Programme Specification
University Diploma in Leadership and Management

This document applies to Academic Year 2021/22 onwards		

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**	Offered as a 30, 40, 50 or 60 credit award; or as the 60 credit taught component of the Higher Apprenticeship (Operations and Departmental Manager)
7.	**Mode and/or site of delivery**	Taught at the University of Worcester, in-company and at other sites approved by the University to support employer needs.
8.	**Mode of attendance and duration**	Part-time. Students study modules through attendance at workshops delivered on an evening-only basis, at day-schools or short block attendance e.g. weekends.
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 2013; 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; August 2017 – AQU amendments; March 2018 – updated to include Higher Apprenticeship. August 2018 – AQU amendments December 2018 – AQU amendments August 2019, AQU amendments to Section 19 August 2020 – AQU amendments August 2021 – AQU amendments

12. Educational aims of the programme

This programme has been designed to be delivered for employer clients, with whom modules are negotiated around the specific strategic needs of the organisation, and then offered to make up a specific programme of study. It has been 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 which have been mapped against the National Occupational Standards in Leadership and Management and the QAA Subject Benchmark Statement. It 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 and 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. The programme can also be used to form the taught component of the Higher Apprenticeship (Operations and Departmental Manager) – see Section 15.

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
- Enhanced skills and attributes necessary to being effective global citizens, including transferable intellectual and study skills;
- 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 or the MBA;
- Enhanced career opportunities.

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

This programme will give students the opportunity to develop a sound understanding of the principles of leadership and management and learn to apply these principles more widely. Through this, they will learn to evaluate the appropriateness of different approaches to solving problems. Their studies will have a vocational orientation, enabling them to perform more effectively in leadership and management in their own workplace contexts. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

The overall contribution of the programme to knowledge, understanding, and skills are highlighted below. Specific intended learning outcomes are identified in the module specifications, which demonstrate overall programme outcomes that cluster around the three general themes of the 'organisation', the 'business environment', and 'effective management practice'.

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:
1.	Critically reflect upon the internal aspects of **Organisations**, such as functions, structures, operations, management and culture.
2.	Evaluate the **Business Environment**, including PESTEL, and their effects at local, national and global levels upon business strategy, and sustainability.
3.	Critically examine the variety of processes, procedures and practices that promote effective **Management** of organisations.

Moreover, the programme will assist in the development of the following skills:

Skills of particular relevance to business and management:

1.	People management: to include communications, team building, leadership and motivating others.
2.	Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions.
3.	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.
4.	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.
5.	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.
6.	All modules have 'in-built' employability skills designated in their respective module outlines.

Generic/transferable skills and attributes:

1.	Articulating and effectively explaining information.
2.	Building and maintaining relationships.
3.	Communication and listening including the ability to produce clear, structured business communications in a variety of media.
4.	Emotional intelligence and empathy.
5.	Conceptual and critical thinking, analysis, synthesis and evaluation.
6.	Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time.
7.	Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. This includes a continuing appetite for development.

Learning, teaching and assessment

For 2021/22, the majority of teaching sessions are face to face on campus. Lectures or lecture workshops for some modules will be delivered online either 'live' or pre-recorded. Individual and small group tutorials will be arranged online as this has proven to be convenient and popular with students.

Particular care has been taken to ensure that the core modules provide an appropriate structure within which:

- to acquire and build knowledge and understanding at Level 5;
- to develop and progress across the intended range of cognitive, academic, practical and transferable skills appropriate to both study on the programme and future employment including higher order critical thinking skills;
- to develop a proactive approach to change, a sensitivity to business issues and enterprise;
- the opportunity to develop and experience a variety of complementary approaches to learning and teaching and a good balance of activities

Integration between practice and theory is provided by:

- ensuring that all modules require students to reflect on their learning and individual experiences of organisations, their environment and management. Such experiences will also be acquired through each module, for example via all assessments link to work based contexts, simulation of real-life scenarios via case studies or modelling

As a result of a collaborative effort with colleagues across the Business School and in alignment with key factors relating to the University Learning and Teaching Strategy, the following strategic goals have been identified to shape the Business School's approach to learning and teaching.

1. Ensuring intellectually challenging modules which are integrated and have clear continuity across all levels
2. Incorporate coherent continuous assessment strategies with embedded formative and summative feedback approaches
3. Ensure key skills around research, employability and digital literacy are embedded into learning and teaching
4. To develop a sense of belonging and awareness among students through communication, towards shaping mind-sets and building a more cohesive culture.

The learning and teaching strategy also supports and enables students to make decisions in multifaceted and changeable situations and will provide students with a range of opportunities to develop the skills necessary to embark on a career in a variety of areas, for example accountancy, HR, management and marketing.

The learning and teaching methods employed in this course will provide students with a range of opportunities to develop the skills necessary to apply business theories and practice to a variety of situations.

Learning and teaching methods used will include:
Tutor-led direct contact, University-based teaching days, including such methods as structured lectures, interactive seminars, flipped lectures, group discussions and activities, co-operative learning, individual tutorials, real-world case studies, oral presentations, work based learning, and self-directed research. Students do not merely learn in isolation and using the university Virtual Learning Environment allows for online collaborative activities to take place.

Teaching

Students are taught through a combination of interactive workshops, lectures, seminars, and practical activities. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and laboratory practical sessions are focused on developing subject specific skills and applied individual and group project work.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful graduates.

Contact time

In a typical module there will be at least 12 hours of timetabled teaching in lectures, seminars and small-group work. The precise contact hours will depend on the optional modules selected. Typically class contact time will be structured around:

- Information giving, facilitated discussions, small group work, presentations
- Practical skills – the opportunity to practise group facilitation, presentation, communication and listening skills

Independent self-study

In addition to the contact time, students are expected to undertake regular personal self-study, plus additional preparation for assessments and examinations. Typically, this will involve meeting with individual tutors to discuss progress and feedback, completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online. In addition to this, students will spend time sharing ideas with fellow students, taking part in extra-curricular learning activities and engaging within their workplace.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources as well as our network of employers and entrepreneurs.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, professional practitioners with industry experience and business leaders and employers.

Teaching is informed by research and consultancy, and as of December 2017, 50 per cent of course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy. Teaching is informed by the research and consultancy work carried out by staff and staff profiles can be view at the WBS Staff Profile Page.

Assessment

The precise assessment requirements in an academic year will vary according to the mandatory and optional modules taken. The assessment strategy has been designed so that:

- All modules have both formative and summative assessment elements. Formative assessment allows tutors and students to recognise strengths and weaknesses in learning and to address those issues immediately. Summative assessments are graded and count towards the final module grade, and they are assessed against the specific module learning outcomes.
- Typically, 10 credit, L5 modules will have one assessment item.
- A variety of assessment types (reports, portfolios, presentations, essays and reports) are designed to suit different learning styles
- Different types of employability skills are embedded in all modules.

Inclusivity
The learning and teaching strategies for individual modules have been undertaken in accordance with the University's Curriculum Design Policy. There is constructive alignment of the learning outcomes with teaching and learning approaches and assessment, research-informed teaching and Business School Employability Standards have been embedded within modules to meet the learning needs of a diverse range of learners.

Research

The importance of research in the curriculum is a strategic goal of the Worcester Business School (WBS), and a variety of methods to enhance research into the curriculum are detailed:

- Research-informed teaching in enhancing students' learning experience is fully appreciated. Research-active tutors use their research within their disciplines and all tutors use research-inspired inquiry led learning, which keeps programmes of study current and relevant.
- Worcester Business School Employability Standard of Research and Problem-solving is covered by the majority of modules in the programme.
- A student-centred learning approach ensures that students learn through their own enquiry and the assessment strategy supports this through investigative, explorative and applied assessment tasks.

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 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.

15. Programme structures and requirements

Module Code	Module Title	Credits (Number)	Mandatory (M) or Optional (O)
BUSM2900	Managing and Leading Teams and Individuals	10	M
BUSM2901	Negotiated Learning Module	10	O
BUSM2902	Effective Decision Making	10	O
BUSM2903	Developing Customer Care	10	O
BUSM2904	Managing Financial Resources	10	O
BUSM2905	Managing Organisational Innovation	10	O
BUSM2906	Managing Change Through Projects	10	O
BUSM2907	Effective Selling	10	O
BUSM2908	Professional Managerial Development	10	O
BUSM2909	Managing Workplace Communication	10	O
BUSM2910	Introduction to Management Coaching & Mentoring	10	O
BUSM2911	Leading a Project	10	O

In order to complete the University Diploma in Leadership and Management, and fulfil the learning outcomes listed in section 13, a student must complete a minimum of 30 credits including the mandatory module. This may be up to a maximum of 60 credits by negotiation with the employer/client.
Note: where the UDLM is used as the taught component of the Higher Apprenticeship (Operations and Departmental Manager), the following 6 modules must be completed: BUSM2900, BUSM2902, BUSM2904, BUSM2906, BUSM2908 and BUSM2911.

16. QAA and professional academic standards and quality

This award is located at level 5 of the FHEQ.

The QAA subject benchmark statement for undergraduate awards in Business and Management, listed in section 10, 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.

Where the UDLM is adopted to form the taught component of the Higher Apprenticeship (Operations and Departmental Manager), the programme has been mapped to the [Apprenticeship Standard.](#)

17. **Support for students**

- Induction to the programme 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 library service 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 academic tutor to provide support for learning.
- Registry provides student-specific information, including module results, on the SOLE page of the University website
- Range of support services available through Student Services - *https://www.worc.ac.uk/life/help-and-support/services-for-students/home.aspx*
- English language support provision available through the Language Centre
- Disability and Dyslexia Service provides support for those students with registered disabilities, such as Dyslexia - *https://www2.worc.ac.uk/disabilityanddyslexia/*

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. This award is therefore aimed at practising or aspiring managers and leaders who are typically accountable to a senior manager or business owner. The primary role of a practising or aspiring manager and leader is to lead and manage individuals and teams to deliver aims and objectives in line with organisational strategy. Role and responsibilities may also include but are not limited to developing teams and individuals, creating operational plans, planning and managing projects, managing change, managing finance, resources and identifying new approaches to business activities, managing quality and continuous improvement as well as managing the human resources function. The UDLM qualification pathways have therefore been designed for practising or aspiring managers in roles such as Operations Manager, Divisional Manager, Departmental Manager, Regional Manager and Specialist Manager.

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 qualifications). See Admissions Policy for other acceptable qualifications.

As this programme is Level 5, in addition, the following admissions requirements apply:

- All students should be in employment on enrolment to the course
- A Level 4 or equivalent qualification or
- Relevant business/management experience at the appropriate level for the award, in line with the types of workplace functions indicated above.

For international students, an undergraduate qualification recognised by the University will be required.

Students whose first language is not English should normally be able to demonstrate proficiency to a minimum level of 6.0 IELTS.

Recognition of Prior Learning
For details of acceptable qualifications, policy in relation to mature students or applicants with few or no formal qualifications, please contact the Programme Manager (contact details can be found in the Course Handbook).

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. Applicants must complete an application form which gives a variety of information about their work experience, qualifications and motivation.

Admissions/selection criteria
Applications 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. **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 7 days (one week) 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 7 days (one week) 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).
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

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

Award	Requirement
University Diploma in Leadership and Management	Minimum of 30 credits at Level 5 to include the mandatory module BUSM2900
This award forms the taught component of Higher Apprenticeship (Operations and Departmental Manager)	60 credits at level 5 to include BUSM2900, BUSM2902, BUSM2904, BUSM2906, BUSM2908, and BUSM2911

For further information see the Taught Courses Regulatory Framework.

20.   **Graduate destinations, employability and links with employers**

Graduate destinations
As students of the UDLM are already in employment, there are no expectations that graduates would be employed elsewhere, but it is expected that students, upon successful completion of the programme, will have greater eligibility for promotional opportunities into leadership and management roles within the workplace. Some former graduates from this award have progressed onto the PGCert in Leadership and Management.

Student employability

- University of Worcester Careers Advisory Service provides on-going support for students.
- Periodic Career Fairs are organised by Worcester Business School, in conjunction with the University's Careers Service.

Links with employers

- Worcester Business School has a Director of External Engagement and an External Engagement team in order to promote closer links with employers. These, together with the Programme 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 has four specialist research groups with a wide range of projects and opportunities to provide links with employers.
- The School has been an important focus of projects linked through its Media Lab, Research Groups, and External Engagement Team with client organisations including Herefordshire & Worcestershire Fire & Rescue Service, Police and Crime Commissioner (West Mercia), Skania Trucks and many others.

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.