

Programme specification

1. Overview/ factual information

Programme/award title(s)	MA Strategic Leadership and Management MA Strategic Leadership and Management Top-Up Post Graduate Diploma in Strategic Leadership and Management
Teaching Institution	New College Durham
Awarding Institution	The Open University (OU)
Date of latest OU validation	
Next revalidation	
Credit points for the award	180 credits
UCAS Code	
Programme start date	September 2018
Underpinning QAA subject benchmark(s)	Masters Degrees in Business and Management
Other external and internal reference points used to inform programme outcomes	CMI Level 7 Diploma in Strategic Management
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	One year F/T Two years P/T
Dual accreditation (if applicable)	
Date of production/revision of	

this specification

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical learner might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in learner module guide(s) and the learners' handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The course aim is to develop learners' knowledge and understanding of leadership from a strategic perspective considering the internal and external factors that influence strategic leadership and management within organisations. It provides an up to date knowledge of organisational theory and behaviour and allows learners to review the organisational strategy in line with innovation and enterprise, financial planning and organisational change. The first unit provides context to the whole programme viewing personal leadership development as a strategic manager.

Upon completion learners will be able to demonstrate a range of leadership skills such as the "thinking performer", "skilled influencer", "decision-maker" and "role-model" with links to the CMI Chartered Manager programme.

Graduates will be able to demonstrate relevant knowledge and understanding of organisations, the business environment in which they operate and how leadership styles influence the overall organisational strategy.

The overall objectives of the programme are to:

- Enable learners to acquire and develop a range of essential leadership skills linked to the CMI Professional Standards;
- Facilitate learners to develop a deeper knowledge and understanding of the principles and practice of strategic leadership in a wider context;
- Enable learners to analyse and evaluate their own learning, and undertake independent self-development;
- Develop the ability to conduct research and enquiry into strategic leadership

related issues through research design, analysis of qualitative and quantitative data and critically evaluating information to produce a strategic leadership related management report;

- Provide a stimulating, rigorous and challenging academic experience that fosters a commitment to lifelong learning within the learner.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme has been designed to link into the CMI Senior Leader Apprenticeship standards. On achievement of the MA Strategic Leadership, learners will complete the apprenticeship end point assessment which will be externally verified by the CMI. Those learners who have successfully completed CMI Level 7 Advanced Diploma with the correct credits can RPEL onto year 2.

3. Programme outcomes

Intended learning outcomes are listed below. These changes need to be reflected in the module document.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy and assessment methods
<p>A1: Critically evaluate the external context within which strategic leaders operate and review how they respond to and shape the dynamic and changing nature of business.</p> <p>A2: Critically explore the future of organisations assessing the interrelationship between external factors, financial issues, leadership objectives, global issues and sustainability on management and leadership behaviour and strategy.</p> <p>A3: Critically explore theories and models of strategic leadership and management practice that lead to improved performance within organisations.</p> <p>A4: Assess current issues and research in relation to strategic leadership and management to demonstrate how different theoretical perspectives can be applied to organisations to improve performance.</p>	<p>A wide range of learner centred teaching and learning approaches are used to develop a management Masters graduate. These include lectures, seminars, case studies, independent learning and guest speakers to allow learners to integrate and synthesise their learning to solve organisational and leadership problems. Learners will be reading recent case studies, articles and business literature to promote classroom discussion and debate. They will apply their knowledge and understanding to their own or relevant organisations through using case studies and both formative and summative assessment. Learners will be placed into action learning sets to work on their formative assessment to help them develop both academic and professional skills through applying theory and practice to real-life business situations. The ongoing formative assessments are project-based activities which allow them to practice their skills in a safe environment. By using project based learning learners develop independent critical thinking skills which can be used to challenge and stimulate thinking. Each module includes an online blog as a reflective activity.</p>

3A. Knowledge and understanding	
	<p>Learners set goals at the start of the module and reflect on this through and at the end of each module to build up self-reflection throughout the programme and this information is used to help in their final presentation and interview which is linked to both the project management and skills for business modules.</p> <p>The formative assessment includes reports, portfolios, presentations, professional discussions, Wordle, case studies, critical synthesis and examinations that include a range of questioning styles. The summative assessments is internally assessed assessments for the research module and dissertation (management project). These are based on real life application of theory to practice within their own organisation to solve the complex problems with justifiable solutions. These are then verified by the OU EE.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Develop a command of subject-specific leadership and management skills including analytical thinking, problem solving, ability to innovate and influence others worked with.</p> <p>B2: Demonstrate critical analysis, self-reflection and problem-solving techniques as a strategic leader to develop and implement creative and strategic solutions that drive performance.</p> <p>B3: Demonstrate critical thinking and synthesis of published research evidence to develop and justify persuasive arguments and decisions using a range of approaches to problem-solving as a strategic leader.</p> <p>B4: Evidence continuous professional development as a strategic leader, applying professional and ethical approaches to self-management at work.</p>	<p>Subject specific skills and application of knowledge are developed through the completion of tasks, projects and activities both inside and outside the classroom, with an increasing complexity and expectation as the learner progresses through the programme. At the start of the programme the learners self-assess against the CMI Professional Standards and they identify their strengths and weaknesses. The weaknesses for development are recorded in a personal development plan and this is updated on a module basis and is linked to the reflective log. This development of skills is achieved through seminar activities, mentoring from the line manager and individual coaching.</p> <p>A wide range of learner centred teaching and learning approaches are used to develop and assess cognitive skills. These include case studies, group work, skills simulation, enquiry-based learning, learner-led study and directed study. Learners are provided with opportunities to engage with critical analysis through reading, questioning and discussing research articles which are used to inform teaching sessions. They will be given opportunities to share and question knowledge in small groups, with peers and with teaching staff and be challenged to engage in academic discourse. Critical incident analysis and reflection on practice are used to facilitate links between theory and practice. Group work is</p>

3B. Cognitive skills	
	<p>used to provide different perspectives on learning.</p> <p>Learners will engage in presentations that analyse and evaluate current thinking in strategic leadership theory and practice and support independent learning through the use of action learning sets, learning logs and reflective learning skills.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Demonstrate management of interpersonal relationships including teams, communication, emotion and conflict in a politically astute and ethical manner.</p> <p>C2: Demonstrate subject-specific and intellectual skills as a strategic leader in dealing with complex issues both systematically and creatively to make sound judgements and communicate conclusions clearly to a range of audiences.</p> <p>C3: Operate autonomously as a strategic leader in planning and implementing projects at strategic levels.</p>	<p>The programme requires the learner to develop their strategic leadership skills at a senior level within an organisation developing and displaying autonomy and independent thinking. The themes which run through the programme provide the opportunity to develop decision making skills and justify those decisions based on a critical assessment of the evidence. Learners develop a range of communication skills including leading a team, chairing a meeting and presenting complex information to different audiences and these skills are developed through the seminar skill workshops.</p>

3C. Practical and professional skills	
	Leadership, teamworking and debating skills are developed through group working and participation with learners learning from and supporting each other.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Solve complex problems and make decisions based on established criteria to identify options.</p> <p>D2: Demonstrate effective leadership and management and coaching and mentoring techniques.</p> <p>D3: Conduct research and enquiry into a strategic leadership issue through research design, synthesis and reporting of analysed information.</p> <p>D4: Demonstrate application of ethical and organisational values at a strategic level to a range of organisational situations addressing ethical dilemmas.</p> <p>D5: Demonstrate interpretation of financial information and management of financial resources as a strategic leader.</p> <p>D6: Demonstrate enhanced IT information-handling skills including statistical techniques and communicate presentation of statistical data.</p>	<p>Key/transferable skills are incorporated within modules and related to relevant assessments. Learners will learn how to manage themselves effectively at work, manage interpersonal relationships, make sound and justifiable decisions and lead and influence others effectively through action learning sets and seminar activities, including team work and self-reflection. They will interpret and manage financial information, to understand the importance of this skill in a management role, through case studies and application of mathematical calculations, to enable them to interpret the information. They will use a variety of statistical techniques and analyse this information through software packages such as Excel and SPSS.</p> <p>They will be taught the skills of how to do this in lab type sessions and they will have the opportunity to practice this in independent study sessions. They will develop essential people management skills through role play selection, interview and appraisal and through taking part in a mock employment tribunal. This is based on the action learning set and will allow learners to work in teams using scenarios where they have to review the evidence and present a case based on their findings.</p>

3D. Key/transferable skills	
	They will have access to published research and develop justifiable options and arguments throughout the seminar workshops by accessing the latest CMI reports, employment case law and academic papers.

4. Programme Structure – Full Time MA

Programme Structure – Year 1			
Compulsory modules	Credit points	Optional modules	Credit points
Personal Leadership Development as a Strategic Manager	15		
Implementing Organisational Change Strategies	15		
Strategic Human Resource Planning	15		
Developing Performance Management Strategies	15		
Strategic Financial Planning	15		
Strategic Leadership	15		
Research Methods	15		
Innovation, Enterprise and Risk	15		
Dissertation	60		

4a. Programme Structure – Part Time MA

Programme Structure – Year 1 Part Time			
Compulsory modules	Credit points	Optional modules	Credit points
Personal Leadership Development as a Strategic Manager	15		
Implementing Organisational Change Strategies	15		
Strategic Human Resource Planning	15		
Developing Performance Management Strategies	15		
Strategic Financial Planning	15		
Strategic Leadership	15		
	90		

Programme Structure – Year 2 Part Time			
Compulsory modules	Credit points	Optional modules	Credit points
Research Methods	15		
Innovation, Enterprise and Risk	15		
Dissertation	60		
	90		

4c. Programme Structure – Part Time Top Up MA

Programme Structure – Year 2 Part Time			
Compulsory modules	Credit points	Optional modules	Credit points
Research Methods	15		
Innovation, Enterprise and Risk	15		
Dissertation	60		
	90		

Exit award:

Learners are not able to graduate from the programme with less than 180 credits at level 7. However if they have achieved a minimum of 120 credits at Level 7 they can achieve a Postgraduate Diploma in Strategic Leadership and Management.

5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules where in the programme structure learners must make a choice of pathway/route

This programme is unique in that it offers learner a range of pathways to study the programme.

These are:

- MA Strategic Leadership and Management;
- MA Strategic Leadership and Management Top-Up;
- Post Graduate Diploma in Strategic Leadership and Management.

The programme is targeted at both full-time and part-time learners. Part-time learners ideally will be in employment as a Senior Manager/Leader who can interpret and implement strategy. For learners who are completing the route full-time, they will choose a relevant leadership/management topic in association with their dissertation (management project) supervisor.

6. Support for learners and their learning

Within the College there are support mechanisms to provide both academic and pastoral support for learners. Quantitative and qualitative evidence is used to gauge the effectiveness and increased utilisation of these services, evidenced particularly in the responses from learner questionnaires, and Advice, Support and Careers service (ASC) learner feedback and evaluation processes.

Pre-enrolment Study Choice Support

Marketing information will ensure that prospective learners are aware of the study requirements and patterns of the programme. When learners enquire about and apply for the programme, support and advice will be offered by the College's Admissions Tutor and Curriculum/Course Leader to help learners make an informed choice regarding the appropriate mode of attendance to best suit their needs.

Although online information is available, a printed summary of the programme structure and details of the modules can be provided to applicants when an enquiry is made, and learners will be offered the opportunity to discuss this with the Course Leader before a place on the programme is offered. This discussion can be a face-to-face discussion, by telephone or by email.

Learner Induction

All learners joining the course will undertake an induction programme. The aims of the induction are:

- To provide learners with full details of the course, including its aims and objectives, modules, skills associated with their studies, the Open University assessment regulations for postgraduate degree awards, and its approach to learning;
- To induct learners to the learning resources available to them whilst on the course, such as the virtual learning environment (NCD Online and LRC);
- To allow learners the opportunity to identify issues which need to be resolved;
- To enable learners to meet the tutors involved in delivering the course;
- To meet and interact with fellow learners;
- To introduce learners to New College Durham's code of conduct and regulations;
- To make learners aware of the relevant systems and structures available to support them, including (ASC), the Personal Learning Coach (PLC), Academic Study Support Tutors and the Learners' Union;
- To identify additional learning support needs.

Programme Learner Handbook

All learners will be provided with electronic access to, and where required a printed copy of, the Programme Learner Handbook when enrolled onto the programme; this will include key information about the programme content and structure, the learning and teaching strategies, information about the core and option modules and their assessment strategies and about the support available to learners throughout the programme, including the tutorial system.

Personal Tutor System

All learners will be allocated a personal tutor when first registering on the course to ensure they have direct personal contact with an individual member of the course team to discuss academic and personal matters relevant to their learning. It is intended wherever possible a learner will have the same personal tutor for the length of their course.

The personal tutor will be responsible for ensuring learners are comfortable with the course as part of the induction programme.

At the induction the personal tutor will meet learners to ascertain any particular learning or support needs and thereafter will meet with individual learners on a regular basis to monitor progress and discuss any issues arising.

Personal tutor meetings are documented and though the content of the meeting is confidential, learners will have a copy of the key issues and outcomes, and use tutorial meetings to inform their development.

Academic Support

In addition to support from their personal tutor each learner will receive academic support from their module tutors. Within each module academic tutorials will be timetabled within the delivery programme and provided by academic tutors.

Material will be provided on line to enhance the learning experience and ensure all learners are able to keep up with the programme of study. Within the delivery of modules, sessions will be allocated to cover such areas as report writing, referencing, accessing information and other areas of higher level study. Academic support is also provided by one of our HE Academic Support Tutors; a dedicated HE post providing one-to-one academic writing and research support for learners as well as a programme of specialist workshops offered throughout the academic year. Learners can self-refer or be sign-posted to the service.

Formative assessment has also been acknowledged by QAA assessors as being an invaluable resource to support learners through their learning and aid their personal and professional development. All modules therefore incorporate formative assessment as part of the teaching, learning and assessment strategy.

At Level 7, all learners will be allocated an experienced academic project supervisor, who can support the learner through the academic and research methodology requirements of the project. All supervisors will have attended a supervisor workshop in preparation for their role and will have access to the Management Project Guide and the CMI Management Report Regulations available on NCD Online, setting out their role and responsibilities. This

provides key information/guidelines for learners, including such matters as advice on choosing a topic, the structure, allocation of marks, and stages in managing the project.

On-line Support

Once enrolled onto the programme learners will be able to access the Learner Intranet which aims to provide learners with information about the College and its services. Programme support is provided our Virtual Learning Environment, Schoology.

Information will be provided via this platform on induction, the programme structure and content, as well as assessment, learning and teaching strategies. In particular, module information will be available to all learners to help them prepare for and engage with their studies. Communication facilities such as announcements, blogs, discussion boards and email will be utilised to encourage opportunities for learner interaction and feedback.

Pastoral Support

The College is committed to providing a high quality, confidential and impartial information, advice and guidance service. This is provided by the comprehensive ASC (Advice, Support, Careers) service. All learners receive induction on the ASC service at the start of their course. The ASC service is designed to provide effective and timely information, advice and guidance on funding and welfare, career planning and provides access to confidential personal counselling support.

The ASC service offers one to one appointments and a 'drop-in' service. ASC information is also available to download from the College website, NCD Online or to pick up from the dedicated ASC areas located within the College. The Learner Development Co-ordinator, based in the Learners' Union, also helps with social and health related issues.

The Personal Learning Coach (PLC) service does not have any specific criteria for referral, and any learner who may benefit from such support can access the service. Learners can be referred by their tutor, lecturer, an external advisor, ASC or they can self-refer. This personalised referral system helps in identifying new learners as well as continuing communication with progressing learners. A page on the College internet and intranet system is dedicated to the Personal Learning Coach system. The service is also advertised via the College television system, allowing learners in communal areas of the College to become aware of the provision.

Careers Guidance

Learners have access to a comprehensive range of relevant up-to-date resources on learning and work via on-line ASC services and also as a hard copy which is available at the ASC facility. ASC staff also provides on-course support via class-based sessions on Careers Education, including careers management and finding employment both in the UK and abroad. Prospective and actual learners are provided with detailed access to careers and funding services for general enquiries. Through tutorials, learners will be encouraged to research graduate opportunities across a range of sectors to support them in their understanding of what opportunities are available to them upon completion of their programme of study. Learners will organise and confirm their work placement in the first year of the programme agreeing which objectives and outcomes will be considered and agreed between the learner, tutor and employer. Work placement is an integrated aspect of the assessment for Work Related Learning.

Financial Support

Through the admissions process learners are encouraged to explore a range of avenues to secure appropriate funding for their programme of study. Personal guidance on the range of funding available to them will be discussed prior to enrolment with specialist advice available from the finance office, ASC or the Learners' Union.

7. Criteria for admission

Criteria for Admission to the MA in Strategic Leadership and Management, which applies to the following pathways:

- MA Strategic Leadership and Management;
- MA Strategic Leadership and Management Top-Up;
- Post Graduate Diploma in Strategic Leadership and Management.

The College Admissions Policy is aligned to QAA chapter B2: Recruitment, Selection and Admission to Higher Education, it is clear to prospective learners how the recruitment, selection and admission process will be conducted and what prospective learner have to do. The selection processes for entry into higher education are underpinned by transparent entry requirements, both standard and non-standard, and present no unnecessary barriers to prospective learners, thus encouraging access to higher education through equal opportunity, regardless of race, gender, disability, sexual orientation, religious belief or age.

To gain entry to the programme a learner must satisfy the standard or non-standard entry requirements to the course. Learners with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level.

Given the wide experience of potential applicants to this course, applications for Recognition of Prior Learning (RPL) and Recognition of Experiential Learning (RPEL) are welcomed in accordance with the College Academic Regulations. However these must be discussed as part of the admissions process as once a learner is registered to a programme, RPL/RPEL may not be considered for approval.

Once an application has been received it is recorded and acknowledged by the College Admissions team. The application is then viewed by the course admissions tutor.

The following outlines the admissions process for this course and these pathways:

MA Strategic Leadership and Management;
Post Graduate Diploma in Strategic Leadership and Management.

Applicants for these pathway courses will be considered on the basis of experience and/or previous certificated learning, e.g. Access to HE, NVQ, A levels, CMI Level 5 or relevant degree in management or other equivalent awards. In addition to this GCSE or equivalent level 2 qualification in maths and English are also preferred, or for example, IELTS 6.0

Application for the MA Strategic Leadership and Management Top-Up from L7 CMI will be based on:

Learners successfully complete the award of the CMI Level 7 Diploma in Strategic Leadership and Management within the previous 5 years and have relevant management experience will be able to RPL/RPEL directly into year 2.

The course team adhere to NCD policy on admission and complaints. Appeals and complaints procedures are conducted expeditiously and in accordance with a published timescale.

4.1 Application

Admissions team. The application is then viewed by the course admissions tutor. The following outlines the admissions process for this course:

- All applicants will have an admissions interview, this will either be through face to face, telephone or Skype;
- All applicants will be asked the same set of questions in order for all learners

to have equal opportunity to answer without the disadvantage of qualification or experience to ensure the process is open and fair;

- During the interview, applicants will be asked about their qualifications and experience to ensure they can meet the course assessment requirements;
- Outcome letters are sent post interview, this includes feedback with alternative study programmes for unsuccessful learners;
- Admissions information is retained by both the admissions department and the Course Leader;
- Records of applications are recorded with the admissions department; interview and acceptance letters are stored in the programme file under the title recruitment and admissions.

The course team adhere to NCD policy on admission and complaints. Appeals and complaints procedures are conducted expeditiously and in accordance with a published timescale.

Course teams ensure that course admissions are up to date and follow the strategic plans of the College.

Policies are reviewed annually and review dates are provided.

4.2 Recruitment Activities

The course team liaise with the Marketing Department to provide learners with relevant course information that will aid learners in making a decision on the appropriateness of the course.

The course team provide impartial advice and guidance to all learners who make an application to the course and provide course material to learners. Learners will be advised of all of the Higher Education study options offered by the College and available to them so that they are able to make an informed decision about the best route for them.

Monthly Advice and Guidance evenings and a range of other activities are in place to inform and capture prospective learners.

Information on the programme and/or recruitment, selection and admission is provided by the advice and guidance evenings; Higher Education prospectus; course related marketing material; taster days and interviews with potential learners.

The Course team are involved in proactive recruitment sessions with a range of learners at New College, liaising with feeder schools and partner Colleges to

assist prospective learners to make informed decisions.

The Course Team work closely with the apprenticeship office to recruit apprentices who have completed previous management programmes.

8. Language of study

English UK

9. Information about assessment regulations

The programme follows the OU assessment regulations.

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Learner feedback on experiences of teaching and learning is captured within course team meetings by learner reps, learner rep attendance at learner forums (departmental and cross College), learner surveys, learner completion of written module evaluations, and as appropriate within 1-1 tutorials during discussion. Learner feedback supports internal quality systems include teaching yearly observations by external consultants, learning walks by Heads of School/Curriculum Managers, course team meetings, completion of in year course reviews that lead to annual report, and implementation of quality enhancement plan to address set actions throughout the academic year.

Learner Voice

The contribution of the learner voice is a critical quality element at the College. It is focussed around strengthening teaching and learning and responsiveness to individual need; strengthening learner participation and representation; and creating a culture of learner involvement, all of which ensures that the 'learner voice' is at the centre of the curriculum.

Full use is made of learner feedback to plan, manage and improve the provision and to enable the College to respond to the needs of its learners. Learner forums at College and school level, as well as course level operate very effectively and are well attended by learner representatives. These mechanisms

enable learner representatives to raise any issues concerning their peers and to work with College staff to further explore these issues, to establish underlying causes of concern and to implement actions for improvement, as well as to consider responses to formal learner surveys.

Transparent arrangements are in place for the feedback of improvement activities to learners and the communication of action plans to staff and learners, ensuring ownership of improvement strategies at the appropriate level. An anonymous learner comments and suggestions e-mail address is accessible via the Learner Intranet. This ensures that learners are able to have their opinions heard and acted upon to facilitate improvements in their provision from outside formal forum meeting arrangements, where appropriate. Additionally, an HE Learner Forum page on NCD online allows learner representatives to add questions or comments where key College staff can respond. The site is visible to all learners so they can see answers to questions, and access Learner Forum minutes and other relevant documentation.

Nominated learner-representatives are invited to participate in staff-learner committee meetings on a termly basis, with outcomes and actions from these meetings informing the annual evaluation and review process as well as informing immediate action to resolve pressing learner issues, where applicable.

Cross-College learner surveys are operated both on-entry to the course (to capture perceptions of learner induction and admissions procedures) and on-course (to capture perceptions of quality of teaching and learning, assessment, learner support and resources programme management). Responses to start of programme and on-programme learner surveys are considered by HE Academic Standards and Quality Board, a sub-committee of Academic Board, and responses received along with associated action plans generated are ratified at this committee prior to subsequent presentation to Quality, Curriculum and Learners Committee (a sub-committee to the Board of Governors).

Following the analysis of formal learner survey responses, course teams meet to consider areas of concern raised by learners and to generate actions to resolve these issues, where applicable.

Survey responses are further interrogated at course review meetings resulting in modifications to programme delivery, assessment and/or learner support arrangements, where applicable, and informing the production of the annual course report and self-assessment of programme operation.

Module evaluations are also conducted to enable teams to scrutinise learner perceptions at a subject level and to establish specific areas of satisfaction and concern for learners. An analysis of module evaluation outcomes is considered at staff-learner committee meetings and forms a critical component of the course evaluation and review and subsequent annual course report.

Key Performance Indicators

The College has a Performance Management Framework to monitor course performance on a regular basis. Course teams normally meet monthly and are guided to discuss agenda items relevant to key operational aspects at relevant times of year. In particular they meet three times a year in the capacity of Course Curriculum Review Meetings to evaluate past delivery and performance of the course and make modifications to the curriculum where relevant. Curriculum Managers meet with the Head of School and the Quality Manager four times a year at an HE Quality Review to discuss course management and performance with particular respect to: reporting identified issues and good practice; learner retention; strategies implemented to support learners identified 'at risk'; and communication with external examiners, employers, and other stakeholders.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

MA SLM

Year 1	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5	D6
1	Personal Leadership Development as a Strategic Manager	✓		✓	✓		✓	✓		✓	✓		✓			✓		
	Implementing Organisational Change Strategies	✓	✓	✓	✓		✓	✓			✓		✓		✓			
	Strategic HR Planning	✓	✓	✓	✓			✓		✓	✓		✓	✓				
	Developing Performance Management Strategies	✓	✓	✓	✓			✓			✓		✓		✓			
	Strategic Financial Planning	✓	✓	✓	✓		✓	✓			✓		✓				✓	
	Strategic Leadership	✓	✓	✓	✓		✓	✓			✓		✓				✓	✓

MA SLM Year 2 and Top Up Route

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5	D6
2	Research Methods			✓	✓	✓	✓	✓	✓		✓	✓	✓		✓			✓
	Innovation, Enterprise and Risk	✓	✓	✓	✓		✓	✓			✓		✓			✓		
	Dissertation	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓		✓			✓

Postgraduate Diploma in Strategic Leadership and Development

Year 1	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5	D6
1	Personal Leadership Development as a Strategic Manager	✓		✓	✓		✓	✓		✓	✓		✓			✓		
	Implementing Organisational Change Strategies	✓	✓	✓	✓		✓	✓			✓		✓		✓			
	Strategic HR Planning	✓	✓	✓	✓			✓		✓	✓		✓	✓				
	Developing Performance Management Strategies	✓	✓	✓	✓			✓			✓		✓		✓			
	Strategic Financial Planning	✓	✓	✓	✓		✓	✓			✓		✓				✓	
	Strategic Leadership	✓	✓	✓	✓		✓	✓			✓		✓				✓	✓

Year 2

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5	D6
2	Research Methods			✓	✓	✓	✓	✓	✓		✓	✓	✓		✓			✓
	Innovation, Enterprise and Risk	✓	✓	✓	✓		✓	✓			✓		✓			✓		

Annexe 2: Notes on completing programme specification templates

1 - This programme specification should be aligned with the learning outcomes detailed in module specifications.

2 – The expectations regarding learner achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable learners to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.