Programme specification

1. Overview/ factual information

Programme/award title(s)	FD Leadership and Management
Teaching Institution	Leeds City College
Awarding Institution	The Open University (OU)
Date of latest OU validation	September 2017
Next revalidation	September 2022
Credit points for the award	240 credits
UCAS Code	L1M1
Programme start date	September 2017
Underpinning QAA subject benchmark(s)	QAA General Business Management Benchmark Statement (2015) QAA Subject Benchmarks for Engineering (2006 - revised 2010) QAA Subject Benchmarks for Hospitality, Leisure, Sport and Tourism (2008
Other external and internal reference points used to inform programme outcomes	QAA Foundation Degree Qualification Benchmark (2010). National Occupational Standards for Management and Leadership (2012)
Professional/statutory recognition	N/A
Duration of the programme for each mode of study (P/T, FT,DL)	Full time 2 years; Part time 2 years
Dual accreditation (if applicable)	
Date of production/revision of this specification	February 2017

2.1 Educational aims and objectives
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)
N/A

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	**Learning and Teaching Strategy** 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 • 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 chosen pathway sector.

3A. Knowledge and understanding

	• 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.
	• Seminars and tutorial support, as well as on-line support and additional resources, will impart contextualisation to the chosen occupational sector.
	• 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 sector-specific 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.

3A. Knowledge and understanding
<table><tr><td></td><td>• 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. • 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. • Where blended learning approaches are to be adopted, a robust support system will be in place to provide students with seminar recordings / notes, tutorial information, on-line activities, blogs, f orums, quizzes, etc. This will involve the use of the VLE (Google Classroom and google classroom) and Adobe Connect. 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. • Blended learning is also used with 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.</td></tr></table>

3A. Knowledge and understanding

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• 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 the chosen occupational sector, 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.

Assessment Strategy

Both formative and summative assessment methods shall be adopted within the programme.

Formative assessment and feedback is embedded throughout the module in response to embedded learning activities within class, thus informing learning development. Such activities include, group discussions, direct and indirect questioning, simulated practice, analytical tool practice, research tasks, and role plays, for instance. Formative assessment is also on-going through a structured 1:1 tutorial system.

The programme will adopt the college's Higher Education policy on draft submissions, whereby a draft component can be submitted 2 weeks prior to the hand in date of the official summative assessment. The draft submission should be no longer than 25% of the maximum words for the assessment component.

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3A. Knowledge and understanding	
	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:
	• Development / Management plans
	- Within Leadership and Management programme modules including those in relation to personal development, human resources, staff development, and business development plans.
	• Business case
	- Specific to Project Management module
	• Work-related learning project
	- Specific to Work Related Learning programme module
	• Role plays
	- Staff appraisal skills in the programme module Leading People and Performance
	- Customer relations
	• Report
	- Leadership and Management programme modules
	• Case studies
	- Leadership and Management programme modules exploring the impact of leadership and management styles and approaches, and finance and investment appraisal
	- The impact of legal issues in Managing Customer Relations

3A. Knowledge and understanding	
	• Presentations
	- Marketing, work related project, and dragon's den presentations on programme modules
	• Professional discussions
	- Professional Development to demonstrate self-awareness in continuing professional development
	• Portfolios
	- Programme module Professional Development to demonstrate reflection and development of academic skills
	• Business game evaluation
	- Specific to the Managing Continuous Improvement and Change module
	Students will not be assessed in the work place, however will be expected to draw upon work-based experiences and examples within all their module assessments, respecting the employer's and colleague's rights to confidentiality and anonymity.

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	As above

3B. Cognitive skills	
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	

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1	Operate ethically in complex and unpredictable people and project management contexts, requiring selection from and application of a wide range of techniques	As above
C2	Operate autonomously with limited supervision or direction within agreed guidelines and/or constraints	

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Reflect systematically on performance to further develop learning, being a reflective practitioner who appreciates issues associated with personal and professional development, and compares own values and practices with alternatives	As above
D2 Demonstrate a realistic match between career aspirations and personal aptitudes, interests and motivations, using external reference points and making clear connections between leadership and management and the occupational sector	
D3 Select and use a range of communication methods appropriate to leadership and management and occupational contexts. Prepare, deliver and evaluate presentations to an audience	
D4 Apply numerical and statistical skills in more complex multi-disciplinary contexts	
D5 Use a range of specialist software appropriate to the occupational context	
D6 Adopt a range of roles within a team and contribute to the effective working of the team	

Level 4 Stage Outcomes

Intended learning outcomes are listed below

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A2 Describe and explain leadership and management theories, concepts and principles in specific areas such as human resources, financial management, marketing and innovation & enterprise, within the chosen occupational sector A3 Identify the role of legal, ethical and social responsibilities relevant to the generation of knowledge in leaders and managers, within the chosen occupational sector	**Learning and Teaching Strategy** 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 • 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 chosen pathway sector. • 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.

3A. Knowledge and understanding	
	Theoretical and academic components will be embedded into these, with practical application and sharing of experiences being paramount.
	• Seminars and tutorial support, as well as on-line support and additional resources, will impart contextualisation to the chosen occupational sector.
	• 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 sector-specific 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 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.

3A. Knowledge and understanding	
	• 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.
•   Where blended learning approaches are to be adopted, 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 Adobe Connect. 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.
•   Blended learning is also used with 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.
•   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 the chosen occupational sector, 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.

Assessment Strategy |

3A. Knowledge and understanding
Both formative and summative assessment methods shall be adopted within the programme. Formative assessment and feedback is embedded throughout the module in response to embedded learning activities within class, thus informing learning development. Such activities include, group discussions, direct and indirect questioning, simulated practice, analytical tool practice, research tasks, and role plays, for instance. Formative assessment is also on-going through a structured 1:1 tutorial system. The programme will adopt the college's Higher Education policy on draft submissions, whereby a draft component can be submitted 2 weeks prior to the hand in date of the official summative assessment. The draft submission should be no longer than 25% of the maximum words for the assessment component. 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: •   Development / Management plans -   Within Leadership and Management programme modules including those in relation to personal development, human resources, staff development, and business development plans. •   Business case -   Specific to Project Management module •   Work-related learning project -   Specific to Work Related Learning programme module •   Role plays -   Staff appraisal skills in the programme module Leading People and Performance -   Customer relations •   Report -   Leadership and Management programme modules •   Case studies

3A. Knowledge and understanding
	- Leadership and Management programme modules exploring the impact of leadership and management styles and approaches, and finance and investment appraisal - The impact of legal issues in Managing Customer Relations • Presentations - Marketing, work related project, and dragon's den presentations on programme modules • Professional discussions - Professional Development to demonstrate self-awareness in continuing professional development • Portfolios - Programme module Professional Development to demonstrate reflection and development of academic skills • Business game evaluation - Specific to the Managing Continuous Improvement and Change module Students will not be assessed in the work place, however will be expected to draw upon work-based experiences and examples within all their module assessments, respecting the employer's and colleague's rights to confidentiality and anonymity.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Access, record, and describe, with guidance, Access, appraise and evaluate evidence from a range of appropriate leadership & management sources to be able to develop judgements and to solve problems	As above
B2 Describe appropriate and effective ideas in leadership and management, communicating accurately and reliably, employing balanced, logical and supported arguments	

3B. Cognitive skills	
B3 Explain and apply theories and models to show how to effect change using leadership and management techniques	

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Operate ethically in predictable and defined leadership and management contexts, using standard techniques	As above
C2 Operate with some autonomy, with supervision or direction, within agreed guidelines and/or constraints	

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Reflect on own strengths and needs, using feedback from assessments and work based experiences, and develop and implement a personal development plan	As above
D2 Identify personal skills, abilities, interests and motivations and relate these to leadership and management career opportunities in the occupational sector	

3D. Key/transferable skills	
D3 Identify and use appropriate writing skills, relevant to leadership and management and occupational contexts. Use clear and appropriate speech in group discussion and as an individual	
D4 Demonstrate numerical and statistical skills at basic levels within leadership and management and occupational contexts	
D5 Use a range of specialist software appropriate to the occupational context	
D6 Adopt a range of roles within a team and contribute to the effective working of the team	

4. Programme Structure

Level 4		
Compulsory modules	**Credit points**	**Compensatable**
Introduction of Leadership and Management	20	Yes
Professional Development	20	Yes
Managing Resources	20	Yes
Understanding Organisation and Environments	20	Yes
Finance and Marketing for Managers	20	Yes
Managing Customer Relations	20	Yes

Level 5		
Compulsory modules	**Credit points**	**Compensatable**
Project Management	20	Yes
Leading People and Performance	20	Yes
Personal Learning and Development in Organisations	20	Yes
Work Related Learning	20	Yes
Strategy, Innovation and Enterprise	20	Yes
Managing Continuous Improvement and Change	20	Yes

Full-time route:

Level 4:

The programme has potentially 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, to the occupational sector of focus, will further link the learning of leadership and management skills, principles and concepts to the practical workings and employment opportunities of a chosen occupational sector.

The first semester aims to provide students with strong foundations in leadership and management, rooting it into an awareness of traditional versus modern management, managing human resources, and staff management (recruitment, disciplining, and person development). The industry application, however, is focused around the need for the application of these skills into the specific occupational sector and understanding the sector-specific demands.

The second semester moves towards a more reflective and contextualised perspective of leadership and management, requiring learners to reflect on their own practices. Learners will also develop generic leadership and management concepts and principles from semester one, to consider in more detail financial and marketing issues. Further links to the sector context are to be made more specifically in terms of influences, legal and social responsibilities, and regulatory and professional bodies.

Programme Core

•   Introduction to Leadership and Management: 20 credits

•   Professional Development: 20 credits

•   Understanding Organisation and Environments: 20 credits

•   Finance and Marketing for Managers: 20 credits

•   Managing Resources: 20 credits

•   Managing Customer Relations: 20 credits

Semester 1 Weeks 1-15	Introduction to Leadership and Management	Professional Development	Managing Resources
Semester 2 Weeks 16-30	Understanding Organisation and Environments	Finance and Marketing for Managers	Managing Customer Relations

Level 5:

At these level students are challenged to become independent learners, to further apply theoretical aspects to the occupational sector. 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 the practical workings and employment opportunities of a chosen occupational sector.

Programme Core Modules

•   Project Management: 20 credits

•   Leading People and Performance: 20 credits

•   Work Related Learning: 20 credits

•   Strategy, Innovation and Enterprise: 20 credits

•   Managing Continuous Improvement and Change: 20 credits

•   Personal Learning and Development in Organisations: 20 credits

Semester 1 Weeks 1-15		Project Management	Leading People and Performance	Managing Continuous Improvement and Change
Semester 2 Weeks 16-30		Work Related Learning	Strategy, Innovation and Enterprise	Personal Learning and Development in Organisations

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' 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, for example; and also Adobe Connect for seminar and theory delivery (where required).

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.

Weeks	Module
Induction	Enrolment Induction Event Introduction to Professional Development Module
Semester 1	
Wks 1-5	Introduction to Leadership and Management
Wks 6-10	Managing Resources
Wks 11-15	Professional Development
Semester 2	
Wks 16-20	Managing Customer Relations
Wks 21-25	Understanding Organisation and Environment
Wks 26-30	Finance and Marketing for Managers

Weeks	Module
Induction	Enrolment Induction Event Introduction to Work Related Learning module
Semester 1	
Wks 1-5	Project Management
Wks 6-10	Work Related Learning
Wks 11-15	Leading People and Performance
Semester 2	
Wks 16-20	Personal Learning and Development in Organisations
Wks 21-25	Managing Continuous Improvement and Change
Wks 26-30	Strategy, Innovation and Enterprise

5. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs 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, in generic leadership and management with contextualisation to the students' occupational sector.

- 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.

- Students will have the opportunity to contextualise all theory to their occupational sector and vocational experience(s) in every module, whilst also benefiting from sharing experiences with students and those working in other alternative contexts. Professional practice and sharing of good practice will be enhanced throughout.

- 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 generic leadership and management skills, with focus on a particular occupational sector, increasing employability upon course completion.

- 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.

- The programme hosts a wide range of adapted delivery methodologies in response to sector, employer and student's demands. This includes the blended learning approach for part-time students as well as a 2-2.5-day timetable for full-time students, thus maximising the opportunities for work-related learning and vocational practice.

- Further flexible and adapted delivery methodologies are planned to consider employer-based workshops, study days and weekend timetables.

- Full-time students not already employed in the occupational sector 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.

- 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 (employer-based) will also be fully supported and provided guidance by the programme work placement supervisor and programme team.

- Strong teaching team in terms of industry experience and academic qualifications.

- Strong focus will be on peer-assessment and self-reflection throughout all modules.

- Excellent working relationships with employers and key partners have been established and will be developed and maintained further.

- The Higher Apprenticeship team and a range of employers have been heavily I nvolved with the development of the programme and as such the course will be able to respond quickly to demands from employers providing bespoke provision to meet the needs of a range of occupational sectors.

- Employers were consulted at the very early stages of programme and module development and as such have had a key role in curriculum design. There are also a good number of employers coming together to form a 'bank' of potential work placements for those students who are not already employed in the occupational sector, or are finding difficulties in securing a placement on their own.

- 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.

- Students have access to an excellent range of facilities including a dedicated teaching room containing shuttle based laptop PCs, enabling interactive online activities and assessment to take place during class sessions, as well as HE study areas on a number of campuses.

6. Support for students and their learning

The award adopts the following approach to student learning support:

- A structured pre-enrolment and on-course support system is to be in place. All students are interviewed and support needs and systems are discussed at this point. A 'keep warm' event is also planned for July 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 Award Leader 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 the structured tutorial programme.

- Tailored induction support begins before students arrive with the admissions team, and is reinforced within the detailed induction programme, involving both the Leadership and Management team and sector-specific curriculum tutors.

- A robust communications system functions to give students access to the course team; this includes e-mail, on-line texting system (WebAdmin), the VLE and course notice boards.

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

- Each student is allocated at least one tutor for regular tutorials and personal development planning. This is implemented in the first term and continued throughout the two years of study. Tutorials are tracked throughout the use of the on-line WebStar / ProMonitor software.

- For part-time students, and modules adopting a blending-learning methodology, 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 and Adobe Connect. Full-time students will also be able to access these resources.

- Students are fully supported in their work related learning experience / placements, continually from pre-enrolment to programme completion, by both a placement mentor and a programme work placement supervisor. Although students are encouraged to find and negotiate their own placements, the programme team will assist students in this process where necessary. 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 portfolios in the Professional Development and Work Related Learning modules, as well as a VLE based logbook. Work placement visits will also be carried out where possible. The placement mentor (employer-based) will be fully supported and provided guidance by the programme work placement supervisor, and programme team. They will be provided with a mentor handbook, including thorough information of placement expectations and communication processes between the employer and the college.

- 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.

- Students are allocated a Chromebook which means they have access to the Library+ resources away from the College.

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

- Leeds City College provides a range of services for students, including support for those with special needs.

7. Criteria for admission

The minimum requirements are 1 x E in a relevant A level; or other Level 3 qualification; or Access to Higher Education certificate. A GCSE grade C in English, or equivalent, is also required. However, candidates receiving this offer will have experience in their chosen subject area.

A typical offer is 2 X D at A level or a merit/merit profile in a BTEC Level 3 Diploma (was a National Certificate) / BTEC Level 3 Extended Diploma (was a National Diploma) qualification, alongside a number of GCSEs at C or above.

All successful candidates will have the required literacy skills to complete the course. Students who do not have GCSE grade C in English, or Maths, may need these to progress to Top Up degree programmes, and will be given the opportunity to gain these whilst on programme.

We welcome applications from students who do not meet the standard entry requirements (for example mature candidates). We will consider each applicant on their own merit and suitability, based on individual qualities, experience and learning from within the chosen occupational sector. These applicants will be invited for interview, and asked to provide evidence of their experience.

The course structure actively supports claims for Accreditation of Prior Certified Learning (APCL) and Accreditation of Prior Experiential Learning (APEL).

Applicants for the part-time mode of study must be currently working in an appropriate occupational sector.
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.

- 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: Map of Outcomes to Modules

Annexe 2: Map of Teaching and Learning Methods

Annexe 3: Assessment Chart

Annexe 1 – Map of Outcomes to Modules

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	C1	C2	D1	D2	D3	D4	D5	D6
4	Introduction to Leadership and Management		✓				✓				✓			✓			
	Understanding Organisation and Environment		✓	✓				✓		✓	✓			✓			
	Managing Resources	✓	✓					✓			✓			✓	✓		
	Professional Development	✓				✓				✓		✓	✓	✓			✓
	Finance and Marketing for Managers		✓					✓	✓	✓	✓			✓	✓		
	Managing Customer Relations		✓	✓				✓	✓		✓		✓				✓

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	D1	D2	D3	D4	D5	D6
5	Project Management	✓	✓					✓			✓		✓		✓	✓		
	Leading People and Performance	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓			
	Work Related Learning	✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓			
	Strategy, Innovation and Enterprise		✓			✓		✓				✓			✓	✓	✓	
	Managing Continuous Improvement and Change		✓	✓			✓	✓		✓	✓	✓	✓		✓			
	Personal Learning and Development in Organisations		✓	✓			✓		✓	✓		✓		✓				✓

Annexe 2 – Map of Teaching and Learning Methods
Level 4

Module Titles	Lectures	Seminars	Tutorials	Demonstrations	Practicals	Group activities	Guest speakers	Independent/E-learning/ Online forums
Introduction to Leadership and Management	✓	✓	✓			✓	✓	
Sector Contexts	✓	✓	✓			✓	✓	✓
Managing Resources	✓	✓	✓	✓	✓	✓	✓	
Professional Development	✓	✓	✓	✓	✓	✓	✓	✓
Finance and Marketing for Managers	✓	✓	✓	✓	✓	✓	✓	
Managing Customer Relations	✓	✓	✓	✓	✓	✓	✓	

Level 5

Module Titles	Lectures	Seminars	Tutorials	Demonstrations	Practicals	Group activities	Guest speakers	Independent/E-learning/ Online forums
Project Management	✓	✓	✓	✓		✓	✓	
Leading People and Performance	✓	✓	✓	✓	✓	✓	✓	
Work Related Learning	✓	✓	✓	✓	✓	✓	✓	✓
Strategy, Innovation and Enterprise	✓	✓	✓			✓	✓	
Managing Continuous Improvement and Change	✓	✓	✓	✓	✓	✓	✓	
Personal Learning and Development in Organisations	✓	✓	✓		✓	✓	✓	

Annexe 3 – Assessment Chart

Module Titles	Development plan	Report	Role Play	Management Plan	Case study Q&A	Professional Discussion	Portfolio	Presentation
Introduction to Leadership and Management	60% (1800 words)				40% (1200 words equivalent)			
Understanding Organisation & Environment		70% (2100 words)				30% (900 words)		
Managing Resources		40% (1200 words)		60% (1800 words)				
Professional Development						50% (1500 words)	50% (1500 words)	
Finance and Marketing for Managers					50% (1500 words)			50% (1500 words)
Managing Customer Relations			50% (1500 words)		50% (1500 words)			

Module Titles	Report	Business Case Presentation	WRL project	Role Play	Plan	Business Game Evaluation	Presentation
Project Management		50% (20 mins)			50% (2,000 words		
Leading People and Performance	60% (2,400 words)			40% (1,600words)			
Work Related Learning			50% (2,000 words)				50% (2,000words)
Strategy, Innovation and Enterprise	50% (2,000 words)						50% (2,000 words)
Managing Continuous Improvement and Change	40% (1,600 words)					60% (2,400 words)	
Personal Learning and Development in Organisations)	70% (2,800 words)			30% (1,200 words)			