

PROGRAMME SPECIFICATION

Postgraduate Certificate in Professional Practice (Leadership and Organisational Research)

This document applies to Academic Year 2018/19 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	PG Cert
5.	Programme title	Postgraduate Certificate in Professional Practice (Leadership and Organisational Research)
6.	Pathways available	NA
7.	Mode and/or site of delivery	University or Employer premises
8.	Mode of attendance	Part-time through blended learning with attendance at 6 days of workshops over 8 months and action learning sets
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	<p>The programme is informed by</p> <ul style="list-style-type: none"> • QAA Master's Level Benchmark Statement Business and Management (2007) • Vitae's Researcher Development Framework and the QAA's Doctoral Degree Characteristics • QAA Code of Practice for PG Research Programmes
11.	Date of Programme Specification preparation/ revision	March 2014; August and October 2014 – amendment to regulations; August 2016 - Regulations/Section 20 amended. August 2017 - AQU amendments. August 2018 – AQU amendments

12. Educational aims of the programme

The programme is designed to provide a postgraduate qualification for managers, leaders and professionals who want to demonstrate excellence in the field of leadership and management research related to organisational practice. The programme will provide successful participants with a recognised benchmark in addition to the flexibility to select a learning route designed to meet their individual needs, and the specific needs of their sector and employer.

At the heart of the programme is a Leadership and Organisational Research Project. Each student will be required to design, and then complete, a small scale research project in the area of leadership and management. The completed research project will be a significant output from this programme and will equip students with advanced research knowledge, skills, practice and expertise. Prior to undertaking this independent study, students will participate in compulsory modules. The modules will encourage students to understand why and how their work based research could help to achieve action, learning and change across an organisation.

The programme is available at two levels:

- Postgraduate Certificate in Professional Practice (Leadership and Organisational Research) at masters level (Level 7)
- Postgraduate Certificate in Professional Practice (Leadership and Organisational Research) at doctoral level (Level 8)

Further information about entry requirements for each level is at Section 18.

The programme will enable students to:

1. Develop their professional practice, be able to locate their own professional values and learning within them and to make a significant contribution to professional knowledge within their sector
2. Develop and employ an enhanced critical and reflective attitude towards practice and research as the basis for improvement, development and change in challenging and highly ambiguous contexts in order to make a contribution to organisational knowledge
3. Develop a practical understanding of the interdependent and transformational relationship between practice and theory, and bringing about change through research
4. Contribute to a creative and learning-enriched working environment

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

Postgraduate Certificate in Professional Practice (Leadership and Organisational Research) at masters level (Level 7)

The programme gives participants the opportunity to achieve and demonstrate the following learning outcomes and reasonable adjustments will be made to ensure that disabled students, and other disabled people, are not disadvantaged:

<p>A Knowledge and Understanding: <i>On successful completion of the course, students will be able to:</i></p> <p>A1 Develop understanding of the principles and practice underpinning a work based learning approach to effective organisational research.</p> <p>A2 Identify, and appropriately use, sources of knowledge and evidence in ways that are wide ranging, critical, innovative and at the forefront of professional and research practice.</p> <p>A3. Select and justify techniques and</p>	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • A programme of interactive and discursive workshops facilitated by staff with expertise from business and health disciplines • Individual Supervision to allow for deeper exploration of individual plans and projects • Outcomes will be assessed in a range of assessment points across the programmes. The programmes focuses around an individual's chosen research topic. Similarly assessment is designed to support the development of relevant knowledge and skills to undertake effective research and mirrors the research journey from
--	---

<p>approaches to tasks/problems/research in a manner which is self-directed and involves recognition, articulation and critical evaluation of a range of options from which a justified selection based on a reasoned methodology is made</p> <p>A4. Be aware of the ethical dilemmas likely to arise in research/professional practice, in complex and interrelated contexts, and the application of prescribed codes.</p> <p>A5. Critically evaluate current research and advanced scholarship in the context of their own professional practice</p>	<p>initial ideas and reflection, design, implementation and dissemination. Specific examples where these outcomes will be addressed include:</p> <ul style="list-style-type: none"> • A critical analysis of published research relevant to the student's areas of interest • A personal review of current research expertise and an identified plan to achieve personal and research outcomes • A written academic paper based on the student's research project will assess their knowledge, understanding and application of professional context, relevant literature, research design, implementation and plans for championing their research in the professional community
--	--

<p>B Cognitive skills and Intellectual Skills <i>On successful completion of the course, students will be able to:</i></p> <p>B1. Critically analyse and synthesise information and ideas (in the context of complex, unstructured organisational problems) and in ways that demonstrate critical awareness, and results in the creation of knowledge of significance to others.</p> <p>B2. Engage in critical self-appraisal/ reflection on practice which leads to significant insights and learning, likely to make a lasting impact on personal and professional understanding and performance and behaviour.</p> <p>B3. Undertake effective action-planning leading to appropriate action and learning and which is complex and will impact upon the work of others</p> <p>B4. Critically evaluate /argue a position/solution concerning alternative approaches. To be able to justify evaluations and make sound judgements in the absence of complete data, and to manage change, ambiguity and uncertainty.</p>	<p>Examples of learning teaching and methods used:</p> <ul style="list-style-type: none"> • Action learning sets to provide a forum for robust and confidential discussion of issues relating to the design and execution of research • Reflection on case studies and workshop activities • In- depth, self-directed research to explore previously published relevant work • Individual and group presentations and responses to workshop activities to enable contextualisation of prior published work to the student's own research areas and workplaces • Outcomes will be assessed across the programme; specific examples include • The development of a research design with associated articulated rationale • The learning contract will enable the students to identify appropriate learning, development and action and design a personal learning plan to achieve these outcomes • The final paper, based on the project will provide a medium for demonstrating a wide range of cognitive and intellectual skills associated with masters level study
---	---

<p>C Practical Skills Relevant to Employment <i>On successful completion of the course, students will be able to:</i></p> <p>C1. To be able to critically engage with, and reflect upon relevant research and apply this in relation to Work Based Research Projects and the workplace. Apply the learning in existing, new and changing contexts.</p> <p>C2. Identify personal learning and development needs and opportunities, in the context of the organisation in which they work, and determine appropriate development strategies to initiate and sustain changes to personal development beyond the immediate work context.</p> <p>C3. Communicate effectively both in writing and orally, that is, clearly, concisely, persuasively and in an appropriate format to appeal to particular target audiences. To produce clear and coherent research reports and outputs which identify the context, action, learning, reflection and impact on individual and organisational performance.</p> <p>C4. Work and learn autonomously and with others in a range of contexts, often in a change leadership role and in ways which are likely to challenge or develop the practices and/or beliefs of others, within or outside the current contexts. To interact effectively in professional work groups.</p>	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Individual discussion and feedback from a tutor on the progress of the research project • Personal reflection to identify existing research experience and skills and plan future areas for concentrated development • Discussion in action learning sets will provide a forum for students to discuss and reflect on their performance in a change leadership role • Review, in workshops and through individual research a range of existing published material • Written assessment is a common theme in each module and core to the development as an effective researcher. Specifically; personal learning and research development will be identified through the Professional and Research Review and the development of the personal development plan in a learning contract.
--	---

<p>D Transferable/key skills <i>On successful completion of the course, students will be able to:</i></p> <p>D1. Develop the skills of an insider researcher.</p> <p>D2. Develop greater self awareness and ability to gauge own impact on others and take action to modify behaviour, including negotiating conflict.</p> <p>D3. Develop effective, interpersonal skills of</p>	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Action Learning Sets will provide a forum in which students will be able to discuss and reflect on their on-going experiences of undertaking insider research • Negotiating and carrying out data collection within their own workplace and the implementation of their post research findings provides opportunities to exercise develop and reflect on interpersonal skill • The interactive nature of workshops and action
--	---

<p>influencing, listening, questioning, challenging, negotiating and relationship building.</p> <p>D4. Manage and communicate the ethical issues of conducting insider research</p>	<p>learning sets give an appropriate vehicle in which students offer their research for debate and challenge</p> <ul style="list-style-type: none"> • The Research Design will require students to consider and articulate the ethical dimensions of conducting research
---	---

13 B Intended learning outcomes and learning, teaching and assessment methods:

Postgraduate Certificate in Professional Practice (Leadership and Organisational Research) at doctoral level (Level 8)

<p>A Knowledge and Understanding: <i>On successful completion of the course, students will be able to:</i></p> <p>A1 Demonstrate deep and comprehensive understanding of recent professional developments, current theoretical frameworks and approaches which have direct relevance to their own professional context and conceptualise these in the context of their own work environment.</p> <p>A2 Systematically acquire and synthesise, sources of knowledge and diverse evidence in ways that are wide ranging, critical, and innovative and are at the forefront of professional and research practice.</p> <p>A3. Develop a range of options from which a justified methodological selection can be articulated based on epistemological understanding and reasoned critique.</p> <p>A4. Display compelling evidence of the qualities and skills of personal responsibility and largely autonomous initiative in complex and unpredictable situations including ethical dilemmas</p> <p>A5 Make an advanced contribution to knowledge and original practice within a specific area of their profession</p>	<p>Examples of learning teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Using insights from experienced researchers, including guest sessions, to reflect on own understanding, perspectives and assumptions and to inform on-going research • Individual Supervision to allow research plans to be robustly presented, discussed, challenged and contextualised in an organisation’s culture and strategy • The joint staffing of workshops from business and health providing access to alternative and sometimes contested approach to knowledge creation • Outcomes will be assessed in a range of assessment points across the programmes. The programmes focuses around an individual’s chosen research topic. Similarly assessment is designed to support the development of relevant knowledge and skills to undertake effective research and mirrors the research journey from initial ideas and reflection, design, implementation and dissemination. Specific examples where these outcomes will be addressed include: • An in-depth review of specific literature pertaining to the project with emphasis on contested areas; consideration of its relevance from a discipline and methodological perspective • A personal review of current research expertise, including an articulated understanding of the requirements of doctoral level work; an
--	--

	<p>identified plan to achieve high level personal and research outcomes, dissemination and publication.</p> <ul style="list-style-type: none"> • A written academic paper, suitable in format for publication in a relevant journal and based on the student's research project will assess their in-depth and contextualised knowledge, understanding and application of professional context, relevant literature, research design and implementation and their future plans for further dissemination.
<p>B Cognitive and Intellectual skills <i>On successful completion of the course, students will be able to:</i></p> <p>B1. Critically analyse and synthesise information and ideas (in the context of complex, unstructured organisational problems) in ways that demonstrate a sophisticated critical and conceptual awareness, and originality, and results in the creation of new knowledge at the forefront of organisational practice</p> <p>B 2 Conceptualise, design and implement research for the generation of new knowledge and relate it to their past experience reflectively and self-critically</p> <p>B3. Undertake effective action-planning, contributing to the development of new techniques, knowledge or approaches</p> <p>B4. Critically evaluate /argue a position/solution examining alternative and contested approaches. Cogently justify evaluations with substantial evidence and make sound judgements in the absence of complete data, in order to manage change, ambiguity and uncertainty.</p>	<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • As a presenter using action learning sets on an on-going basis to provide a forum where personal research plans are constantly evaluated, critiqued, challenged and consequently re-formed • As a member of an action learning set, engage in research informed exchange to enable others to develop robust plans, develop and use the skills of a change agent and by reflection incorporate learning into personal research plans • In workshops interrogate case studies and prior research to consider the value and standing of existing knowledge in the field and identify the gaps in current knowledge • In- depth, self-directed extensive research to explore previously published academic and professional work with an emphasis on exploring the epistemological and methodological foundations • Individual and group presentations and responses to workshop activities to enable contextualisation and critical evaluation of prior published work to research areas and workplaces • These outcomes will be assessed across the programme; specific examples include • The development of a research design with associated articulated in-depth rationale with appropriate attention to epistemological and methodological concerns • The final paper, based on the project will provide a medium for demonstrating a wide range of cognitive and intellectual skills associated with doctoral level study and writing for publication

C Practical Skills Relevant to Employment

On successful completion of the course, students will be able to:

C1. Critically engage with, and reflect deeply upon relevant research; frame conceptually and apply to Work Based Research Projects and the workplace. Apply the learning in existing, new, challenging and contested contexts.

C2. Interpret and analyse personal learning and development needs and opportunities, in the context of the organisation in which they work, and determine appropriate development strategies to initiate and sustain changes to personal development beyond the immediate work context.

C3. Create work of publishable quality and of a standard which satisfies peer review within the profession

C4. Exhibit competence as an independent professional and the capability to continue to undertake work at an advanced level, contributing to the development of new techniques, ideas or approaches.

Examples of learning, teaching and methods used:

- Dialogue with a supervisor to provide a co-researcher based forum to consider alternative perspectives to reflect on and develop the research project
- Action learning sets to provide a forum where the research plans of self and others are evaluated, critiqued, challenged and consequently re-formed
- In-depth and critical review, in workshops and through individual research, of a wide range of existing published material with particular emphasis on questioning epistemological and methodological perspectives
- Written assessment is core to each module. Specifically; personal learning and research development consistent with doctoral level study will be identified through the Professional and Research Review and the development of the personal development plan to identify the steps required to achieve at doctoral level.
- The final academic paper will mirror the format and requirements of publishable quality work

D Transferable/key Skills	Examples of learning teaching and assessment methods used:
<p><i>On successful completion of the course, students will be able to:</i></p> <p>D1. Exhibits advanced skills in acting as an insider researcher</p> <p>D2. Critically appreciate the impact of research activity and outcomes on others and take action to modify behaviour, including negotiating conflict.</p> <p>D3. Develop effective and nuanced interpersonal skills of influencing, listening, questioning, challenging, negotiating and relationship building.</p> <p>D4. Communicate research outcomes, including debate and defence of contested and ethical issues to specialist and non-specialist audiences.</p>	<ul style="list-style-type: none"> • Action Learning Sets will provide a forum in which students will be able to present and evaluate their on-going experience of undertaking insider research and their impact on organisational stakeholders in a challenging but safe environment. • Negotiating and carrying out data collection within their own workplace and the implementation of their post research findings provides opportunities to exercise develop and reflect on advanced interpersonal skills. • The interactive nature of workshops and action learning sets give an appropriate vehicle in which students offer their research for debate and challenge and to benchmark their research against prior published work in the field. • The assessment of the academic paper will require outcomes to be communicated in such a ways as to meet the needs of an external audience and the wider academic community.

14. Assessment Strategy

The Assessment strategy has been designed to provide students with a variety of challenges appropriate for masters and doctoral level modules. The programme is assessed through a range of summative coursework. Formative feedback will be provided by a range of approaches coherent with the action and peer focused nature of the programme; it will include feedback from tutors and students.

Methods of formative feedback will include:

- Reflection and self-assessment
- Student and tutor feedback in action learning sets
- Tutor feedback on draft work

The range of assessments specified in the module outlines have been developed in order to support the pedagogical approaches employed and are appropriate for the nature of the research focus of the programme. The focus of the assessment mirrors the nature of undertaking organisationally based research and as such concentrates on:

- Diagnosis of prior skills and development needs as a researcher
- Theoretical underpinning to enable effective research
- Effective design and execution of a research project

In line with the University of Worcester [Assessment Policy](#), assessments for the individual modules have been designed to enable students to demonstrate that they have successfully met the learning outcomes. These are specified in each assignment brief along with any

assessment criteria. Students are also supported through the use of generic grade descriptors at levels 7 and 8.

15. Programme structures and requirements

The sequencing of modules reflects the realities of designing and carrying out research within one's own organisation. All students will use their existing work environments as the focus of their learning and research.

Award map for PG Certificate in Professional Practice (Leadership and Organisational Research) at Masters level 7

In order to obtain the Postgraduate Certificate in Professional Practice (Leadership and Organisational Research) at Level 7, students must successfully complete at Level 7 (MAPP4101, MAPP4102 and MAPP4103).

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
MAPP4101	Professional Development Profiling for Research	20	M
MAPP4102	Organisational Research Methods	20	M
MAPP4103	Leadership and Organisation Research Project	20	M
	Total Credits	60	

Award map for PG Certificate in Professional Practice (Leadership and Organisational Research) at Doctoral level 8

In order to obtain the Postgraduate Certificate in Professional Practice (Leadership and Organisational Research) at Level 8, students must successfully complete 60 credits-at Level 8 (BUSM8001, BUSM8002, BUSM8003).

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)
BUSM 8001	Professional Development Profiling for Research	20	M
BUSM 8002	Organisational Research Methods	20	M
BUSM 8003	Leadership and Organisation Research	20	M
	Total Credits	60	

16. QAA Standards and Quality

The programme is located at Level 7 and 8 of the FHEQ and is informed by:

- QAA Master's Level Benchmark Statement Business and Management (2007) recognise that there is a wide diversity of courses available with different orientations and specialities. The Postgraduate Certificate in Profession Practice is designed to offer a career development generalist a type 3 award which is for those who have significant post-graduation and relevant work experience on which the learning process should build. As a work focused programme, Graduates of the programme will reflect the knowledge, understanding and skill in the QAA Benchmark statement and be able to ground their new knowledge firmly within their professional experience. They will be able to reflect on and learn from that prior experience and thus be able to integrate new knowledge with past experience and apply it to new situations. They will be able to challenge preconceptions and to remove subject and functional boundaries so as to handle complex situations holistically. They should also have particular strengths in analysing, synthesising and solving complex unstructured organisational problems. In addition to being able to communicate their findings, they should have developed the skills to implement agreed solutions effectively and efficiently. They should therefore have strongly developed interpersonal skills and to be able to interact effectively with a range of specialists.
- Vitae's Researcher Development Framework and the QAA's Doctoral Degree Characteristics (2011). As part of the diversification of UK doctoral level qualifications programmes have evolved, often in response to the needs of the professions, and/or the career progression of professionals working in different fields. This programme is firmly committed to developing an approach to research that is consistent with the aspirations and needs of specific professions, sectors and professional practice.
- QAA Code of Practice for Postgraduate Research Programmes. Although not a research degree the programme has been designed to facilitate entry to a professional doctoral programme and is informed by the code of practice for Research Degrees.
- The programmes use the University's work based framework and has been informed by the University Policy on the Management of Work Based Learning Programmes.
- FHEQ (2008) Qualification Descriptor for Level 7 and 8. The programme at Level 8 has been informed by the descriptor of a qualification at doctoral level, for example the need for the systematic acquisition of an existing body of knowledge and the general ability to conceptualise, design and implement a project for the generation of new knowledge, at the forefront of a discipline.
- Guidelines published by the Association of Business Schools for DBA (2005) in defining the scope, purpose and outcome of qualifications focused on professional practice.

17. Support for students

The following activities and documents have been put in place to provide support for students:

- Induction to include a brief course overview, introduction to the delivery pattern and assessment for the programme and specific modules, introduction to the VLE and learning resources
- VLE site to provide learning resources and module information, exchange ideas and information between course members and staff
- Programme Leader as a point of contact for overarching programme questions and concerns

- Course handbook (available via the VLE) incorporating module outlines, key contacts and guidance for assessments
- Tutor and peer led Action Learning Sets. Action Learning Sets will be set up during the first workshop and will provide the main vehicle for peer support between modules, during research project work and beyond.
- Allocated Personal Academic Tutor to help students' integration into the University, the requirements of the programme and make the best use of learning resources available and to provide a key contact for support
- Research Project Supervisor to provide individual and expert guidance to promote the development and design of the individual project
- Access to course information, module results via the student online learning environment (SOLE)
- Student Representation through a staff/student form to provide feedback to the course team and enhance the on-going development of the programme
- Support from ILS staff, through the Information Desk and Study Guides to guide students in effective use of virtual and paper based resources
- Meetings with sponsoring organisation as appropriate for evaluation, review and on-going development in the short and long term.
- Support for disabled students via Student Services and the Disability and Dyslexia Service.
 - <http://www.worcester.ac.uk/student-services/index.htm>
 - <http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

18. Admissions

Admissions policy

The programme is designed to provide a postgraduate qualification for managers, leaders and professionals who regardless of race, gender, disability, sexual orientation, religious belief or age want to demonstrate excellence in the field of leadership and management research related to organisational practice in specific sectors.

Entry requirements

Entry requirements for Postgraduate Certificate in Professional Practice (Leadership and Organisational Research) Masters Level

Applicants are normally expected to have:

- a second class honours degree or equivalent, (or International students holding a qualification recognised as equivalent by the University) and/or
- an appropriate professional qualification
- A minimum of 2 years business/management experience, at an appropriate middle level, typically this should include as appropriate responsibility for human, financial and physical resources and implementation of policy/strategy

Entry requirements for Postgraduate Certificate in Professional Practice (Leadership and Organisational Research) at Doctoral Level

Applicants are normally expected to have:

- A second class honours degree in any subject (or International students holding a qualification recognised as equivalent by the University)
- A minimum of 3 years business/management experience, at an appropriate senior level, typically this should include as appropriate responsibility for human, financial and physical resources and implementation of policy/strategy
- Recently awarded relevant Masters qualification (within the last 7 years)

International students will also be required to demonstrate that they have the appropriate level of written and spoken English (normally IELTS score of 7 with a minimum score of 7 in written English). Entry qualifications for international students are guided by the National Academic Recognition Information Centre's (NARIC) advice on international qualifications

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

Non-standard entry requirements

Course members who do not possess the standard entry requirements may be admitted to the programme if they have experience which demonstrates they possess appropriate knowledge and skills.

If students have non-standard entry their application will be judged on the basis of relevant experience and attainment of skills, which demonstrate an ability to study at this level. Students will be considered for this Professional Practice programme on producing evidence of academic professional/vocational and personal aptitude. Forms of evidence to support applications might include; professional/vocational qualifications, professional membership, academic qualifications, CV, employer endorsement and/or examples of work. This list is not exhaustive and forms a part of the UW Admissions Policy on the accreditation of prior learning (APL).

Admissions procedures

Students will, irrespective of their entry pathway onto the course, be required to attend an interview prior to acceptance. The interview will normally take place in the term preceding entry.

Admission Criteria

Candidates will be selected on the basis of evidence of a willingness to engage with academic work at postgraduate level and a track record in a relevant position. Candidates should have good knowledge /history of their sector and will normally be in current or very recent employment.

Recognition of Prior Learning

Students will not be eligible for RPL as each module is integral to undertaking the Programme.

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

The team will evaluate the programme via the following mechanisms:

- External Examiner feedback
- Student feedback during and on the conclusion of modules
- Feedback from sponsoring organisation if appropriate
- Course Management Committee/Student forum
- Staff feedback

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, Teaching and Student Experience Committee

Course Management Committee/staff and student forum

Worcester Business School Postgraduate Board of Examiners

University Academic Standards and Quality Enhancement Committee

University 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 Forum
- Meetings with Personal Academic Tutors and supervision
- Feedback from the sponsoring organisation (if appropriate)

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); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- 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

Award	Requirement
Post Graduate Certificate in Professional Practice Level 7 (Leadership and Organisational Research)	Passed a minimum of 60 credits at Level 7, as specified on the award map
Award	Requirement
Post Graduate Certificate in Professional Practice Level 8 (Leadership and Organisational Research)	Passed a minimum of 60 credits at Level 8, as specified on the award map

Postgraduate Certificate awards are unclassified.

21. Indicators of quality and standards

- In relation to postgraduate research students the University has been granted research degree awarding powers (September 2010) and has been developing its own processes and procedures for awarding its own research degrees. The audit team concluded that the University's arrangements for its postgraduate research students met the expectations of the *Code of practice for the assurance of academic quality and standards in higher education, Section 1: Postgraduate research programmes*.
- Members of staff engaged in developing the programme are actively engaged in Work Based Learning research and professional practice.
- WBS and the Institute of Health and Society have both made submissions to the recent Research Excellence Framework Exercise.

- Excellent feedback has been received from students on similar organisationally based programmes particularly in relation to personal development, increased confidence in role and effectiveness in the workplace and the role of the programme in positively changing them as people and as managers.

22. Graduate destinations, employability and links with employers

The programme has been commissioned and designed in co-operation with employers. The principles used in designing this course are aimed at the development of professional standards of research in the workplace, enhancing the skills, knowledge and understanding of the individual.

- The Postgraduate Certificate in Professional Practice qualification will enhance graduates career prospects for promotion within their chosen fields and in further academic work
- Student will be able to develop further through defined progression routes at Level 7 and 8.
- The programme at Level 8 has been designed to enable suitable applicants to progress, with accreditation of prior certificated learning into the later stages of taught phase of the professional doctorate programme
- Worcester Business School aims to promote closer links with employers through the work of its Business Development Team. The team is currently working with key decision makers in a variety of private, public and third sector organisations, and is supported by the School's Employers' Advisory Group, which meets on a regular basis.
- The School works closely with a number of professional organisations and external agencies including the Chartered Institute of Management, Institute of Commercial Management, Chartered Institute of Marketing, Chartered Institute of Personnel and Development, Chartered Institute of Public Relations, Institute of Financial Accountants, Chartered Institute of Payroll Professionals, British Computer Society, Institute of Directors, Federation of Small Businesses, Chamber of Commerce and Confederation of British Industry.
- The Business School and the Institute of Health and Society have worked with a number of clients in developing and delivering its programmes. These include - The NHS (a range of Primary Care and Acute Trusts); Local Government (a range of County, District and Unitary Authorities); West Mercia, Warwickshire, Gloucestershire and Staffordshire Constabularies; Ministry of Defence and The Royal Air Force; Her Majesty's Prison Service; Royal Mail; Financial Service Organisations (e.g. Lloyds TSB, HBOS Plc, Clerical Medical, NFU Mutual and Virgin Money); Housing Associations, Southco and Malvern Instruments.
- The Business School and the Institute of Health and Society have well-developed working relations with the local business and health care community many of whom contribute to postgraduate programmes to give a real-world insight into the future world of work.
- These professional and business networks also involve external events, many of which are open to students, as well as employers.
- The Business School's and Institute of Health's Research Groups have secured a wide range of contract-funded consultancy and research projects (including a number of sponsored PhD studentships and provides further opportunities for students to link with employers.
- The Business School has, for a number of years, been an important focus for projects linked with the West Mercia Constabulary through the Shared Police and Higher Education Research and Enterprise (SPHERE) partnership, which enables the force to utilise academic expertise to enhance its policing activities eg through students' dissertation/ consultancy projects.
- Career guidance is available through University of Worcester Careers Advisory

- Service and 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.