

Programme Specification

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 passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Degree and Programme Title: MA Business and Management

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	Pearson College London (PCL)
3. School responsible for management of the programme	Kent Business School
4. Teaching Site	190 High Holborn
5. Mode of Delivery	Full-time Part-time Face to face Blended
6. KentVision Academic Model	
7. Programme accredited by	
8. a) Final Award	MA Business and Management (180 credits)
7. b) Alternative Exit Awards	PG Diploma Business and Management (120 credits) PG Cert Business and Management (60 credits)
9. Programme	Business Management
10. UCAS Code (or other code)	
11. Credits/ECTS value	180 credits/90 ECTS
12. Study Level	7
13. Relevant QAA subject benchmarking group(s)	Benchmark Statement for Masters Programmes in Business and Management (June 2015)
14. Date of creation/revision (note that dates are necessary for version control)	March 2018/June 2020
15. Intended Start Date of Delivery of this Programme	September 2018

16. **Educational Aims of the Programme**

UNIVERSITY OF KENT

This programme has been designed for executives, entrepreneurs and future leaders of business who seek to develop to the knowledge, skills and strategic mindset that are required for senior leadership roles in a digital world.

This highly flexible Masters degree programme will enable learners to develop the skillsets and knowledge required for senior leadership and management roles. A unique and significant element of this programme will consist of mentored workplace projects, designed to add value to both the individual and their organisations through a combination of self-development, mentorship and tuition.

The programme is aligned with the level 7 Senior Leader Master's Degree Apprenticeship standard with a large component of the programme based on self-development through activities for an employer, other organisation or a learner's own business.

Overall this programme aims to enable learners to become more highly specialised in strategic thinking and leadership in a digital environment. Through a combination of taught and independent learning it will require learners to undertake a research project which benefits either an employer or another organisation.

The overall educational aims of the programme are set out under the following themes of the programme:

1. Authentic leadership through workplace practice:

- To develop highly effective leadership, people, innovation, collaborative skills as well as effective communication skills across traditional and digital media through application in the workplace;
- To promote dynamic leadership that embraces agility within a setting of emerging technology
- To develop a strong awareness of, and the ability to demonstrate, ethical responsibility through effective leadership and decision-making.

2. Strategic leadership

- To develop graduates who have a systematic and critical understanding of strategic philosophy transcending through to strategic planning and tactical decision making;
- To promote a critical appreciation of the link between organisational purpose, sustainable practice and performance in strategic and operational decision-making.

3. Financial fluency and risk-based management

- To develop learners with a comprehensive appreciation of the financial aspects of senior decision-making.
- To foster financial fluency in communication at various levels of the organisation.
- To enable learners to develop a systematic understanding of risk and approaches to risk management in decision-making.

4. Agility

- To develop dynamic senior managers, entrepreneurs and leaders who embrace and lead others through change.

5. Authentic (real world) learning and application

- To share and develop learning through the collaborative process of sharing ideas across mixed groups of employees and entrepreneurs
- Through independent and collaborative working learn how to deal with complexity in the workplace where incomplete information is available.

16 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for Masters programmes in Business and Management (June 2015).

By the end of the programme, students should be able to:

A. Knowledge and Understanding of:

QAA Business & Management Benchmark Standards:

A1	A systematic knowledge and comprehensive understanding of contemporary strategic thinking with a critical awareness of its application in the context of real world organisations.	5.1.i, 5.iii
A2	A systematic knowledge and comprehensive understanding of the leadership, cultural, collaborative and agility requirements of organisations with an appreciation of emerging digital environments.	5.1.i, 5.1.iii
A3	A critical understanding of the use of risk management and financial techniques to help achieve strategic objectives.	5.1.i
A4	A systematic knowledge and comprehensive understanding of change management processes with a critical understanding of how these can be applied to specific organisations.	5.1i 5.2iii
A5	A conceptual understanding of the purpose, strategy and processes of a real organisation that enables critical evaluation of current relevant research and real work practice through advanced scholarship.	5.1iv

UNIVERSITY OF KENT

Skills and Other Attributes

B. Intellectual Skills:

QAA Business & Management Benchmark Standards:

B1	Display originality in applying knowledge to specific organisations with critical analysis of the ethical, logistical, financial, managerial and leadership perspectives in solving organisational problems.	5.1ii 5.1v 5.2ii 5.2iv
B2	Draw upon a comprehensive understanding of the moral, legal/regulatory, risk, technological, financial, managerial and leadership bases of global business in order to conduct professionally-orientated research and scholarship.	5.1i, 5.1xi 5.1vi 5.1xi
B3	Identify and address complex real world issues relevant to real organisations both systematically and creatively, and make sound judgements and recommendations in the absence of complete data through clear conclusions which are appropriate to the audience.	5.1v 5.1vii b 5.1ix 5.2v
B4	Critically evaluate research, methodologies and, where appropriate, propose new hypotheses which are supported by real world evidence and, where appropriate, synthesised business data and appropriate research methodologies.	5.1iii, 5.1iv 5.1vii a&b 5.1 viii 5.2vii
B5	Demonstrate self-direction and originality in tackling and solving real organisational problems, acting autonomously in planning and implementing tasks whilst displaying high levels of professionalism at all times.	5.1viii 5.2i 5.2viii

C. Subject-specific Skills:

QAA Business & Management Benchmark Standards:

C1	The ability to collaborate with, lead when appropriate, and learn from professionals and entrepreneurs across a range of sectors.	5.1x
C2	The ability to conceive how new and emerging technology can add value to an organisation' offering or even take it away.	
C3	The ability to apply and critically evaluate strategic and innovation techniques.	
C4	The ability to critical identify issues with an organisation's social responsibility linking to purpose and strategic growth.	5.2vi
C5	The ability to devise financial and risk management plans to support strategic growth.	
C6	The ability to manage and effectuate meaningful change within an organisation.	

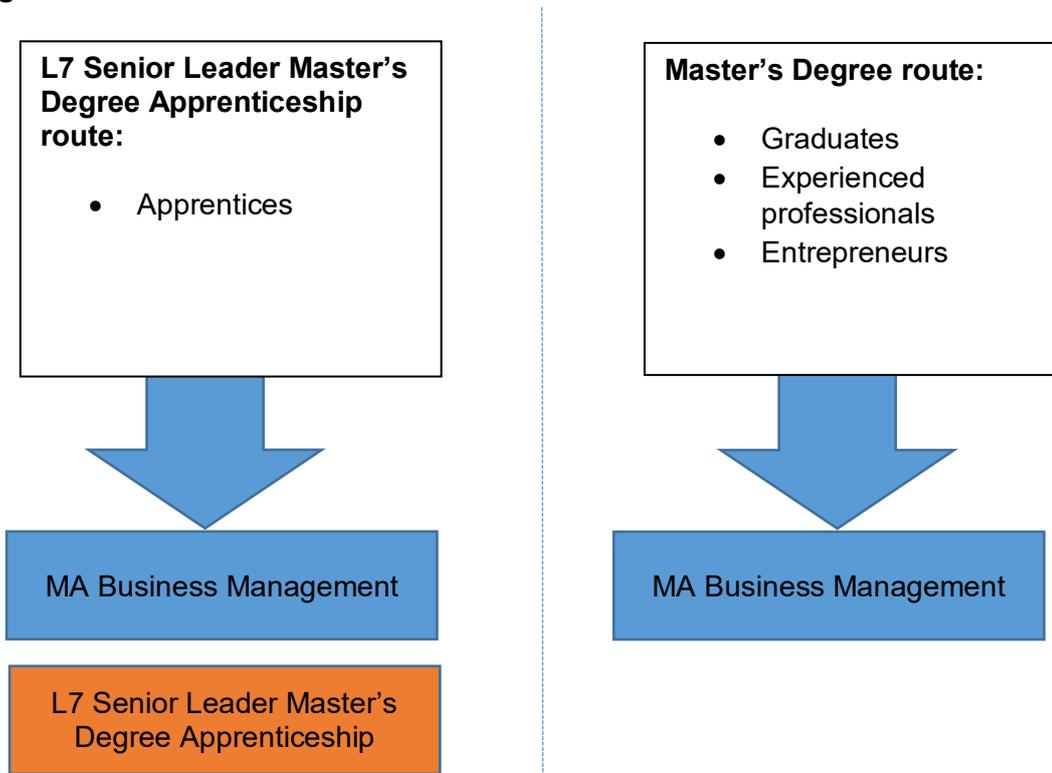
D. Transferable Skills:

QAA Business & Management Benchmark Standards:

D1 Effectively communicate information, ideas, problems and solutions effectively in a professional manner using appropriate media, with an awareness of the needs of their intended recipients	5.1 ix 5.2 ii
D2 Demonstrate strong leadership and interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present and negotiate	5.1 x 5.2 viii, v
D3 Collaborate and network effectively on a personal and organisational level, as part of a business entity working with others (including 'competitors') to achieve its goals	5.1 x
D4 Work autonomously and independently on projects with minimal guidance from others, taking responsibility for their own work and learning	5.2ii 5.2viii 5.2ix
D5 Reflect self-critically on their performance and how they come across to others with a view to ongoing learning, development and improvement	5.2 viii
D6 Demonstrate the ability to lead teams that include a diverse range of people from different cultural backgrounds and levels of seniority through digital collaboration on real projects	5.1x
D7 Demonstrate the ability to learn independently and proactively as required for continuing professional development	5.2ix

Pathways of this programme

Programme streams:



Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

Teaching/Learning

All of the modules on this programme are taught through the following process:

1. Tutor led lectures and seminars including problem based learning scenarios, debates, discussion, case studies, exercises and collaborative working supported by online resources;
2. Mentored workplace projects that facilitate independent learning and application of knowledge supported by online resources;
3. Tutor led reflective seminars based on the mentored workplace projects undertaken.

Collaborative learning across sectors:

Wherever possible the systematic knowledge and comprehensive understanding required within each module will be facilitated by collaborative learning through group discussion and problem-solving. A key element of this will be, wherever possible, the provision of group learning between entrepreneurs alongside employees of corporate, third and public sector

UNIVERSITY OF KENT

organisations. This will help enable engaged debate on relevant issues across a broader set of perspectives than could be provided by group learning with members of just one sector.

Within a group of learners on this programme the diversity of their workplaces and roles will help contribute to collaborative learning in the classroom. However, the outcomes of the programme, outlined above, will be universal irrespective of the learner's professional background.

Assessment

Workplace related coursework, problem solving case-studies, reports, reflective assignments, seminar contribution, presentations and business/research reports.

Learning and Teaching Strategy

The learning and teaching strategy has been designed to facilitate the acquisition by students of the knowledge and understanding, skills and attributes which learners should develop during their time on the programme.

The learning and teaching strategy is based on a blended pedagogy and is designed to be flexible, allowing students to choose the approach that best suits their circumstances and learning needs.

All students are provided with the same resources on the OLE, which is the backbone of the programme and ensures a minimum level of consistency. The programme is based on a blended pedagogy that allows students to experience primarily face to face teaching over the programme while also developing the capacity to learn online, which is becoming increasingly the norm for workplace learning to take place. Modules can either be studied in the interactive classes model or the mentored independent study model and we expect students to experience a mix of these models during their time on the programme.

The following learning and teaching interventions have been designed to enable students to achieve the learning outcomes:

Learning intervention	Content and learning outcomes	Mode of experience
Lectures	<p>These provide an introduction to each topic area, contextualising students' pre-reading and drawing out interesting points of academic interest in a practical, business context.</p> <p>As such, lectures relate mainly, though not exclusively, to the knowledge outcomes A1-5 set out above.</p>	These may be experienced live (face to face or streamed online, with the facility to ask questions in both) or pre-recorded.

UNIVERSITY OF KENT

<p>Seminars</p>	<p>These provide a forum for students to practise techniques, explore and apply theory to problems and case studies, developing their skills and deepening their knowledge in the process.</p> <p>They also provide a forum for collaborative and individual reflection, particularly after the work-based element of each module.</p> <p>The focus is on the cognitive and business skills set out above at B1-5 and C1-5.</p>	<p>These may be experienced live (face to face or synchronously online in a virtual classroom).</p> <p>Seminars will be led by a module tutor. The maximum seminar group size will be 30 learners.</p>
<p>Work-based projects</p>	<p>This element will help enable unique opportunities for self-development, workplace and academic feedback and peer to peer reflection back in the classroom.</p> <p>During this phase of learning individuals will be mentored on a regular basis by academics to help enable reflection during the projects.</p>	<p>These may be experienced live (face to face or online, using appropriate technology).</p> <p>The academic mentor for workplace projects will usually be either the module tutor or another member of the academic team with the appropriate qualification and/or experience.</p>
<p>One-on-one support</p>	<p>This provides the opportunity for students to clarify issues arising from their reading / any of the above activities, as well as to seek guidance on how to develop and improve their skills.</p> <p>As such, there is both a knowledge and skills component to this support, albeit tailored to the specific needs of the individual students.</p>	<p>Students will have open access to their module tutor for advice by a range of communication methods (face to face, telephone, email, chat etc.). For modules without regular taught sessions, students will have a timetabled weekly meeting with their module tutor.</p> <p>In addition, part-time students will have regular meetings with the tutor with special responsibility for part time students, who will act as their personal tutor.</p>

The programme may be offered in a blended mode as well as face-to-face, subject to availability and demand. The blended version of the programme is based on a blended pedagogy which allows students to study in the classroom or via synchronous online activities and via an independent study model. This is outlined in section 17 of the document.

UNIVERSITY OF KENT

The synchronous online classes mirror what would happen in a physical classroom. They take place at scheduled times on a real-time platform (currently Blackboard Collaborate) so that students can interact with each other and with the tutor as they would in a physical classroom. This will be critical for collaborative working and reflection.

Order and teaching of modules:

The modules on the programme are all compulsory and can be studied in any order save that Adding Organisational Value 1 must be started first and Adding Organisational Value 2 must be studied at the end of the programme.

Modules are either taught in blocks of teaching days or in sessions timetabled regularly throughout each academic term. Where a module requires the completion of a work-based project, this will be scheduled either between teaching blocks or as appropriate alongside regularly timetabled sessions.

Assessment Strategy

A variety of modes of assessment are used on the programme. These are designed to be the most appropriate assessment vehicles for each of the modules in question in terms of their learning outcomes. Assessments are designed to replicate the kind of activity students would be expected to undertake in the workplace wherever possible.

The following tools are therefore employed:

- Group assessment based on a real time problem;
- Coursework assessment;
- Peer assessment;
- Portfolio assessment (including learning logs);
- Pecha Kucha presentations
- Reflective presentations
- Personal development plans
- Slides design for a pitch
- Provision of written feedback on a workplace document
- Practice related coursework relating to the work-based projects.

This multi-dimensional approach has the following benefits:

- As in work, students are assessed on the basis of their performance over the entire programme;
- In the course of this assessment regime, students' written, oral and online communication skills will be tested along with their capacity to work in a team and individually under pressure.

Each module will include a practice-related coursework, which links to the work-based project phase of the learning within it. In line with the philosophy of the programme these assessments are designed in such a way as to enable them to be bespoke to a particular organisation. Examples of practice related coursework are below.

UNIVERSITY OF KENT

Examples of work-based project assessments:

	Learners who are employed or work with an organisation	Learners who are entrepreneurs
Contemporary strategy	Strategic review project	Business plan
Purposeful leadership and management	Personal leadership strategy	Personal leadership strategy
Finance, Technology & Risk Management	Risk Assessment exercise	Pre-mortem project
Change Management and Digital Transformation	Internal change project	Future acquisition project
Adding Value 2:	Major research project linked to an organisation's strategic objectives.	Major research project linked to an organisation's strategic objectives

Learners who are not employed or current entrepreneurs:

Learners who are not employed or do not run their own business will be eligible for this programme. Instead they have the opportunity to carry out unpaid activities for different organisations over the course of the programme for their work-based projects. For this stream of learner PCL will arrange projects directly with organisations on behalf of the learner.

Feedback

Students will have the opportunity to receive constructive and developmental formative feedback, typically as part of the teaching for each module, typically in seminars and over the duration of the work-based projects. Learners will also have the opportunity to receive feedback on summative assessments once grades have been released.

The Online Learning Environment

Students are supported by a wide range of learning resources made available via the Online Learning Environment enabling them to study wherever and whenever they want, on their laptop, tablet or smartphone.

Through our Online Learning Environment students can access a variety of high quality study materials designed to support their learning. These include all essential reading including textbooks, articles and multimedia content such as videos. In addition:

- Recommended reading is available in electronic format which can be read online or downloaded on to student devices for offline reading.
- All lectures are recorded and available online so that students can watch them on their laptops, tablets or smartphones, pause and review subject matter that they find difficult to understand and watch them again as revision.
- Interactive topic reviews are provided to help students self-assess their understanding of a subject either at the start or end of a topic in order to help embed learning.
- Discussion forums for online discussion and debate are provided.

UNIVERSITY OF KENT

Students can access all their recommended reading digitally via online Reading Lists. Online reading lists are embedded into student's modules on the OLE and are also accessible via the College's reading list portal

Students can access a wide range of library resources relating to their studies via the online library including databases, ebooks, academic articles, market reports, company profiles, statistical datasets, legal materials, video resources and more. The Library Service also offers a range of study skills resources that students may find useful to refer to when developing their academic skills.

Talent Development information

Pearson College London has a Talent Development service and every student has the opportunity to book a one to one to receive tailored guided support. Students are encouraged to reflect on their experiences, review possible career options and develop an action plan for next steps. One to ones enable the Talent Development team to gain a better understanding of the students' aspirations and goals. The Talent Development team can use their records of these meetings to target opportunities to students interested in specific fields.

The Talent Development team also support students through the application and selection process for internships and graduate roles, the development of their LinkedIn profiles, review and feedback on their CVs and general guidance on how to research and target employers.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any alternative exit award relating to this programme of study, see the module mapping table, located at the end of this specification.

17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

Overview of Programme

Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 180 credits over the programme requires 1,800 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>.

To be eligible for the award of a Masters degree students must obtain 180 credits, at least 150 of which must be Level 7. Students who obtain 120 credits will be eligible for the award of postgraduate diploma. Students who obtain 60 credits will be eligible for the award of postgraduate certificate.

The maximum number of years permitted to complete the degree full or part-time (and including any period of interruption of repeating of modules) is five years.

Compulsory modules are core to the programme and must be taken by all students studying the

UNIVERSITY OF KENT

programme. There are no optional modules in this programme.

The following modules may not be condoned or compensated:

Change Management and Digital Transformation
 Contemporary Strategy
 Finance Technology and Risk Management
 Purposeful Leadership and Management

Where a student fails any other module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes.

For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

Part-time Students

Students may apply to study part-time. Part-time students will normally study modules up to 90 credits each year for two years.

Learners can opt to undertake fewer modules per year in order to fit around other (e.g. work or family) commitments.

The programme is delivered as either a part-time day or part-time evening (both subject to demand). Synchronous (live) delivery is therefore either taught in day or weekend blocks or across evenings. Both routes may utilise selected weekends. Evening synchronous tuition will typically be between 6pm until 9pm.

This programme may have multiple start dates during each academic year, coinciding with the start of the Pearson College Autumn (September), Spring (January) and Summer (May/June) terms.

Compulsory Module which must be studied at the start of the programme						
Module Title			Teaching modes	Level	Credits	Term
	PRSN7112	Adding Organisational Value 1: Techniques	<ul style="list-style-type: none"> • Blended • Face to face • Live online 	7	30	Term 1
Compulsory modules which can be studied in any order after Adding Organisational Value 1: Techniques						
Module Title			Teaching modes	Level	Credits	Indicative order of study / term
	PRSN7113	Contemporary	<ul style="list-style-type: none"> • Face to face 	7	30	2 / Term 1

UNIVERSITY OF KENT

		Strategy	<ul style="list-style-type: none"> • Live online • Blended 			
	PRSN7114	Purposeful Leadership and Management	<ul style="list-style-type: none"> • Face to face • Live online • Blended 	7	30	3 / Term 2
	PRSN7115	Finance Technology and Risk Management	<ul style="list-style-type: none"> • Face to face • Live online • Blended 	7	30	4 / Term 2
	PRSN7116	Change Management and Digital Transformation	<ul style="list-style-type: none"> • Face to face • Live online • Blended 	7	30	5 / Term 3

On completion of 60 credits a PG Certificate Business and Management may be awarded.
On completion of 120 credits a PG Diploma Business and Management may be awarded.

* The modules above are listed in the order of study that would usually take place on the programme but the terms are indicative only based on full time study.

Compulsory module which must be studied at the end of the programme:

Module Title		Teaching modes	Level	Credits	Term	
	PRSN7117	Adding organisational value 2: Major workplace project	<ul style="list-style-type: none"> • Face to face • Live online • Blended 	7	30	Term 3

On completion of this final module, in addition to the previous 120 credits, the MA Business and Management will be awarded.

The student learning journey

Synchronous (face to face and live online) tuition will constitute the majority of the teaching on this programme irrespective of whether students choose to study in a traditional face to face classroom environment or using our synchronous live online classroom software*. In both the face to face and live online classrooms students will enjoy a similar learning experience that includes:

- Ongoing real time interaction with both tutors and other students on the programme during each class;
- Access to the same learning materials and number of hours of live teaching;
- Classes led by expert tutors with relevant industry experience;
- Group learning and discussion opportunities which occur both in real time and asynchronously outside of classes;
- The same maximum group size of 30 under both mediums; and
- The opportunity for regular peer and tutor feedback during classes.

Blended mode:

Under the blended mode 30% of synchronous teaching hours will be replaced by asynchronous

UNIVERSITY OF KENT

tuition via our Online Learning Environment*. Instead of attending live classes students covering technical content students will be taught using:

- Pre-recorded videos and lectures
- Discussion boards
- The provision of online reading
- Online formative assessment
- Curated online content from external sources.

Each module also contains synchronous element in keeping with the experiential nature of the programme. A breakdown of teaching hours per mode is below:

Module	Total taught hours	Synchronous taught hours under face to face and live online modes	Synchronous : asynchronous taught hours under blended mode
Adding Organisational Value 1: Techniques	28 hours	28 hours	7:21 hours
Contemporary Strategy	35 hours	35 hours	28 hours:7 hours
Purposeful Leadership and Management	35 hours	35 hours	28 hours:7 hours
Finance Technology and Risk Management	35 hours	35 hours	28 hours:7hours
Change Management and Digital Transformation	35 hours	35 hours	28 hours:7hours
Adding organisational value 2: Major workplace project	14 hours	14 hours	7 hours:7 hours
Total	182 hours	182 hours	126 hours : 56 hours

All modes of tuition will usually run subject to a minimum cohort of 7 students.

*We currently use Blackboard Collaborate software to run our live online classes, which is one of the market-leading synchronous online learning platforms in the UK HE Sector. We also currently use the Blackboard platform for storing asynchronous learning content.

18 Work-Based Learning

This programme includes a significant element of work-based projects. PCL will carry out due diligence on employers prior to students commencing their programmes (whether apprenticeships or not), to determine whether the employers are willing and able to facilitate the work-based projects and to support the student in their studies, by allowing appropriate time off the job and

UNIVERSITY OF KENT

providing appropriate work-based mentors to work with PCL tutors and mentors. PCL and the relevant employers will enter into contracts to formalise the commitments made by employers and PCL. In the case of apprenticeships, the delivery contract will include all the relevant requirements of the Education and Skills Funding Agency and employer, apprentice and PCL will enter into an appropriate Commitment Statement.

Where disabled students are due to undertake a work placement as part of this programme of study, a representative of PC will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

19 Support for Students and their Learning

- Pearson College London extended induction programme
- Personal development workshops
- Online tutorials
- Access to industry professionals
- Programme handbook
- Learning resources & support - <https://www.pearsoncollegelondon.ac.uk/student-experience/undergraduate/learning-support.html>
- Student Support & Wellbeing <https://www.pearsoncollegelondon.ac.uk/for-students/current-students/policies-and-regulations.html>
- PCL Student Association <https://www.pearsoncollegelondon.ac.uk/student-experience/undergraduate/pcsa.html>
- Careers and Employability <https://www.pearsoncollegelondon.ac.uk/working-with-business/career-coaching.html>

Academic and pastoral support

- At programme commencement, students will be allocated a Personal Tutor, who will effectively act as their academic mentor.
- Personal Tutors will provide ongoing advice on academic and pastoral matters (in partnership with academic tutors in other modules). They will act as students' first port of call for support during their studies.
- Students will have an initial one-to-one meeting with their Personal Tutor in the first few weeks of their studies as part of a settling in process, in which any early issues of an academic or pastoral nature may be addressed.
- Students' academic progress will be formally reviewed at least once per academic year by their Personal Tutor in line with PCL's personal tutor policy.
- Personal Tutors will keep records of the formal annual review and other significant meetings with their personal tutors.
- If a student experiences issues or problems which their Personal Tutor the student may contact the Programme Leader.

Learning support

Students with specific learning support needs will be directed to Student Services to obtain advice and guidance on how to progress through their studies. This includes addressing any special needs requirements through appropriate Learning Contracts. Further information is available in the Student Handbook.

20 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

20.1 Entry Route

Applications for this programme will be considered on the basis of either:

- i) Holding a relevant or non-relevant undergraduate honours degree and successful completion of an applicant interview; or
- ii) Holding at least 3 years of relevant professional experience and successful completion of a Pearson Business School applicant professional workshop. Please see the Pearson College London website (www.pearsoncollegelondon.ac.uk) for current information on our admissions requirements.

Interview and Applicant Day

Interview - all applicants are interviewed regardless of their qualifications and experience. The College interviews applicants to assess their potential to succeed on the programme, taking into account their attitude, aptitude and motivation, as well as their academic potential and relevant professional experience (see below). At the interview stage motivation, aptitude and relevant professional experience will carry the majority of the weighting in determining whether or not a candidate is suitable for the programme. For applicants with an undergraduate degree, while prior work experience is relevant, it is not essential.

Assessment. Applicants who do not have an undergraduate degree will sit the College's applicant professional workshop to assess whether or not they have the core skills needed to study this programme.

The Interview and Applicant workshop will usually last around 2.5 hours in total.

Professional experience

For those without an undergraduate degree, at least 3 years professional experience is required. For the purposes of this programme professional experience is usually considered to be:

- working in an operational, technical or management role in an organisation which contains elements of complexity;
- self-employment or working as an entrepreneur

All applicants

Once they are on the programme, all students will be expected to be in a role which gives them professional experience.

English as a Second Language

Students who do not have English as a first language will need to demonstrate their proficiency with appropriate qualifications or evidence of having been taught English previously. Typical English Language Level: Average 6.5 IELTSs, minimum 6.0 reading and writing or Pearson Test of English 61 overall, with reading and writing 54 and no other sub score lower than 51.

Diversity

Pearson College welcomes applications from people of all backgrounds and abilities. Indeed the purpose of the professional experience entry requirement to the programme is to encourage and enable applications from those who have the aptitude to succeed on the programme irrespective of their academic background.

Those with a disability are encouraged to discuss the nature of their disability with the College during the application process. The College has a process to assess additional learning needs, providing support and where appropriate 'reasonable adjustments' in assessment.

20.2 What does this programme have to offer?

Key features of the programme

Students on the programme will have the opportunity:

- To study at a pace and place (face to face in the classroom or online) that meets their, and where applicable their employer's, requirements.
- To study modules which can be partly designed and delivered with direct employer input
- To focus their study on their workplace
- To learn and collaborate with learners from a wide range of organisations and backgrounds.
- To develop specialised complementary skills and knowledge in emerging areas
- Design of the programme included industry and student involvement through the College's Design Concept Team (DCT) approach in both curriculum but also the approach to learning, teaching and assessment.

20.3 Personal Profile

A typical applicant might be expected to demonstrate at the commencement of his/her studies the following:

- a strong interest in business and managing and/or leading within organisations
- sufficient professional experience which is relevant to the programme
- a strong interest in developing their leadership skills and business acumen.
- a willingness to work with others from a range of backgrounds.
- strong oral and written communication skills
- a willingness to build knowledge across all aspects of business management
- appropriate levels of numeracy and/or a willingness to develop them
- a willingness to acquire contemporary technical knowledge and skills

21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- Periodic Programme Review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Annual programme and module monitoring reports
<http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher->

UNIVERSITY OF KENT

education-review/Pages/default.aspx

- Student module evaluations
- Annual student survey
- Annual staff appraisal
- Annual peer observations

21.2 Committees with responsibility for monitoring and evaluating quality and standards

Committees at the University of Kent include:

- Board of Examiners
- School Graduate Studies Committee
- Faculty Graduate Studies Committee
- Faculty Board
- Graduate School Board

Committees at Pearson College London include

- Staff-Student Liaison Committee
- Admissions, Progression, Retention and Attainment Committee
- Review and Enhancement Committee
- Academic Board
- PCL Executive Team
- Pearson Business School Board.

21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student module evaluations
- Staff-Student Liaison Committee
- Student representation system
- PCL internal annual student surveys

21.4 Staff Development priorities include:

- PGCHE requirements
- HEA (associate) fellowship membership
- Annual appraisals
- Institutional Level Staff Development Programme
- Professional body membership and requirements (where appropriate)
- Programme team meetings
- Research seminars
- Conferences
- Study leave
- Opportunities to return to practice and engage with industry

For further information on this please refer to the 2017 Pearson Business School Dean's Annual Report of Scholarly Activity Report.

22 Indicators of Quality and Standards

UNIVERSITY OF KENT

- PCL QAA Higher Education Review Plus report
- QAA Educational Oversight Report May 2017
(<http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Pearson%20College%20Ltd%20trading%20as%20Pearson%20College%20London/Pearson-College-Ltd-EO-AM-17.pdf>)

Future indicators after the commencement of the programmes will include:

- Annual External Examiner reports
- Annual programme and module monitoring reports (UoK and PCL)
- Result of PCL periodic review
- Result of University of Kent Periodic Review
- Professional Accreditation
- Graduate Destinations

22.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education
- QAA Benchmarking statement/s for Business and Management (2015)
- PCL Plan/Learning and Teaching Strategy

23 Inclusive Programme Design

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

Template last updated November 2017

UNIVERSITY OF KENT

	Adding organizational value1: Techniques	Sustainable Strategy and Innovation Management	Purposeful leadership and management	Finance, technology & Risk Management	Change management & Digital Transformation		Adding organisational value 2	
A1 A systematic knowledge and comprehensive understanding of contemporary strategic thinking with a critical awareness of its application in the context of real world organisations.		X			X			
A2 A systematic knowledge and comprehensive understanding of the leadership, cultural, collaborative and agility requirements of organisations with an appreciation of emerging digital environments.			X	X				
A3 A critical understanding of the use of risk management and financial techniques to help achieve strategic objectives.		X		X				
A4 A systematic knowledge and comprehensive understanding of change management processes with a critical understanding of how these can be applied to specific organisations.					X			
A5 A conceptual understanding of the purpose, strategy and processes of a real organisation that enables critical evaluation of current relevant research and real work practice through advanced scholarship.	X						X	
B1 Display originality in applying knowledge to specific organisations with critical analysis of the ethical, logistical, financial, managerial and leadership perspectives in solving organisational problems.		X	X	X	X		X	
B2 Draw upon a comprehensive understanding of the moral, legal/regulatory, risk, technological,			X	X			X	

UNIVERSITY OF KENT

financial, managerial and leadership bases of global business in order to conduct professionally-orientated research and scholarship using a variety of sources and methodologies and synthesise data collected for use in the support of rational arguments and conclusions.							
B3 Identify and address complex real-world issues relevant to real organisations both systematically and creatively, and make sound judgements and recommendations in the absence of complete data through clear conclusions which are appropriate to the audience.	X	X	X	X	X		X
B4 Critically evaluate research, methodologies and, where appropriate, propose new hypotheses which are supported by real world evidence and, where appropriate, business data and appropriate research methodologies.	X						X
B5 Demonstrate self-direction and originality in tackling and solving real organisational problems, acting autonomously in planning and implementing tasks whilst displaying high levels of professionalism at all times.	X	X	X	X	X		X
C1 The ability to collaborate with, lead when appropriate, and learn from professionals and entrepreneurs across a range of sectors.		X			X		
C2 The ability to conceive how new and emerging technology can add value to an organisation' offering or even take it away.		X		X	X		X
C3 The ability to apply and critically evaluate strategic and innovation techniques.		X					
C4 The ability to critical identify issues with an organisation's social responsibility linking to purpose and strategic growth.		X	X				
C5 The ability to devise financial and risk management plans to support strategic				X			

UNIVERSITY OF KENT

growth.								
C6 The ability to manage and effectuate meaningful change within an organisation.					X		X	
D1 Effectively communicate information, ideas, problems and solutions effectively in a professional manner using appropriate media, with an awareness of the needs of their intended recipients	X	X	X	X	X		X	
D2 Demonstrate strong leadership and interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present and negotiate	X		X					
D3 Collaborate and network effectively on a personal and organisational level, as part of a business entity working with others (including 'competitors') to achieve its goals		X			X		X	
D4 Work autonomously and independently on projects with minimal guidance from others, taking responsibility for their own work and learning		X	X	X	X		X	
D5 Reflect self-critically on their performance and how they come across to others with a view to ongoing learning, development and improvement			X					
D6 Demonstrate the ability to lead teams that include a diverse range of people from different cultural backgrounds and levels of seniority through digital collaboration on real projects			X		X		X	
D7 Demonstrate the ability to learn independently and proactively as required for continuing professional development		X	X	X	X		X	