

Programme specification

1. Overview/ factual information

Programme/award title(s)	Masters Leadership & Management
Teaching Institution	University Centre, Leeds
Awarding Institution	The Open University (OU)
Date of first OU validation	
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	180 credits
UCAS Code	N/A
JACS Code	Subject Code 1 N200
Programme start date and cycle of starts if appropriate.	September 2020
Underpinning QAA subject benchmark(s)	Business and Management (2015)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	<ul style="list-style-type: none"> Quality Assurance Agency. (2014) <u>UK Quality Code for Higher Education. Part A: Setting and Maintaining Academic Standards. The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies</u>. QAA. Quality Assurance Agency. (2015) <u>Characteristics Statement: Master's Degree</u>. QAA. Quality Assurance Agency for Higher Education. (2018) <u>The revised UK Quality Code for Higher Education (Quality Code)</u>. QAA. Quality Assurance Agency. (2008) Framework for Higher education qualifications of the European Higher Education Area (FQ-EHEA)
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	PT FT
Duration of the programme for each mode of study	PT Masters – 2 years 4 months (28 months) FT Masters – 13 months
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	

2.1 Educational aims and objectives

The Masters Leadership & Management will give students (e.g. professionals from a wide variety of sectors, leaders from a wide variety of organisations and managers/business administrators) the opportunity to study Leadership & Management at Master's level. It aims to:-

- Prepare and develop students for a career in senior management including formal governance and directorial responsibilities
- Develop knowledge of, and ability to critically evaluate contemporary issues and a range of theoretical approaches to, and perspectives on, leadership in organisations.
- Equip students with skills specifically with a focus on Strategy and Performance Management, which will allow them to be effective when leading a workforce in a complex, dynamic and increasingly global organisational environment.
- Enable students to develop a thorough conceptual understanding of the core management disciplines and activities, and to permit detailed study in their specific sector or context
- Ultimately create business leaders who are responsible for direction and vision, providing a clear sense of purpose, and leading organisational change
- Enhance the management skills of students through their ongoing engagement with practice, enabling them to ground their new knowledge with their past professional experience and apply it to new situations
- Develop adaptable, innovative, inclusive and ethically-minded leaders, acting as role models within their organisation, who can meet the management and professional needs of organisations in their sectorial context now and in the future
- Encourage enthusiasm and self-motivation, a desire for excellence, a visionary and positive attitude to future developments and an openness to new ideas
- Encourage students to apply theory to everyday situations in order to consult on, manage and lead effectively on a range of projects, issues and initiatives relating to leading in organisations
- Engage students in reflecting critically on their professional development, enhance their lifelong learning skills to contribute to business and society
- Develop a sound platform should they wish to pursue further academic study at PhD level

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)

N/A

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships, an articulation of how the work based learning and academic content are organised with the award.

N.A

2.4 List of all exit awards

Postgraduate Certificate (60 credits)

Modules – Strategic Leadership, Performance Management and Financial Performance & Risk Management

Postgraduate Diploma (120 credits)

Modules – Strategic Leadership, Performance Management, Financial Performance & Risk Management, Entrepreneurship, Innovation & Enterprise, Leading Organisational Change and Developing Collaborative Cultures

Masters (180 credits)

Modules – Strategic Leadership, Performance Management, Financial Performance & Risk Management, Entrepreneurship, Innovation & Enterprise, Leading Organisational Change, Developing Collaborative Cultures and Dissertation

Masters Leadership & Management Full time programme

Year 1			
Compulsory modules	Credit points	Is module compensatable?	Semester runs in
Strategic Leadership	20	N	1
Performance Management	20	N	1
Entrepreneurship, Innovation & Enterprise	20	N	1
Financial Performance and Risk Management	20	N	2
Developing Collaborative Cultures	20	N	2
Leading Organisational Change	20	N	2
Dissertation	60	N	2 (extended)

Masters Leadership & Management Part time programme

Year 1			
Compulsory modules	Credit points	Is module compensatable?	Semester runs in
Strategic Leadership	20	N	1
Performance Management	20	N	1
Entrepreneurship, Innovation & Enterprise	20	N	2
Financial Performance and Risk Management	20	N	2

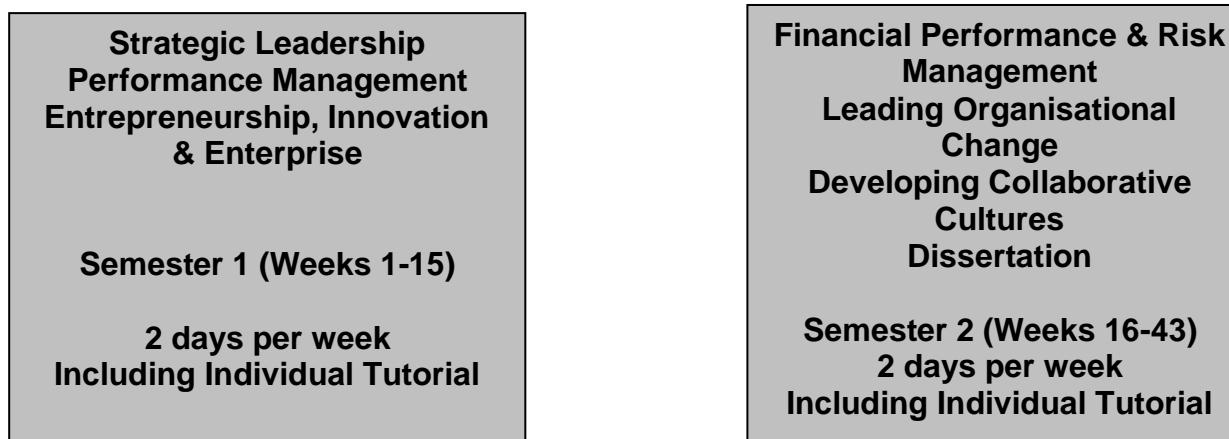
Year 2			
Compulsory modules	Credit points	Is module compensatable?	Semester runs in
Developing Collaborative Cultures	20	N	1
Leading Organisational Change	20	N	1
Dissertation	60	N	2 (extended)

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Candidates who are unable to fulfil all of the requirements of study for the Masters Leadership & Management (180 credits) can gain the following awards at each exit point: Postgraduate Certificate in Leadership & Management (60 credits combining three modules); and Postgraduate Diploma in Leadership & Management (120 credits all modules excluding dissertation).

Structure of the Programme Full time

As the diagram below shows, the modules titled Strategic Leadership, Performance Management and Entrepreneurship, Innovation & Enterprise will run in Semester 1 and Financial Performance & Risk Management, Leading Organisational Change, Developing Collaborative Cultures and Dissertation will run in an extended Semester 2. Students will attend two days per week at the University Centre throughout the course of the academic year – this will include a class for each module and then a half day for tutorials and group work. Students are expected to undertake independent learning between sessions:



Structure of the Programme Part time

Year 1

As the diagram below shows, the modules titled Strategic Leadership and Performance Management will run in Semester 1 and Entrepreneurship, Innovation & Enterprise and Financial Performance & Risk Management will run in Semester 2. Students will attend four 8-hour day schools per semester at the University Centre throughout the course of the academic year. These will take place on a Saturday. Students will also be able to attend an individual tutorial each month either face to face or on-line. Students are expected to undertake independent learning between sessions:



Year 2

As the diagram below shows, the modules titled Developing Collaborative Culture and module titled Leading Organisational Change will be delivered in Semester 1 and Dissertation in Semester 2. Students will attend four 8-hour day schools (these will take place on Saturdays) in semester 1 at the University Centre throughout the course of the academic year and for Semester 2 will attend two 8-hour day schools (these will take place on subsequent Saturdays in March and April. After April students will attend individual dissertation supervision sessions (students will agree actual dates/times with their supervisor). Students will receive a total of 8 hours of dissertation supervision sessions. Students will also be able to attend an individual tutorial each month either face to face or on-line. Students are expected to undertake independent learning between sessions:

**Developing Collaborative
Culture
Leading Organisational
Change**

**Semester 1 (Weeks 1-15)
4 days schools**

Dissertation

**Semester 2 (Weeks 16-43)
2 day schools &
Individual Dissertation
Supervision sessions**

Programme Learning Outcomes: Masters Leadership & Management

<u>Learning Outcomes</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Demonstrate a systematic understanding of knowledge and a critical awareness of current problems and insight informed by the forefront of the disciplines of leadership and management</p> <p>A2 Critically analyse and evaluate theories and concepts of leadership and management in a variety of organisational contexts and sectors</p> <p>A3 Be able to synthesise a range of theories and concepts towards an originality of application of knowledge</p> <p>A4 Critically evaluate and apply the techniques of established research and enquiry to create and interpret knowledge in leadership and management</p> <p>A5 Be able to construct and undertake self-directed research activity and advanced scholarship in leadership and management</p>	<p>Students will attend timetabled teaching in lectures, seminars and small-group work. A typical class session would be information sharing, facilitated discussions, group work and presentations. Student will need to engage in significant reading of journal articles and books, as well as working with other students (typically in Collaborative Learning Groups).</p> <p>The University Centre places an emphasis on enabling students to develop independent learning capabilities that will equip them for future employment, developing their current employment, lifelong learning and further academic achievement. A mixture of independent study, teaching and academic support from the Additional Learning Support team along with personal academic tutorials help students to reflect on their progress and build up a profile of skills, achievements and experiences.</p> <p>The assessment strategy is designed to provide students with a variety of challenges appropriate for the Masters level modules in Leadership & Management. Formative assessment typically takes place during class based sessions or tutorials however students are encouraged to discuss their understanding of models, concepts and theories in their Collaborative Learning Groups. The actual assessment methods for summative assessment range from Poster Presentations, Collaborative on-line discussions, Case Studies and Peer Led Seminars.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Demonstrate critical thinking and critical appraisal of contemporary research and advance scholarship in the leadership and management using substantive, independent research</p> <p>B2 Undertake problem solving and demonstrate how to deal with complex issues of leadership and management</p> <p>B3 Interpret financial and non-financial data to inform strategic decision making</p> <p>B4 Exercise judgement in relation to social and ethical issues and practice</p> <p>B5 Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences</p> <p>B6 Advance individual knowledge and understanding and to develop new skills to a Masters (Level 7)</p>	<p>Students will attend timetabled teaching in lectures, seminars and small-group work. A typical class session would be information sharing, facilitated discussions, group work and presentations. Student will need to engage in significant reading of journal articles and books, as well as working with other students (typically in Collaborative Learning Groups). Where possible external speakers will attend timetable sessions.</p> <p>The University Centre places an emphasis on enabling students to develop independent learning capabilities that will equip them for future employment, developing their current employment, lifelong learning and further academic achievement. A mixture of independent study, teaching and academic support from the Additional Learning Support team along with personal academic tutorials help students to reflect on their progress and build up a profile of skills, achievements and experiences.</p> <p>The assessment strategy is designed to provide students with a variety of challenges appropriate for the Masters level modules in Leadership & Management. Formative assessment typically takes place during class based sessions or tutorials however students are encouraged to discuss their understanding of models, concepts and theories in their Collaborative Learning Groups. The actual assessment methods for summative assessment range from Poster Presentations, Collaborative on-line discussions, Case Studies and Peer Led Seminars.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Critically evaluate the issues governing good practice in leadership & management situations</p> <p>C2 Demonstrate the ability to lead and manage in complex and unpredictable situations and the ability to influence and make decisions</p>	<p>Students will attend timetabled teaching in lectures, seminars and small-group work. A typical class session would be information sharing, facilitated discussions, group work and presentations. Student will need to engage in significant reading of journal articles and books, as well as working with other students (typically in Collaborative Learning Groups).</p>

<p>C3 Demonstrate an ability to conduct research investigations into leadership and management issues</p> <p>C4 Demonstrate self-direction, act autonomously and show originality in tackling and solving problems</p>	<p>The University Centre places an emphasis on enabling students to develop independent learning capabilities that will equip them for future employment, developing their current employment, lifelong learning and further academic achievement. A mixture of independent study, teaching and academic support from the Additional Learning Support team along with personal academic tutorials help students to reflect on their progress and build up a profile of skills, achievements and experiences.</p> <p>The assessment strategy is designed to provide students with a variety of challenges appropriate for the Masters level modules in Leadership & Management. Formative assessment typically takes place during class based sessions or tutorials however students are encouraged to discuss their understanding of models, concepts and theories in their Collaborative Learning Groups. The actual assessment methods for summative assessment range from Poster Presentations, Collaborative on-line discussions, Case Studies and Peer Led Seminars.</p>
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3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Reflect on independent learning skills with open mindedness and critical enquiry</p> <p>D2 Illustrate skills of self-management, e.g. time management, in order to achieve intended goals</p> <p>D3 Communicate effectively in a variety of challenging and complex situations</p> <p>D4 Exhibit effective use of ICT in utilising a range of appropriate software packages</p> <p>D5 Can work effectively with a group as leader or member.</p> <p>D6 Exercise initiative, personal responsibility and the ability for independent learning required for continuing professional development</p> <p>D7 Decision making in complex and unpredictable situations</p>	<p>Students will attend timetabled teaching in lectures, seminars and small-group work. A typical class session would be information sharing, facilitated discussions, group work and presentations. Student will need to engage in significant reading of journal articles and books, as well as working with other students (typically in Collaborative Learning Groups).</p> <p>The University Centre places an emphasis on enabling students to develop independent learning capabilities that will equip them for future employment, developing their current employment, lifelong learning and further academic achievement. A mixture of independent study, teaching and academic support from the Additional Learning Support team along with personal academic tutorials help students to reflect on their progress and build up a profile of skills, achievements and experiences.</p> <p>The assessment strategy is designed to provide students with a variety of challenges appropriate for the Masters level modules in Leadership &</p>

	<p>Management. Formative assessment typically takes place during class based sessions or tutorials however students are encouraged to discuss their understanding of models, concepts and theories in their Collaborative Learning Groups. The actual assessment methods for summative assessment range from Poster Presentations, Collaborative on-line discussions, Case Studies and Peer Led Seminars.</p>
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4. 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
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The Masters Leadership & Management is designed as a flexible programme to allow potential students to choose their most suitable method of achieving their qualification. The programme can be studied full-time or part-time, either during the week or at weekends. We are also offering individual tutorials face to face or on-line, so that busy professionals can use their time efficiently.

Many of the assessments are designed to fall at the end of Semesters to allow for students to plan their study time alongside their work commitments

The assessment strategy has been built to link into students' current job roles and experience.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

- Induction - Students will be engaged in a number of introductory sessions:
 - A key aim of the first session is to help to remove the barriers that may exist for students when transitioning onto a Master's programme. The session will aim to improve students' confidence in accessing academic literature.
 - Students will also focus on "Becoming an Independent Learner", this will aim to develop students' understanding of the key elements of self-regulated learning.
 - Learners will also be introduced to the concept of Collaborative Learning groups (CLGs) (a strategy used throughout the programme) at the induction stage and will form a supportive CLG with group members (usually based on a Social Network technology).
- Course and Module Handbooks relating to the support services (Student Services, Library, Careers etc.) available at the University Centre made available on the VLE (Google Classroom)
- The team will give timely and extensive formative and summative feedback of assessed work.
- One-to-one academic guidance from personal tutors will be given and areas for improvement and future learning needs and actions are identified. Online support and tutorials will be available regularly between sessions.
- Learning resources will be available both on-line and physically. Students will receive initial guidance on how to identify, locate and use learning materials in the University Centre Learning Centre and elsewhere.
- Access to student support services such as Careers Guidance, Financial Services, Mental Health Counselling and Health & Wellbeing services in the college will be given.
- Students will be invited to sit on course committees, which will be held bi-annually.
- Learner involvement initiatives will be incorporated into curriculum planning, delivery and review, including tools for consulting learners.
- All cohorts will have a learner representative and regular forums will be held.
- Students will be encouraged to share their own agendas for change on course committees.

6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

For the Masters programme Full and Part time:

An undergraduate degree (first, 2:1 or 2:2 Honours degree, or equivalent) in any discipline from a recognised university
or
A professional or vocational qualification in leadership, business or management equivalent to Level 6 study
and
At least 2 years full time work experience in a leadership/management role (assessment by interview & references)

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

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 meeting
- Student Pathway meetings

10. Changes made to the programme since last (re)validation

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N/A

Annexe 1: Curriculum map

Annexe 2: Teaching and Learning Map

Annexe 3: Assessment Map

Annexe 1 - Curriculum map

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

Masters Leadership & Management

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	
7	Strategic Leadership	■	■				■	□		■	■		■	□			■	■	□			■		
	Performance Management	□	■	■			□	■		■			□	■		■		■	■		■		■	
	Entrepreneurship, Innovation & Enterprise	□	■			■	■	□	■	■			■	□						■		■		■
	Financial Performance & Risk Management	■	□	■		■				■				■	■	■				□	■			
	Developing Collaborative Cultures	□	□	■	■		□	■				■			■			■	■	■			■	
	Leading Organisational Change	■	■	□	■		■	■				■		■	■			□				■		
	Dissertation	□	□	■	■	■	□					■	■		□	■	■	■	□	□	■		■	■

Annexe 2 – Teaching and Learning Map

Module Titles	Methods								
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Problem Solving protocols	Group activities	Guest speakers	Independent / E Learning/ On-line forums	Situated workplace learning
Strategic Leadership									
Entrepreneurship, Innovation & Enterprise									
Financial Performance & Risk Management									
Developing Collaborative Cultures									
Leading Organisational Change									
Dissertation									

Annexe 3 – Assessment Map

Masters Leadership & Management Full-time

Module Titles	Reflective Report	Presentation	Action plan Learning log	Case Study	Peer Evaluated Presentation	Group presentation and Peer Led Seminar	Poster Presentation	Collaborative Online Discussion	Dissertation	Viva Voce
Strategic Leadership	2800 words Week 15 60%	15 mins Week 6 40%								
Performance Management			1000 words Week 8 20%		30 mins Week 13 80%					
Entrepreneurship, Innovation & Enterprise						1 hour (15 mins presentation – 45 mins seminar) Week 11 100%				
Financial Performance & Risk Management				4000 words Week 28 100%						
Developing Collaborative Cultures			1000 words Week 30 30%					3000 words Week 25 70%		
Leading Organisational Change							30 mins Week 23 100%			
Dissertation									12000 words Week 42	1 hour Week 43 30%

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									Week 28 70%	
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Masters Leadership & Management Part-time

Module Titles	Reflective Report	Presentation	Action plan Learning log	Case Study	Peer Evaluated Presentation	Group presentation and Peer Led Seminar	Poster Presentation	Collaborative Online Discussion	Dissertation	Viva Voce
Strategic Leadership	2800 words Week 15 60%	15 mins Week 7 40%								
Performance Management			1000 words Week 14 20%		30 mins Week 10 80%					
Entrepreneurship, Innovation & Enterprise						1 hour (15 mins presentation – 45 mins seminar) Week 30 100%				
Financial Performance & Risk Management				4000 words Week 28 100%						
Developing Collaborative Cultures			1000 words Week 14 30%					3000 words Week 9 70%		
Leading Organisational Change							30 mins Week 15 100%			
Dissertation									12000 words Week 42	1 hour Week 43 30%

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									Week 40 70%	
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