Programme Specification Document

Approved, 2022.03

Overview

Programme Code	36077
Programme Title	Business Scale-ups
Awarding Institution	Liverpool John Moores University
Programme Type	Masters
Language of Programme	All LJMU programmes are delivered and assessed in English
Programme Leader	Fiona Armstrong-Gibbs
Link Tutor(s)	

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Master of Business Administration - MBA	See Learning Outcomes Below
Alternative Exit	Postgraduate Certificate - PC	Critically reflect upon the engagement of people through high performance work Practices. Critically analyse strategy concepts for accelerated business growth. Assess market entry and access to market strategies. Critically assess factors shaping productivity and their significance for accelerated business growth. Evaluate strategies for talent management through identification, recruitment, development and retention. Critically reflect upon excellence frameworks and the impact on core processes to enable business growth. Assess project management approaches relevant to scale up growth. Evaluate change leadership strategies for accelerated growth. Assess the value of digital and technological innovations to build scale in business growth.
Alternative Exit	Postgraduate Diploma - PD	Assess current position of an organisation in relation to possibilities to scale the business. Apply and critique business development techniques for growth. Reflect and justify leadership style and approach for scaling a business within the specific context. Assess the effectiveness of leadership teams to deliver growth. Demonstrate originality in investigating a complex work based problem/opportunity in an organisational setting; taking into account the expectations of a range of stakeholders. Evaluate sources of knowledge and information which can be utilised in order to investigate a problem or issue. Synthesise an investigative approach for the project and present approach. Assess ethical considerations which need to be considered when designing, conducting and reporting on strategic leadership/business issue. Critically reflect on their role as an internal consultant and how they can advance the boundaries or personal and organisational knowledge.

Alternate Award Names	

External Benchmarks

Subject Benchmark Statement	PGT-Business and Management (2015)

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Part-Time, Face to Face	January	LJMU Taught	2 Years

Part-Time, Face to Face	September	LJMU Taught	2 Years

Aims and Outcomes

Educational Aims of the Programme

MBA Scale up 1. Apply the leadership and management skills and business knowledge required to operate as an effective manager within a modern work environment in order to enable business growth. 2. Make a professional contribution to management within a fast moving environment and to accelerate business growth. 3. Apply cross-functional abilities and transferable management skills to make a positive contribution to organisational growth. 4. Assess strategic business growth issues and make a timely contribution to these through: • Scale up leadership • Assessing market access and strategies for growth • Funding sources and building the financial case for growth • Productivity, talent and performance • Digital and technological innovation and creativity • Apply new techniques for accelerated growth in projects and change. 5. As an independent learner, reflect on the principles and practice of self-development and apply these so as to impact positively in an organisational setting. 6. Evaluate the impact research methodologies and industry investigation processes can have on a business and select the most suitable method for the task at hand. 7. Synthesise current business scale up management theory and business principles to enhance career prospects and to facilitate personal, academic and professional development.

Learning Outcomes

Code	Description
PLO1	Evaluate and integrate management concepts and business philosophies to assess the impact these can have in today's business environment.
PLO2	Utilise multi-source data in problem solving and decision-making to demonstrate organisational impact.
PLO3	Link theoretical concepts to practice to evaluate the impact these can have through a critical appraisal of organisational policies and procedures.
PLO4	Apply key functional business areas, assess their impact and provide recommendations for improvement.
PLO5	Demonstrate competence, professionalism and leadership in communication and problem solving skills.
PLO6	Apply concepts, knowledge and skills to work-based practice and select appropriate management tools to create a positive impact on specific organisational issues.
PLO7	Recognise and take account of financial and resource issues implications during periods of change and the associated decision-making processes.
PLO8	Select and utilise management tools in the construction of business projects and decision-making.
PLO9	Articulate conclusions and recommendations based on evidence that is subject to critical appraisal and independent thinking.
PLO10	Adopt and apply a flexible approach to different business and management contexts.
PLO11	Use relevant research methods and approaches to critically appraise an issue within a working environment.
PLO12	Understand and critically appraise the theoretical underpinnings of functional disciplines and how these can contribute to management principles.

Code	Description
PLO13	Apply effective professional communication both written and oral to assess academic materials in an independent manner.
PLO14	Utilise problem-solving skills with an ability to prioritise work in a time-critical situation.
PLO15	Competently use management and leadership skills to promote positive attitudes and to assess the impact of interventions.
PLO16	Manage personal and organizational change by adapting to changing requirements and circumstances.
PLO17	Use imaginative thinking in problem solving, assessing impact and incorporating these in decision-making activities.
PLO18	Structure and communicate ideas effectively across a range of media and participate constructively both as a leader and as a member of a team.
PLO19	Employ personal reflection skills on a continuing basis through partnership working, professional team participation and independent learning.
PLO20	Critically appraise the use of research methods and technological skills and select an appropriate approach in support of management decision making.
PLO21	Hold a realistic appreciation of the impact conflict can place on managers and the role that leadership can play in resolving people issues.
PLO22	Hold a comprehensive in-depth knowledge of how management functions can be synthesised within areas of specialisation and interact across disciplines.
PLO23	Critically appraise how advanced management tools can be applied strategic decision-making.
PLO24	Critically reason and analyse complex managerial issues, both systematically and innovatively.
PLO25	Analyse, interpret and rigorously evaluate business functions by drawing on a variety of sources.
PLO26	Assess the differing theoretical and practical approaches to leading people and explain the distinct concepts of leadership, leader and follower.

Programme Structure

Programme Structure Description

The programme will be available to be offered part-time. The taught stage (120 credits) takes 4 semesters and the expected duration for a part-time student is 2 years. The regular pattern of delivery for this programme will be 30 credits of delivery per semester. Summer semesters will be utilised for this programme. Modules will be taught in block delivery over three days per 10 credits.

Programme Structure - 180 credit points	
Level 7 - 180 credit points	
Level 7 Core - 180 credit points	CORE
[MODULE] 7460BUSME Research Strategies for Practitioners Approved 2022.01 - 10 credit points	
[MODULE] 7481BUSME Scale-up Leadership Approved 2022.02 - 10 credit points	
[MODULE] 7482BUSME Fast Strategy for Market Access Approved 2022.03 - 10 credit points	
[MODULE] 7483BUSME Productivity, Talent and Excellence Approved 2022.02 - 10 credit points	
[MODULE] 7484BUSME Finance for Scale-Up Approved 2022.02 - 10 credit points	
[MODULE] 7485BUSME Leading Agile Projects and Change Approved 2022.02 - 10 credit points	
[MODULE] 7486BUSME Digital Business Innovation and Sustainability Approved 2022.01 - 10 credit points	
[MODULE] 7487BUSME Business Development Approved 2022.01 - 30 credit points	
[MODULE] 7488BUSME Leading Business Growth Approved 2022.01 - 20 credit points	
[MODULE] 7489BUSME Business Growth Project Approved 2022.01 - 60 credit points	
Level 7 Optional - No credit points	OPTIONAL

Module specifications may be accessed at https://proformas.ljmu.ac.uk/Default.aspx

Teaching, Learning and Assessment

Participants will be provided with support enabling them to develop and evaluate their transferable skills starting with induction. This follows right through the taught elements of the programme, highlighting different transferable skills at different points, such as problem solving, leadership and management skills and personal reflection, with the final core module before the Business Growth Project preparing students for structural and commutative objectives. The nature of classroom sessions is devised as an interactive, student-centred experience with group activities playing a large part in the classroom activity. Participants will be expected to undertake work on their own and, given the applied approach to assessment, this will demand a degree of self-management. Key study skills will be developed throughout the programme, with these being addressed initially in the first core module. Further study skills support is provided through tutor direction and supported by the University-wide resources. Where specific software packages are used, there is an expectation that these will form part of the assessment submission, whilst other skills will be embedded in specific modules. The core management competences of allocating priorities and time management are supported by clear submission deadlines, with protocols for extenuating circumstances. Transferable skills will be crucial in providing students with the increased confidence and ability to solve business problems within their organisation. The culmination of transferable skills, including reflexive learning will be the demonstrated in the dissertation. Modules will normally be delivered in block release format i.e. three full days per 10 credit module, however, days will be broken down into 2-3 hour workshops sessions. The universities VLE (Canvas) will be employed to allow teaching and extension materials to be readily available off-site and provide a means for participants to maintain contact. A strong emphasis is placed on recognising that the workplace is an important place to learn, learners will integrate key concepts and theories, assessing the impact of these on their own working environment and reporting back on their findings. Action learning will be adopted as the key supportive and collaborative approach to learning, issues and challenges from the workplace can be discussed and peer reviewed by tutors and colleagues on the course, providing a forum to bring ideas, thoughts, issues and actionable remedies to the fore. The predominant assessment methodology is one piece of individual coursework per module, which will require participants to relate their learning to an organisational setting. These assessments will normally be developed from their own experience or setting by each individual student through the module activities with the application of theory to practice being a key element of the programme. During all modules formative feedback, which supports the summative assessments, is on-going both within and outside the formal sessions. Students experiencing changing circumstances or difficulties with access may be supported by providing suitable case studies for their assessments, however this is not promoted. The assessment methodology, as set out above, provides the opportunities for participants to demonstrate knowledge and skills. In addition to this a 'flipped learning' approach will also be encouraged, providing content prior to the teaching and learning session using the universities VLE, this approach brings the focus onto action learning, enabling the application of skill development. Masterclasses, where key note speakers address current issues, emerging practice and thought leadership will also be employed on the programme, fostering intellectual skills and addressing the ever changing nature of leadership and management in the real world. Knowledge and skills are assessed through individual work-related assessments, which may be supplement

Opportunities for work related learning

The programme conforms to the QAA requirements for "a career development programme for those who have significant ... and relevant work experience on which the learning process should build". Manager and leader development is a shared responsibility, and the ethos of this programme is that it is best developed in partnership between the Business School, together with the organisation and the delegates for whom it is intended. The programmes approach to how manager's and leader's learn applies proven management and leadership development approaches. At the centre of the programmes philosophy is the notion that we learn best from experience, so action learning and coaching are a key part of the programme. This approach also builds strong peer learning groups where managers learn from each other. That is because the programme sees management and leadership development as a social and collaborative process. It also means that the programme takes learning from the workplace seriously. Consequently, everybody brings their experience from their area of expertise with them, and plans to apply knowledge and skills in practice and then to reflect on their experience and improve their performance.

Entry Requirements

Type	Description
Undergraduate degree	an undergraduate degree
Interview required	to attend an interview
RPL	Credits may be awarded for learning already undertaken in the University or elsewhere for which you have received qualifications or certificates. You may also submit a claim for recognition of unaccredited prior learning (RP(E)L). This may be for work you have accomplished in a professional, paid or voluntary capacity. This has to be submitted via an RPL form with supporting evidence. You will also be liable to pay an administration fee and charge per credit**All RP(E)L claims must be applied for at the point of admission and cannot be considered at a later stage**
Relevant work experience	a minimum of two years' relevant workplace experience
IELTS	IELTS 6.0 (minimum 5.5 in each component)

Extra Entry Requirements

a demonstrable ability to study at this level

The programme leader will sometimes set a GMAT score and request references if a candidate cannot attend interview