PROGRAMME SPECIFICATON

1	**Awarding body**
	Glyndŵr University
2	**Teaching institution**
	Glyndŵr University
3	**Award title**
	Certificate of Higher Education in Leadership and Management
4	**Final awards available**
	Cert HE
5	**Professional, Statutory or Regulatory Body (PSRB) accreditation**
	N/A
6	**JACS3 code**
	N210
7	**UCAS code**
	N/A
8	**Relevant QAA subject benchmark statement/s**
	Business and Management 2015
9	**Other external and internal reference points used to inform the programme outcomes**
	QAA Framework for H.E Qualifications in England, Wales and N. Ireland QAA Guidelines for programme specifications QAA – UK Quality Code for Higher Education (Parts A, B and C) University Regulations
10	**Mode of study**
	Blended learning part time
11	**Language of study**
	English

Office use only	
Date of validation event:	23 March 2017
Date of approval by Academic Board:	21 April 2017
Date of revision:	*Enter the date of any subsequent revisions*
Date of revision:	*Enter the date of any subsequent revisions*

12 Criteria for admission to the programme

Standard entry criteria

Candidates will need to be within the criteria specified by the ESF funding, which is that they will be aged 18-30 and will be employees of businesses in the North Wales region. Candidates will also need to be in possession of a Level 3 Qualification or meet the non-standard entry criteria.

Glyndŵr University's standard entry criteria will apply for admission to this programme. The University's admissions policy is available at http://www.glyndwr.ac.uk/en/media/Media,49536,en.pdf

International entry qualifications

This programme will only be open to applicants employed by companies from within the North Wales Region.

Programme specific requirements

Applicants need to be aged 18-30 and working within a company with its base in North Wales, and will need to have their application supported by their workplace / be nominated onto the programme by their employer.

Non-standard entry criteria

(e.g. industry experience)

There will be an opportunity for applicants to seek admission to the programme on the basis of non-standard entry qualifications. A decision will be made by the Programme Leader based on an assessment of the candidate's industry management experience, a process consisting of;

1) an informal interview with the applicant
2) a discussion with the applicant's line manager
3) in the absence of level 3 academic qualification, the employer must provide written evidence of the applicant's current role and responsibilities and academic ability.

English language requirements

The University's English language requirements are set out at http://www.glyndwr.ac.uk/en/Howtoapply/Readytoapply/

✓ **Undergraduate**

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/ for details), including IELTS, with an overall score of 6.0 and no component below 5.5.

International students require a UKVI Approved Secure English Language Test (SELT), achieving an overall score of 6.0 with no component below 5.5 (please see http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/ for details). If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi. Applicants are asked to note that only an *IELTS for UKVI* test result will be accepted.

13 Recognition of Prior (Experiential) Learning

N/A

Programme specific requirements

N/A

14 Aims of the programme

The aims of the Cert HE in Leadership and Management are:

- To develop the knowledge, skills and understanding of the theory and practices of business management.
- To develop a breadth of experience and knowledge in all key competencies, including marketing, accounting and finance, management, leadership and strategic thinking.
- To encourage innovation and creativity, and to foster flexibility, adaptability, independence, critical reasoning, and confidence in communicating effectively.
- To retain and nurture candidates showing management talent within the area of North Wales.

15 Distinctive features of the programme

- The programme is the result of a collaboration between the four main education establishments of North Wales: Glyndŵr University, Bangor University, Coleg Cambria and Grŵp Llandrillo Menai, collectively known as the North Wales Business Academy (NWBA).
- This qualification is the first of its kind in the UK to focus fully on developing the management skills of talented people aged 18-30 already in employment.

- It directly addresses issues raised in research carried out by the NWBA and the North Wales Economic Ambition Board. "Two of the key areas reported within the North Wales business community are challenges in the succession planning and ageing workforces." (NWBA Business Plan, 2016).
- Being a part-time blended learning programme, the qualification will allow the candidates to continue working whilst studying, enabling them to implement and practice some of the theories and processes in the workplace as part of their learning experience.

16 Programme structure narrative

Structure

- The programme will be fifteen months duration, classed as part-time and utilising blended learning. The students will attend for one full day of face to face learning per month, following the repeated four week pattern as in the table below. The programme is continuous, with no set breaks therefore will not follow the usual academic calendar. However no scheduled learning will take place over the two week Christmas period or for one week over Easter.

Week 1	6.5 hours face to face learning – lectures, tutorials, practical activities, guest lecturers.
Week 2	2.5 to 3 hours independent learning completing set tasks
Week 3	2 hours scheduled online learning
Week 4	2.5 to 3 hours independent learning completing set tasks.
During each 4 week period	Scheduled time for 1:1 discussion with each student (.5 hour)

- The programme will consist of three x 40 credit modules each of approximately 5 months duration.
  .
- It is a condition of this programme, that all candidates commence study at the same time, and complete the entire programme in order to achieve the qualification, as there will be no optional entry point or exit awards.

- Due to the delivery pattern of the programme, the following arrangements will be implemented for Module and Progression Boards;

  Learning Block 1 – go to Module and Progression board in Jan/Feb 2018 (Learning Block 1 resits to be taken alongside Learning Block 2 and reconsidered at June 2018 board)

  Learning Block 2 – go to Module and Progression board in June 2018 (Learning Block 2 resits to be taken alongside Learning Block 3 and reconsidered at September 2018 board)

  Learning Block 3 – go to Module and Progression board in September 2018 (Learning Block 3 resits to be taken over 18/19 Semester One and reconsidered at Jan/Feb 2019 board)

  Similar arrangements will be implemented for the second cohort subject to confirmation of learning block dates.

- If a student is referred or deferred in a module, they will be expected to complete any outstanding re-assessment in the next semester, following formal confirmation of their results. This may mean that a student will be required to complete a referred or deferred module while also studying the next module.

17 Programme structure diagram

Programme structure for the first cohort starting 25th May 2017. The 2018 cohort will follow a similar programme, but with an expected start date of March 2018.

Modules	Learning Block 1 May 2017 – October 2017	Learning Block 2 October 2017 – March 2018	Learning Block 3 March 2018 – August 2018
The Essence of Management BUS447			
Leading a Campaign BUS448			
Business Innovation and Decision Making BUS449			

18 Intended learning outcomes of the programme

Knowledge and Understanding

	Level 4
A1	Give a general overview of business functions in a variety of different sectors, how they have evolved over time and the inter-relationships that exist between them
A2	Understand the importance of effective communication and choosing the appropriate means of communication for different circumstances.
A3	Evaluate management and leadership skills in the workplace and ways in which employee performance could be enhanced
A4	Demonstrate basic management accounting skills to support business decision making.

Intellectual Skills

	Level 4
B1	Understand basic theories around the principles of relationship building, particularly in the context of engaging, leading and managing people.
B2	Apply problem solving techniques using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options
B3	Demonstrate numeracy and quantitative aptitude that can be applied to assist business situations

Subject Skills

	Level 4
C1	Perform effectively within a team based environment
C2	Use information technology effectively
C3	Communicate effectively and confidently, both orally and in writing, using a range of media including the preparation of business reports
C4	Demonstrate interpersonal skills of effective listening, negotiating and persuasion

Practical, professional and employability skills

	Level 4
D1	Demonstrate effective self-management and the ability to continue learning
D2	Increase awareness of career development opportunities in the field of management across a variety of sectors
D3	Demonstrate ability to express themselves clearly through a variety of media, particularly written and orally
D4	Discuss the importance of data and economic principles in a global business environment

19 Curriculum matrix

	Module Title	Core or option?	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4
Level 4	The Essence of Management	Core	■	■	■	□	■	□	□	■	■	■	■	■	■	■	■
	Leading a Campaign	Core	□	■	■	□	■	■	■	■	■	■	■	■	□	■	□
	Business Innovation and Decision Making	Core	■	□	□	■	□	■	■	□	■	■	■	■	■	■	■

20 Learning and teaching strategy

The learning and teaching strategy for this programme will follow a different structure to the programmes generally delivered by the North Wales Business School in order to reflect the different vocational and academic backgrounds of the members of the Young Talent Academy.

This is a programme facilitated through ESF funding awarded to the North Wales Business Academy, therefore it is imperative that the programme is accessible to learners who are working within businesses in the entire geographical region of North Wales. For this reason, face to face teaching will take place for one day every four weeks, at Glyndŵr University's OpTIC Centre, St. Asaph Business Park, St. Asaph, with the student taking part in independent online learning, reading, written and practical tasks, and some scheduled online learning for the remaining weeks.

It is also expected that the students will implement and practice their learning in the workplace, forming opinions on the effectiveness of practices, start thinking creatively, critically evaluating and reflecting on their own experiences.

It is recognised that the nature of this programme requires some different strategies to be employed, however the over-arching Business School strategies also apply to this programme, which are:

1. To provide our students with a breadth of content through our virtual learning environment– Moodle. This includes but is not limited to, video links, journal article recommendations, news stories etc.

2. Deploy a variety of other learning and teaching methods including:

    i. Guest lectures – this will typically be business practitioners or business development experts that are willing to come and share their knowledge with the students. There will generally be one guest lecturer per full day of learning.

    ii. Business visits - these involve taking the students to a visit companies or organisations to gain first-hand experience of good business practice. These types of activities will typically be on the learning day at the OpTIC Centre, and will consist of a half day visit, per teaching block.

    iii. Engaging in practical activities to enhance their experience of real life scenarios. This could include, by way of example, a mock performance review meeting to support learning on the Leading and Engaging People module.

Electronic Learning Platform

The Cert HE in Leadership and Management programme will make use of the North Wales Business Academy Moodle virtual learning environment (VLE). Due to the

structure of the course, it will be a key resource in terms of the learning process for this programme. Moodle will be used in the following ways:

1. As a resource centre for all of the learning material, relevant information and additional learning resources for the programme. This may include access to the video content of the lectures and the links to the additional resources such as bibliography, relevant journal and online articles. It will also contain the student handbook, and will be updated regularly with current information such as deadlines and course reminders.

2. As the location of the student forum. The forum is an opportunity for all students to engage with each other and the programme leader. The forum is a resource where students can post questions, comments and suggestions relating to specific aspects of the programme. Further, the forum will be used as a means of engaging students beyond the scheduled learning by contributing to online discussions and debate. The forum is a permanent resource and is not expected to be accessible as a 'live debate' (compared to the chat room below). Threads on the forum are continuous and over time will provide students with a rich repository of peer-led information relating to relevant aspects of their studies.

3. Web chat. The use of chat rooms will be a key feature of the programme, and as well as facilitating some of the scheduled learning tasks, will also be an essential means of ensuring student engagement through regular interaction with the programme leader. These chat rooms also provide an opportunity for students to 'meet' electronically and discuss topics that are not covered specifically in the forum, and to discuss group work when meeting face to face is difficult. It is anticipated that both students and the programme leader will agree regular specific dates and times on which they will come together to chat. The purpose of the web chat facility is to provide an opportunity for students to share experiences, pose questions and discuss thoughts on the module with fellow students. This might involve replicating aspects of the classroom delivery within a virtual environment. For example, asking students to engage in a debate with certain students being 'for' or 'against' a particular topic, or generally to allow students to voice an opinion on related topics. The programme leader will act as a facilitator throughout these activities. Whilst this would not be assessed, its purpose is to maintain engagement and interaction amongst students, with the programme leader taking responsibility to monitor the level of engagement across the student cohort. The use of chat rooms and on line fora will be utilised at the discretion of the programme leader, who will also be responsible for delivering and monitoring content. The use of online chat will be reviewed on an annual and on-going basis and will form part of the module review and course AMR.

Other Software - There will be a scheduled learning element of this programme which involves the use of web conferencing, which may include webinars or webcasts, via software outside of Moodle. New teaching material will be introduced during these interactive sessions, enabling students to ask questions or share their experiences. These sessions will vary between small group webinars, to whole cohort webcasts.

21 Work based/placement learning statement

All enrolled students will already be in employment, with the employer sponsoring the student through match funding fees and time to complete the programme. Each student will be allocated a work-based learning mentor within their employment. The mentor will normally be the student's line manager or a HR manager, or another relevant senior person.

The programme leader will meet each mentor before the start of the programme, and outline the content of the mentor handbook, and the key responsibilities to be undertaken. These will include:

- Attending review meetings between the student, mentor and Glyndŵr programme leader. These will be scheduled at least once every module.
- Completing any paperwork as required as evidence of learning for the programme.
- Supporting the student in the completion of assessments that require practical involvement from the workplace.

22 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

23 Assessment strategy

The approach to assessment has been guided by the QAA UK Quality Code for Higher Education (chapter B6: Assessment of students) and the University Assessment Guidelines.

The overall strategy for the programme is to ensure that assessment provides the opportunity for students to demonstrate achievement of the module learning outcomes. Assessment tasks will reflect the current QAA Characteristics and the criteria will be contextualised to reflect the learning outcomes of the module.

The practical nature of the programme is reinforced through the importance of coursework as part of the learning process and assessment. Despite the importance of their theoretical basis, many of the concepts are often best grasped by practical exercises and assignments. The coursework for a module typically carries a 50% weighting for the module assessment, although this varies with modules assessed entirely by coursework. Practical coursework includes but is not limited to: exercises for private study or in practical / tutorial classes and team / individual projects and will be designed to increase students' management and longer term employability skills.

This programme offers an eclectic and innovative range of assessment methods which includes oral presentations, blog writing and report writing. Whilst this provides students with opportunities to evidence their learning in different ways and fits well with the University's wider focus on assessments that are embedded in employability, it is recognised that particular care needs to be taken to ensure that the resource and intellectual requirements of these assessments are commensurate with the level being

assessed. Specific detail on this is given in the relevant module specification. Module assessments will be designed to be sufficiently varied in order to accommodate different learning styles.

Emphasis will be placed upon students to undertake independent study activities, and to consider and implement where appropriate the theories and practices within their workplace. Further, each practical oriented module will be facilitated by a traditional summative assessment approach at the culmination of the work. However, extensive use of formative feedback, milestones, and guidance from staff will be applied throughout each teaching block. This is particularly important due to the nature of the delivery on this programme, and will need to be carried out on a weekly/fortnightly basis.

Feedback is provided continuously to students through informal contact with the programme leader at the full day teaching sessions, and in formally allocated online sessions on a weekly basis. Students will receive written feedback on assessed work within the timescales laid down by the University. Such feedback will be provided on a standard form, which includes feedback on performance and identifies areas for improvement and development.

Students will receive formative assessment, particularly during the online and self-study elements of the programme to ensure that they can keep track of their progress and development. This will also be a key factor in ensuring student engagement and retention on all programmes. In the case of practical assessment, this may be a final summative assessment, so more frequent formative assessment provides academic rigour and increases student awareness and confidence in the subject.

An overview of the assessment details will be provided in the Student Handbook and full details of the assessment criteria for each module is provided in the module specification, which forms part of the module pack available to students. Students will be informed of the penalties that apply for non-submission. In addition students will be made aware of the procedure relating to extenuating circumstances and will be encouraged to work closely with their tutors should they require support and guidance on this matter. The word counts indicated below are indicative equivalents for modules using more innovative forms of assessment such as blog writing, website creation and other forms of verbal and/ or visual presentations.

Assessment practices will include the use of Turnitin as a tool to support students to develop their academic writing style as well as a tool to detect plagiarism or collaboration. All module assessments will be internally verified with a sample being moderated by the external examiner in accordance with the University's Regulatory Requirements.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
BUS447 The Essence of Management			**Learning block 1**
	Portfolio (25%)	2,000 words	Week 6
	Case Study (40%)	2500 words	Week 12
	Presentation (35%)	15 minutes	Week 20
BUS448 Leading a Campaign			**Learning block 2**
	Group Project (40%)	3,000 words	Week 17
	Presentation (30%)	15 minutes	Week 15
	Reflective Practice (30%)	2,000 words	Week 20
BUS449 Business Innovation and Decision Making			**Learning block 3**
	Group Project (60%)	3,500 words	Week 16
	Presentation (40%)	15 minutes	Week 20

24 Assessment regulations

The regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees apply to this programme.

Derogations

N/A

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

N/A

Restrictions for trailing modules (for taught masters programmes only)

N/A

25 Programme Management

Programme leader

Gaenor Roberts

Programme team

Gaenor Roberts

Neil Pritchard

Claire Blanchard

Dr Kelvin Leong

Quality management

The main teaching will be undertaken by the programme leader, with each day of learning supported by the use of guest speakers through the Big Ideas Wales, Welsh Government funded programme, Glyndŵr University staff, and other business experts such as speakers from the FSB, North Wales Economic Ambition Board and North Wales Tourism, facilitated through their membership on the NWBA board. The guest speakers will be made fully aware of the nature of the programme and the academic requirements to be adhered to.

The programme leader will be responsible for marking all assignments, with guidance sought from the subject specialist lecturers at NWBS, and each assignment will then

be marked a second time by one of the three Principle lecturers at NWBS, or a person nominated by them.

The Programme Leader will take overall responsibility for quality assurance and enhancement in line with the expectations detailed within the University's Programme Leaders Handbook.

Particular responsibilities of the leader will include, but not be limited to:

- Student tracking and student records
- Collation of assessment data and presentation of data at assessment boards
- Management/co-ordination of overall assessment activities across the programme
- Liaison with external bodies and agencies – Wales' European Funding Office, and others through the NWBA strategic and operational board.
- Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities.
- Ensuring the day-to day general academic support to students through Glyndŵr University administrative support personnel.

The Programme Leader will report directly to the School Board on academic matters, and to the Strategic Board of the NWBA on financial matters, on a termly basis providing an overview of the provision and a progress report. The Programme Leader will also report on quality management and evaluation procedures to the Welsh European Funding Office (WEFO).

The Programme Leader's direct quality management process to students will include:

- End of teaching block and mid teaching block evaluation.
- End of programme evaluation.
- Peer observation of module leaders' delivery of modules.
- Review meetings between the Programme leader, workplace mentor and student at least once per learning block.

In keeping with the policies and procedures agreed by the University, the key mechanism for quality control and enhancement at programme level will be the processes and procedures associated with the annual monitoring cycle which is formalised through the production of the Annual Monitoring Report (AMR). The AMR evaluates the programme delivery drawing on feedback from students, relevant professional bodies, External Examiners, employers and the programme's advisory group. Specific methods used for consulting students include the completion of online module evaluation questionnaires, Student Voice Forums (SVF's) and end of programme group feedback sessions. The outcomes of this report are scrutinised and agreed at programme level with subsequent monitoring and review being formalised through the School Board meetings and the University Learning and Teaching Quality Committee.

Feedback will be provided to students in the following ways: minutes and responses to SVF; External Examiner reports and any associated actions arising will be prescribed to students in the November SVF. An overview of the draft AMR and associated actions will be presented to the SVF in November; an update on achievement of AMR Action plans will be provided in the March SVF.

Research and scholarship activity

The Programme Leader is committed to ensuring that her knowledge remains current and relevant to changing practice. Additionally it is ensured that she reflects on and develops her teaching practice through engagement with teaching related CPD.

26 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

However due to the fact that the students will not be based at the main site of Glyndŵr University, students will be encouraged to contact the North Wales Business School Co-ordinator initially, who will then signpost the student to any specific support department.

School support for students

All students will be provided with a Personal Tutor (the Programme Leader) and will have opportunities to discuss their personal development planning. There will be regular meeting held between the student, the workplace mentor and the programme leader. Both the students and their workplace mentor will also be provided with the head of school and co-ordinator of NWBS' contact details as an alternative contact for any greater concerns regarding the programme/programme leader.

Programme specific support for students

The Programme Leader (also the personal tutor) will be available through email and telephone within working hours, subject to availability, as well as implementing the 'open door policy' where appropriate. An agreement will be drawn up between the Programme Leader and a named mentor from the student's workplace, and the student. There will be consistent direct contact between all parties in order to ensure an understanding of expectations and to provide a good support mechanism. It is recognised that students who have been out of education for some time or who have entered the programme through previous experience rather than having the formal entry qualifications mays need additional support with academic skills, referencing and formal writing technique. This will be offered on a one to one/small group basis as additional support from the programme leader and other support staff at North Wales Business School.

Student attendance is monitored through electronic registers, enabling any issues with attendance to be flagged up and appropriate action taken.

Students are expected to submit their assignments through the text-matching tool, Turnitin. The use of Turnitin as a diagnostic tool to support students in their writing is an effective method. Written feedback is provided for all assessments, normally within three weeks of the hand-in date.

Additional support mechanisms include:

- Excellent library and internet support through the help desk.
- A Student Handbook providing information about the programme structure, university regulations etc.
- Key Skills for Employability incorporated into all modules.
- During the induction process, students are made aware of all the learning support facilities available to them at Glyndŵr, although their main study location will be the OpTIC centre, St. Asaph.
- Students have access to campus facilities including the library, sports centre and student services. Student Support Services provide additional assistance for students with learning differences and any counselling, financial or careers advice needed.

27 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equal Opportunities Policy (http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499,en.pdf), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.