

PROGRAMME SPECIFICATION

Master of Business Administration in Smart City Leadership

Awarding institution	LJMU
Teaching institution	Hochschule für Technik Stuttgart LJMU
JACS Code	N100
Programme Duration	Full-Time: 2 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	QAA Subject Benchmark Statement for Masters degrees in Business and Management - June 2015
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Master of Business Administration in Smart City Leadership Postgraduate Diploma in Smart City Leadership
Link Tutor	Stephanie Sturges

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.

Alternative Exit/ Interim Award Learning Outcomes - Postgraduate Diploma

A student who is eligible for this award will be able to:

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 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.

Adopt a strategic approach to the utilisation of multi-source data and digital opportunities to innovate and enhance the environment.

Target award Learning Outcomes - Master of Business Administration

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Assess the differing theoretical and practical approaches to leading people and explain the distinct concepts of leadership, leader and follower.
2. 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.
3. Understand and critically appraise the underpinnings of leadership and management in relation to strategic business performance.
4. Hold a realistic appreciation of the impact that emotionally intelligent leadership plays in resolving people issues.
5. Critically appraise the use of research methods and approaches to evaluate issues within a working environment.
6. 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.
7. Demonstrate impact and professional communication, both written and oral, in business and academic practice.
8. To engage in critical personal reflection on a continual basis for self-development and strategic business performance.
9. Adopt a strategic approach to the utilisation of multi-source data and digital opportunities to innovate and enhance the environment.
10. Demonstrate the ability to negotiate at a strategic and international level, with key stake holders and provide a critical analysis and evaluation to support strategic outcomes.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

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. In the initial 20 credit module, 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.

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.

A key element here is the first 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/Dissertation. 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 Consultancy Project.

Programme structure - programme rules and modules

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 Master of Smart City Leadership.

Successful completion of 50 taught credits at HfT Stuttgart plus 70 taught credits at LJMU will enable he students to exit the programme with Postgraduate Diploma (PD).

Level 7	Potential Awards on completion	Master of Business Administration
Core	Option	Award Requirements
7451BUSME Leadership, Engagement and People Performance (20 credits) 7453BUSME Leadership and Strategic Performance (20 credits) 7454BUSME Marketing Context and Relationship Management (10 credits) 7458BUSME Digital Business Innovation (10 credits) 7460BUSME Research Strategies for Practitioners (10 credits) 7469BUSME Strategic Business Consultancy Project (60 credits) 7502LBSHFT Smart Solutions and Information modelling (20 credits) 7503LBSHFT Smart Resources, Resilience and Sustainable Finance (20 credits)		180 core credits at level 7 0 option credits at level 7

7504LBSHFT Smart Governance, Citizens and Management (10 credits)		
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Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

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.

Criteria for admission

Other

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 Smart City Leadership programme with the Masters in Smart City Solutions at Hochschule für Technik Stuttgart (HfT) Stuttgart the intended students profile will reflect the need for a first degree from architecture, urban planning, civil engineering, business administration or management.

Mature entry

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 because of the specific nature of this programme a first degree qualification in architecture, urban planning, civil engineering, business administration or management is required.

Overseas qualifications

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.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full

advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.