

Course Specification

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Produced By:	Oliver Jones
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Wolverhampton Business School		
Course Code(s):	HR007P31UV	Part-time	1 Years
Course Title:	Postgraduate Certificate Leadership		
Hierarchy of Awards:	Postgraduate Certificate Leadership University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	25/Sep/2017		
Last Review:	2013/4		
Course Specification valid from:	2010/1		
Course Specification valid to:	2019/0		

Academic Staff

Course Leader:	Ms Kate Moseley
Head of Department:	Dr Janet Firth

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

- a first or second class undergraduate honours degree from a UK university or overseas equivalent, or a professional qualification and/or experience considered to be equivalent to the above;
- a reference from a tutor who has supervised the applicants undergraduate studies (or equivalent);
- if English is not the applicant's first language they will need to have a TOEFL score of 550 or above, or an IELTS score of 6.0 or above, or evidence of English proficiency equivalent to these scores;
- Students may apply for accreditation of prior learning (APL) subject to the guidelines set out in the UWBS APL Handbook. APL includes accreditation of prior certificated learning and /or accreditation of prior experiential learning.
- Minimum one year management/supervisory experience
- Applications are also welcome from individuals who do not possess the above qualifications but who have significant management experience and are able to demonstrate previous non-certificated learning equivalent to the above. In such cases, admission to the programme will be based on an evaluation of the applicant's ability to continue to benefit from and achieve the award.

Distinctive Features of the Course:

The course builds students' knowledge and skills profile in leadership. It also provides a good foundation for further study on a range of business and management courses, such as MA Leadership, MSc Healthcare Leadership and MBA.

Educational Aims of the Course:

The Postgraduate certificate in Leadership focuses on the development of appropriate knowledge, skills and competencies for effective leadership. Drawing on contemporary debates and topical issues of relevance, it aims to provide an understanding of leadership in the organisational context.

The Postgraduate certificate in Leadership encompasses a range of issues of significance to leaders in organisations and on completion of this course you will be able to apply necessary knowledge and skills to be able to respond to a range of contemporary leadership challenges in organisations.

Intakes:

September
January

Major Source of Funding:

HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2017/8	H	Part Time	£2480.00
2017/8	EU	Part Time	£2480.00
2018/9	H	Part Time	£2534.00
2018/9	EU	Part Time	£2534.00
2019/0	H	Part Time	£2484.00
2019/0	EU	Part Time	£2484.00

PSRB:

None

Course Structure:

January (Part-time)

Year 1

Module	Title	Credits	Period	Type
7HR006	Leading Transformation and Change	20	SEM2	Core
7HR010	The Reflective Practitioner	20	SEM2	Core
7HR008	Perspectives on Leadership	20	SEM1	Core

September (Part-time)

Year 1

Module	Title	Credits	Period	Type
7HR008	Perspectives on Leadership	20	SEM2	Core
7HR006	Leading Transformation and Change	20	SEM1	Core
7HR010	The Reflective Practitioner	20	SEM2	Core

Learning, Teaching and Assessment

Academic Regulations Exemption:

None.

Reference Points:

- CMI Professional Standards
- Quality Assurance Agency for Higher Education (2015) Masters awards in Business and Management
- Framework for Higher Education Qualification (2006)
- Equality Act (2010).

Learning Outcomes:

PGCert Course Learning Outcome 1 (PGCCL01)

Synthesise perspectives on leadership informed by an understanding of relevant theory and research

PGCert Course Learning Outcome 2 (PGCCL02)

Evaluate appropriate strategies for leading organisational strategy, change and transformation, and provide ethical leadership for successful organisational performance

PGCert Course Learning Outcome 3 (PGCCL03)

Critically evaluate and recommend appropriate leadership strategies in relation to the management of resources, relationships and reputations

Overview of Assessment:

Module	Title	Course Learning Outcomes
7HR006	Leading Transformation and Change	PGCCL01, PGCCL02, PGCCL03
7HR008	Perspectives on Leadership	PGCCL01, PGCCL02, PGCCL03
7HR010	The Reflective Practitioner	PGCCL01, PGCCL02, PGCCL03

Teaching, Learning and Assessment:

A variety of teaching and learning methods will be utilised including formal lectures, personal reflection, case studies, in-class and online seminar discussions (both structured and unstructured), action learning sets, one-to-one coaching sessions and tutorials, evaluation of online video and documentary resources and guest speaker talks. There will be an emphasis on shared knowledge, developed in dialogue and based on practice. In addition, there will be emphasis placed on research, case studies and other problem-solving activities. Students will be expected, and directed, to read from a range of sources, including academic journals. Students will interact and communicate within seminars, role play and other group work activities, enhancing practical leadership skills, including team, negotiating, and influencing skills. Students will be expected to work autonomously as well as interactively within group exercises to collect and analyse information from a range of sources.

Students will experience a range of assessment methods (both formative and summative) to demonstrate achievement of the learning outcomes. Variety and innovation in assessment across modules is a positive feature of this course. An Assessment Tariff will apply to try and ensure some degree of consistency in assessment loading between modules that are equally weighted. All assessment tasks will be commensurate with study at postgraduate level.

Underpinning the assessment policy within this course are a number of principles, including clarity (about what the assessment task involves), transparency (how grades are arrived at) validity (grades awarded are fair

and appropriate), equity of treatment, performance measurement and reliability. Assessment should provide a learning opportunity for the student, through the task set, and promote improvement in performance in the future through the feedback provided.

Assessment will include both individual and group exercises. Emphasis will be placed upon a synthesis of academic best practice contextualised within work place realities. Students will be required to produce critiques of theory and research, case study analyses, personal reflection and development portfolios, skills audits and action plans. Across the course there will be a use of in class activities, verbal presentations, and written submissions including reports, essays, projects, and plans.

Formative assessment and feedback opportunities will be provided through presentations, role plays, tutorials, coaching and mentoring sessions, and feedback on written work.

Student Support:

In providing flexible and interactive e-learning opportunities to meet student needs, e-learning components will be designed to form an integral feature of the learning, teaching and support. CANVAS provides a platform for doing this and will be the primary focus of the online supported learning dimension of the module. In addition to making use of the online databases and other software resources available through the LIS and ITS, students will be encouraged to consider the potential benefits of using Pebble Pad as a practical aid to research activity. More specifically;

- LRC, IT systems and student office workshops will be organised for induction.
- Study skills will be incorporated and embedded from the outset, particularly in the early modules.
- Appropriate academic and pastoral support will be provided by the course leader and course team. Any student requiring additional support will be referred to the SEC/SU counselling services for appropriate support and guidance.

A Personal Tutor is allocated to every student. Personal Tutors maintain regular communication (virtual and/or face-to-face) with each of their designated tutees. Follow up meetings are arranged with students who are not making satisfactory progress or who are at risk of withdrawal. Personal Tutors assist students in their personal and academic development, planning and progression as well as offering students advice and guidance to help them liaise with other staff and support facilities in their school and the University, including study skills support.

The Course Leader will monitor the academic and experiential quality of the Course through Award Boards, focus groups and other channels. The Course Leader also supports and directs students proactively on the Course, both collectively and individually, and responds to inquiries and requests from students with regard to the academic programme of study.

The Faculty Enabling Tutor (FET) liaises with the Student Enabling Centre (SEC) regarding provision for specific disabled students & disseminates information from the SEC on the needs of specific disabled students. The FET also monitors requests for, and provision of, specific examination and assessment arrangements, publicise 'surgery' arrangements and make available time to meet with individual disabled students to enable them to discuss their own school-specific disability issues where necessary. The FET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Employability in the Curriculum:

The programme is suitable for those occupying early leadership and management positions in organisations. It provides the foundations for advancement into more senior leadership roles, or for moves to new organisations. It can also lead to the study of an MSc Leadership.

