

# Programme Specification

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| <b>Programme Title and Name of Award</b>               | Executive MBA  |                             |     |
| <b>Academic Level</b>                                  | 7  | <b>Total Credits</b>        | 180 |
| <b>Professional Body Accreditation / Qualification</b> | n/a  |                             |     |
| <b>Date of Professional Body Accreditation</b>         | n/a  | <b>Accreditation Period</b> | n/a |
| <b>UCAS Code</b>                                       |  |                             |     |
| <b>HECoS Code</b>                                      | 100078 Leadership  |                             |     |
| <b>Criteria for Admission to the Programme</b>         | <p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:<br/> <a href="https://www.cumbria.ac.uk/study/courses/postgraduate/mba-executive/">https://www.cumbria.ac.uk/study/courses/postgraduate/mba-executive/</a></p> <p>The following additional requirements apply for entry to this programme:</p> <ul style="list-style-type: none"> <li>A. For non UK degree programmes, the University will utilise the NARIC database to determine its equivalence to a UK honours degree.</li> <li>B. Applicants presenting non-standard qualifications with substantial business and management experience will be invited for an interview to present their experiential learning.</li> </ul> <p>Language Requirements: English language requirements for non-English-speaking students are a minimum IELTS score of 6.5, or equivalent. If an applicant's first language is not English, he or she must be able to demonstrate oral and written fluency in English. Working or studying in an English-speaking environment will usually be sufficient to demonstrate an acceptable competence. Otherwise, applications for admission must be accompanied by a certificate of competency in the English language from a recognised institution or programme.</p> |                             |     |

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|  | <p>We welcome applications from students who may not meet the formal entry criteria but who have relevant experience or the ability to pursue the course successfully.</p> <p>The formal entry requirements are:</p> <ul style="list-style-type: none"> <li>• An honours degree at 2:2 or above.</li> <li>• At least 3 years' relevant work experience, ideally 5.</li> <li>• English language at IELTS 6.5 (minimum of 5.5 in each component).</li> </ul> <p>Applications are considered from candidates who do not meet the formal entry requirements but can provide evidence of equivalence.</p> <p>Examples of equivalence are:</p> <ul style="list-style-type: none"> <li>• A wide range of professional qualifications and/or work experience.</li> <li>• Working or studying in English or an English-speaking environment.</li> </ul> <p>Applications will be considered from candidates who do not meet the formal entry requirements but who can demonstrate by interview the commitment to complete the programme successfully.</p> <p>APL will be considered.</p> |
| <b>Teaching Institution</b>                    | University of Cumbria  |
| <b>Owning Institute</b>                        | Institute of Business Industry and Leadership  |
| <b>Programme delivered in conjunction with</b> | n/a  |
| <b>Principal Mode of Delivery</b>              | <p>Blended Learning</p> <p>Laptops/computers - Learners are expected to have access to a computer/laptop for the work on this programme. For learners who do not have adequate access or encounter difficulties due to accessing key University of Cumbria systems and software a laptop loan system is available. We can also provide individual learning support advice via the student services.</p>  |
| <b>Pattern of Delivery</b>                     | <p>Part-time. Block Delivery</p> <p>You will be expected to attend learning sessions in person in a block series of 2-3 days per module at the university's Ambleside campus.</p>  |
| <b>Delivery Site(s)</b>                        | Ambleside  |
| <b>Programme Length</b>                        | Part Time: 2 years (18 months study)   |
| <b>Exit Awards</b>                             | You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.   |

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|  | Postgraduate Diploma in Business Administration<br>Postgraduate Certificate in Business Administration |
| <b>Period of Approval</b>  | August 2022  |
| <p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:<br/> <a href="https://www.cumbria.ac.uk/study/courses/postgraduate/mba-executive/">https://www.cumbria.ac.uk/study/courses/postgraduate/mba-executive/</a></p> |  |

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| <b>Cumbria Graduate Attributes</b>   |
| <p>Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:</p> <ul style="list-style-type: none"> <li>• Enquiring and open to change</li> <li>• Self-reliant, adaptable and flexible</li> <li>• Confident in your discipline as it develops and changes over time</li> <li>• Capable of working across disciplines and working well with others</li> <li>• Confident in your digital capabilities</li> <li>• Able to manage your own professional and personal development</li> <li>• A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment</li> <li>• A leader of people and of places</li> <li>• Ambitious and proud</li> </ul> |

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| <b>Programme Features</b>  |
| <p>This programme offers a mix of on-campus learning and blended online delivery, and is designed to engage learners in highly interactive group dynamic learning as well as in thorough academic inquiry. The outlook of the content is global, and is designed against an array of global leadership thinking yet offers a strong focus on local/regional realities. You will examine a wide range of scenarios and case studies, and examine and reflect on and analyse your organisational and sector context. This will link to regular work based learning and self-directed study.</p> <p>This approach allows you to critically assess content, theories and application and develop your own unique decisions and leadership approach.</p> <p>The approach for this course emphasises the analysis and application of an array of case studies, local, national and international guest lecturers and real-life business solution assignments such as business pitches, business planning, negotiation and consulting to allow you not only to engage in leadership and business management thinking but actual implementation. Your assumptions will be critically tested and critiqued by organisational leaders from outside of the university. Assessments,</p> |

however, will be marked and agreed by the University of Cumbria's academic team in accordance with the university's academic regulations.

Students following this programme would normally have at least three years' post-graduation work experience, and this programme will build upon prior knowledge and skills gained within a wider organisational context, and contextual framework. The advantages of bringing together theory, practice and a multitude of business experiences and people are incalculable

The Executive MBA qualification has been designed for candidates desiring to become effective, responsible business leaders in an increasingly global, complex and technology-driven world.

The programme allows you to engage in a Higher Education experience that takes you on an evolving learning journey which encourages leaders to develop a better understanding of their personal leadership, their responsibility for others and the business and organisations they lead.

The programme allows you to gain insights into the concept of leadership mentality as well as explore leadership and management theories. The programme encourages a high degree of critical thinking and inquiry as well as the freedom to question theories and concepts presented. Modules are designed to create a mix of fast-paced interactive learning in groups, as well as more reflective, systematic learning to equip you with the leadership and management tools you need to grow in your ability to impact your business environment effectively as well as and pursue personal growth.

## **Programme Learning Outcomes**

By the end of this Programme learners will be able to:

1. Develop relevant leadership and management skills, behaviour and knowledge, both academic and professional, in line with postgraduate standards/benchmarks.
2. Develop critical reflection skills and engagement with organisational and professional theory to understand, and where appropriate, challenge existing individual and organisational perspectives and practice.
3. Develop, and where appropriate, apply innovation, entrepreneurial and design thinking
4. Analyse and use data and current technologies to support leadership decisions and organisational improvement, change and business continuity
5. Identify, develop and implement solutions to current issues such as the growing need to better manage supply chain as well as create more effective talent acquisition and retention solutions
6. Develop commitment to continuous personal and professional development, independence and reflective learning.
7. Develop particular expertise and understanding in the fields of global yet locally applied leadership
8. Engage in individual research and demonstrate the ability to understand and apply management theory.
9. Develop your independent research and time management skills by undertaking a substantial research project which is self-managed, involves application of a variety of management and research practices, and demonstrates expertise and understanding of issues in leadership and/or sustainability.
10. Enhance interpersonal and team working skills, including cross-cultural leadership skills

11. Develop into agile, well rounded and outward looking business leaders and managers with a high concern for customers and colleagues, capable of taking responsibility for themselves, their people, their areas of responsibility and their organisation.

The learning outcomes against modules can be found here.

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display 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 your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes.
- Accept accountability for decision making including the use of supervision.
- Analyse complex concepts and professional situations by means of synthesis of personal and workplace reflection and data drawn from scholarship and research in the field.

## Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

### **After 60 credits of study (PGCert) you will be able to demonstrate:**

- K1.** Your own understanding of leadership and management and its impact on organisations, their context, stakeholders, decisions and ability to drive effective change.
- K2.** The application of strategic thinking to the successful management of organizations including a critical understanding of the processes of strategic problem-solving and decision-making

### **After 120 credits of study (PGDip) you will be able to demonstrate:**

- K3.** The core disciplines of business and management including leadership, strategic planning, talent management, finance, marketing at middle/senior management level.
- K4.** The range of research methods that can be applied to the study of business management and leadership.

### **After 180 credits of study (MBA) you will be able to demonstrate:**

**K5.** An understanding of the importance of data (big data), artificial intelligence, Blockchain, rapid technological change, collaboration and sustainability as part of the strategic process.

### **Programme Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the following:

#### **After 60 credits of study (PGCert) you will be able to demonstrate:**

**S1.** Advanced analytical skills: Applied learning acquired to the extensive use of real time case-study analysis

**S2.** Intellectual/cognitive skills

**S3.** Cross-cultural skills

#### **After 120 credits of study (PGDip) you will be able to demonstrate:**

**S4.** Practical and theoretical understanding in the field of management studies.

**S5.** Leadership and critical analysis skills.

#### **After 180 credits of study (MBA) you will be able to demonstrate:**

**S6.** Negotiation skills

**S7.** Professional practical skills; presentation, communication, interviewing, negotiation, teamwork, etc.

**S8.** Transferable/key skills; writing for various audiences, business reporting, data collection and analysis, teamwork, time management, etc.

### **External and Internal Reference Points**

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

Publications from the UK **Quality Assurance Agency** (QAA) for Higher Education, including:

- i) QAA Characteristics Statement: Master's Degree (February 2020)
- ii) QAA Subject Benchmark Statement: Master's Degrees in Business and Management (2015)
- iii) QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland

**University of Cumbria** strategic documents:

- i) UoC Strategic Plan
- ii) Institute of Business, Industry and Leadership Plan
- iii) UoC Learning, Teaching and Assessment Strategy
- iv) UoC Curriculum Design Framework
- v) UoC Academic Regulations

## Graduate Prospects

This course is designed to enable you to develop and progress in your career as a senior leader and involvement in strategic management. Graduates Previous graduates of similar MBA programmes achieved promotions during and/or after their study to roles with both greater leadership responsibility and required strategic input. The development of their leadership skills and behaviours were cited as being central to the career progression and enhanced professional confidence.

The University of Cumbria has strong partnerships with industry, and these links have informed and strengthened the course content and ensured its relevance and currency.

The knowledge and leadership skills you will develop during this programme are widely recognised as the underpinning attributes of successful leaders, across a wide range of business and organisational sectors.

The programme is also intended to develop your interest in research, and your understanding of the value of bringing business research principles into problem-solving in the workplace. It is hoped that some of the participants on this course may consider further postgraduate study and research, perhaps at PhD/Doctoral level..

## Learning and Teaching Philosophy

The Executive MBA qualification has been designed for candidates desiring to become effective, responsible business leaders in an increasingly global, complex and technology-driven world.

This course is not for people who like to sit still.

It is fast-moving, interactive and you will be challenged throughout to raise your business, management and leadership expertise.

### **Course overview:**

You will explore what it means to develop a leadership mentality as well as explore leadership and management theories. Your leadership thinking will be challenged, you will engage with real businesses and develop purposeful, strategic leadership and business management thinking and skills. The programme encourages a high degree of critical thinking and inquiry as well as the freedom to question theories and concepts presented. Modules are designed to create a mix of fast-paced interactive learning in groups, as well as more reflective, methodological learning to equip learners with the leadership and management tools they need to grow in their ability to impact their business environment effectively as well as and pursue personal growth.

### **What you will learn**

You will learn how to lead a business or organisation from concept through to growth and impact. You will acquire global leadership qualities and skill while learning how to use, implement and transform your local realities.

You will be encouraged to develop into an agile, well rounded and outward looking business leader and manager with a high concern for customers and colleagues, capable of taking responsibility for yourself, your teams, your areas of responsibility you're your organisation.

Across the leadership journey on this programme, candidates will engage with current, live business challenges presented to them from within the regional context as well as from further afield.

The programme is modular in that each module while in content stands alone, leads on to the next.

## **Leadership Growth and personal development**

While each module on the EMBA and SLDA can stand alone, this programme has specifically been designed to challenge learners to use acquired knowledge, skills and behaviours from one module to enrich the next.

The aim of the programme is to develop leaders who not only examine their own leadership but take personal responsibility for their leadership and management development and sharpen their skills continuously so as to arrive at a point where they, in return, can serve others as leadership and management consultants. As a result they become agents of change, influencing business decisions as well as behaviour in their respective business context.

## **Critical thinking rooted in business practice**

This programme is designed to challenge learners' ability to think critically and independently. The question 'why?' is at the heart of the conversation learners are expected to engage with. The programme draws from academia and goes deep, yet throughout, this programme is characterised by its roots in business practice. Faculty bring substantial business and leadership experience to the programme and challenge learners across fundamental national and international business practices. Candidates are exposed to real-life business challenges and are expected to work with local and international businesses both throughout the course as well as part of their assessments. From investor pitches to expansion plans this MBA-level programme provides essential experiential learning, the most fertile ground for learning and personal growth.

## **Innovation and technology**

As an institution which embraces discovery and innovation, we continue to adopt new approaches and encourage our learners to pursue innovation through entrepreneurial thinking and strategic risk taking. Candidates on this programme will explore what it means to be innovative, how to hone intrapreneurship and what strategies successful entrepreneurship demands. This includes the exploration and use of modern technology from the use of online data analytics to AI and blockchain. This course is designed to awaken leaders' courage, curiosity and understanding of digital technology and allow for new ways of thinking and decision-making.

## **Teaching style**

This blended programme is highly interactive and fast-paced while creating enough time and space for learners to reflect and strengthen their knowledge. Learners are exposed to a mix of teaching styles and individual and group learning.

## **Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated**

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.



The Institute of Business Industry and Leadership team offer expertise in blended learning and teaching, allowing you to work at a distance and yet feeling fully supported in your learner journey. Our commitment to you, the student, ensures this programme:

- (i) Engages you in learning experiences that are enriching, enjoyable and intellectually stimulating
- (ii) Works in partnership with you to develop your independence, autonomy and achievement in learning and your ability to engage in critical reflection on personal progress
- (iii) Retains and supports you by co-ordinating the roles of tutors and learning advisers, together with online resources and peer activities and tailored support for those who are not studying full-time
- (iv) Ensures you develop skills and capacities for your employability through a focus on attributes and opportunities for authentic and work-based learning
- (v) Promotes your overall satisfaction by improving means for students to evaluate their learning, regularly measuring results and acting on outcomes

### **Learning and Teaching**

The programme team is very aware of the variety of ways in which students learn. Therefore, to maximise access to learning in the programme, and to ensure that as many learning styles as possible are accommodated, a range of learning, teaching and assessment strategies are adopted.

Contexts For Learning:

Much of the learning and development in this programme is designed to encourage you to become an independent learner and critical thinker. It is designed to encourage a high-level of participation. The main emphasis on the programme is one of strong practical and professional orientation with your work developed and enhanced through interactive block teaching sessions (face-to-face) learning experiences. Students following this programme will normally have had at least two years' postgraduate experience, and this programme will build on your combined prior knowledge as well as skills gained within a wider organizational and contextual framework. Because of the projected extensive experience of the students on this programme, peer-to-peer learning and coaching is very much encouraged across the programme.

The establishment of learning sets within modules is instrumental in driving through the concept of the reflective practitioner, and is designed to encourage you to interact with other participants, both formally and informally, in seeking best practice and challenging existing practices.

The programme provides you with a wide variety of learning and teaching methods. Particular care has been taken to ensure that modules utilise complementary teaching and learning approaches so that students experience a good balance of activities. These activities are informed by QAA Benchmarks and include:

- Group discussion, opportunity for personal reflection and the availability of leadership coaching
- Modules will see external partners present real-life business issues which learners will engage with and provide suggested solutions for. This type of engagement is highly effective as it takes learning outside of theory into real case scenarios and expects students to engage deeply and with external feedback. This then creates an additional learning loop to strengthen and further grow skills, understanding and learning experience.
- Seminar activities and online work in learning sets which require students to discuss their own/organizational practices
- Research activities

- Self-directed study with peer groups, plus individual reflection and small-group work

The above is all designed to facilitate the deeper exploration of problems/issue(s) within an organisational context not only in terms of the module associated with it, but also with a view to constructing a research plan/proposal which will ultimately form the basis of the final dissertation.

### **Summative and Formative Assessment**

Central to the philosophy of the programme is the development of independent thinkers, leaders and action-researchers. Furthermore, due to the nature of an MBA, you will bring extensive experience of your own. This is captured so that learning, teaching, and assessment strategies employed in the programme are highly student-centred and make full use of the student group as a resource.

Intellectual and cognitive skills are assessed by means of a wide range of professionally relevant types of assignments.

### **Formative Assessment**

Assessment is focussed on providing opportunities for both formative and summative assessment. Formative assessment is continuous and on-going via in class and online discussions, and tutorials. Tutors comment on ideas expressed, give feedback on the direction of the discussion, and recommend courses of action/lines of thought that might be taken. In addition we look to build a safe and trusted environment for peer feedback and coaching.

### **Summative Assessment**

Summative assessments are provided both as group and individual assignments and are based on analysis and critical evaluation of existing case-study material as well as real-life case studies provided by external businesses to facilitate the real-world application of knowledge and integration of the often considerable expected experience of the students as well as theoretical material.

The assessments are wide ranging, authentic assessments, with a variety of work relevant activities.

These include:

- Investment Pitch
- Business Plan
- Video Blog
- Designing a Lecture
- Creating Learning Materials
- Financial Analysis & Investment report
- Consultancy Report

### **Digital literacy:**

Running throughout the course is the theme of digital literacy, and the importance to senior managers and leaders of understanding and being able to utilise new approaches to communication, reporting and data analysis. Key skills you will develop during your study are enhanced digital capabilities in line with the University of Cumbria/JISC six elements of digital literacy. These are ICT proficiency, information, data and media literacies, digital creation, problem solving and innovation, digital communication, collaboration and partnership, digital learning and development, and digital identity and wellbeing.

### **Academic literacy:**

We recognise that you may not have studied in a formal education environment for some time, and may feel a little 'rusty' on some areas of academic practice. You will be supported to review and improve your academic skills by a range of materials and software packages available from the

University's Academic Skills Centre and Library and Information Services. This includes support on academic writing, referencing, and research and library skills.

## **Student Support**

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

### **Induction**

University induction will be included in the programme in the form face-to-face sessions where you can start to get to know the programme team and your peers on the cohort.

This will include details of the content and format of your studies, how to use the University's online learning environment, learning resources, and academic and pastoral support. You will also have an opportunity to engage with your peer group online in advance of the first face-to-face sessions.

All of this will be backed up by a wealth of online information and guidance

Information and Induction portfolios are available from the New Students My.Cumbria page:

<https://my.cumbria.ac.uk/Student-Life/New-Students/>

Postgraduate Induction Portfolio

<https://my.cumbria.ac.uk/pgwelcome>

### **Personal Tutoring**

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

### **Workplace Learning Support**

We will support you in your workplace learning, advising on the selection of activities and contexts that will support you in your studies. This may also extend to connecting students to other sources of information and comparison to enhance the student experience and benefit on the programme. This will be done by both module teaching staff and also your academic personal tutor.

### **Personal Development Planning**

A core aspect of this programme is your professional development and growth as a leader. To this end, you will be supported to write a personal development plan, reflecting on your strengths and weaknesses in your professional role, and identifying any areas where you particularly want or need to enhance your knowledge and skills. This will include consideration of your resilience when things do not go according to plan, and how to develop greater leadership resilience.

The nature of this programme means that self-reflection and personal development is embedded throughout. In addition, you will have support in your personal development in the form of coaching during the delivery of this programme.

### **Library Services and Academic Skills**

The Library home page can be accessed here: <https://my.cumbria.ac.uk/Student-Life/Learning>.

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically on Blackboard using the University's online reading and resource list system.

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site.

The [Student Enquiry Point](#) is a simple way to contact Library and [Skills@Cumbria](#) Services. Additional skills support for students is offered via:

- [Workshops](#)
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

[Head Start to Postgraduate Study](#): This free online pre-entry Master's level course is available free of charge through Blackboard. It provides a useful insight into the academic requirements of study at postgraduate level, including advice from academic tutors and current students, and an opportunity to refresh and develop the library, academic and digital skills for this level. It is recommended to students who are about to start their PG qualification.

The module is accessible via Blackboard on a self-enrol basis, where you receive badges and certificate of completion, or there is a non-certificated open access version available via the [Head Start webpage](#).

### **Student Support Services**

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

**Further support and guidance, including EDI and Safeguarding:** We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

### **Student Voice**

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at [www.ucsu.me](http://www.ucsu.me).

You can email at any time on [studentvoice@cumbria.ac.uk](mailto:studentvoice@cumbria.ac.uk).

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [IT facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all University systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [IT Services website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **University Cumbria Students' Union (UCSU) Student Support**

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at [www.ucsu.me/support](http://www.ucsu.me/support).

**Other programme requirements**

This programme is designed for students in professional employment. As such, it may be necessary for the University to communicate directly with your employer at different points during the programme (for example, sharing information about your assessment marks if your programme attendance is being sponsored by your employer).

These arrangements will be explained and defined at the start of the programme.

Because of the nature of the course delivery, you will require access to a laptop/desktop with internet access.

The University of Cumbria's online learning systems, Blackboard and PebblePad, can be accessed using up-to-date versions of web browsers (Chrome, Firefox, Safari). In addition PebblePad and Blackboard have free mobile apps (both Apple iOS and Android versions) to enable access with mobile devices. All students at the University of Cumbria will be entitled to use an up-to-date version of Microsoft Office 365 to support their study if required.

| <b>Programme Curriculum Map</b>   |                    |                     |                |                       |   |
|---|--------------------|---------------------|----------------|-----------------------|---|
| <b>Academic Level</b>   | <b>Module Code</b> | <b>Module Title</b> | <b>Credits</b> | <b>Module Status*</b> | <b>Programme Outcomes achieved</b>        |
| 7   | UCBS7110           | Lead                | 20             | Compulsory            | K1, K3, K4,<br>S1, S2, S3, S4, S5, S6, S7 |
| 7   | UCBS7111           | Innovate            | 20             | Compulsory            | K1-5, S1-5, S7                            |
| 7   | UCBS7112           | Collaborate         | 20             | Compulsory            | K1, K2, K3, K4,<br>S1, S2, S3, S5, S6,    |
| 7   | UCBS7113           | Deliver             | 20             | Compulsory            | K1, K2, K3, K4,<br>S1, S2, S3, S5, S7, S8 |
| 7   | UCBS7114           | Expand              | 20             | Compulsory            | K1, K3, K4, K5<br>S1, S2, S3, S5, S7, S8  |
| 7   | UCBS7115           | Impact              | 20             | Compulsory            | K1, K2, K3, K4,<br>S1, S2, S3, S5, S8     |
| 7   | UCBS7116           | Dissertation        | 60             | Compulsory            | K1-5, S1-S8                               |
| <b>Notes</b>  |                    |                     |                |                       |   |
| Where a student has not succeeded in their programme, they will not be permitted to re-register on the same programme |                    |                     |                |                       |   |

**\* Key to Module Statuses**

|                    |   |
|--------------------|---|
| Compulsory Modules | Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed). |
|--------------------|---|



| <b>Programme Delivery Structure: September, Part Time</b>  |                     |                         |  |  |
|--|---------------------|-------------------------|--|--|
| <b>Module Code</b>   | <b>Module Title</b> | <b>Delivery Pattern</b> | <b>Method(s) of Assessment</b>   | <b>Indicative week number of Assessment Deadline</b> |
| UCBS7110   | Lead                | September-October       | Written Assignment - 60%<br>Reflective Presentation - 40%                              | Week 11  |
| UCBS7111   | Innovate            | November-January        | Investment pitch - 60%<br>Business Plan - 40%  | Week 21  |
| UCBS7112   | Collaborate         | February-March          | VideoLog (VLOG) – 2 Parts<br>Part 1 Individual - 50%<br>Part 2 Joint Venture -50%      | Week 31  |
| <b>Students exiting at this point with 60 credits would receive a PGCert Business Administration</b> |                     |                         |  |  |
| UCBS7113   | Deliver             | April-May               | A group lecture - 70%<br>Learning Aid/s – visual, audio<br>– 30%                       | Week 41  |
| UCBS7114   | Expand              | June-July               | Global Strategy Presentation<br>60%<br>Financial Analysis and<br>Investment Report 40% | Week 48  |
| UCBS7115   | Impact              | September-December      | Consultancy Report 60%   | Week 16  |

|  |              |               |  |         |
|--|--------------|---------------|--|---------|
|  |              |               | Pecha-Kucha Reflection (Mini Conference) - 40% |         |
| <b>Students exiting at this point with 120 credits would receive a PGDip Business Administration</b> |              |               |  |         |
| UCBS7116   | Dissertation | January-April | Dissertation                                   | Week 34 |
| <b>Students exiting at this point with 180 credits would receive an Executive MBA</b>                |              |               |  |         |

| <b>Programme Delivery Structure: January, Part Time</b>  |                     |                         |   |  |
|--|---------------------|-------------------------|---|--|
| <b>Module Code</b>   | <b>Module Title</b> | <b>Delivery Pattern</b> | <b>Method(s) of Assessment</b>  | <b>Indicative week number of Assessment Deadline</b> |
| UCBS7110   | Lead                | February-March          | Written Assignment - 60%<br>Reflective Presentation - 40%                         | Week 31  |
| UCBS7111   | Innovate            | April-May               | Investment pitch - 60%<br>Business Plan - 40%                                     | Week 41  |
| UCBS7112   | Collaborate         | June-July               | VideoLog (VLOG) – 2 Parts<br>Part 1 Individual - 50%<br>Part 2 Joint Venture -50% | Week 48  |
| <b>Students exiting at this point with 60 credits would receive a PGCert Business Administration</b> |                     |                         |   |  |

|  |  |                   |  |         |
|--|--|-------------------|--|---------|
| UCBS7113   | Deliver  | September-October | A group lecture - 70%<br>Learning Aid/s – visual, audio<br>– 30%                       | Week 11 |
| UCBS7114   | Expand   | November-January  | Global Strategy Presentation<br>60%<br>Financial Analysis and<br>Investment Report 40% | Week 21 |
| UCBS7115   | Impact<br>What will your leadership impact be? | February-March    | Consultancy Report 60%<br>Pecha-Kucha Reflection (Mini<br>Conference) - 40%            | Week 31 |
| <b>Students exiting at this point with 120 credits would receive a PGDip Business Administration</b> |  |                   |  |         |
| UCBS7116   | Dissertation                                   | April-July        | Dissertation   | Week 47 |
| <b>Students exiting at this point with 180 credits would receive an Executive MBA</b>                |  |                   |  |         |

## Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

## Methods for Evaluating and Improving the Quality and Standards of Learning

### Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review
- External Examiner Reports
- Student Success and Quality Assurance Committee

### Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, UK Engagement Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners

### Date of Programme Specification Production:

March 2022

### Date Programme Specification was last updated:

July 2022

**For further information about this programme, refer to the programme page on the University website**

**The following information has implications for potential international applicants who require a Student Visa to study in the UK**

**Is the placement requirement more than 50% of the programme?**

No

|  |    |
|--|----|
| <b>If yes, what % of the programme is the placement requirement?</b>   |    |
| <b>If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?</b> | No |