

<b>Programme Title and Name of Award</b>	PgC Organisational Leadership		
<b>Academic Level</b>	7	<b>Total Credits</b>	60
<b>Professional Body Accreditation / Qualification</b>	Individual module accreditation by professional will be sought after validation and separate to this process but the whole programme will not receive an overall accreditation.		
<b>Date of Professional Body Accreditation</b>	N/A	<b>Accreditation Period</b>	N/A
<b>UCAS Code</b>	N/A		
<b>HECoS Code</b>	100088 Leadership		
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website.</p> <p><a href="https://www.cumbria.ac.uk/study/courses/postgraduate/industrial-leadership/pgc/">https://www.cumbria.ac.uk/study/courses/postgraduate/industrial-leadership/pgc/</a></p>		
<b>Teaching Institution</b>	University of Cumbria		
<b>Owning Department</b>	Institute of Business, Industry and Leadership		
<b>Programme delivered in conjunction with</b>	N/A		
<b>Principal Mode of Delivery</b>	Blended learning		
<b>Pattern of Delivery</b>	Block		
<b>Delivery Site(s)</b>	<p>Ambleside</p> <p>Barrow</p> <p>Energus/Lilyhall</p> <p>Fusehill Street</p> <p>Lancaster</p> <p>Partner locations</p>		

	NcFN
<b>Programme Length</b>	1 calendar year. Maximum: 2 calendar years
<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
<b>Exit Awards</b>	You may be awarded the achieved credits if you fail to achieve the requirements of the full programme.
<b>Period of Approval</b>	2019-2025

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:

<https://www.cumbria.ac.uk/study/courses/postgraduate/industrial-leadership/pgc/>

### Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

### Programme Features

This programme was originally designed from a collaboration with local, regional and national industrial employers to establish the skills development needs of graduates working in the engineering and industrial sectors. Subsequent consultation with Policing, Local Authority and Third Sector organisations identified the programme as meeting their needs. The purpose of this programme is therefore to develop leadership and management skills in both technical and non-technical sector organisations to enable career progression.

The focus of this programme is professional transformation which uses transformative learning principles to develop the skills and behaviours necessary to enable career progression at a senior organisational leadership level. You will reflect on, and develop, your own leadership behaviours, coaching and mentoring others, developing these skills in project management and a range of other organisational leadership and management settings.

The modules have been developed with sector experts and where relevant will be delivered in collaboration with sector specialists to present real life case studies for a focussed experience relevant to your sector.

This programme was designed with the part-time learner at the centre. The delivery of the PgC Organisational Leadership is part-time and through a blend of online and face to face sessions. Within each module you will engage with the PebblePad Virtual Learning Environment to understand the fundamentals of the module and attend with your peer group for 3 days of intensive practice-based learning and reflection. You will also engage with your module leader and peer group through online tutorials. This approach will enable you to develop the skills to enable lifelong leadership reflection and practice.

Online learning is standardised across all module through the use of workbooks presented using Pebblepad. This ensures that your studies are quick and easy to navigate, with a consistent assessment style. Support is offered on study and research skills, as well as reflective practice techniques enabling you to apply your new skills and behaviours in your workplace. Your assessments will be work based enabling you to immediately apply your learning to your professional environment.

The programme will support the systematic development of critical self-reflection, reflective thought and reflective action, enabling you to be a self-reflective leader. Throughout the programme you will develop an online professional portfolio which will comprise both formative and summative assessments, and a reflective log. The professional portfolio will continue across and connect all modules in the programme, and the development of reflective writing will support both transformative learning and ongoing professional development.

## **Aims of the Programme**

The overall aims of the Programme are:

To broaden and deepen your capabilities, so that as organisational leaders in your sector you will understand the organisational and leadership behaviours associated with managing sustainable, innovative projects and organisations.

Specifically, the aims are:

1. To promote a reflective approach in organisational leadership practice which critically reflects on your existing career experience and current organisational context
2. To encourage critical self-reflection on your professional identity and practice to identify opportunities for purposeful learning and continued self-development
3. To develop your leadership, Project Management, strategic thinking, and coaching and communication skills as an organisational leader, building upon your existing experiences and training to meet your own and your company goals

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (usually Master's level), you will be able to demonstrate that you have the ability:

- To display 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 your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes
- Accept accountability for decision making including the use of supervision
- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

## Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

**After 60 credits of study (PGCert) you will be able to demonstrate:**

**K1.** Critical understanding of the theories behind strategy, contemporary leadership, including transformative leadership and transformative reflection

**K2.** Critical review and systematic evaluation of the role and contribution of coaching to individuals and organisations

**K3.** Critical evaluation of the role of the project manager, and analysis of the knowledge, skills and behavioural requirements for project managers in multiple contexts

**K4.** Critical reflection of the role of communication within an organisational context

**K5.** Critical review of the concepts of professional identity in the context of professional transitions and developmental change, and reflect on your own development needs

**K6.** Critically apply a strategic mindset to problem solving and the creation of business strategy

## Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

**After 60 credits of study (PG Cert) you will be able to demonstrate:**

**S1.** The ability to critically self-reflect on your own ability to perform in a leadership context

**S2.** The ability to conduct work based research and assess and critically evaluate literature

**S3.** The ability to plan and analyse a project

**S4.** Effective oral and written communication of complex problems to a diverse audience.

**S5.** Enhanced Digital Capabilities in line with the University of Cumbria/JISC six elements of digital literacy-ICT proficiency, information, data and media literacies, digital creation, problem solving and innovation, digital communication, collaboration and partnership, digital learning and development, and, digital identity and wellbeing

### **External and Internal Reference Points**

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

Two following documents published by "The Quality Assurance Agency for Higher Education" (QAA) also considered essential:

- QAA Characteristics Statement – Master’s Degree – September 2015
- QAA Subject Benchmark Statement – Master’s Degrees in Engineering - 2010

The University of Cumbria Learning & Teaching Strategy, Academic Strategy and the Departmental Business Plan have informed the development of this programme of study.

### **Graduate Prospects**

The skills developed on the programme are vital for leadership and continued career progression across multiple sectors.. Post-completion, you will be prepared for positions of increased responsibility enabling you to provide strategic leadership in innovative, responsive business settings.

Our links with multiple sectors (Industry, Policing, Local Authority, Third Sector) have been used to guide and focus the creation of this programme, ensuring that it is aligned with the skills demands of employers. The competencies that will be developed here are those identified by these sectors as underpinning characteristics of effective leaders and managers.

It is also intended that the programme helps you develop your interest and understanding of the benefits and contribution of research and the development of case studies in a professional/work context. It is hoped that this will encourage and inspire some participants to continue postgraduate study and develop research ideas, perhaps at a PhD/Doctoral level.

### **Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated**

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

### **Learning and Teaching**

Learning will involve online and classroom based activities and work-based study. You are actively supported and encouraged to use, apply and integrate your developing knowledge in your professional context and to develop a critically reflective approach to your study and practice.

Learning and assessment are considered as interrelated. Everything that you undertake – and the products of that learning – is couched amongst active participation and formative opportunities for dialogue and feedback throughout. Modules include regular opportunities for formative activity.

### **Formative and Summative Assessment**

Formative Assessment is to help monitor your learning and provide ongoing feedback that can be used to improve the learning and teaching. Formative assessments can help students identify their strengths and weaknesses and target areas that need work, and also help your tutors identify where additional support or guidance is necessary. Examples of formative assessments include asking students to:

- draw a concept map to represent their understanding of a topic
- write short reflections on the learning process and challenges encountered

The formative assessment across all modules requires the students to practice reflection on and in action, testing ideas and examining the application of learning to their professional practice. This process and the often consultative nature of the development process, enables the students to develop their skills as critical reflective professionals who record and synthesise their learning and thinking in the summative assessments.

Summative assessment is to evaluate student learning at the end of a module. Summative assessments will be marked. Examples of summative assessments include:

- a longer reflection
- a project proposal

Information from summative assessments can be used formatively to guide future efforts and activities.

Summative assessment clearly aligns to programme and module level learning outcomes, encouraging and enabling progressive development through feedback, and is of relevance to practice needs that also develop skills and capacity for a wider employability context.

Across the programme the students explore creativity and creative thinking in a range of contexts. This involves developing, for example, proposed coaching plans, projects, organisational excellence initiatives, business innovation plans and strategies. Linking all of these creative approaches to business development is the process at the heart of transformative learning whereby individuals examine their 'frame of reference' and 'meaning perspectives' (Mezirow, 2000) in order to transform and develop their personal and professional thinking and performance. This examination and ongoing reflective development will support transformative learning for the individual students and deliver benefits for their organisations.

Owing to the distinctive and identifiable nature of your work-based learning assessments and the reflection on learning and practice, anonymous marking of summative work is not possible in this programme.

Acquisition of knowledge and understanding is through a combination of the following:

- Use of online learning environments
- Online and class based workshop activities

- Work place visits and work based scenarios
- Facilitated discussion, debate and workshops
- Tutorials
- Guided study and reading
- Reflection on professional practice
- Mentoring
- Problem based learning

Tutorial support is available through a Personal Tutor system as well as through access to module and specialist tutorial support. You may also have access to a work-based mentor if provided by your employer. We encourage employers to support students in this way. Additional support for learning is provided by the Academic Skills Centre and Library and Information Services. This includes support on academic writing, referencing, and research and library skills.

Modules are designed to be block release, typically with an initial 2-day block spent on each module at the start of each semester. A further day is delivered later in the semester to allow for additional formative assessment and work based application of learning with your work based context. This delivery pattern allows for 2 full academic years to completion of the PgD, enabling the student to fit their studies around their working lives.

The programme is based on a professional digital portfolio approach powered by the University of Cumbria's online learning environments. Central to the course delivery is the PebblePad Personal Learning System. This portfolio approach is through an easy to navigate series of digital workbooks which combine learning content, clear directions and guidance and scaffolding for student learning.

The workbooks enable time efficient studying, easy user input – whether through recording progress, rating abilities or reflecting on experiences. It also supports formative tutor and peer feedback to support work based learning and maintain connection and communication.

The programme also supports you in developing a project portfolio, based on work-based projects and activities and workbooks. The programme has been designed to provide access to development opportunities for a wide range of individuals and focuses on those who may already have developed practical experience. This programme will enable them to develop their theoretical understanding of transformative learning and leadership skills, applying the theory to practice on an ongoing basis.

### **Indicative Range of Assessment Methods**

- Reflective professional portfolio
- Evidence based analysis
- Peer, tutor and mentor review
- Project proposal plan

Formative assessment is an important feature within the programme. The nature of the formative work varies across the modules, essentially this comprises work that informs or becomes part of the summative assessment. Formative work may include in-class or online activities such as presenting projects or responses to organisational problems. Peer and self-assessment are also used to give you timely feedback on formative tasks. (Reference: University of Cumbria [2011] Guidelines for Good Assessment Practice). Formative assessment and feedback will be through tutor and peer feedback on the reflective professional portfolio through the University of Cumbria e-portfolio system, and within the classroom context. This will support the ongoing development of reflective writing and contextually specific work based learning.

The ongoing feedback will support students in building towards the completion of the professional portfolio through summary and reflective synthesis. The portfolio, although a standard assessment on each module, collates a diverse collection of assessment methods such as posters, written reports and reflections relevant to each module.

## Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

### Induction

University induction will be included in the programme in the form of an online module within the PebblePad VLE. This will include format of studies, the online learning environment, learning resources, academic and pastoral support. You will have an opportunity to engage with your peer group online in advance of the first face to face sessions.

### Personal Tutoring

You will be allocated a Personal Tutor. The role of the personal tutor is to support your learning and development throughout the programme and they will have contact with you throughout your study. The Personal Tutor will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

Support will be available in face-to-face sessions, via video conferencing, and also online via a Personal Tutoring e-Portfolio in Pebblepad which will record student and tutor meetings and reviews.

### Personal Development Planning

The nature of this programme means that PDP is embedded throughout and is reflected in the programme as a whole, primarily through the use of the reflective professional portfolio as a key developmental tool. This portfolio will be developed in Pebblepad as your progress through the programme, and will contain reflections and supporting documents that you have compiled throughout your studies in response to structured exercises. This portfolio will be reviewed as you progress by both your module and personal tutors.

### Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically using the University's [online reading and resource list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit [skills@cumbria](#) for more details.

### IT and Technical Support



Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **Staff and Student Services**

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

### **Preparing for Postgraduate Study**

This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

### **Other programme requirements**

This programme is designed for students in employment. As such it will be necessary to communicate directly with your employer during the programme in some circumstances, for example sharing on information about your results. These communications, and the timing will be defined at the start of the programme. Students that are not in employment will not automatically be excluded and relevant organisational projects will be sought to enable modules to be completed by those not in employment.

IT requirements for the course are for access to a laptop/computer with internet access. The University of Cumbria online learning systems, Blackboard and PebblePad, can be accessed using up to date versions of web browsers (Internet Explorer, Safari, Chrome, Firefox). In addition PebblePad and Blackboard have free mobile apps (both Apple iOS and Android versions) to enable access with mobile devices. All students at the University of Cumbria will be entitled to use an up to date version of Microsoft Office 365 to support their study if required.

The online nature of the programme requires students to have access to the internet. The use of pebblepocket will require a smartphone but this is not essential to the programme.

<b>Programme Curriculum Map</b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
7	IFIP7001	Leadership and Professional Practice	20	Compulsory	K1, K2, K4, K5, S1, S2, S4, S5
7	IFIP7003	Project Management	20	Option	K3, K4, S1, S2, S3, S4, S5
7	IFIP7004	Strategy and a Strategic Mindset	20	Option	K1, K5, K6, S1, S2, S4, S5
7	IFIP7002	Coaching and Communication	20	Compulsory	K2, K4, K5, S1, S2, S4, S5
<b>Notes</b>					
<p>This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.</p> <p>Optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected 3 - 5 months in advance.</p> <p>Optional modules may be taught together exploring sector specific case studies in break out sessions, enabling cross-sector and cross-discipline working, maximising the student benefit.</p> <p>A failed student will not be permitted to re-register on the same programme.</p>					
<b>* Key to Module Statuses</b>					
Compulsory Modules		Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)			
Optional Modules		Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)			

**Programme Delivery Structure: Block****January-start intakes:**

<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long</b>		
IFIP7001	Leadership and Professional Practice	Spring Semester	Portfolio	May
IFIP7003	Project Management	Extended Spring Semester	Portfolio	August
IFIP7004	Strategy and a Strategic Mindset	Extended Spring Semester	Portfolio	August
IFIP7002	Coaching and Communication	Autumn	Portfolio	January

**Programme Delivery Structure: Block****April-start intakes:**

<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long</b>		
IFIP7001	Leadership and Professional Practice	Extended Spring Semester	Portfolio	July
IFIP7003	Project Management	Autumn	Portfolio	December
IFIP7004	Strategy and a Strategic Mindset	Autumn	Portfolio	December
IFIP7002	Coaching and Communication	Spring	Portfolio	April

**Programme Delivery Structure: Block****September-start intakes:**

<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long</b>		
IFIP7001	Leadership and Professional Practice	Autumn	Portfolio	January
IFIP7003	Project Management	Spring Semester	Portfolio	May
IFIP7004	Strategy and a Strategic Mindset	Spring Semester	Portfolio	May
IFIP7002	Coaching and Communication	Extended Spring Semester	Portfolio	August

## Methods for Evaluating and Improving the Quality and Standards of Learning

<b>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Module Evaluation</li> <li>• Programme Validation and Periodic Review</li> <li>• Annual Monitoring</li> <li>• Peer Review of Teaching</li> <li>• External Examiner Reports</li> <li>• Student Success and Quality Assurance Committee</li> </ul>
<b>Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.</b>	<ul style="list-style-type: none"> <li>• Staff Student Forum</li> <li>• Module Evaluation Forms</li> <li>• Programme Evaluation: Postgraduate Graduate Taught Experience Survey, UK Engagement Survey</li> <li>• Module/Programme/Personal tutorials</li> <li>• Meetings with External Examiners</li> <li>• Meetings with organisational employers</li> </ul>

<b>Date of Programme Specification Production:</b>	2 <sup>nd</sup> April 2019
<b>Date Programme Specification was last updated:</b>	2 <sup>nd</sup> April 2019
<b>For further information about this programme, refer to the programme page on the University website</b>	

<b>The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK</b>	
<b>Is the placement requirement more than 50% of the programme?</b>	No
<b>If yes, what % of the programme is the placement requirement?</b>	N/A
<b>If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?</b>	N/A