

Overview

Programme Code	36700
Programme Title	Business Administration Scale Up
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	Postgraduate Diploma - PD	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.

Alternate Award Names	
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External Benchmarks

Subject Benchmark Statement	PGT-Business and Management (2015)
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Programme Offering(s)

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

Aims and Outcomes

Educational Aims of the Programme

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	Critically reflect upon the engagement of people through high performance work Practices.
PLO2	Assess current position of an organisation in relation to possibilities to scale the business.
PLO3	Apply and critique business development techniques for growth.
PLO4	Reflect and justify leadership style and approach for scaling a business within the specific context.
PLO5	Assess the effectiveness of leadership teams to deliver growth.
PLO6	Demonstrate originality in investigating a complex work based problem/opportunity in an organisational setting; taking into account the expectations of a range of stakeholders.
PLO7	Evaluate sources of knowledge and information which can be utilised in order to investigate a problem or issue.
PLO8	Synthesise an investigative approach for the project and present approach.

Code	Description
PLO9	Assess ethical considerations which need to be considered when designing, conducting and reporting on strategic leadership/business issue.
PLO10	Critically reflect on their role as an internal consultant and how they can advance the boundaries or personal and organisational knowledge.
PLO11	Critically analyse strategy concepts for accelerated business growth.
PLO12	Assess market entry and access to market strategies.
PLO13	Critically assess factors shaping productivity and their significance for accelerated business growth.
PLO14	Evaluate strategies for talent management through identification, recruitment, development and retention.
PLO15	Critically reflect upon excellence frameworks and the impact on core processes to enable business growth.
PLO16	Assess project management approaches relevant to scale up growth.
PLO17	Evaluate change leadership strategies for accelerated growth.
PLO18	Assess the value of digital and technological innovations to build scale in business growth

Programme Structure

Programme Structure Description

The PG Diploma programme runs alongside the Senior Leader Apprenticeship. The taught stage (120 credits) takes four semesters.

Programme Structure - 120 credit points	
Level 7 - 120 credit points	
Level 7 Core - 120 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	
Level 7 Optional - No credit points	OPTIONAL

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

Teaching, Learning and Assessment

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 supplemented with group activities. 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. 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. 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

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
GCSEs and equivalents	Admission to the programme is conditional on you meeting the Level 7 Degree Apprenticeship GCSE Maths and English (or equivalent) requirements.
IELTS	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.
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.
Relevant work experience	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.

Extra Entry Requirements