

KEELE MANAGEMENT SCHOOL

PROGRAMME SPECIFICATION

POSTGRADUATE TAUGHT PROGRAMME: LEADERSHIP AND MANAGEMENT

This programme specification is the definitive document summarising the structure and content of your degree programme. It is reviewed and updated every year as part of Keele's Curriculum Annual Review and Development process. The document aims to clarify to potential and current students what you can expect from the study of the subject over the course of your programme.

Introduction

This document provides a summary of the main features of the postgraduate taught Certificate in Leadership and Management programme. It explains what a student can expect from studying Leadership and Management at PG Certificate level at Keele University, and includes information about what a student will be able to do if they take full advantage of the opportunities provided during the course of this programme.

Name of award:	Postgraduate Certificate Leadership and Management
Intermediate awards available:	N/A
Mode of study:	Part-time
Framework of Higher Education Qualification (FHEQ) level of final award:	FHEQ Level 7
Duration of programme:	1 year or modular
Accreditation	N/A
External Examiner	Professor Simon Lilley, Leicester

The Postgraduate Certificate in Leadership and Management is a part-time post-graduate taught programme which can be undertaken on a one-year or modular basis. It is taught in a highly interactive workshop structure, combining lecture-style delivery with discussion, challenge, debate, group work, practical exercises, and presentations, whether individual or group. At least one module features a keynote presentation by a senior external figure from the business world.

Students undertaking the full programme choose three electives from a choice of four, prior to a compulsory Certificate Project module. Students taking the modular approach can pick any elective module and have the opportunity to complete the full programme (including the Project) within three years of commencement.

1. What is the Philosophy of the Programme?

The Postgraduate Certificate in Leadership and Management aims to offer a robust grounding in distinct aspects of management by enhancing students' knowledge and understanding of key theoretical debates in the management field, with a significant practitioner emphasis. It seeks to develop well-rounded, thoughtful, active, reflective and practical professionals with excellent skills. The programme is distinctive in that it deals in some depth with the relationship between leadership and management throughout, rather than taking a 'silo' approach to these concepts. As a logical consequence of this, the elective/compulsory structure entails a carefully considered degree of managed overlap between modules. This negates the possibility of a student who has chosen not to take the 'Leading People' elective graduating with a Certificate in Leadership and Management, but no idea of what 'leadership' might be.

Our teaching and learning strategy is wide-ranging and innovative, seeking to give students a rich learning environment that draws actively upon leading edge research, as well as current business practice. As a post-experience course, students are actively encouraged to draw on their experiences in the workplace. The compulsory module is designed to offer students the opportunity either to deepen their understanding of a subject which has caught their interest in an elective, or to broaden their understanding by actively consider the interaction of ideas across modules, realistically reflecting the way things come at them all at once in the workplace. Elective (optional) modules enable students to hone their theoretical and practical skills in individual topics. The combination of theory and practice in modules is designed so that students graduate with a critical perspective on current management practices, as well as having practical experience of real-world issues and problems faced by managers in their daily working lives.

The practitioner perspective is further supported by Associate Membership of the Chartered Management Institute for all students, although full accreditation of the programme by the CMI was not felt to be appropriate.

Another distinctive feature is an emphasis on personal reflection (30% of elective module marks) to encourage students to consider themselves as individuals and practicing managers, and the personal impact of what they have learnt.

The Programme is post-experience and is particularly (but not exclusively) aimed at aspiring and relatively new managers, many of whom are returning to formal education after a significant break, or in some cases have very limited formal qualifications but have proven their ability in the workplace (retired forces personnel would be one example) who wish to learn more about management and leadership through practical application of sound theory and to gain a formal post-graduate qualification.

2. How is the Programme taught?

Learning and teaching methods used on the Programme vary according to the subject matter. They include the following:

- Workshop-style sessions in which explanation of the theory, challenge, debate and application are combined in a structured way.
- Independent study based on directed reading from text books, research monographs, and academic journals.
- Web-based learning using the University's virtual learning environment (KLE). The KLE is used to give students easy access to a wide-range of resources and research tools.
- Reflecting the emphasis on a practitioner perspective and the aim to deliver and enhance important life skills, 50% of the marks for the compulsory Project are awarded for an individual presentation to staff and fellow students.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any individual learning needs they may have, with their module leaders on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Workshops and independent study allow students to gain a systematic understanding of leadership and management and how analytical methods may be used to investigate a variety of contemporary workplace problems. They also provide opportunities for students to ask questions about, and suggest answers to problems in a responsible way, and to present their own ideas to members of staff and other students using an appropriate medium of communication.
- The reflective assessment in the elective modules encourages students to reflect on their own learning and take responsibility for its development by addressing areas of difficulty, perhaps by discussing them with their fellow students or by getting additional help from a member of staff, as well as receiving formal summative feedback.

Programme Team:

The programme is delivered by five academic staff, all of whom having extensive teaching and work experience in their fields. Many of these are also actively engaged in research in Critical Management Studies and bring a distinctive perspective to the field of Management. Dedicated postgraduate administrative support is also provided.

Specific personnel may be subject to change.

Course Director: Mr Phil Johnson

Phil joined Keele in January 2005, after a career with Marks & Spencer, where his principle roles included store and third party contract management, and global supply chain formulation. His academic CV includes visiting roles at the Universities of Cranfield, Warwick and Leeds, amongst others.

He is a fluent French speaker, and has a BA in European Studies, and an MSc in Logistics and Supply Chain Management, from Cranfield University.

Professor Mihaela Kelemen

Mihaela has a PhD in applied economics from the Academy of Economic Studies, Bucharest and a DPhil in Management Studies from Oxford University. She came to Keele in 1996 and was promoted to Chair in 2006. She is currently subject lead for the management group and a member of KMS executive team. Her research takes a critical perspective to leadership. She is also interested in organisational restructuring, issues of production and consumption of organisational knowledge, postmodernism and American Pragmatism.

Dr Deborah Kerfoot

Deborah joined Keele Management School in October 1999. Her research interests and publications are in the fields of sociology and critical studies in management, work and organisation, empirical research on management and managing practices and gender and sexuality in organisations.

Dr Colin Rigby

Colin has extensive practical experience of production management, consultation and engineering-based project work across a number of sectors of the ceramics industry. Before starting his career in engineering, he completed his MSc and M.phil at Manchester University and a BSc at UMIST in engineering-based disciplines. His research activity is

focused in several areas concerned with developing a critical perspective on processes of individual, organisational and societal change.

Dr Lindsay Hamilton

Lindsay joined Keele in 2005 as a PhD student in Management, after a short career in management and accountancy, and after doing an MA in Victorian Literature (also at Keele University). Her current research interests lie in the field of organisation studies and particularly the research method of ethnography. She has just completed work on her first book, *Animals at Work: Culture, identity and power in work with animals* which is co-authored with Nik Taylor from Flinders University, Adelaide. Lindsay has also recently published articles in the field of professional power and knowledge, and is currently working on a special issue of the journal *Ethnography* (Sage) on rural life in the United Kingdom.

3. What is the Structure of the Programme?

The Postgraduate Certificate comprises a choice of three electives and a compulsory project. The structure of the year is as follows:

Full programme students choose three from the following four electives:

<i>Title</i>	<i>Credits</i>	<i>Status</i>
<i>Leading People</i>	15	<i>Elective</i>
<i>People, Processes and Operations</i>	15	<i>Elective</i>
<i>Transformation and Change</i>	15	<i>Elective</i>
<i>Managing Finance</i>	15	<i>Elective</i>

Compulsory for full programme students

<i>Title</i>	<i>Credits</i>	<i>Status</i>
<i>Certificate Project</i>	15	<i>Compulsory</i>

The electives are taught in a workshop format, whilst the Certificate Project features a half-day preparation session (compulsory), after which students are supervised on an individual basis during their choice of topic and throughout the writing process. Each module on the Postgraduate Certificate is worth 15-credits. This corresponds to 150 hours of study, which is normally broken down into taught contact hours, assessment preparation, class preparation and independent study. The programme design presumes that students attend all assigned teaching and contact times as advertised, devote adequate time to assignment preparation and supplementary readings.

The programme begins in October and lasts until the following July.

Intended Learning Outcomes

Learning Outcome: Subject knowledge	Module in which this is delivered	Principal forms of assessment (of the Learning Outcome) used
Evaluate and use the principles, methods and techniques involved in managing financial resources.	<i>Managing Finance</i> <i>Certificate Project (subject to topic choice)</i>	Essay
Develop methods to investigate, review and evaluate the effectiveness of resource planning and business performance techniques.	<i>People, Processes and Operations</i> <i>Transformation & Change</i> <i>Certificate Project (subject to topic choice)</i>	Essay
Evaluate tools and techniques used in the process of budgeting.	<i>Managing Finance</i> <i>Certificate Project (subject to topic choice)</i>	Essay
Understand and be able to reflect on the contrast between operations management practice with contemporary operations and management theory.	<i>People, Processes and Operations</i> <i>Certificate Project (subject to topic choice)</i>	Essay Reflective piece
Demonstrate through reflection and comparative analysis, a critical understanding of the practice and theory of the management of people.	<i>Leading People</i> <i>People, Processes and Operations</i> <i>Transformation & Change</i> <i>Certificate Project (subject to topic choice)</i>	Essay Reflective piece
Understand and critically analyse the role of the human resources function.	<i>Leading People</i> <i>People, Processes and Operations</i> <i>Certificate Project (subject to topic choice)</i>	Essay
Learning Outcome: Subject-specific skills	Module in which this is delivered	Principal forms of assessment (of the Learning Outcome) used
Lead on matters concerned with managing people, managing operations and managing finance within their organisations.	<i>Leading People</i> <i>People, Processes and Operations</i> <i>Transformation & Change</i> <i>Managing Finance</i> <i>Certificate Project (subject to topic choice)</i>	Essay
Contribute to the process of financial management within the work	<i>Managing Finance</i>	Essay

specific context.		
Effectively communicate and lead in activities such as meetings and presentations tailoring each of these for organisations and culturally-specific audiences.	<i>Leading People</i>	Workshop activities
	<i>People, Processes and Operations</i>	Presentations
	<i>Transformation & Change</i>	(both formative, other than the Project Presentation)
	<i>Certificate Project (subject to topic choice)</i>	
Deploy tools and techniques to manage resources both physical and human.	<i>Leading People</i>	Essay
	<i>People, Processes and Operations</i>	
	<i>Transformation & Change</i>	
	<i>Managing Finance</i>	
Assess the needs of stakeholders (including customers) and formulate appropriate responses to them.	<i>Leading People</i>	Essay
	<i>People, Processes and Operations</i>	
	<i>Transformation & Change</i>	
	<i>Certificate Project (subject to topic choice)</i>	
Manage themselves and their team in order to meet organisational performance targets.	<i>Leading People</i>	Essay
	<i>People, Processes and Operations</i>	Reflective piece
	<i>Transformation & Change</i>	
	<i>Managing Finance</i>	
Reflect on their own management style and skills in order to meet performance objectives and develop effective working relationships.	<i>Leading People</i>	Reflective piece
	<i>People, Processes and Operations</i>	
	<i>Transformation & Change</i>	
	<i>Managing Finance</i>	
Enhanced independent and reflective learning practices.	<i>Leading People</i>	Essay
	<i>People, Processes and Operations</i>	Reflective piece
	<i>Transformation & Change</i>	
	<i>Managing Finance</i>	
	<i>Certificate Project (subject to topic choice)</i>	

Learning Outcome:	Module in which this is delivered	Principal forms of assessment (of the Learning Outcome) used
Transferrable skills		
Be able to present their own arguments and strategies for tackling problem areas effectively in written and verbal form	<i>Leading People</i>	Essay
	<i>People, Processes and Operations</i>	Workshop activities (formative)
	<i>Transformation & Change</i>	
	<i>Managing Finance</i>	
	<i>Certificate Project (subject to topic choice)</i>	
Have developed research skills	<i>Leading People</i>	Essay
	<i>People, Processes and Operations</i>	
	<i>Transformation & Change</i>	
	<i>Managing Finance</i>	
	<i>Certificate Project (subject to topic choice)</i>	
Have raised their competency in numeracy	<i>Managing Finance</i>	Essay
Have developed their personal work organisation skills	<i>Leading People</i>	Essay
	<i>People, Processes and Operations</i>	Workshop activities (formative)
	<i>Transformation & Change</i>	
	<i>Managing Finance</i>	
	<i>Cert Project (subject to topic choice)</i>	
Have developed their interpersonal communication skills	<i>Leading People</i>	Presentation
	<i>People, Processes and Operations</i>	Workshop activities (formative)
	<i>Transformation & Change</i>	
	<i>Managing Finance</i>	
	<i>Cert Project (subject to topic choice)</i>	

Exit Routes from the Award

Students may leave the Programme with one of the following final awards:

Postgraduate Certificate: 60 credits

Postgraduate Certificate with distinction 60 credits, with average mark of at least 70

Students who fail to pass sufficient modules, or those who have chosen a modular route will be awarded Post-graduate credits reflecting the number of modular credits passed.

4. How is the Programme assessed?

The function of the assessments listed in the table above is to test students' attainment of the learning outcomes. For example:

- **Essays (summative):** Students are actively encouraged to base their essays on real work-based issues. In addition they allow students to demonstrate their ability to carry out basic bibliographic research and to communicate their ideas effectively in writing in an appropriate scholarly style using the Harvard, or recognised alternative, system of referencing.
- **Exercises (formative):** test a student's ability to frame and solve analytical and numerical questions. They demonstrate student competence and familiarity with a range of mathematical techniques that form the everyday tool-kit of the modern economist.
- **Oral presentations and reflective report (summative and formative):** assess a student's subject knowledge and understanding. They also test the ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development.

Marks are awarded for summative assessments designed to assess students' achievement of learning outcomes. Students are also assessed formatively to enable them to monitor their own progress and to assist staff in identifying and addressing any specific learning needs. Formative assessment occurs throughout the programme and is provided with feedback - on both the quality of their academic work and the development of their subject knowledge and understanding. Feedback, including guidance on how students can improve the quality of their work, is also provided on all summative assessments and more informally in the course of tutorial and seminar discussions.

5. What are the typical admission requirements for the programme?

These are intentionally non-specific. Successful student qualifications have ranged from none (ex-services personnel) to a PhD in Metallurgy.

All students are expected to have demonstrated a successful track record in their work record to date and a genuine enthusiasm to extend their knowledge and develop as managers and leaders.

6. How are students supported on the programme?

Support for student learning on the Programme is provided in the following ways:

- Module leaders are responsible for providing support for learning on the modules and in the workshops for which they are responsible. They also give individual feedback on in-course assessments and more general feedback. Module leaders make themselves available to part-time students by email, or in person, by appointment.
- The Course Director assumes responsibility for monitoring overall student progress through the Programme, undertaking progress reviews and providing a general point of contact. The Course Director may be consulted on a wide range of issues and, among other things, commonly may be approached to provide a reference for job and other applications.
- The Course Director and lead administrator also act as a first points of contact for students on non-academic issues which may affect their learning and can refer students to a range of specialist health, welfare and financial services co-ordinated by the University's Centre for Learning and Student Support.

7. Learning Resources

Subject to University requirements such as Open Days, the Postgraduate Certificate is taught in the newly renovated Darwin Building. Rooms are usually arranged informally to allow students to work together in small groups. The learning resources available to students on the Programme include:

- The extensive collection of business and management materials relevant to postgraduate study held in the University Library. Built up over an extensive period of delivering Management at this level, these materials include books, journals and government publications. Much of this material is also accessible online to Keele students from anywhere in the world with a University username and password.
- The Keele Learning Environment (KLE) which provides easy access to a wide range of learning resources including lecture notes, electronic materials available in a repository maintained by the University Library and other resources – video, audio and text-based – accessible from external providers via the internet.

8. Other learning opportunities

As noted in the introduction, a distinctive feature of the Transformation & Change module is a presentation by a senior external business figure, again underlining the practitioner perspective and offering a real-world case study for consideration by the students.

9. Quality management and enhancement

The Course Director is responsible for the overall direction of learning and teaching on the programme, reporting to the Postgraduate Course Directors Group and the School Learning and Teaching Committee.

The quality and standards of learning in the Postgraduate Certificate in Leadership and Management are subject to a continuous process of monitoring, review and enhancement.

- Formal, anonymous written feedback is sought from students at the end of each module.
- The Learning and Teaching Committee of the Keele Management School is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year as part of the University's Curriculum Annual Review and Development (CARD) process.
- The Programme is run in accordance with the standards set out by the University's Learning and Teaching Committee and is subject to annual audits of its compliance.
- In addition to this, the quality and standards of learning are regularly discussed and monitored by the Business Management Programmes Board and by the School Learning & Teaching Committee.

A senior member of academic staff from another university is appointed to act as external examiner on the programme. The External Examiner is responsible for:

- Approving all examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the Programme and assessment procedures.

External examiners see all work marked internally as a 'fail', or 'distinction' standard. They also see work when there is substantial disagreement between internal markers and moderate a sample of work from all modules. Each year External Examiners report their findings to the University and Programme Boards are required to respond.

10. The principles of programme design

The Programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

Programme Specification Template: Postgraduate, Keele University, 2012.

Keele Learning and Teaching Strategy 2011-15, Keele University, 2011.

Guidelines for preparing programme specifications, Quality Assurance Agency for Higher Education, 2006.

The framework for higher education qualifications in England, Wales and Northern Ireland, Quality Assurance Agency for Higher Education, 2008.

Keele Assessment Strategy, Keele University, 2008.

11. Date on which programme specification was written or revised

Programme specification prepared by Phil Johnson, Programme Director, October 2012;

Revised October 2013

Approved at Nov 2013 FLTC following KMS IQA