

Nottingham Trent University Course Specification

Basic Course Information

1.	Awarding Institution:	Nottingham Trent University
2.	School/Campus:	Nottingham Business School
3.	Final Award, Course Title and Modes of Study:	Postgraduate Certificate in HE Administration, Management & Leadership (Part-time)
4.	Normal Duration:	12 months
5.	UCAS Code:	NA

6. Overview and general educational aims of the course

The Postgraduate Certificate (PgCert) in Higher Education Administration, Management and Leadership provides professional staff working in management and administrative roles in higher education with an opportunity to gain a broad understanding of current sector issues, to develop their professional practice through self-directed learning, and to become a more reflective practitioner. Upon successful completion of the Postgraduate Certificate students may proceed to the Postgraduate Diploma in Higher Education Administration, Management and Leadership, and on successful completion of the Diploma, onto the MSc qualification in Higher Education Administration, Management and Leadership.

The PgCert enables students to develop their knowledge, skills and abilities as HE professionals, promoting excellence in management and administration in higher education.

Distinctive features of the Postgraduate Certificate include;

- A self-directed, self-managed, supported, work-based learning programme which gives students a large degree of control over the pace and timing of their learning
- A broad understanding of current issues in the HE sector, developed through independent study
- An opportunity for students to develop and enhance their skills as reflective, professional practitioners
- Input and support from specialist academics and experienced HE professionals
- An opportunity for students to develop their professional skills and apply them to real situations facing individuals working in management and administration roles in HE

Specifically, the Postgraduate Certificate in Higher Education Administration, Management and Leadership aims to enable you to:

1. Engage in a process of planned professional development, based on reflection and self-assessment of your approach and performance in professional contexts
2. Develop an understanding and critical awareness of current issues in the sector, through independent learning and research
3. Develop an understanding of leadership and management in the context of HE
4. Enhance your professional practice through critical appraisal of, and reflection on, your knowledge, skills, behaviours and values

<p>5. Develop reflective skills enabling you to apply your knowledge and understanding to evaluate and analyse your practice and experiences.</p>
<p>7. Course outcomes Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.</p>
<p>Knowledge and understanding By the end of the course you should be able to:</p>
<ul style="list-style-type: none"> C1 Demonstrate a systematic understanding of contemporary issues and theories relating to the UK HE sector. C2 Apply and interpret the theories of management, leadership and governance within the HE sector. C3 Show a sophisticated understanding of the changing international, political and technological context within which the UK HE sector operates. C4 Show a critical appreciation of social, environmental and economic sustainability issues, and social and cultural diversity, and the extent to which these impact upon organisational activities. C5 Demonstrate a comprehensive understanding of theories of reflective practice and professional behaviours and their application to your own practice.
<p>Skills, qualities and attributes By the end of the course you should be able to:</p>
<ul style="list-style-type: none"> C6 Demonstrate an aptitude for independent critical thought and rational inquiry. C7 Effectively use information drawn from existing research and scholarship to address key issues within the HE context. C8 Critically self-reflect on your professional practice. C9 Exercise judgement based on an understanding of contemporary issues and theories relating to administration, management, leadership and governance in the HE sector.
<p>8. Teaching and learning methods</p>
<p>The programme is based around students' self-directed learning within a broad framework. The teaching and learning ethos is the desire to encourage students to be reflective, to analyse critically, to be able to use theoretical knowledge creatively in a variety of contexts, use initiative, and apply their professional skills appropriately.</p> <p>The learning methods encompass study days; facilitated online group learning; and directed independent study. Each cohort will have three compulsory study days during the programme which provide contact time with delivery partners and peers. Study days incorporate a range of group discussion and reflection activities, lectures, and presentations. They provide an effective way of introducing new topics for study and setting the context of forthcoming learning activities. Online group learning covers a range of topics, and study days are designed to enable students to discuss material relating to specific assignments; to their reflective practice; and to the context of higher education. Independent study is supported by personal mentors, drawn from the HE sector and AUA's experienced membership base, giving students a further resource to support their reflection and professional development.</p>

The mentor relationship is a key support mechanism of the programme. Mentors are professional HE managers and administrators and are fully trained to provide support for the student in facilitating their own self-directed learning. One of the purposes of the mentoring arrangement is to broaden perspectives and to challenge thinking beyond the immediate professional context. For that reason, mentors will work at a different institution. This creates a dynamic which values professional diversity and increases the opportunity for exploring the whole spectrum of higher education. Although it is for students and mentors to agree their own arrangements, clear expectations are set for the frequency of meetings (at least three over the year's study) and indicative content for each meeting. Meetings are normally face-to-face but by agreement of both the mentor and the student can be by telephone or Skype, *etc.*

NOW, NTU's virtual learning environment (VLE), will provide learning support and materials during the programme, particularly to allow students to access learning materials and resources in between group development days and assessments. All programme materials will be available on the VLE, plus electronic access to the University's library. This allows students the flexibility to obtain the programme information wherever and whenever they wish. The VLE will also be the platform for webinar delivery, which will be timed around key assessment submissions. These will be run by the AUA delivery partners including the AUA programme lead and lead assessor and NBS module leads.

9. **Assessment methods**

The course uses both formative assessment, to help students to develop their skills and test their academic writing skills, and summative assessments, the results of which determine final awards. The assessments are designed to test all course learning outcomes set out in Section 7.

The assessments for the course are as follows:

Module 1: *Higher Education in Context*

- A 750 word essay plan relating to the knowledge assignment, identifying readings; key points in the argument; and a sample paragraph - formative
- A literature review of leadership management and governance in the HE sector: 2000 words, summative, weighted at 30% of the module grade
- A knowledge assignment on a current HE policy matter, chosen from four possible titles: 3000 words, summative, weighted at 70% of the module grade

Module 2: *Professional Practice in Higher Education*

- A 750 word short reflective essay identifying how one model of reflective practice might be used to develop the student's professional practice with reference to either one of the four values or one of the nine professional behaviours in the AUA's CPD framework - formative
- A professional development planning assignment comprising a critical appraisal of models for reflective practice; and a justification for the focus of professional development over the programme and

- the choice of reflective practice model which underpins it: 2000 words, summative, weighted at 30% of the module grade
- A reflective assignment demonstrating a student's professional development during the programme, with a supporting portfolio of evidence: 3000 words, summative, weighted at 70% of the module grade.

10. Course structure and curriculum

The course consists of two modules:

		CATS*
PG Cert		
1	<i>Higher Education in Context</i>	30
2	<i>Professional Practice in Higher Education</i>	30
Total CATS		60

*CATS = Credit Accumulation and Transfer Scheme

The course is studied on a part time basis. Modules run concurrently over a twelve month period. Three group study days, which span both modules, support students' progress; students manage their own learning through the programme within the framework provided by the study days; the assessments; the online learning; and mentoring. Typically there will be two intakes per year (subject to student numbers), one cohort with the group study days delivered in London and the other with study days delivered in Nottingham with different start dates, giving students the choice of which cohort they wish to enrol onto. The structure of the programme has been designed to offer a balance of independent study, as well as working and learning with peers from other institutions on the programme.

Module 1 allows students to focus on current issues in the HE sector, to analyse and evaluate the existing knowledge base and policy developments pertaining to higher education. It also allows students to enhance their knowledge and understanding of leadership, governance and management within the HE sector thereby developing a critical awareness of the sector. Module 2 allows students to develop their critical understanding of models of reflective practice, and to apply this to their own professional practice and the context in which they work. This is underpinned by the AUA's CPD Framework, which identifies nine professional behaviours. Students analyse their capacities against this framework and use it as a tool to steer their professional development over the programme. Through critical reflection on their knowledge, practice, experiences and learning, students will demonstrate their ability to apply reflective skills to improve practice and to support their continuing professional development.

11. Admission to the course

Entry requirements.

For current information regarding all entry requirements for this course, please see the 'Applying' tab on the NTU course information web page.

Normally entrants will:

- have at least 6 months experience of working in the HE sector in an administrative or managerial capacity;
- be currently working within the UK or Republic of Ireland HE sector; and
- hold a UK or Republic of Ireland undergraduate degree or equivalent

Applicants who do not hold a first degree may be admitted to the programme if they:

- have at least 12 months of experience of working in the HE sector in an administrative or managerial capacity;
- are currently working within the UK or Republic of Ireland HE sector; or
- hold equivalent professional or other qualifications, judged on a case-by-case basis

Applicants whose first language is not English must be competent in written and spoken English up to the following standard: IELTS 6.5 (minimum 5.5 in reading and writing) or TOEFL iBT 83 with at least: Reading 18, Listening 17, Speaking 20, Writing 17.

If applicants do not meet the language entry requirements, they will be directed to the English for Academic Purposes (EAP) course provided by Nottingham Language Centre prior to the start of the programme. A range of language courses are available.

Applicants who do not live and work in the UK or Republic of Ireland will not be admitted to the programme.

12. **Support for learning**

The programme team coordinates the academic support and other facilities available to all students enrolled on the programme. In addition, a nominated mentor will support students' progress on an individual basis.

NTU's library, IT and other learning resources are continually updated to ensure they are fit for purpose. In addition, University central support offers a range of professional services (including personal counselling) which are available on request and are publicised by the providers of those services. University central support departments include language support via the Nottingham Language Centre, Student Support Services, and the Careers Service. The students' personal mentor can often also assist, if appropriate, in finding the relevant sources of help.

The first study day will include: an introduction to the programme and the modules students will be studying, an introduction to the VLE, an introduction to University library resources and sources of help and student support services. A student handbook, made available to all students at induction, will provide essential information about the programme requirements and key contacts for use throughout the period of study, and the support provided for student learning.

13. **Graduate destinations/employability**

In recent years, UK HE has undergone unprecedented levels of change and diversification, with the administration and management of HE expanding to meet these challenges. In this context, HE institutions require administrative and managerial staff who command a wide range of skills

and knowledge, and are competent in applying their experience in a highly complex and wide-ranging professional environment. The programme is designed to help individuals rise to these challenges and fulfil their potential as professional managers and administrators.

Once this programme is completed successfully students may proceed to the Postgraduate Diploma in HE Administration, Management and Leadership, and may then progress onto the Masters in HE Administration, Management and Leadership.

14. **Course standards and quality**

Course standards and quality are maintained in a number of ways by the University in collaboration with the AUA.

This includes:

- Feedback from students and mentors: on completion of each module, students are invited to complete a module evaluation form, and at the end of the programme a programme evaluation form. A summary of the feedback is shared with the programme team. An annual survey of students and mentors is carried out by the AUA Programme Manager who submits a report to the Programme team.
- The AUA Board of Studies, which includes student representatives, oversees the work of the programme team, monitors performance and student feedback, and ensures that actions are taken in response to feedback.
- The AUA Programme Development Enhancement Team (PDET), which comprises the programme and assessment leads, the study day delivery partners, the NTU link and key AUA staff, meets regularly throughout the year, reviewing module and programme performance, student feedback on study days, content of study days and supporting materials, and any other issues affecting the 'health' of the programme.
- The PDET reports to the Board of Studies, which has overall responsibility within the AUA for governance of the programme. Student representatives from each cohort are elected by students to represent their views at the Board of Studies.
- The AUA Programme Lead and AUA Programme Manager contribute to the annual Interim Course Report reflective report on each module and the course as a whole. Both of these feed into the School Report and thus ensure that issues that need to be addressed or opportunities for enhancements are raised and reviewed by members of the PDET at regular intervals during the life of a course.
- The PDET ensures the continuing relevance of programme content by conducting an annual review of all content and documentation, consulting respected professional practitioners.
- The use of External Examiners whose reports are carefully considered by the PDET and Board of Studies and used to support continuous improvement and content development and enhancement.
- The Board of Examiners operates in accordance with current University policy and procedures as stated in the Quality handbook. External Examiners report on the appropriateness of the curriculum, the quality of student work and the assessment process.

Current national subject benchmarks for masters courses (identifying characteristic features of postgraduate), together with graduate attributes sought by employers, have informed course learning outcomes (see Section 7 above).

The programme is also subject to the standards laid down by the University Quality Handbook. Mechanisms are built into the quality assurance, such that developments or amendments to the programme are fed back to students, and External Examiners.

15. **Assessment regulations**

This course is subject to the University's Common Assessment Regulations (located in Section 16 of the Quality Handbook). Any course specific assessment features are described below:

None.

16. **Additional Information**

Collaborative partner(s):

Association of University Administrators (AUA)
QAA – Framework for higher education qualifications August 2008
QAA benchmark statement for Masters degrees in business and management (2007)

Course referenced to Quality Assurance Agency for Higher Education (QAA) Benchmark Statements:

Course recognised by:

Date this course specification approved:

July 2017

Any additional information: