

PROGRAMME SPECIFICATION – Postgraduate Certificate in Applied Management

1	Awarding institution/body: University of Worcester				
2	Teaching institution: University of Worcester				
3	Programme accredited by: not applicable				
4	Final award : PG Certificate				
5	Programme title: PG Certificate in Applied Management				
6	Pathways available: Not applicable				
7	Mode and/or site of delivery: Taught programme with work-related learning				
8	Mode of attendance: Part time				
9	UCAS Code: Not applicable				
10	Subject /Professional Benchmark statements : Master's degrees in Business and Management 2007				
11	Date of Programme Specification preparation/revision: July 2010				
12	<p>Educational aims of the programme</p> <p>The Post Graduate Certificate in Applied Management comprises bite-size packages of learning and aims to develop in recent graduates, with limited full-time work experience in business/management, an applied and critical appreciation of theories, tools and techniques of effective leadership and management. It seeks to prepare students for a career in business and management, and for research or further study in the area, by the development of a range of business knowledge and skills, together with the self-awareness and personal development appropriate to graduate/management careers in business.</p> <p>The programme focuses upon applied learning, encouraging students to relate new knowledge and skills to real leadership and management scenarios. In particular, the purpose of the programme is to provide students with:</p> <ul style="list-style-type: none"> • A systematic understanding of leadership and management in organisations and the development of positive and critical attitudes towards leadership, change and enterprise, so as to reflect the dynamism and vibrancy of the business and management environment. • Opportunities for the development of the skills of objective analysis and evaluation to allow detailed investigation into relevant business and management issues. • An ability to convert theory into practice from a critical and informed perspective and to apply knowledge and understanding of organisations, leadership and management to complex issues, both systematically and creatively, to enhance the effectiveness and competitiveness of employing organisations. • Enhancement of a range of general transferable intellectual and study skills appropriate, but not restricted to, a career in business, so as to be able to work with confidence and self-direction in planning and implementing projects at a professional level, to take responsibility for their own personal development. 				
13	<p><u>Intended learning outcomes and learning, teaching and assessment methods.</u></p> <table border="1"> <tr> <td><i>Knowledge and understanding:</i></td> <td><i>Examples of learning, teaching and assessment methods used:</i></td> </tr> <tr> <td> <ul style="list-style-type: none"> • The role and functions of leadership and management within an </td> <td> <ul style="list-style-type: none"> • A programme of interactive seminars, group work sessions, individual tutorials </td> </tr> </table>	<i>Knowledge and understanding:</i>	<i>Examples of learning, teaching and assessment methods used:</i>	<ul style="list-style-type: none"> • The role and functions of leadership and management within an 	<ul style="list-style-type: none"> • A programme of interactive seminars, group work sessions, individual tutorials
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<p>organisational context</p> <ul style="list-style-type: none"> Investigation of selected core disciplines of business and management including finance, human resource management, operations management, marketing, sales and business strategy Their own leadership capabilities and how to develop them in the future The application of strategic thinking to successful leadership and management in organisations in a prescribed range of scenarios The key drivers of change affecting leadership and management including technological improvement and globalisation The processes of strategic problem solving and decision making in a prescribed range of scenarios 	<p>and self-study</p> <ul style="list-style-type: none"> The researching and writing of work-based assignments with structured tutor support and feedback Improvement-driven and action- plan focused assessment tasks, based on critical evaluation/reflection 	
<p><i>Cognitive and intellectual skills:</i></p>	<p><i>Examples of learning, teaching and assessment methods used:</i></p>	
<ul style="list-style-type: none"> Critical thinking and critical appraisal applied to selected areas of leadership and management Problem solving and dealing with complex issues of leadership and management in a prescribed range of scenarios Interpretation and abstracting meaning from a variety of data to inform strategic decision making Exercising judgement and understanding in relation to selected ethical issues and practice. 	<ul style="list-style-type: none"> All modules require learners to engage in discussion of key issues and the critical application of key concepts Analysis of live and case study scenarios require students to interpret data and abstract meaning, as well as offering students the opportunity to engage in problem-solving and complex issues Modules raise issues in which judgement needs to be exercised in relation to ethical issues and practice (eg; dissemination of sub-standard financial performance results in 4183) Intellectual and cognitive skills are assessed by means of written assignments, and work-related projects which result in strategic proposals and action plans for the purposes of improvement 	
<p><i>Practical skills relevant to employment:</i></p> <ul style="list-style-type: none"> Critical reflection upon own role within the organisation and sensitivity to the differing perspectives of others. Information retrieval, organisation and effective dissemination Working effectively with and leading others within a variety of organisational contexts Strategic planning, management and the making of sound judgements in accordance with the core values of own organisation 	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <ul style="list-style-type: none"> Teaching which promotes the discussion of real-world situations and of student work-experiences and the sharing of class diversity to broaden and deepen perspectives Preparatory reading and review of learning material, journals and newspapers to support learning VLE designed to guide and inspire learners through the assessment process linked to workshops Group and individual formative tasks involving information retrieval from live organisations Role-based assessments (eg reflection on leadership approaches in 4180) and personal action plan in 4181). 	

<p>Transferable/key skills:</p> <ul style="list-style-type: none"> • Numeracy and quantitative skills • Two-way communication skills e.g. negotiation and persuasion • Self management skills and personal effectiveness, e.g. time management • Professional development • Effective use of ICT. • Teamwork 	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Numeracy and quantitative skills taught through use of worked examples eg the selection and application of appropriate accounting techniques in 4183; production of an operational budget in 4185. • Group exercises involving role-play are used to develop two-way communication skills and teamwork • Time management skills are conveyed as an integral element of successfully completing assessments • Professional development is promoted via the live contextualisation of assignments to students' own organisations • Reflective learning and evaluation skills resulting in action plans promote professional and personal development • Effective use of ICT is enhanced via manipulation of business software packages. 	
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Further details of how the intended learning outcomes for each module map to those for the course as a whole can be found in Appendix 1

In developing the PG Certificate in Applied Management, consideration has been given to the following: -

- facilitation of self directed and autonomous learning via the assessment process;
- the need to encourage supportive (informal) learning networks via the VLE;
- facilitation of active reflection on, and engagement with own leadership style, management role, associated competencies and potential.
- assessment approaches which are compatible with, and reflect, the teaching and learning ethos of Worcester Business School and the University of Worcester, namely a student-centred learning paradigm.

In designing the programme, great care has been taken to adopt a blended learning approach, where workshops are integrated as part of the learning process with on-line resources available via the Virtual Learning Environment (VLE), and individual tutorial support, both face-to-face and on-line. The workshops (6 x half-days per module), will be facilitated by tutors and will draw upon the experience of the group in addressing the content indicated in the module outlines which accompany this handbook. The sessions will be structured using a variety of activities, including group discussion, case study analysis, role play, simulation and tutor input as appropriate to the needs of the subject matter and the learning outcomes of the module. The VLE will contain, as a minimum - the module outline, assessment details and accompanying assessment criteria, details of essential reading and hyperlinks to internet-based resources or key on-line articles from Business Source Premiere and Emerald Xtra, for example. A period of up to 2 weeks after completion of the workshop will then be available, during which students will be able to access the VLE and the support of the module tutor who will advise and guide on the completion of the linked assessment.

Support for students, in relation to academic and personal and professional development skills, forms an integral part of the 6 half-day workshops which will front

and complete the programme. Further support is provided via in-module and formative work, and via the VLE in the form of on-line support material developed by the University Information and Learning Service. Module leaders, and the course leader, will provide valuable face-to-face contact and support.

14 Assessment

Assessment Strategy

The Assessment strategy of the Postgraduate Certificate in Applied Management, like the Learning and Teaching strategy, has been designed to provide students with a variety of challenges appropriate for Masters level. The range of assessments is detailed in Appendix 2. Whilst students are required to complete summative assessed work on an individual basis, students are actively encouraged to discuss their understanding of models, concepts and theories, and more importantly their application to a given scenario and own work experience with other members of their group. This allows the sharing of ideas and experiences, testing of understanding, and a greater critical evaluation of the ideas under discussion. This sharing of ideas is encouraged through the VLE. In this way students learn from each other and develop relationships that will help them through the rest of their programme. Detailed assessment briefs are made available to students via the VLE.

In line with UW requirements, wherever practicable, assignments will be marked anonymously. In marking assessed work, internal and external moderation is standard practice. Where there is some doubt as to the authorship of an assessment, University of Worcester has its own published policy for investigating plagiarism.

In testing student understanding great use is made of relevant and up to date case studies that encourage students to apply leadership and management theories, models and concepts to critically evaluate their own work-related situations. In this way students are encouraged to use their studies to critically evaluate and reflect upon their own organisations and issues.

The overall purpose of this assessment is to enable students to:

- Demonstrate that they have the intellectual rigour commensurate with a programme of this nature and have developed the analytical skills expected of study at post-graduate level
- Develop and demonstrate their capacity for in-depth research and the ability to arrive at creative and critical responses to management issues
- Demonstrate the ability to synthesise appropriate theories, models and concepts from a range of modules studied on the programme and apply them to critically evaluate real world management scenarios
- Maximise the opportunity to utilise and share their own experience(s) and research to produce concise documents of the kind used in the management decision making process
- Receive continuous, regular and appropriate feedback throughout their engagement with the programme
- Develop the intellectual and practical abilities required of effective managers

Students will receive support from their module tutor during the period of assessment of the module. During this time, students will have access to the VLE which will offer guidance, web links and other materials designed to support the student in engaging with the assignment. Students will also have access to tutors via the telephone, or indeed via an appointment made to see the tutor through e-mail correspondence. The assignments are designed to demonstrate critical thinking around the specific issue or problem which will form the focus of the assignment. It is expected that appropriate theoretical ideas will be used from the course and wider reading, as

directed, and applied appropriately in the course of analysing the issue or problem. There will be an opportunity to apply these ideas and reflect critically upon them in order to evaluate their appropriateness in given situations.

In designing the assessment strategy for the Postgraduate Certificate in Applied Management, the course team have been careful to align with the [University's Assessment Policy](#) and the University's [Masters Level Grade Descriptors](#)

15 Programme structures and requirements

The award of Postgraduate Certificate in Applied Management is completed by taking and passing all modules of study in line with the requirements of the [University's Assessment Policy](#) and [Postgraduate Regulatory Framework](#).

In order to complete the award PG Certificate in Applied Management, the student requires 60 credits of study derived from six 10-credit weighted mandatory modules as detailed in the Award Map below:

AWARD MAP: Postgraduate Certificate in Applied Management
Year: 2010-11

LEVEL 7				
Module Code	Module Title	Credits (Number)	Status	
			Mandatory (M) or Optional (O)	Prerequisite (Code of Module required)
BUSM4180	Leadership Concepts	10	M	None
BUSM4181	SMART Planning and Selling	10	M	None
BUSM4182	Operational Strategy: Delivering Business Efficiency	10	M	None
BUSM4183	Finance for non-financial Managers: Understanding the numbers !	10	M	None
BUSM4184	Innovate to Win: Dare to be Different	10	M	None
BUSM4185	Project Management: On target is possible	10	M	None

16 QAA Academic Infrastructure

Like all Higher Education courses in the UK, this award is designed with reference to the [Academic Infrastructure](#), a means of describing academic standards in terms of the [academic level](#) that a student is expected to achieve and, in broader terms, the [content](#) that will be covered.

All Masters programmes in business and management in the UK, must relate to the QAA Subject Benchmark. The [QAA Subject Benchmarks for Masters Degrees in Business and Management 2007](#) recognise that there three 'types' of course available and that these different orientations need to be explicitly addressed when designing the learning, teaching and assessment requirements, as well as the specific knowledge, understanding and skills that underpin the course. The Postgraduate Certificate in Applied Management is designed as a 'Type 2' award which provides a generalist master's degree for career entry.

The QAA subject benchmark specifies key areas of knowledge and understanding and these have been used to inform the learning, teaching and assessment

strategies for this generalist career-entry/enhancement programme in applied management. The mapping exercise shown in the Appendix 3 demonstrates the way in which the programme modules support the ten key areas of knowledge and understanding.

The QAA subject benchmark also provides a skill set for masters programmes and these have been mapped in Appendix 4 to show which modules act to support the key transferable skills associated with management.

In line with the [QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland](#) , (Level 7, FHEQ), this award seeks to develop students who will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to develop their knowledge and understanding and to develop new skills to a high level

17 Support for students

The following activities and documents have been put in place to provide support for Postgraduate students at Worcester Business School:

- A half-day programme covering:
 - A brief overview of the programme
 - an introduction to the delivery pattern of the module (e.g. 6 x half-day per module inputs for a 10 credit module, followed by a 2-week period of assignment support)
 - instructions on accessing the VLE to support the programme/ module
 - where to go to seek additional advice on progression through the programme
 - how to make the most of work-related experience
- Course handbook (available via the VLE) including module outlines, guidance for tackling assessments and links to further academic resources and skills support
- Support from ILS staff, through the Information Desk and Study Guides
- Student Representation on the Staff Student Consultative and Course Management Committees to address student and course-wide issues
- An allocated personal tutor to provide support for learning. The personal tutor for all registered students will be the programme manager.
- Student-specific information, including module results, on the SOLE page of the University website managed by Registry Services
- A range of support services available through Student Services including student wellbeing, welfare and financial advice
- English language support provision available through the Language Centre
- A wide range of support for disabled students via the University's Disability and Dyslexia Service.

The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

18 Admissions policy, criteria and procedures

Entry requirements

The Postgraduate Certificate in Applied Management is open to new or recent graduates.

General entry requirements are as follows:

- A second class honours degree in any subject (or International students holding a qualification recognised as equivalent by the University). Students with a third class honours degree (or equivalent) are encouraged to apply subject to the admissions procedure indicated below.
- Students whose first language is not English are required to demonstrate proficiency to a minimum level of 6.5 IELTS or equivalent.
- Students must have access to current or recent (within previous 12-months) experience of work. Such experience would include working full, part-time, voluntarily, or on short-contract, placement or internship.

Admissions procedures

Students with a third class honours degree, or equivalent, will be interviewed and required to demonstrate their suitability for the programme. This may be via completion of a small evaluative written piece of work, oral presentation/critique of academic theory, or evidence and discussion of some first degree work which achieved second class honours grading in order to assess cognitive and intellectual skills (eg critical thinking, critical appraisal, interpretation and abstraction of meaning).

Students who are not in full-time work may be interviewed in order to ensure that they have access to relevant and sufficiently recent work-related experience.

Accreditation of Prior Learning.

Students with relevant previous study at postgraduate level will be considered eligible for accreditation of prior learning. Credit may be given for individual modules, where qualifications (at the appropriate level) are felt to represent a close match with module learning outcomes.

Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

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

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

- Module feedback
- Annual Course Monitoring Report completed by programme manager
- Periodic review, including external scrutiny
- Peer teaching observation
- External examiners reports
- Academic staff annual appraisal

Committees with responsibility for monitoring and evaluating quality and standards

- Worcester Business School Quality Committee
- Worcester Business School Post Results Moderation Group
- Worcester Business School Board
- Worcester Business School Learning and Teaching Committee
- Course Management Committee and accompanying Staff Student Consultative Committee chaired by the programme manager, and including the staff team and student representation
- University PG Board of Examiners
- Academic Standards and Quality Enhancement Committee
- Ethics Committee
- University Learning, Teaching and Student Experience Committee

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

- Module feedback questionnaires
- Course Management and Staff Student Consultative Committees
- Meetings with personal tutor

20 Regulation of assessment

Assessment is the process by which the University is able to confirm that a student has achieved the learning outcomes for a module. Assessment is work undertaken by a student for which the grade (which may include pass or fail) contributes to the evaluation of the student's performance and the determination of his or her entitlement to proceed with the course or eligibility for an award. The course operates under the [Postgraduate Regulatory Framework](#) which sets out the full regulations for passing modules, grading of modules, retrieving failed modules and achievement of award. The following award will be available to students who meet the academic requirements:

Award	Requirement
Postgraduate Certificate in Applied Management (PGCert)	60 credits at Level 7

The award of PG Cert may be made with Pass, Merit or Distinction.

Institute Examination Boards review and confirm results for modules, and the Scheme Examination Board considers candidates' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

The University requires Institutes and/or course teams to have a formally

stated policy for internal and external verification and moderation of marking which meets the requirements of the [University Assessment Policy](#)

Details of Worcester Business School's Policy on Validation and Moderation of Student Work can be found at Appendix 5.

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is 50% for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements (delete if this does not apply).
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.
- For full details of submission regulations see PRF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

This section must also include details of any regulations which specifically apply to the course and/or are different to the standard regulations of the Undergraduate Regulatory Framework. Such regulations must be agreed with the Head of Registry Services and Director of QED and approved by ASQEC.

21 Indicators of quality and standards

- In November 2005, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of

departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

- The discipline of Business and Management was specifically audited as part of this process. The Business and Management Discipline Audit confirmed that the standard of student achievement in the discipline was appropriate to the title of the award and its location within the FHEQ. The QAA commended WBS for robust and comprehensive annual monitoring, for especially good practice in supporting its students via the personal tutoring system, and for quality assurance via post-results moderation.
- Director of Business and Professional Development (who has overall responsibility for the quality of the Professional Development programmes offered by the School) is a trained QAA Institutional Auditor.
- Annual External Examiners' reports have been extremely supportive and complimentary particularly with respect to the mix of assessments and responsive and proactive approach to continuously improving the curriculum.
- Many members of staff engaged in developing the programme are actively engaged in relevant research, consultancy and professional practice in the disciplines of business management.
- The University of Worcester holds the Investors in People kitemark which was renewed in 2008.
- HEFCE performance indicators, especially with respect to completion and achievement.
- The annual National Student Survey in which, in 2008 Business Management received an overall satisfaction score of 4.1 (out of a total of 5).
- Careers Destination Surveys

22 Career Opportunities & Links with Employers

- Worcester Business School has specific employer engagement personnel in the form of the Director of Business and Professional Development, and Manager: Employer Engagement. Both share responsibility for promoting closer links with employers, through the Business School Advisory Board, links with professional organisations e.g. Institute of Directors, Federation of Small Businesses, UK IT Association, Herefordshire and Worcestershire Chamber of Commerce; professional bodies e.g. Chartered Management Institute CMI), Chartered Institute of Personnel and Development (CIPD), Institute of Leadership & Management (ILM), Chartered Institute of Marketing (CIM) and also via direct engagement. It may be that the Business School can broker links with these organisations on the student's behalf that may prove valuable to their organisation and role.
- The Business School also has a strong working relationship with the University of Worcester's Business Development Office that provides external links through agencies such as the West Midlands Business Council, Women in Rural Enterprise etc. As above, the University represents an important regional (and national/ international) focus for networking, and this may add tremendous value during engagement with the Postgraduate Certificate programme.
- The Business School's specialist research and consultancy centre, the Centre for People @ Work, has a wide range of projects and opportunities to provide links with other employers. The Centre specialises in applied research and consultancy, and a number of projects have been completed that have improved the business organisation in question, as well as providing excellent primary research material to form the basis of papers and publications.
- The School has been an important focus of projects linked with the West Mercia Constabulary through the Shared Police and Higher Education (SPHERE) partnership. This engagement has enriched the experience of

WBS tutors, providing excellent case studies for use in management development.

- University of Worcester Careers Advisory Service provides on-going support for registered students on the Postgraduate Certificate programme.
- Periodic Career Fairs are organised by Student Services

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 s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module specifications and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in accompanying course handbook.