PROGRAMME SPECIFICATION

Postgraduate Certificate in Leadership and Management (Heritage)

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	Post Graduate Certificate
5.	Programme title	Post Graduate Certificate in Leadership and Management (Heritage)
6.	Pathways available	N/A
7.	Mode and/or site of delivery	Standard taught programme
8.	Mode of attendance	Part time, with workshop sessions in afternoon and evenings (option for block and weekend delivery for corporate delivery)
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	QAA Subject benchmark statement for Masters degrees in business and management (2007)
11.	Date of Programme Specification preparation/ revision	February 2014; August and October 2014 – amendment to regulations; August 2016 - Regulations/Section 20 amended.

12. Educational aims of the programme

This course combines the expertise of academics and practitioners from Worcester Business School, and Institute of Science and the Environment with insights gained from your place of work, peer study groups and personalised career planning.

Starting with the creation of the student's own professional profile, followed by the study of issues pertinent to heritage management, the student will practise and further develop their leadership and management skills via the construction of a work-based project and working in small groups to find solutions to workplace (and personal) issues and challenges.

The aims are as follows:

1. To undertake an advanced study of Heritage organisations, their management and the changing external context in which they operate

2. To enhance students development of a career in business and management in a Heritage setting by developing strategic planning skills at a professional level in preparation for research or further study in the area

3. The development of the ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice within the Heritage sector

4. To provide opportunities for enhancement of lifelong learning skills and personal development so as to be able to work with self-direction and originality in line with the aims of The Cultural Heritage Blueprint (2008) to signpost development opportunities and ensure staff in the sector are engaging with CPD activities

A key feature of this course is that it enables students to learn in a way which is personally and professionally relevant to them. On completion, they will also have the opportunity to continue their study on a flexible bite-size basis towards the MBA in Executive Leadership & Management.

13. **A. Intended learning outcomes and learning, teaching and assessment methods: Postgraduate Certificate in Leadership and Management (Heritage)**

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:

A Knowledge and Understanding: *On successful completion of the course, students will be able to:*	Examples of learning, teaching and assessment methods used:
A1. Derive a critical understanding of the role and function of organisations in the Heritage sector and the dynamic context in which they operate A2. Have a critical appreciation of the drivers of change and resultant challenges for heritage managers and professionals A3. Critically contextualise engagement with the changing roles and skillset required of heritage professionals in a rapidly changing and complex national/international environment. A4. Formulate a systematic critical awareness of insights at the forefront of professional practice in heritage management	• A programme of interactive seminars and group work sessions • The researching and writing of assignments and subsequent oral and written feedback • In-depth, self-directed research, action learning sets, and tutorial guidance and discussion • Assessment is by a variety of means including papers, essays, oral presentations, group work, and research-driven tasks

B Cognitive skills and Intellectual Skills	Examples of learning teaching and methods used:
On successful completion of the course, students will be able to:	
	• All modules require learners to engage in discussion of key issues and the critical application of key concepts
B1. Apply critical thinking and critical appraisal applied to current areas of the Heritage Management curriculum	• The work based project and action learning sets offers students the opportunity to engage in problem solving and complex issues
B2. Develop problem solving and dealing with complex issues of Heritage management in a dynamic context	• Modules raise issues in which judgement needs to be exercised
	• Intellectual and cognitive skills are assessed by means of written assignments, including extended essays.
B3. Exercise judgement and understanding in relation to ethical issues and practice in relation to issues of ethics and sustainability	
B4. Apply critical thinking and critical appraisal applied to their own action in the workplace and work based learning opportunities	

C Practical Skills Relevant to Employment	Examples of learning, teaching and assessment methods used:
On successful completion of the course, students will be able to:	
C1. Engage in systematic information retrieval, critical evaluation, analysis, reflection, synthesis, contextualisation and selective dissemination to targeted audiences	• ILS representative runs session during induction and in-module relating to information resources available
	• Group and individual tasks involving library and internet-based information retrieval feature modules to assist in assignment writing
C2. Demonstrate an ability to conduct independently managed research into business and management issues and using action learning sets to critically explore approaches to work-based research and advanced scholarship	• Project-based tasks involving group management and co-ordinated presentation
	• Encouragement of an action research approach through analysing own professional area with a view to bringing about an improvement
C3. Develop effective Presentation skills.	
C4. Engage in team based activity	

D Transferable/key skills	Examples of learning, teaching and assessment methods used:
On successful completion of the course, students will be able to:	
D1. Engage in effective two-way communication skills, e.g. negotiation and persuasion	• 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 each stage of the Post-Graduate Certificate
D2. Demonstrate self-management skills and personal effectiveness, e.g. time	• Reflective learning is promoted through

management D3. Enhance their professional development D4. Critically evaluate and synthesise a range of seminal and topical literature relating to a defined topic D5. Study independently and identify and implement strategies to manage their own personal and professional development and learning	development of the Personal Development Profile

Students are expected to apply their learning to the workplace, and focus upon changes to their management and leadership approach. The process of action research, whereby each student will research their own activity with a view to bringing about an improvement either in organisational activity or their own management and leadership style, will form part of the general approach for each module, either through class discussion, a study activity or as part of the assessment. Moreover, the learning & teaching strategies employed provide an effective link between the consideration of their own personal development needs and the needs of their employers.

14. Assessment Strategy

The Assessment strategy has been designed to provide students with challenges appropriate for Masters level modules. The programme is assessed through a range of summative coursework including presentations, case study, and assignments. Formative feedback will be provided by a range of approaches coherent with the peer focused nature of the programme; it will include feedback from tutors and students.

The overall purpose of the assessment strategy 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 Masters Level study.
- 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 course
- Develop the intellectual and practical abilities required of leaders and managers
- Undertake assessments that are relevant to the students' organisation and role.

In designing the assessment strategy for the programme, the course team have been careful to align with the University's Assessment Policy and the University's Generic Masters Grade Descriptors.

15. Programme structures and requirements

All modules are mandatory and students will use their existing work environments as the focus of their learning and research.

Award map for P.G. Certificate in Leadership and Management (Heritage)

LEVEL 7				
Module Code	**Module Title**	**Credits** (Number)	**Status** Mandatory (M) or Optional (O)	**Prerequisites** (Code of Module required)
BUSM4251	Work Based Project	20	M	None
BUSM4257	Personal Development Profile	20	M	None
BUSM4258	Heritage Management	20	M	None

16.   **QAA and Professional Academic Standards and Quality**

The Post Graduate Certificate in Leadership and Management (Heritage) is located at Level 7 of the FHEQ and is informed by:

- QAA Master's Level Benchmark Statement Business and Management (2007) which recognises that there is a wide diversity of Level 7 courses in Business and Management available with different orientations and specialities.   The Postgraduate Certificate in Leadership and Management (Heritage) is designed to offer a type III award which provides a career development approach to the teaching of business and management subjects in a generalist area but with a strong practical and professional orientation to the curriculum. This course is oriented towards students who would normally have some business management experience in addition to a first degree in any discipline. It is also aimed at mature entry students with managerial experience and currently working in the Heritage sector.
- Students will be able to reflect on and learn from 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.

The programme conforms to the requirements set out for Masters level qualifications in the QAA Master's degree characteristics (2010) and the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland 2008 (FHEQ), exemplifying the outcomes expected from an award at this level.

The aims and intended learning outcomes of the Post Graduate Certificate in Leadership and Management (Heritage) capture an emphasis upon critical awareness of current problems, dealing with complex issues and demonstrating creativity and originality in analysing and solving problems. Similarly, assessments have been selected that will provide students with an opportunity to engage in a critical review and application of theoretical tools, techniques and ideas relevant to the various aspects of leadership and management, and applied to an area relevant to their organisational setting.

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
- Allocated Personal Academic Support 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
- 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**

Entry requirements

Targeting Managers and aspiring Managers ideally already working/volunteering in the Heritage sector with:

- A second class honours degree in any subject, (or qualification recognised as equivalent by the University), plus some business/management experience, at an appropriate level. Typically this should include responsibility for either human, financial or physical resources (for example artefacts and antiquities).
- Candidates may be admitted without a first degree via APEL, provided they have engaged in relevant continuous professional development activity and have at least 2 years business/management experience, at an appropriate middle/senior level. Typically this should include responsibility for human, financial and physical resources and implementation of policy/strategy.
- Additionally, students whose first language is not English are required to demonstrate proficiency to a minimum level of 6.5 IELTS or equivalent.

Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can also be found [here](#).

Admissions Procedures

Entry to the Post Graduate Certificate in leadership and Management (Heritage) requires all applicants to complete an application form which gives a variety of information about the student's work experience, qualifications and motivation. These will be checked by the Course Leader. Where information on the form is insufficient for a decision to be made the applicant will be requested to attend an interview with the Course Leader.

Admissions/selection criteria

Candidates must be able to demonstrate that they are at the appropriate stage in their management development to benefit from the programme, are capable of undertaking a programme of academic work at postgraduate level and offer evidence of academic ability and motivation.

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
- 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
University PG 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

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 please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded 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.

Requirements for Awards

Award	Requirement
Post Graduate Certificate in Leadership and Management (Heritage)	Passed a minimum of 60 credits at Level 7, as specified on the award map

The award of Postgraduate Certificate is unclassified.

21. Indicators of quality and standards

- The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities

available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

- The most recent quinquennial Periodic Review of the framework MBA in Executive Leadership and Management programme (where these modules are domiciled) noted a significant number of features of good practice and innovation, including the flexibility of the programme, support with Masters levels writing skills development, engagement with the employer/ organisation, link with the Chartered Management Institute, relevance of programme to organisational and managers' practice and policy, and guest speaker opportunities on undergraduate programmes.
- Annual External Examiners reports for the framework MBA in Executive Leadership and Management (where these modules are domiciled) have been extremely supportive and complimentary particularly with respect to the excellence of work achieved in work based assignments.
- The University of Worcester has been recognised as an Investor in People since 1996.
- The Director of Business Development (who has overall responsibility for the quality of the Professional Development programmes offered by 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.

22.   Graduate destinations, employability and links with employers

This course is linked to the Heritage Lottery Fund via its 'Skills for the Future' programme for Heritage organisations.

Graduate destinations

Britain's heritage is a major source of national prosperity and a vital component of the tourist industry. The heritage industry is therefore an area in which opportunities are many, but in which specialist graduates are relatively rare. Students on this programme will be working within this setting whilst attending the programme and it is envisaged that they will remain in full employment thereafter with the opportunity for future career advancement as a result of the successful completion of this course of study.

However, this qualification may also enhance future employability in areas which may include:

- Museums and the Heritage Industry
- National Organisations (English Heritage, National Trust)
- Environmental Consultancies
- Outreach Engagement
- Planning Officer
- Tourism Officer
- Civil Service
- Research

Student employability

Whilst students will be currently employed and will be expected to remain so after graduation the Personal Development Planning (PDP) will look at careers options and strategies.

Links with employers

The course team are in contact with a wide range of historic environment and heritage/museum professionals including the Medical Museum, the Hive, and Worcester Cathedral. The team also communicate with these professionals to ensure that the theoretical and practical elements of the course reflect the real-world situation and that students are armed with the up-to-date knowledge and competencies that they will need for a career in the heritage sector.

Finally, for students who wish to continue to study to even more advanced levels, this Post Graduate Certificate provides further employability and additional links to employers through a progression route to a full Master's degree such as an MBA in Executive Leadership and Management.

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.