

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:	MSc 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 MSc in Higher Education Administration, Management and Leadership is an innovative course that provides professional staff working in management and administration roles in higher education with a transformative experience to enhance their administrative, managerial and leadership capabilities.

Building on the Post Graduate Certificate and Post Graduate Diploma in Higher Education Administration, Management and Leadership, it provides a pathway for staff working in management and administration roles in higher education with a progression route to support their career development. The course enables participants to develop their knowledge, skills and abilities as HE professionals, promoting excellence in management and administration in higher education.

Specific distinctive features of the course include;

- A directed learning, self-managed, supported, work-based learning programme which gives participants a large degree of control over the pace and timing of their learning
- A solid understanding and critical awareness of the current issues in the HE sector, developed through independent learning and research
- An opportunity for participants to develop and enhance their skills as reflective practitioners and critical thinkers
- An opportunity to develop personal management and research skills and apply them to real challenges affecting their institution
- Input and support from specialist academics and experienced HE professionals

The aim of the MSc in Higher Education Administration, Management and Leadership is to build upon participants' existing experience, and to provide practical and work-based ways to develop your managerial understanding, your sensitivity to organisational issues and your ability to deliver and promote excellence in a HE context.

The MSc in Higher Education Administration, Management and Leadership aims to:

1. Develop and enhance participants' management and leadership knowledge through providing a stimulating and supportive learning environment
2. Enhance professional practice through critical appraisal, reflection, and application of management and leadership knowledge, skills, behaviours and values
3. Develop transferable skills (including verbal and written communication, working in teams, problem identification, research, making presentations and working with data)

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.

Knowledge and understanding

By the end of the course you should be able to:

M1 Demonstrate a critical understanding of how contemporary issues, theories and ideologies in administration, management & leadership can be applied to improve current practice in your institution and the HE Sector in general.

M2 Evaluate the rigour and validity of published research and assess its relevance to

the HE sector, synthesising existing research to identify alternative approaches

M3 Display proficiency in the use of techniques of research and enquiry to draw conclusions from a critical evaluation of relevant issues

M4 Demonstrate a critical understanding of your role and organisation in the global HE context.

Skills, qualities and attributes

By the end of the course you should be able to:

M5 Critically evaluate relevant sources of information and utilise your findings to make influential and persuasive recommendations

M6 Conduct independent research enabling the investigation and evaluation of valid and relevant admin, management and leadership issues in the HE Sector

M7 Display a proficiency in the choice and application of appropriate research methods and from detailed, critical analysis, draw conclusions to inform future organisational best practice

8. Teaching and Learning Methods

A key feature of the learning and teaching strategy is the focus on student centred, experiential and applied learning. The teaching and learning ethos is to encourage participants to be critically reflective, to be able to use theoretical knowledge creatively in a variety of contexts, use initiative, and apply management and leadership skills appropriately to solve real issues affecting HE institutions.

The learning methods encompass short study blocks and directed independent study. Study blocks incorporate a range of teaching and learning methods such as group exercises, case studies, reflection, lectures, presentations and videos. Independent study is supported by a blend of multi-media e-learning materials, with additional support from module leaders.

The course will also use NOW, the University's virtual learning environment as a means of learning support and guidance, providing materials and testing facilities (e.g. on-line testing of knowledge) during the course, but particularly to allow participants to access learning materials and resources in between study blocks and assignments. All course materials will be available on the virtual learning environment; the course handbook, the module documents, the module slides, plus electronic access to the University's library. This allows participants the flexibility to obtain the course information wherever and whenever they wish.

9. Assessment Methods

The course uses summative assessments to enable you to demonstrate your ability to apply knowledge and skills, as well as an understanding of the academic theories and research.

The assessments are designed to test all course learning outcomes, and include a written research proposal, a written research dissertation, and a poster presentation.

Module 5: *Applied Research Skills*
 80% 2-3000 word Management Research Proposal and Plan
 20% Poster Presentation

Module 6: *Management Research project*
 50% 6000 word Management Report (*including recommendations and suggested implementation plan*)
 50% 3500 word Applied Management Journal Article (style and format of AUA's '*Perspectives: Policy & Practice in Higher Education*')

10. Course structure and curriculum

The MSc in HE Administration, Management & Leadership is studied on a part-time basis and consists of 2 core modules:

		CATS*
MSc		
5	Applied Research Skills	20
6	Management Research Project	40
Total CATS		60

*CATS = Credit Accumulation and Transfer Scheme

Module 5: Applied Research Skills (20 M level Credit Points)

The Applied Research Skills module prepares you to plan, undertake and analyse your research effectively, enabling you to develop and exploit your skills of critical evaluation and objectivity.

Module 6: Management Research Project (40 M level Credit Points)

The final module, and culmination of your MSc journey, is the Management Research Project. An investigation into a relevant management or leadership topic of your choice, this module allows you to develop an area of interest, showcase your skills of critical evaluation and offers the potential to make genuine recommendations for improvement within your institution and/or the sector as a whole.

You will be allocated a research project supervisor who will provide periodic one to one support and advice.

11. Admission to the course

Criteria for direct entry to the MSc stage are normally:

- Successful completion of the PG Cert and the PG Diploma in HE Administration, Management & Leadership (the Diploma within the last 5 years) or
- Possession of a relevant professional or academic qualification deemed to be equivalent to at least 120 M level points.

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 MSc course. A range of language courses are available.

12. Support for Learning

The course leader, together with the course administrator and the course team, coordinates the academic support and other facilities available to all students enrolled on the course. In addition, a nominated research project supervisor will monitor and support participants' progress on an individual basis.

The 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. Your personal academic tutor can often also assist you, if appropriate, in finding the relevant sources of help.

An induction, immediately prior to the start of the first module of the course, will include: an introduction to the course and the modules, introduction to university I.T. facilities and sources of help and student support services. A student handbook, made available to all students at induction, will provide you with essential information about the Nottingham Business School for use throughout your period of study, and the support provided for your learning.

13. Graduate destinations / employability

In recent years, 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 course is designed to help individuals rise to these challenges and fulfil their potential as professional managers and administrators.

14. Course standards and quality

Course standards and quality are maintained in a number of ways. For example:

- A Course Committee, which includes student representatives from each current cohort, meets during or after each module to consider the course to ensure that the University standards are being met, and to consider the 'health' of the course. This committee will look at the delivery of the modules, the performance on assessments and feedback from students. It will also look at how the course and overall student experience can be developed for future cohorts. Student representatives from each cohort are elected by students to represent their views at course committees.
- Module leaders produce an annual reflective report on each module as well as the Course Leader – 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 management team at regular intervals during the life of a course.
- The course team ensures the continuing relevance of course content by consulting respected professional practitioners, such as employers, professional bodies and other academic institutions. The research interests of the staff also enhance the curriculum.
- The examination board will operate in accordance with current University policy and procedures as stated in the Academic Standards and Quality handbook.
- External examiners report on the appropriateness of the curriculum, the quality of student work and the assessment process.

Further quality assurances are built into the course with course team meetings and module team meetings.

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 course 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 participants, and external examiners.

15. **Assessment regulations**

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

The course is governed by the University assessment regulations as indicated in the Quality Handbook.

16. **Additional Information**

Collaborative partner(s):

Course referenced to national QAA Benchmark Statements:

QAA – Framework for higher education qualifications August 2008

QAA benchmark statement for Masters degrees in business and management (2007)

Course recognised by:

Date implemented:

Any additional information: