Programme Specification
Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Online
1.4 Final Award Title:	MSc
1.5 FHEQ Level:	7
1.6 Programme Title:	Management for a Sustainable Future
1.7 Mode and Duration of Study:	Part Time – two years
1.8 School:	Marjon Business
1.9 HECoS Code:	100089
1.10 Collaborative Provision Arrangement:	N/A
1.11 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details).
	International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent and preferably 6.5 in writing.
	As this is an online programme, minimum technology requirements are a smart phone, tablet, or laptop and broadband internet connection.
	A minimum of two years' experience in a business context is desirable.
1.12 Accrediting Professional Body/PSRB	CMI
1.13 QAA Subject Benchmarking Group(s):	Master's in Business and Management (2015)
1.14 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework
	Master's Degree Characteristics Statement (2015)
	Chartered Management Institute (CMI) Strategic Management and Leadership Practice qualification syllabus
1.15 Language of Study (for learning, teaching and assessment):	English
1.16 Work-Based Learning Arrangements:	There is no formal WBL arrangements. Ideally, students will have a minimum of two years business work experience, but this is not an admissions criteria. Students will normally

	be employed on a full-time or part-time basis, although this is not an admission criterion. The programme can be completed if a student is not working in a business or leadership context.
1.17 Arrangements for Distance Learning:	Full programme delivered via distance learning.
1.18 Original Date of Production:	April 2020
1.19 Date of Commencement:	January 2021
1.20 Review Date:	By August 2026

2. Programme Outline

It is widely considered that this coming decade will demand that businesses around the globe step forward to drive the corporate and social change necessary to achieve the Sustainable Development Goals (SDGs) and propel the planet towards net-zero emissions (Edie, 2020). In response to a rapidly changing and challenging business context, the MSc in Management for a Sustainable Future is distinctive in the way that sustainability underpins the entire programme, in comparison to the 'bolt-on' approach favoured by traditional business programmes and MBAs. It offers the opportunity to fundamentally rethink the purpose and role of business, with the following features:

- Future-facing, solutions focused, and values-led

- Innovative pedagogical design with a Sustainable Business framework of six threads running through the programme (Sustainable Business; Value; Change; Analysis; Strategy; People)

- Development of the informed, responsive, and capable practitioner with an emphasis on nurturing change agency

- Opportunities for assessment that can be applied in the workplace where possible.

- Entirely online affording flexible learning around the globe for business professionals

The target audience for this programme are those who are seeking to deepen their understanding of current business challenges and enhance their practice as leaders and agents for positive change within various organisations or businesses. A minimum of two years' experience of working within the business or related sector is desirable, although this is not a criterion for admission.

The programme is structured to facilitate student success. Around 12-15 hours study is required per week in six 12-week terms, spread over two years. The course can be downloaded and completed at a pace and time to suit the student. There are four compulsory modules followed by an in-depth Strategic Management Project. Graduates from the programme will be awarded a Level 7 Diploma in 'Strategic Management and Leadership Practice' together with Foundation Chartered Manager status from the Chartered Management Institute (CMI). Students have access to high quality resources, including those to be found online through the University's library, and through the 'Management Direct' resource library from the CMI. Students will receive specialist support from programme tutors, who will be in regular contact through discussion forums, tutorials, and webinars.

2.1 Integrating Sustainability into the Curriculum

This programme responds to recent calls in academic literature for business programmes to shift to more sustainable systems that will equip graduates with the knowledge, skills, and values

associated with leading businesses and enterprises that meet the 8th Sustainable Development Goal, to "promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all" (García-Feijoo, Eizaguirre & Rica-Aspiunza, 2020).

Developing the knowledge, understanding and skills to lead sustainable, values-led businesses is a core feature of the programme. There will also be an emphasis on developing business and leadership practices that promote skill development, resilience, and responsible business practices.

The way the programme is delivered (online) carries its own environmental sustainability credentials – students are not required to travel to a physical campus, thus negating carbon emissions from commuting, lighting and heating, and infrastructure. Carbon emissions are low as all resources and materials are online in an accessible format; the only environmental impact comes from global servers for digital storage and streaming services.

3. Distinctive Features

- High-quality curriculum in a structured taught component with tutor support and peer learning. Blending theory and reflective practice and informed by research and current thought leaders; the programme affords students' flexible participation at different levels, appropriate to their learning needs and professional requirements.

- Fully distance learning programme, with high production values for all learning resources, delivered using a flexible and accessible learning platform. The programme enables students to enrol and participate from around the globe, offering potential for shared learning experiences.

- A future-facing curriculum offering timely emphasis on new principles of values-led business, management and leadership, and developing capabilities necessary to thrive in an emerging new world.

- Accredited by the Chartered Management Institute, awarding graduates of the full Master's programme the Level 7 'Strategic Management and Leadership Practice' qualification and 'Foundation Chartered Manager' status.

4. Programme Aims

The MSc programme is intended to:
- Develop critical awareness of current and predicted global business challenges and insights, informed by the forefront of business discipline and practice.
- Critique the concepts of value and sustainability, and delivery and promotion of value-based and sustainable strategies and outcomes in the face of change.
- Foster systematic and specialist knowledge and understanding of business environments, current and future, informed by contemporary practice, scholarship, and research.
- Develop transferable business management skills through analysis of students' own business experience (if available) and synthesis with business and leadership literature and research.
- Develop comprehensive understanding and evaluation of research and enquiry techniques required to conduct an independent and original project on a specialised topic of interest and benefit to business practice.
- Promote conceptual understanding required to facilitate innovation and change-leadership in professional contexts, and the implementation of values-based solutions that transform knowledge and practice

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:
1. Deep and systematic understanding of relevant theories, subject-focused knowledge, and values-based perspectives of sustainable business organisations, their challenges, and their external context.
2. A comprehensive understanding of appropriate research methodologies, techniques, and methods applicable to their own enquiry or advanced scholarship.
3. An ability to evaluate and critique reflective and evaluative methodologies.
4. Sound understanding of theoretical and research-based knowledge at the forefront of sustainable business management and leadership.

Intellectual skills:

By the end of this programme students should be able to demonstrate:
5. Critical evaluation of current research and scholarship in sustainable business management.
6. Original application of knowledge from current research, scholarship, and other relevant evidence in order to propose novel and sustainable solutions to business problems.
7. Critical analysis and synthesis of data to inform decision-making.
8. An advanced capability to conduct an enquiry into sustainable business and management issues, which contributes new knowledge to a topic of interest.

Practical skills:

By the end of this programme students should be able to demonstrate:
9. An ability to use established postgraduate techniques of research and enquiry to create and synthesise knowledge in the field of sustainable business management.
10. An ability to deal with complex business management issues systematically, creatively, and sustainably.
11. An ability to make sound judgements in the absence of complete data.
12. An ability to act autonomously in planning and implementing strategies that promote sustainable business.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:
13. Strong communication skills within a business management context with a range of stakeholders.
14. Decision-making in complex and unpredictable business management situations that promotes values-based, sustainable outcomes.
15. The self-reflective and independent learning ability required to identify and manage their own continuing professional development.
16. The key digital skills to succeed in the modern workplace.

6. Learning and Teaching Methods

The taught component of this programme is carefully structured to facilitate students' ability to learn flexibly and independently. Each module comprises a range of learning approaches, focusing on core elements: knowledge acquisition, investigation, collaboration, discussion, practice, and the production of learning objects. Students are invited to work in small online learning sets, wherever possible, and through this context they share practice where appropriate,

and apply leadership and basic coaching methods. Students are also expected to demonstrate independence and initiative throughout by identifying and sharing additional, relevant reading pertinent to their practice.

A comprehensive outline of learning and teaching methods is presented in the table below:

Method	Description
Action Research	Self-reflective enquiry where information is gathered and evaluated to render practical solutions to real-world business problems.
Contextual Work-Based Tasks	Students work on practice-based tasks in their own working environment, enabling them to develop practical skills of leadership and innovation. Reflection on these tasks is encouraged.
Critical Reflection	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and development. Some reflection is encouraged through online discussion forums.
Digital Learning and Digital Literacy	Students are expected to engage with the full extent of online resources, tasks, and opportunities for interaction/collaboration.
Directed Study and Reading	Specific reading task set by the lecturer for students.
Group Work	Students work in small online groups (or in local clusters where feasible) to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group. Sharing results and peer/tutor feedback on the discussion forum is an important element of the process.
Lectures and Webinars	A lecture is an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories and equations. The tutor uploads or presents core knowledge to the Distance Learning Platform through video, podcast, or webinar. This might be delivered at a specific time (a synchronous webinar, for example) and core lectures and resources are also available to download at the start of a module (asynchronous videos or podcasts). A full transcript and workbook accompanies video/podcast resources.
Personal Development Planning	Students take part in activities to identify their professional development needs, contributing towards the creation of an action plan to achieve stated personal and career related objectives.

Practice-Based, Informal Learning Communities	Learning 'conversations' initiated by and with other students either through their local professional community or through informal social media, such as Twitter and Facebook.
Supervision	Students undertaking the final 60-credit research module will be allocated a supervisor, who will oversee the progress of the student through a mutually agreed schedule of independent research and writing.
Supported, Independent Study	Activities where an individual learner conducts research, or carries out a learning activity, on their own. This will often include internet resources, sound and video files on LS, book and handout-based exercises.
Tutorials	A tutorial is a small class of one, or only a few students, via Skype or web-conferencing (or telephone), in which the tutor, a lecturer, or other academic staff member, gives individual attention to the students. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.

6.1 Learning Enhancement

Whilst learners are expected to demonstrate independence and initiative as participants on the programme, it is still important that they are provided with sufficient structure and appropriate resources to do so. As a programme solely delivered through distance learning, digital materials and pedagogies are used extensively which ensure that learning is enhanced in ways that are appropriate for the programme level and content.

6.2 e-Learning

This programme is entirely delivered via distance learning. As mentioned above, digital materials and resources are used extensively during the programme via the Distance Learning Platform. This includes extensive reading lists, module workbooks, shared tutor and students' presentations, slides, quizzes, videos, and other digital resources. Students are also encouraged to engage in peer support through other online platforms such as LinkedIn, Twitter and Facebook.

7. Modes of Assessment

Students submit work for marking, moderation, and external examination, using a range of assessment methods (see table). Students will be offered the opportunity for short pieces of work to be submitted for formative assessment (feed-forward given by tutor) before submission of summative assessment. Therefore, none of the assessments will be marked anonymously. Written assignments are marked in accordance with institutional requirements and comprehensive written and verbal formative/summative feedback is provided to students throughout the programme.

Method	Description
Annotated Bibliography	Students compile a list of citations to books, articles, and documents applicable to the topic of interest. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the 'annotation', the purpose of which is to inform the reader of the relevance, accuracy, and quality of the sources cited.
Case Study	Analysis and/or evaluation of a business, organisation or business practice, or aspect of business strategy (real or imagined).
Presentation	Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates detailed knowledge and analysis of the subject.
Project Report	Summative report on a topic of professional application, informed by theory and practice. A report is an analytical piece of work using research to critically review the subject area. A report can also use the support of diagrams, pictures and captions to analyse research.
Strategic Consultancy Project	An exploration of an aspect of business practice or strategy, with the student acting as a 'consultant' to solve problems, suggest strategic responses, and make recommendations.
Strategic Management Project	Students will conduct and write up a substantive, independent, research-focused and practice-based dissertation that makes an identifiable and innovative contribution to knowledge that can be applied in practice.

8. Exemptions to University Regulations

Students' work will not be marked anonymously due to the nature of the specific needs of the distance learning student body, and in the interests of retention and progression.

9. Work-Based Learning/Placement Learning

The MSc programme is designed to encourage and support students' practice, leadership, and innovation within a professional context. Tasks and assessment activities may utilise personal work contexts where possible, or a theoretical setting if more appropriate. Students develop confidence in their knowledge and skills in leadership and management.

Prospective students are likely, but not required, to be working in or have access to a business environment. It does not preclude participation or completion of the Master's programme if a student is not currently employed in a business setting or loses their job during the programme.

10. Programme Structure

(NB: three cohorts a year)

Part Time

Level 7-Year 1

Module Code	Module Title	Credits	Assessment	Sequence	Compulsory/ Optional	Condonable/ Non-Condonable
MFAM01	Challenging the Future	30	100% Coursework	1	Compulsory	Condonable
MFAM02	Sustainable Finance and Strategy	30	100% Coursework	2	Compulsory	Condonable
MFAM03	Enabling Leadership	30	100% Coursework	3	Compulsory	Condonable

Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Sequence	Compulsory/ Optional	Condonable/ Non-Condonable
MFAM04	Creating and Sustaining Value	30	100% Coursework	4	Compulsory	Condonable
MFAM05	Strategic Management Project	60	100% Coursework	5	Compulsory	Condonable

- A definitive module descriptor is required for each module

If a student chooses to exit the programme early, they can attain exit awards: PGCert if they have accrued 60 credits, or PGDip if they have accrued 120 credits.

Delivery Pattern

Structure and Points of Progression for Masters Programme

Module Code	Module Title	Credits	Delivery Sequence	Progression Point
MFAM01	Challenging the Future	30	1	
MFAM02	Sustainable Finance and Strategy	30	2	Exit award (PGCert) available after completion of M01 and M02
MFAM03	Enabling Leadership	30	3	
MFAM04	Creating and Sustaining Value	30	4	Exit award (PGDip) available on completion of four modules (all except M05)
MFAM05	Strategic Management Project	60	5	Exit award available (MSc)

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Level 7

Module Code	Module Title	Thread	Employability skills
MFAM01	Challenging the Future	A-F introduction; A; C; D	Analytical thinking Active learning Critical thinking/analysis Emotional intelligence Systems analysis Digital skills
MFAM02	Sustainable Finance and Strategy	A; D; E	Active learning Critical thinking/analysis Complex problem-solving Systems analysis Digital skills
MFAM03	Enabling Leadership	A; C; F	Active learning Leadership and social influence Emotional intelligence Digital skills
MFAM04	Creating and Sustaining Value	A; B; C; E; F	Active learning Creativity, originality and initiative Critical thinking/analysis Complex problem-solving Leadership and social influence Emotional intelligence Reasoning, problem-solving and ideation Systems analysis Digital skills
MFAM05	Strategic Management Project	A; B; C; D; E; F	Active learning Creativity, originality and initiative Critical thinking/analysis Complex problem-solving Leadership and social influence Emotional intelligence Reasoning, problem-solving and ideation Systems analysis Digital skills

A. Sustainable Future: creating businesses that are environmentally, socially, and economically sustainable (overarching thread)
B. Value: defining, creating, and sustaining value
C. Change: identifying need to change and bringing about change
D. Analysis: a data-driven approach
E. Strategy: strategic approaches to sustainable business management
F. People: their role in sustainable business

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

The modules of this programme are mapped onto the Chartered Management Institute (CMI) Level 7 requirements, meeting the CMI's requirements for a Level 7 Diploma in Strategic Management and Leadership Practice. On successful completion of the full MSc, graduates will be awarded the Level 7 Diploma and the CMI membership grade of Foundation Chartered Manager automatically, the cost of which is included in the student fee. Members could then choose to work through the further levels if they wished.

If a student exits from the programme early, they can obtain a lower level CMI qualification (subject to CMI moderation); either a CMI Level 7 Certificate or CMI L7 Award. Any APEL requirements and its potential impact on a CMI award will be discussed on a case-by-case basis with the CMI representative.

12. Professional Advisory Group

N/A

13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University, or other institutions.

14. Employability and Career Progression Opportunities

Employability skills are integral to this programme. Typically, graduates from the programme are expected to be candidates for rapid progression within their organisation. Through a combined focus on developing knowledge, skill acquisition, and personal development planning, students are in an excellent position to become innovators or leaders of change in their work and business sector contexts. Specific employability skills are developed in independent tasks and peer interaction, and through formative and summative assessments. Please see the Threads table for details of which skills are developed in which module. The programme also confers the CMI membership grade Foundation Chartered Manager on successful graduates.

- **Analytical thinking and innovation** – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.

- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.

- **Creativity, originality and initiative** – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.

- **Critical thinking and analysis** - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion

- **Complex problem-solving** – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.

- **Leadership and social influence** - students are able to motivate others to act towards achieving a common goal

- **Emotional intelligence** – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.

- **Reasoning, problem-solving and ideation** – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions

- **Systems analysis and evaluation** – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

Digital Skills:

Digital employability skills are developed through an entirely online programme delivery model. Students will be supported in the first module to become familiar with learning and working in an online education environment, likely to be unfamiliar to many.

- **ICT Proficiency and Productivity** – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)

- **Digital Collaboration, Participation, Communication** – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).

- **Finding Digital Information and Data Management** – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).

- **Digital Learning and Teaching** – students are able to identify and use digital learning resources, apps and services (e.g. virtual learning environment, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).

- **Digital Problem Solving, Creation & Development** – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).

- **Digital Security, Well-being and Identity** – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

15. Support for Students and for Student Learning

All registered students of the Plymouth Marjon University are entitled to draw upon a range of the University's student support and guidance services. The following are accessible remotely:

- Academic tutorial staff, including programme leaders, module leaders, and external University tutors

- Extensive library and other learning resources, including the electronic library catalogue, e-journals, and the Distance Learning Platform

- Library and study skills guidance, access to Studiosity and Turnitin

- Student Support Services: support with learning, counselling services

- Detailed programme and module handbooks.

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the staff student liaison committee. In addition, students will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

17. Other Stakeholder Feedback

Feedback from the business community has been sought during the design phase of the programme, and this has informed the development and content of the programme. Organisations with which discussions have taken place include:

- The British Chamber of Commerce in Singapore

- A large international not-for-profit organisation headquartered in Devon

- An international maritime B2B organisation headquartered in London

- A Plymouth-based SME serving the public sector

- The Chartered Management Institute (CMI)

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed, and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.