Programme Specification for University Certificate in Team Leaders

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	SEDA
4.	**Final award**	University Certificate
5.	**Programme title**	Team Leaders Certificate
6.	**Pathways available**	N/A
7.	**Mode and/or site of delivery**	Blended Learning on University premises
8.	**Mode of attendance**	Part-Time
9.	**UCAS Code**	N/A
10.	**Subject Benchmark statement and/or professional body statement**	N/A
11.	**Date of Programme Specification preparation/ revision**	Approved initially 2009; Revised March 2014 for Periodic Review; August and October 2014 – amendment to regulations.

12. Educational aims of the programme

This programme was developed as part of the University's initiative to further embed leadership, knowledge, skills, understanding and application across the University. This ambition was originally in line with the University's Strategic Plan 2007 – 2012 (page 6), particularly that relating to the development of "a high achieving staff in a well led University". A key objective for the University continues to be, as noted in the 2013-18 Strategic Plan, to:

> "develop, in all staff, an appreciation of, and capacity for, inspirational leadership [and] build the University's capacity for excellent and effective leadership by developing high calibre internal candidates who will be able to compete for senior positions in open competition with external candidates". (p.33)

The programme has also been accredited against SEDA Outcome and Values.

The programme has at its heart an experiential-based approach to learning that is directly related to an individual's work situation. The programme is founded on a strengths-based approach to leadership which filters through into each of the three core strands. The interlocking themes of developing yourself, developing the team and, developing the organisation bind together to produce a holistic and coherent experience.

The programme aims to:

1. Explore knowledge and understanding of leadership concepts, theory and practice reflecting the values of the University.

2. Utilise and apply an understanding of self-awareness and reflect on personal leadership style strengths, skills and capabilities.

3. Provide an understanding of teams, their effective development and the manner in which teams contribute to the overall purpose of the University.

4. Develop an understanding of organisation awareness when making leadership decisions.

5. Develop skills that enable individuals to support, coach, develop and motivate others.

The programme takes account of the University Curriculum Design Policy. The educational aims of the programme are developed in the modules set out below.

Module Code:	Module Title:	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5
Level 4						
UCTL1030	Developing Self as a leader	✓	✓			✓
UCTL1031	Developing Others			✓	✓	✓
UCTL1032	Developing the Organisation			✓	✓	

13. Intended learning outcomes and learning, teaching and assessment methods

The learning outcomes and module specifications have been designed in accordance with the University of Worcester Learning Teaching and Assessment Strategy, Learning Outcomes Guidance and Course Design Principles. Achievement is evidenced through the Assessment Strategy of the three individual modules.

Learning Outcomes for the Programme:

Knowledge and Understanding

1. Debate with an open mind competing and alternative perspectives on leadership theory and practice.

2. Demonstrate and explain key approaches to leadership and how it impacts upon and creates change opportunities for an organisation.

3. Critically analyse a range of conceptual frameworks relevant to the study of effective teams in an organisational structure with its own values demonstrating an appreciation of difference and diversity.

Cognitive and Intellectual Skills

4. Demonstrate the ability to research or collect a range of data, theories, principles and concepts.

5. Demonstrate, utilise and evaluate a range of leadership theories and apply to self and teams.

Leadership Specific Skills

6. Demonstrate self-awareness in coaching and leadership situations and an ability to reflect on personal strengths, limitations and values.

7. Explain the interaction between organisational values and aims and leadership decisions.

Key Skills

8. Take responsibility (with support / coaching) for their own learning and continuing professional development in order to achieve personal goals.

9. Communicate appropriately and effectively in a variety of practical environments and utilising a variety of media.

Learning, Teaching and Assessment

The learning and teaching strategies used in this programme are in accordance with the UW Learning, Teaching and Assessment Strategy (2007). Furthermore the programme operates within the Undergraduate Regulatory Framework. Hence, the programme is in line with the University's learning paradigm which develops learning in terms of students working towards learning outcomes and the alignment of teaching and assessment to achieve those outcomes.

Each module includes identified and validated outcomes whose achievement is monitored through a system of quality management including internal mechanisms supported by External Examiners. The learning environment includes a range of practical work, lectures, discussion workshops and independent study tasks with students taking control of their learning supported by Action Learning Sets and regular tutorials/coaching. The whole programme is structured around monthly workshops in order to allow access to online material together with appropriate periods of reflection.

	Educational Aims (Guiding Principles)	Learning Outcomes (What has to be achieved)	Module	Examples of Teaching, Learning and Assessments Methods (How they are delivered and achieved)
Knowledge and Understanding	1) Explore knowledge and understanding of leadership concepts, theory and practice reflecting the values of the University.	1. Debate with an open mind competing and alternative perspectives on leadership theory and practice.	UCTL1030	Structured lecture, practical sessions and discussion. Use of study tasks to contextualise theory and practice. Assessed utilising reflective journal.
		2. Demonstrate and explain key approaches to leadership and how it impacts upon and creates change opportunities for an organisation.		
		3. Provide an understanding of teams, their effective development and the manner in which teams contribute to the overall purpose of the University.	UCTL1031	Practical team building activities, structured lectures, small group discussions and utilisation of e-learning specialised websites. Group work. Assessed utilising reflective journal.
	Educational Aims (Guiding Principles)	Learning Outcomes (What has to be achieved)	Module	Examples of Teaching, Learning and Assessments Methods (How they are delivered and achieved)

Cognitive and Intellectual skills	2) Utilise and apply an understanding of self awareness and reflect on personal leadership style strengths, skills and capabilities.	4. Demonstrate the ability to research or collect a range of data, theories, principles and concepts.	UCTL 1030 1031 1032	Students supported in the gathering of appropriate research relevant to leadership theory.
		5. Demonstrate, utilise and evaluate a range of leadership theories and apply to self.	UCTL1030	Structured seminars encourage evaluation of relevant articles, theories and evidence. The reflective journal supports self-evaluation.
Leadership Specific Skills	3) Provide an understanding of teams, their effective development and the manner in which teams contribute to the overall purpose of the University.	6. Demonstrate self-awareness in coaching and leadership situations and an ability to reflect on personal strengths, limitations and values.	UCTL 1031 1032	As students' progress through the modules the range of activities varies in order to develop the ability to apply theory and practice to the strategic ambitions of the University. Action Learning Sets are utilised to support discussion.
	4) Develop an understanding of organisation awareness when making leadership decisions.	7. Explain the interaction between organisational values and aims and leadership decisions.	UCTL1032	

	Educational Aims (Guiding Principles)	Learning Outcomes (What has to be achieved)	Module	Examples of Teaching, Learning and Assessments Methods (How they are delivered and achieved)
Key Skills	5) Develop skills that enable individuals to support, coach, develop and motivate others.	8. Take responsibility (with support / coaching) for their own learning and continuing professional development in order to achieve personal goals.	UCTL 1030 1031 1032	The assessments are used together with the responsibility for managing their own time is complemented by a variety of support systems. Some exist outside the programme (e.g. study support) whilst others are provided by the tutorial team.
		9. Communicate appropriately and effectively in a variety of practical environments and utilising a variety of media.	UCTL 1030 1031 1032	

Footnote:

The following notes provide the approach used by the team to understand the programme.

- Aims are written as general statements which inform the direction of the programme set within the general philosophy to provide the structure for the learning outcomes. They are not necessarily explicitly measurable but they guide the learning outcomes which are specific and measurable.

- The structure of the learning outcomes are based around the key categories (as recommended by QAA) of knowledge and understanding; intellectual and cognitive skills; subject (leadership) specific skills; key skills.

14. Assessment Strategy

This programme is located within the UW Undergraduate Regulatory Framework (URF) and is aligned with the Assessment Policy and the URF Grade Descriptors.

Assessment has been designed by the Course Team to be based on the following principles: -

- The assessment activity should be appropriate for the learning outcomes to be tested;

- Every module will be assessed through one or more assessment activity;

- Formative activities in the module prepares students for the summative assessments;

- Modules employ a variety of different and innovative assessment activities.

- The module outline includes details of the individual assessment types, weighting, length and the learning outcomes assessed by each activity. Deadlines for submission are clearly stated. Assessment criteria for each item indicates to students the methods used to determine final grades for individual assessments.

- Assessment and reassessment items (including examination papers) will be agreed in consultation with external examiners and members of the Course team.

- No hand-in dates will be set during examination weeks or Worcester Weeks.

Assessments have been designed to match UW grade descriptors.

The programme is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the Registry website or see the UW Student Handbook.

15. Programme structures and requirements

	LEVEL 4		
Module Code	Module Title	Credits (Number)	Prerequisites (Code of Module required)
UCTL1030	Developing Self as a Leader	10	None
UCTL1031	Developing Others	10	None
UCTL1032	Developing the Organisation	10	None

The Programme is structured across the full academic year, typically commencing in September with a final assessment/evaluation of the Programme held in June.

Delivery is through a blended learning approach, whereby participants meet monthly for structured sessions, which comprise taught elements, action learning sets and the opportunity for individual coaching sessions. These sessions broadly follow a sequence starting with UCPD1030 and progressing through to UCPD1032. However, given the nature of leadership and management, plus the value of utilising the real-time experiences of participants for learning, some crossover is inevitable.

16. QAA and Professional Academic Standards and Quality

This award is located at level 4 of the FHEQ.

The Programme has been designed taking into account the QAA Quality Code and is quality assured through the Institute of Education Quality Committee.

The Programme has accreditation from SEDA until July 2015.

17. Support for students

Support for students is mainly provided through SOLE and email directly to students. Given that the Programme is an in-house course for staff of the University no induction is required as staff participate in the University Induction Programme.

Members of the course are allocated a personal coach who also acts as a personal/academic tutor.

The Course Handbook provides full details of all aspects of the course including the validated modules. Detailed module outlines containing assessment and marking criteria are provided at the beginning of each module.

Participants can also make use of the services provided by Student Services and the Disability and Dyslexia Service:

http://www.worcester.ac.uk/student-services/index.htm
http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm

18.   Admissions

Admissions Policy
The Programme recruits existing staff of the University who are either in leadership roles or who aspire to such roles.

Entry requirements
The University's standard minimum entry requirements apply: 4 GCSEs (Grade C or above) plus 120 Tariff points from minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. See UW Admissions Policy for other acceptable qualifications.

Admissions procedures
Applicants apply directly to University of Worcester (UW) and are considered for entry by the course team.

19.   Methods for evaluating and improving the quality and standards of teaching and learning

The following measures are used to evaluate and improve quality:

- Annual Evaluation Reports.
- Mid and end of Module Evaluations
- Feedback from participants
- Feedback from commissioning agencies/Departments e.g. ILS.

20.   Regulation of assessment

The course operates under the University's Undergraduate Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see Undergraduate Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Awards

Award	Requirement
University Certificate	Passed 30 credits at Level 4

21. Indicators of quality and standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners. This Programme does not have StARs because it involves staff at the University. It was decided in discussion with participants that the best way to get feedback in a small group was by having regular on-going discussions at the face to face level captured in note form on a monthly basis amongst the mature learners. Any emerging issues are dealt with at the beginning of the next Session.

The Programme was successfully accredited by SEDA in July 2010 based on its innovative design and the commitment shown by the University in assisting staff to achieve their potential.

22. Graduate destinations, employability and links with employers

The Programme is designed to assist staff in their personal development either within the University or externally. Since inception, a number of staff who have completed the Programme have achieved reward through the University's recognition schemes, gained promotions internally or have successfully pursued their career elsewhere.

Links with employers

The Leadership Project Team work with a wide range of employers throughout the region and the Programme is therefore informed not only by theory and research but also through these direct links.

Please note: 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 s/he 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 each module can be found in the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.