

Programme Specification

Wednesday, 17 December 2014

Programme Title and Name of Award	MA Sustainable Leadership Development		
Professional Qualifications / Accreditation	N/A		
Academic Level	7	Total Credits	180
UCAS Code	N/A	JACS Code	N214 N215
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL , please refer to the University website.		
Teaching Institution	University of Cumbria		
Owning Department	Department of Business, Law and Social Sciences		
Programme delivered in conjunction with	N/A		
Principal Mode of Delivery	Face to Face, Distance Learning (online modules), Blended learning (residential modules supported by virtual learning environment)		
Pattern of Delivery	Full Time, Part Time, Block (residential)		
Delivery Site(s)	Ambleside & EIDR		
Programme Length	Full Time: 12 months Part Time: up to five years		
Higher Education Achievement Report (HEAR)	N/A		
Exit Awards	Postgraduate Diploma in Sustainable Leadership Development Postgraduate Certificate in Sustainable Leadership		

Programme Features

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This is a unique programme of study; the first MA Sustainable Leadership Development award in the UK which has embedded its core philosophy in the notion of experiential learning. This builds on the inheritance of the Ambleside campus that saw Charlotte Mason revolutionise the development of teaching skills amongst generations of potential learners. Using the incredible vista that surrounds the campus, which inspired such philosophers as Ruskin and literary giants that include Wordsworth, we use this programme and its modules to critically explore sustainability, leadership and the development of leaders. The debate, discussion and guided reflection that you encounter will help develop your careers in arenas that include environmental management, corporate social responsibility, social activism and leadership development. Key to the programme is a challenging exploration of how we can engender social change, and supportive reflection on your ethical and philosophical approach to impacting on your organisation or community's ability to evolve.

The MA Sustainable Leadership Development has embedded the university themes of 'Sustainability', 'Creativity', 'Employability' and 'Enterprise'. It is taught through a programme of modules that will influence your individual contribution in leadership of organisations and communities. It encourages peer learning; as well as meeting a cohort of experienced professionals, the programme deliberately includes guest speakers that will challenge the status quo and demand intellectual rigour.

The programme of study combines a series of residential experiences with online modules; the award offers you a range of optional modules which will enhance your programme of study and, together with the modules UCBS7021 Independent Study and UCBS7302 The Sustainable Leadership Development Dissertation, provide opportunities for you to study related topics bespoke to your specific interests.

Aims of the Programme

As a graduate of the MA Sustainable Leadership Development you will better lead change within your organisation or community so it contributes to sustainable development, and know how to enable such leadership from across an organisation or community, including by the delivery of leadership development experiences. By drawing on 'critical leadership studies' this programme will enable you to apply a critical view of theories, concepts and practices of both leadership and leadership development, in the context of contemporary global challenges.

The overall aims of the programme are that you will be able to:

1. Critically evaluate your own leadership approach and that of others, and how they are affected by ethical, cultural and value norms;
2. Analyse how leadership may be enabled in organisations and communities to better achieve social and environmental goals as well as economic ones;
3. Critically evaluate the frameworks for understanding the way organisations affect sustainable development and can create social change;
4. Design, deliver and evaluate educational experiences for others to enhance their sustainable leadership, in your field of interest.

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 (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:

- K1. Understanding of challenges arising from organisational impacts on employees, society and the environment
- K2. Mastery and advanced scholarship in the theoretical and conceptual underpinning of the leadership subject area together with a critical interaction with, and generation of, new ideas
- K3. Critical review, evaluation and synthesis of information, theories and concepts relating to the practice of leadership development.
- K4. The deconstruction and evaluation of principles, theories and working methods by drawing upon current scholarship in leadership, sustainability, or social change
- K5. The ability to develop and apply theories of leadership or sustainability

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

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

- S1 Enhanced ability to lead on sustainability agendas and programmes in organisations, sectors and communities
- S2. The ability to reflect on your own, and others, leadership abilities and subjectivities, and how these affect organisational sustainability agendas
- S3. The ability to design, deliver and evaluate leadership development experiences for others, towards achieving social or environmental outcomes
- S4. Critical analysis of concepts - and self-reflection of one's assumptions - about social and environmental issues
- S5. Openness to personal wellbeing as part of being a sustainable leader

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:

European Association for the Education for Adults (2012) European Agenda for Adult Learning 2012-2020. <http://www.eaea.org/en/policy-advocacy/european-agenda-for-adult-learning.html>

QAA (2007) *Subject Benchmark Statements: Master's degrees in business and management 2007*. The Quality Assurance Agency for Higher Education 2007. ISBN 978 1 84482 660 5 accessed at <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/BusinessManagementMasters.pdf> on 18th November 2014

Sustainable Development Solutions Network for the United Nations (2013) An Action Agenda for Sustainable Development: <http://unsdsn.org/resources/publications/an-action-agenda-for-sustainable-development/>

The University of Cumbria Learning, Teaching and Assessment Plan 2012-2017

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

Learning, teaching and assessment of this programme is designed to provide a highly engaging means of enhancing the cohesion of each module group, drawing together the themes that emerge from the modules that make up the programme, and considerably enhancing your leadership skills as they will affect the sustainability agenda in your organisation, sector and society. The emphasis is on building on your existing competencies and experience to achieve graduate level skills and attributes.

Key Features of this award are:

- Delivery of modules each as week-long block residential experiences at the Campus in Ambleside, the Lake District; these residential block weeks include access to fells and lakes, woodland and vistas which have inspired generations and itself challenged in the field of sustainability (the exception to this is the one optional module in London).
- Internationally renowned team of facilitators and guest speakers
- The use of experiential learning and nature as a venue and inspiration for education
- A focus on personal, organisational and systemic change
- Provision of modules online to increase accessibility
- Opportunities for independent study on your particular interest in sustainable leadership

The Institute for Leadership and Sustainability (IFLAS) of the University of Cumbria Business School (UCBS), to which your programme of study 'belongs', aims to challenge and stretch you whilst simultaneously developing your leadership skills and ability to challenge effectively ethical, cultural and value norms. We will support, guide and encourage you through a successful learner journey that will start even before you arrive on campus and continues long after you graduate. For your award:

- Each module will require pre-reading and engagement with course materials. These will be made available to you a month before the residential block delivery week.
- The block programme will engage in peer to peer student interaction as well as lectures, seminars and workshops led by experts in their field
- Each module will require you to prepare and present materials to a wide audience that may include employers, academics, fellow students and tutors
- Experiential learning will be encouraged and challenged through engagement with the cultural history and environs of the Lake District
- Group and team work will be mandatory for some modules in order to ensure the opportunity to practice team and leaderships skills; however this will be limited to contributions on the residential blocks only
- Post block study will include engagement with online collaboration tools via the university's

virtual online learning environment, 'Blackboard'

- Online modules will involve a mix of self-study, using written and audio visual materials on 'Blackboard' our virtual learning environment. Modules will be enhanced via use of a flipped classroom approach where module tutors would use pre-recorded materials for you to engage with, followed by opportunities for online discussion with tutors and peers. Accessibility options, such as transcripts for audio visual materials, will be provided.

The following learning and teaching strategies may be used in modules that you will study however these are adapted as necessary to ensure inclusivity of all experiences by those with any type of disability*:

- Interactive lectures where you will be expected to contribute having done some preparatory reading in advance;
- Tutorials where you will work in smaller groups to engage with learning activities (e.g. to prepare the debate in UCBS7019 Sustainable Leadership);
- Organisation of field study, conducting data collection, analysis and interpretation;
- Working independently to research the relevant literature predominantly using electronic databases and search engines;
- Completion of directed activities/ formative assessments which will inform the content of scheduled sessions, providing opportunities for feedback;
- Practical workshops, field trips and natural contexts to experience/develop the skills required for the vocational context of the award;
- Leading practical sessions in research or subject specific skills;
- Experience of work related learning through field trips, guest speakers and visits.
- Experiences which maximise use of the natural landscape in our geographical location.

Throughout the course, the learning and teaching emphasis will be placed on the symbiotic relationship between theory and practice and its relevance to for-profit and non-profit organisations; local and regional, national and international contexts are discussed. There is a wide exposure to current business issues including employer-based case studies, visits and inputs from visiting practising managers, guest speakers and field visits

*IFLAS work closely with the student support service to adapt their teaching and learning strategies on each module, and particularly those in residential experiences, to ensure inclusivity.

Types/Methods of Assessment

There are two types of assessment used for this programme:

Summative Assessment

Summative assessment is the process of evaluating (and grading) the learning of students at a point in time.

Formative Assessment

Formative assessment is designed to help learners learn more effectively by giving them feedback on their performance and how it can be improved and sustained.

Examples of innovative, well-adjusted and fit for purpose summative assessments on this award include, but are not limited to:

- Practical work based on 'workshop' exercises to assess specific skills
- Course work reports, project documentation and reflective practice
- Oral Presentations (including seminars and debates)
- Project Work and output including independent and group engagement.

These are, in all core modules, captured into portfolio submissions that allow for self-reflection and thus offers the opportunity to close the loop between work based and experiential learning. A portfolio can be as diverse as: (i) collating a series of blogs, wikis, or discussions from the virtual learning environment in which they took place and providing a self-reflective paper which draws them together or (ii) A planning document which shows how a piece of action research will be carried out, notes from the action research activity, and an evaluation paper or (iii) a series of photographs that illustrated key concepts in leadership development together with a journal article. A portfolio does not have a set

format.

Each module will have one formative piece of work to help students understand the final piece of summative work. This occurs on both online and in residential modules. For instance in UCBS7021 Independent Study and UCBS7302 Sustainable Leadership Development Dissertation verbal or written feedback will be given on your research proposals that allow you to continue to develop the work toward summative submissions. Details of feedback opportunities for formative assessment will be included in your module handbook. Some feedback methods for formative assessment include:

- On line audio or written via Virtual Learning Environment.
- Generic feedback to group in class or via email/virtual learning environment
- Peer feedback through seminars, particularly where presentations have been undertaken
- Immediate verbal feedback where appropriate

Feedback methods for summative assessment include all of the above plus:

- Oral and/or written feedback using marking criteria and additional comments.
- Immediate verbal comment or Q&A in the case of presentations

Learning, teaching and assessment approaches will be continually improved using feedback from mid and end of module evaluations, peer review, focus groups, enhancement and development days and module development days. This will ensure that the students learning experience is continually enhanced

Student Support

As a student of the University of Cumbria, you get a great package of support. Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and get that career you always dreamed of. Access university support and facilities easily and quickly via our [help is at hand](#) search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised.

You can access a wide range of great electronic content using our [Quest discovery system](#). In addition resources, including a wider set of databases and reports can be found collated in subject specific drop boxes: for this course many suitable resources can be found here

<http://www.cumbria.ac.uk/StudentLife/Learning/Resources/Subjects/Business/Home.aspx>. Where appropriate, module reading lists will be made available to you electronically using the university's online reading list system.

To help you to prepare for study at postgraduate level LiSS have developed an online MOOC called 'Preparing for PG study' on the open Blackboard site <https://openeducation.Blackboard.com/cumbria>. Good research skills are vital for level 7 study and students need to engage with both resources at the university and also what is freely available. Guidance will be provided by LiSS and the programme

team on how you can best develop your research skills.

In addition to the above, you will also be allocated a Personal Tutor. This tutor will be involved in the delivery of your programme and will have contact with throughout your time at the University. They will have responsibility to support your learning and development and will make themselves able should you require tutorials or other support.

English language development

If you have been given a conditional offer based on your IELTS score or if you would like to upgrade your academic English regardless of your score, the Centre for English Language Learning and Teaching (CELLT) runs a 5-week or 11-week pre-sessional programme at additional cost.

During your academic year, you can also access in-sessional support via CELLT. There is a range of online learning materials to support the development of your English language, English for academic purposes and study skills available on the English Language Support Blackboard site. This is also the place to find the English for Academic Practice (EAP) Toolkit, a comprehensive set of interactive learning resources you can use independently and/or with the support of an English language tutor. More information about this service, including advice on how to book an appointment with a tutor, can be acquired from the International Office (international@cumbria.ac.uk).

Disability

The University is committed to ensuring that all disabled people are able to participate effectively in all areas of University life, whether you are a student, a member of staff, a visitor, a prospective student or employee, or just interested in finding out about disability issues.

The University defines disability broadly, including:

- mobility impairments
- sensory impairments
- medical conditions
- [learning difficulties](#) (eg Dyslexia)
- mental health conditions

Additional support services are provided for disabled students, which includes students with learning difficulties (such as dyslexia) and some aspects of mental ill health. This support is outlined in the [Statement of practice for services available to disabled students](#) in Higher Education.

Students with a disability or specific learning difficulty studying a Higher Education course are able to apply for additional allowances called [Disabled Students Allowances](#) (DSAs). These cover the costs of additional support. (Please note there are planned major changes to DSAs. Information will be updated as further information becomes available; for more information on disability support please go to the website at <http://www.cumbria.ac.uk/StudentLife/Support/Disability/Home.aspx>)

University of Cumbria Business School (UCBS)

Alongside the University student services UCBS have built a supportive learning environment in which

students are empowered to reach their potential through pastoral care and student support:

- A designated Programme Leader will provide you with academic support, advice in case of academic difficulty, and provide advice on using appeals, complaints procedures and issues involving disciplinary processes.
- A designated CIP (Course Information Point) administrator will provide you with administrative support such as in the maintenance of your records and the provision of standard letters of attendance. They also take notes at our department quality committee meetings to which student representatives are invited.
- All members of UCBS provide academic, pastoral, and career support. You will be provided with a personal tutor on the day of arrival with support and guidance provided throughout their year, or years, of study. You will have regular and compulsory meetings throughout the academic year as part of the residential weeks. The idea of the Personal Tutoring system is to help empower you to reach your potential. Support is provided especially in identifying skills you will need to work upon to improve your academic performance. Personal tutors also provide on-going advice and support. The personal tutoring system enables UCBS to ensure that students are happy with their progress to date.
- Teaching and Learning support in all modules are provided through workshops, Lectures and seminars. You are provided with opportunity for online discussions after lectures and seminars on many of our modules, using Blackboard. For each module, students are provided with a module guide listing the module topics, advice on assessment and the syllabus. All students are provided with a Programme handbook and all relevant information is discussed with the students during their induction. Module Tutors/Leaders are available for individual academic support in individual subject areas via our office hours system and for your award details from all staff will be provided on when and how they are available via Blackboard, email or synchronous communication tools, such as Skype.
- All students have an induction programme. For this award it takes place at the start of the module UCBS7019 Sustainable Leadership on the Ambleside campus. The induction is centered into the Learning and Teaching activity within this first module so that you leave the campus confident for your future engagement in the flexible, distributed learning contexts which have been introduced. Induction gives you an opportunity to:
 - i. meet the teaching team
 - ii. provide an introduction to the programme
 - iii. meet fellow students
 - iv. provide an overview of all the modules available to you
 - v. meet and develop a relationship with personal tutors and get to know the student cohort
 - vi. Engage with the universities virtual learning environment, ensure you have the relevant enrolment and passwords for the programme Blackboard sites and are introduced to the electronic resources
- Flexible and Distributed Learning programmes, of which this award is an example, recognize that students will often be studying at a distance and off-campus. The programme team ensure at the induction event that you will know how, and whom, to contact for module and personal support. In addition the personal tutor and module team will engage with you either via email or synchronous communication systems at regular intervals. It is important however that you

recognize your responsibility to engage and communicate regularly with the programme team; further advice and guidance signposts are provided in the programme handbook.

The Student Representative System allows you to be represented on the Department Quality Committee (you will be part of the Department of Business, Law and Social Sciences) which discusses on-going changes to our awards or modules. Each cohort of your award will be invited to nominate a student representative.

Institute for Leadership and Sustainability (IFLAS)

This award is the flagship programme for the Institute for Leadership and Sustainability (IFLAS). Residential modules take place in the Leadership Centre at Ambleside, Cumbria with some modules being offered at East India Dock Road, London. At each location suitable refreshments will be provided including mid-morning coffee, lunch and afternoon tea and biscuits.

Programme Curriculum Map ¹						
Academic Level	Module Code	Module Title ²	Credits	Module Status ³	Map to Programme Outcomes ⁴	Notes
7	UCBS7019	Sustainable Leadership	20	Core	K1, K2, K4, K5 S1, S2, S4, S5	This module is first Residential
7	UCBS7021	Independent Study	20	Compulsory	K1, K2, K4, K5 S2, S3, S4	UCBS7019 must be studied before this module. Online Module
7	UCBS7300	Leadership Development	20	Core	K1, K3, K4, K5 S3, S4, S5	UCBS7019 and UCBS7301 must be studied before this module. Residential
7	UCBS7301	Researching Leadership, Progress and Change	20	Compulsory	K1, K2, K3, K4, K5 S4	UCBS7019 must be studied before this module. Online Module
7	UCBS7302	Sustainable Leadership Development Dissertation	40	Compulsory	K1, K3, K4, K5 S3, S4	This module is the final module. Online Module
Students choose three from the following options:						

¹ This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Process.

² Please refer to the relevant programme webpage on the University's website for summaries of the individual Module Aims.

³ **Core Modules** must be taken and must be successfully passed.

Compulsory Modules must be taken although it may possible to carry as a fail (if the award permits).

Optional Modules are a set of modules from which you will be required to choose to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module (ie it may be possible to carry as a fail).

Qualificatory Units. These are non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme.

⁴ This column references the Programme Outcomes that will be achieved through successful completion of each module (i.e. through successful completion of the module's summative assessment)

Programme Curriculum Map¹						
Academic Level	Module Code	Module Title ²	Credits	Module Status³	Map to Programme Outcomes⁴	Notes
7	UCBS7020	Sustainable Exchange	20	Option	K1, K4 S1, S4	UCBS7019 must be studied before this module. Residential Block Delivery.
7	HSOO7004	Theoretical Perspectives of Outdoor and Experiential Learning	20	Option	K1, K3, K4 S1, S2, S3, S4, S5	UCBS7019 must be studied before this module. Residential Block Delivery.
7	HSOO7003	The Reflective Practitioner	20	Option	K1, K3, K4 S1, S2, S3, S4, S5	UCBS7019 must be studied before this module. Residential Block Delivery.
7	UCBS7303	Facilitation and Dialogue	20	Option	K1, K2, K3, K4, K5 S1, S2, S3, S4, S5	UCBS7019 must be studied before this module. Residential Block Delivery.
7	HSOO7009	Leadership and Democracy	20	Option	K1, K2, K4, K5 S1, S2, S3, S4, S5	UCBS7019 must be studied before this module. Residential.
Notes						
UCBS7019 Sustainable Leadership must be the first module students study						
UCBS7302 Sustainable Leadership Development Dissertation must be the final module students study						

Programme Delivery Structure				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
Full Time Programme of Study (17 months) [Illustrative draft schedule dependent upon cohort start date]				
UCBS7019	Sustainable Leadership	July	Portfolio	September
	Option	July	Coursework	September
UCBS7301	Researching Leadership, Progress and Change	October	Portfolio	December
	Option	October	Coursework	December
UCBS7021	Independent Study	January	Portfolio	April
	Option	January	Coursework	April
UCBS7300	Leadership Development	May	Portfolio	July
UCBS7302	Sustainable Leadership Development Dissertation	May	Set Exercise	September
Graduation in November				

Programme Delivery Structure				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
2 year Part Time Programme of Study [Illustrative draft schedule dependent upon cohort start date]				
Year 1				
UCBS7019	Sustainable Leadership	July	Portfolio	September
UCBS7301	Researching Leadership, Progress and Change	October	Portfolio	December
UCBS7021	Independent Study	January	Portfolio	April
UCBS7300	Leadership Development	May	Portfolio	July
Year 2				
	Option	July	Coursework	September
	Option	October	Coursework	December
	Option	January	Coursework	April
UCBS7302	Sustainable Leadership Development Dissertation	May	Set Exercise	September
Graduation in November				

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

Documented Module Evaluations by Students and staff

AER at course and department level

Periodic review and revalidation activities

Liaison with External Examiners

Involvement of student representatives on course / school committees.

Regular Programme Team meetings.

Regular engagement via AQD

Peer Review mechanism.

Engagement of industry stakeholders in projects, conferences, seminars and real world experiences

Knowledge Transfer Partnerships and other industry related activities.

The Institute for Leadership and Sustainability (IFLAS) convenes an Advisory Group.

Department Quality Committee (DQC)

Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from:

Students, graduates, employers, WBL venues, other stakeholders, etc.

Module Evaluation forms

Student Membership of DQC where appropriate

Residential Evaluation forms

Course evaluation forms issued via the residential module

Feedback from students into personal tutor system

Informal consultative meetings with students

Peer Review

The Institute for Leadership and Sustainability (IFLAS) convenes an Advisory Group.

Guest Speakers and Specialist Delivery Lecturers.

Date of Programme Specification Production:

November 2014

Date Programme Specification was last updated:

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

