education Qualification (FHEQ)
Other external and internal reference points used to inform programme outcomes	National Occupational Standards for Management and Leadership (2008) The Framework for Higher Education Qualification (FHEQ)
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	P/T 1.5 years F/T 1 year

Dual accreditation (if applicable)	
Date of production/revision of this specification	June 2018

2.1 Educational aims and objectives

The aims of this award have been developed using the Quality Assurance Agency's (QAA) qualification descriptor for Bachelor's degree with honours, The Framework for Higher Education Qualification (FHEQ), relevant QAA subject benchmark statements, and National Occupational Standards where appropriate.

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 to their sector context
- The ability to critically apply theories, concepts and models of operational and strategic leadership and management to an organisation in order to develop sector specific analytical skills appropriate to a management role in the sector
- Entrepreneurship, 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 and creative thinking skills to be able to contribute towards the success of an organisation in their sector

| 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction) |
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3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Demonstrate a detailed knowledge of relevant academic theories, conceptual models and techniques within a framework of critical analysis and application to leadership and management issues **A2** Demonstrate a comprehensive knowledge of the contemporary business environment evaluating its impact on strategic leadership and operations **A3** Demonstrate a critical awareness of the moral, ethical and legal dimensions associated with good leadership practice **A4** Devise and critically evaluate an appropriate research methodology for an independent project exploring a leadership and management related issue within a sector or a sector organisation	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 relevant to the pathway sector. For students on the pathway programme, 50% of modules will be contextualised by differentiated indicative content, differentiated reading lists and differentiated teaching and learning strategies. Students will be supported with the pathway mentor programme which will deliver pathway specific support and insight. - The module programme will impart the necessary leadership and management principles and concepts, as well as technical principles and concepts of different sectors. - 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. - 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. - Learning and teaching methods are orientated to a strategic and problem solving approach, requiring a progressive integration of learning from more than one module.

3A. Knowledge and understanding	
	• Seminars and tutorial support, as well as on-line support and additional resources, will impart contextualisation to a pathway sector where applicable.
	• 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.
	• The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts.
	• Tutor and peer led reflective feedback form the basis of student development strategies.
	• Tutorials will take the form of regular individual support for student guidance, from a leadership and management as well as their pathway perspective.
	• Group work, and work based learning, will allow students to develop projects that include research, problem solving, peer reflection and other teamwork skills.
	• Peer mini-seminars, 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.
	• All modules will include elements of group work within the teaching and learning methods.
	• 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

3A. Knowledge and understanding	
	developing autonomy for learning and critical analysis skills. There will be a greater emphasis on independent learning especially for the part time student. • Research skills and methods will also be refined and advanced within the Research Methods module, with applied demonstration of these skills in the completion of the Dissertation/Research Project. Front loading the Research Methods module during Semester 1 is key in developing independent research skills and critical thinking at an early stage in the year which also benefits other modules. • On-line activities will complement formative assessment strategies and may include, for example, the upload of literature research carried out to a group wiki, google docs shared area or Google Classroom page. • Practical demonstration and practicing of technical skills will be enhanced by contextualisation to specific sectors. • Practical learning can be expected in the modules, where students will develop and practice vocational skills relevant to any chosen occupational sector. Full-time students will be expected to be gain work experience within their specific pathway if applicable, whilst part-time students will already be working or have previously worked in a chosen occupational sector and will have ready access to work-related opportunities based on past or current work experiences. Full-time students who do not have employment or work experience secured in their chosen occupational sector will be fully supported in gaining this through the College's commercial enterprises.

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
B1 Critically appraise, devise and sustain sound arguments and formulate innovative solutions to leadership and management problems using supporting evidence and contemporary ideas and techniques **B2** Critically evaluate and synthesise a range of phenomena, arguments, abstract concepts, models, theories, principles and practices relevant to leadership and management in order to devise and sustain arguments and make independent judgements **B3** Critically evaluate and synthesise concepts of corporate social responsibility and ethical practise which impact leadership and management strategy and decisions in organisations **B4** Demonstrate intellectual flexibility and enterprise in developing and evaluating innovative solutions to leadership and management issues and challenges within an organisation **B5** Critically analyse the nature of the global business environment and evaluate the impact on a chosen organisation's strategy and operations	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 relevant to the pathway sector. For students on the pathway programme 50% of modules will be contextualised by differentiated indicative content, differentiated reading lists and differentiated teaching and learning strategies. Students will be supported with the Pathway mentor programme which will deliver Pathway specific support and insight. • The module programme will impart the necessary leadership and management principles and concepts, as well as technical principles and concepts of different sectors. • 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. • 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. • Learning and teaching methods are orientated to a strategic and problem solving approach, requiring a progressive integration of learning from more than one module. • Seminars and tutorial support, as well as on-line support and additional resources, will impart contextualisation to a pathway sector where applicable. • 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

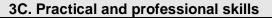| 3B. Cognitive skills	
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3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Demonstrate use of ethical practise in a range of sector contexts and research methodology **C2** Demonstrate effectiveness as an independent learner using a professional and responsible approach	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 relevant to the pathway sector. For students on the pathway programme 50% of modules will be contextualised by differentiated indicative content, differentiated reading lists and differentiated teaching and learning strategies. Students will be supported with the Pathway mentor programme which will deliver Pathway specific support and insight. • The module programme will impart the necessary leadership and management principles and concepts, as well as technical principles and concepts of different sectors. • 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. • 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. • Learning and teaching methods are orientated to a strategic and problem solving approach, requiring a progressive integration of learning from more than one module. • Seminars and tutorial support, as well as on-line support and additional resources, will impart contextualisation to a pathway sector where applicable. • 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

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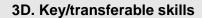| 3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Communicate clearly, fluently and professionally using a variety of means **D2** Devise or select, interpret and apply qualitative and/or quantitative information, using statistical skills where appropriate, in order to aid and inform decision making and drawing of conclusions **D3** Be self-aware, sensitive and open to the diversity of people and cultures in evaluating and proposing solutions to leadership and management issues **D4** Demonstrate reflective practitioner skills in considering personal, academic and employment scenarios	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 relevant to the pathway sector. For students on the pathway programme 50% of modules will be contextualised by differentiated indicative content, differentiated reading lists and differentiated teaching and learning strategies. Students will be supported with the Pathway mentor programme which will deliver Pathway specific support and insight. • The module programme will impart the necessary leadership and management principles and concepts, as well as technical principles and concepts of different sectors. • 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. • 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. • Learning and teaching methods are orientated to a strategic and problem solving approach, requiring a progressive integration of learning from more than one module. • Seminars and tutorial support, as well as on-line support and additional resources, will impart contextualisation to a pathway sector where applicable. • 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

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4. Programme Structure

<table>
<tr>
<th colspan="4">Programme Structure – Level 1</th>
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<tr>
<th>Compulsory modules</th>
<th>Credit points</th>
<th>Optional modules</th>
<th>Credit points</th>
</tr>
<tr>
<td>Research Methods</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing Management & Strategy (contextualised for pathway)</td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td>Contemporary Human Resource Management</td>
<td>20</td>
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<td></td>
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<tr>
<td>Dissertation/Research Project (contextualised for pathway)</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic Leadership & Enterprise (contextualised for pathway)</td>
<td>20</td>
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<tr>
<td>Global Contexts and Operations</td>
<td>20</td>
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Exit Award: the following modules are required to obtain an Ordinary degree – BA Leadership and Management; Marketing Management & Strategy, Contemporary Human Resource Management and Strategic Leadership & Enterprise

Year 1 Level 6 Full time Semester 1	Weeks	Credits
Research Methods	1-9	10
Marketing Management and Strategy	1-15	20
Dissertation/Research Project (independent learning & tutorials)	10-15	30
Global Contexts and Operations	1-15	20
Semester 2	Weeks	Credits
Strategic Leadership and Enterprise	16-30	20
Contemporary Human Resource Management	16-30	20
Dissertation/Research Project (independent learning & tutorials)	16-30	30
Year 1 Level 6 Part time	Weeks	Credits
Research Methods	1-8	10
Contemporary Human Resource Management	1-5	20
Dissertation/Research Project (independent learning & tutorials)	9-15(**)	30
Marketing Management and Strategy	16-26	20
Strategic Leadership and Enterprise	1-5 (*)	20
Global Contexts and Operations	16-30	20

*Week 1-5 Semester 1 (2020-2021)
**Week 15 Semester 1 (2020-2021)

5. Distinctive features of the programme structure

Where applicable, this section provides details on distinctive features such as:

- **where in the structure above a professional/placement year fits in and how it may affect progression**

- **any restrictions regarding the availability of elective modules**

- **where in the programme structure students must make a choice of pathway/route**

- This is an innovative and dynamic programme of study, offering generic leadership and management or leadership and management within contextualisation of learning and assessment to a student's specified occupational sector.

- The modules are delivered in such a way to that allows for the sharing of good practise and innovative solutions which are transferable

- Employment enhances the application of vocational learning so the course is delivered over a maximum of 2 days to support part-time working.

- An emphasis on the balance between core leadership and management skills, a range of industry focused application, maximises employability and the development of appropriate transferable skills.

- Students benefit from small group sizes and our approach to provide robust support for the student. The individual support that is provided to students ensures that students are able to achieve their full potential.

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6. Support for students and their learning

- Tailored induction support begins before students arrive with the admissions team, and is reinforced at the college HE induction programme with support from Student Services and then a course specific induction by the course leader

- A robust communications system functions to give students access to lecturers and management; this includes e-mail, the VLE and course notice board.

- All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE.

- Students will be supported with the Pathway mentor programme which will deliver Pathway specific support and insight.

- For part-time students and modules adopting a blended learning methodology, a robust support system will be in place to provide students with seminar recordings / notes, tutorial information, on-line activities, blogs and forums. This will involve the use of the VLE and Adobe Connect

- Each student is allocated a personal tutor for regular tutorials and personal development planning. In addition, each module will include subject specific tutorials to ensure support with contextualisation of learning and assessment

- Tutors on the part-time programme support the students by email, phone and on-line forums as well as in timetabled tutorials.

- Study buddies and student forums are encouraged for both full-time and part-time programmes so that they can get help and support from fellow students if the Tutor is not available at a specific time to answer a query

- Dissertation/Research Project support - The student takes the main responsibility for originating and managing their own learning programme but support from the workplace and from the College will still be important. Specifically, the College will provide a Dissertation/Research Project supervisor/subject specialist who has a dual role, both to offer advice and support on the Dissertation/Research Project and to monitor the student's progress. It is essential therefore that the student maintains regular contact with the supervisor and builds a good and trusted relationship.

- There is an extensive range of learning resources in the library, supported by the specialist academic librarian who can support effective research by students and also bespoke study skills sessions for students

- The Library has a good set of on-line resources including databases such as Emerald, Keynote and Research Monitor, journals and e-books

- The College provides an extensive range of services for students, including support for those with special and additional learning needs or in receipt of Disability Support Allowance(DSA)

- There are a range of student services such as welfare, counselling, financial and careers advice.

• There is an Oasis Room where students with learning difficulties can go to provide alleviation from social situations and causes of stress and anxiety.

7. Criteria for admission

This programme is predominately offered to those students who wish to continue their studies after successful completion of a Foundation Degree or HND in Leadership and Management, Retail, Marketing or Business. The standard entry requirement is normally a merit grade profile at HND level or FD level from a UK Institution, however, where students have not met this grade and may have some mitigating circumstances, individual cases will be considered. Where appropriate, interviews will be used to ascertain the applicant's suitability for entry to the course.

Ideally, part time students need to be currently working preferably in a supervisory or management role or have some working experience in their relevant sector. Where appropriate, interviews will be used to ascertain the applicant's suitability for entry to the course.

International qualifications will be assessed against these criteria. Speakers of other languages will need to possess an IELTS band score of 6.0 (with no-less than 5.5 in any one element) or a recognised English Level 2 qualification.

8. Language of study

English

9. Information about assessment regulations

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.
In addition to the Annual Programme Monitoring process the following mechanisms are in operation: • Peer Review • Annual Planning • Peer Observation • Student module reviews • Tutor module reviews • Enrolment and induction reviews • Course Committee meetings • Pathway Committee meetings • Student Pathway meetings

Annexe 1: Curriculum map

Annexe 2: Stage Outcomes

Annexe 3: Teaching and Learning Grids

Annexe 4: Assessment Grids

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	D1	D2	D3	D4
1	Research Methods				A		A				A				A	
	Marketing Management & Strategy		A				A		A				A	A		
	Contemporary Human Resource Management	A		A		A					A				A	A
	Dissertation/Research Project	A	A		A	A	A				A	A		A		A
	Global Contexts & Operations		A				A	A		A			A		A	
	Strategic Leadership & Enterprise	A		A				A	A			A	A			

Annexe 3 Teaching and Learning Grids

Module Title	Marketing Audit	Dissertation/ Research Project	Class based timed assessment	Report	Case Study	Marketing plan	Presentation including posters	Peer Learning seminar
Research Methods							100 % 2500 words or 20 minutes	
Dissertation/ Research Project		100% 7500 words						
Strategic Leadership & Enterprise				50% 2500 words	50% 2500 words			
Marketing Management & Strategy	40% 2000 words					60% 3000 words		
Contemporary Human Resource Management			40% 2000 words	60% 3000 words				
Global Contexts & Operations					60% 3000 words			40% 1500 words or 15 minutes