

1. Admissions/ Management Information						
Title of the new programme – including any lower awards						
Please provide the titles used for all awards relating to this programme. Note: all programmes are required to have at least a Postgraduate Certificate exit award.						
See guidance on programme titles in: https://www.york.ac.uk/media/staffhome/learningandteaching/documents/programmedevelopment/Framework%20for%20Programme%20Design%20-%20PG.pdf						
Masters	MSc Innovation, Leadership and Management					
Postgraduate Diploma	Postgraduate Diploma in Innovation and Management (Exit award)				Please indicate if the Postgraduate Diploma is available as an entry point, ie. is a programme on which a student can register or as an exit award, ie. that are only available to students exiting the masters programme early, or both.	Exit
Postgraduate Certificate	Postgraduate Certificate in Management (Exit award)				Please indicate if the Postgraduate Certificate is available as an entry points, ie. is a programme on which a student can register, or as an exit award, ie. that are only available to students exiting the masters programme early, or both.	Exit
Level of qualification	Level 7					
This document applies to students who commenced the programme(s) in:					2018	
Awarding institution				Teaching institution		
University of York				University of York		
Department(s):				Board of Studies		
Where more than one department is involved, indicate the lead department				The York Management School		
Lead Department	The York Management School			The York Management School		
Other contributing Departments:						
Route code (existing programmes only)						
Admissions criteria						
2i (or equivalent) degree in any subject. Students with a 2ii degree can compensate for their degree classification if they have had 12-24 or more months work experience in a relevant role. Students whose first degree was not taught in English should also have an appropriate English language qualification. Minimum acceptable qualifications are IELTS 6.5 with a writing score of no less than 6.5 and minimum score of 6.0 in all components.						
Length and status of the programme(s) and mode(s) of study						
Programme	Length (years/ months)	Status (full-time/ part-time) Please select	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode		
				Face-to-face, campus-based	Distance learning	Other

MSc Innovation, Leadership and Management	The minimum length will be 24 months and the maximum length is 6 years. The standard length for completion is expected to be 2 years although the design of the carousel means that students once the introductory module is completed can determine the length of their study as long as they complete within 6 years.	Part-time	6 intakes a year.	Please select Y/N	No	Please select Y/N	Yes	
				Please select Y/N		Please select Y/N		
				Please select Y/N		Please select Y/N		

Language(s) of study

English

Language(s) of assessment

English

2. Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

2.a. Is the programme recognised or accredited by a PSRB

Please Select Y/N: No if No move to section 3
if Yes complete the following questions

2.b. Name of PSRB

2.b. Please provide details of any approval/ accreditation event needed, including: timescales, the nature of the event, central support / information required:

2.c. Does/ will approval or recognition require exceptions to University rules/practices?

Please select Y/N No if Yes, provide details

2.d. Any additional information (e.g. student attainment required to achieve accreditation) that are required by the PSRB should be recorded here

3. Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?

Please Select Y/N: No if Yes, provide details

4. Programme leadership and programme team

4.a. Please name the programme leader for the year to which the programme design applies and any key members of staff responsible for designing, maintaining and overseeing the programme.

Jill Webb

4.b. How are wider stakeholders such as students/ alumni, professional bodies and employers involved in the design of the programme and in ongoing reflection on its effectiveness?

The programme is new and has been developed in consultation with an external partner organisation who has considerable experience of the design of on-line programmes in the US. Ongoing reflection will be aided by student feedback, external stakeholders (i.e. careers service, employers) and the school advisory board (that will be formed in the first year of running this course).

5. Purpose and learning outcomes of the programme

5.a. Statement of purpose for applicants to the masters programme

Please express succinctly the overall aims of the programme as an applicant facing statement for a prospectus or website. This should clarify to a prospective student why they should choose this programme, what it will provide to them and what benefits they will gain from completing it.

The MSc Innovation, Leadership and Management is an on-line programme designed for students who want to think strategically and draw on a variety of leadership and management tools to make their strategic vision an operational reality. You will focus on the management of change and innovation whilst developing your broader knowledge of the management disciplines. You will be actively encouraged to apply conceptual learning to your workplace; the practical experience you have gained at work will complement and reinforce the knowledge and skills you will build as you work your way through the programme. You will develop a critical approach to problems, effective written communication skills and an ability to reflect on your own development whilst you build your knowledge. The programme is designed around an asynchronous learning study model for working professionals and the support provided will enable you to balance the requirements of postgraduate studies with your other responsibilities. It will develop your capacity to support an organisation more effectively and will prepare you for more strategic roles. You will also benefit from the ethical, socially responsible and international themes that underpin all your learning.

5.a.i Statement of purpose for applicants registering for the postgraduate diploma programme

Please express succinctly the overall aims of the programme as an applicant facing statement for a prospectus or website. This should clarify to a prospective student why they should choose this programme, what it will provide to them and what benefits they will gain from completing it.

5.a.ii Statement of purpose for applicants registering for the postgraduate certificate programme

Please express succinctly the overall aims of the programme as an applicant facing statement for a prospectus or website. This should clarify to a prospective student why they should choose this programme, what it will provide to them and what benefits they will gain from completing it.

5.b.i. Programme Learning Outcomes - Masters

Please provide six to eight statements of what a graduate of the Masters programme can be expected to do.

If the document only covers a Postgraduate Certificate or Postgraduate Diploma please specify four to six PLO statements for the PG Certificate and four-eight for the PG Diploma in the sections 5.b.ii and 5.b.iii as appropriate.

Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.

PLO	On successful completion of the programme, graduates will be able to:
1	Promote and initiate management approaches which are sustainable, ethical, socially-responsible and culturally-aware based on a knowledge of contemporary issues in management theory and practice;
2	Solve complex problems and influence organisational decision making in a range of international business settings by applying knowledge from a range of management disciplines;
3	Develop and critique change in existing and new organisational structures by applying innovative and entrepreneurial theories and practices in an international context;

4	Communicate complex information persuasively, drawing on relevant evidence, in written form for a range of international contexts;
5	Improve the leadership and effectiveness of teams through insight into effective team working and team leadership;
6	Independently investigate problems in management by deploying appropriate methods and presenting substantial, in-depth critical analysis;
7	Reflect critically on their own professional context and identify areas for personal and organisational growth.

5.b.ii. Programme Learning Outcomes - Postgraduate Diploma
Please provide four to eight statements of what a graduate of the Postgraduate Diploma programme can be expected to do.
Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.

PLO	On successful completion of the programme, graduates will be able to:
1	
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4	
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5.b.iii. Programme Learning Outcomes - Postgraduate Certificate
Please provide four to six statements of what a graduate of the Postgraduate Certificate programme can be expected to do.
Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.

PLO	On successful completion of the programme, graduates will be able to:
1	
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5.c. Explanation of the choice of Programme Learning Outcomes	
Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:	
i) Why the PLOs are considered ambitious or stretching?	
You will be required to develop a deep understanding of relevant management disciplines and be able to apply theoretical concepts in a practical context. You will reflect on how organisations operate across a broad range of management functions and think critically about how organisational performance might be enhanced. You will gain new insights into different perspectives of innovation, change management and entrepreneurial leadership and you will be able to apply this new knowledge in practice. You will be able not only to understand but also to critically assess approaches to ethical and socially responsible management and be able to use advanced research methods to investigate the issues faced by organisations.	
ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:	
The programme is distinctive as it offers opportunities to develop innovation, leadership and management skills which are key assets to every organisation, regardless of size, industry sector and region; you will have the opportunity to apply the skills developed and theories studied in the context of your own organisation. The programme is international in scope and accessible to a broad range of students therefore providing a rich learning environment which will broaden your perspectives and thinking. The quality of the programme combined with the flexibility of delivery is also advantageous as it will enable you to balance the requirements of postgraduate studies with your other responsibilities.	
iii) Please detail how you would support students from diverse entry routes to transition into the programme? For example, disciplinary knowledge and conventions of the discipline, language skills, academic and writing skills, lab skills, academic integrity	
The initial module, Practising Strategy, engages students through simulation exercises that introduce core concepts and language, and through on-line videos and discussions via which you can become conversant in the conventions of management studies. Its design will therefore support students who have not been exposed to academic studies for a number of years. In addition at the start of your studies you will be given the opportunity to undertake an audit of study skills which have been identified as important for you to be successful in your studies. You will be given the opportunity to discuss the results of this audit with your personal supervisor who will support you in identifying areas for development and in developing a plan to address areas of relative weakness. Support will include ensuring that you are aware of all the on-line support offered by the university to support your development of the skills identified.	
iv) Please explain how the design of the programme enables students to progress through to the end of the award? For example, in terms of the development of research skills, enabling students to complete an independent study module, developing competence and confidence in practical skills/ professional skills, [add link to QAA masters characteristics document].	
The defined programme learning outcomes (PLOs) make clear the standard you should achieve in terms of knowledge and skills by the end of the programme. From the solid base provided by the Practising Strategy module, you will be in a position to monitor your development of knowledge and skills as you complete each of your modules, these will prepare you for your Independent Research Project (IRP) which you will complete at the end of the programme. Within the orientation module you will given the opportunity to complete a skills diagnostic against the skills required for successful completion of the course. This will enable you to identify any skills deficiencies for which you will be directed to on-line learning material to support your development of these skills. In addition you will given a schematic of the modules within the programme identifying which skills each module expects you have already developed and which skills you will develop in the module, this will enable you to plan your skills development. Within individual modules and with your personal supervisor there are opportunities to reflect on your progression and identify areas for development. The Research Methods module, Research Proposal module and Independent Research Project will facilitate the systematic development of your research skills in a supported environment.	
v) How the programme learning outcomes develop students' digital literacy and use technology-enhanced learning to achieve the discipline and pedagogic goals which support active student learning through peer/tutor interaction, collaboration and formative (self) assessment opportunities (reference could be made to such as blogging, flipped classrooms, response 'clickers' in lectures, simulations, etc).	
The programme is taught wholly on-line and thus offers many opportunities for the development of digital literacy skills and for using technology-enhanced tools to support learning. Tutors will provide you with a structured knowledge base on which to draw; these include text, short videos and on-line mini lectures. You will participate in a variety of tutor led activities which will provide you with the opportunity to reflect on, utilise and re-construct this knowledge in the light of your own work-based experience and discussions with and feedback from peers and tutors. You will be given opportunities to apply your conceptual learning both to your own organisation and to other organisations in which you have an interest.	
You will study in a technology rich environment and will communicate and collaborate using digital tools, for example video conferencing, blogging and on-line discussion forums. The completion of the Independent Research Project will develop your information literacy and digital scholarship skills as you will need to find, use, manage and evaluate on-line sources and other information. You will have the opportunity to use a broad variety of applications to support your studies, for example for the analysis of quantitative or qualitative data.	
vi) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?	
The programme's employability objectives should be informed by the University's Employability Strategy: http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/	

The programme is predominantly aimed (but not exclusively) at students who will be working in a relevant field and therefore throughout the course there will be opportunities for you to reflect on the course content and apply what you have learnt back in the workplace. The Independent Research Project in particular gives you the opportunity to work on a problem specifically related to your workplace. For all students employability will be enhanced/supported through the focus on the development of key employability skills which run throughout the course. In particular the course provides you with the opportunity to reflect on your own skills and practice and identify and develop areas that you consider to be important in the context of your own professional development. For students with limited work experience the opportunities to apply learning to case based scenarios will enhance your employability.

vii) Consultation with Careers

The programme proposal should be discussed with Careers. Please contact your Faculty Employability Manager. Please provide details of Careers' comments and your response.

Careers already offer on-line support to support to distance learners on other programmes and have experience working with students in employment, studying for professional development or for a possible career change. Through guidance given by personal supervisors and through information within the orientation module (and where applicable in other modules) students will be made aware of the support that is available from Careers. In addition, Careers are developing their on-line provision to support professional development (for example on-line personality profiling is currently being trialled) and these developments will be incorporated into the programme as they become available.

viii) How is teaching informed and led by research in the department/ centre/ University?

Each module provides students with an introduction to key concepts, frameworks, and relevant literature in the discipline area supported by guided reading which draws on academic literature. Across the programme students will be required to engage with and synthesise relevant research based literature and to consider how this material is relevant to their own practice. Each module is designed, built and led by staff appropriately qualified and experienced to deliver research informed teaching. The module leader is responsible for reviewing and refreshing this material each time the module runs to maintain the currency of research material. Module leaders and module tutors will be responsible for delivery of the material; module tutors will be experienced to doctoral level or will have relevant experience of practice and teaching experience at postgraduate level. Modules, module leaders and module tutors are positioned in a subject group which is led by and mainly comprised of research active staff. Subject group leaders will meet at least annually with module leaders to discuss the module and review the research based content to ensure that it remains up to date and reflects current debates in the subject area. The following university research themes are incorporated into the programme as they apply in management context; environment sustainability and resilience, justice and equality and risk evidence and decision making. All students will be subject to research-based teaching as part of their programme; students will be introduced to inquiry-based learning in the context of case studies across a number of modules. They will also undertake an inquiry in an academic context or more commercial context in the Independent Research Project. All modules which are inquiry based are research oriented in that they introduce students to the research processes needed to support the inquiry undertaken.

5.d. Progression

For masters programmes where students do not incrementally 'progress' on the completion of a discrete Postgraduate Certificate and Postgraduate Diploma, please summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of the set of modules or part thereof.

This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules and in circumstances where students registered on a higher award will exit early with a lower one.

Note: it is not expected that a position statement is written for each masters PLO, but this can be done if preferred.

On completion of modules sufficient to obtain a Postgraduate Certificate students will be able to:

If the PG Cert is an exit award only please provide information about how students will have progressed towards the diploma/masters PLOs. Please include detail of the module diet that students will have to have completed to gain this qualification as an exit award.

Students exiting with the Postgraduate Certificate will have made some progress towards PLOs 1,2,3,4,6 and 7. They will be able to identify and evaluate multiple approaches to corporate strategy and ethical considerations affecting a range of management functions. They will be able to write reports which bring together issues of theory and practice and critically evaluate their own experiences and identify areas for development.

Students exiting with the PG Certificate award will have completed the Practising Strategy module and successfully completed taught modules which total at least 60 credits. As the modules that a student will have completed will vary, the PG Certificate has the generic title of Management rather than one that mirrors the title of the full Masters programme.

On completion of modules sufficient to obtain a Postgraduate Diploma students will be able to:

If the PG Diploma is an exit award only please provide information about how students will have progressed towards the masters PLOs. Please include detail of the module diet that students will have to have completed to gain this qualification as an exit award.

- Students exiting with the Postgraduate Diploma award will be able to:
- Promote and initiate management approaches which are sustainable, ethical, socially-responsible and culturally-aware based on a knowledge of contemporary issues in management theory and practice
 - Solve complex problems and influence organisational decision making in a range of international business settings by applying knowledge from a range of management disciplines
 - Develop and critique change in existing and new organisational structures by applying innovative or entrepreneurial theories and practices in an international context
 - Communicate complex information persuasively, drawing on relevant evidence, in written form in a range of international contexts
 - Reflect critically on their own professional context and identify areas for personal and organisational growth.

Students exiting with the Postgraduate Diploma will have completed the Practising Strategy module and successfully completed taught modules which total at least 120 credits. The Leading and Managing People module makes a significant contribution to PLO 5 and, as it cannot be guaranteed that students exiting with a PG Diploma will have completed this module, the word Leadership does not feature in the award title. Students exiting with a PG Diploma will, however, have completed at least 2 of the 3 taught modules on innovation, so the PG Diploma has been titled Innovation and Management.

5.e. Other features of the programme

i) Involvement of partner organisations

Are any partner organisations involved in the delivery of the programme?

Please Select Y/N:	No	if Yes, outline the nature of their involvement (such as contributions to teaching, placement provision). Where appropriate, see also the: University guidance on collaborative provision
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ii) Internationalisation/ globalisation

How does the programme promote internationalisation and encourage students to develop cross-cultural capabilities?

All modules are set in a global context, many draw on international cases and some specifically address issues associated with managing and leading across national boundaries. The programme is accessible to students from across the world, as location is not a barrier to participation. As the programme is accessible to students from across the world it is expected to attract many nationalities and cultures. Interacting with these students, in a supported on-line environment, will help broaden your understanding of international perspectives and improve your cross-cultural communication skills.

iii) Inclusivity

How will good practice in ensuring equality, diversity and inclusion be embedded in the design, content and delivery of the programme?

[This refers to the protected characteristics and duties on the University outlined in the Equality Act 2010](#)

The learning will be delivered through an accessible learning platform and be designed specifically to cater for learners with flexible learning requirements. The mode of on-line only delivery used for these programmes gives learners control over time, place, pace and payment options for learning and will enable many learners to access Masters level education who would not otherwise have been able, allowing them to fit their study around family, work, health and other commitments.

6. Reference points and programme regulations

6.a. Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points

Please state relevant reference points consulted (e.g. Framework for Higher Education Qualifications, National Occupational Standards, Subject Benchmark Statements or the requirements of PSRBs):

See also Taught Postgraduate Modular Scheme: Framework for Programme Design:

<https://www.york.ac.uk/media/staffhome/learningandteaching/documents/programmedevelopment/Framework%20for%20Programme%20Design%20-%20PG.pdf>

<http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf>

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>

<http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2843#.VthM1fmLS70>

The QAA subject benchmark statement for Master's Degrees in Business and Management was used as a reference point, in particular the section on type 2 generalist degrees was used to inform content design.

6.b. University award regulations

The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

7. Programme Structure

There are two fixed points in the delivery of modules; the Practising Strategy module which is the first module you will study and the research proposal and Independent Research Project which run consecutively and which are the final modules studied. The Practising Strategy module will give you a grounding in the discipline areas you will study on the remainder of the programme and will introduce you to a variety of skills that will be further developed as the programme progresses. Summative assessment for this module is broad and includes a reflective element so you will have had experience of reflection before undertaking the remainder of the programme. All modules have been designed with minimal pre-requisites and self diagnostic tools will be used to identify both your skills needs for individual modules and further independent study to support learning. A range of assessment formats are used reflecting the broad range of learning outcomes across the programme. You will have the opportunity to develop skills of searching for relevant literature, applying theory to practice and writing an extended piece of work in individual modules prior to undertaking the Research Proposal; you will therefore develop the skills to undertake the Independent Research Project as you work your way through the programme. Furthermore when you commence the research proposal you will have completed all or almost all of the taught programme and so will have had exposure to a range of discipline areas which you can study further in the Independent Research Project. The Research Proposal and Independent Research Project will enable you to look at an area of study relevant to your programme in more depth and the assessment requires students to complete a lengthy and complex piece of work independently.

8. Contribution of staff

8.a. Please outline (where applicable) the contribution of Postgraduate who Teach (PGWTs) to the programme.

The programme must comply with the University Policy on PGWTs and PGWTs must be involved in the monitoring and review of the programme.

http://www.york.ac.uk/admin/hr/managers/casual_workers/pgwt/#tab1

PGWT will not be teaching on the programme.

8.b. If casual teaching staff and/ or staff external to the University will be involved in delivery of the programme, please outline how they will contribute and how the programme team will ensure that individuals are adequately supported and monitored.

A distinction should be drawn between those staff for whom the University can accept responsibility as internal examiners (i.e. continuing employees) and those for whom it cannot (i.e. casual teaching staff, persons not employed by the University). Those in the latter category may be involved in assessing and in advising an internal examiner on the mark to be awarded; in every such case, however, the internal examiners will be required to 'second mark' the work concerned and be formally responsible for the marks awarded (Guide to Assessment, sec. 17).

All staff delivering the programme will be appointed by the university on full time or fractional contracts. Module leaders will be of grade 7 and above and module tutors (teaching assistants) grade 6.(max 200 words)

9. Work-based learning

It is strongly recommended that departments that do not already have an established work-based learning programme should contact Careers for help and advice.

9.a. Does the programme include the opportunity to undertake work-based learning/ placements?

All such programmes must comply with the policy on work-based learning and placements

<https://www.york.ac.uk/staff/teaching/procedure/programmes/design/>

This should include the signing of learning agreements between the student, department and work-place

Please Select Y/N: No if No move to section 10
if Yes complete the following questions

i) Is it a compulsory or optional element of the programme?

Please Select:

ii) Briefly detail the nature of the work-based learning:

iii) Who will be responsible for sourcing and arranging the placement: (please select)

Additional details:

iv) What will be the criteria for the selection of locations for work-based learning?

v) How will the department ensure a sufficient number of work-based learning opportunities?

10. Additional information		
10.a. Recognition of prior learning / credit transfer		
Will this programme involve any exemptions from the University Policy and Procedures on Credit Transfer and the Recognition of Prior Learning? (Any exemptions must be agreed by the BoS and PVC Teaching, Learning and Students and then detailed in a departmental statement on credit transfer and the recognition of prior learning – contact your Quality Support Officer in the Academic Quality Team for guidance)		
Please Select Y/N:	No	
10.b. Continuing Professional Development		
Will any of the programme's modules be available on a freestanding basis?		
Please Select Y/N:	No	
if yes, please explain how:		
10.c. Ethical considerations		
Does the programme give rise to any ethical issues, which might warrant wider consideration within the University? (E.g. will the programme receive sponsorship from a firm that is involved in activities that might give rise to ethical concerns (e.g. tobacco/arms)? Will students need to conduct experiments on humans or animals)?		
Please Select Y/N:	No	if yes, please provide brief details to be referred onto the appropriate body within the University:
if yes, please provide brief details to be referred onto the appropriate body within the University:		
10.d. Student involvement in programme development		
How were current and/ or former students involved in the development of this proposal/ programme?		
N/A		
10.e. External Examiners		
i) Will any additional external examiners need to be appointed for the programme?		
Please Select Y/N:	Yes	
ii) Does the programme team envisage any difficulties in obtaining appropriate external examiners?		
Please Select Y/N:	No	
iii) Will any external examiners be drawn from outside academia? (please select Y/N)	No	
Additional details:		
10.f. Transfers out of or into the programme		
i) Transfers <u>into</u> the programme will be possible? (please select Y/N)	Yes	
Additional details:		

Students with appropriate prior experience may be able to transfer from one of the other on-line programmes which share core modules with the MSc Innovation, Leadership and Management ie transfers may be accepted from MSc Finance, leadership and Management or MSc International Business, Leadership and Management.

ii) Transfers out of the programme will be possible? (please select Y/N)	Yes	
Additional details:		

Students with appropriate prior experience may be able to transfer to one of the other on-line programmes which share core modules with the MSc Innovation, Leadership and Management ie transfers may be made to MSc Finance, Leadership and Management or MSc International Business, Leadership and Management.

11. Exceptions to University Award Regulations approved by University Teaching Committee

Exception	Date approved
Please detail any exceptions to University Award Regulations approved by UTC	

Quality and Standards

The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced.

Quality assurance and enhancement processes include:

- the academic oversight of programmes within departments by a Board of Studies, which includes student representation
- the oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector
- annual monitoring and periodic review of programmes
- the acquisition of feedback from students by departments, and via the Postgraduate Taught Experience Survey (PTES).

More information can be obtained from the Academic Support Office:

<http://www.york.ac.uk/about/departments/support-and-admin/academic-support/staff/#quality>

Date on which this programme information was updated:

10 January 2018

Departmental web page:

<https://www.york.ac.uk/management/>

Please note:

The information above 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 they take full advantage of the learning opportunities that are provided. Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions. The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.

Template Last Updated 12/05/2017 by Adrian Lee

Masters Programme Map: Module Contribution to Programme Learning Outcomes

Please complete the summary table below which shows how individual modules contribute to the achievement of programme learning outcomes.

Core modules should be mapped individually. If the programme offers multiple options that contribute to exactly the same PLOs you can group these, providing a statement that articulates how all of these contribute to the achievement of the programme learning outcomes. All modules, both core and optional, should be accounted for in the map.

The table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

- Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;
- Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Note: it is not expected that every module contributes directly to all PLOs, but every module should advance some of them.

Module		Programme Learning Outcomes						
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
		PLO1 Promote and initiate management approaches which are sustainable, ethical, socially-responsible and culturally-aware based on a knowledge of contemporary issues in management theory and practice;	PLO2 Solve complex problems and influence organisational decision making in a range of international business settings by applying knowledge from a range of management disciplines;	PLO3 Develop and critique change in existing and new organisational structures by applying innovative and entrepreneurial theories and practices in an international context;	PLO4 Communicate complex information persuasively, drawing on relevant evidence, in written form for a range of international contexts;	PLO5 Improve the leadership and effectiveness of teams through insight into effective team working and team leadership;	PLO6 Independently investigate problems in management by deploying appropriate methods and presenting substantial, in-depth critical analysis;	PLO7 Reflect critically on their own professional context and identify areas for personal and organisational growth.
Practising strategy	Progress towards PLO	Articulate arguments of what ethical and socially responsible management is and how this impacts upon strategy formulation	Use strategic management concepts to analyse and suggest solutions to problems; understand the strategic context of your own organisation	Critically evaluate multiple approaches to corporate strategy	Interpret and evaluate theory and apply it to practice in the management field. Communicate this application of theory to practice to other practitioners		Use theories and frameworks relating to the strategic business environment to interpret and evaluate business environments	Critically evaluate how ethical and social responsibility of organisations impact upon strategic management, and one's own understanding of it
	By working on (and if applicable, assessed through)	By working on: - simulation exercise which introduces the concepts of ethical and socially responsible management. Students will reflect on how these concepts impact on strategy formulation through:- - participation in weekly blog exercise on which they will receive feedback - tutor lead discussion with cohort on forums - a formative reflective essay Summatively assessed by: - a reflective essay which considers how these concepts impact a student's own experiences and which requires students to critically evaluate how these concepts impact organisation's strategic choices.	By working on: - simulation exercise and weekly reflective blog exercise which encourage students to: - apply strategic management frameworks to a case study and then to their own organisation - identify the main strategic challenges facing their own organisation or one with which they are familiar.	By working on: - engaging with academic literature on corporate strategy and critiquing the application to practice	By working on: - advanced interpretation and research skills - applying the main theoretical approaches to contemporary strategic management and reflecting on them in weekly blogs as well as in on-line discussion with tutors and peers.		By working on: - developing an understanding of what theory is - application of strategic management theories and frameworks to the simulation and to the students own organisation or one they are familiar with.	By working on: - applying strategic management theories and concepts to their own organisation or an organisation with which they are familiar to develop theoretical awareness - a critical evaluation of how a knowledge of strategic management concepts impact the way you think about business developed through an on-line reflective blog and discussions with tutor and cohort - formative reflective essay Summatively assessed by: - a reflective essay within which students will reflect on their own experiences and through which they will identify areas for development.
Operations Management	Progress towards PLO		Analyse how project management and operations management concepts and strategies can be applied to a given context to improve performance		Articulate arguments for how models, theories and strategies align to a given global context	Articulate how operations, project and supply chain managers interact with the rest of their organisation	Rehearse independent investigations in project management	Reflect on how theory and practice align through application in a given project

	By working on (and if applicable, assessed through)		By working on: - solving example cases to understand the application, strengths and limitations of techniques available - taking part in on-line tutor and student led discussions - feedback from tutors and peers in discussion forums - formative exercise where feedback will be given on a chosen application in a preliminary investigation Summatively assessed by: - collecting and structuring data for an assignment on a specific operations management challenge in a selected organisation to improve performance, accounting for global challenges as appropriate		By working on: - learning from module examples on data collection and presentation - practice applying techniques in cases and justifying the outcome - researching how businesses communicate complex information using literature as appropriate - feedback from tutors and peers in discussion forums Summatively assessed by: - design and execution of data collection tools and how persuasively the justification for operational change in an organisation is presented in report underpinned by literature	By working on: - reading widely on recommended reading lists - uncovering global leadership and team differences through forum discussions - reflecting on life experiences and sharing through structured discussion as appropriate Summatively assessed by: - discussion of how leaders and their teams can implement the recommended changes in a global context contained within the substantive report	By working on: - on small scale project management problems. Summatively assessed by: - module assignment in which the choice of operations management or project management theory is justified for the organisation analysis and potential weaknesses of the theory for that particular context are reviewed	By working on: - development of a report - critiquing own analysis in the report that brings out strengths, weaknesses and potential opportunities Summatively assessed by: - reflection on how well different operations management theories can address the practical challenges contained within the substantive report, this may be supported by drawing own experiences and address the sustainability and ethical challenges arising.
Finance for business	Progress towards PLO	Develop a critical understanding of the regulatory framework of financial reporting including the ethical responsibilities of companies and investors	Use appropriate capital investment appraisal techniques to evaluate business investment decisions, and develop a critical understanding of the different types and sources of finance available to different businesses		Use appropriate financial analysis techniques such as ratio analysis and communicate key messages in a written management report to analyse a set of financial accounts			
	By working on (and if applicable, assessed through)	By working on: - short case study based questions which will draw out ethical and social responsibility issues. These will be worked on individually and will be the focus of group on-line discussions - undertaking formative quizzes and written tasks - engaging with the lectures and other resources and the wider literature via the on-line resources provided and through independent study Summatively assessed by: - two open time-constrained examination which will consist of short questions based around different business scenarios.	By working on: - scenario based financial problems, which will involve using capital investment techniques to evaluate a business initiative - participating in on-line student and tutor led discussions critiquing different sources of finance available - supplementing their knowledge through the reading list provided and also by keeping up with the financial press - undertaking formative self-assessment by working through questions that will be set each week which model different business scenarios. Summatively assessed by: - an open time-constrained examination which will consist of short questions incorporating case study material.		By working on: - developing a broad understanding of the information with financial statements by performing financial analysis on a set of real company accounts in a particular industry and presenting key findings in a report to be the focus of a group discussion. Students will review reports produced by other students as part of a peer review exercise - working on shorter questions which will be based on a set of company accounts, students will analyse specific areas of the accounts to answer specific questions and receive feedback on their work Summatively assessed by: - two open time-constrained examination consisting of short questions incorporating case study material.			
Leading and managing people	Progress towards PLO	Evaluate ethical frameworks and apply them to complex real world examples				Develop understanding of leadership and team behaviour through analysing case study and work based examples as appropriate		Reflect on experience of organisational behaviour and social interactions within working environments

	By working on (and if applicable, assessed through)	By working on: - taking part in on-line tutor and student led discussions based around the application of different frameworks to complex business scenarios - reading widely around the recommended reading list - a formative assessment reflecting on how ethical frameworks apply in practice Summatively assessed by: - writing a reflective piece linking their own experience of work to two themes of the module including leadership, organisational structures, organisational cultures, team's, identity, ethics and power.				By working on: - learning from work based examples and case study examples - taking part in student led and tutor led discussion based around the evaluation of specific examples of leadership and team behaviour - a formative assessment reflecting on leadership and team behaviour in practice Summatively assessed by: - writing a reflective piece linking their own experience of work to two themes of the module including leadership, organisational structures, organisational cultures, team's, identity, ethics and power.		By working on: - weekly on-line discussions which will involve an element of applying what has been learnt to their own practice - a formative assessment reflecting on theory in practice Summatively assessed by: - writing a reflective piece linking their own experience of work to two themes of the module including leadership, organisational structures, organisational cultures, team's, identity, ethics and power.
Essentials of marketing and ethics in global business	Progress towards PLO	Critically apply ethical marketing concepts to a range of organisational types to enhance decision making. Students are taught the various tools of critical, ethical marketing, and sustainability to develop a systematic understanding of the implications of marketing communications to be able to manage marketing responsibly and sustainably and behave ethically in relation to social, cultural, economic and environmental issues in domestic and International contexts	Develop a critical understanding of the various tools of marketing and ethics and how they can be used to change consumer behaviour, encourage ethical consumption, collaborate with stakeholders and enhance sustainability	Analyse the challenges and opportunities facing organisations, in particular in implementing an ethical and sustainable marketing approach across national, linguistic and cultural borders	Critique, select and apply marketing and ethics theories and concepts to write a concise consultancy report on a marketing plan			
	By working on (and if applicable, assessed through)	By working on - engaging with academic literature and analysing industry reports and case studies - reflecting on real life scenarios as part of weekly on-line discussions - formative assignment which is a plan of the final summative assignment. This will include a high level analysis of the ethical and sustainability challenges faced by organisations Summatively assessed by: - an open assignment consisting of a consultancy report in which students are required to analyse an organisation to identify a problem and propose a marketing plan to address it. The analysis requires consideration of the challenges and opportunities facing organisations, in particular regarding sustainability and ethics across national, linguistic and cultural borders.	By working on: - weekly activities involve students being required to analyse and propose solutions to given scenarios in International contexts. These will be the focus of on-line discussions - reading widely around the recommended reading list to develop an understanding of the relevant theories, concepts and tools Summatively assessed by: - the consultancy report includes an analysis of the business environment. This requires consideration of the appropriate tools/frameworks that should be used to support the analysis.	By working on: - reflecting on how ethical theories might apply to real life scenarios (e.g. their own workplace or case study examples). This will form part of an on-line group discussion. - practising analysis through case study exercises - formative assignment which is a plan of the final summative assignment, as part of the plan students are required to illustrate how they considered stakeholders, contemporary trends in marketing and the social, cultural, economic and the environmental implications of marketing in domestic and international contexts Summatively assessed by: - the consultancy report requires designing and justifying a marketing communications plan.	By working on: - selecting, reviewing and critiquing academic literature, industry reports, corporate data and other relevant data made available through the VLE - participation in on-line discussion forums - formative assignment where students will indicate the type of literature that they will draw on for their final summative assignment Summatively assessed by: - the open assignment requires students to conduct research into one organisation of their choice, review literature, collect and interpret qualitative and/or quantitative data to produce an academic report on a marketing plan and justify their choices based on evidence. It requires students to acquire, critically assess and organise information from a wide range of sources to inform marketing strategy and decision making. Students are required to integrate their findings in the form of a coherent consultancy report.			

Research methods	Progress towards PLO		<p>Explore a variety of methodologies and the relationship between methodology and method. Formulate research questions suitable for investigation and identify how they might be investigated</p> <p>This module prepares students for the Research Proposal and Independent Research Project but the questions, methodologies and methods examined will be multiple and may not directly relate to the Independent Research Project</p>		Clearly and precisely communicate research problems and justify the way in which they might be investigated		<p>Independently identify research problems, which is the first step to an investigation. Evaluate the relationship between method and problem to identify an effective method of investigation. Students will be introduced to a range of data collection approaches and associated analysis tools appropriate to different types of research question</p> <p>Note methods training will not take place in the Research Methods module; students will identify the methods training they need and independently engage with on-line resources to address this training need as part of the Independent Research Project.</p>	
	By working on (and if applicable, assessed through)		<p>By working on:</p> <ul style="list-style-type: none"> -engaging with literature which considers methodology and its relationship to method -engaging with either the literature or their workplace to identify a range of possible issues for investigation -evaluating in tutor led discussion forums, how different types of problem can be articulated and examined. Students will receive feedback on these activities from peers and academic staff as appropriate -completing a formative assessment which sets out an outline of potential research questions in an area of interest and in the case of each question an indication of associated methodology and method <p>Summatively assessed by:</p> <ul style="list-style-type: none"> - writing an assignment which requires a precise expression of an area of interest and formulation of research questions appropriate to that area and detailed justification of how each question might be investigated which covers both the relationship between question and method and the underpinning research philosophy for any method chosen. 		<p>By working on:</p> <ul style="list-style-type: none"> - drafting research questions appropriate to different areas of investigation and re-drafting following tutor and peer feedback -engaging with on-line and resources and guided reading which examines the relationship between question, methodology and method - engaging with on-line resources and guided reading which introduces different approaches to data collection and analysis - evaluating alternative methods of investigation in a tutor led discussion forums - providing constructive feedback on research questions drafted by other students in written form and the methods they have chosen to examine them - completing a formative assessment and engaging with the feedback on their ability to formulate research questions in written form and articulate methodology and broad approach to method <p>Summatively assessed by:</p> <ul style="list-style-type: none"> - writing an assignment which requires a precise expression of an area of interest and formulation of research questions appropriate to that area and detailed justification of how each question might be investigated which covers both the relationship between question and method and the underpinning research philosophy for any method chosen. 		<p>By working on:</p> <ul style="list-style-type: none"> -reflecting on their workplace or the literature to identify a range of possible issues for investigation <p>Summatively assessed by:</p> <ul style="list-style-type: none"> - clearly articulating potential issues that could be investigated as an outcome of reflection 	

Leading change, managing continuity	Progress towards PLO	Evaluate theories of management change frameworks and use these to evaluate contemporary complex real world examples these will include the social and ethical impact of change	Developing an understanding of the problems organisational and external change can engender and the ways in which organisations can respond	Evaluate change from a critical perspective, understanding that change can lead to failure and a lack of improvement and that repair and participation are often necessary to innovate in international contexts	Prepare structured arguments	Develop an understanding of leadership and team behaviour through change by analysing examples which draw on the theme of the leadership of change	Reflect on their own experience of organisational behaviour and social interactions within working environments
	By working on (and if applicable, assessed through)	<p>By working on:</p> <ul style="list-style-type: none"> - engaging with online lectures and other materials provided on-line - applying theories of management change to real world examples and their own workplace in tutor and student led on-line discussion forums which draw on individual study of examples and reflection on practice - supplementing their knowledge with private study of the materials on the reading list - a formative assessment reflecting on theory in practice will give students the opportunity to receive feedback on their ability to relate theory to practice in the context of change management in written form. <p>Summatively assessed by:</p> <ul style="list-style-type: none"> - reflective writing linking their own experience of work to two themes of the module including the context of change, critique of theories of change leading and implementing change, damage repair and recovery. 	<p>By working on:</p> <ul style="list-style-type: none"> - engaging with online lectures and other materials provided - applying theories of management change to real world examples and their own workplace in tutor and student led on-line discussion forums which draw on individual study of examples and reflection on practice - supplementing their knowledge with private study of the materials on the reading list. - a formative assessment reflecting on theory in practice will give students the opportunity to receive feedback on their ability to relate theory to practice in the context of change management in written form. <p>Summatively assessed by:</p> <ul style="list-style-type: none"> - reflective writing linking their own experience of work to two themes of the module including the context of change, critique of theories of change leading and implementing change, damage repair and recovery. 	<p>By working on:</p> <ul style="list-style-type: none"> - engaging with online lectures reading widely to supplement the materials provided online. - engaging with, reflecting on and discussing case studies which highlight issues with change management and these might be addressed - reflecting on and discussing problems with in the management of change in their own organisations - students may reflect on these issues in the formative assessment reflecting on theory in practice <p>Summatively assessed by:</p> <ul style="list-style-type: none"> - a reflective piece linking their own experience of work to two themes of the module including the context of change, critique of theories of change, leading and implementing change, damage repair and recovery. 	<p>By working on:</p> <ul style="list-style-type: none"> - rehearsing arguments in discussion forums and receiving feedback from tutors and peers - developing written arguments in a formative assessment reflecting on theory in practice <p>Summatively assessed by:</p> <ul style="list-style-type: none"> - writing a reflective piece linking their own experience of work to two themes of the module including the context of change, critique of theories of change, leading and implementing change, damage repair and recovery. This requires students to develop written arguments which evaluate the application of theory to practice. 	<p>By working on:</p> <ul style="list-style-type: none"> - engaging with online lectures and other materials provided - applying theories of management change to real world examples and their own workplace in tutor and student led on-line discussion forums which draw on individual study of examples and reflection on practice - supplementing their knowledge with private study of the materials on the reading list - a formative assessment reflecting on theory in practice will give students the opportunity to receive feedback on their ability to relate theory to practice in the context of change management in written form <p>Summatively assessed by:</p> <ul style="list-style-type: none"> - a piece of reflective writing linking their own experience of work to two themes of the module including the context of change, critique of theories of change leading and implementing change, damage repair and recovery. 	<p>By working on:</p> <ul style="list-style-type: none"> - applying theories of management change to their own workplace in tutor and student led online discussion forums which draw on individual reflection on practice - a formative assessment reflecting on theory in practice will give students the opportunity to receive feedback on their ability to relate theory to practice in the context of change management in written form <p>Summatively assessed by:</p> <ul style="list-style-type: none"> - a piece of reflective writing linking their own experience of work to two themes of the module including the context of change, critique of theories of change leading and implementing change, damage repair and recovery.
Entrepreneurial leadership	Progress towards PLO	Evaluate alternative sustainable and ethical approaches to entrepreneurship and intrapreneurship in a range of real life situations and business contexts		Develop, redesign and lead working practices in a range of organisational contexts demonstrating an ability to think entrepreneurially in the context of well established organisations		Develop the ability to detect opportunities and take risks, while leading and motivating others under uncertainty and in fast changing project environments	Acquire the skills on how to evaluate their personal progress as entrepreneurial leaders and the need to be self-motivated as well as to be able to be assertive, goal driven and a motivator of others.

	By working on (and if applicable, assessed through)	By working on: - applying management and entrepreneurial theory to real life case study based management situations in a context of change and uncertainty - participating in tutor and student led on-line discussion forums to rehearse their ideas about alternative approaches - engaging with on-line lectures and other resources - completing an individual formative report which will require students to reflect on entrepreneurial leadership and therefore apply entrepreneurial theory in the context of their own experience as a team leader or team member. This will feedforward into the summative piece by enabling students to analyse entrepreneurial theory in practice. Summatively assessed by: - a report which requires students to select an organisation and apply entrepreneurial theory in the context of change or uncertainty. The report will analyse the problems faced by the organisation and evaluate potential solutions. The report requires consideration of the social challenges and opportunities facing organisations, in particular regarding sustainability and ethics across national, linguistic and cultural borders.		By working on: - engaging actively with formative feedback by reflecting in discussion forums - conducting independent research for the open assignment Summatively assessed by: - a report which requires students to select and analyse an organisation to develop and critique the impact of change. Changes can pertain to evolving market dynamics (local and global) as well as organisational changes needed to address them.		By working on: - engaging with critical business project scenarios reflecting on life experiences and sharing through structured discussion as appropriate - participating in on-line group and individual formative activities and receiving feedback from academic staff on these activities; - completing an individual formative report which will require students to reflect on entrepreneurial leadership in the context of their own experience as a team leader or team member.		By working on: - reflecting on life experiences and sharing through structured discussion as appropriate - participating in on-line group and individual formative activities, and receiving feedback from academic staff on these activities - having on-line contact with academic staff - completing an individual formative report which will require students to reflect on entrepreneurial leadership in the context of their own experience as a team leader or team member.
Innovation management	Progress towards PLO	Express the strategic case for innovation in organisational, business, economic and cultural contexts, with particular emphasis on sustainability, ethics or globalisation issues		Demonstrate an understanding of alternative perspectives on innovation management and their theoretical and historical underpinnings			Critically evaluate the main debates in the subject area as represented by recent research and make reasoned choices concerning the alternative approaches proposed	Integrate theory and practical experience to formulate strategies for different types of organisation, including their own
	By working on (and if applicable, assessed through)	By working on: - engaging with online lectures and other materials - carrying out a systematic investigation of innovation at a particular organisation with emphasis on sustainability, ethics or globalisation, engaging with innovation management literature and practitioner sources - recording key findings at each stage of their investigation (weekly) into the portfolio - each week students will receive feedback through on-line discussions and in week 5 students will receive tutor feedback on their work to date Summatively assessed by: - a portfolio of work written during the module which requires students to undertake the above review.		By working on: - reading and carrying out a critical analysis of the literature on innovation management - critical analysis of a case study company analysing the company from different theoretical perspectives. Summatively assessed by: - students will undertake a personal reflection which requires students to apply the theories and concepts to their own workplace			By working on: - discussing case study material with their peers and tutor using the course online forum - engaging actively with formative feedback by reflecting in discussion forums. Summatively assessed by: - a portfolio of work.	By working on: - reflecting on how theories might apply in their own workplace either in open discussion or an on-line log shared with their tutor - reflecting on life experiences and self assessing their own strengths and weaknesses - weekly formative activities which feed into the final assignment where students will receive feedback on their work Summatively assessed by: - students will undertake a personal reflection which requires students to apply the theories and concepts to their own experiences and identify areas for future development.

Research Proposal (RP)	Progress towards PLO	Consider the ethical implications of their chosen area of study and obtain ethical approval	<p>Identify a problem suitable for study on the basis of their experiences and discussions at work or a critical review of the literature. Deal with the complexity of the problem by evaluating ways in which the problem should be researched in the context of previous studies in the area. The focus of this module will be critical review of the literature rather than on method. Method will be considered only to the extent that the student is summarising and commenting on method and methodology in the literature rather than any a priori discussion of method.</p> <p>This will complement the work undertaken in the Research Methods module where the emphasis is on clear articulation of potential research questions and method rather than justification of approach to the study in the context of the literature</p>	Justify an approach to the study in written form drawing on work experience, prior work in the area and appropriate theoretical perspectives		Draw on the knowledge developed in modules previously studied to develop a proposal to explore a specific area of management in more depth. Develop a proposal to explore independently either theoretical perspectives and/or contemporary issues in more depth	Reflect on own capabilities, interests and experiences to identify an area of interest and a method which they are capable of executing with access to appropriate research methods resources
	By working on (and if applicable, assessed through)	<p>This module will have an overall module leader who will be responsible for updating material, allocating students to supervisors in accordance with their interests and moderating on-line discussion groups. Students will also be allocated an individual supervisor who will work with them throughout the research proposal stage until completion of the Independent Research Project.</p> <p>Working on:</p> <ul style="list-style-type: none"> - identifying ethical issues in case study on-line materials which will consider ethical dilemmas in research - discussing the ethical issues identified with peers in tutor led on-line discussion forums - discussing the potential ethical implications of their own study with their supervisor in one to one sessions using video conferencing software. <p>Summatively assessed by:</p> <ul style="list-style-type: none"> - submission of ethical approval form. 	<p>Working on:</p> <ul style="list-style-type: none"> - engaging with on-line materials which will enable the student to search for literature - engaging with on-line materials which guide the production of a critical literature review - evaluating research question and literature with supervisor in one to one sessions using video conferencing software - contributing to regular tutor led discussion forums where progress and issues encountered will be shared. Students will be allocated groups according to their area of interest and are likely to contribute to more than one group, for example work based and literature based; quantitative and qualitative - submitting a formative outline approach to the study which draws on and maps out relevant literature <p>Summatively assessed by: - a critical review of the literature and detailed proposal for the IRP.</p>	<p>Working on:</p> <ul style="list-style-type: none"> - submitting a research proposal which includes a critical review of the literature for supervisor review - engaging with and discussing supervisor feedback <p>Summatively assessed by:</p> <ul style="list-style-type: none"> - writing a critical review of the literature in relevant management field which supports a detailed research proposal. 		<p>Working on:</p> <ul style="list-style-type: none"> - independently undertaking the activities necessary for the production of research proposal based on a critical literature review - working independently to meet the deadlines for the submission of the two formative assessments (ethical approval draft and outline Research Proposal) and the final summative - participating in tutor supported discussion groups. - submitting an outline research proposal for tutor review <p>Summatively assessed by:</p> <ul style="list-style-type: none"> - a critical review of the literature and detailed proposal for the IRP. 	<p>Working on: - discussing area of interest and if relevant organisational context with supervisor - discussing proposed method with supervisor in the light reflections of prior knowledge and experiences.</p> <p>Summatively assessed by: -a personal reflection which requires students to identify an area of interest on the basis of their own experiences and interests and evaluate their ability to investigate this with research methods training.</p>

Independent Research Project (IRP)	Progress towards PLO		Identify either a specific work based problem or a problem that has been identified through a critical analysis of the relevant literature. Deal with the complexity of the problem by evaluating the problem identified in the context of the broader management literature and in the case of a work based study dealing with the complexity of a real world study		Throughout each stage of the IRP students will be given an opportunity to develop their written communication skills. At each stage of the IRP students will be dealing with large volumes of complex information and this gives the students the opportunity to draw on this information and develop justifications for each stage of the IRP, both verbally through discussions with their supervisor and also in their written report		Draw on the knowledge developed in modules previously studied to deploy appropriate research methods to explore a specific area of management in more depth. The study will give the students an opportunity to explore independently both theoretical perspectives and/or contemporary issues in more depth	Reflect on and evaluate their own research methods capabilities and training needs in the light of the question they have identified in the research proposal
	By working on (and if applicable, assessed through)		<p>Students will be supported in the development of their work by an individual supervisor.</p> <p>Working on:</p> <ul style="list-style-type: none"> - engaging with on-line study materials to develop competence in execution of method or methods chosen to address the problem or in the case of a systematic literature based study developing competence in executing a systematic review of the literature - evaluating the approach in discussion with supervisor - interpreting results in the light of the literature to gain insight to the problem - contributing to regular peer led discussion forums where progress and issues encountered will be shared - submitting draft results and findings chapters for formative review, reflecting and acting on feedback <p>Summatively assessed by:</p> <ul style="list-style-type: none"> -IRP which addresses a clearly identified problem, deploys appropriate method and includes results and findings which are discussed in relation to existing literature. 		<p>Working on:</p> <ul style="list-style-type: none"> - drafting and reviewing own written work across the development of the project - submitting draft results and findings chapters for formative review, reflecting and acting on feedback <p>Summatively assessed by:</p> <ul style="list-style-type: none"> - IRP which addresses a clearly identified problem, deploys appropriate method and includes results and findings which are discussed in relation to existing literature. The ability to communicate in writing will be assessed as students justify method and write up results and findings in the light of the literature. 		<p>Working on:</p> <ul style="list-style-type: none"> - engaging with guided reading and other on-line resources which help the student decide which method of data collection and analysis is appropriate to their research question and discussing this with their supervisor -independently engaging with research methods training appropriate to the question under consideration and seeking help from the university and supervisor where appropriate - taking responsibility for the management of own work in the context of conflicting private and professional responsibilities to complete their project in time - deploying research methods appropriate to the investigation of a problem and presenting associated results appropriately - completion of formative chapters to deadline <p>Summatively assessed by:</p> <ul style="list-style-type: none"> - completion of summative to deadline - successful application of method and presentation of results in IRP. 	<p>Working on:</p> <ul style="list-style-type: none"> - reflecting on own skill set and prior learning to consider training needs for research methods - discussing reflections with supervisor and developing a plan to access on-line research methods resources - informal formative feedback on reflections and plan <p>Summatively assessed by:</p> <ul style="list-style-type: none"> - successful application of method and presentation of results in IRP.

Overview of modules by stage

Notes:

[1] The credit level is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy (Level 4/Certificate, Level 5/Intermediate, Level 6/Honours, Level 7/Masters)

[2] The credit value gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)

[3] Special assessment rules (requiring University Teaching Committee approval); P/F – the module marked on a pass/ fail basis (NB pass/ fail modules cannot be compensated); NC – the module cannot be compensated; NR – there is no reassessment opportunity for this module. It must be passed at the first attempt

[4] Independent Study Modules (ISMs) are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'. Integrated Masters programmes may designate a project in the final stage as an ISM which is then subject to the assessment rules as set out in the postgraduate programmes section of the Guide to Assessment.

Core and option module table (add additional rows as required)

Core/ Option	New/ substantially revised module – Yes/ No	Module title	Module code	Credit level[1]	Credit value[2]	Prerequisites, Corequisites, Prohibited combinations (name of modules(s))	Assessment rules[3],[4]	Timing of module (eg. AuT – Autumn, SpT – Spring, SuT – Summer Term, Year long)	Format, contribution to module mark and timing of summative assessment (eg. essay, 50%, AuT wk10, exam and 50%, SpT wk1)
Core	Yes	Practising Strategy		7	15	Will always be the 1st module that students take		Will be delivered at any of the six points in the year	2,250 word essay, 75% wk8, participation in on-line weekly discussion and 750 word final reflection, 25% wk 8
Core	Yes	Operations Management		7	15	Practising strategy		Will be delivered at any of the six points in the year	Single piece of work which will consist of an analysis of a case study company 2,250 words and a personal reflection applying theory in the context of their own practice 250 words 100% wk8
Core	Yes	Finance for Business		7	15	Practising strategy		Will be delivered at any of the six points in the year	Time restricted open exam wk5, 40%. time restricted open exam wk8, 60%. Students will have a 48 period to start and complete an open exam. Once started students have a set time to complete
Core	Yes	Leading and Managing People		7	15	Practising strategy		Will be delivered at any of the six points in the year	2,500 word reflective essay, 100% wk8
Core	Yes	Essentials of Marketing and Ethics in Global Business		7	15	Practising strategy		Will be delivered at any of the six points in the year	2,500 word consultancy report, 100% wk8
Core	Yes	Research Methods		7	15	Practising strategy		Will be delivered at any of the six points in the year	2,500 word essay, 100% wk8
Core	Yes	Entrepreneurial Leadership		7	15	Practising strategy		Will be delivered at any of the six points in the year	2,500 word essay, 100% wk8
Core	Yes	Leading Change, Managing Continuity		7	15	Practising strategy		Will be delivered at any of the six points in the year	2,500 word essay, 100% wk8
Core	Yes	Innovation Management		7	15	Practising strategy		Will be delivered at any of the six points in the year	Single piece of work which will consist of an analysis of a case study company 2,250 words and a personal reflection applying theory in the context of their own practice 250 words 100% wk8
Core	Yes	Research Proposal		7	15	Research proposal may only be taken if no more than one other module is not yet complete, apart from IRP		Will be delivered at any of the six points in the year	Single piece of work of which 10% will be a reflection of personal strengths and areas of development relating to the piece of research they are about to undertake. 2,500 words in total, 100% wk8
Core	Yes	Independent Research Project		7	30	Research proposal	NC/ISM	Will be delivered at any of the six points in the year	8,000 word essay, 100% wk8