![University of the West of England, Bristol logo]

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	
Highest Award Title	PG Cert Change Leadership
Default Award Title	n/a
Fall-back Award Title	n/a
Interim Award Titles	n/a
UWE Progression Route	MSc Leadership and Management MSc Leadership and Management (Coaching and Mentoring)
Mode(s) of Delivery	PT BL

Codes	**UCAS:**		**JACS:**
	ISIS: N29X1 (N29Z42)		**HESA:**

Relevant QAA Subject Benchmark Statements	Business and Management – Type 1 (specialist) http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Masters-degrees-in-business-and-management.pdf		
First CAP Approval Date	3 June 2015	Valid from	September 2015
Revision CAP Approval Date		Revised with effect from	
Version	1		
Review Date	September 2021		

Part 2: Educational Aims of the Programme

This PG certificate aims to provide the students with:
- a critical understanding of some of the contemporary theory, practice and research relevant to change leadership and practice
- conceptual understanding that enables them to evaluate critically current research and scholarship in the field of leadership and change
- interpersonal, learning and research knowledge, tools and techniques that are necessary for effective and skilled performance in the practice of change leadership and change agency
- a developed understanding of the diverse roles, relationships and responsibilities of a change leader
- 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.

On completion of this certificate students will be able to:

- deal with complex issues both systematically and creatively, and make sound judgments 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 leve
- plan, organise, implement and critically evaluate change leadership experiences and interventions in order to achieve enhanced organisational performance
- critically review an extended period of involvement in the leadership of a change initiative with organisational impact.
- gather and critically reflect on feedback in order to advance own knowledge and understanding and develop professional skills to a high level
- behave ethically and with integrity and manage with a strong sense of social responsibility

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

The PG Certificate Change Leadership supports the development of leaders and managers with a responsibility for and an interest in leading and implementing change initiatives. It provides the knowledge and skills of not only the core principles of change leadership and management, but also the related areas of team development and self-leadership.

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, e.g. 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 (e.g. 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, e.g. 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,

Learning Outcomes:	UMODDR-60-M PPCL	UMOCXY-30-M EWBLinL&C	UMOD3K-15-M PMiL	UMODAQ-15-M PCP
A) Knowledge and understanding of:				
Change Leadership – change leadership and its practice in an organisational context				
• Develop a critical understanding of the theory and practice of leadership and change and their relevance for a range of professional and managerial roles.	✔	✔		✔
• Demonstrate awareness, knowledge and a critical understanding of theories and models that inform practice.	✔			✔
• Critical evaluation, explanation and reflection on the key elements of effective change leadership and team-based leadership	✔	✔		✔
Self-leadership personal effectiveness within an organisational context.				
• Develop a critical understanding of the theory and practice of self-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	✔		✔	
Change Agency – the diagnosis and facilitation of change interventions.				

Part 3: Learning Outcomes of the Programme

• Critical review of a range of theories, models and approaches to change agency. • Evaluation of the role of change leaders in enabling groups of people to perform productively	✔ ✔	 ✔	✔	✔ ✔
(B) Intellectual Skills				
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	✔	✔	✔	✔
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	✔	✔	✔	✔
Use information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge	✔	✔	✔	✔
(C) Subject/Professional/Practical Skills				
the ability to conduct research into change leadership and organisational change 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 change interventions and to conduct and maintain productive relationships within an organisational context	✔	✔		✔
effective two-way communication and communication strategies: effective oral and written communication of complex ideas and arguments, using a range of media	✔	✔	✔	✔
ability to recognise and address issues of power, diversity and ethics, applying personal and organisational values and ethics to situations and choices	✔	✔	✔	✔
effective use of ICT	✔	✔		
effective performance within team environments and the ability to recognise, develop and utilise individuals' contributions in group processes	✔	✔		
Leadership and performance management: selecting appropriate leadership style for different change situations; setting targets, motivating, monitoring performance	✔	✔		✔
Ability to recognise and address ethical dilemmas and CSR issues, applying ethical and organisational values to situations and choices	✔	✔		
(D) Transferable skills and other attributes				
deal with complex issues systematically and creatively	✔	✔	✔	✔
critical self-awareness, self-reflection and self-management	✔	✔	✔	✔
time management	✔	✔		

Part 3: Learning Outcomes of the Programme

ability to continue to learn through reflection on practice and experience	✔	✔	✔	✔
sensitivity to diversity in people and different situations	✔	✔	✔	✔

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 lifelong learning within a socially inclusive environment.

The proposed programme has been devised to facilitate student learning in line with these strategies. A variety of learning approaches have been integrated throughout the programme with an overall emphasis on active student participation. Guided learning (including lectures, seminars, workshops, visiting speakers, on-line and networked learning, electronic workshops and case studies), group learning and independent learning are used throughout the programme. 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 programme has also been designed to be delivered as an optional accreditation on some of our bespoke leadership programmes. Students following this route will typically take the 60 credit 'Professional Practice in Change Leadership' module (UMODDR-60-M). Where this is the case, students are assigned a tutor – typically a member of the programme team – with whom they meet in a small group during the residential blocks and receive support (virtually or in person depending on preference) between blocks. In addition, a full induction to the Masters programme is provided and a tailored briefing session is offered by the FBL librarians. Structured activities (e.g. diagnostics, guided observations, reflective logs) are completed between modules and contribute towards the student's learning portfolio.

The teaching and learning methods used in the programme 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 change leadership.

Learning is experiential and enquiry-led. It takes an applied approach, linking academic literature with practical experience. In doing so it draws on students' own experience, encouraging group discussion and a valuing of all the experience in the room.

Some modules introduce generally applicable principles of self-leadership and change leadership (such as Personal Mastery in Leadership and Principles of Change Practice), and others focus on priorities in the student's own organisational setting (Professional Practice in Change Leadership, Evidencing Work-Based Learning in Leadership and Change).

The delivery pattern for these programmes is a block format over one year. Modules are typically delivered in three day blocks, though executive programmes may combine blocks of different durations. This intense delivery mode has been adopted in recognition of and response to student preferences as it meets best the needs of practicing managers.

Part 4: Student Learning and Student Support

Assessment is an integral part of the teaching and learning process and is further described in the assessment strategy section.

LEARNING RESOURCES

All modules have teaching/learning resource booklets, some 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 resources 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 Wi-Fi. 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 Manager.

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.

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';

Part 4: Student Learning and Student Support

- Welfare Services for students, including counselling and well-being, financial matters
- 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 check-ups, 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 essays, portfolios, vivas and presentations. The range of essay based assessments include opportunities for self-reflection, case study analysis and intervention planning, thus enabling students to apply appropriate theories to their own practice.

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: presentations, self and peer assessments, and individual projects.

Part 5: Assessment

Assessment Map

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

Assessment Map for PG Cert Change Leadership

		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
	UMODDR-60-M PPCL							B (75)			A (25)
	UMOCXY-30-M EWBLinL&C							A (100)			
	UMODAQ-15-M PCP							A (100)			
	UMOD3K-15-M PMiL						A (25)	A (75)			

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to PG Cert 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	Award
		Professional Practice in Change Leadership UMODDR-60-M **This option is designed to be delivered as an optional accreditation on bespoke leadership programmes.** *Or* Evidencing Work-Based Learning in Leadership and Change UMOCXY-30-M Principles of Change Practice UMODAQ-15-M Personal Mastery in Leadership UMOD3K-15-M	none	PG Certificate Change Leadership

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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

Currently employed in a role with leadership and/or management responsibility and at least two years in a role with leadership or management responsibility, with evidence of a commitment to their Continuing Professional Development.

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.

In addition to the criteria above, applicants on one of our executive and professional development programmes who wish to complete the optional accreditation, are asked to submit a book review of a relevant leadership or change management text and given detailed formative feedback.

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 Subject Benchmark Statement: Masters Degrees in Business and Management (June 2015) for a Type 1 specialist Masters degree designed to support career development, as described in paragraph 2.6 (p.5), The Statement can be accessed at:

http://www.qaa.ac.uk/en/Publications/Documents/SBS-Business-and%20Management-15.pdf.

This is evident in the language and content of the aims and learning outcomes and is also addressed within individual modules.

This is a 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 research *and* 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 change leadership from across the faculty but notably from specialists in Organisation Studies, who have a focus on leadership, change agency and practice,

Part 8: Reference Points and Benchmarks
identity and creativity. 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.