



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data											
Awarding Institution	University of the West of England										
Teaching Institution	University of the West of England										
Delivery Location	Frenchay Campus										
Faculty responsible for programme	Faculty of Business and Law										
Department responsible for programme	Bristol Business School										
Modular Scheme Title											
Professional Statutory or Regulatory Body Links <i>Name of PSRB</i> <i>Type of approval</i> Dates											
Highest Award Title	MSc Leadership and Management (Health and Social Care) (Coaching and Mentoring) (Creativity and Change)										
Default Award Title											
Interim Award Titles	PG Diploma Leadership and Management (Health and Social Care) (Coaching and Mentoring) (Creativity and Change) PG Cert Leadership and Management (Health and Social Care) (Creativity and Change) PG Cert Coaching and Mentoring										
UWE Progression Route											
Mode(s) of Delivery	PT										
Codes	<table border="1"> <tr> <td>UCAS:</td> <td>JACS:</td> </tr> <tr> <td>ISIS2: N29E3</td> <td>HESA:</td> </tr> <tr> <td>N29E32 (HSC)</td> <td></td> </tr> <tr> <td>N29F32 (C&M)</td> <td></td> </tr> <tr> <td>N29G32 C&C)</td> <td></td> </tr> </table>	UCAS:	JACS:	ISIS2: N29E3	HESA:	N29E32 (HSC)		N29F32 (C&M)		N29G32 C&C)	
UCAS:	JACS:										
ISIS2: N29E3	HESA:										
N29E32 (HSC)											
N29F32 (C&M)											
N29G32 C&C)											
Relevant QAA Subject Benchmark Statements											
CAP Approval Date	23 May 2012										
Valid from Date	September 2012										
Valid until Date	September 2018										
Version	1										

Part 2: Educational Aims of the Programme

The programmes aim to provide the students with:

- a critical understanding of contemporary theory, practice and research relevant to leadership and management
- conceptual understanding that enables them to evaluate critically current research and scholarship in this field
- interpersonal, learning and research knowledge, tools and techniques that are necessary for effective and skilled performance in the practice of leadership and management
- a developed understanding of the diverse roles, relationships and responsibilities of leaders and managers
- acquired the qualities and transferable skills required in the exercise of initiative and personal responsibility and decision-making in complex and unpredictable situations
- the capacity to become reflective and autonomous learners as an integral part of their leadership practice and development

On completion of the programmes students will be able to:

- deal with complex issues both systematically and creatively, and make sound judgements in the absence of complete data
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level

Parts 3 and 4

Parts 3 and 4 can be found for each of the individual award titles in the appendix.

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

An honours degree (a lower second or above) from a recognised UK Higher Education institution or equivalent from a recognised overseas institution OR

An HND or equivalent professional award (for example, at NVQ 4), plus two years of relevant work experience OR

At least two years in a role with leadership or management responsibility.

Applicants without an honours degree or equivalent formal academic qualification would require the full support of their organisation and are likely to be working as middle managers in a suitable professional area. Applicants may be interviewed prior to acceptance.

Applicants whose first language is not English will be required to demonstrate appropriate English Language proficiency, by obtaining:

- A minimum grade of 6.5 overall on the British Council International English Language Test (IELTS) OR
- A balanced TOEFL score of at least 600 (written scale) or 250 (computer scale) or 100 (internet based test)

Part 6: Assessment

All assessment is governed by the University's current Academic Regulations and Procedures

Part 7: Student Learning

These programmes are designed in support of the University Learning and Teaching and Assessment Strategy which is designed to underpin all programmes. The vision for the strategy is that: *'We will become an inclusive and welcoming learning community, actively engaged with global society and based on values of mutual respect, critical engagement and self-awareness'*

The strategy contains 6 key aims, each with a number of objectives, which are linked and build cumulatively on each other. The aims are listed below:

1. To be a university that is learning centred in all that it does.
2. To develop approaches to learning, teaching and assessment that are underpinned by shared values and ethical frameworks, sound health and safety practices and informed by research and professional practice.
3. To develop inclusive, flexible and accessible curricula, learning spaces and resources that enable personalized learning in campus, placement and work-based settings.
4. To provide diverse modes of assessment both for and of learning.
5. To develop learners who know and value themselves as open-minded, reflective and interdependent learners, and participants, employees, self-employed professional and entrepreneurs in global settings and as global citizens.
6. To develop self-critical learners who value others as collaborators in their learning and co-constructors of knowledge and its exchange.

In line with these university-level aspirations, the FBL learning and teaching vision is:

to maximise student achievement (both in relation to award classification and to employability) and student satisfaction whilst maintaining appropriately rigorous academic standards and supporting the university's vision of becoming an inclusive and welcoming learning community, actively engaged with global society and based on values of mutual respect, critical engagement and self-awareness.

The supporting objectives for this learning and teaching vision are:

1. Further development of intellectually vibrant, highly reflective, mutually respectful and diverse student and staff learning communities within the Faculty
2. Increase in the use of links with the world external to UWE (including professional accreditation where possible) to inform curriculum design and delivery and provide lifelong learning opportunities
3. Provision of an effective, efficient and supportive infrastructure for learning (organisation and management of programmes, student advice, communication with students etc)
4. Appropriate design and flexible delivery of curricula which provide an intellectually stimulating learning experience enabling students to develop as highly employable and internationally aware lifelong learners
5. Provision of effective support for students making the transition to learning at UWE
6. Provision of effective and ongoing developmental support for all staff
7. Use of effective strategies for assessment for learning

These strategies are designed to be continuously evolving and provide a base for further refinement and development. An important reality check for the statements above is the extent to which students enrolled on our programmes can verify their experiences of learning, teaching and assessment in the light of the strategy aims and objectives. Feedback from students through module and programme evaluations and programme management committees is critical to the successful achievement of our vision.

The teaching and learning and assessment strategies of UWE and FBL encourage students to take responsibility for aspects of their learning and staff to take responsibility for facilitating that learning. The

Part 7: Student Learning

balance of student and staff responsibility varies according to individual student profiles, academic level and according to the nature of the learning outcomes the students are expected to meet. Ultimately, the aim of these programmes is to enable students to progress to a high level of autonomy in learning and thus engender life long learning within a socially inclusive environment.

The proposed programmes have been devised to facilitate student learning in line with these strategies. A variety of learning approaches have been integrated throughout the programme variants with an overall emphasis on active student participation. Guided learning (including lectures, tutorials, seminars, workshops, visiting speakers, on-line and networked learning, electronic workshops and conferencing, case studies), group learning and independent learning are used throughout the programmes. For example, by splitting the group into small action learning sets they are encouraged to develop their own action plans and move their learning into practice, sharing their experiences and grounding their learning in the realities of the work place.

The teaching and learning methods used in the programmes intend to challenge the existing perspectives of the students and encourage creative thinking. Thus many of the approaches used, including those that are case based, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus. Group learning approaches will also challenge students in a number of ways that will play a significant role in learning about leading and managing.

Teaching is based on research literature, professional experience and significant use of debate and discussion. The emphasis on using real examples of workplace scenarios, often from students' own experience, places the focus on the very practical nature of learning about leadership and management in an organisational context. This is embedded in the programmes as a whole and each variant places within the taught modules a different emphasis on organisational contexts to meet the students' needs, i.e. health and social care sector, coaching and mentoring or change approaches. In addition, a range of teaching approaches are employed to give depth and breadth to the learning experience. For example, through didactic pedagogy students are challenged to defend their thinking. The dissertation allows students to explore a substantial issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner.

Some modules introduce generally applicable principles of change management and leadership, and so, apart from some tailoring of case studies and focusing upon priorities for coaches and mentors, they are delivered to the same specification as those delivered on other leadership and management programmes (for example, Leading and Managing People, Building Effective Working Relationships). Other modules, however, address topics of general importance but have been focused upon the specific practical demands of the focus within each variant, i.e. the current health and social care environment (for example, Human Resource Management, Strategic Service Evaluation), the coaching and mentoring professions (for example, Coaching and Mentoring, Professional Practice in Executive Coaching and Leadership Mentoring) and the challenges and Principles of Change Practice UMODAQ-15-M (e.g. Principles of Change Practice UMODAQ-15-M, Enterprise and Creativity, Leading Change).

The programmes appeals to junior and middle managers on the Health and Social Care and the Change Practice variant and to practicing coaches/mentors as well as leaders and managers who are undertaking coaching and /or mentoring interventions as part of their role on the Coaching and Mentoring variant. The core modules will provide essential learning for all student groups in a leadership or management role. In addition, we cater for the differences in student needs and experience with a range of options. For example, there tends to be a greater need for skills based modules for the more junior managers, including modules such as Building Effective Working Relationships, or Performance Management. In contrast, more experienced and senior managers may choose modules that address system level managerial interventions such as Strategic Leadership or Personal Mastery in Leadership or Advances in Leadership.

The delivery pattern for these programmes is a block format over three years, where most modules are delivered over 3 full days. This intense delivery mode has been adopted by these programmes in recognition of and response to student preferences as it meets best the needs of practicing managers.

Assessment is an integral part of the teaching and learning process. The range of assessments indicated have been incorporated to:

- test the students' ability to integrate concepts and theories and to apply them in practice;
- ascertain their learning strengths and weaknesses and continuing development needs;

Part 7: Student Learning

- expose students to a variety of assessment methods in order to promote the growth of their life-long learning skills;
- test students' level of skills development.

The assessment strategy comprises of formal tutor assessment, informal tutor assessment and informal peer review and feedback. Formal testing of the knowledge base, intellectual, subject specific and transferable skills is through a combination of unseen and open book examinations, supervised mini-projects, essays, vivas and presentations. Informal testing of intellectual, subject specific and transferable skills is through class interaction during work on current academic research and understanding, case studies, practical exercises and experiential exercises.

The faculty supports the University Academic Regulations and procedures, and the requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used in controlled and non-controlled conditions assessment are: invigilated timed assignments including examinations, presentations, in-class tests, self and peer assessments, individual and group projects and supervised mini-projects and dissertations.

LEARNING RESOURCES

All modules have teaching/learning resource guide

All modules have teaching/learning resource booklets, most have set texts in accordance with the university's Reading Strategy, and all also draw on publications and research from academic, industry and international organisation communities. Additional support is provided through the library and an extensive student computing network. All postgraduate modules use the institutional VLE – Blackboard – for web enhanced delivery and to thus provide students with 24/7 access to module information and resources on and off campus.

Students are directed towards the University Library online MySkills resource for the development of skills appropriate to the style of each module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in module handbooks and/or via Blackboard.

Additional support is provided through the library by means of information skills sessions embedded at module level and self directed online tutorials. There is also an extensive programme of regular workshops including referencing management, database searching and finding journal articles. The library offers zoned space from silent to group study and student bookable rooms. There is excellent access to electronic databases on campus through the extensive student computing network and wifi. Most databases are also available off campus and supported by the online library enquiry service.

STUDENT SUPPORT AND GUIDANCE

Student support is provided by academic staff, usually module leaders, for all issues relating to the content, delivery and assessment of modules. The Student Services Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including when relevant how to access the wider support provided by the University. This service is supported by extensive online resources. Additional academic support and guidance is provided by the Programme Director.

An important part of the programme is the involvement of students. Student representatives are selected from the programme to serve on the Student Representatives & Staff Forum (SRSF). These are held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. Issues raised are discussed in an open and friendly atmosphere so that students feel able to contribute openly and honestly about their experiences. Any issues raised are taken forward for action by programme managers. Where appropriate they may be discussed at Departmental Committees or Faculty Academic Standards and Quality Committee.

Part 7: Student Learning

The Faculty 'Current Student' web pages provide access to detailed and up to date information covering all aspects of academic and administrative procedures and support. These pages link closely to the student portal, MyUWE, and to the Student Services web pages, and act as a comprehensive 'faculty handbook'.

Further student support is provided by the Business School through the postgraduate administration team, the Admissions Office and Careers and Employability Service. Support to students with disability is offered both at the faculty level under the remit of the Leader of WP, Disability & Schools Liaison and centrally through the university's Disability Resource Centre. This acts as a holistic service for disabled students and applicants to the University but also supports the academic and administrative staff who work with disabled students.

In addition to the above The University's Student Services offers a range of services to support students during their time at university and beyond:

- University Health Centre and general advice on 'Staying Healthy';
- Welfare Services for students, including counselling and well-being, financial matters
- UWE volunteering, opportunities for students to get involved in the local community through the Community Volunteer Programme;
- Student Advisors & Counselling for anything from exam stress to homesickness and depression;
- The Living Centre, for support with faith and spiritual matters;
- Global student support, to help international students to make the most of living and studying in the UK;
- Managing disability and dyslexia, to get help with all disability related support needs;
- Money and Visas, for financial checkups, or help with UK visas.

Part 8: Reference Points and Benchmarks

These programmes are designed in accordance with:

- *The main findings of the report of the council for excellence in management and leadership (2002),*
- *Good Practice Leadership Development Criteria (see Appendix A)*
- *Subject benchmarks (QAA Unit in Business and Management - QAA benchmarks for Postgraduate Management Programmes – 2007)* The programme design acknowledges the draft benchmarks for postgraduate business and management programmes. The programme meets the Type 1B - Specialist Masters requirements as outlined in draft 4 in providing further career development for those in employment with a study of practice in a specialist area and a professional orientation. The programme draws from all the knowledge, understanding and skill domains indicated in the benchmarks, with an emphasis as indicated in the programme aims and objectives.
- *Descriptor for a qualification at Masters (M) level: Masters degree – extracted from the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, January 2001 (see Appendix B).* The QAA Postgraduate Qualification Descriptors provide a schedule of the standards adopted by the programme and they are also in line with current Faculty practice.
- *The University's Mission Statement (UWE)*
- *University teaching and learning policies: UWE and FBL Teaching and Learning Strategy*
- *The SEEC Credit Level Descriptors 2001*
- *Bristol Business School Review of Postgraduate Programmes 2007*

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 he/she 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 individual modules can be found in module specifications, available on the University's website.

Good Practice Leadership Development Criteria

Blewett's (1997) "Themes"

- Clearly articulated goals
- Articulation of "in use" definition(s)
- Strong theoretical base
- Aware of conceptual and contextual developments
- Exposure to conceptual and practical experiential methodologies
- Use of multiple learning methods
- Assessment of learning
- Programme evaluation

Cacioppe (1998) "an integrated model for planning...elements in effective individual learning"

- Improved self-knowledge – through reflection
- Reshaping mindsets – 'surprises', acquiring new paradigms
- Action Learning – testing ideas in action
- Improved skills – need to experience development
- Observing leadership models – mentor, role models, staff behaviour
- Linked to organisation's strategy – relationship between learning and company strategy
- Global focus – cross cultural considerations
- Networking – collaborative (i.e., organisational) learning

Vaill (1996) "pedagogy of learning as a way of being" or "leaderly learning"

- Self directed – initiating actions as a consequence of learning
- Creative – exploration, discovery, 'process frontiers', new abilities
- Expressive – learning in and through expression, dialogue
- Feeling – feeling the meaning of events, intuition, meaning/sense making
- On-line – practice in real time in real world (v simulation and role plays)
- Continual – being a perpetual beginner
- Reflexive – attention to process in the midst of action, developing 1-6 above

References:

Blewett, R.G. (1997) "What we Know about Leadership Studies", *Leadership Studies Journal*, March, pp. 1-6.

Cacioppe, R. (1998) "An integrated model and approach for the design of effective leadership development programmes", *Leadership and Organization Development Journal*, 19/1, pp. 44-53.

Vaill, P.B. (1996) *Learning as a Way of Being*, San Francisco: Jossey-Bass.

**EXTRACTS FROM THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS IN ENGLAND,
WALES AND NORTHERN IRELAND - JANUARY 2001**

Descriptor for a qualification at Masters (M) level:

Masters degree

Masters degrees are awarded to students who have demonstrated:

- i) a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
- ii) a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- iii) originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- iv) conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline; and
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- a) deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- b) demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- c) continue to advance their knowledge and understanding, and to develop new skills to a high level;

and will have:

- d) the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility;
 - decision-making in complex and unpredictable situations; and
 - the independent learning ability required for continuing professional development.

SPECIFICATION FOR EACH AWARD TITLE

Title of Primary Award	MSc Leadership and Management	
Highest Award Title of additional target	MSc Leadership and Management (Health and Social Care)	
Interim Award Titles for additional target	PG Cert Leadership and Management (Health and Social Care) PG Dip Leadership and Management (Health and Social Care)	
Codes	UCAS:	JACS:
	ISIS2: N29E3 (N29E32)	HESA:
Relevant QAA Subject Benchmark Statements		
CAP Approval Date	23 May 2012	
Valid from Date	September 2012	
Valid until Date	September 2018	
Version	1	

Part 3a: Learning Outcomes of the Programme

The MSc Leadership and Management in Health and Social Care places an emphasis on learning from and through experience. Work based learning is a significant route for the achievement of the educational aims and for this reason the programme is only offered via part time study to students in employment or with ready access to undertake project work in an organisational context. The primary educational aim of this programme is to develop the knowledge and skills needed by those who are and aspire to be managers and leaders within health and social care organisations.

The programme aims to provide the students with:

- a critical understanding of contemporary theory, practice and research relevant to leadership and management in a health and social care context
- conceptual understanding that enables them to evaluate critically current research and scholarship in this field
- interpersonal, learning and research knowledge, tools and techniques that are necessary for effective and skilled performance in the practice of leadership and management
- a developed understanding of the diverse roles, relationships and responsibilities of leaders and managers within the current health and social care context
- acquired the qualities and transferable skills required in the exercise of initiative and personal responsibility and decision-making in complex and unpredictable situations
- the capacity to become reflective and autonomous learners as an integral part of their leadership practice and development

On completion of the programme students will be able to:

- deal with complex issues both systematically and creatively, and make sound judgements in the absence of complete data
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level

Part 3a: Learning Outcomes of the Programme	
Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
A Knowledge and understanding of:	Teaching/learning methods and strategies:
<p>1. Leading and Managing People – leading and managing individuals and teams in health and social care organisations</p>	<p><i>Acquisition of 1 is through</i> Leading and Managing People UMOCB7-15-M, <i>Additional support is provided through</i> Coaching and Mentoring – UMOCQR-15-M, Building Effective Working Relationships UMOCQS-15-M, Leading Change UMOCBA-15-M, Managing Performance UMPCSN-15-M, Strategic Leadership UMOCB9-15-M, Advances in Leadership UMODAP-15-M, Group Facilitation UMOCYE-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>
<p>2. Human Resource Management – the key areas of HRM of relevance to the health and social care sector.</p>	<p><i>Acquisition of 2 is through</i> Human Resource Management in Organisations UMPDAT-15-M <i>Additional support is provided through</i> Building Effective Working Relationships UMOCQS-15-M, Managing Performance UMPCSN-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>
<p>3. Finance for Managers in Health and Social Care– the use of accounting and other information systems for managerial applications</p>	<p><i>Acquisition of 3 is through</i> Financial Resource Management UMADAN-15-M <i>Additional support is provided through</i> Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>
<p>4. Leadership and Management Learning – learning and change as a fundamental requirement in modern, complex organisations</p>	<p><i>Acquisition of 4 is through</i> Evidencing Work Based Learning in Leadership and Change - UMOCXY-30-M <i>Additional support is provided through</i> Enterprise and Creativity UMOCB8-15-M, Leading Change UMOCBA-15-M, Advances in Leadership UMODAP-15-M, Personal Mastery in Leadership UMOD3K-15-M, Project Management UMMC9V-15-M, Principles of Change Practice UMODAQ-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>
<p>5. Operations – the management of resources and operations; information systems; the development and management of information systems and their impact upon organisations</p>	<p><i>Acquisition of 5 is through</i> Financial Resource Management UMADAN-15-M <i>Additional support is provided through</i> Strategic Service Evaluation UMKD86–15–M, Project Management UMMC9V-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>
<p>6. Customers and Markets – service and customer orientation, business thinking and the market as increasingly important idea in health and social care</p>	<p><i>Acquisition of 6 is through</i> Strategic Service Evaluation UMKD86–15–M <i>Additional support is provided through</i> Financial Resource Management UMADAN-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being</i></p>

Part 3a: Learning Outcomes of the Programme

taught/learnt and to broaden their individual knowledge and understanding of the subject.

Assessment:

*Testing of the knowledge base is through a range of formative and summative assessment approaches (that may be individual or group based), including written coursework, presentations, and examinations
Individual module specifications provide details of assessments.*

B Intellectual Skill

B Intellectual Skills

Teaching/learning methods and strategies

All intellectual skills are developed to a certain extent through all modules. However, the following indicates where skills are developed as a particular aim of the module:

1. Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise, and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately

Acquisition of 1 is through Leading and Managing People UMOCB7-15-M, Human Resource Management in Organisations UMPDAT-15-M, Evidencing Work Based Learning in Leadership and Change - UMOCXY-30-M, Building Effective Working Relationships UMOCQS-15-M, Enterprise and Creativity UMOCB8-15-M, Leading Change UMOCBA-15-M, Principles of Change Practice UMODAQ-15-M, Managing Performance UMPCSN-15-M, Personal Mastery in Leadership UMOD3K-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

2. Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions

Acquisition of 2 is through Leading and Managing People UMOCB7-15-M, Human Resource Management in Organisations UMPDAT-15-M, Financial Resource Management UMADAN-15-M, Strategic Service Evaluation UMKD86-15-M, Coaching and Mentoring – UMOCQR-15-M, Personal Mastery in Leadership UMOD3K-15-M, Project Management UMMC9V-15-M, Strategic Leadership UMOCB9-15-M, Advances in Leadership UMODAP-15-M, Principles of Change Practice UMODAQ-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

3. Numeracy and quantitative skills including the development and use of relevant business models

Acquisition of 3 is through Financial Resource Management UMADAN-15-M, Strategic Service Evaluation UMKD86-15-M, Project Management UMMC9V-15-M, Strategic Leadership UMOCB9-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

Assessment:

Feedback and review with module tutors and dissertation supervisor, presentations, essays, case-study analysis, and reflection on personal practice (all modules and the dissertation).

C Subject, Professional and Practical Skills

Part 3a: Learning Outcomes of the Programme

C Subject/Professional/Practical Skills

1. the ability to conduct research into leadership and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting

2. using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge

3. effective use of ICT

4. effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media

5. effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management

6. leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring

7. ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices

Teaching/learning methods and strategies

All subject/professional/practical skills are developed to a certain extent through all modules. However, the following indicates where skills are developed as a particular aim of the module:

Acquisition of 1 is through Evidencing Work Based Learning in Leadership and Change - UMOCXY-30-M, Strategic Leadership UMOCB9-15-M, Advances in Leadership UMODAP-15-M, Principles of Change Practice UMODAQ-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

Acquisition of 2 is through Financial Resource Management UMADAN-15-M, Evidencing Work Based Learning in Leadership and Change - UMOCXY-30-M, Enterprise and Creativity UMOCB8-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

Acquisition of 3 is through Financial Resource Management UMADAN-15-M, Project Management UMMC9V-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

Acquisition of 4 is through Leading and Managing People UMOCB7-15-M, Evidencing Work Based Learning in Leadership and Change - UMOCXY-30-M, Building Effective Working Relationships UMOCQS-15-M, Coaching and Mentoring – UMOCQR-15-M, Principles of Change Practice UMODAQ-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

Acquisition of 5 is through Leading and Managing People UMOCB7-15-M, Human Resource Management in Organisations UMPDAT-15-M, Strategic Service Evaluation UMKD86-15-M, Building Effective Working Relationships UMOCQS-15-M, Managing Performance UMPCSN-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

Acquisition of 6 is through Leading and Managing People UMOCB7-15-M, Human Resource Management in Organisations UMPDAT-15-M, Strategic Service Evaluation UMKD86-15-M, Coaching and Mentoring – UMOCQR-15-M, Leading Change UMOCBA-15-M, Managing Performance UMPCSN-15-M, Personal Mastery in Leadership UMOD3K-15-M, Project Management UMMC9V-15-M, Principles of Change Practice UMODAQ-15-M, Strategic Leadership UMOCB9-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

Acquisition of 7 is through Leading and Managing People UMOCB7-15-M, Human Resource Management in Organisations UMPDAT-15-M, Evidencing Work Based Learning in Leadership and

Part 3a: Learning Outcomes of the Programme

Change - UMOCXY-30-Building Effective Working Relationships UMOCQS-15-M, Enterprise and Creativity UMOCB8-15-M, Leading Change UMOCBA-15-M, Principles of Change Practice UMODAQ-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

Assessment:
The majority of skills are assessed either directly or indirectly across the programme modules. However, the exceptions are consistent with the discussion of the scope of teaching/learning methods and strategies above.

D Transferable Skills and other attributes

D Transferable skills and other attributes

1. high personal effectiveness
2. critical self-awareness, self reflection and self management
3. time management
4. sensitivity to diversity in people and different situations
5. ability to continue to learn through reflection on practice and experience

Teaching/learning methods and strategies

Transferable skills are developed to a certain extent in all modules. Skills 3 and 5 are developed in all modules and skills 1 and 2 are developed in all core modules.

The following indicates where skills are developed as a particular aim of the module:

Skill 1 is developed in: Building Effective Working Relationships UMOCQS-15-M, Managing Performance UMPCSN-15-M, Personal Mastery in Leadership UMOD3K-15-M


Skill 2 is developed in: Building Effective Working Relationships UMOCQS-15-M, Coaching and Mentoring – UMOCQR-15-M, Managing Performance UMPCSN-15-M, Personal Mastery in Leadership UMOD3K-15-M

Skill 4 is developed in: Leading and Managing People UMOCB7-15-M, Human Resource Management in Organisations UMPDAT-15-M, Evidencing Work Based Learning in Leadership and Change - UMOCXY-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M, Building Effective Working Relationships UMOCQS-15-M, Coaching and Mentoring – UMOCQR-15-M, Managing Performance UMPCSN-15-M, Personal Mastery in Leadership UMOD3K-15-M

Assessment

Skills 1, 2, 4 and 5 are assessed in a general sense in the majority of the modules, whereas skill 3 is not. Where certain skills are not assessed, this is consistent with the discussion of the scope of teaching/learning methods and strategies above.

Part 4: Programme Structure

<p>ENTRY</p> 	<p>Certificate</p>	<p>Compulsory Modules (60 credits)</p> <p>Building Effective Working Relationships UMOCQS-15-M Leading and Managing People UMOCB7-15-M Human Resource Management in Organisations UMPDAT-15-M Financial Resource Management UMADAN-15-M</p>	<p>Optional Modules</p> <p>None</p>	<p>Interim Awards</p> <p>PG Certificate Leadership and Management (Health and Social Care)</p>
	<p>Diploma</p>	<p>Compulsory Modules (45 credits)</p> <p>Evidencing Work Based Learning in Leadership and Change UMOCXY-30-M</p> <p>Either Strategic Service Evaluation UMKD86-15-M Or Leading Change UMOCBA-15-M</p>	<p>Optional Modules (15 credits)</p> <p>Students typically choose 15 credits from: Advances in Leadership UMODAP-15-M Strategic Service Evaluation UMKD86-15-M Coaching and Mentoring – UMOCQR-15-M Enterprise and Creativity UMOCB8-15-M Leading Change UMOCBA-15-M Project Management UMMC9V-15-M Strategic Leadership UMOCB9-15-M</p> <p>Also available: Managing Performance UMPCSN-15-M Principles of Change Practice UMODAQ-15-M Group Facilitation UMOCYE-15-M Personal Mastery in Leadership UMOD3K-15-M</p>	<p>Interim Awards</p> <p>PG Diploma Leadership and Management (Health and Social Care)</p>
	<p>Masters</p>	<p>Compulsory Modules (60 credits)</p> <p>Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>	<p>Optional Modules</p> <p>None</p>	<p>Highest Award</p> <p>MSc Leadership and Management (Health and Social Care)</p>

GRADUATION

Assessment Map

The programme encompasses a range of **assessment methods** including; unseen and open book examinations, supervised mini-projects, essays, vivas and presentations. These are detailed in the following assessment map:

Assessment Map for MSc Leadership and Management (Health and Social Care)

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Certificate	UMOCQS-15-M							A (100)			
	UMOCB7-15-M							A (100)			
	UMPDAT-15-M						A (25)	B (75)			
	UMADAN-15-M		A (40)						B (60)		
Compulsory Modules Diploma	UMOCXY-30-M								A (100)		
	UMKD86-15-M								A (100)		
	UMOCBA-15-M							A (100)			
Compulsory Modules Masters	UMOCUC-60-M								A (100)		

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

SPECIFICATION FOR EACH AWARD TITLE

Title of Primary Award	MSc Leadership and Management	
Highest Award Title of additional target	MSc Leadership and Management (Coaching and Mentoring)	
Interim Award Titles for additional target	PG Cert Coaching and Mentoring PG Dip Leadership and Management (Coaching and Mentoring)	
Codes	UCAS:	JACS:
	ISIS2: N29E3 (N29F32)	HESA:
Relevant QAA Subject Benchmark Statements		
CAP Approval Date	23 May 2012	
Valid from Date	September 2012	
Valid until Date	September 2018	
Version	1	

Part 3a: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Programme Aims

- a critical understanding of contemporary theory, practice and research relevant to leadership and management in a coaching and mentoring context
- conceptual understanding that enables them to evaluate critically current research and scholarship in this field
- interpersonal, learning and research knowledge, tools and techniques that are necessary for effective and skilled performance in the practice of leadership, management, coaching and mentoring
- a developed understanding of the diverse roles, relationships and responsibilities of coaches and mentors within a leadership or organisational context
- the qualities and transferable skills required in the exercise of initiative and personal responsibility and decision-making in complex and unpredictable situations
- the capacity to become reflective and autonomous learners as an integral part of their leadership, coaching and mentoring practice and development
- a capacity to develop their own authentic approach and an understanding of the impact of their own mental and physical well-being on the coaching and mentoring relationship in a leadership or organisational context

On completion of the programme students will be able to:

- deal with complex issues both systematically and creatively, and make sound judgements in the absence of complete data
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level
- facilitate clients in discovering and realising the client's own potential
- contract effectively with organisations and individuals in the context of professional and personal ethics and codes of practice

Part 3a: Learning Outcomes of the Programme	
Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
<p>A Knowledge and understanding of</p> <p>1. Coaching and Mentoring – coaching and mentoring and its practice in an organisational context. Key learning outcomes on successful completion of the module include:</p> <ul style="list-style-type: none"> • Develop a critical understanding of the theory and practice of coaching and mentoring and its relevance for a range of professional and managerial roles. • Demonstrate awareness, knowledge and a critical understanding of theories and models that inform practice. <p>2. Leading and Managing People – the complexities of leading and managing individuals and teams in organisations. Key learning outcomes on successful completion of the module include:</p> <ul style="list-style-type: none"> • Critical evaluation, explanation and reflection on the key elements of effective team-based leadership • Synthesise core concepts of leadership, leaders and managers, power and authority. <p>3. Self-leadership personal effectiveness within an organisational context. Key learning outcomes on successful completion of the module include:</p> <ul style="list-style-type: none"> • Develop a critical understanding of the theory and practice of Personal Mastery in Leadership and its relevance for a range of professional and managerial roles • Gain a critical appreciation of the dynamics of complex networks and patterns of relationships in contemporary organisations. <p>4. Facilitation Skills – the facilitation of groups and interventions in an organisational context. Key learning outcomes on successful completion of the module include:</p> <ul style="list-style-type: none"> • Critical review of a range of theories, models and approaches to facilitation. • Evaluation of the role of facilitation in enabling groups of people to perform productively 	<p>Teaching/learning methods and strategies:</p> <p><i>Acquisition of 1 is through</i> Coaching and Mentoring UMOCQR-15-M</p> <p><i>Additional support is provided through</i> Group Facilitation UMOCU9-15-M, Personal Mastery in Leadership - UMOCU8-15-M, Building Effective Working Relationships UMOCQS-15-M, Professional Practice in Executive Coaching & Leadership Mentoring UMOCUA-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Acquisition of 2 is through</i> Leading and Managing People UMOCB7-15-M,</p> <p><i>Additional support is provided through</i> Coaching and Mentoring – UMOCQR-15-M, Building Effective Working Relationships UMOCQS-15-M, Advances in Leadership UMODAP-15-M, Human Resource Management in Organisations UMPDAT-15-M, Enterprise and Creativity UMOCB8-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Acquisition of 3 is through</i> Personal mastery in - UMOD3K-15-M</p> <p><i>Additional support is provided through</i> Building Effective Working Relationships UMOCQS-15-M, Coaching and Mentoring UMOCQR-15-M, Interventions for Creativity and Change UMOD3L-15-M, Professional Practice in Executive Coaching & Leadership Mentoring UMOCUA-30-M, Groups, Teams and Organisations UMOD3J-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Acquisition of 4 is through</i> Group Facilitation UMOCU9-15-M</p> <p><i>Additional support is provided through</i> Building Effective Working Relationships UMOCQS-15-M, Professional Practice in Executive Coaching & Leadership Mentoring UMOCUA-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>

Part 3a: Learning Outcomes of the Programme

5. Leading Change - effective management of change in complex, diverse organisations. Key learning outcomes on successful completion of the module include:

- Critique and synthesise a range of theories, models and approaches to change
- Critically evaluate the implications of diversity and multiple perspectives in managing change

Acquisition of 5 is through Leading Change UMOCBA-15-M. This module includes case studies, mini lectures and discussion groups in order to understand and critically evaluate a range of theories models and approaches to change. Learning sets will be established to work on the applied assignment, facilitating diagnosis of change situations and the development of strategies to improve them.

Additional support is provided through Principles of Change Practice UMODAQ-15-M, Group Facilitation UMOCYE-15-M, Interventions for Creativity and Change UMOD3L-15-M, Financial Resource Management UMADAN-15-M, Human Resource Management in Organisations UMPDAT-15-M, Enterprise and Creativity UMOCB8-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

6. Interventions for Creativity and Change developing individual and organisational effectiveness using creative methods. Key learning outcomes on successful completion of the module include:

- Develop a critical understanding of the theory and practice of a range of Interventions for Creativity and Change, and their relevance for a range of professional and managerial roles
- Develop insights into effective and appropriate use of creative methods in different organisational contexts.

Acquisition of 6 is through Interventions for Creativity and Change UMOD3L-15-M

Additional support is provided through Principles of Change Practice UMODAQ-15-M, Personal Mastery UMOD3K-15-M, Professional Practice in Executive Coaching & Leadership Mentoring UMOCUA-30-M, Groups, Teams and Organisations UMOD3J-15-M, Enterprise and Creativity UMOCB8-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.

Assessment:

Testing of the knowledge base is through a range of formative and summative assessment approaches (that may be individual or group based), including written coursework, presentations and learning portfolios. Individual module specifications provide details of assessments.

B Intellectual Skills

B Intellectual Skills
On completion of the programme, students will be able to:

1. **think critically and be creative:** manage the creative processes in self and others; organise thoughts, analyse, synthesise, and

Teaching/learning methods and strategies:
All intellectual skills are developed to a certain extent through all modules. However, the following indicates where skills are developed as a particular aim of the module:

Acquisition of 1 is through Coaching and Mentoring UMOCQR-15-M, Leading and Managing People UMOCB7-15-M, Advances in Leadership UMODAP-

Part 3a: Learning Outcomes of the Programme

<p>critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately</p> <p>2. solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions</p> <p>3. use information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge</p>	<p>15-M, Group Facilitation UMOCU9-15-M. Groups, Teams and Organisations UMOD3J-15-M, Personal Mastery in Leadership - UMOD3K-15-M Interventions for Creativity and Change UMOD3L-15-M, Principles of Change Practice UMODAQ-15-M, Building Effective Working Relationships UMOCQS-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M, Enterprise and Creativity UMOCB8-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Acquisition of 2 is through</i> Coaching and Mentoring UMOCQR-15-M, Leading and Managing People UMOCB7-15-M, Group Facilitation UMOCU9-15-M, Personal Mastery in Leadership - UMOD3K-15-M, Interventions for Creativity and Change UMOD3L-15-M, Principles of Change Practice UMODAQ-15-M, Building Effective Working Relationships UMOCQS-15-M, Human Resource Management in Organisations UMPDAT-15-M, Financial Resource Management UMADAN-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Acquisition of 3 is through</i> Personal Mastery in Leadership - UMOD3K-15-M, Interventions for Creativity and Change UMOD3L-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M, Human Resource Management in Organisations UMPDAT-15-M, Financial Resource Management UMADAN-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</i></p> <p>Assessment:</p> <p><i>Assessment of the acquisition of the appropriate intellectual skills will be via:</i> Feedback and review with module tutors and dissertation supervisor, presentations, essays, case-study analysis, and reflection on personal practice (all modules and the dissertation)</p>
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C Subject, Professional and Practical Skills

<p>C Subject, Professional and Practical Skills</p> <p>1. the ability to conduct research into coaching and mentoring, leadership and organisational issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting</p>	<p>Teaching/learning methods and strategies:</p> <p><i>All subject/professional/practical skills are developed to a certain extent through all modules. However, the following indicates where skills are developed as a particular aim of the module:</i></p>
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Part 3a: Learning Outcomes of the Programme

	<p><i>Acquisition of 1 is through</i> Coaching and Mentoring UMOCQR-15-M, Leading and Managing People UMOCB7-15-M, Advances in Leadership UMODAP-15-M, Interventions for Creativity and Change UMOD3L-15-M, Principles of Change Practice UMODAQ-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M, Enterprise and Creativity UMOCB8-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Acquisition of 2 is through</i> Coaching and Mentoring UMOCQR-15-M, Leading and Managing People UMOCB7-15-M, Interventions for Creativity and Change UMOD3L-15-M, Building Effective Working Relationships UMOCQS-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>
<p>2. the ability to design and evaluate effective interventions and to conduct and maintain productive coaching and mentoring relationships, within an organisational context: identifying needs; contracting; handling multiple clients; recognition and management of boundaries; working within professional codes of practice</p>	<p><i>Acquisition of 3 is through</i> Coaching and Mentoring UMOCQR-15-M, Leading and Managing People UMOCB7-15-M, Group Facilitation UMOCU9-15-M, Personal Mastery in Leadership - UMOD3K-15-M, Interventions for Creativity and Change UMOD3L-15-M, Principles of Change Practice UMODAQ-15-M, Building Effective Working Relationships UMOCQS-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M, Human Resource Management in Organisations JMPDAT-15-M, Enterprise and Creativity UMOCB8-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>
<p>3. effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media</p>	<p><i>Acquisition of 4 is through</i> Coaching and Mentoring UMOCQR-15-M, Leading and Managing People UMOCB7-15-M, Group Facilitation UMOCU9-15-M, Personal Mastery in Leadership - UMOD3K-15-M, Interventions for Creativity and Change UMOD3L-15-M, Building Effective Working Relationships UMOCQS-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>
<p>4. ability to recognise and address issues of power, diversity and ethics, applying personal and organisational values and ethics to situations and choices</p>	<p><i>Acquisition of 5 is through</i> Group Facilitation UMOCU9-15-M, Project Management UMMC9V-15-M, Financial Resource Management UMADAN-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>
<p>5. effective use of ICT</p>	<p><i>Acquisition of 6 is through</i> Coaching and Mentoring UMOCQR-15-M, Leading and Managing People UMOCB7-15-M, Group Facilitation UMOCU9-15-M, Personal Mastery in Leadership - UMOD3K-15-M, Interventions for Creativity and Change UMOD3L-15-M, Building Effective Working Relationships UMOCQS-15-M, Professional Practice in Executive</p>

Part 3a: Learning Outcomes of the Programme	
6. effective performance within team environments and the ability to recognise, develop and utilise individuals' contributions in group processes; develop client abilities to perform effectively in team settings	<p>Coaching and Leadership Mentoring UMOCUA-30-M, Human Resource Management in Organisations UMPDAT-15-M, Enterprise and Creativity UMOCB8-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <hr/> <p>Assessment:</p> <p><i>Skills 1-4 are assessed directly in all modules. Additionally, skill 6 is assessed indirectly in all modules. Skill 5 is assessed directly in Group Facilitation and indirectly in other modules.</i></p>
D Transferable Skills and other attributes	
<p>D Transferable Skills and other attributes</p> <ol style="list-style-type: none"> 1. deal with complex issues systematically and creatively 2. critical self-awareness, self reflection and self management 3. time management 4. ability to continue to learn through reflection on practice and experience 5. sensitivity to diversity in people and different situations 	<p>Teaching/learning methods and strategies:</p> <p><i>Transferable skills are developed to a certain extent in all modules.</i></p> <p><i>The following indicates where skills are developed as a particular aim of the module:</i></p> <p><i>Skill 1 is developed in:</i> Coaching and Mentoring UMOCQR-15-M, Group Facilitation UMOCU9-15-M, Personal Mastery in Leadership - UMOD3K-15-M, Advances in Leadership UMODAP-15-M, Interventions for Creativity and Change UMOD3L-15-M, Principles of Change Practice UMODAQ-15-M, Building Effective Working Relationships UMOCQS-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Skill 2 is developed in:</i> Coaching and Mentoring UMOCQR-15-M, Group Facilitation UMOCU9-15-M, Personal Mastery in Leadership - UMOD3K-15-M, Interventions for Creativity and Change UMOD3L-15-M, Building Effective Working Relationships UMOCQS-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Skill 4 is developed in:</i> Coaching and Mentoring UMOCQR-15-M, Leading and Managing People UMOCB7-15-M, Group Facilitation UMOCU9-15-M, Personal Mastery in Leadership - UMOD3K-15-M, Interventions for Creativity and Change UMOD3L-15-M, Building Effective Working Relationships UMOCQS-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M, Human Resource Management in Organisations UMPDAT-15-M, Enterprise and Creativity UMOCB8-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Skill 5 is developed in:</i> Coaching and Mentoring UMOCQR-15-M, Leading and Managing People UMOCB7-15-M, Advances in Leadership UMODAP-</p>

Part 3a: Learning Outcomes of the Programme

15-M, Group Facilitation UMOCU9-15-M, Personal Mastery in Leadership - UMOD3K-15-M, Interventions for Creativity and Change UMOD3L-15-M, Building Effective Working Relationships UMOCQS-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M, Enterprise and Creativity UMOCB8-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

Assessment

Skills 1-5 are assessed indirectly in all modules

Part 4: Programme Structure

ENTRY



Certificate	<p>Compulsory Modules (15 credits)</p> <p>Coaching and Mentoring UMOCQR-15-M</p>	<p>Optional Modules (45 credits in Certificate; 60 credits in Diploma)</p> <p>For the Certificate students are recommended to choose 45 credits from: Personal Mastery in Leadership UMOD3K-15-M Leading and Managing People UMOCB7-15-M Group Facilitation UMOCYE-15-M</p> <p>For the Diploma students are recommended to choose 60 credits from: Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M Building Effective Working Relationships UMOCQS-15-M Groups, Teams and Organisations UMOD3J-15-M Interventions for Creativity and change UMOD3L-15-M Leading Change UMOCBA-15-M Advances in Leadership UMODAP-15-M</p> <p>Also available: Human Resource Management in Organisations UMPDAT-15-M Principles of Change Practice UMODAQ-15-M Enterprise and Creativity UMOCB8-15-M Financial Resource Management UMADAN-15-M</p>	<p>Interim Awards</p> <p>PG Cert Coaching and Mentoring</p>
	<p>Compulsory Modules</p> <p>None.</p>		<p>Interim Awards</p> <p>PG Dip Leadership and Management (Coaching and Mentoring)</p>
	Diploma	<p>Compulsory Modules (60 credits)</p> <p>Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>	<p>Optional Modules</p> <p>None</p>

GRADUATION

Assessment Map

The programme encompasses a range of **assessment methods** including: unseen and open book examinations, supervised mini-projects, essays, vivas and presentations. These are detailed in the following assessment map:

Assessment Map for MSc Leadership and Management (Coaching and Mentoring)

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Certificate	UMOCQR-15-M							A (100)			
Compulsory Modules Masters	UMOCUC-60-M									A (100)	

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

SPECIFICATION FOR EACH AWARD TITLE

Title of Primary Award	MSc Leadership and Management	
Highest Award Title of additional target	MSc Leadership and Management (Creativity and Change)	
Interim Award Titles for additional target	PG Cert Leadership and Management (Creativity and Change) PG Dip Leadership and Management (Creativity and Change)	
Codes	UCAS:	JACS:
	ISIS2: N29E3 (N29G32)	HESA:
Relevant QAA Subject Benchmark Statements		
CAP Approval Date		
Valid from Date	September 2012	
Valid until Date	September 2018	
1		

Part 3a: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

The primary educational aim of the programme is to develop the knowledge and skills needed by those who are, and aspire to be, effective and creative leaders of change within an organisational context.

The programme aims to provide the students with:

- a critical understanding of contemporary theory, practice and research relevant to creativity and change within an organisational context
- conceptual understanding that enables them to evaluate critically current research and scholarship in this field
- interpersonal, learning and research knowledge, tools and techniques that are necessary for effective and skilled performance in the practice of change leadership and management
- a developed understanding of the diverse roles, relationships and responsibilities of leaders and agents of creativity and change within an organisational context
- the qualities and transferable skills required in the exercise of initiative and personal responsibility and decision-making in complex and unpredictable situations
- the capacity to become reflective and autonomous learners as an integral part of their leadership and management practice and development
- a capacity to develop their own authentic approach to implementation, creativity and change in the workplace.

On completion of the programme students will be able to:

- deal with complex issues both systematically and creatively, and make sound judgements in the absence of complete data
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level
- facilitate employees and teams in discovering and realising their own creative interventions
- contract effectively with organisations and individuals around the scale and scope of change initiatives

Part 3a: Learning Outcomes of the Programme	
Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
A Knowledge and understanding of	Teaching/learning methods and strategies:
<p>1. Principles of Change Practice – the practice and implementation of change initiatives in an organisational context</p>	<p><i>Acquisition of 1 is through</i> Principles of Change Practice UMODAQ-15-M</p> <p><i>Additional support is provided through</i> Personal Mastery in Leadership - UMOD3K-15-M, Interventions for Creativity and Change UMOD3L-15-M, Enterprise and Creativity UMOCB8-15-M, Group Facilitation UMOCYE-15-M, Building Effective Working Relationships UMOCQS-15-M, Leading Change UMOCBA-15-M, Groups, Teams and Organisations UMOD3J-15-M, Project Management UMMC9V-15-M, Evidencing Work-based Learning in Leadership and Change UMOCXY-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>
<p>2. Leading and Managing People – the complexities of leading and managing individuals and teams in organisations</p>	<p><i>Acquisition of 2 is through</i> Leading and Managing People UMOCB7-15-M</p> <p><i>Additional support is provided through</i> Leading Change UMOCBA-15-M, Personal Mastery in Leadership - UMOD3K-15-M, Coaching and Mentoring – UMOCQR-15-M, Building Effective Working Relationships UMOCQS-15-M, Advances in Leadership UMODAP-15-M, Leading Change UMOCBA-15-M, Human Resource Management in Organisations UMPDAT-15-M, Evidencing Work-based Learning in Leadership and Change UMOCXY-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>
<p>3. Leadership of Self – personal effectiveness within an organisational context</p>	<p><i>Acquisition of 3 is through</i> Personal Mastery in Leadership - UMOD3K-15-M</p> <p><i>Additional support is provided through</i> Building Effective Working Relationships UMOCQS-15-M, Coaching and Mentoring UMCOQR-15-M, Interventions for Creativity and Change UMOD3L-15-M, Advances in Leadership UMODAP-15-M, Leading Change UMOCBA-15-M, Groups, Teams and Organisations UMOD3J-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>
<p>4. Enterprise and Creativity – facilitating a climate supportive of creativity, innovation and enterprise in an organisational context</p>	<p><i>Acquisition of 4 is through</i> Enterprise and Creativity UMOCB8-15-M</p> <p><i>Additional support is provided through</i> Principles of Change Practice UMODAQ-15-M, Interventions for Creativity and Change UMOD3L-15-M, Group Facilitation UMOCYE-15-M, Building Effective</p>

Part 3a: Learning Outcomes of the Programme

<p>5. Leading Change - effective leadership and management of change</p> <p>6. Interventions for Creativity and Change – developing individual and organisational effectiveness using creative methods</p>	<p>Working Relationships UMOCQS-15-M, Groups, Teams and Organisations UMOD3J-15-M, Leading Change UMOCBA-15-M, Advances in Leadership UMODAP-15-M, Social Marketing Principles and Policy UMKCR3-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Acquisition of 5 is through</i> Leading Change UMOCBA-15-M</p> <p><i>Additional support is provided through</i> Principles of Change Practice UMODAQ-15-M Group Facilitation UMOCYE-15-M, Interventions for Creativity and Change UMOD3L-15-M, Personal Mastery in Leadership - UMOD3K-15-M, Advances in Leadership UMODAP-15-M, Project Management JMMC9V-15-M, Human Resource Management in Organisations UMPDAT-15-M, Evidencing Work-based Learning in Leadership and Change UMOCXY-30-M, Social Marketing Principles and Policy UMKCR3-15-M, Financial Resource Management UMADAN-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Acquisition of 6 is through</i> Interventions for Creativity and Change UMOD3L-15-M</p> <p><i>Additional support is provided through</i> Personal Mastery in Leadership UMOD3K-15-M, Enterprise and Creativity UMOCB8-15-M, Principles of Change Practice UMODAQ-15-M, Group Facilitation UMOCYE-15-M, Groups, Teams and Organisations UMOD3J-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</i></p> <p>Assessment: <i>Testing of the knowledge base is through a range of formative and summative assessment approaches (that may be individual or group based), including written coursework, presentations and learning portfolios</i> <i>Individual module specifications provide details of assessments.</i></p>
<p>B Intellectual Skills</p>	
<p>B Intellectual Skills</p>	<p>Teaching/learning methods and strategies:</p> <p><i>All intellectual skills are developed to a certain extent through all modules. However, the following indicates where skills are developed as a particular aim of the</i></p>

Part 3a: Learning Outcomes of the Programme

<p>1. think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise, and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately</p> <p>2. solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions</p> <p>3. use information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge</p>	<p><i>module:</i></p> <p><i>Acquisition of 1 is through</i> Enterprise and Creativity UMOCB8-15-M, Interventions for Creativity and Change UMOD3L-15-M, Group Facilitation UMOCYE-15-M, Principles of Change Practice UMODAQ-15-M, Personal Mastery in Leadership - UMOD3K-15-M, Building Effective Working Relationships UMOCQS-15-M, Groups, Teams and Organisations UMOD3J-15-M, Coaching and Mentoring – UMOCQR-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Acquisition of 2 is through</i> Enterprise and Creativity UMOCB8-15-M, Interventions for Creativity and Change UMOD3L-15-M, Group Facilitation UMOCYE-15-M, Principles of Change Practice UMODAQ-15-M, Personal Mastery in Leadership - UMOD3K-15-M, Leading Change UMOCBA-15-M, Building Effective Working Relationships UMOCQS-15-M, Groups, Teams and Organisations UMOD3J-15-M, Coaching and Mentoring – UMOCQR-15-M, Project Management UMMC9V-15-M, Human Resource Management in Organisations UMPDAT-15-M, Financial Resource Management UMADAN-15-M, Evidencing Work-based Learning in Leadership and Change UMOCXY-30-M, Social Marketing Principles and Policy UMKCR3-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Acquisition of 3 is through</i> Principles of Change Practice UMODAQ-15-M, Personal Mastery in Leadership - UMOD3K-15-M, Leading Change UMOCBA-15-M, Project Management YMMC9V-15-M, Enterprise and Creativity UMOCB8-15-M, Interventions for Creativity and Change UMOD3L-15-M, Social Marketing Principles and Policy UMKCR3-15-M, Human Resource Management in Organisations UMPDAT-15-M, Financial Resource Management UMADAN-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Assessment:</i></p> <p><i>Assessment of the acquisition of the appropriate intellectual skills will be via:</i> Feedback and review with module tutors and dissertation supervisor, presentations, essays, case-study analysis, and reflection on personal practice (all modules and the dissertation).</p>
<p>C Subject, Professional and Practical Skills</p>	
<p>C Subject, Professional and Practical Skills</p>	<p>Teaching/learning methods and strategies: <i>All subject/professional/practical skills are developed to a certain extent through all modules. However, the</i></p>

Part 3a: Learning Outcomes of the Programme

<p>1. the ability to conduct research into creativity, change, leadership and organisational issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting</p>	<p><i>following indicates where skills are developed as a particular aim of the module:</i></p> <p><i>Acquisition of 1 is through</i> Principles of Change Practice UMODAQ-15-M, Personal Mastery in Leadership - UMOD3K-15-M, Leading and Managing People UMOCB7-15-M, Enterprise and Creativity UMOCB8-15-M, Interventions for Creativity and Change UMOD3L-15-M, Leading Change UMOCBA-15-M, Group Facilitation UMOCYE-15-M, Groups, Teams and Organisations UMOD3J-15-M, Advances in Leadership UMODAP-15-M, Evidencing Work-based Learning in Leadership and Change UMOCXY-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>
<p>2. the ability to design, scope and evaluate effective change interventions and to conduct and maintain productive stakeholder relationships, within an organisational context: identifying needs, barriers and enablers; handling multiple stakeholder groups with competing priorities; recognition and management of boundaries; mobilisation of resources</p>	<p><i>Acquisition of 2 is through</i> Principles of Change Practice UMODAQ-15-M Personal Mastery in Leadership - UMOD3K-15-M, Interventions for Creativity and Change UMOD3L-15-M, Leading Change UMOCBA-15-M, Project Management, UMMC9V-15-M, Building Effective Working Relationships UMOCQS-15-M, Group Facilitation UMOCYE-15-M, Groups, Teams and Organisations UMOD3J-15-M, Social Marketing Principles and Policy UMKCR3-15-M, Evidencing Work-based Learning in Leadership and Change UMOCXY-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>
<p>3. effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media</p>	<p><i>Acquisition of 3 is through</i> Personal Mastery in Leadership UMOD3K-15-M, Principles of Change Practice UMODAQ-15-M Leading and Managing People UMOCB7-15-M, Enterprise and Creativity UMOCB8-15-M, Interventions for Creativity and Change UMOD3L-15-M, Leading Change UMOCBA-15-M, Building Effective Working Relationships UMOCQS-15-M, Coaching and Mentoring UMOCQR-15-M, Group Facilitation UMOCYE-15-M, Groups, Teams and Organisations UMOD3J-15-M, Social Marketing Principles and Policy UMKCR3-15-M, Human Resource Management in Organisations UMPDAT-15-M, Evidencing Work-based Learning in Leadership and Change UMOCXY-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>
<p>4. ability to recognise and address issues of purpose, power, diversity and ethics, applying personal and organisational values and ethics to situations and choices</p>	<p><i>Acquisition of 4 is through</i> Principles of Change Practice UMODAQ-15-M Personal Mastery in Leadership - UMOD3K-15-M, Leading and Managing People UMOCB7-15-M, Enterprise and Creativity UMOCB8-15-M, Interventions for Creativity and Change UMOD3L-15-M, Leading Change UMOCBA-15-M, Coaching and Mentoring UMOCQR-15-M, Group Facilitation UMOCYE-15-M, Groups, Teams and Organisations UMOD3J-15-M, Advances in Leadership UMODAP-15-M, Evidencing Work-based</p>

Part 3a: Learning Outcomes of the Programme

<p>5. effective use of ICT</p> <p>6. effective performance within team environments and the ability to recognise, develop and utilise individuals' contributions in group processes; develop these abilities in others</p>	<p>Learning in Leadership and Change UMOCXY-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Acquisition of 5 is through</i> Principles of Change Practice UMODAQ-15-M , Group Facilitation UMOCYE-15-M, Project Management UMMC9V-15-M, Financial Resource Management UMADAN-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Acquisition of 6 is through</i> Principles of Change Practice UMODAQ-15-M, Personal Mastery in Leadership - UMOD3K-15-M, Leading and Managing People UMOCB7-15-M, Enterprise and Creativity UMOCB8-15-M, Interventions for Creativity and Change UMOD3L-15-M, Leading Change UMOCBA-15-M, Coaching and Mentoring UMOCQR-15-M, Building Effective Working Relationships UMOCQS-15-M, Group Facilitation UMOCYE-15-M, Groups, Teams and Organisations UMOD3J-15-M, Project Management UMMC9V-15-M, Advances in Leadership UMODAP-15-M, Human Resource Management in Organisations UMPDAT-15-M, Evidencing Work-based Learning in Leadership and Change UMOCXY-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p>Assessment: <i>Skills 1-4 are assessed directly in all modules. Additionally, skills 5 and 6 are assessed indirectly in all modules.</i></p>
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D Transferable Skills and other attributes

<p>D Transferable Skills and other attributes</p> <ol style="list-style-type: none"> 1. deal with complex issues systematically and creatively 2. critical self-awareness, self reflection and self management 3. time management 4. ability to continue to learn through reflection on practice and experience 5. ability to apply learning in different and complex environments 6. sensitivity to diversity in people and different situations 	<p>Teaching/learning methods and strategies: <i>Transferable skills are developed to a certain extent in all modules.</i></p> <p><i>The following indicates where skills are developed as a particular aim of the module:</i></p> <p><i>Skill 1 is developed in:</i> Personal Mastery in Leadership UMOD3K-15-M, Principles of Change Practice UMODAQ-15-M , Leading and Managing People UMOCB7-15-M, Enterprise and Creativity UMOCB8-15-M, Interventions for Creativity and Change UMOD3L-15-M, Leading Change UMOCBA-15-M, Building Effective Working Relationships UMOCQS-15-M, Coaching and Mentoring UMOCQR-15-M, Group Facilitation UMOCYE-15-M, Groups, Teams and Organisations UMOD3J-15-M, Project Management UMMC9V-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p> <p><i>Skill 2 is developed in:</i> Personal Mastery in Leadership UMOD3K-15-M, Principles of Change Practice UMODAQ-15-M , Leading and Managing</p>
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Part 3a: Learning Outcomes of the Programme

7. resilience and willingness to recognise and engage with the uncertainty and unpredictability associated with creativity and change

People UMOCB7-15-M, Interventions for Creativity and Change UMOD3L-15-M, Leading Change UMOCBA-15-M, Building Effective Working Relationships UMOCQS-15-M, Coaching and Mentoring UMOCQR-15-M, Group Facilitation UMOCYE-15-M, Groups, Teams and Organisations UMOD3J-15-M, Evidencing Work-based Learning in Leadership and Change UMOCXY-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

Skill 3 is developed in: Principles of Change Practice UMODAQ-15-M, Project Management UMMC9V-15-M, Human Resource Management in Organisations UMPDAT-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

Skill 4 is developed in: Personal Mastery in Leadership UMOD3K-15-M, Principles of Change Practice UMODAQ-15-M, Leading and Managing People UMOCB7-15-M, Enterprise and Creativity UMOCB8-15-M, Interventions for Creativity and Change UMOD3L-15-M, Leading Change UMOCBA-15-M, Building Effective Working Relationships UMOCQS-15-M, Coaching and Mentoring UMOCQR-15-M, Group Facilitation UMOCYE-15-M, Groups, Teams and Organisations UMOD3J-15-M, Social Marketing Principles and Policy UMKCR3-15-M, Evidencing Work-based Learning in Leadership and Change UMOCXY-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

Skill 5 is developed in: Personal Mastery in Leadership UMOD3K-15-M, Principles of Change Practice UMODAQ-15-M, Leading and Managing People UMOCB7-15-M, Enterprise and Creativity UMOCB8-15-M, Interventions for Creativity and Change UMOD3L-15-M, Leading Change UMOCBA-15-M, Building Effective Working Relationships UMOCQS-15-M, Coaching and Mentoring UMOCQR-15-M, Group Facilitation UMOCYE-15-M, Groups, Teams and Organisations UMOD3J-15-M, Project Management UMMC9V-15-M, Evidencing Work-based Learning in Leadership and Change UMOCXY-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

Skill 6 is developed in: Personal Mastery in Leadership UMOD3K-15-M, Principles of Change Practice UMODAQ-15-M, Leading Change UMOCBA-15-M, Building Effective Working Relationships UMOCQS-15-M, Coaching and Mentoring UMOCQR-15-M, Group Facilitation UMOCYE-15-M, Groups, Teams and Organisations UMOD3J-15-M, Social Marketing Principles and Policy UMKCR3-15-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

Skill 7 is developed in: Personal Mastery in Leadership UMOD3K-15-M, Principles of Change

Part 3a: Learning Outcomes of the Programme

Practice UMODAQ-15-M, Interventions for Creativity and Change UMOD3L-15-M, Leading Change UMOCBA-15-M, Coaching and Mentoring UMOCQR-15-M, Groups, Teams and Organisations UMOD3J-15-M, Project Management UMMC9V-15-M, Evidencing Work-based Learning in Leadership and Change UMOCXY-30-M, Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M

Assessment:

Skills 1-7 are assessed indirectly in all modules

Part 4: Programme Structure

ENTRY



Certificate	<p>Compulsory Modules (60 credits)</p> <p>Principles of Change Practice UMODAQ-15-M Leading and Managing People UMOCB7-15-M, Enterprise and Creativity UMOCB8-15-M , Personal Mastery in Leadership UMOD3K-15-M</p>	<p>Optional Modules</p> <p>none</p>	<p>Interim Awards</p> <p>PG Cert Leadership and Management (Creativity and Change)</p>
Diploma	<p>Compulsory Modules (30 credits)</p> <p>Interventions for Creativity and Change UMOD3L-15-M, Leading Change UMOCBA-15-M</p>	<p>Optional Modules (30 credits)</p> <p>Students will typically choose 30 credits from:</p> <p>Coaching and Mentoring UMOCQR-15-M, Group Facilitation UMOCYE-15-M, Groups, Teams and Organisations UMOD3J-15-M, Project Management UMMC9V-15-M, Advances in Leadership UMODAP-15-M</p> <p>Also available: Evidencing Work-Based Learning in Leadership and Change UMOCXY-30-M, Building Effective Working Relationships UMOCQS-15-M, Social Marketing Principles and Policy UMKCR3-15-M, Human Resource Management in Organisations UMPDAT-15-M Financial Resource Management UMADAN-15-M</p>	<p>Interim Awards</p> <p>PG Dip Leadership and Management (Creativity and Change)</p>
Masters	<p>Compulsory Modules (60 credits)</p> <p>Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M</p>	<p>Optional Modules</p> <p>none</p>	<p>Highest Award</p> <p>MSc Leadership and Management (Creativity and Change)</p>

GRADUATION

Assessment Map

The programme encompasses a range of **assessment methods** including; unseen and open book examinations, supervised mini-projects, essays, vivas and presentations. These are detailed in the following assessment map:

Assessment Map for MSc Leadership and Management (Creativity and Change)

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Certificate	UMODAQ-15-M							A (100)			
	UMOCB7-15-M							A (100)			
	UMOCB8-15-M								A (100)		
	UMOD3K-15-M						A (25)	A (75)			
Compulsory Modules Diploma	UMOD3L-15-M							A (100)			
	UMOCBA-15-M							A (100)			
Compulsory Modules Masters	UMOCUC-60-M									A (100)	

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.