

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>									
<b>Awarding Institution</b>	University of the West of England								
<b>Teaching Institution</b>	University of the West of England								
<b>Delivery Location</b>	Frenchay Campus								
<b>Faculty responsible for programme</b>	Faculty of Business and Law								
<b>Department responsible for programme</b>	Bristol Business School								
<b>Modular Scheme Title</b>									
<b>Professional Statutory or Regulatory Body Links</b>									
<b>Highest Award Title</b>	MSc Leadership and Management (Organisational Development)								
<b>Default Award Title</b>									
<b>Fall-back Award Title</b>	PG Cert Leadership and Management								
<b>Interim Award Titles</b>	PG Cert Leadership and Management (Organisational Development) PG Dip Leadership and Management (Organisational Development)								
<b>UWE Progression Route</b>									
<b>Mode(s) of Delivery</b>	PT BL								
<b>Codes</b>	<table border="1"> <tr> <td><b>UCAS:</b></td> <td><b>JACS:</b></td> </tr> <tr> <td><b>ISIS2: N29E</b></td> <td><b>HESA:</b></td> </tr> <tr> <td><b>(N29R42) PT</b></td> <td></td> </tr> <tr> <td><b>(N29R32) BR</b></td> <td></td> </tr> </table>	<b>UCAS:</b>	<b>JACS:</b>	<b>ISIS2: N29E</b>	<b>HESA:</b>	<b>(N29R42) PT</b>		<b>(N29R32) BR</b>	
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<b>(N29R42) PT</b>									
<b>(N29R32) BR</b>									
<b>Relevant QAA Subject Benchmark Statements</b>									
<b>CAP Approval Date</b>	13 February 2014								
<b>Valid from</b>	March 2014								
<b>Valid until Date</b>	March 2020								
<b>Version</b>	1								

**Part 2: Educational Aims of the Programme**

This award is a pathway within the MSc Leadership and Management scheme. All the pathways within this scheme aim to provide opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

- a critical understanding of contemporary theory, practice and research relevant to leadership and

## Part 2: Educational Aims of the Programme

- management in an organisational development 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, and organisational development
  - a developed understanding of the diverse roles, relationships and responsibilities of organisational development practitioners 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, and organisational development practice

On completion of programmes within the scheme, 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

### **Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)**

The MSc Leadership and Management (Organisational Development) is a practice-led programme that has been developed in consultation with client organisations concerned with delivering organisational transformation. Developing an internal capability for Organisational Development (OD) is deemed by many a priority requirement to meet the challenges facing public services and businesses involving making real-terms savings and delivering continuous improvement. This programme supports the development of leaders and managers with responsibility for OD, providing the knowledge and skills of not only the core principles of the leadership, management and organisational development but also the related areas of change practice, facilitation, intervention, and creativity.

### Part 3: 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 Learning Outcomes should be set out under the following four headings:*

*A. Knowledge and Understanding (subject specific)*

*What a student, on successful completion of the proposed programme (or at different stages within it) is expected to know and understand about the subject.*

*B. Intellectual Skills (generic)*

*Those cognitive skills which a student is expected to be able to demonstrate upon successful completion of the proposed programme, eg critical thinking, analysis, synthesis of different types of information, evaluation, problem solving, application and testing of hypotheses, etc.*

*C. Subject/Professional/Practical Skills (subject specific)*

*Any subject specific, professional or practical skills which are expected to be developed by a student successfully completing the programme. They may include skills of manipulation or observation (eg in a laboratory or field setting), design, production, or may be related to researching (a topic or problem), using and processing information or analysing textual content etc.*

*D. Transferable Skills and other attributes (generic)*

*An indication of the generic skills which successful completion of the programme is likely to enhance, eg key skills of numeracy, communication, ability to use information technology and learning to learn.*

*Where work-based or work-place learning is an intended part of the proposed programme, the team will need to ensure that the learning outcomes are clearly articulated and contribute to the overall aims of the programme,*

**Part 3: Learning Outcomes of the Programme**

<i>Learning Outcomes:</i>	UMODFE-15-M	UMODAQ-15-M	UMOD3L-15-M	UMOCB7-15-M	UMODAP-15-M	UMOCUC-60-M	UMODDR-60-M	UMOCXY-30-M	UMOCYE-15-M	UMOD3J-15-M	UMOD3K-15-M	UMOCBA-15-M	UMOCUA-30-M	UMOCQR-15-M	UMKD86-15-M	UMPDAT-15-M	UMOCB8-15-M	UMADAN-15-M		
<b>A) Knowledge and understanding of:</b>	Compulsory modules							Optional modules												
<p><b>Organisational Development</b> – organisational development and its practice in an organisational context. Key learning outcomes on successful completion of the module include:</p> <ul style="list-style-type: none"> <li>• Develop a critical understanding of the theory and practice of organisational development and its relevance for a range of professional and managerial roles.</li> <li>• Demonstrate awareness, knowledge and a critical understanding of theories and models that inform practice.</li> </ul>	✓	✓	✓		✓	✓	✓	✓	✓											
<p><b>Leading and Managing People</b> – 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"> <li>• Critical evaluation, explanation and reflection on the key elements of effective team-based leadership</li> </ul> <p>Synthesise core concepts of leadership, leaders and managers, power and authority</p>				✓	✓	✓	✓	✓		✓		✓	✓	✓			✓			
<p><b>Diagnostic, Consulting and Facilitation Skills</b> – the diagnosis and facilitation of organisational development interventions. Key learning outcomes on successful completion of the module</p>	✓	✓	✓			✓	✓	✓	✓											

**Part 3: Learning Outcomes of the Programme**

<p>include:</p> <ul style="list-style-type: none"> <li>• Critical review of a range of theories, models and approaches to diagnosis, consulting and facilitation.</li> <li>• Evaluation of the role of the OD interventionist's in enabling groups of people to perform productively</li> </ul>																			
<p><b>Leading Change</b> - effective management of change in complex, diverse organisations. Key learning outcomes on successful completion of the module include:</p> <ul style="list-style-type: none"> <li>• Critique and synthesise a range of theories, models and approaches to change</li> <li>• Critically evaluate the implications of diversity and multiple perspectives in managing change</li> </ul>	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓				✓	✓	✓
<p><b>Interventions for Creativity and Change</b> developing individual and organisational effectiveness using creative methods. Key learning outcomes on successful completion of the module include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Develop insights into effective and appropriate use of creative methods in different organisational contexts.</li> </ul>	✓	✓	✓			✓	✓	✓		✓	✓	✓						✓	
<p><i>(B) Intellectual Skills</i>  <b>think critically and be creative:</b> manage the</p>	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓			✓	

**Part 3: Learning Outcomes of the Programme**

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																			
<b>solve complex problems and make decisions:</b> 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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>use information and knowledge effectively:</b> scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge	✓		✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>(C) Subject/Professional/Practical Skills</b>																			
the ability to conduct research into organisational development, leadership and organisational issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓		✓	✓
the ability to design and evaluate effective organisational development interventions and to conduct and maintain productive relationships within an organisational context: identifying needs; contracting; handling multiple clients; recognition and management of boundaries	✓	✓	✓			✓	✓	✓	✓	✓	✓								
effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
ability to recognise and address issues of power,	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		



## Part 4: Student Learning and Student Support

### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

The teaching and learning and assessment strategy of Bristol Business School encourages students to take responsibility for their learning and staff to take responsibility for facilitating that learning. The 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. 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 management and leadership, and so, apart from some tailoring of case studies and focusing upon priorities for organisational development practitioners, they are delivered to the same specification as those delivered on other leadership and management programmes (for example, Leading and Managing People, Advances in Leadership). 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), organisational development practitioners (for example, Organisational Development), and the challenges of change (e.g. Principles of Change Practice, Enterprise and Creativity, Leading Change).

The Organisational Development pathway will appeal to organisational development practitioners as well as leaders and managers who are undertaking transformational interventions in their organisations as part of their role. 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 Coaching and Mentoring. In contrast, more experienced and senior managers may choose modules that address system level managerial interventions such as Strategic Service Management.

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 and is further described in the assessment strategy section.

### LEARNING RESOURCES



## Part 4: Student Learning and Student Support

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.

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 the Employability & Enterprise Service, which includes careers coaching for both students and graduates, as well as access to support in finding vacancies for work experience and volunteering, and to events and workshops. 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
- Student Advisors & Counselling for anything from exam stress to homesickness and depression;

## Part 4: Student Learning and Student Support

- 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 5: Assessment

A: Approved to [University Regulations and Procedures](#)

### Assessment Strategy

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;
- 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 is comprised 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.

Forms of summative 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.

### Assessment Map

The programme encompasses a range of **assessment methods** that are detailed in the following assessment map:

#### Assessment Map for MSc Leadership and Management (Organisational Development)


		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
<b>Compulsory Modules</b>	UMODFE-15-M							A (100)			
	UMODAQ-15-M							A (100)			
	UMOD3L-15-M							A (100)			
	UMOCB7-15-M							A (100)			
	UMODAP-15-M							A&B (100)			
	UMOCUC-60-M									A (100)	
	UMODDR-60-M									A (75)	A (25)

**Part 5: 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
Optional modules	UMOCXY-30-M								A (100)		
	UMOCYE-15-M							A (100)			
	UMOD3J-15-M								A (100)		
	UMOD3K-15-M						A (25)	A (75)			
	UMOCBA-15-M							A (100)			
	UMOCUA-30-M							A (70)			A (30)
	UMOCQR-15-M							A (100)			
	UMKD86-15-M								A (100)		
	UMPDAT-15-M						A (25)	B (75)			
	UMOCB8-15-M								A (100)		
	UMADAN-15-M	A (40)							B (60)		

## Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical part-time **student**, including: level and credit requirements; interim award requirements; module diet, including compulsory and optional modules

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
	<p>Organisational Development UMODFE-15-M</p> <p>Principles of Change Practice UMODAQ-15-M</p> <p>Interventions for Creativity and Change UMOD3L-15-M</p> <p><b>One from:</b> Leading and Managing People UMOCB7-15-M OR Advances in Leadership UMODAP-15-M</p> <p><b>One from:</b> Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M OR Professional Practice in Change Leadership UMODDR-60-M</p>	<p><b>For the Diploma students are recommended to choose 60 credits from:</b></p> <p>Evidencing Work Based Learning In Leadership And Change UMOCXY-30-M</p> <p>Group Facilitation UMOCYE-15-M</p> <p>Groups, Teams and Organisations UMOD3J-15-M</p> <p>Personal Mastery in Leadership UMOD3K-15-M</p> <p>Leading Change UMOCBA-15-M</p> <p><b>Also (subject to available):</b> Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M</p> <p>Coaching and Mentoring UMOCQR-15-M</p> <p>Strategic Service Evaluation UMKD86-15-M</p> <p>Human Resource Management in Organisations UMPDAT-15-M</p> <p>Enterprise and Creativity UMOCB8-15-M</p> <p>Financial Resource Management UMADAN-15-M</p>	<p><b>Interim Awards PG Certificate Leadership and Management (Organisational Development)</b></p> <p><b>60 credits including:</b> Organisational Development Principles of Change Practice Interventions for Creativity and Change <b>PLUS</b> Either: Leading and Managing People Or: Advances in Leadership</p> <p><b>PG Diploma Leadership and Management (Organisational Development)</b></p> <p><b>120 credits including:</b> Organisational Development Principles of Change Practice Interventions for Creativity and Change <b>PLUS</b> Either: Leading and Managing People Or: Advances in Leadership</p> <p><b>PG Certificate Leadership and Management</b> 60 credits from the MSc Leadership and Management pathways</p>

**GRADUATION**

## Part 7: 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 8: Reference Points and Benchmarks

In devising this programme a number of reference points have been taken into account.

In particular, the educational aims and learning outcomes of the programme reflect the requirements of the UK's QAA Framework for Higher Education in England, Wales and Northern Ireland for a qualification at Masters (M) level. This is evident in the language and content of the aims and learning outcomes and is also addressed within individual modules.

The programme design acknowledges the benchmarks for postgraduate business and management programmes. This is a type 1 specialist programme offering in-depth study in a particular specialist area and ancillary subjects relevant to the specialism; the content of the programme has a strong theoretical base but also provides a range of skills relevant to practice.

The programme maps well against the UWE Bristol 2020 Strategy as a practice oriented programme. The extensive involvement in programme design of key stakeholders, notably major regional employers, has ensured that the programme outcomes meet the needs of public services and businesses in the current environment. The development of the programme has also drawn on the considerable research expertise in leadership and management from across the faculty but notably from specialists in Organisation Studies, who have a focus on organisational development, creativity and change. Members of this group are experienced in applied research based on organisational fieldwork, which informs a leading role in the provision of CPD and executive development within the faculty. As a consequence, extensive practical experience and insight from working with a range of client organisations over the last 10 years provides a base of expertise upon which this programme has been developed.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

The programme design team has drawn upon rigorous, continuous evaluation of the range of accredited and non-accredited (CPD) programmes in the field of leadership and management. This is based upon detailed feedback from all stakeholders, notably client organisation sponsors, programme participants, students, alumni, programme managers and delivery staff.

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](#).