

## Overview

<b>Programme Code</b>	36407
<b>Programme Title</b>	Executive Leadership
<b>Awarding Institution</b>	Liverpool John Moores University
<b>Programme Type</b>	Masters
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Programme Leader</b>	Michael Aiello
<b>Link Tutor(s)</b>	Azar Shahgholian

<b>Partner Name</b>	<b>Partnership Type</b>
Hochschule für Technik Stuttgart	Dual

## Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Master of Business Administration - MBA	See Learning Outcomes Below
Alternative Exit	Postgraduate Diploma - PD	Assess the differing theoretical and practical approaches to leading people and explain the distinct concepts of leadership, leader and follower. Evaluate and integrate management and leadership concepts and business philosophies to assess the impact these can have in today's business environment including ethical and sustainable considerations. Understand and critically appraise the theoretical underpinnings of leadership and management in relation to strategic business performance. Hold a realistic appreciation of the impact that emotionally intelligent leadership plays in resolving people issues. Critically appraise the use of research methods and approaches to evaluate issues within a working environment. Link theoretical concepts to practice to evaluate the impact they can have and then articulate conclusions and recommendations based on evidence that is subject to critical appraisal and independent thinking. Demonstrate impact and professional communication, both written and oral, in business and academic practice. To engage in critical personal reflection on a continual basis for self-development and strategic business performance.

<b>Alternate Award Names</b>	
------------------------------	--

## External Benchmarks

<b>Subject Benchmark Statement</b>	PGT-Business and Management (2015)
------------------------------------	------------------------------------

## Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Part-Time, Distance Learning	September	Hochschule für Technik Stuttgart	3 Year

## Aims and Outcomes

### Educational Aims of the Programme

1. Apply the management skills and business knowledge required to operate as an effective manager within a modern work environment. 2. Make a professional contribution to management within a fast moving environment in a range of functional areas and general business. 3. Apply cross-functional abilities and transferable management skills to make a positive contribution to organisational impact. 4. Assess strategic business issues and make a timely contribution to these through problem solving in a team environment. 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 can have on a business and select the most suitable method for the task at hand. 7. Synthesise current management theory and business principles to enhance career prospects and to facilitate personal, academic and professional development.

### Learning Outcomes

Code	Description
PLO1	Assess the differing theoretical and practical approaches to leading people and explain the distinct concepts of leadership, leader and follower.
PLO2	Evaluate and integrate management and leadership concepts and business philosophies to assess the impact these can have in today's business environment including ethical and sustainable considerations.
PLO3	Understand and critically appraise the theoretical underpinnings of leadership and management in relation to strategic business performance.
PLO4	Hold a realistic appreciation of the impact that emotionally intelligent leadership plays in resolving people issues.
PLO5	Critically appraise the use of research methods and approaches to evaluate issues within a working environment.
PLO6	Link theoretical concepts to practice to evaluate the impact they can have and then articulate conclusions and recommendations based on evidence that is subject to critical appraisal and independent thinking.
PLO7	Demonstrate impact and professional communication, both written and oral, in business and academic practice.
PLO8	To engage in critical personal reflection on a continual basis for self-development and strategic business performance.
PLO9	Demonstrate the ability to negotiate at a strategic and international level, with key stakeholders and provide a critical analysis and evaluation to support strategic outcomes.

## Programme Structure

### Programme Structure Description

Students must pass the Research Strategies for Practitioners module (7460BUSME) prior to the submission of their consultancy project. As this is a dual award completion of 70 taught credits at LJMU, 50 taught credits at HfT Stuttgart and 60 Credits for the Consultancy project entitles the student to the award of Masters of Executive Leadership. Successful completion of 50 taught credits at HfT Stuttgart plus 70 taught Credit at LJMU will enable the student to exit the programme with Postgraduate Diploma (PD).

<b>Programme Structure - 180 credit points</b>	
<b>Level 7 - 180 credit points</b>	
<b>Level 7 Core - 180 credit points</b>	<b>CORE</b>
[MODULE] 7451BUSME Leadership, Engagement and People Performance Approved 2022.01 - 20 credit points	
[MODULE] 7453BUSME Leadership and Strategic Performance Approved 2022.01 - 20 credit points	
[MODULE] 7454BUSME Marketing Context and Relationship Management Approved 2022.01 - 10 credit points	
[MODULE] 7455BUSME Business Process Excellence Approved 2022.01 - 10 credit points	
[MODULE] 7460BUSME Research Strategies for Practitioners Approved 2022.01 - 10 credit points	
[MODULE] 7469BUSME Strategic Business Consultancy Project Approved 2022.02 - 60 credit points	
[MODULE] 7500LBSHFT Management Basics and Project Management Approved 2022.01 - 30 credit points	
[MODULE] 7501LBSHFT Managing Business Finance and Information Approved 2022.01 - 20 credit points	
<b>Level 7 Optional - No credit points</b>	<b>OPTIONAL</b>

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

## Teaching, Learning and Assessment

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. In the 20 credit modules (LEPP), the emphasis will be on a portfolio of work, bringing together different facets of learning activities enabling them to develop a broad understanding of themselves and their overall objectives for the duration of the programme. During all modules formative feedback, which supports the summative assessments, is ongoing 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. Modules will normally be delivered in block release format e.g. 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 the working environment and report on 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 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. An important element of the programme is the opportunity it provides for participants to apply their learning to organisational situations. The fact that learning is applied, rather than being purely theoretical, is of critical importance to students, since their roles empower them to make a contribution to, and impact on, their organisation. In addition to students producing course work which links theory to practice, the application of learning is also achieved through case-study analysis and a sharing of understanding which draws on the group experience. The applied nature of the programme will normally require participants to relate theory to an organisational context. The ability to analyse organisational issues and apply recommendations supported by a theoretical framework is assessed. The students will investigate a business or management problem that requires independent research and the synthesis of acquired knowledge and data, to solve the problem. A key element here is the module which every student must complete 7451BUSME (Leadership, Engagement and People Performance), this module deals specifically with leadership, management and transferable key skills, this then continues through the programme, with the final option modules Research Strategies for Practitioners (Research Methods) preparing students for their final Consultancy Project. The nature of classroom sessions is devised as an interactive, student-centred experience with group activities playing a large

## 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
Other international requirements	Applications where an interview is not possible will need to provide additional evidence of experience and aptitude to study. This will normally be achieved by taking up employment references and a score in the recognised international admissions test for management programmes, GMAT. Where English is not the candidate's first language, or their first degree was not taught and assessed wholly in English, an IELTS score of 6.5 must be achieved, with no individual score of less than 6. The programme complies fully with the requirements of the Equality Act 2010.
Alternative qualifications considered	All candidates must be able to demonstrate an ability to benefit from and contribute to the programme. QAA describes the experience requirement for admission to a MBA as "significant post-graduation and relevant ... experience on which the learning process should build". QAA envisages this experience as "at least 2 years with the typical entrant having substantially more than this". Given the nature of learning and the assessment of learning, participants would normally be in a position where they undertake important management decisions, or have been in such a position in a way that supports their learning and assessment. Admission, therefore, to the programme will require a mix of experience, academic development and intellectual aptitude. Admission will normally be by interview, after formal application in order to assess their aptitude for study. As this is a dual award programme and entry onto the this MBA Executive Leadership programme with the Masters in Engineering (IPM) (MEng IPM) at Hochschule für Technik Stuttgart (HfT) Stuttgart the intended students profile will reflect the need for a first degree professional Qualification (e.g. architect, quantity surveyor, project manager) and professional experience in this field. The course team has a strong commitment to widening participation and positively welcomes non-standard applicants. Candidates with significant management experience (>2 years) and a demonstrated aptitude for study can be accepted without previous experience of higher education however a professional qualification is a requirement of entry onto this dual award programme with HfT Stuttgart (e.g. architect, quantity surveyor, project manager) in addition to mature students experience. Admission will normally be by interview, after formal application in order to assess their aptitude for study.

### Extra Entry Requirements