**Programme Specification**  
**Postgraduate**

Applicable to postgraduate programmes

Please click [here](#) for guidance on completing this specification template.

### Part A: Programme Summary Information

1. **Title of programme:** Information Technology Leadership
2. **Programme Code:**
3. **Entry Award(s):**
   - [ ] MA
   - [ ] MSc
   - [x] PGDip
   - [x] PGCert
   - [ ] PG Award
   - [ ] DPS
   - [ ] CPS
   - [ ] Other (please specify below):

<table>
<thead>
<tr>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>7</td>
</tr>
<tr>
<td>30</td>
<td>7</td>
</tr>
</tbody>
</table>

4. **Exit Awards:**
   - [ ] PGDip
   - [ ] PGCert
   - [x] PG Award
   - [ ] CPS

<table>
<thead>
<tr>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>7</td>
</tr>
</tbody>
</table>

Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or if it is to have a different name from the entry qualification you must indicate this below:

5. **Date of first intake:** May 2017
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td><strong>Frequency of intake:</strong></td>
</tr>
</tbody>
</table>
| 7. | **Duration and mode of study:** | PGCert: Part-time 30 weeks - 3 years  
PAward: Part-time 30 weeks – 2 years  
The mode of study is by online learning |
| 8. | **Applicable framework:** | University Framework for Postgraduate Modular Provision  
Framework exemption required:  
☒ No (please go to section 9)  
☐ Yes (please provide a brief summary below) |
| 9. | **Applicable Ordinance:** | General Ordinance for Modular Master’s Degrees, Postgraduate Diplomas,  
Postgraduate Certificates and Postgraduate Awards.  
New/revised Ordinance required:  
☒ No (please go to section 10)  
☐ Yes (please provide a brief summary below) |
| 10. | **Faculty:** | Faculty of Science and Engineering |
| 11. | **Level 2 School/Institute:** | School of Electrical Engineering, Electronics and Computer Science |
| 12. | **Level 1 unit:** | Department of Computer Science |
| 13. | **Campus:** | |
| 14. | **Other contributors from UoL:** | |
| 15. | **Teaching other than at UoL:** | Laureate Online Education |
| 16. | **Director of Studies:** | Professor Frans Coenen |
| 17. | **Board of Studies:** | Computer Science Board of Studies (Online) |
| 18. | **Board of Examiners:** | Board of Examiners for Online Degrees in Computing |
### Part B: Programme Aims & Objectives

#### Aims of the Programme

The PG Cert/Award in IT Leadership enables working professionals to build on their existing theoretical and practical academic foundation by augmenting this foundation with the theory and practice of leadership in IT organisations. The programme aims to equip students with specialised knowledge, tools and solutions in the area of leadership so as to provide students with the ability to take up leadership roles with respect to substantial IT projects within the domain of IT. On completion of the programme successful graduates will have been provided with a critical understanding of how technology becomes an enabler for business and how business can operate more efficiently using technology.

No. **Aim:**

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To enable graduate IT Professionals to build on their existing theoretical and practical academic foundation by augmenting this with the theory and practice of management and leadership in the context of the Information Systems industry.</td>
</tr>
<tr>
<td>2</td>
<td>To update students’ current knowledge with respect to recent developments within the IT industry so that they are able to evaluate critically how these developments can drive strategic change in IT organisations.</td>
</tr>
</tbody>
</table>
### Programme Specification PG
PG Award Information Technology Leadership

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Master’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A high level, but systematic, understanding of current technical developments at the forefront of the discipline of computer-based Information Systems to support the objectives and strategic plans of organisations.</td>
</tr>
<tr>
<td>2</td>
<td>A wide-ranging, comprehensive and critical understanding of current IT issues and methodologies to enable: (i) the design, implementation and deployment of IT systems, (ii) informed strategic management and leadership of development teams within the IT industry and (iii) the strategic management and leadership of IT oriented departments and organisations.</td>
</tr>
<tr>
<td>3</td>
<td>A comprehensive and critical understanding of the technical, managerial and leadership techniques that lead to the purposeful implementation and utilisation of information technology for the benefit of organisations.</td>
</tr>
<tr>
<td>4</td>
<td>An in-depth, systematic and critical understanding of the strategic leadership and management roles in IT organisations, and the alignment of IT solutions, to drive strategic decision making for innovation and change.</td>
</tr>
<tr>
<td>5</td>
<td>A critical understanding of the changing nature of business in the context of IT, the challenges in the deployment of IT solutions, and the leadership strategies required to manage IT change and deployment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A critical understanding of current IT issues and methodologies to enable: (i) the deployment of IT systems, (ii) informed leadership in the management and leadership of development teams within the IT industry and (iii) the strategic management and leadership of IT oriented departments and organisations.</td>
</tr>
<tr>
<td>2</td>
<td>A critical understanding of the technical, managerial and leadership techniques that lead to the purposeful implementation and utilisation of information technology for the benefit of organisations.</td>
</tr>
</tbody>
</table>
A systematic understanding of the strategic role of leadership in IT organisations, and the alignment of IT solutions, to drive strategic decision making for innovation and change.

A critical understanding of the changing nature of business in the context of IT, the challenges in the deployment of IT solutions, and the leadership strategies required to manage IT change and deployment.

### 27a. Mapping of subject-based learning outcomes:

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CKIT555</td>
<td>Practical assessments/Reports/Discussion Questions</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CKIT551, CKIT555, CKIT556</td>
<td>Practical assessments/Reports/Discussion Questions</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CKIT551, CKIT555</td>
<td>Practical assessments/Reports/Discussion Questions</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>CKIT556, CKIT557</td>
<td>Practical assessments/Reports/Discussion Questions</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>CKIT556</td>
<td>Practical assessments/Reports/Discussion Questions</td>
<td></td>
</tr>
</tbody>
</table>

### 28. Skills and Other Attributes

<table>
<thead>
<tr>
<th>Skills and attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A systematic understanding of the process of Online Learning and its significance with respect to independent learning and continuing professional development.</td>
</tr>
<tr>
<td>2 The ability to present and communicate professional concepts to colleagues and clients.</td>
</tr>
</tbody>
</table>

### 28a. Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Online Learning features through out the programme.</td>
<td>Learning</td>
<td>Practical, Written</td>
</tr>
<tr>
<td>2</td>
<td>CKIT551, CKIT555, CKIT556, CKIT557</td>
<td>Employability</td>
<td>Practical, Written</td>
</tr>
</tbody>
</table>

### 29. Career opportunities:
There is a significant demand for graduates that can take up leadership roles within the IT industry. The programme is directed at this employment opportunity. Students graduating from the programme will be able to take up rewarding positions involving leadership in the IT industry, or in IT departments of companies and organisations.

**Part C: Entrance Requirements**

**30. Academic Requirements:**

Either a first degree equivalent to a UK Bachelor’s degree, coupled with 2 years relevant IT professional experience; or such experience in employment as would be considered to be comparable with the award of a Bachelor’s degree.

Applications from students with a professional IT background, rather than a Bachelor’s degree, will be assessed in accordance with established practice for The University of Liverpool’s online Computer Science programmes that are delivered in collaboration with Laureate Online Education, as follows:

1. At least three years’ experience for holders of the equivalent of an HNC/HND (or 2 years certified HE).
2. At least five years’ experience for holders of the equivalent of GCE A-levels or an ONC/OND.
3. At least ten years of experience otherwise.

The initial contact for applicants will be a representative of Laureate Online Education. The final decision as to whether to admit an applicant to the programme lies with the Department of Computer Science at the University of Liverpool.

**31. Work experience:**

For graduates (as noted above) normally two years’ work experience in IT-related employment is required; a significantly longer period of relevant employment is necessary for candidates lacking a first degree.

**32. Other requirements:**

English-language skills equivalent to at least IELTS 6.5.

**Part D: Programme Structure**

**33. Programme Structure:**

Students can register for any of the following two entry awards: (i) Postgraduate Certificate (PG Cert) in Information Technology Leadership, (ii) Postgraduate Award (PG Award) in Information Technology Leadership.

1. **Programme Structure**

All modules are at level 7.

1.1 **PG Certificate Information Technology Leadership (Entry Award)**
The modules in the PG Cert Information Technology Leadership programme are as follows:

Mandatory modules:
1) CKIT555 Managing Technology Enterprise (15 credit points)
2) CKIT556 Information Technology Leadership (15 credit points)
3) CKIT557 Strategic Technology Management (15 credit points)
4) CKIT551 Understanding Organisations and Human Behaviour (15 credit points).

All modules are at level 7. Under special circumstances students can apply to the Director of Studies for the programme to take an alternative module available within the online Computer Science provision. There is an exit point for a PGA after 30 credits have been successfully completed.

1.2 PG Award Information Technology Leadership (Entry Award)

The modules in the PG Award Information Technology Leadership programme are as follows:

Mandatory modules:
1) CKIT556 Information Technology Leadership (15 credit points)
2) CKIT551 Understanding Organisations and Human Behaviour (15 credit points)

34. Industrial placement/work placement/year abroad:
Not applicable

35. Liaison between the Level 2 Schools/Institutes involved:
Delivery of the programme is undertaken by the Department of Computer Science at the University of Liverpool in partnership with Laureate Online Education. Staff within the Department of Computer Science liaise regularly with colleagues at Laureate who are responsible for the day-to-day management of the programme. The University retains control over all academic aspects of the programme and its delivery. Appropriate Laureate personnel are represented on the Board of Studies and Board of Examiners, together with representatives of the Department of Computer Science.

Part E: Learning, Teaching and Assessment Strategies

36. Learning, Teaching and Assessment Strategies:
The mode of delivery of taught modules is by internet facilitated distance learning. This mode of study enables students to pursue modules via home study while continuing in employment.

Module delivery involves the establishment of a virtual classroom in which a relatively small group of students (usually 15-20) work under the direction of a module instructor, using an internet-based distance learning package. Module delivery proceeds via a series of one-week online seminars, each of
which typically includes:

1. An online lecture, and other learning materials, posted electronically to a public folder in the virtual classroom.
2. Coursework assignments, which may include both reading assignments and practical work, results from which are posted to closed folders in the virtual classroom.
3. Class discussions and group assignments, facilitated and moderated by the class instructor, carried out within open folders.

Communication within the virtual classroom is asynchronous, preserving the requirement that students are able to pursue the course in their own time, within the weekly time-frame of each seminar.

Two broad principles inform the teaching and learning strategy: social constructivism and collaborative enquiry. Social constructivism describes a view of learning in which students construct their own unique understanding of a subject, through a process which includes social interaction so that the learner can explain understandings, receive feedback from teachers and other students, clarify meanings, and reach a group consensus. Collaborative enquiry via Internet-mediated communication provides a framework for this mode of learning. The aim is to use the medium to foster the creation of a learning community, which will enable: dialogue between participants, sharing of information, and collaborative project work. This mode of learning is particularly appropriate when, as in this case, the students themselves will often bring knowledge and expertise that is outside the experience of the course teacher, and which can be shared with the group.

A key feature of the approach is the use of moderated discussions of material introduced in the virtual classroom. Every taught module includes, each week, a discussion of topics specified by the instructor. Participation in these discussions is a requirement for students attending, and forms part of the basis for assessment. This requirement ensures a continuing commitment from the students to the learning process.

All communications that take place within the virtual classroom, including all assignments carried out by students and assessments by instructors, are recorded and are available for scrutiny by staff with appropriate access permissions. This enables two aspects of quality control:

1. Module delivery is monitored by staff at the Department of Computer Science to ensure that defined syllabuses, procedures, and assessment processes are followed, appropriate standards are maintained, and to check for plagiarism.
2. All assessments are subject to the Universities moderating procedures.

All assessment is subject to inspection by external examiners.

Under normal circumstances students will be expected to take one module at a time. Under special circumstances students can apply to the Director of Studies to take two modules at the same time. The taking of three modules at the same time is strongly discouraged. Students who elect to take more than one module at a time cannot use this as grounds for an extenuating circumstances claim.
36a. Learning, Teaching and Assessment methods:

Assessment is entirely based on work carried out in the virtual classroom, including contribution to discussions, weekly assignments, and longer individual or group-based projects. The weighting assigned to each component is prescribed separately for each module. The main aim of the assessment strategy is to verify the achievement of learning outcomes within the broad framework of the degree classification, thus at Pass, Merit and Distinction levels.

37. Assessment information for students:

Code of Practice on Assessment

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The framework for modular, postgraduate programmes;
- Information about students’ progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University’s policy on making adjustments to exam arrangements for disabled students. The code of practice relating to external examining (see also below)
- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
- The policy on providing students with feedback on assessment.

Please click here to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the ‘Your University’ handbook.

Marking criteria:

Taught modules are typically eight weeks in duration. Typically students receive grades for several units of assessment carried out each week. Grading is founded on a six-point scale: A* A B C D F. The grade descriptors to be used in association with this six-point scale are presented in Table 1 below. These grades are converted into a weighted average final mark (expressed as a percentage) for each module. These final module marks will then be used to determine the degree award and for inclusion in transcripts. The weightings given to each component making up individual modules are specified in the module specifications. Major projects (such as the final dissertation) will be assessed directly using a numeric scale (as prescribed in the appropriate module specification).
### Table 1: Grade Descriptors

#### Pass marks
The pass mark for each module is 50%.

#### Re-takes
Marks achieved through re-assessment will be capped at 50% for the purposes of calculating the overall mark and determining classification for an award; The actual mark achieved through reassessment will be the mark recorded on the transcript.

**Final awards**

A *Postgraduate Certificate in Information Technology Leadership (Entry Award)* will be awarded to students who achieve a minimum of 60 credit points as per the prescribe programme of study detailed in this programme specification.

A *Postgraduate Award in Information Technology Leadership (Entry Award)* will be awarded to students who achieve a minimum of 30 credit points as per the prescribe programme of study detailed in this programme specification.

A mark of Merit or Distinction will be awarded according to the criteria set out in the University’s code of practice on assessment.

**Criteria for the award of an alternative qualification**

Postgraduate Award (exit award) – this will be awarded to students who have previously registered for Postgraduate Certificate provided that the student has achieved a minimum of 30 credits.

In the case of the PG Award exit award, whether the award should be named or unnamed will be at the discretion of the Board of Examiners. In this regard the Board of Examiners will be guided by the combination of modules prescribed in this specification with respect to the PG Award entry awards. The normal expectation is that PG Award exit awards will be unnamed.

When selecting modules whose credit is to be counted towards a particular exit award this will be done in a manner so as to best advantage the student.

38. **Student representation and feedback:**

Because of the nature of the delivery of the programme, and the world-wide distribution of the student body enrolled on the programme, physical participation in a Liverpool-based Staff-Student Liaison Committee (SSLC) is impracticable. Instead SSLCs, run on similar lines as on-campus SSLCs, are conducted in the form of teleconferences. SSLCs are held three times a year prior to each Board of Studies (BOS) meeting. Each BOS receives a report from its associated SSLC, these reports are also posted online. Feedback from each BOS is provided at each subsequent SSLC.

The principal channel for students to communicate with their colleagues and with staff, in keeping with the medium for programme delivery, is the Internet. Each module delivered establishes a virtual classroom within which the module instructor will communicate with students to deliver module materials, receive coursework assignments and facilitate class discussions. This mechanism automatically provides a framework for students to share concerns with their colleagues and with staff, either privately or publicly, within the class. Other concerns can be raised privately via the student’s Student Support Manager (SSM). Each student is assigned, for the duration
of his/her studies, a Laureate based SSM whose role includes that of acting as a personal tutor.

Feedback on the delivery of individual modules is provided through the completion of a “end of module” questionnaire issued to all students taking part in the module. A summary of the questionnaire returns is given to the module instructor, who is asked to comment on this, and any other issues arising in the delivery of the module, in the form of a report with prescribed headings. This report may be further augmented by comments from the module monitor (a member of staff within the Department of Computer Science at the University of Liverpool). Each module delivery is reviewed by the Board of Studies, which is provided with the composite module report, including the questionnaire summary. An overall summary of student feedback is also presented for consideration at each meeting of the Board of Studies. These reports are also made available to the Board of Examiners.

### Part F: Status of Professional, Statutory or Regulatory Body Accreditation

#### 39. Status of Professional, Statutory or Regulatory Body Accreditation:

The British Computer Society (BCS), the body that accredits most Computer Science UG and PG taught programmes in the UK, does not accredit PG Certs or Awards.

### Part G: Diversity & Equality of Opportunity and Widening Participation

#### 40. Diversity & Equality of Opportunity and Widening Participation:

The programme design, structure and content are consistent and compliant with the University’s Diversity and Equality of Opportunity Policy.

### ANNEX 1

**Annex Of Modifications Made To The Programme**

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Programme</td>
<td>Not Applicable</td>
<td>February 2017</td>
<td>March 217 (UAP)</td>
<td>May 2017</td>
</tr>
</tbody>
</table>