UNIVERSITY OF FORWARD THINKING WESTMINSTER⌗

Programme Specification

Course record information

Name and level of final award:	MSc Leadership (APP)
	The MSc Leadership (APP) is a *masters* degree that is Bologna FQ-EHEA first cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma Leadership (APP)
	Postgraduate Certificate Leadership (APP)
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Westminster Business School
Language of delivery and assessment:	English
Course/programme leader:	Dr Ruth Sacks
Course URL:	tbc
Mode and length of study:	Part Time – 18 months /2 years
University of Westminster course code:	WBSLDE
JACS code:	N200 Management Studies
UK PASS code:	P09PPLDS Direct Entry: D09PPLDS
QAA subject benchmarking group:	
Professional body accreditation:	N/A
Date of course validation/review:	April 2015
Date of programme specification:	April 2015

Admissions requirements

This course is designed for individuals whose work context and role places them in a position of leadership. This programme is also appropriate for groups of employees coming from the same organisation who also are in positions of leadership.

Participants admitted to this course will normally have satisfied at least two of the following criteria:

- Relevant professional/work-based experience of at least 5 years, including 2 years in a role that involves leadership roles and responsibilities

- Sufficiently robust CV that we are confident indicates an ability to handle both the academic and practical elements of the programme

- Strong covering letter/personal statement for the motivation to join the programme

- An undergraduate qualification or equivalent relevant professional qualification and at least 4 years work-based experience in employment or voluntary work with some responsibility for managing others

- For applicants who have not received their secondary education in the medium of English, a score of 6.5 in the British Council IELTS test (including a minimum score of 6.5 in the written component), or equivalent language assessment

Please Note: All applicants should be able to provide a reference from their employer showing support for their participation.

Framework-specific Accreditation of Prior Learning regulations

The University's APL regulations can be found at westminster.ac.uk/academic-regulations. The following are approved variations.

The following variations are approved for the PG Cert/PG Dip/MSc **Leadership** (Advanced Professional Practice).

Accredited Prior Certificated Learning (APCL), mapped to the course learning outcomes, level descriptors and relevance of subject content and skills, may be considered as mapped to the learning outcomes for one or more of the framework option modules.

Where a framework course is used for a cohort of learners from the same organisation or professional sector who have completed the employer's or professional organisation's specific training and/or experiential learning, an application for Accreditation of Prior Experiential Learning (APEL) may be made for the programme and assessed for credit equivalence by the University APL Board as a single exercise. The Boards decision as to volume and level of credit for the programme may be assigned to the cohort and any future individuals/cohorts registered for the PG Cert/PG Dip/MSc **Leadership** (Advanced Professional Practice) who demonstrate successful completion of the same programme.

The course-specific regulations for the PG Cert/PG Dip/MSc Leadership (Advanced Professional Practice) allow for the following maximum volume of Accreditation of Prior Certificated or Experiential Learning (AP(C/E)L:

Postgraduate Certificate   20 credits
Postgraduate Diploma   60 credits
Masters award   80 credits

Aims of the course

This course aims to

- Explore the context and role of leadership in organisations, to reflect on how such roles are developed, valued and managed
- Create and support a community of learning so that you can apply your learning about leadership from this programme to a range of complex workplace situations using leading edge research and practice from the field
- Work with you and your organisational experience to develop a flexible, dynamic learning environment which supports your learning needs
- Draw on the resources of the workplace as a learning environment to promote collaboration and best practice in leadership
- Explore and promote the uses of evidence in practice, and professional values as the basis of ethical and sustainable professional work

Career and professional development and opportunities for further study

Work-based studies enable the individual to develop intellectually and professionally, without the need for a career break, and the organisation to develop their workforce with much less disruption than would be the case with a university-based course. However, the key advantage of this course-structure for both the learner and the organisation is that learning and values are contextualised and developed inside a relevant professional environment, and so values, knowledge and skills become embedded in the learner and in the organisation where they work, at the cultural level.

In this way the learning experience is likely to grow the relationship between employee and employer through adding value to both, and through opening opportunities for critical dialogue and mutual advantage. The focus on planning for, and evaluation of learning and its impact on practice will help to develop self efficacy and confidence that enhances an individuals' career prospects, as well as adding value to the organisation, and in some cases the sector where they work. There are many Doctorates of Business Administration and Doctorates of Professional Studies that are designed for work-based learners, where graduates of this course could continue their development. Alternatively, the full Masters qualification will, in many cases, enable enrolment on a PhD relevant to the knowledge base that the participant has focused on through this course. A PhD can normally be taken part-time.

Learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

Knowledge and understanding

You will learn to

a) Demonstrate a deep and systematic understanding of a specific field of study and its inter-relationship with other bodies of relevant knowledge
b) Demonstrate an understanding of current theoretical and methodological approaches and how these affect the way the leadership knowledge base is interpreted.
c) Work with a range of approaches, concepts and/or processes to plan, implement and refine actions or a course of inquiry grounded in the thinking and criticality of leadership studies supported by feedback from peers, tutors and practitioners
d) Analyse current leadership practice and strategies, with judgement informed by relevant research and critique, professional values and reflection

Specific skills

a) Develop your skills in the co-creation of enhanced understanding of leadership issues through your learning, research and participation in the programme
b) Flexibly and creatively apply your knowledge in unfamiliar contexts, synthesise ideas or information in innovative ways, and generate transformative solutions
c) Undertake analysis of complex, incomplete or contradictory evidence/situations, coming to a judgement of significance
d) Recognise and argue for and/or evaluate alternative approaches
e) Critically reflect on your own skills and professional development particularly in relation to effective leadership practices within the workplace
f) Engage with contemporary policy, regulatory frameworks, legislation etc. as relevant to the practice context.
g) Design and undertake substantial investigations to address significant areas of theory and/or practice

Key transferable skills

- Work effectively as a leader and/or a member in a team demonstrating an ability to bring out others' strengths and negotiate contributions, resolving potential conflict
- Make valuable connections across related fields to explore new approaches in leadership so that you develop creativity, collaborative practices to achieve a positive outcome to future professional challenges
- Critically evaluate your own performance, identifying personal and
- organisational values, and plan your learning to meet your leadership development needs and interests in relation to your role within your organisation/profession and its strategic aims and objectives
- Reflectively evaluate ethical dimensions of practice including concern for the ways in which activity and innovations (are likely to) impact on current and/or future environments and communities
- Work with trust, respect for differences, taking responsibility for your own role through appropriate and effective communication including constructive feedback.

- Identify, evaluate and maintain capabilities and qualities to support effective communication in a range of complex and specialised contexts
- Incorporate a critical ethical dimension to practice, working to shared values, and working proactively with others to resolve ethical dilemmas and formulate solutions
- Autonomously implement and evaluate improvements to performance drawing on innovation and best practice
- Develop effective learning strategies to enable self-directed continuing professional development
- Use personal reflection to analyse self and own actions, and to make connections between known and less known areas, to allow for change
- Work effectively with multiple teams as a leader or a member. Clarify tasks and make appropriate use of the capabilities of team members and colleagues.

Learning, teaching and assessment methods

Learning
The aims and outcomes of the programme relate to using the workplace as a site for learning and application to enhance practice. Any workplace brings forward complex, multidimensional problems for which there is unlikely to be a simple solution that can be implemented by one person. These sorts of problems are at the essence of Masters level learning, and so this course is designed to use the workplace as the focus for needs analysis and individual programme planning. Self-directed learning and learner autonomy are central approaches, supported by critical reflection, action learning and work-based or integrated learning communities. These learning strategies are introduced at the beginning of the course, where you will undertake a series of tasks to identify your learning plan for the rest of the course. Where a cohort of participants from one organisation takes the course together the employer may also be involved in identifying organisational learning needs, and therefore contribute to the learning plan.

To enable you and your organisation to take advantage of the workplace learning opportunities there are two formats for negotiated learning. One is designed to enable previous CPD or short courses identified at the beginning of the course to be brought in through application in practice and a relevant assessment format (Learning in Context). The other is a workplace project module where you can identify a learning focus that includes planning, researching and implementing a project related to your work and role development. It is anticipated that you will work on a range of self-determined practice-led and theory-informed projects as identified in your needs analysis and negotiated with your module tutor and members of your action learning set.

Some attendance at the university or other course delivery venue will be required, but you will complete most of your learning hours in the workplace or in your own time through supported online learning and research. In any case, you will be expected to read relevant texts (journals, books, reports – online and paper-based) and to prepare in advance for seminars and discussions, which may be face-to-face or online. Collaboration and team working are encouraged to develop critical thinking around issues and theories.

Teaching
Teaching strategies may include:

- Action learning sets – or modifications there-of
- Workshops, practical sessions, critical reviews of knowledge related to chosen topics or themes, and core lectures
- Online resource based learning through directed and verifiable study
- Direct contact and teaching, by tutors/supervisors
- Contact on a regular basis with your university-based tutor/supervisor through face-to-face, e-mail and/or asynchronous discussion and/or other electronic means
- Self-managed inquiry research and journal records
- Use of diagnostic tools
- Short courses, conferences, other training and learning events relevant to your needs and negotiated as part of your programme

Assessment

A range of assessment formats are used to ensure the most appropriate fit for the specific learning outcomes being assessed. Assessment strategies may include:
- Essays, reports, dissertations, portfolio, reflections, exams, presentations as relevant to the module and the work-place
- Negotiation of assessment artefacts according to the needs of the work-place and the professional development of the individual
- Evaluative accounts informed by work documents and practice records
- Artefacts for dissemination of new knowledge/practice-enhancement within the organisation.

Course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year.

Credit Level 7				
Module code	Module title	Status	UK credit	ECTS
BAPP7001	Individual and Professional Development	Core	20	10
BAPP740	Learning in Context (Leading and Managing Change)	Core	40	20
Award of Postgraduate Certificate available				
Module code	Module title	Status	UK credit	ECTS

Module code	Module title	Status	UK credit	ECTS
BAPP702	Critical Inquiry in Practice	Core	20	10
BAPP747	Negotiated Learning Module	Core	40	20
Award of Postgraduate Diploma available				
Module code	Module title	Status	UK credit	ECTS
BAPP704	Work-based Inquiry Project	Core	60	30
Award of MA/MSc/MEng/LLM or MMus available				

Academic regulations

The MSc Leadership (APP) and its intermediate awards operate in accordance with the University's Academic Regulations and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with Section 18: Modular Framework for Postgraduate Courses and relevant sections of the current Handbook of Academic Regulations, which is available at westminster.ac.uk/academic-regulations

Award

In order to qualify for the award of **MSc Leadership within the Advanced Professional Practice framework a student must have:**

> a) obtained a minimum of 180 credits at Level 7
>
> b) attempted modules worth no more than 240 credits; and
>
> c) obtained a pass in the following core modules:

- Individual & Professional Development
- Learning in Context (Leading and Managing Change)
- Critical Inquiry in Practice
- Negotiated Learning
- Work-Based Inquiry Project
- And completed a reflective learning review which gives a critically reflective account of their learning journey through the programme

Note: A first attempt of any module will count as an attempt, and a re-attempt of any module that a student has failed will count as a further, separate

attempt. Re-assessment following referral at the first sit will not count as a further separate attempt

The University may award:

- A Masters Degree with Merit to a student whose grades average at least a merit across modules at Level 7.

- A Masters Degree with Distinction to a student whose grades average at least distinction across the modules at Level 7.

(ii) To **be eligible for the award of a Postgraduate Diploma Leadership (Advanced Professional Practice), a student must have**:

    a) obtained a minimum of 120 credits at Level 7,
    b) obtained a pass in the following core modules:

- Individual & Professional Development
- Learning in Context (Leading and Managing Change)
- Negotiated Learning
- Critical Inquiry in Practice
- Maintained and provided an up to date Reflective Learning Review which gives a critically reflective account of their learning journey through the programme to date

(Iii)To **be eligible for the award of a Postgraduate Certificate Leadership (Advanced Professional Practice), a student must have**:

    a) obtained a minimum of 60 credits at Level 7,
    b) obtained a pass in the following core modules:

- Individual & Professional Development
- Learning in Context (Leading and Managing Change)
- Maintained and provided an up to date Reflective Learning Review which gives a critically reflective account of their learning journey through the programme to date

Support for students

Upon arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the Faculty Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their Faculty. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books).

Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop

computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students.

Student Affairs provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The Student Affairs Hub is located at 101 New Cavendish Street, Cavendish House (1st Floor), with an additional office located at the Harrow Campus.

http://www.westminster.ac.uk/study/new-students/when-you-arrive

The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University. http://www.uwsu.com/

Reference points for the course

Internally

The MSc Advanced Professional Practice framework, and courses within it operate in accordance with the University's Academic Regulations and the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

The Quality Assurance and Enhancement Handbook is a definitive statement of the requirements for course validation, students' right in terms of consultation and annual monitoring
All students should make sure that they access a copy of the current edition of the general University handbook called **Essential Westminster,** which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with the Modular Fr*amework for Postgraduate Courses* and relevant sections of the current *Handbook of Academic Regulations*, which is available at westminster.ac.uk/academic-regulations.
 The Handbook of Academic Regulations is a definitive statement of regulations for the conduct of courses

Externally

Quality Assurance Agency framework for Higher Education qualifications
·   Quality Assurance Agency Code of Practice
·   SEEC Masters level grade descriptors
·   Reports, white papers on HE Employer collaboration and workforce skills development needs   including:
o QAA (2010) Employer-responsive provision survey: reflective report
o CBI (2009) Stronger Together: Business and universities in turbulent times. Report of the CBI HE taskforce
·   QAA Masters degree benchmark statements in Business and Management

Quality management and enhancement

Course management

The management structure supporting the course is as follows:

- Course Leader Ruth Sacks along with Professor Richard Harding are responsible for overall management and co-ordination of the course and development of the curriculum

- Professor Richard Harding, Head of the Leadership and Professional Development Department, holds budgetary and academic responsibility for the course.

- Dr Barbara Allan, Dean of Westminster Business School, holds overall responsibility for the course.

Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2015. The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the Faculty action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the course committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey, which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student

feedback from course committees is part of the Faculty's' quality assurance evidence base.

For more information about this course: please contact Ruth Sacks: r.sacks@westminster.ac.uk