

Programme Specification for the University Diploma in Leadership and Management

This document applies to students who commence the programme in or after
September 2017

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	University Diploma
5.	Programme title	University Diploma in Leadership and Management
6.	Pathways available	N/A
7.	Mode and/or site of delivery	Students study modules through attendance at workshops delivered on an evenings-only basis, at day-schools or short block attendance e.g. weekends at the University, in-company (e.g. Herefordshire Council) and other sites approved by the University to support employer needs.
8.	Mode of attendance	Part-Time
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	QAA Subject Benchmark Statement for Business and Management (2015) National Occupational Standards for Management and Leadership (2008)
11.	Date of Programme Specification preparation/ revision	Feb 2011/updated May 13; August and October 2014 – amendment to regulations. January 2016 – updated in line with the revised QAA Subject Benchmark Statement June 2017: new module added at SQC (29.06.17). August 2017 – AQU amendments

12. Educational aims of the programme

This programme is designed to develop leadership and management competences in individuals in order for them to be effective in their organizational roles. The Programme is designed to enable students to develop practical management skills against the National Occupational Standards in Leadership and Management and the QAA Subject Benchmark Statement. The programme aims to provide students with the theories, tools and techniques to manage people and activities effectively in a variety of organisational settings, and to help them to make the most efficient use of financial resources and information. It is designed to improve students' ability to influence others in order to achieve results. It focuses on applied learning, encouraging students to relate new knowledge and skills to real workplace situations. It therefore addresses the needs of practicing or aspiring middle managers who require formal development of management skills.

In particular, the purpose of the programme is to provide students with:

- A stimulating academic environment which is based upon the values of academic openness and critical appraisal;
- The basis for further professional development, and to encourage them to take responsibility for their own CPD and those for whom they are responsible;
- The application of appropriate knowledge, understanding and skills to become more effective

- in their leadership and management roles;
- The ability to learn and apply leadership and management techniques beyond their completion of the course
- The ability to explore their potential, and increase their awareness and self-confidence;
- Progression opportunities to other programmes such as the PG Diploma in Management Studies/ MBA
- Enhanced career opportunities
- To enhance the skills and attributes necessary to being effective global citizens such as general transferable intellectual and study skills

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and understanding of:	Examples of teaching, learning and assessment methods used:
<p><u>Organisations</u>: The internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, size/ scale, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment. (BUSM2903; BUSM2904; BUSM2905; BUSM2906).</p> <p><u>The Business Environment</u>: this encompasses the fast pace of change within a wide range of factors, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations. (BUSM2904; BSUM2906).</p> <p><u>Management</u>: the various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management, including the management of people and corporate social responsibility, together with rational analysis and other processes of decision making within different organisations (BUSM2900; BUSM2902; BUSM2904; BUSM2905; BUSM2908; BUSM2909; BUSM2910)</p>	<ul style="list-style-type: none"> • Self-study using a combination of key texts (e-books), and directed learning materials, available via the VLE • A programme of full-day workshops comprising group work sessions and facilitated learning • The researching and writing of work-related assignments and subsequent oral and written feedback • Assessment by a variety of means including reports, oral presentations, group work activity, and research-driven tasks. • All modules require learners to engage in discussion of key issues and the application of key concepts • Case study analysis and group discussions, offer students the opportunity to engage in problem solving and complex issues • Modules in the area of finance and decision making require analytical skills to be applied to a variety of data • Modules in managing teams and client needs, raise issues in which judgement needs to be exercised • Intellectual and cognitive skills are assessed by means of a range of written assignments.

Skills of particular relevance to business and management:	Examples of teaching, learning and assessment methods used:
<ul style="list-style-type: none"> • People management: to include communications, team building, leadership and motivating others. 	<ul style="list-style-type: none"> • All modules encourage learners to engage in discussion of key issues and application of key concepts.

<ul style="list-style-type: none"> • Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions. • Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making. • Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty. • Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes. • Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena. • Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business <p>All modules have 'in-built' employability skills designated in their respective module outlines</p>	<ul style="list-style-type: none"> • Higher order critical skills (e.g. the ability to evaluate evidence, arguments and assumptions to reach sound judgements) are encouraged (with additional tutor support in line with UW's Curriculum Design Policy) • Case study work offers students the opportunity to engage in problem solving and complex issues • ILS contact runs session during induction relating to information resources available, including on-line resources. • Chat-room facilities enabled through a VLE (Blackboard) • Project-based tasks involving group activities (formative assessment). • Assessment of information dissemination skills through group oral presentations. • Quantitative skills taught through use of worked examples, e.g. in managing financial resources, innovation & change. • Group exercises involving role-play are used to develop two-way communication skills • Time management skills are conveyed as an integral element of successfully completing assignments. • Certain quantitative skills are assessed through appropriate formative and summative assignments
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Generic/transferable skills and attributes:	Examples of teaching, learning and assessment methods used:
<ul style="list-style-type: none"> • Ability to work collaboratively both internally and with external customers and an awareness of mutual interdependence. • Ability to work with people from a range of cultures. • Articulating and effectively explaining information • Building and maintaining relationships. • Communication and listening including the ability to produce clear, structured business communications in a variety of media. • Emotional intelligence and empathy. 	<ul style="list-style-type: none"> • Use of real-life assessment scenarios requiring students to disseminate changing/evolutionary information, requirements and decisions to a variety of stakeholder groups • Opportunities via the course and support sessions to help students develop skills in internet research, e-mailing, and word processing • All modules include opportunities for group discussions. • All modules (at least) include learning outcomes which require students to use an appropriate range of academic, business or practical sources

<ul style="list-style-type: none"> • Conceptual and critical thinking, analysis, synthesis and evaluation. • Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time. • Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. This includes a continuing appetite for development. <p>All modules have 'in-built' employability skills designated in their respective module outlines</p>	<ul style="list-style-type: none"> • Work based experiential learning opportunities are provided by encouraging the implementation of key concepts and theories learnt into the workplace and critical reflection on this implementation in summative assessments.
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14. Assessment Strategy

As with the Learning and Teaching strategy, outlined above, the Assessment strategy has been designed to provide students with a variety of challenges appropriate for undergraduate level work and those of a modern manager. Assessment is constructed in such a way that a student's knowledge and understanding of each module studied during the course is assessed.

Students are required to complete assessed work on an individual basis. However, at this level, students are also actively encouraged to discuss their understanding of models, concepts and theories, and more importantly their application to a given scenario, with other members of their group. This allows students to share ideas and experiences, test their understanding, and more critically evaluate the models under discussion. In this way students learn from each other and develop relationships that will help them through the rest of their studies. It is important in doing this course that students be encouraged to practice the skill of producing succinct reports, albeit containing appropriate evaluation and theoretical input.

Summative assessment items are scheduled so that they can be completed, with continued tutor support via the VLE, in a period not exceeding six weeks following the completion of the taught element of the 10-credit module. Detailed assessment briefs are given to students at the start of a module.

In line with UW requirements, wherever practicable, coursework will be marked anonymously. In marking assessed work, 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 management theories, models and concepts to critically evaluate real world situations. In addition, assessment is linked to the student's own workplace. In this way students are encouraged to use their studies to critically evaluate and reflect upon their own organisations.

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

- Demonstrate that they have the intellectual rigour commensurate with a course of this nature and have developed the analytical skills expected of study at Level 5 (FHEQ).
- Demonstrate the ability to synthesise appropriate theories, models and concepts from a range of modules studied on the course and apply them to critically evaluate real world scenarios
- Gain experience in working individually and as part of a team
- Maximise the opportunity to utilise and share their own experience(s) and studies to produce concise documents of the kind used in the management decision making process

- Receive continuous, regular and appropriate feedback throughout the module/ course
- Develop the intellectual and practical abilities required of leaders and managers

The range of assessments specified in the module outlines (see below for a summary) have been developed in order to support the pedagogical approaches employed and which are appropriate for the nature of the subject disciplines covered. It has also been the course team's intention to set the students assignments that are relevant to their organisation and role.

Module No.	Module Title	Assessment
BUSM2900	Managing and Leading Teams and individuals	2000 word Management Report
BUSM2901	Negotiated Learning Module	A Reflective Piece/Log
BUSM2902	Effective Decision Making	20 minute Presentation (on a problem/decision)
BUSM2903	Developing Customer Care	Board Paper
BUSM2904	Managing Financial Resources	2000 word case study
BUSM2905	Managing Organisational Innovation	Innovation Audit
BUSM2906	Managing Change Through Projects	Project Planning Document
BUSM2907	Effective Selling	Individual Role Play and a Report
BUSM2908	Professional Managerial Development	Personal Development Plan
BUSM2909	Managing Workplace Communication	Reflective report
BUSM2910	Introduction to Management Coaching & Mentoring	Reflective report
BUSM2911	Leading a Project	Reflective Project Report

15. Programme structures and requirements

Module Code	Module Title	Credits (Number)	Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
BUSM2900	Managing and Leading Teams and Individuals	10	M	None
BUSM2901	Negotiated Learning Module	10	O	None
BUSM2902	Effective Decision Making	10	O	None
BUSM2903	Developing Customer Care	10	O	None
BUSM2904	Managing Financial Resources	10	O	None
BUSM2905	Managing Organisational Innovation	10	O	None
BUSM2906	Managing Change Through Projects	10	O	None
BUSM2907	Effective Selling	10	O	None
BUSM2908	Professional Managerial Development	10	O	None
BUSM2909	Managing Workplace Communication	10	O	None
BUSM2910	Introduction to Management Coaching & Mentoring	10	O	None
BUSM2911	Leading a Project	10	O	None

In order to complete the University Diploma in Leadership and Management, a student must complete a minimum 30 credits of modules, including the mandatory module.

16. QAA and Professional Academic Standards and Quality

The QAA subject benchmark statement for undergraduate awards in Business and Management specify key areas of knowledge and understanding and these have been used to inform the Assessment strategy for this generalist programme in leadership and management. In particular, the statement articulates the knowledge and skills to be expected of successful students and these have been integrated into the design of the programme.

17. Support for students

- An Induction for each module of the programme. This will cover:
 - A brief overview of the University Diploma in Leadership and Management programme
 - An introduction to the delivery pattern of the module (e.g. 2 x one-day per month) instructions on accessing the VLE to support the programme/ module
 - Where to go to seek additional advice on progression through the programme.
- Course handbook (available via the VLE) including guidance for tackling assessments, and module outlines
- Academic skills recorded lecture available on the VLE
- Support from ILS staff, through the Information Desk and Study Guides
- Student Representation on Course Management Committee (and staff student consultative committee), to address course-wide issues
- Each student is allocated a personal tutor to provide support for learning. The personal tutor for all registered students will be the programme manager.
- Registry provides student-specific information, including module results, on the SOLE page of the University website
- Range of support services available through Student Services - <http://www.worcester.ac.uk/student-services/index.htm>
- English language support provision available through the Language Centre
- Disability and Dyslexia Service provides support for those students with registered disabilities, such as Dyslexia - <http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>.

The University has a Diversity and Equality 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.

A full range of study skills advice sheets are available through the University. This includes advice regarding skills such as self-organisation, minimising stress and reading efficiently. This information will be made available via the VLE. Support is also provided in relation to study at a distance, note-taking and oral presentation skills, all of which will prove invaluable for those returning to study, and indeed for some, to Higher Education for the first time. Other information deals with the issue of plagiarism and referencing. Module tutors are also available as a valuable resource to guide and advise on the completion of assessments.

18. Admissions

Admissions Policy

The course seeks to recruit individuals who are in employment and are operating at, or looking to move towards, a management position within their organisation.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

General admissions requirements of the programme are as follows:

- A Level 4 or equivalent qualification, and/ or
- Relevant business/management experience at the appropriate level for the award.
- International students holding an undergraduate qualification recognised by the University
- Students whose first language is not English should normally be able to demonstrate proficiency to a minimum level of 6.0 IELTS.

All students should be in employment on enrolment to the course.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Applicants will apply directly to the University of Worcester. Entry to the Programme shall require all applicants to complete an application form which gives a variety of information about the student's work experience, qualifications and motivation.

Admissions/selection criteria

These will be checked by the Programme Manager who must be satisfied that the applicants are at the appropriate stage in their management development to benefit from the Programme, and capable of undertaking a programme of academic work and offer evidence of academic ability and motivation. Candidates will be interviewed to ensure a close match between their previous management experience, current position and the entry criteria for the course.

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 Evaluation Report completed by course manager
- Periodic Review process, including external scrutiny
- Peer teaching observation
- External examiners reports
- Academic staff annual appraisal

- Feedback from workplace mentors

Committees with responsibility for monitoring and evaluating quality and standards:

- Business School Quality Committee
- Business School Post Results Moderation Group
- Staff-Student Consultative Committee and the Course Management Committee chaired by the course manager, and including staff and student representation to oversee the operation of the course. This will meet every semester.
- Undergraduate Scheme Examination Board
- Academic Standards and Quality Enhancement Committee
- Ethics Committees (University and Business School)
- Learning, Teaching & Student Experience Committees (University and Business School)

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

- Module feedback questionnaires
- Programme committee students' matters item
- Meetings with personal tutor

Meetings with mentors/ training managers (at sponsoring organisations). It should be noted that organisation-based mentors, whilst strongly encouraged and desirable, are not mandatory for the programme.

20. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#).

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 D- 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.
- 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 D- 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.
- For full details of submission regulations see [Taught Courses Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Awards

The following award will be available to students who meet the following requirements:

Award	Requirement
University Diploma in Leadership and Management	30 credits at Level 5 (FHEQ)

For further information see the [Taught Courses Regulatory Framework](#).

21. Indicators of quality and standards

- Director of Business Development (who has overall responsibility for employer engagement within the School) is a trained QAA Institutional Auditor.
- Many members of staff engaged in developing the programme are actively engaged in relevant research and consultancy (refer to Staff CVs for further details)
- Annual External Examiners reports for the School (at both UG and PG level) have been extremely supportive and complimentary

22. Graduate destinations, employability and links with employers

- Worcester Business School has a Director of Business Development in order to promote closer links with employers, and this role is supported by a Business Development Manager and administrative team. These, together with the Course Manager for the University Diploma in Leadership and Management will be responsible for external liaison. Worcester Business School also has a well-established Employers' Advisory Group to guide and advise upon course development.
- The School has strong working relationships with a variety of organisations that have supported previous courses over time through sponsorship of employees.
- The Business School's specialist research and consultancy centre, the Centre for People at Work, has a wide range of projects and opportunities to provide links with employers.
- The School has been an important focus of projects linked with the West Mercia police constabulary through the Shared Police and Higher Education (SPHERE) partnership. Similar arrangements exist with other organisations e.g. Herefordshire & Worcestershire Fire & Rescue Service for research or consultancy purposes.
- University of Worcester Careers Advisory Service provides on-going support for students.
- 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 associated course documentation e.g. course handbooks, module outlines and module specifications.