

PROGRAMME SPECIFICATION – Leading to Excellence programme

1	Awarding institution/body: University of Worcester
2	Teaching institution: University of Worcester (UW) and, for designated modules, The Leadership Trust Foundation (LTF)
3	Programme accredited by: not applicable
4	Final award: MBA in Executive Leadership and Management PG Diploma in Leadership & Management PG Certificate in Leadership & Management
5	Programme title: MBA in Executive Leadership and Management/ PG Diploma in Leadership & Management/ PG Certificate in Leadership & Management
6	Pathways available: Not applicable
7	Mode and/or site of delivery: Students study modules through attendance at workshops delivered at day-schools or short block attendance e.g. weekends at the University and other sites approved by the University
8	Mode of attendance: Part time
9	UCAS Code: not applicable
10	Subject /Professional Benchmark statements: Masters Awards in Business and Management (2007)
11	Date of Programme Specification preparation/revision: November 2012, August and October 2014 – amendment to regulations.
12	<p>Educational aims of the programme:</p> <p>The Leading to Excellence programme is an accredited PG programme comprising bite-size packages of learning, and aims to develop business leaders' and managers' understanding and critical appreciation of the theories, tools, techniques and applications of leadership and management to enable them to more effectively lead and manage change in organisations and make effective use of resources in the strategic decision making process. It seeks to improve personal effectiveness, contributing to improved organisational performance, and thereby enhancing the quality of management as a profession.</p> <p>The programme focuses upon applied learning, encouraging students to relate new knowledge and skills to real leadership and management scenarios. In particular, the purpose of the programme is to provide students with:</p> <ul style="list-style-type: none"> • An advanced understanding of leadership and management in organisations and the changing external context in which they operate. • Opportunities for the systematic development of the skills of objective analysis, evaluation and presentation to enable students to further develop confidence in effectively appraising and implementing management strategies. • The capability to understand their own approach to the role of leadership and to inform this approach through the development of appropriate knowledge, skills, behaviors and techniques in a dynamic way. • An ability to apply knowledge and understanding of organisations, leadership and management to complex issues, both systematically and creatively, to improve leadership and management practice. • Enhancement of lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large. • A stimulating academic environment which is based upon the values of academic openness and critical appraisal. <p>These aims and the accompanying intended learning outcomes stated below, are presented for those students completing the MBA in Executive Leadership and Management award. For students completing individual modules, it is the specificity of the intended learning outcomes at the individual module level which will apply, and which will be measured by the completion of related assessment tasks.</p>

3(i) Intended learning outcomes and learning, teaching and assessment methods. These apply to the completion of the PG Certificate in Leadership & Management award.

Knowledge and understanding

On completion of the programme, students should be able to demonstrate knowledge and understanding of:	Examples of teaching, learning and assessment methods used:
<ul style="list-style-type: none"> • The role and functions of leadership and management within an organisational context • Investigation of selected core disciplines of business and management including finance, human resource management, operations management, marketing, sales and business strategy • Their own leadership capabilities and how to develop them in the future • The application of strategic thinking to successful leadership and management in organisations in a prescribed range of scenarios • The key drivers of change affecting leadership and management including technological improvement and globalisation • The processes of strategic problem solving and decision making in a prescribed range of scenarios 	<ul style="list-style-type: none"> • A programme of interactive seminars, group work sessions, individual tutorials and self-study • The researching and writing of work-related assignments with structured tutor support and feedback • In-depth, self-directed research and tutorial guidance and discussion • Assessment is by a variety of means including reports, research-driven tasks reflective statements and case study analyses

Skills and Other Attributes

On completion of the programme, students should be able to demonstrate the following intellectual/cognitive skills:	Examples of teaching, learning and assessment methods used:
<ul style="list-style-type: none"> • Critical thinking and critical appraisal applied to selected areas of leadership and management • Problem solving and dealing with complex issues of leadership and management in a prescribed range of scenarios • Interpretation and abstracting meaning from a variety of data to inform strategic decision making • Exercising judgement and understanding in relation to selected ethical issues and practice. 	<ul style="list-style-type: none"> • All modules require learners to engage in discussion of key issues and the critical application of key concepts • Case study analysis offers students the opportunity to engage in problem solving and complex issues • Modules raise issues in which judgement needs to be exercised • Intellectual and cognitive skills are assessed by means of written assignments, and work-related projects.

On completion of the programme, students should be able to demonstrate the following professional practical skills:	Examples of teaching, learning and assessment methods used:

<ul style="list-style-type: none"> • Critical reflection upon own role within the organisation and sensitivity to the differing perspectives of others. • Information retrieval, organisation and effective dissemination • Working effectively with and leading others within a variety of organisational contexts • Strategic planning, management and the making of sound judgements in accordance with the core values of own organisation 	<ul style="list-style-type: none"> • VLE designed to guide and inspire learners through the assessment process linked to workshops • Group and individual formative tasks involving library and internet-based information retrieval feature in various modules • Project-based tasks involving group management and co-ordinated presentation • Written assignments used to assess research skills. 	
<p>On completion of the programme, students should be able to demonstrate the following transferable/key skills:</p>	<p>Examples of teaching, learning and assessment methods used:</p>	
<ul style="list-style-type: none"> • Numeracy and quantitative skills • Two-way communication skills e.g. negotiation and persuasion • Self management skills and personal effectiveness, e.g. time management • Professional development • Effective use of ICT. • Teamwork 	<ul style="list-style-type: none"> • Quantitative skills taught through use of worked examples in selected modules • Group exercises involving role-play are used to develop two-way communication skills • Time management skills are conveyed as an integral element of successfully completing assessments • High-level quantitative skills are assessed through financial analysis (for those selecting finance module) Reflective learning is promoted through key assignments in the Leadership module 4246. 	
<p>3(ii) Intended learning outcomes and learning, teaching and assessment methods. These apply to the completion of the PG Diploma in Leadership & Management award.</p> <p>Includes all of the above for the PG Certificate, and in addition :</p> <p>Knowledge and understanding</p>		
<p>On completion of the programme, students should be able to demonstrate knowledge and understanding of:</p>	<p>Examples of teaching, learning and assessment methods used:</p>	
<ul style="list-style-type: none"> • The core disciplines of business and management including finance, human resource management, operations management, marketing, sales and business strategy • The principles and practice of leadership in a variety of organisational contexts and sectors • The application of strategic thinking to successful leadership and management in organisations in a broad range of scenarios • The processes of strategic problem solving and decision making. 	<ul style="list-style-type: none"> • A programme of interactive seminars, group work sessions, individual tutorials and self-study • The researching and writing of work-related assignments with tutor feedback • In-depth, self-directed research and tutorial guidance and discussion • Assessment is by a variety of means including reports, research-driven tasks reflective statements and case study analyses 	

Skills and Other Attributes	
On completion of the programme, students should be able to demonstrate the following intellectual/cognitive skills:	Examples of teaching, learning and assessment methods used:
<ul style="list-style-type: none"> • Critical thinking and critical appraisal applied to current areas of leadership and management • Problem solving and dealing with complex issues of leadership and management in a broad range of scenarios • Interpretation and abstracting meaning from a variety of financial and non-financial data to inform strategic decision making • Exercising judgement and understanding in relation to ethical issues and practice. 	<ul style="list-style-type: none"> • All modules require learners to engage in discussion of key issues and the critical application of key concepts • Case study analysis offers students the opportunity to engage in problem solving and complex issues • Modules in finance and strategy require analytical skills to be applied to a variety of data • Modules raise issues in which judgement needs to be exercised • Intellectual and cognitive skills are assessed by means of written assignments, and work-related projects.
On completion of the programme, students should be able to demonstrate the following professional practical skills:	Examples of teaching, learning and assessment methods used:
<ul style="list-style-type: none"> • Critical reflection upon own role within the organisation and sensitivity & appreciation of the differing perspectives of others. • Information retrieval, organisation, analysis, evaluation, presentation and effective dissemination • An ability to conduct research investigations into leadership and management issues 	<ul style="list-style-type: none"> • VLE designed to guide and inspire learners through the assessment process linked to workshops • Group and individual formative tasks involving library and internet-based information retrieval feature in various modules • Project-based tasks involving group management and co-ordinated presentation • Written assignments used to assess research skills.
On completion of the programme, students should be able to demonstrate the following transferable/key skills:	Examples of teaching, learning and assessment methods used:
<ul style="list-style-type: none"> • High-level numeracy and quantitative skills • Effective use of ICT, and demonstration of ability in utilising a range of appropriate software packages. 	<ul style="list-style-type: none"> • Quantitative skills taught through finance modules • Group exercises involving role-play are used to develop two-way communication skills • Time management skills are conveyed as an integral element of successfully completing assessments

	<ul style="list-style-type: none"> High-level quantitative skills are assessed through financial analysis Reflective learning is promoted through key assignments in the Leadership modules 	
<p>3(iii) Intended learning outcomes and learning, teaching and assessment methods. These apply to the completion of the MBA in Executive Leadership and Management award.</p> <p>Includes all of the above for the PG Diploma in Leadership & Management, and in addition :</p> <p>Knowledge and understanding</p>		
<p>On completion of the programme, students should be able to demonstrate knowledge and understanding of:</p>	<p>Examples of teaching, learning and assessment methods used:</p>	
<ul style="list-style-type: none"> The processes of strategic problem solving and decision making through a substantive, independent research investigation. The range of research methodologies that can be applied to the study of business management and leadership 	<ul style="list-style-type: none"> A programme of interactive seminars, group work sessions, individual tutorials and self-study The researching and writing of work-related assignments with tutor feedback In-depth, self-directed research and tutorial guidance and discussion Assessment is by a variety of means including reports, research-driven tasks reflective statements and case study analyses Research-based knowledge and understanding is assessed through the dissertation in the final stages of the MBA. 	
<p style="text-align: center;">Skills and Other Attributes</p>		
<p>On completion of the programme, students should be able to demonstrate the following intellectual/cognitive skills:</p>	<p>Examples of teaching, learning and assessment methods used:</p>	
<ul style="list-style-type: none"> Critical thinking and critical appraisal applied to a current area of leadership and management, through a substantive, independent research investigation Exercising judgement and understanding in relation to ethical issues and practice, in the production of an independent research investigation. 	<ul style="list-style-type: none"> All modules require learners to engage in discussion of key issues and the critical application of key concepts Case study analysis offers students the opportunity to engage in problem solving and complex issues Modules in finance and strategy require analytical skills to be applied to a variety of data Modules raise issues in which judgement needs to be exercised Intellectual and cognitive skills are assessed by means of written assignments, and work-related projects. 	

<p>On completion of the programme, students should be able to demonstrate the following professional practical skills:</p>	<p>Examples of teaching, learning and assessment methods used:</p>	
<ul style="list-style-type: none"> • Information collection, processing, organisation analysis, evaluation and effective dissemination, via a substantive, independent research project • An ability to conduct independently managed research into leadership and management issues with supervisory support 	<ul style="list-style-type: none"> • VLE designed to guide and inspire learners through the assessment process linked to workshops • Group and individual formative tasks involving library and internet-based information retrieval feature in various modules • Project-based tasks involving group management and co-ordinated presentation • Research methods module and dissertation provide group-based and individual support for the development of research skills • Written assignments used to assess research skills. 	
<p>On completion of the programme, students should be able to demonstrate the following transferable/key skills:</p>	<p>Examples of teaching, learning and assessment methods used:</p>	
<ul style="list-style-type: none"> • Numeracy and quantitative skills, appropriate to an independent research investigation (dissertation) • High-order self management skills and personal effectiveness, e.g. in relation to the planning, research and write-up of the dissertation • Effective use of ICT, and demonstration of ability in utilising a range of appropriate software packages, to complete a substantive research project (dissertation). 	<ul style="list-style-type: none"> • Quantitative skills taught through use of worked examples in finance modules and research methods • Group exercises involving role-play are used to develop two-way communication skills • Time management skills are conveyed as an integral element of successfully completing assessments • High-level quantitative skills are assessed through financial analysis • Reflective learning is promoted through development of the research proposal for the dissertation. 	

In developing the Leading to Excellence programme, consideration has been given to the following: -

- facilitation of self directed and autonomous learning via the assessment process;
- the need to encourage supportive (informal) learning networks via the VLE;
- facilitation of active reflection upon own leadership style, management role, associated competencies and potential.
- Assessment approaches which are compatible with, and reflect, the teaching and learning ethos of Worcester Business School and the University of Worcester, namely a student-centred learning paradigm.

A wide variety of learning and teaching methods have been designed for use in the modules that comprise the programme. Particular care has been taken to ensure that modules utilise complementary teaching, learning and assessment approaches so that students experience a good balance of activities.

In designing the programme, great care has been taken to adopt a blended learning approach, where workshops are integrated as part of the learning process with on-line resources available via the Virtual Learning Environment (VLE), and individual tutorial support, both face-to-face and on-line. The workshops (2 x one-day per month, for example), will be facilitated by tutors and will draw upon the experience of the group in addressing the content indicated in the module outlines which accompany this handbook. The sessions will be structured using a variety of activities, including group discussion, case study analysis, role play, simulation and tutor input as appropriate to the needs of the subject matter and the learning outcomes of the module. Those students seeking accreditation will be directed towards the VLE supporting the specific module, which will contain as a minimum, the module outline, assessment details and accompanying assessment criteria, details of essential reading and hyperlinks to internet-based resources or key on-line articles from Business Source Premiere and Emerald Xtra, for example. A period of up to 6 weeks after completion of the workshop will then be available, during which students will be able to access the VLE and the support of the module tutor who will advise and guide on the completion of the linked assessment.

During the final stages of the MBA in Executive Leadership and Management programme, completion of the Research Methods module is mandatory to provide the necessary guidance required to undertake a piece of supervised work-based research. In order to support this learning, students will be required to develop a viable research proposal which they will present to an audience that includes a member of the teaching team with the necessary subject knowledge. This member of staff will then normally be designated as the supervisor for the dissertation component of the course which follows on from the Research Methods module and concludes the MBA in Executive Leadership and Management award.

Support for students, in relation to study skills, takes a variety of forms on the programme. Since students will only attend the University for maybe two days in order to complete their module, academic study skills and report writing requirements may prove challenging.

Guidance on study skills is provided both during induction, and via the VLE in the form of on-line support material developed by the University Information and Learning Service. Students will also be directed to other University-based support provided via the Course Manager, for example.

14 Assessment Strategy

Assessment Strategy

The Assessment strategy of the Leading to Excellence programme, like the Learning and Teaching strategy, has been designed to provide students with a variety of challenges appropriate for Masters level modules in leadership and management. The range of

assessments are specified in the module outlines accompanying this handbook (see Table in appendix for a summary). Whilst students are required to complete summative assessed work on an individual basis, students at postgraduate level, are actively encouraged to discuss their understanding of models, concepts and theories, and more importantly their application to a given scenario, with other members of their group. This allows the sharing of ideas and experiences, testing of understanding, and a greater critical evaluation of the ideas under discussion. This sharing of ideas is encouraged through the VLE. In this way students learn from each other and develop relationships that will help them through the rest of their programme. Formative assessment is therefore often conducted by group. Opportunities for formative assessment are identified within individual modules. Detailed assessment briefs are made available to students via the VLE.

In line with UW requirements, wherever practicable, assignments will be marked anonymously. In marking assessed work, moderation and double marking is standard practice. Where there is some doubt as to the authorship of an assessment, University of Worcester has its own published policy for investigating plagiarism.

In testing student understanding great use is made of relevant and up to date case studies that encourage students to apply leadership and management theories, models and concepts to critically evaluate their own work-based situations. In this way students are encouraged to use their studies to critically evaluate and reflect upon their own organisations and issues.

The overall purpose of this assessment is to enable students to:

- Demonstrate that they have the intellectual rigour commensurate with a programme of this nature and have developed the analytical skills expected of study at post-graduate level
- Develop and demonstrate their capacity for in-depth research and the ability to arrive at creative and critical responses to leadership and management issues
- Demonstrate the ability to synthesise appropriate theories, models and concepts from a range of modules studied on the programme and apply them to critically evaluate real world leadership and management scenarios
- Maximise the opportunity to utilise and share their own experience(s) and research to produce concise documents of the kind used in the management decision making process
- Receive continuous, regular and appropriate feedback throughout their engagement with the programme
- Develop the intellectual and practical abilities required of effective leaders and managers

Students will receive support from their module tutor during the period of assessment of the module. This will be for a period of up to six weeks beyond the date of the final day of the course, and prior to the published deadline for submission. During this time, students will have access to the VLE which will offer guidance, web links and other materials designed to support the student in engaging with the assignment. Students will also have access to tutors via the telephone, or indeed via an appointment made to see the tutor through e-mail correspondence. The assignments are designed to demonstrate critical thinking around the specific issue or problem which will form the focus of the assignment. It is expected that appropriate theoretical ideas will be used from the course and wider reading, as directed, and applied appropriately in the course of analysing the issue or problem. There will be an opportunity to apply these ideas and reflect critically upon them in order to evaluate their appropriateness in given situations.

In designing the assessment strategy for the Leading to Excellence programme, the course team have been careful to align with the University's assessment policy

<http://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf>
and the University's generic grade descriptors at Masters level, at
<http://www.worc.ac.uk/aqu/documents/GradeDescriptorsMastersLevel.pdf>

15 Programme structures and requirements

The following awards are completed by taking and passing modules of study, some of which are mandatory (as indicated). The maximum registration periods allowed for the completion of these awards in part time mode (without credit on entry) are as follows:

MBA in Executive Leadership and Management	6 years
PG Diploma in Leadership & Management	4 years
PG Certificate in Leadership & Management	2 years

For further information on the PG Regulatory Framework with which these awards comply, see

<http://www.worcester.ac.uk/registryservices/documents/PostgraduateRegulatoryFramework2007entry.pdf>

Award map for MBA in Executive Leadership and Management (180 credits)

In order to complete the award MBA in Executive Leadership & Management, the student requires 180 credits of study, comprising modules in both the Leadership and Management areas. The minimum amount of credit in the Leadership area necessary for this award is 30 credits in any combination, except for those excluded combinations indicated. The minimum amount of credit in the Management area necessary for this award is also 30 credits, derived from taking and passing any of the remaining modules listed, in any combination. It will be mandatory for students to complete the Research Methods module (BUSM 4205) and a Dissertation (BUSM 4206/ 7) for this award. The topic of this dissertation can be grounded in either the Leadership or Management areas.

LEVEL 7						
Module Code	Module Title	Credits (Number)	Status for MBA	Prerequisites (Code of Module required)	Resp	Academic Subject Area
			Mandatory (M) or Optional (O)		UW or LTF	L = Leadership M = Management
BUSM 4205	Research Methods	20	M	None	UW	-
BUSM 4206*	Dissertation	40	M	BUSM4205	UW	-
BUSM 4207*	Dissertation	60	M	BUSM4205	UW	-
BUSM 4210	Marketing Strategy	10	O	None	UW	M
BUSM 4211	Customer Relationship Management	10	O	None	UW	M
BUSM 4212	SMART Planning and Selling	10	O	None	UW	M
BUSM 4213	Leading your Sales Team	10	O	None	UW	M
BUSM 4214	Corporate Strategy: Planning to Win	10	O	None	UW	M
BUSM 4215	Operational Strategy: Delivering	10	O	None	UW	M

	Business Efficiency					
BUSM 4216	Employee Involvement and well-being: Getting the best from your staff	10	O	None	UW	M
BUSM 4217	Attracting, recruiting and retaining talent	10	O	None	UW	M
BUSM 4218	A Strategic Approach to Finance	10	O	None	UW	M
BUSM 4219	Finance for non-financial Managers: Understanding the numbers !	10	O	None	UW	M
BUSM 4220	Ethics & Corporate Governance	10	O	None	UW	M
BUSM 4221	Innovate to Win: Dare to be Different	10	O	None	UW	M
BUSM 4222	Business Process Improvement: There's always a better way !	10	O	None	UW	M
BUSM 4223	Project Management: On target is possible	10	O	None	UW	M
BUSM 4224	Supply Chain Management: Corporate needs and relationships really count	10	O	None	UW	M
BUSM 4240**	Executive Leadership	20	O	None	LTF	L
BUSM 4241	Leadership Concepts	10	O	None	UW	L
BUSM 4242	Leadership Dynamics: Motivation and Trust	20	O	None, although this may only be taken after completing BUSM 4243 or BUSM 4240	LTF	L
BUSM 4243**	Leadership in Management: Leading Self & Team	20	O	None	LTF	L
BUSM 4245****	Leading Organisational Change	20	O	None	LTF	L
BUSM 4246**	Performance Leadership	20	O	None	UW	L
BUSM 4247****	Leading and Managing Change	10	O	None	UW	L
BUSM 4248	Coaching & Mentoring	10	O	None	UW	L

BUSM4249	Managing Corporate Reputation	10	O	None	UW	M
BUSM4250	Managing for Sustainability	10	O	None	UW	M
BUSM4251	Work Based Project (WBP)	20	O	None	UW	L/M
BUSM4252	Ethical Leadership	10	O	None	UW	L
BUSM4253	Business Intelligence	10	O	None	UW	M
BUSM4254	IT Security	10	O	None	UW	M
BUSM4256	Strategic Leadership	20	O	None	LTF	L

*indicates BUSM4206 and BUSM4207 are optional. If the student intends to take BUSM4206, they will be required to complete 120 credits of 'taught' modules, and BUSM4205 prior to undertaking the module. If they intend to take BUSM4207, they will be required to complete 100 credits of 'taught' modules, and BUSM4205 prior to undertaking the module.

** indicates excluded combination module group

**** indicates further excluded combination module group

Award map for PG Diploma in Leadership and Management (120 credits)

In order to complete the award PG Diploma in Leadership & Management, the student requires 120 credits of study, comprising modules in both the Leadership and Management areas. The minimum amount of credit in the Leadership area necessary for this award is 30 credits in any combination, except for those excluded combinations indicated. The minimum amount of credit in the Management area necessary for this award is also 30 credits, derived from taking and passing any of the remaining modules listed, in any combination. It should be noted that students intending to complete a 60-credit Dissertation at MBA stage, will be required to complete the Research Methods module (BUSM 4205) for this award.

LEVEL 7						
Module Code	Module Title	Credits (Number)	Status for MBA	Prerequisites (Code of Module required)	Resp	Academic Subject Area
			Mandatory (M) or Optional (O)		UW or LTF	L = Leadership M = Management
BUSM 4210	Marketing Strategy	10	O	None	UW	M
BUSM 4211	Customer Relationship Management	10	O	None	UW	M
BUSM 4212	SMART Planning and Selling	10	O	None	UW	M
BUSM 4213	Leading your Sales Team	10	O	None	UW	M
BUSM 4214	Corporate Strategy: Planning to Win	10	O	None	UW	M
BUSM 4215	Operational Strategy: Delivering Business Efficiency	10	O	None	UW	M

BUSM 4216	Employee Involvement and well-being: Getting the best from your staff	10	O	None	UW	M
BUSM 4217	Attracting, recruiting and retaining talent	10	O	None	UW	M
BUSM 4218	A Strategic Approach to Finance	10	O	None	UW	M
BUSM 4219	Finance for non-financial Managers: Understanding the numbers !	10	O	None	UW	M
BUSM 4220	Ethics & Corporate Governance	10	O	None	UW	M
BUSM 4221	Innovate to Win: Dare to be Different	10	O	None	UW	M
BUSM 4222	Business Process Improvement: There's always a better way !	10	O	None	UW	M
BUSM 4223	Project Management: On target is possible	10	O	None	UW	M
BUSM 4224	Supply Chain Management: Corporate needs and relationships really count	10	O	None	UW	M
BUSM 4240**	Executive Leadership	20	O	None	LTF	L
BUSM 4241	Leadership Concepts	10	O	None	UW	L
BUSM 4242	Leadership Dynamics: Motivation and Trust	20	O	None, although this may only be taken after completing BUSM 4243 or BUSM 4240	LTF	L
BUSM 4243**	Leadership in Management: Leading Self & Team	20	O	None	LTF	L
BUSM 4245****	Leading Organisational Change	20	O	None	LTF	L
BUSM 4246**	Performance Leadership	20	O	None	UW	L
BUSM 4247****	Leading and Managing Change	10	O	None	UW	L
BUSM 4248	Coaching & Mentoring	10	O	None	UW	L
BUSM4249	Managing Corporate	10	O	None	UW	M

	Reputation					
BUSM4250	Managing for Sustainability	10	O	None	UW	M
BUSM4251	Work Based Project (WBP)	20	O	None	UW	L/M
BUSM4252	Ethical Leadership	10	O	None	UW	L
BUSM4253	Business Intelligence	10	O	None	UW	M
BUSM4254	IT Security	10	O	None	UW	M
BUSM4256	Strategic Leadership	20	O	None	LTF	L

** indicates excluded combination module group

**** indicates further excluded combination module group

Award map for P.G. Certificate in Leadership & Management (60 credits)

In order to complete the award PG Certificate in Leadership & Management, the student requires 60 credits of study, comprising modules in both the Leadership and Management areas. The minimum amount of credit in the Leadership area necessary for this award is 20 credits in any combination, except for those excluded combinations indicated.

The minimum amount of credit in the Management area necessary for this award is also 20 credits, derived from taking and passing any of the remaining modules listed, in any combination.

LEVEL 7						
Module Code	Module Title	Credits (Number)	Status for MBA	Prerequisites (Code of Module required)	Resp	Academic Subject Area
			Mandatory (M) or Optional (O)		UW or LTF	L = Leadership M = Management
BUSM 4210	Marketing Strategy	10	O	None	UW	M
BUSM 4211	Customer Relationship Management	10	O	None	UW	M
BUSM 4212	SMART Planning and Selling	10	O	None	UW	M
BUSM 4213	Leading your Sales Team	10	O	None	UW	M
BUSM 4214	Corporate Strategy: Planning to Win	10	O	None	UW	M
BUSM 4215	Operational Strategy: Delivering Business Efficiency	10	O	None	UW	M
BUSM 4216	Employee Involvement and well-being: Getting the best from your staff	10	O	None	UW	M
BUSM 4217	Attracting,	10	O	None	UW	M

	recruiting and retaining talent					
BUSM 4218	A Strategic Approach to Finance	10	O	None	UW	M
BUSM 4219	Finance for non-financial Managers: Understanding the numbers !	10	O	None	UW	M
BUSM 4220	Ethics & Corporate Governance	10	O	None	UW	M
BUSM 4221	Innovate to Win: Dare to be Different	10	O	None	UW	M
BUSM 4222	Business Process Improvement: There's always a better way !	10	O	None	UW	M
BUSM 4223	Project Management: On target is possible	10	O	None	UW	M
BUSM 4224	Supply Chain Management: Corporate needs and relationships really count	10	O	None	UW	M
BUSM 4240**	Executive Leadership	20	O	None	LTF	L
BUSM 4241	Leadership Concepts	10	O	None	UW	L
BUSM 4242	Leadership Dynamics: Motivation and Trust	20	O	None, although this may only be taken after completing BUSM 4243 or BUSM 4240	LTF	L
BUSM 4243**	Leadership in Management: Leading Self & Team	20	O	None	LTF	L
BUSM 4245****	Leading Organisational Change	20	O	None	LTF	L
BUSM 4246**	Performance Leadership	20	O	None	UW	L
BUSM 4247****	Leading and Managing Change	10	O	None	UW	L
BUSM 4248	Coaching & Mentoring	10	O	None	UW	L
BUSM4249	Managing Corporate Reputation	10	O	None	UW	M
BUSM4250	Managing for Sustainability	10	O	None	UW	M
BUSM4251	Work Based Project (WBP)	20	O	None	UW	L/M

BUSM4252	Ethical Leadership	10	O	None	UW	L
BUSM4253	Business Intelligence	10	O	None	UW	M
BUSM4254	IT Security	10	O	None	UW	M
BUSM4256	Strategic Leadership	20	O	None	LTF	L

** indicates excluded combination module group

**** indicates further excluded combination module group

16 QAA Academic Infrastructure

Like all Higher Education courses in the UK, this award is designed with reference to the [Academic Infrastructure](#), a means of describing academic standards in terms of the [academic level](#) that a student is expected to achieve and, in broader terms, the [content](#) that will be covered.

All Masters programmes in business and management in the UK, must relate to the QAA Subject Benchmark. The Benchmark recognises that there is a wide diversity of courses available and that these different orientations need to be explicitly addressed when designing the learning, teaching and assessment requirements, as well as the specific knowledge, understanding and skills that underpin the course.

The different types of business and management Masters courses, as defined by QAA, are set out on pages 17 – 18 of this document. The current proposal is designed to offer a Type 3 award which provides a career development approach to the teaching of business and management subjects. This course is oriented towards students who have a minimum of two years business/management experience at the appropriate level, in addition to a first degree in any discipline. It is also aimed at mature entry students, or those seeking a career change. All aspects of the Leading to Excellence programme are strategic in focus, with a professional (practical) orientation.

The QAA subject benchmark for Masters awards in Business and Management specify key areas of knowledge and understanding and these have been used to inform the Assessment strategy for this generalist programme in leadership and management. The mapping exercise shown in the appendices demonstrates the way in which the programme modules support the ten key areas of knowledge and understanding.

The QAA subject benchmark also provides a skill set for Masters programmes and these have been mapped in the appendices to show which modules act to support the key transferable skills associated with leadership and management.

The programme has been informed by the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA), which sets out for Masters level qualifications (Level 4, FHEQ), qualification descriptors exemplifying the outcomes expected from an award at this level.

For example, the FHEQ states that students performing at this level require ‘a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice’.

Moreover, it is stated that at this level, students are required to ‘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’. They must also ‘demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level’. The

Leading to Excellence programme aims and outcomes, specified on pages 8-10 of the current document, capture this emphasis upon critical awareness of current problems, dealing with complex issues and demonstrating creativity and originality in analysing and solving problems.

In particular, the specialist modules, the Research Methods and Dissertation are designed to help instil within students a critical awareness of current research and scholarship within the areas of leadership and management. The Dissertation, in particular, provides students with an opportunity to engage in a critical review and application of research methodologies relevant to the various aspects of leadership and management research.

QAA Masters Programmes in Business in Management Framework (2007)

Full details on the QAA Subject Benchmark Classification for Masters Degrees in Business and Management is available at :

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/BusinessManagementMasters.pdf>

The MBA in Executive Leadership and Management (and related PG Certificate and PG Diploma intermediate awards) accords with Type 3 on the following QAA Classification:

Programme type	Description	Illustrative titles
<i>Type 1</i>	<i>Specialist</i>	
	<i>Specialist (career entry)</i> Specialist master's degrees either for career entry or career development.	MA or MSc in Marketing or Human Resource Management.
	<i>Specialist (career development)</i> Specialist master's degrees either for career entry or career development.	MA or MSc in Marketing or Human Resource Management.
<i>Type 2</i>	<i>Generalist (career entry)</i> Generalist master's degrees for career entry.	MA / MSc in Management or Business Studies.
Type 3	<i>MBA type (career development)</i> Master of Business Administration (MBA) type degrees. Link to Professional Institute programmes.	MBA or MBA Health or other sector management.

17 Support for students

The following activities and documents have been put in place to provide support for Postgraduate students at Worcester Business School:

- A brief Induction programme is available within each course (module) of the Leading to Excellence programme. This will cover :
 - A brief overview of the Leading to Excellence programme
 - an introduction to the delivery pattern of the module (e.g. 2 x one-day per month inputs for a 10 credit module, followed by a period of tutor support

- during which those students seeking accreditation prepare their assignment)
- instructions on accessing the VLE to support the programme/ module
- where to go to seek additional advice on progression through the programme

For those students seeking to register for a named award e.g. PG Certificate, Diploma or MBA in Executive Leadership and Management, a full induction will be available on 3 occasions during the course of the year, involving inputs from Student Services and the Information and Learning Service.

- Course handbook (available via the VLE) including guidance for tackling assessments, including the Dissertation, and module outlines
- Support from ILS staff, through the Information Desk and Study Guides
- Student Representation on Course Management Committee (and course committee for student consultative purposes, once introduced), to address course-wide issues
- Each student is allocated a personal tutor to provide support for learning. The personal tutor for all registered students will be the programme manager.
- Registry provides student-specific information, including module results, on the SOLE page of the University website
- Range of support services available through Student Services
- English language support provision available through the Language Centre
- Disability and Dyslexia Service provides support for those students with registered disabilities, such as Dyslexia.

The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

A full range of study skills advice sheets are available through the University. This includes advice regarding skills such as self-organisation, minimising stress and reading efficiently. This information will be made available via the VLE. Support is also provided in relation to study at a distance, note-taking and oral presentation skills, all of which will prove invaluable for those returning to study, and indeed for some, to Higher Education for the first time. Other information deals with the issue of plagiarism and referencing. See [Study Skills Advice Sheets](#) . Module tutors are also available as a valuable resource to guide and advise on the completion of assessments.

18 Admissions policy, criteria and procedures

Entry requirements

The Leading to Excellence programme is open to Business Owners, Chief Executives, Directors, Senior and Middle Managers, namely, those with leadership responsibility and who are ready to explore their capability in depth.

General entry requirements of the Leading to Excellence programme are as follows:

- A second class honours degree in any subject (or International students holding a qualification recognised as equivalent by the University), **plus** a minimum of 2 years business/management experience, at an appropriate senior level. Note: that for those modules delivered by The Leadership Trust, additional experience beyond the two year minimum at a senior level is usually required.
- Candidates may be admitted without a first degree via APEL, provided they have at least two years significant business/management experience at an appropriate level. See above in case of modules delivered by The Leadership Trust.
- Additionally, students whose first language is not English are required to demonstrate proficiency to a minimum level of 6.5 IELTS or equivalent.

Candidates will not be interviewed, unless there are concerns regarding the position or management experience of the applicant that require clarification.

The Programme Manager will offer to meet with all candidates to discuss progression options once individual accredited module(s) has/ have been taken.

Recognition of Prior Learning

Students with relevant previous study at postgraduate level or extensive management experience will be considered eligible for recognition of prior learning. Credit may be given for individual modules, where qualifications (at the appropriate level) or experience are felt to represent a close match with module learning outcomes.

Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University [webpages](#) or from the Registry Admissions Office (01905 855111).

Alternatively, for an informal chat about the Leading to Excellence programme, contact Worcester Business School on 01905 855279 or wbs@worc.ac.uk

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

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards, include:

- Module feedback
- Annual Course Monitoring Report completed by programme manager
- Periodic review, including external scrutiny
- Peer teaching observation
- External examiners reports
- Academic staff annual appraisal

Committees with responsibility for monitoring and evaluating quality and standards

- Worcester Business School Quality Committee
- Worcester Business School Post Results Moderation Group
- Course Management Committee chaired by the programme manager, and including the staff team and student representation, with accompanying Staff Student Consultative Committee for student consultation (once programme established)
- University PG Board of Examiners
- Academic Standards and Quality Enhancement Committee
- Ethics Committee
- University Learning, Teaching and Student Experience Committee
- Worcester Business School Learning, Teaching and Student Experience Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Module feedback questionnaires
- Course Management Committee
- Staff Student Consultative committee (student consultation)
- Meetings with personal tutor
- Occasional meetings may be held with mentors/training managers (of sponsoring organisations). It should be noted that organisation-based mentors, whilst strongly encouraged are not mandatory.

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is 50% for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements (delete if this does not apply).
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Postgraduate Regulatory Framework](#).

Retrieval of failure

- Where a fail grade has been awarded for a module, a student will be entitled to a maximum of two attempts to retrieve the failure unless the failure was due to non-attendance.
- The Board of Examiners may require a student to either retake the module or be reassessed in the module. A student who achieves an overall mark of less than 25% will normally be required to retake the module.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7
PG Dip	Passed a minimum of 120 credits at level 7
Masters (MA/MSc/MBA/MTL)	Passed a minimum of 180 credits at level 7 including a minimum of 40 credits from the Dissertation

The awards of PG Cert, PG Dip or Masters may be made with Pass, Merit or Distinction.

This section must also include details of any regulations which specifically apply to the course and/or are different to the standard regulations of the Undergraduate Regulatory Framework. Such regulations must be agreed with the Head of Registry Services and Director of QED and approved by ASQEC.

21 Indicators of quality and standards

- The University underwent a QAA Institutional Audit in March 2011. The audit

confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

- The discipline of Business and Management was specifically audited as part of this process. The Business and Management Discipline Audit confirmed that the standard of student achievement in the discipline was appropriate to the title of the award and its location within the FHEQ. The QAA commended WBS for robust and comprehensive annual monitoring, for especially good practice in supporting its students via the personal tutoring system, and for quality assurance via post-results moderation.
- Director of Business Development (who has overall responsibility for the quality of the Professional Development programmes offered by the School) is a trained QAA Institutional Auditor.
- Annual External Examiners' reports have been extremely supportive and complimentary particularly with respect to the mix of assessments and responsive and proactive approach to continuously improving the curriculum.
- The Leadership Trust has recently been awarded a prestigious safety award from one of the world's leading training and advisory bodies. The Trust was given the esteemed International Safety Award by the British Safety Council.
- Many members of staff engaged in developing the programme are actively engaged in relevant research, consultancy and professional practice in the disciplines of business management.
- The University of Worcester holds the Investors in People kitemark which was renewed in 2008.
- HEFCE performance indicators, especially with respect to completion and achievement.
- The annual National Student Survey in which, in 2012 Business Management received an overall satisfaction score of 4.2 (out of a total of 5).
- Careers Destination Surveys.

22. Career Opportunities & Links with Employers

- Worcester Business School has specific employer engagement personnel in the form of the Director of Business Development, and Manager: Employer Engagement. Both share responsibility for promoting closer links with employers, through the Business School Advisory Board, links with professional organisations e.g. Institute of Directors, Federation of Small Businesses, UK IT Association, Herefordshire and Worcestershire Chamber of Commerce; professional bodies e.g. Chartered Management Institute (CMI), Chartered Institute of Personnel and Development (CIPD), Institute of Leadership & Management (ILM), Chartered Institute of Marketing (CIM) and also via direct engagement. It may be that the Business School can broker links with these organisations on the student's behalf that may prove valuable to their organisation and role.
- The Leadership Trust has strong links with a range of prestigious organisations. Those with whom they have been closely associated in recent months include The British Olympic Association, British Paralympics Association, The Teaching Awards Trust, The British Quality Foundation, and Concern Universal (working in partnership to fight poverty). Other Blue-Chip organisations on the Trust's list of clients, are Barclays plc, Lloyds TSB, PricewaterhouseCoopers, Persimmon plc, John Lewis Partnership plc, GlaxoSmithKline, Pfizer Pharmaceuticals Group, Sport England and British American Tobacco plc.
- The Business School has strong links with other intermediary organisations, such as Business Voice West Midlands, Women in Rural Enterprise etc. As above, the

University represents an important regional (and national/ international) focus for networking, and this may add tremendous value during engagement with the Leading to Excellence programme.

- The Business School's specialist research and consultancy centre, the Centre for People @ Work, has a wide range of projects and opportunities to provide links with other employers. The Centre specialises in applied research and consultancy, and a number of projects have been completed that have improved the business organisation in question, as well as providing excellent primary research material to form the basis of papers and publications.
- The School has been an important focus of projects linked with the West Mercia Constabulary through the Shared Police and Higher Education (SPHERE) partnership. This engagement has enriched the experience of WBS tutors, providing excellent case studies for use in Leadership and Management Development.
- University of Worcester Careers Advisory Service provides on-going support for registered students on the Leading to Excellence programme.
- Periodic Career Fairs are organised by Student Services.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in accompanying course handbook.