

**Course Handbook**  
**Master of Business Administration**  
**2019/20**  
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**Lancashire School of Business and Enterprise (Preston and Burnley)**



Please read this Handbook in conjunction with the University's Student Handbook.

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## 1. Welcome to the course

Dear Student,

Welcome to the Lancashire School of Business and Enterprise. More specifically, welcome to the Executive Master of Business Administration (Senior Leader Master's Degree Apprenticeship). We hope that during your time us proves to be a stimulating and rewarding experience.

The first few weeks of your course will probably be quite testing as you make the transition to university study and learning. You will also be asked to complete some initial exercises that begin your interactions with the wider group – a crucial element of your learning. You will also need to structure your time so you get the most out of this approach to learning. The course team are here to assist you with this transition and you should draw upon their expertise as much as possible.

This Master's degree is a mix of business and management theory and practice. It aims to build on your previous knowledge and experience, and develop your understanding of contemporary business issues. You will be encouraged to consider the professional vocational skills that will enable you to progress in your preferred business area. You will also have the opportunity to complete a research project directly related to your job. By the end of the programme we hope that you will be an independent learner with the skills, knowledge and experience to make informed decisions about your future career. We will also support you in preparing for your end-point assessment where you can gain professional accreditation for the capabilities you will develop.

It is important to stress that the programme will involve you in a great deal of hard work. Some of the challenges you will encounter will be very much along the lines that you might expect of a Master's programme. Some may be more of a surprise!

We would offer you the following as examples of some of the challenges you might face:

- Confronting your own personal strengths and weaknesses.
- Maintaining motivation and managing your time.
- Sharing insights, experience and knowledge with others to extend community learning.
- Reflecting on experience in order to develop an enhanced understanding of the principles of business and management and opportunities for further learning and development.
- Preparing to test out theoretical principles in the real world of business.
- Developing your leadership capacity through providing and acting on feedback.

The course team will work with you in the development of these abilities. They will provide theoretical frameworks, cases and practical examples for you to explore. They will also lead you in discussions and provide opportunities for you to test ideas. However, it is important to understand that within this programme we operate as a learning community. This means that you are also responsible for your own and others' development. This is achieved through interaction and sharing of knowledge, so it is important that you are confident and prepared to engage as an active participant.

Finally, good luck with your studies.

### 1.1 Rationale, aims and learning outcomes of the course



A Degree Apprenticeship is a degree you study for while working with an employer and is paid for by your employer and the Government. The course and the apprenticeship are designed to a national standard for a job role and often come with professional qualifications and accreditation.

Individuals on the course will study a range of modules on a part-time basis and be able to put the theory into practice through work-based projects. The assessments will be agreed with their employer, to ensure that the course is fully integrated within their workplace and benefits both the employer and the participant. All UCLan degree apprenticeships fully meet all the standards outlined by the Government.

The Executive MBA Degree Apprenticeship has been designed to provide access to development opportunities for strategic thinkers and senior managers who wish to develop their theoretical understanding of higher-level management skills further. On successful completion, apprentices may also choose to register as members with the Chartered Management Institute and/or the Institute of Leadership and Management, to support their professional career development and progression.

At the end of your course, successful individuals will achieve an MBA from the University of Central Lancashire and upon completion of the End Point Assessment, participants will also receive the Level 7 Senior Leader Apprenticeship. The programme will equip you to create a portfolio of evidence of your knowledge, skills and competencies as applied in your workplace. Successful individuals may be eligible for Chartered Fellow or Chartered Manager member status depending on their management experience. In addition, successful individuals may be eligible for membership or fellowship of the Institute of Leadership and Management subject to requisite management experience.

By integrating academic theory with practical work experience, you will become more confident as you develop new organisational and interpersonal skills, becoming an asset to a wide variety of roles in any organisation.

The University of Central Lancashire Executive MBA has a range of learning outcomes informed by the Quality Assurance Agency (QAA):

#### **A. Knowledge and Understanding**

- A1. A systematic understanding of relevant knowledge about organisations, their external context and how they are managed.
- A2. A critical awareness of current issues in business and management which is informed by leading edge research and practice in the field.
- A3. Ability to communicate effectively using a range of media (for example, orally, in writing, and through digital media).

#### **B. Subject-specific skills**

- B1. Application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation.
- B2. Ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process.
- B3. Ability to operate effectively in a variety of team roles and take leadership roles, where appropriate.

B4. Ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications.

### **C. Thinking Skills**

C1. An understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues.

C2. Creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management.

C3. Ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations.

### **D. Other skills relevant to employability and personal development**

D1. Apply consistently their knowledge and subject-specific and wider intellectual skills

D2. Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to a range of audiences

D3. Be proactive in recognising the need for change and have the ability to manage change

D4. Be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations

D5. Make decisions in complex and unpredictable situations

D6. Behave ethically and with integrity and manage with a strong sense of social responsibility

D7. Evaluate and integrate theory and practice in a wide range of situations

D8. Be self-directed and able to act autonomously in planning and implementing projects at professional levels

D9. Take responsibility for continuing to develop their own knowledge and skills.

### **Professional Standard defined Knowledge, Skills and Behaviour (KSBs)**

What distinguishes this apprenticeship from other master's level study programmes is the [employer-defined knowledge, skills and behaviour \(KSBs\)](#) outcomes that are integrated and assessed, underpinned with a management master's degree, and the potential to achieve professional recognition. The University of Central Lancashire Executive MBA consolidates all of these learning objectives into one programme, providing a route to a formal qualification and the potential for professional accreditation. More detail about KSBs can be found in Appendix 2.

### **1.2 Course Team**

The University of Central Lancashire Executive MBA is based in the Division of Strategy and Enterprise within Lancashire School of Business and Enterprise. The team of staff within the division have a great deal of experience in delivering postgraduate learning and teaching to a wide range of students. The following team members will be central to your learning experience:

Staff Member	Extension
Mr <a href="#">Karl Lester</a> , Academic Lead, Strategy and Enterprise	4666
Mr <a href="#">Mark Rees</a> , Course Leader, MBA with Professional Placement	4723
Dr <a href="#">Dorota Marsh</a> , Course Leader, DBA & Pg. Cert. BMRM	4728
Dr <a href="#">Nadia Zahoor</a> , Lecturer	4656
Dr <a href="#">Abeer Pharaon</a> , Lecturer	4637
Mr <a href="#">Wayne Hawkins</a> , Division Leader, Accounting and Finance	4720
Mrs <a href="#">Wendy Auchterlounie</a> , Lecturer	4783
Mr <a href="#">Marcus Simmons</a> , Associate Lecturer	4535

When contacting your tutors from off campus you should telephone: 01772 89 (ext.).

### 1.3 Expertise of staff

The Course Team is well developed in terms of teaching and learning practice established over many years and builds upon the previous business and industry experience of individuals, whilst maintaining good links with commerce and the professional bodies. A number of staff are active in research.

### 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



### 1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

#### Greenbank Building

Lancashire School of Business and Enterprise

Telephone: 01772 891992/891993

Email: [GreenbankHub@uclan.ac.uk](mailto:GreenbankHub@uclan.ac.uk)

### 1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

E-mail is the accepted means of communication generally about your course and for matters relating to you individually. This is to your UCLan e-mail address. In some circumstances, telephone will be used. You should ensure that you update your mobile phone number.

Other modes of communication might be used for learning and teaching. You will have access to the Microsoft 365 cloud based platform during your studies and some tutors may use some features from this service.

### 1.7 External Examiner



The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

**Details to be confirmed.**

## 2. Structure of the course

### 2.1 Introduction to the Programme Structure

In essence, the Senior Leader Master's Degree Apprenticeship is two qualifications in one. The first stage of the qualification is the UCLan Executive MBA. This is an MBA that has been specifically designed with the Senior Leader Master's Degree Apprenticeship in mind. A description of the MBA is included in section 2.3 below. This qualification must be completed before you move onto the second part of the apprenticeship qualification.

The second part of the qualification is the Chartered Apprenticeship. This qualification is awarded by the Chartered Management Institute (CMI) and provides you with Chartered Management status. To gain this status you need to satisfy several criteria:

- You must hold an MBA.
- You must have completed a portfolio that evidences your satisfaction of certain Knowledge, Skills and Behaviours defined by the Apprenticeship Standard (see Appendix 2 of this document). You will satisfy and evidence these Knowledge, Skills and Behaviours through your engagement with the module content of the MBA.
- You will have completed a Work-Based Project. This is a component of the MBA, so completion of that qualification will automatically satisfy this criterion.
- You must have qualified in Mathematics and English at 'Level 2' (GCSE or equivalent).
- You must have the agreement of your employer that you have satisfied the above criteria.

When you are confident that the above criteria have been satisfied, you can then apply to enter the End Point Assessment of the apprenticeship scheme. Details of this stage can be found in Section 2.3 (below) and in Appendix 3 of this document.

On successful completion, apprentices may choose to register as members with the Chartered Management Institute or the Institute of Leadership & Management, to support their professional career development and progression.

The following sections discuss the individual components of the Senior Leader Master's Degree Apprenticeship.

## 2.2 The MBA Structure

The structure of your programme reflects the aims, objectives and learning outcomes. The MBA is divided into five Stages. Stage 1 is completed during Semester 1 that runs from September to December; Stage 2 is completed during Semester 2 that runs from January to May. Stages 3 and 4 follow the same pattern.

What distinguishes this apprenticeship from other master's level study programmes is the employer-defined knowledge, skills and behaviour (KSBs) outcomes that are integrated and assessed, underpinned with a management master's degree, and the potential to achieve professional recognition. Students have the opportunity to complete an 'end-point assessment' when they are deemed to have satisfied certain 'gateway criteria'. Successful completion of the end-point assessment will result in the applicant gaining professional accreditation. More detail relating to end-point assessment can be found in Appendix 3.

## 2.3 Modules available

The Executive MBA consists of eight modules taken by all students. Postgraduate programmes such as the MBA consist of Level 7 modules. Modules are linked to credits and you will need to complete 180 credits to qualify for the Executive MBA. To complete 180 credits you will study seven 20-credit modules and one 40-credit work based project.

Details of the modules you will take is provided in the table below:

Code	Title and Description	Credits
MD4068	<p><b>Leadership and Management</b></p> <p>The module is designed to enable students to critically appraise their own personal development needs (related to leadership and management) in order to enhance their individual potential via a set of experimental (experiential) development exercises. This module aims to introduce a range of critical theoretical perspectives to enable students to become critical, reflective and responsible practitioners.</p>	20
MG4205	<p><b>Project Management</b></p> <p>This module aims to equip students with the ability to plan, schedule and control a project. The module will provide practical experience of using commercially available software for project management. Upon completion of the module, students will be able to critically discuss issues surrounding project management.</p>	20
AC4430	<p><b>Strategic Financial Management</b></p> <p>The module aims to enable the students to use principles and techniques within the financial and management accounting fields and to develop students' financial problem solving skills in respect of both financial and management accounting issues, and to develop the ability to critically appraise accounting solutions to real world problems. Emphasis will be on developing cognitive skills via critical analysis, interpretation and evaluation</p>	20

	of strategic financial information produced within the organisation.	
MD4090	<p><b>The Reflective Practitioner</b></p> <p>The module aims to develop and enhance students' skills in self-reflection and critical analysis to support their journey on becoming a critical practitioner. This module also supports and documents students' understanding of integration of academic knowledge and professional practice.</p>	20
MD4091	<p><b>Managing Innovation and Change</b></p> <p>This module aims to enable the student to acquire solid conceptual knowledge in innovation management theories and methodologies. The module will introduce change principles, drivers and culture interventions in an organisational context. Students will learn about assessment tools and methodologies used to implement innovation management principles in their organizations. The module will encourage students to engage with systems thinking and methods of programme management.</p>	20
MD4092	<p><b>Strategic Management</b></p> <p>This module aims to introduce and develop theoretical, conceptual and empirical skills in the analysis of the business environment. This includes the development of generic skills of evaluation and critical analysis that can be applied more generally. The module will encourage students to comment on the conceptual and theoretical foundations associated with the study of strategic management and analyse the practice of strategic management.</p>	20
MD4093	<p><b>Operations Management</b></p> <p>This module aims to provide an overview of the nature of operations management and strategy in the context of supply chain management and to develop greater insight into some of the ways that contemporary challenges are being met in different sectors. Students will be encouraged to understand and apply relevant academic theories, tools and techniques to practical real-world cases in order to appraise their impact and analyse their relevance and value in the workplace.</p>	20
MD4094	<p><b>Work Based Project</b></p> <p>In the last 6 months of the on-programme period, the apprentice must undertake a work-based project, which will bring together elements of their learning from different parts of the programme and show their accumulated knowledge and understanding of management and its application in their organisation. The topic/coverage of the work-based project will be agreed between the employer and apprentice, and must be of benefit to the business. Work-based projects must enable the application of KSBs to be assessed by the project showcase. The employer must agree with the apprentice a work-based project that is achievable within the employer's business constraints, whilst</p>	40

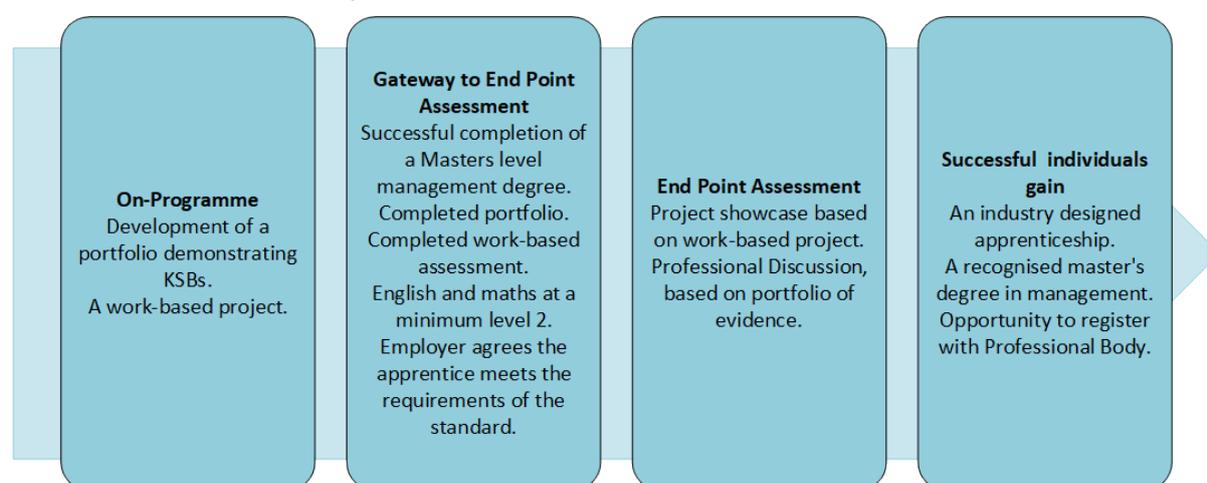
	meeting the needs of the end-point assessment. The work-based project should be conducted as part of the apprentice's normal work. The employer should make allowance, in terms of time and resource, for the work-based project to be undertaken.	
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## 2.4 The Senior Leader Master's Degree Apprenticeship End Point Assessment

End point assessment (EPA) should only start once the employer is satisfied that the gateway requirements for EPA have been met and that the apprentice is consistently working at or above the level set out in the standard. The gateway requirements include completion of a Master's level management degree and English and maths at level 2.

EPA should be completed within 8–12 weeks, from the apprentice meeting the requirements of the end point assessment gateway.

The EPA model can be represented thus:



The EPA consists of two distinct assessment methods:

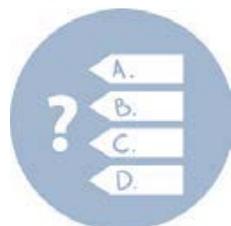
- Project showcase, based on work-based project, including report, presentation and questioning.
- Professional discussion, based on review of portfolio.

The assessment methods contribute equality to the end point assessment grade i.e. 50%.

Performance in the EPA will determine the apprenticeship grade of fail, pass, merit or distinction. A pass represents competence against the KSBs on the apprenticeship standard, with merit and distinction representing performance above the requirements for the standard.

On successful completion, apprentices may choose to register as members with the Chartered Management Institute and/or the Institute of Leadership & Management, to support their professional career development and progression.

A document detailing the standard and EPA requirements can be found in Appendix 3.



## 2.5 Course requirements

Individual employers will set the selection criteria for their apprenticeships. This may involve previous management experience, having undertaken an apprenticeship or qualifications such as a first degree. A first degree in a management related subject area (minimum 2:2) and English and maths (Grade A\* - C) will be required at a minimum of Level 2 prior to the end point

assessment.

Applications from candidates with non-standard qualifications, e.g. relevant work experience and/or formal qualifications from other subject areas will be considered on a case by case basis.

To gain the award of Masters of Business Administration you must attempt and successfully complete modules to the value of 180 credits.

You may be awarded a Postgraduate Diploma in Business Administration if you complete modules to the value of 120 credits at Level 7 (only from taught modules and excluding MD4090 The Reflective Practitioner). If you complete modules to the value of 60 credits at Level 7 (only from taught modules and excluding MD4090 The Reflective Practitioner) you may be awarded a Postgraduate Certificate in Business Administration.

## 2.6 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

## 2.7 Study Time

### 2.7.1 Weekly timetable

A timetable will be available, through the [Student Portal](#) once you have enrolled onto the programme. Your study on the degree apprenticeship will take a minimum of 20% of your working week. However, as with any programme of study, you will also be expected to study during the evenings and weekend when time demands.

Every semester it will be necessary to attend two full day weekend workshops off campus. The workshops will each take place on a Saturday in a location of our choosing. These workshops will constitute the delivery of the module MD4090 The Reflective Practitioner and will help you to work towards the creation of your EPA portfolio. The workshops will also assist you in the consolidation of your learning and practice.

### 2.7.2 Expected hours of study

A standard module size is 20 credits and equals 200 notional learning hours. You will study 2 modules per semester, with a block delivery of MD4090 The Reflective Practitioner across the first three semesters. Your fourth semester will be used to complete your work-based project. This project will be agreed with your employer and supported by your academic advisor.

The structure of your programme will therefore look like this:

Semester	Content	
1	MD4068 Leadership and Management AC4430 Strategic Financial Management	Block delivery of MD4090 The Reflective Practitioner in week 7 and 11 of each semester.
2	MG4025 Project Management MD4091 Managing Innovation and Change	
3	MD4092 Strategic Management MD4093 Operations Management	
4	MD4094 Work Based Project	

Each semester you will attend university for one day per week. Modules will be delivered across morning and afternoon sessions. Your core hours of study will be 09:00 – 16:00.

### 2.7.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

**The Greenbank Hub**  
 Management/Business  
 Telephone: 01772 891992/891993  
 Email: [GreenbankHub@uclan.ac.uk](mailto:GreenbankHub@uclan.ac.uk)

As your course of study constitutes a part of your working week, it might be the case that your employer will approach you about your attendance. You can view a copy of your attendance through the app MyUCLan.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Each time you are asked to enter your details on SAM for a lecture or seminar you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

### 3. Approaches to teaching and learning

#### 3.1 Learning and teaching methods

Your postgraduate programme recognises the diversity of student learning needs and experiences. Teaching and learning strategies have been designed to meet these differing needs. The multiplicity of learning outcomes within the programme also requires a multiplicity of approaches

Students are supported by the electronic Blackboard system where materials are made available to them by module to support their learning. They are expected to complete guided self-study for each module in parallel to the taught inputs and other tutor-led work.

Particular teaching and learning strategies to be adopted to achieve the specified learning outcomes are outlined in the Module Information Pack (MIP) which accompanies each module.

Learning and Teaching strategies may include the following:

Self-directed study with peer group support
Lectures
Plenary and small group work
Individual and team presentations
Videos, computer software and documentary analysis
Learning logs
Case study analysis
Live organisational analysis
Research tasks
Critical and reflective thinking
Structured reading
Critical discussion and evaluation
Informed negotiation
Seminar paper preparation and discussion
Simulations
Visiting speakers
Study visits and residentials

Experiential learning activities
eLearning materials
Work based research

The strategy adopted by each module should be viewed in the light of a number of general principles. Each modules teaching and learning approach is designed to support and sustain:

- the acquisition, analysis and consideration of relevant concepts and theories;
- the application of such concepts and theories to personal and organisational settings;
- the analysis of live issues and problems identified by students and tutors;
- the development of sound working relationships between a diverse group of students

The role of the tutor is very much to act as a facilitator and catalyst as much as it is to provide specific knowledge inputs. The aim is the holistic development of the student, where intellectual thought and analysis, personal confidence and competence are given expression within a stimulating 'involved learning' setting.

Our experience of working with people tells us that it is your knowledge and experience, used in a supportive way, which creates significant added value to the more tutor led inputs.

It goes without saying that for this rich and stimulating learning process to be achieved all of the members of the programme need to commit themselves to the full participation in the programme. This means more than just turning up for all scheduled sessions. It means being fully prepared, being willing and able to make your own particular contribution to the sessions, and being prepared to take on responsibility for the achievement of learning from the process of human interaction that ensues.

### **3.2 Study skills**

It is expected that students will over the duration of the course both acquire new skills and enhance their existing skills. Students will learn from lecture, seminar and workshop activities and from both directed and student initiated self-study. The use of experiential learning and learner-centred activities such as presentations, the dissertation and projects, together with encouraging both self-analysis and evaluation will enable continuous personal and professional development. Students will engage in presentations on a regular basis and when possible will be offered leadership, teamwork and outdoor experiences.

In particular students are recommended to take advantage of the UCLan support services such as: <http://www.uclan.ac.uk/students/study/wiser/index.php>



### 3.3 Learning resources

#### 3.3.1 Learning Information Services (LIS)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

#### 3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, ebooks, images and texts.

Module information are available on Blackboard.

Students at UCLan now have unlimited free 24/7 access to lynda.com, an online library of high-quality instructional training videos and tutorials covering a wide range of software, technology and business topics. lynda.com is designed for all levels of learners and is available whenever you're ready to learn - you can even use it on your iPhone, iPad, Android phone or tablet, or other mobile device. To access lynda.com:

1. Go to [www.lynda.com](http://www.lynda.com)
2. Select Login (top right-hand corner)
3. Under 'Login through your organization or school' enter [www.uclan.ac.uk](http://www.uclan.ac.uk) and click 'Go'
4. Enter your UCLan username and password

### 3.4 Personal development planning

Employability skills and personal development is embedded in all modules on the course through alignment with the standard KSBs. However, additional resources are made available in e-Learn for students to use. These include time management, emotional intelligence, assertiveness, impression management, giving and receiving feedback etc. Students are encouraged to attend events and sessions organised by Careers, the universities career planning and employability service. There is also the opportunity for students to undertake mini-modules related to employability and career development. These do not form part of the MBA programme and are not credit bearing.

### 3.5 Preparing for your career



Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it that will help you to show current and future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to navigate the recruitment process.

The UCLan Careers Service offers a range of support for you, including:

- Career and employability advice and guidance appointments
- Support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- Workshops, seminars, modules, certificates and events to develop your skills

- Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

#### 4. Student Support

Students are supported directly through the Course Leader. Students are also allocated an academic advisor who will meet regularly with you and your employer.



##### 4.1 Academic Advisors

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

##### 4.2 Employers Responsibilities

As the programme is to support, the development of apprenticeships in the workplace students will be required to be in full time employment. The student's employer will be active in the learning and development of the student. Employers are expected to provide the student with the time to attend their classes. Students will also need to be able to conduct research and work based learning assignments within their place of work. It is also recommended that each student has an internal mentor within their organisation to support and champion the students live project work. Live projects will be negotiated and coordinated with support from both the organisation and the course leadership team.

##### 4.3 Students Responsibilities as an Apprentice

It is a condition of the programme that all enrolled students are in employment with an appropriate employer who will co-fund their tuition fees and support their learning development needs. This includes students having the opportunity to conduct research and work based learning assignments within their place of work. If the student's employment circumstances change or the employer fails to support the student in their learning the opportunity to continue on the programme may be significantly impeded. If a student anticipates or experiences any change in their employment circumstances they are strongly advised to discuss the potential ramifications of these changes with their Course Leader at the first opportunity. In the event that an employer withdraws an employment contract or goes into administration, a suspension of studies may be necessary until new employment is secured. If the learner does not secure new employment, then the University will counsel the student to consider an alternative degree.

##### 4.4 Students with disabilities

If you have a disability that may affect your studies, please either contact the [Disability Advisory Service](#) or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

##### **Assessment arrangements for students with a disability:**

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information.

The Disability Lead for Lancashire School of Business and Enterprise is Angela M Mackenzie:

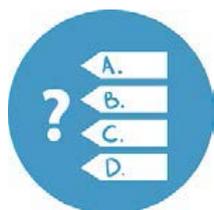
Email: ammackenzie@uclan.ac.uk

Tel: 01772 894910

#### 4.5 Students' Union One Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised; agency work through the Bridge and information on over 2000 volunteer positions within the Union.

### 5. Assessment



#### 5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

Assessment is an important part of your development as a student both to test understanding and knowledge and an ever-developing base upon which to build. The learning achieved from completing an assessment and from the feedback received, especially about how to improve are very valuable.

Each learning outcome of the course has to be assessed and this is achieved in the various modules. Most modules are assessed purely by course work, but some modules have time constrained assessments (such as in class tests and debates) during semester.

#### Assessment covers four areas:

##### Knowledge and understanding

A variety of assessments are used including essays, reports, in-class tests, formal oral debates, individual/group research tasks, presentations, dissertation proposal and dissertation.

##### Subject specific skills

This may take the form of essays, reports, reports, in-class tests, oral debates, individual and group case study analyses; individual and group research tasks; group presentations, dissertation proposal and dissertation

##### Thinking skills

A variety of assessments are used including individual and group reports; group presentations; critical review of research publications; dissertation research proposal and masters dissertation.

##### Other skills relevant to employability and personal development

A variety of methods are used including critical essays, learning logs, reflective logs, reports, in-class tests, formal oral debates individual and group reports and oral presentations, case study analyses, project plans, dissertation proposal, dissertation

##### End Point Assessment

End point assessment (EPA) should only start once the employer is satisfied that the gateway requirements for EPA have been met and that the apprentice is consistently working at or above the level set out in the standard. The gateway requirements include completion of a Master's level management degree and English and maths at level 2. Please see section 2.3 and Appendix 3 for further detailed information.

## 5.2 Notification of assignments and examination arrangements

Students will be notified on Blackboard of the requirements for individual assessments and the deadlines for submission. Examination arrangements will also be given on Blackboard.

The respective module leaders notify students through the Module Information Packs and Assessment Briefs, which may be contained within the MIP or published separately. Students are advised to take note of any special or separate communication from individual module leaders as announcements by e.g. email or in lectures. Assessments will always be notified in writing.

Short Tests and Examinations may be set within the semester or at the end of a semester/year and students should ensure that they are fully aware of when and where these are.

Students should take note that some pieces of work have to be submitted by or on a particular day and sometimes by a particular set time on that day e.g. 9.00 am.

Each assessment will have particular criteria specified in the assessment brief. This will be published either as part of the Module Information Pack, or as a separate assessment document.

## 5.3 Referencing

Students are expected to use the Harvard referencing system.

It is important when writing in assessed work that you adopt the correct academic style used at the University. This may be very different from what you are used to from pre-degree study and especially if you are an international student. The following is given as a brief review of this important area. The most important point to remember is that you are expected to write in your own words, yet give reference to your source as you write within the text of your report. It is a common misunderstanding that it is all right to use your sources words so long as you give the source – no, it is not acceptable. Generally, you should not use the words of your source at all and if you do, you must identify this as such by putting the words exactly as originally written and within quotation marks. These should be short and form a minor part of the overall work that you present. You are expected to build arguments not from your opinion but from your sources, using these as evidence to build up your points and citing their work i.e. giving references to them as the original source, but using your own words.

You are required to use the Harvard system of referencing when you write. You cite the short reference within your text of author, date and page and given the full reference in a listing at the end of your work. [See the Lancashire School of Business and Enterprise Referencing Guide.](#)

Writing in the correct style is very important and not doing so is often the cause of plagiarism which is considered to be against the university regulations and carries severe penalties. It is thus to be avoided.

## 5.4 Confidential material

Students do not generally have to use confidential material but there are some situations in which they need to be cognisant of the legal and ethical requirements of protecting confidentiality e.g. when conducting research with respondents.

## 5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin,

Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

## 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

The classification of awards is based on the Average Percentage Mark (APM) - a calculation derived from the marks achieved in specified modules. The classification of postgraduate awards is based on an APM derived from Level 7 modules only. Any Level 6 modules must be passed but will be excluded from the calculation of the APM. A Masters qualification is awarded for successful completion of 8 modules (180 credits), however exit awards may be awarded for the completion of less modules. These Postgraduate Awards are as follows:

### **Senior Leader Master's Degree Apprenticeship**

Requires Master's Degree In Business Administration, English and maths at level 2 and completion of the End Point Assessment.

### **Master's Degree In Business Administration**

Requires 180 credits at Level 7 including MD4XXX Work Based Project.

### **Postgraduate Diploma**

Postgraduate Diploma

Requires 120 credits at Level 7.

(Only from taught modules and excluding MD4XXX The Reflective Practitioner)

### **Postgraduate Certificate**

Requires 60 credits at Level 7.

(Only from taught modules and excluding MD4XXX The Reflective Practitioner)



## 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

### 7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

As a student your feedback is essential to inform the Course Team of your views about modules, the course as a whole and the University facilities. There are opportunities to do so personally in dialogue with the module tutors and the course leader through the year and more formally through the Student Liaison Officer and Student Representatives who represent all the students at the Staff Student Liaison Committee meetings (once a semester and through the Module Evaluation Questionnaires if applicable).

## 8. Appendices

## 8.1 Programme Specification(s)

**UNIVERSITY OF CENTRAL LANCASHIRE****Programme Specification**

This Programme 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 he/she takes full advantage of the learning opportunities that are provided.

***Sources of information on the programme can be found in Section 17***

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire – Preston University of Central Lancashire - Burnley
<b>3. University School/Centre</b>	Lancashire School of Business and Enterprise
<b>4. External Accreditation</b>	N/A
<b>5. Title of Final Award</b>	Master of Business Administration (Executive)
<b>6. Modes of Attendance offered</b>	Part Time/Block Delivery
<b>7a) UCAS Code</b>	N/A
<b>7b) JACS Code</b>	N200/100089
<b>8. Relevant Subject Benchmarking Group(s)</b>	Master's Degrees in Business and Management
<b>9. Other external influences</b>	Level 7 Apprenticeship Standard: Senior Leader Master's Degree Apprenticeship
<b>10. Date of production/revision of this form</b>	April 2018
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>To provide a postgraduate programme that will enable students to achieve learning outcomes at a level appropriate for the award of an MBA from the University.</li> <li>To provide students with the opportunity to develop a critical understanding of business and management and its constituent processes from both a theoretical and practical perspective.</li> </ul>	

- Top enable students to critically review and integrate their existing work experience with postgraduate studies within the 'Knowledge, Skills and Behaviours' framework of the Senior Leader Master's Degree Apprenticeship.
- To provide students with a learning experience that will enable them to enhance their career potential, personal and professional effectiveness, and performance in employment in the field of business and management in a wide range of organizations.

## **Learning Outcomes, Teaching, Learning and Assessment Methods**

### **A. Knowledge and Understanding**

A1. A systematic understanding of relevant knowledge about organisations, their external context and how they are managed.

A2. A critical awareness of current issues in business and management which is informed by leading edge research and practice in the field.

A3. Ability to communicate effectively using a range of media (for example, orally, in writing, and through digital media).

### **Teaching and Learning Methods**

Students will engage in a wide range of activities including: lectures; action learning groups; reflective practice; residential activities; plenary and small group discussion; case study analysis; background reading and research; guest speakers and industry visits; group research tasks and work based projects.

### **Assessment methods**

Students will engage in a wide range of assessment including: essays, reports, formal oral debates, individual/group research tasks, presentations.

### **B. Subject-specific skills**

B1. Application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation.

B2. Ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process.

B3. Ability to operate effectively in a variety of team roles and take leadership roles, where appropriate.

B4. Ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications

### **Teaching and Learning Methods**

Students will engage in a wide range of activities including: lectures; action learning groups; reflective practice; residential activities; plenary and small group discussion; case study

analysis; background reading and research; guest speakers and industry visits; group research tasks and work based projects.

#### **Assessment methods**

Students will engage in a wide range of assessment including: essays, reports, formal oral debates, individual/group research tasks, presentations.

#### **C. Thinking Skills**

C1. An understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues.

C2. Creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management.

C3. Ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations.

#### **Teaching and Learning Methods**

Students will engage in a wide range of activities including: lectures; action learning groups; reflective practice; residential activities; plenary and small group discussion; case study analysis; background reading and research; guest speakers and industry visits; group research tasks and work based projects.

#### **Assessment methods**

Students will engage in a wide range of assessment including: essays, reports, formal oral debates, individual/group research tasks, presentations.

#### **D. Other skills relevant to employability and personal development**

D1. Apply consistently their knowledge and subject-specific and wider intellectual skills

D2. Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to a range of audiences

D3. Be proactive in recognising the need for change and have the ability to manage change

D4. Be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations

D5. Make decisions in complex and unpredictable situations

D6. Behave ethically and with integrity and manage with a strong sense of social responsibility

D7. Evaluate and integrate theory and practice in a wide range of situations

D8. Be self-directed and able to act autonomously in planning and implementing projects at professional levels

D9. Take responsibility for continuing to develop their own knowledge and skills.

### Teaching and Learning Methods

Students will engage in a wide range of activities including: lectures; action learning groups; reflective practice; residential activities; plenary and small group discussion; case study analysis; background reading and research; guest speakers and industry visits; group research tasks and work based projects.

### Assessment methods

Portfolio development, coaching visits, employer/employee dialogue, end-point assessment.

### 13. Programme Structures\*

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	MD4068	Leadership and Management	20	<b>Master of Business Administration (Executive)</b> Requires 180 credits at Level 7.
	MG4205	Project Management	20	
	AC4430	Strategic Financial Management	20	<b>Postgraduate Diploma Business Administration (Executive)</b> Requires 120 credits at Level 7.
	MD4090	The Reflective Practitioner	20	
	MD4091	Managing Innovation and Change	20	<b>Postgraduate Certificate Business Administration (Executive)</b> Requires 60 credits at Level 7.
	MD4092	Strategic Management	20	
	MD4093	Operations Management	20	
	MD4094	Work Based Project	40	

### 15. Personal Development Planning

A supported PDP process commences with a briefing during the induction programme. This process is supported throughout the course by the Reflective Practitioner module. The PDP will evidence satisfaction of the apprenticeship standard's 'Knowledge, Skills and Behaviours'. Students are expected to utilise discussions with their personal tutor; draw on modules in terms of curriculum, teaching/learning/assessment strategies; the completion of the work-based project; extra-curricular experiences and application of knowledge and learning within the workplace. The completed PDP file will be used as a component towards satisfaction of the 'End-Point Assessment'.

**16. Admissions criteria \***

(including agreed tariffs for entry with advanced standing)

*\*Correct as at date of approval. For latest information, please consult the University's website.*

A first degree (minimum 2:2).

Individual employers will set the selection criteria for their apprenticeships. This may involve previous management experience, having undertaken an apprenticeship or related qualifications.

English and maths (Grade A\*-C) will be required at a minimum of Level 2 prior to the end point assessment.

Non-Standard Entry - Applications from candidates with non-standard qualifications, e.g. relevant work experience and/or formal qualifications will be considered on a case-by-case basis.

**17. Key sources of information about the programme**

- Full-time Postgraduate brochure and website.
- QAA Subject Benchmark Statement: Master's Degrees in Business and Management.
- Level 7 Degree Apprenticeship Standards: Senior Leader Master's Degree Apprenticeship.

## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed.

Level	Module Code	Module Title	Core (C), Compulsory (Comp) or Option (O)	Programme Learning Outcomes																			
				Knowledge and understanding			Subject-specific Skills				Thinking Skills			Other skills relevant to employability and personal development									
				A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5	D6	D7	D8	D9	
Level 7	MD4068	Leadership and Management	Comp	✓	✓	✓		✓	✓		✓	✓		✓			✓		✓	✓	✓	✓	
	MG4205	Project Management	Comp			✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	AC4430	Strategic Financial Man.	Comp	✓		✓	✓	✓					✓	✓	✓		✓	✓	✓			✓	
	MD4090	The Reflective Practitioner	Comp	✓		✓				✓	✓		✓	✓	✓	✓	✓		✓	✓		✓	
	MD4091	Man. Innovation and Change	Comp	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓	✓			✓	✓	✓	
	MD4092	Strategic Management	Comp	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	MD4093	Operations Management	Comp	✓	✓	✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MD4094	Work Based Project	Comp	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

**19.1 LEARNING OUTCOMES FOR EXIT AWARD: Postgraduate Certificate in Business Administration**

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed.

Level	Module Code	Module Title	Core (C), Compulsory (Comp) or Option (O)	Programme Learning Outcomes																			
				Knowledge and understanding			Subject-specific Skills				Thinking Skills			Other skills relevant to employability and personal development									
				A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5	D6	D7	D8	D9	
Level 7	MD4068	Leadership and Management	Comp	✓	✓	✓		✓	✓		✓	✓		✓			✓		✓	✓	✓	✓	✓
	AC4430	Strategic Financial Man.	Option	✓		✓	✓	✓					✓	✓	✓		✓	✓	✓				✓
	MD4091	Man. Innovation and Change	Option	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓	✓				✓	✓	✓

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

**19.2 LEARNING OUTCOMES FOR EXIT AWARD: Postgraduate Diploma in Business Administration**

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed.

Level	Module Code	Module Title	Core (C), Compulsory (Comp) or Option (O)	Programme Learning Outcomes																			
				Knowledge and understanding			Subject-specific Skills				Thinking Skills			Other skills relevant to employability and personal development									
				A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5	D6	D7	D8	D9	
Level 7	MD4068	Leadership and Management	Comp	✓	✓	✓		✓	✓		✓	✓		✓			✓		✓	✓	✓	✓	
	MG4205	Project Management	Comp			✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	AC4430	Strategic Financial Man.	Comp	✓		✓	✓	✓					✓	✓	✓		✓	✓	✓			✓	
	MD4092	Man. Innovation and Change	Comp	✓	✓	✓	✓	✓		✓	✓		✓		✓		✓	✓			✓	✓	✓
	MD4093	Strategic Management	Comp	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	MD4094	Operations Management	Comp	✓	✓	✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks