

Programme Specification

Programme Title and Name of Award	MSc Organisational Leadership		
Academic Level	7	Total Credits	180
Professional Body Accreditation / Qualification	Not applicable		
Date of Professional Body Accreditation	Not applicable	Accreditation Period	Not applicable
UCAS Code	Not applicable		
HECoS Code	100088 Leadership		
Criteria for Admission to the Programme	<p>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.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/postgraduate/industrial-leadership/msc-organisational-leadership/</p>		
Teaching Institution	University of Cumbria		
Owning Institute	Institute of Business, Industry and Leadership		
Programme delivered in conjunction with	N/A		
Principal Mode of Delivery	Blended Learning		
Pattern of Delivery	Part-time		
	Total weeks of study:	36 weeks per year	

	Delivery pattern: Standard semester dates:	Blended Learning will involve regular online sessions – 12 weeks per 20 credit module Yes
Delivery Site(s)	Ambleside Campus Carlisle Campus Lancaster Campus London Campus	
Programme Length	Standard Registration Period: 3 calendar years (Part-time) Maximum Registration Period: 5 calendar years	
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. PGCert Organisational Leadership (60 credits) PGDip Organisational Leadership (120 credits)	
Period of Approval	1 January 2022	
<p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage: https://www.cumbria.ac.uk/study/courses/postgraduate/industrial-leadership/msc-organisational-leadership/</p>		

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

The focus of this programme is professional leadership development which uses transformative learning principles to develop the skills and behaviours necessary to enable career progression and enhanced professional impact within an organisation, within and across sectors, and in the wider community.

The programme aims to attract students from a wide range of organisations and at various stages of their professional and leadership journey. This will potentially include experienced professionals and comparatively recent graduates. We anticipate that you will be in employment and able to examine an organisational context, but this is not a requirement.

You will reflect on, and develop, your own leadership behaviours, coaching and mentoring others, developing these skills in a range of organisational leadership and management settings.

This programme was co-created with partners across a range of sectors as a direct response to the skills they need from their future senior leaders. The modules have been developed and where relevant will be delivered in collaboration with relevant specialists to present real life case studies to deliver a focussed experience relevant to your sector, while ensuring shared learning opportunities across sectors.

The MSc Organisational Leadership was designed to address the needs for higher-level skills development relevant to a wide range of organisations and professional contexts. The MSc provides both breadth and depth of learning in leadership, coaching, collaboration, and innovation within organisational, sectoral and wider sustainability contexts.

This programme and its modules will explore organisational leadership in all its guises. The debate, discussion and guided reflection that you encounter will help develop your careers in arenas that include sustainability, innovation and entrepreneurship, community development, social activism, policy dialogue and multi-stakeholder collaboration. Key to the programme is a challenging exploration of how we can engender more sustainable forms of development, social change, and supportive reflection on your ethical and philosophical approach to impacting on your organisation and/or community's ability to evolve.

The programme will also give you opportunities to learn about leadership on social and environmental dilemmas, including adaptation to societal disruptions from environmental change. You will be introduced to a critical approach to the underlying cultural, psychological and economic drivers of such dilemmas. Ideas from theories on sustainability, deep adaptation and decolonisation will be covered.

The MSc Organisational Leadership has embedded key university themes including sustainability, creativity, employability and enterprise. It is taught through a programme of modules that will shape and strengthen your individual and collaborative contributions to leadership in organisations, communities and at other levels.

The constant examination and discussion of the work challenges and contexts of all students on a module, enables you to develop strategic thinking and practically apply the learning from throughout the taught elements of the programme to actual situations and authentic sustainability scenarios. This will also be supported by peer coaching opportunities throughout the programme.

This programme was designed with you at the centre. The delivery of the MSc Organisational Leadership is part-time blended learning. Within each module you will engage with the University of Cumbria Virtual Learning Environment and also use the synchronous virtual classroom, and the e-portfolio building a professional reflective portfolio. This connected learning technology platform will support communication, collaboration, and practice-based learning and reflection both within modules and across your programme of study. You will regularly engage with your module leader and peer group through online tutorials, action learning, and a range of activities. This approach will enable you to develop the skills to enable lifelong leadership reflection and practice.

Online learning is standardised across all modules. This ensures that your studies are quick and easy to navigate, with a consistent assessment style. Support is offered on study and research skills, as well as reflective practice techniques enabling you to apply your new skills and behaviours in your workplace. Your assessments will be work based enabling you to immediately apply your learning to your professional environment.

The programme will support the systematic development of critical self-reflection, reflective thought and reflective action, enabling you to be a self-reflective leader. The programme also offers extensive opportunities to develop your coaching skills and gain the benefits from peer coaching. Throughout the programme you will develop an online professional portfolio which will comprise both formative and summative assessments, and a reflective log. The professional portfolio will continue across and connect all modules in the programme, and the development of reflective writing will support both transformative learning and ongoing professional development.

Programme Learning Outcomes

By the end of this Programme learners will be able to:

To broaden and deepen your capabilities, so that as leaders you will understand the organisational and leadership behaviours associated with effectively leading and managing people, and developing more sustainable and innovative projects and organisations.

1. To promote a reflective approach in leadership practice which critically reflects on your existing career experience and current organisational context.
2. To encourage critical self-reflection on your professional identity and practice to identify opportunities for purposeful learning and continued self-development.
3. To develop your leadership, Project Management, and coaching and communication skills as a leader in and across sectors, building upon your existing experiences and training to meet your own and your organisation's goals.
4. To encourage critical self-reflection of your professional identity and practice to identify opportunities for personal development and leadership.
5. To develop your skills as a leader, particularly focusing on your creativity, building innovative approaches to problem solving, identifying alternatives and proposing solutions.
6. To critically evaluate your own leadership and that of others, and how they are affected by ethical, cultural, societal and value norms.
7. To analyse how leadership and collaboration may be enabled in organisations and communities to better achieve social, environmental and economic goals.
8. To critically evaluate the frameworks for understanding the way organisations collaborate to promote innovation, sustainable development and to create social change.
9. To design, deliver and evaluate learning experiences for others to enhance organisational leadership and collaboration in diverse contexts.
10. To critically apply your learning to plan and conduct an applied research project in an organisational, professional and/or community context(s), and to analyse, synthesise and communicate research findings utilising your research and methodological skills gained throughout the programme.

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 workplace 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 study across the (PGCert) you will be able to demonstrate:

K1. Critical understanding of the theories behind strategy, contemporary leadership, including transformative leadership and transformative reflection

K2. Critical review and systematic evaluation of the role and contribution of coaching to individuals and organisations

K3. Critical evaluation of the role of the project manager, and analysis of the knowledge, skills and behavioural requirements for project managers in multiple contexts

K4. Critical reflection of the role of communication within an organisational context

K5. Critical review of the concepts of professional identity in the context of professional transitions and developmental change, and reflect on your own development needs

After study across the (PGDip) you will be able to demonstrate:

K6. Critically apply a strategic mindset to problem solving and organisational strategies

K7. Understanding of challenges arising from organisational impacts on employees, stakeholders, wider society and the natural environment

K8. Critical analysis, evaluation and synthesis of information, theories and concepts relating to the practice of leadership, ethics, facilitation, personal development and organisational change

K9. Systematic review, evaluation and synthesis of theories, concepts and frameworks related to the practice of stakeholder dialogue, strategic collaboration and related development of multi-stakeholder relationships

K10. The deconstruction and evaluation of principles, theories and working methods by drawing upon current scholarship and professional expertise in leadership, facilitation, partnership, sustainability, personal development, and/or social change

K11. The ability to appraise, develop and apply theories of leadership, collaboration and sustainability

K12. Development of knowledge, processes and language for generating innovative and collaborative approaches to enhancing problem solving, thinking creatively and critically in order to identify appropriate solutions to contextually specific problems and related ethical challenges

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

K13. The ability to plan and conduct research and/or development project in an organisational, professional and/or community context(s), and document research findings within a dissertation

K14. Application of innovative approaches to strengthen problem solving, and thinking creatively to discover alternatives and/or find relevant solutions for organisations, communities, etc.

K15. A comprehensive understanding of the relevant theory and practice related to one's organisational and/or professional context(s)

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

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

After study across the (PGCert) you will be able to demonstrate:

S1. The ability to critically self-reflect on your own ability to perform in a leadership context and apply coaching and mentoring approaches to leadership development

S2. The ability to conduct work-based research and assess and critically evaluate literature

S3. The ability to analyse project management as a profession, its role in organisational contexts and the requisite skills and behaviours.

S4. Effective oral and written communication of complex problems to a diverse audience

S5. Enhanced Digital Capabilities in line with the University of Cumbria/JISC six elements of digital literacy-ICT proficiency, information, data and media literacies, digital creation, problem solving and innovation, digital communication, collaboration and partnership, digital learning and development, and digital identity and wellbeing

After study across the (PGDip) you will be able to demonstrate:

S6. The ability to critically analyse problems relevant to your organisation/sector/profession and to develop research-informed strategies and solutions that address complex ethical organisational and wider societal challenges.

S7. The ability to apply leadership, facilitation and partnering skills within and across organisational contexts

S8. Enhanced ability to lead on sustainability and strategic collaboration agendas, and to facilitate the development of related programmes in organisations, sectors and communities

S9. The ability to reflect on your own, and others, leadership abilities and subjectivities, and how these affect organisational sustainability and strategic collaboration agendas

S10. The ability to design, deliver and evaluate facilitation, stakeholder engagement and personal development experiences with and for others, towards achieving sustainable development outcomes

S11. Critical analysis of concepts – and self-reflection of one's assumptions – about social, economic, environmental and personal sustainability and ethical issues

S12. Openness to personal wellbeing as part of being a collaborative organisational leader for individual and organisational sustainability

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

S13. An ability to critically evaluate and synthesise key and peripheral primary and secondary sources

S14. An aptitude to conduct research into complex issues relevant to your sector or profession, collect data, analyse information, and reflect on the significance of the results

S15. The ability to recognise and use individual's contributions, influence others, advance new ideas to support organisational change and/or contribute to the development of theory and practice

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:

Two following documents published by "The Quality Assurance Agency for Higher Education" (QAA) also considered essential:

- QAA Characteristics Statement – [Master's Degree](#)
- QAA Subject Benchmark Statement – [Master's Degrees in Business and Management](#)
- European Association for the Education for Adults [Manifesto for Adult Learning in the 21st Century](#)
- European Mentoring and Coaching Council – [Global Code of Ethics](#), [Professional Charter and Code of Conduct](#)
- Sustainable Development Solutions Network for the United Nations: [SDG Academy](#)
- UN Sustainable Development Resources: <https://resources.unsdsn.org/>
- [University of Cumbria Learning & Teaching Strategy](#), Academic Strategy and the Business Plan of the Institute of Business, Industry and Leadership have informed the development of this programme of study.

Graduate Prospects

The skills developed on the programme are vital for leadership and continued career progression across organisational and sector settings. Post-completion, you will be prepared for positions of increased responsibility enabling you to lead in innovative, responsive business settings.

The programme is part of a range of postgraduate leadership and professional development provision which includes the linked, but more industry focussed MSc Industrial Leadership, the MBA programme, and the MSc in Coaching and Mentoring. Selecting this programme over the other options will be driven by a focus on systematic reflective professional development linked to the range of professional contexts you will encounter and engage with through collaborative working with your fellow students.

Our links with a wide range of organisations and sectors have been used to guide and focus the creation of this programme, ensuring that it is aligned with the skills demands of employers. The competencies that will be developed here are those identified as underpinning characteristics of effective leaders and managers.

It is also intended that the programme will help you develop your interest and understanding of the benefits and contribution of research and the development of case studies in a professional/work context. It is hoped that this will encourage and inspire you to further continue postgraduate study

and develop research ideas, perhaps at a PhD/Doctoral level with the opportunity to progress onto the University of Cumbria's Doctor of Business Administration (DBA) programme.

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

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

The connected curriculum for this programme has a central 'golden thread' of reflective professional practice and transformative learning. This is supported throughout by an exploration of coaching and mentoring approaches to leadership and opportunities for peer coaching and feedback. The regular use of opportunities to discuss work contexts and challenges and the development of emotionally intelligent approaches to communication and collaboration will enhance and extend your professional skillset and leadership capabilities.

The use of the virtual learning environment, synchronous virtual classroom sessions online, and the e-portfolio for your reflective professional portfolio work will develop and enhance your professional digital literacy and fluency.

Learning and Teaching

The blended learning on the programme will involve online and (where face to face is possible and practical) classroom-based activities and work-based study. The activities include action learning sessions, coaching and peer coaching opportunities. You are actively supported and encouraged to use, apply and integrate your developing knowledge in your professional context and to develop a critically reflective approach to your study and practice.

Learning and assessment are considered as interrelated. Everything that you undertake – and the products of that learning – is couched amongst active participation and formative opportunities for dialogue and feedback throughout. Modules include regular opportunities for formative activity and the discussion of issues and challenges in your context.

The learning and teaching will involve a wide range of opportunities for systematic reflective practice, and to support and share with your student peers. The opportunities to coach and be coached and the regular action learning opportunities extend the social and collective learning and maximise the inter-professional learning across a wide community of learners. The peer support and coaching will also enable students who are not currently in employment to review and understand a variety of organisational contexts and extend the breadth and relevance of their learning.

Summative and Formative Assessment

Formative Assessment is to help monitor your learning and provide ongoing feedback that can be used to improve the learning and teaching. Formative assessments can help you identify your strengths and weaknesses and target areas that need work, and also help your tutors identify where additional support or guidance is necessary. Examples of formative assessments include asking students to:

- draw a concept map to represent their understanding of a topic
- write short reflections on the learning process and challenges encountered

- creation of an artefact (physical or digital) to articulate a critical challenge or disorienting dilemma
- A blog post

The formative assessment across all modules requires you to practice reflection on and in action, testing ideas and examining the application of learning to your professional practice. This process, and the consultative nature of the development process, enables you to develop your skills as critical reflective professionals who record and synthesise your learning and thinking in the summative assessments.

Summative assessment is to evaluate your learning at the end of a module. Summative assessments will be marked. Examples of summative assessments include:

- a longer critical and analytical reflection
- analysis of work-based challenges or practices
- Blogging
- CPD planning
- Developmental Planning
- Creative outputs in digital media
- Planning a coaching, mentoring intervention or programme

Information from summative assessments can be used formatively to guide future efforts and activities.

Summative assessment clearly aligns to programme and module level learning outcomes, encouraging and enabling progressive development through feedback, and is of relevance to practice needs that also develop skills and capacity for a wider employability context.

Across the programme you will explore creativity and creative thinking in a range of contexts. This involves developing, for example, proposed coaching plans, projects, organisational excellence initiatives, business innovation plans and strategies. Linking all of these creative approaches to business development is the process at the heart of transformative learning whereby individuals examine their 'frame of reference' and 'meaning perspectives' (Mezirow, 2000) in order to transform and develop your personal and professional thinking and performance. This examination and ongoing reflective development will support transformative learning for you and deliver benefits for your organisation.

Owing to the distinctive and identifiable nature of your work-based learning assessments and the reflection on learning and practice, anonymous marking of summative work is not possible in this programme.

Acquisition of knowledge and understanding is through a combination of the following:

- Use of online learning environments
- Online and classroom workshop activities
- Case studies and work-based scenarios
- Facilitated discussion, debate and workshops
- Action Learning sessions
- Tutorials
- Guided study and reading
- Reflection on professional practice
- Mentoring

- Problem based learning

Tutorial support is available through a Personal Tutor system as well as through access to module and specialist tutorial support. You may also have access to a work-based mentor if provided by your employer. We encourage employers to support students in this way. Additional support for learning is provided by the Academic Skills Centre and Library and Information Services. This includes support on academic writing, referencing, and research and library skills.

Modules are designed to be blended delivery. This flexible delivery pattern will enable you to fit your studies around your working lives.

The programme is built on regular online sessions for lectures, collaboration, coaching, and action learning, powered by the University of Cumbria's online learning environments. Central to the course delivery is the University of Cumbria's Virtual Learning Environment, the synchronous virtual classroom, and e-Portfolio System. The e-Portfolio enables ongoing reflection and the collection and easy presentation of work and evidence from your portfolio, with clear directions and guidance and scaffolding for student learning. It also supports formative tutor and peer feedback to support work-based learning and maintain connection and communication.

The programme also supports you in developing a wide-ranging portfolio of reflection on learning, based on work-based projects, analysis, and activities. The programme has been designed to provide access to development opportunities for a wide range of individuals. This programme will enable you to develop your theoretical understanding of transformative learning and leadership skills, applying the theory to practice on an ongoing basis.

Indicative Range of Assessment Methods

- A wide range of written assignments supported, where appropriate, by reflections or evidence gathered in a reflective professional e-portfolio
- Evidence based analysis
- Peer, tutor and mentor review

Formative assessment is an important feature within the programme. The nature of the formative work varies across the modules, essentially this comprises work that informs or becomes part of the summative assessment. Formative work may include in-class or online activities such as presenting projects or responses to organisational/sector problems. There are also regular opportunities to participate in action learning sessions, working to collectively develop ideas and solutions. Peer and self-assessment are also used to give you timely feedback on formative tasks. Formative assessment and feedback will be through tutor and peer feedback through the VLE and e-Portfolio system, and within the classroom context. This will support the ongoing development of reflective writing and contextually specific work-based learning.

The ongoing feedback will support you in developing your reflective portfolio. The written assignments on each module can also be linked to any of the digital assets you create or upload to the e-portfolio system. This allows for the development and utilisation of a rich collection of digital resources such as photographs, video, or audio files, to support and evidence your reflective learning.

The use of the University of Cumbria's virtual learning environment and the e-portfolio also enables a coherent and systematic development of your digital literacies and fluency. Opportunities to capture and share a range of digital files across different systems extends and will enhance your digital skills.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility,

prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

University induction will be included in the programme in the form of an online module within the Virtual Learning Environment. This will include format of studies, the online learning environment, learning resources, academic and pastoral support. You will have an opportunity to engage with your peer group online in advance of the first taught sessions.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

Support will be available in face-to-face sessions, and also via video conferencing.

Personal Development Planning

The nature of this programme means that PDP is embedded throughout and is reflected in the programme, primarily using the reflective professional e-portfolio as a key developmental tool. You will have the opportunity to develop your e-Portfolio as you progress through the programme. This can contain reflections and supporting documents that you have compiled throughout your studies in response to structured exercises. This portfolio can be reviewed as you progress by both your module and personal tutors.

Library Services and Academic Skills

The Library home page can be accessed here: <https://my.cumbria.ac.uk/Student-Life/Learning>.

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current and items are available via the library discovery tool OneSearch. 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 electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically on the VLE using the University's [online reading and resource list system](#).

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site.

The [Student Enquiry Point](#) is a simple way to contact Library and [Skills@Cumbria](#) Services. Additional skills support for students is offered via:

- [Workshops](#)

- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

[Head Start to Postgraduate Study](#): This free online pre-entry Master's level course is available free of charge through Blackboard. It provides a useful insight into the academic requirements of study at postgraduate level, including advice from academic tutors and current students, and an opportunity to refresh and develop the library, academic and digital skills for this level. It is recommended to students who are about to start their PG qualification.

The module is accessible via Blackboard on a self-enrol basis, where you receive badges and certificate of completion, or there is a non-certificated open access version available via the [Head Start webpage](#).

Student Support Services

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

Further support and guidance, including EDI and Safeguarding: We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

Student Voice

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [IT facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all University systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [IT Services website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

University Cumbria Students' Union (UCSU) Student Support

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at www.ucsu.me/support.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
7	IFIP7001	Leadership and Professional Practice	20	Compulsory	K1, K2, K4, K5, S1, S2, S4, S5
7	IFIP7003	Project Management	20	Compulsory	K3, K4, S1, S2, S3, S4, S5
7	IFIP7002	Coaching and Communication	20	Compulsory	K2, K4, K5, S1, S2, S4, S5
7	IFIP7010	Sustainable Leadership	20	Compulsory	K1, K7, K8, K10, K11, S6, S7, S8, S9, S11, S12
7	IFIP7011	Strategic Collaboration and Stakeholder Engagement	20	Compulsory	K1, K6, K7, K9, K11, K12, S7, S8, S9, S10, S12
7	IFIP7012	Facilitation and Dialogue	20	Option	K2, K8, K9, K10, S7, S8, S10, S11
7	IFIP7013	Personal Development and Leadership	20	Option	K8, K10, K12, S9, S11, S12
7	IFIP7004	Strategy and a Strategic Mindset	20	Option	K1, K5, K6, S1, S2, S4, S5
7	IFIP7016	Researching Leadership, Progress and Change	20	Compulsory	K13, K14, K15, S13, S14
7	IFIP7017	Organisational Leadership Dissertation	40	Compulsory	K13, K14, K15, S13, S14, S15
Notes					
<p>Optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected 3 - 5 months in advance.</p> <p>The three optional modules are Facilitation and Dialogue, Personal Development and Leadership, and Strategy and a Strategic Mindset, with the opportunity to select one to suit the emphasis and relevance you want as part of your programme of study. The programme team can discuss the detail of the optional modules and the connections and benefits for your professional context or planned research.</p> <p>Where a student has not succeeded in their programme, they will not be permitted to re-register on the same programme.</p>					

*** Key to Module Statuses**

Compulsory Modules	Must be taken although it may be possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may be possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).

Programme Delivery Structure: Part Time				
September Intake				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Indicative week number of Assessment Deadline
		Sept – Dec Jan – May June – Aug		
Year 1				
IFIP7001	Leadership and Professional Practice	Sept – Dec	Portfolio (80%) Oral Assessment/Presentation (20%)	Week 16 Week 17
IFIP7003	Project Management	Jan – April	Portfolio (80%) Oral Assessment/Presentation (20%)	Week 31 Week 32
IFIP7002	Coaching and Communication	April – July	Portfolio (80%) Oral Assessment/Presentation (20%)	Week 45 Week 46
Students exiting at this point with 60 credits would receive a PGCert Organisational Leadership				
Year 2				
IFIP7010	Sustainable Leadership	Sept – Dec	Set Exercise (40%) Portfolio (60%)	Week 17 Week 21
IFIP7011	Strategic Collaboration and Stakeholder Engagement	Jan – April	Portfolio (100%)	Week 32

IFIP7012	Facilitation and Dialogue	April - July	Portfolio (100%)	Week 46
IFIP7013	Personal Development and Leadership	April - July	Written Assignment (60%) Oral Assessment/Presentation (40%)	Week 45 Week 46
IFIP7004	Strategy and a Strategic Mindset	April - July	Portfolio (80%) Oral Assessment/Presentation (20%)	Week 45 Week 46
Students exiting at this point with 120 credits would receive a PGDip Organisational Leadership				
Year 3				
IFIP7016	Researching Leadership, Progress and Change	Sept - Feb	Portfolio (100%)	Week 25
IFIP7017	Organisational Leadership Dissertation	Year-Long	Dissertation (100%)	Week 52
Students exiting at this point with 180 credits would receive an MSc Organisational Leadership				

Programme Delivery Structure: Part Time				
January Intake				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Indicative week number of Assessment Deadline
		Sept – Dec Jan – May June – Aug		
Year 1				
IFIP7001	Leadership and Professional Practice	Jan - Apr	Portfolio (80%) Oral Assessment/Presentation (20%)	Week 31 Week 32
IFIP7003	Project Management	April – July	Portfolio (80%) Oral Assessment/Presentation (20%)	Week 45 Week 46
IFIP7002	Coaching and Communication	Sept - Dec	Portfolio (80%) Oral Assessment/Presentation (20%)	Week 16 Week 17
Students exiting at this point with 60 credits would receive a PGCert Organisational Leadership				
Year 2				
IFIP7010	Sustainable Leadership	Jan – May	Set Exercise (40%) Portfolio (60%)	Week 32 Week 36
IFIP7011	Strategic Collaboration and Stakeholder Engagement	April – July	Portfolio (100%)	Week 46

IFIP7012	Facilitation and Dialogue	Sept – Dec	Portfolio (100%)	Week 17
IFIP7013	Personal Development and Leadership	Sept – Dec	Written Assignment (60%) Oral Assessment/Presentation (40%)	Week 16 Week 17
IFIP7004	Strategy and a Strategic Mindset	Sept – Dec	Portfolio (80%) Oral Assessment/Presentation (20%)	Week 16 Week 17
Students exiting at this point with 120 credits would receive a PGDip Organisational Leadership				
Year 3				
IFIP7016	Researching Leadership, Progress and Change	Jan – May	Portfolio (100%)	Week 40
IFIP7017	Organisational Leadership Dissertation	Year-Long	Dissertation (100%)	Week 15 (the following year)
Students exiting at this point with 180 credits would receive an MSc Organisational Leadership				

Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exception:

D3.1 and D3.2

This programme will be delivered over a 3-year period as opposed to the standard 2-year period to allow those of you who are currently in employment to undertake a single module of study at a time whilst working.

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

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review
- 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.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation: UK Engagement Survey PTES
- Module/Programme/Personal tutorials
- Meetings with External Examiners

Date of Programme Specification Production:

February 2021

Date Programme Specification was last updated:

January 2022

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

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK

Is the placement requirement more than 50% of the programme?	Not applicable
If yes, what % of the programme is the placement requirement?	Not applicable
If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	Not applicable