

Programme Title and Name of Award	MBA Educational Leadership		
Academic Level	NQF Level 7	Total Credits	180
Professional Body Accreditation / Qualification	N/A		
Date of Professional Body Accreditation	N/A	Accreditation Period	N/A
UCAS Code	N/A		
JACS Code	N100		
HECoS Code	100079		
Criteria for Admission to the Programme	<p>We welcome applications from students who may not meet the formal entry criteria but who have relevant experience or the ability to pursue the course successfully.</p> <p>The formal entry requirements are:</p> <ul style="list-style-type: none"> • An honours degree at 2:2 or above plus; • At least 2 years' relevant work experience plus; • English language at IELTS 6.5 (minimum of 5.5 in each component). <p>Applications are considered from candidates who do not meet the formal entry requirements but can provide evidence of equivalence. Examples of equivalence are:</p> <ul style="list-style-type: none"> • A wide range of professional qualifications and/or work experience. • Working or studying in English or an English-speaking environment. <p>Applications will be considered from candidates who do not meet the formal entry requirements but who can demonstrate by interview the commitment to complete the programme successfully.</p>		
Teaching Institution	Robert Kennedy College		

Owning Department	Department of Business, Law, Policing and Social Science
Programme delivered in conjunction with	N/A
Principal Mode of Delivery	Distance Learning with mandatory residency (blended)
Pattern of Delivery	Full Time / Part Time
Delivery Site(s)	Primarily distance learning (Robert Kennedy College) University of Cumbria campus for five-day residential module
Programme Length	Minimum 12 months, Maximum 5 years
Higher Education Achievement Report (HEAR)	N/A
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme: <ul style="list-style-type: none"> - Postgraduate Certificate in Business Administration - Postgraduate Diploma in Business Administration

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

This programme provides an opportunity to study MBA Educational Leadership using two distinct flexible and distributed learning environments that will complement each other and enhance your

learning experience:

(1) Robert Kennedy College provides a bespoke series of MBA modules via distance learning that, within a set time frame, allow study at a pace, place and location which suits you

(2) The University of Cumbria complements the distance learning modules with a residential programme of study in Tackling Global-Local Challenges in Ethics, Responsibility and Sustainability. This module is delivered at a university campus providing accessibility to a range of guest speakers and opportunities to engage in valuable interaction with fellow students. The residential programme is mandatory for completion of the award of MBA Educational Leadership.

Much of the learning and development on this programme is designed to encourage the student to become an independent learner. The combined student experience is one of high level participation and input. The main emphasis on the programme is on a strong practical and professional orientation, and the online work is developed and enhanced through the residency element, where the student experience is drawn together. Students following this programme would normally have at least two years' post-graduation work experience, and this programme will build upon prior knowledge and skills gained within a wider organisational and contextual framework.

The mandatory residency is designed to facilitate the deeper exploration of problems/issues within an organisational context not only in terms of the module associated with it. The establishment of learning sets is instrumental in driving through the concept of reflective practitioner, and is designed to encourage the student to interact with other participants, both formally and informally, in seeking best practice and challenging existing practices. The residency takes place in one of University of Cumbria's campuses in the UK. The University has a strong educational background with a particular focus in teacher training. The University of Cumbria has been inspiring teachers through training and professional development opportunities for over 100 years, beginning with the founding institutions, St Martin's College in Lancaster and Charlotte Mason College in Ambleside.

This programme benefits greatly from the internationality derived from recruiting students from all the inhabited continents, and being able to draw on tutors, well qualified in their field, from across the globe.

The programme builds on the strong and long-standing track record in online delivery developed by Robert Kennedy College. Apart from the residential element of one module, this programme is delivered entirely by distance learning. RKC's tailor-made, state-of-the-art software for online course delivery (OnlineCampus) is a highly evolved all-encompassing, interactive and easy-to-use software designed to make studying online an enjoyable experience.

This programme has been designed with a certain degree of flexibility in mind; however, some of the modules need to be taken at certain times (e.g. students need to start with the non-credit Induction and their first module needs to be Organisational Behaviour). Details are available in a subsequent section of this programme specification - Programme Curriculum Map.

Although this programme clearly has a sectorial approach, aimed at students with an industry focus, several of the modules studied will be in classes with students from other programmes within the suite of MBAs offered by the university, including those with a general management theme (i.e. the MBA, MBA International Business or MBA Leadership and Sustainability). This ensures that the students on this programme will benefit from the experience of, and discussions with, students with general management ambitions.

Aims of the Programme

The overall aims of the Programme are:

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2. further develop relevant business, educational management and organisation knowledge, both academic and professional, in line with postgraduate standards/benchmarks;
3. develop critical reflection skills and engagement with organisational and professional theory to understand, and where appropriate, challenge existing individual and organisational perspectives and practices (with a particular focus on educational management and leadership);
4. develop, and where appropriate apply, new knowledge to add value by enhancing organisational capability (within the Education industry);
5. develop understanding of an organisation's strategic focus and environment, and the impact of the inter-relationship between the organisation's resources and clients in the evolving global education environment;
6. develop commitment to continuous personal and professional development, independence and reflective learning;
7. develop particular expertise and understanding in the fields of education, business and management.

Successful students will be able to:

1. engage in effective individual research and demonstrate the ability to understand and apply management theory, and to make, when necessary, sound judgments in the absence of complete data;
2. exhibit improved independent research and time management skills, having undertaken a substantial self-managed research project which involved application of a variety of management and research practices, and demonstrates expertise and understanding of issues in leadership, education and/or sustainability;
3. demonstrate enhanced interpersonal and team skills, through working with others from different industry or cultural backgrounds;
4. continue to reflect on their existing experiences, and learn from and build on the experience of others;
5. develop into modern, well rounded and outward looking managers with a high concern for customers and colleagues, capable of taking responsibility for themselves, their people, their areas of responsibility and their organisation.

Level Descriptors

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

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

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your

academic discipline, field of study or area of professional practice.

- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes
- Accept accountability for decision making including the use of supervision
- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

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

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

K1. An understanding of the role and function of organisations and the context in which they operate, including the key drivers of change

K2. The ability to evaluate and critically assess the application and relevance of a variety of business tools

K3. The critical analysis and coherent written presentation of business issues.

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

K4. A systematic understanding of the relationships between organisations' resources and their clients and their strategic focus within an evolving environment

K5. An understanding of the core disciplines of marketing, finance, education, business and management in a global context, at middle/senior management level

K6. The application of critical thinking to the successful management of organizations (educational) including a deep understanding of the processes of strategic problem-solving and decision-making, and the ability to communicate the conclusions clearly to specialist and non-specialist audiences.

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

K7. The range of research methods that can be applied to the study of business, educational management and leadership

K8. A comprehensive theoretical foundation in the extensive area of business and educational management in an international environment given the global context, complemented by a variety of analytical and personal skills

K9. A strong understanding of how your knowledge and skills may be employed efficiently within an organisational setting (with a particular focus on educational management).

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

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

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

S1. self-direction and originality in tackling and solving problems.

After 120 credits of study (PGDip) you will be able to demonstrate an ability to:

S2. make decisions in complex and unpredictable situations

S3. act autonomously in planning and implementing tasks at a professional level.

After 180 credits of study (MBA) you will be able to demonstrate an ability to:

S4. critically reflect on personal knowledge, practice and skills, continually develop self-appraisal and insight into development plans and outcomes, and deal with complex issues both systematically and creatively

S5. communicate your conclusions effectively to specialist and non-specialist audiences.

External and Internal Reference Points

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

[QAA Subject Benchmark Statement: Master's Degrees in Business and Management \(Feb 2015\)](#)

[QAA Subject Benchmark Statement: Education studies \(Feb 2015\)](#)

[UoC Learning, Teaching and Assessment Strategy](#)

[UoC Academic Regulations and Academic Procedures and Processes](#)

Graduate Prospects

This is a career enhancing and post-work experience programme. Current students have background and experience from working in various sized companies (SMEs, transnational, and multinational) and across a range of sectors (commercial, non-governmental, governmental, charity, etc.) and industries. The alumni spread beyond 120 countries and continue to build on the networks, share knowledge and hone their expertise.

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

Central to the philosophy of the programme is the development of independent learners, thinkers, and researchers. Furthermore, due to the nature of an MBA, students will bring extensive personal experience of their own. This is captured so that learning, teaching, and assessment strategies employed in the programme are highly student-centred and make full use of the student group as a resource. Thus the ability to work as a team is assessed through group oral presentations at the residential where formative peer assessment is used.

The varied learning experience includes

- RKC's tailor-made, state-of-the-art software for online course delivery (OnlineCampus), a highly evolved all-encompassing, interactive and easy-to-use software designed to make studying

online a satisfying experience;

- Seminar activities and online work in learning sets which require students to discuss their own/organizational practices;
- Case study method for teaching and case analysis
- Webinars, live interactive online sessions and guest lectures to inform teaching;
- Use of in-house developed platforms and models to enhance the learning experience, such as a simulation platform for online trading;
- Research activities both independent and tutor-led requiring students to prepare a research proposal/plan prior in order to conduct primary research;
- Self-directed study with peer groups, plus individual reflection and small-group work;
- Residential meetings which include lectures, seminars and experiential activities.

Intellectual and cognitive skills are assessed by means of written assignments, including extended essays and reports. Quantitative skills, including the use of ICT, are assessed via worked problems, particularly in finance-based modules.

While there may be some bias towards UK practice in particular with respect to case study discussions, the programme should be considered global in terms of its coverage of its relevant sector.

Assessment is focussed on providing opportunities for both formative and summative assessment. For the online modules, formative assessment is in an interim assessment and also continuously and on-going via the medium of the online forums whereby tutors comment on ideas expressed, give feedback on the direction of the discussion, and recommend courses of action/lines of thought that might be taken.

Summative assessment is based on analysis and critical evaluation of case-study material to facilitate the real-world application of knowledge and integration of the often considerable expected experience of the students as well as theoretical material.

The residential experience allows not only continual, on-going face-to-face formative feedback as students work through the activities assigned, but also assessment of skills in real, rather than virtual, conditions. As such there is an opportunity to have the students prepare materials in groups and make peer assessments of performance. Once you leave the residential, further summative assessment takes place in the form of reflective analysis and critical evaluation.

The dissertation will particularly focus on the sectorial theme of the MBA, in addition to the specialist module.

The use of OnlineCampus, the RKC proprietary VLE, ensures a smooth and enjoyable experience through facilitating access to discussions asynchronously, enabling students all over the world to be able to participate and share their experiences, enhancing teaching. The classrooms incorporate streamed videos, which are also downloadable as audio files for students in areas where internet quality might be limited.

Student Support

You will study the greater part of your award online with Robert Kennedy College (RKC). Most of your support will be provided directly by RKC however you will have access to the University of Cumbria learning support network called Student Services.

Initial and ongoing induction

Students receive a comprehensive induction both to RKC's VLE (OnlineCampus) and the various

University of Cumbria regulations (e.g. these are specified in the joint student page at <http://www.cumbria.ac.uk/AboutUs/Services/ExternalRelations/AcademicPartnership/RobertKennedyCollege.aspx>) through the online module "Induction". This non-credit module covers various introductory issues such as: Motivation, Understanding the Programme Handbook, Registering and Withdrawing from a module, Academic Writing, Academic Malpractice, and Grading Policy. The module is composed of these six main units and each unit includes a video and audio tutorial. Students are also introduced to the concept of online asynchronous communications via the OnlineCampus forums. Continuous monitoring of the module by RKC faculty members ensures a prompt resolution of any questions well before the start of the first credit-bearing module. The induction module is ongoing: there is no end-date and students can always refer to it or post questions in the relevant forum at any stage of the programme.

In parallel with the Induction module, students are invited to attend either one of the two monthly live video conferences in which the Academic Counselling Team, including a senior member of the faculty, facilitates discussions around best practices for online learning and ways to take advantage of the various support options available to students. An extensive 'questions and answers' session is also included and is generally very popular. Students interact with each other and the staff via video conferencing.

StudentCare Assistance

RKC operates an online student support system 'StudentCare'. The StudentCare assistance facility features an online Live Support function via instant messaging where students are able to get instant answers to general questions. This is in addition to an online forum and a problem-solving ticketing system, Live Support has at least two StudentCare representatives ready to provide assistance. This means that the most common issues students may experience can usually be solved in a few minutes. In addition, a dedicated phone line is available to students, where they can get assistance from a member of the StudentCare team.

StudentCare can offer assistance on administrative and financial issues, as well as technical expertise related to the OnlineCampus platform.

During the residential, at least one representative from the administration side will be present, in addition to the teaching staff, to help students with any matters that might arise.

Data Protection

In any online community data protection is paramount. Personal data is kept completely confidential by RKC. However, it is important that you engage with the wider student community within your cohort. Students are usually known to each other by a name of their choice, which in some cases is their actual first name or surname, but in others can choose a nickname. Students can provide a profile of themselves if desired, covering aspects such as location, background, interests, family situation, and photographs. This is encouraged by the students themselves, to give them a better idea of their colleagues but it is important to emphasise to you that uploading of any personal information is completely voluntary, to ensure that the privacy of individual students is maintained at all times.

Students with Disabilities

Provided that students can operate a keyboard, or otherwise communicate via a computer, there are no restrictions due to disability in taking part in the course. Indeed, the asynchronous nature of the classroom means that students who need a long time to formulate a response are not disadvantaged in any way. Students will have access to University of Cumbria disability advisors via email.

Students with disabilities attending residential modules at University of Cumbria campuses will have access to the support needed.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
7	CRKC7001	Organisational Behaviour	20	Core	K1, K2, S1
7	CRKC7002	Marketing Management	20	Compulsory	K2, K3, K4, S1
7	CRKC7003	Financial Management	20	Optional	K2, K3, S1, S2
7	CRKC7006	Money Management	20	Optional	K2, K3, S1, S2
7	CRKC7032	Models and Theories of Educational Leadership	20	Compulsory	K2, K3, K6, S2
7	CRKC7020	Strategic Management	20	Compulsory	K5, K6, K8, S3
7	CRKC7025	Tackling Global-Local Challenges in Ethics, Responsibility and Sustainability	20	Core	K3, K4, K6, K8, S5
7	CRKC7030	Dissertation	60	Compulsory	K7, K8, K9, S3, S4, S5
Notes					
<p>This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.</p> <p>Optional modules may be subject to availability and viability.</p> <p>Organisational Behaviour is the entry module, and Strategic Management is the recommended last taught module before the dissertation, but other modules can be taken as desired by the student.</p> <p>Most modules are offered three times a year, while Organisational Behaviour and Financial Management run every two months. Multiple residencies are held yearly, and others will be made available if justified by student numbers.</p> <p>Students exiting with 60 credits are awarded a Postgraduate Certificate in Business Administration, with 120 credits a Postgraduate Diploma in Business Administration, and with 180 credits MBA Educational Leadership.</p>					

*** Key to Module Statuses**

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to carry as a marginal fail (within the limits set out in the Academic Regulations)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module as per the Academic Regulations

Programme Delivery Structure: Part Time/ Full time (by taking modules in parallel)				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
CRKC7001	Organisational Behaviour	Mandatory entry module (offered every two months)	Formative assessment at six weeks, final summative assessment at 12 weeks	Twelve weeks after module start
CRKC7002	Marketing Management	Compulsory module offered three times a year	Formative assessment at six weeks, final summative assessment at 12 weeks	Twelve weeks after module start
CRKC7003	Financial Management	Optional module offered every two months	Formative assessment at six weeks, final summative assessment at 12 weeks	Twelve weeks after module start
CRKC7006	Money Management	Optional module offered three times a year	Formative assessment at six weeks, final summative assessment at 12 weeks	Twelve weeks after module start
CRKC7032	Models and Theories of Educational Leadership	Compulsory module offered once or twice a year, subject to viable cohort	Formative assessment at six weeks, final summative assessment at 12 weeks	Twelve weeks after module start
CRKC7025	Tackling Global-Local Challenges in Ethics, Responsibility and Sustainability	Core residential module offered six times a year	Summative group project assessment at end of residency, final summative assessment four weeks after residency	Eight weeks after module start
CRKC7020	Strategic Management	Compulsory module offered three times a year	Formative assessment at six weeks, final summative assessment at 12 weeks	Twelve weeks after module start
CRKC7030	Dissertation	Compulsory	Ongoing formative liaison with supervisor, final summative assessment on submission of final paper	Six to twelve months

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	<ul style="list-style-type: none"> • Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Student Success and Quality Assurance Committee
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	<ul style="list-style-type: none"> • Input from post-module student surveys, encompassing quality of teaching, e-learning tools, learning outcome, assessments and feedback • Programme Review of Modules • Module/Programme/Personal tutorials • External Examiner Reports

Date of Programme Specification Production:	Jan 2018
Date Programme Specification was last updated:	Apr 2018

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

Outline Study Plan

Below are two examples of study plans, one for full time and one for part time. Since the programme offers flexibility in terms of the choice of modules, these are indicative.

Full-time Study Plan (1 year example)			
Term 1	Organisational Behaviour		
Term 2	Marketing Management	Financial Management/ Money Management	
Term 3	Models and Theories of Educational Leadership	Residency	Dissertation
Term 4	Strategic Management		

Part-time Study Plan 1½ years' example			
Term 1	Organisational Behaviour		
Term 2	Marketing Management		
Term 3	Financial Management/ Money Management		
Term 4	Residency		Dissertation
Term 5	Models and Theories of Educational Leadership		
Term 6	Strategic Management		

Mapping of Programme to QAA Standards

QAA Standard	Module	Organisational Behaviour	Marketing Management	Financial Management	Money Management	Models and Theories of Educational Leadership	Strategic Management	Residency - Tackling Global-Local Challenges	Dissertation
Section 5.1: Master's degrees in the business and management field are awarded to students who have demonstrated during their programme									
i. a systematic understanding of relevant knowledge about organisations, their external context and how they are managed									
ii. application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation									
iii. a critical awareness of current issues in business and management which is informed by leading edge research and practice in the field									

iv. an understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues								
v. creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management								
vi. ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations								
vii. conceptual understanding that enables the student to: a. evaluate the rigour and validity of published research and assess its relevance to new situations, and b. use existing research and scholarship to identify new or revised approaches to practice								
viii. ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process								
ix. ability to communicate effectively using a range of media (for example, orally, in writing, and through digital media)								

x. ability to operate effectively in a variety of team roles and take leadership roles, where appropriate								
xi. ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications								
Section 5.2: Once they are in professional practice, master's graduates should be able to:								
i. apply consistently their knowledge and subject-specific and wider intellectual skills								
ii. deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to a range of audiences								
iii. be proactive in recognising the need for change and have the ability to manage change								
iv. be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations								
v. make decisions in complex and unpredictable situations								
vi. behave ethically and with integrity and manage with a strong sense of social responsibility								

vii. evaluate and integrate theory and practice in a wide range of situations								
viii. be self-directed and able to act autonomously in planning and implementing projects at professional levels								
ix. take responsibility for continuing to develop their own knowledge and skills.								