

Hertfordshire Business School

Title of Programme: BA Honours/Graduate Diploma Leadership and Professional  
Development

Programme Code: BSUALPD

(delivered by the University College, St Albans – UCSA)

# Programme Specification

This programme specification is relevant to students entering:  
September 2015

Associate Dean of School (Academic Quality Assurance):  
Denise Ball

Signature

A handwritten signature in black ink that reads "Denise Ball".

# Programme Specification

## BA (Hons) Leadership and Professional Development

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This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

### Section 1

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	University Campus St Albans (UCSA)
<b>University/partner campuses</b>	UCSA
<b>Programme accredited by</b>	Not applicable
<b>Final Award</b>	BA (Honours)/Graduate Diploma
<b>All Final Award titles</b>	Leadership and Professional Development
<b>FHEQ level of award</b>	Level 6
<b>UCAS code(s)</b>	Not applicable, part-time only
<b>Language of Delivery</b>	English

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#### A. Programme Rationale

The programme is designed for those working within the private, public and not-for-profit sectors who are interested in developing their own knowledge, capabilities and effectiveness to enhance their leadership capacity. This programme is specifically designed for students who are typically already in employment within a leadership or management role. It is also open to those who are seeking advancement into these roles and seeking to enhance their career prospects through progression from Foundation Degree or an equivalent qualification to gain an honours degree.

The programme covers key topics related to Leadership and Professional Development, and students are expected to relate these to the specific professional contexts within which participants operate. Students are required to assume a significant degree of responsibility for identifying and negotiating the focus and pursuit of their studies in terms of the application to work related issues in their substantive work related project.

The programme is part time delivered over one year across three semesters in one extended calendar year. Assessment arrangements have been designed to support and complement professional and personal development through an individually negotiated, year-long project, which should be directly related to the individual participant's workplace and professional role.

The programme combines both taught modules with work related learning and assessment. The formal teaching is delivered at both Oaklands College on Fridays and on Saturdays at the University of Hertfordshire Business School.

This programme is focused on:

- developing and enhancing the leadership capacity of managers and other professionals across a diverse range of roles within the private, public and not for profit sectors.
- enabling individuals to develop a greater insight into their leadership strengths
- enabling employers to benefit from practical solutions to change leadership and an enhanced ability to retain and develop top talent.
- attracting talented individuals seeking a challenging programme with assessments related their own real life work projects and who are committed to their own professional development

The programme aims to offer a progression route for people who either:

- have substantial experience in a management or leadership role but do not have formal academic qualifications, and seek to have their experience recognised and accredited
- wish to acquire a Leadership related qualification in addition to their professional/technical qualifications at degree level by undertaking the Graduate Diploma
- have attained professional qualifications in business, management or leadership (e.g. with the Institute of Leadership and Management; Chartered Management Institute at level 5) and seek to progress their qualifications to level 6
- have a Foundation Degree or a Higher National Diploma and on the basis of their current role wish to top up to this particular degree.

There is a supported application process to assess whether professional work experience is equivalent to the academic entry requirements. Applicants without formal accredited learning, will if suitable, undertake a supported and structured process, including both workshops and one to one support to develop a portfolio in order to recognise and accredit their prior experiential learning. This must be successfully completed before entry onto the one year course.

The programme is flexibly structured to enable a student to commence their studies in September or January. The structure of the programme is designed such that there are two 30 credit modules and one year-long 60 credit work related project delivered over three semesters in the year (using the extended academic year).

On completion of the honours degree, students with the qualification would typically be eligible for progression to Masters level.

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## B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

### **Additionally this programme aims to:**

- Enable students to develop and enhance their career in a diverse range of roles across the private, public and not for profit sectors.
- Provide students with a set of skills, knowledge and tools that enables them to develop and extend their leadership role in any environment.
- Facilitate the development and application of skills in: leading people and projects; developing and executing organisational strategy; maximising their own influence and impact; creatively solve problems; leading change; managing their own professional self-development and developing an enhanced self-awareness.

- Provide students with high quality experiential learning opportunities, to facilitate students' outcome and action orientation; their ability to get better results from limited resources; and their leadership, presentation and team-working skills
- Develop students' transferable and intellectual skills and to enable them to become independent learners

## C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Business and Management (2015) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2010 have been used as a guiding framework for curriculum design. Furthermore the programme has been informed by the European Foundation for Quality Management Excellence Model<sup>1</sup>.

Knowledge and Understanding of:	Teaching/learning methods & strategies	Assessment
<p>A1. Approaches, models, concepts and theories relevant to organisational change, leadership and strategy implementation.</p> <p>A2. The relationship between organisational culture and the achievement of leadership objectives.</p> <p>A3. The influence of structure, process and people on organisational change.</p>	<p>Acquisition of knowledge and understanding is through a combination of lectures, workshops, tutorials, coursework, case studies, simulations, web 2.0 technologies, work related application and project work.</p>	<p>Knowledge and understanding are assessed through coursework in the form of essay assignments, project reports, portfolios and presentations.</p>
Intellectual skills - able to:	Teaching/learning methods & strategies	Assessment
<p>B1. Explore and manage uncertainty and ambiguity in leadership related contexts and make decisions based on competing perspectives.</p> <p>B2. Integrate and critical evaluate theories, research and concepts applied to leadership in practice.</p> <p>B3. Think creatively about issues and develop innovative solutions that support implementation strategies.</p> <p>B4. Develop research skills and apply these to professional issues.</p> <p>B5. Appreciate both organisational and personal ethics and the challenges of Corporate Social Responsibility (CSR).</p>	<p>Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. Throughout the programme the learner is encouraged and supported to develop skills further through independent study.</p>	<p>Intellectual and cognitive skills are assessed through coursework, which is both formative and summative, in the form of essay assignments, project reports, portfolios and presentations.</p>

<sup>1</sup>

B6. Be an active, critical, reflective and independent thinker.		
<b>Practical skills - able to:</b>	<b>Teaching/learning methods &amp; strategies</b>	<b>Assessment</b>
<p>C1. Develop their ability to lead, motivate and inspire others to contribute to the organisational vision.</p> <p>C2. Build, develop and sustain relationships with internal and external stakeholders.</p> <p>C3. Develop individuals and teams to maximise their full impact and potential.</p> <p>C4. Communicate effectively across a wide range of audiences that demonstrates an ability to build rapport, influence and motivate others.</p> <p>C5. Implement strategies to achieve organisational objectives.</p>	<p>Practical skills are developed throughout the programme by methods and strategies outlined in A and B above.</p>	<p>Practical skills are assessed through coursework assignments, case study reports, reflective logs, presentations and project reports.</p>
<b>Transferable skills - able to:</b>	<b>Teaching/learning methods &amp; strategies</b>	<b>Assessment</b>
<p>D1. Communicate confidently and effectively, both orally, in writing and on line.</p> <p>D2. Make effective use of psychological concepts (e.g. Emotional Intelligence) to develop a greater awareness of both self and others.</p> <p>D3. Critically appraise own leadership capabilities, and be reflective about future professional development needs.</p>	<p>Transferable skills are developed throughout the programme by the methods and strategies outlined in sections A, B and C above. Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>Transferable skills are assessed through coursework assignments, case study reports, reflective logs, presentations and project reports.</p>

## D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in part-time mode over 3 semesters using the extended academic calendar. Successful completion either leads to the award of a BA Leadership and Professional Development with Honours or if a first degree holder, a Graduate Diploma Leadership and Professional Development. Entry is at level 6 for both routes. Those without formal academic qualifications will need to have their experience assessed via the Accreditation of Prior Learning process. There are 2 intakes a year in either January or September.

### Professional and Statutory Regulatory Bodies

None.

### Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

<b>Semester A</b> <b>Leading and Influencing People</b> <b>6FBS1500</b> <b>(Core 2)</b> <b>(30 credits)</b>	<b>Semester B</b> <b>Leading Change and</b> <b>Organisational Development</b> <b>6FBS1499</b> <b>(Core 1)</b> <b>(30 credits)</b>
<b>Semester A, B and C</b> <b>Leadership and Professional Development Project</b> <b>6FBS1501</b> <b>(Core 3)</b> <b>(60 Credits)</b>	

Entry Point	Sept 2014	Jan 2015	May 2015	Sept 2015	Jan 2016	May 2016	Sept 2016	Jan 2017
	Sem A	Sem B	Sem C	Sem A	Sem B	Sem C	Sem A	Sem B
Jan 2015 Year 1	APL	Core 1		Core 2				
		Core 3						
Sept 2015 Year 1			APL	Core 2	Core 1			
				Core 3				
Jan 2016 Year 2				APL	Core 1		Core 2	
				Core 3				
Sept 2016 Year 2						APL	Core 1	Core 2
							Core 3	

**Mode of study** Part-time pathway for BA (Hons) /Graduate Diploma Leadership and Professional Development

**Entry point** Semester A

Level 6 Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Leading and Influencing People	6FBS1500	30	English	0	100	0	A
Leading Change and Organisational Development	6FBS1499	30	English	0	100	0	B
Leadership and Professional Development Project	6FBS1501	60	English	0	70	30	A, B and C

**Mode of study** Part-time pathway for BA (Hons) /Graduate Diploma Leadership and Professional Development

**Entry point** Semester B

Level 6 Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Leading Change and Organisational Development	6FBS1499	30	English	0	100	0	B
Leading and Influencing People	6FBS1500	30	English	0	100	0	A
Leadership and Professional Development Project	6FBS1501	60	English	0	70	30	B, C and A

The award of an honours degree requires 360 credit points, with at least 240 credit points at level 5 or above, of which at least 120 credit points must be at level 6. An unclassified degree requires 300 credit points, with at least 180 credit points at level 5 or above, of which at least 60 credit points must be at level 6.

The award of a graduate diploma requires 120 credits at level 6. The award of a graduate certificate requires 60 credits at level 6.

### Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Award	Minimum requirements	Available at end of Level
Graduate Certificate Leadership and Professional Development*	60 UH credits at Level 6 *	6
Graduate Diploma Leadership and Professional Development	120 credits at Level 6, of which at least 90 must be at Level 6, no more than 15 below Level 5 (and with a min. of 30 UH credits passed at Level 6)	6
BA Leadership and Professional Development	300 credit points including 180 at level 6/5 of which 60 must be at level 6 (a min. of 75 UH credits are required level 5/6)	6
BA (Hons) Leadership and Professional Development	360 credit points including 240 at level 6/5 of which 120 must be at level 6 (a min. of 90 UH credits are required at level 6)	6

\*The Graduate Certificate is a 'fallback' award for those on the Graduate Diploma programme, please see programme specific regulations.

## E. Support for students and their learning

Students are supported by;

- A course leader to help students understand the programme structure
- A course leader and module leader to provide academic and pastoral support
- An induction programme at the beginning of each new cohort entry
- A designated administrator at the College
- A designated UH-based programme administrator and link tutor
- The use of student support services at both Oaklands College and the University of Hertfordshire including advice on finance, University regulations, legal matters, chaplaincy, counselling, disability, learning support, and careers
- StudyNet, a versatile on-line interactive intranet and learning environment
- Student voice mechanisms including programme reps, SFQ responses (Student Feedback).
- Questionnaire responses collected via Student ViewPoint and student forums
- Use of a wide range of current Learning Resources both at the College and the University of Hertfordshire, including digital and print information, and computer and Wi-Fi access
- Use of both the University of Hertfordshire and Oaklands College Student Unions

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## F. Entry requirements

The normal entry requirements for the BA Leadership and Professional Development are either:

- successful completion of a Foundation Degree, HND, Dip HE or equivalent study at Higher Education level to 240 credits (with a minimum of 120 credits at level 5, or above). Students are also expected to have relevant work experience. This would normally comprise both: significant prior work experience; AND the candidate would normally be currently in either a leadership or management role, or seeking such a role as the next phase of their career progression.
- substantial professional work experience (normally at least 3 years) in a leadership or management role. Relevant professional leadership or management qualifications will also be viewed favorably for progression into this programme. There is a supported application process to assess whether professional work experience (and any associated professional qualifications) is equivalent to the academic entry requirements. Suitable applicants will enroll with UCSA on a supported portfolio route (for which a fee is charged to recognise and accredit their prior experiential learning). This is a substantial piece of academically assessed written work, and must be successfully completed before entry onto the one year course.

The normal entry requirements for the Graduate Diploma Leadership and Professional Development are:

- An undergraduate degree. Students are also expected to have relevant work experience; this would normally comprise both prior work experience, and applicants would be currently in either a related to leadership or management role or seeking such a role as part of their own career development plan.

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

### **Students for whom English is not their first language**

A minimum IELTS score of 6.0 with no less than 5.5 in any element, or equivalent, will be required as English Language entry requirement.

## Section 2

### Programme management

<b>Relevant QAA subject benchmarking statements</b>	Business and Management (2015)
<b>Date of validation/last periodic review</b>	2014
<b>Date of production</b>	June 2015
<b>Relevant intakes</b>	Level 6 entering September 2015
<b>Administrative School</b>	Hertfordshire Business School

Table 3 Course structure

Table 3 Course structure

Course details					
Course code	Course description			JACS	
BSUALPDB	BA (Hons) Leadership and Professional Development			N200	
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
LPDBUASEP1P-1	A	Leadership and Professional Development	1	UCSA	Part-time
LPDBUASEP1P-2	A	Leadership and Professional Development	1	UCSA	Part-time
LPDUABJAN1P-1	B	Leadership and Professional Development	1	UCSA	Part-time
LPDBUAJAN1P-2	B	Leadership and Professional Development	1	UCSA	Part-time
Course details					
Course code	Course description			JACS	
BSUALPDG	Graduate Diploma Leadership and Professional Development			N200	
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
LPDGUIASEP1P-1	A	Leadership and Professional Development	1	UCSA	Part-time
LPDGUIASEP1P-2	A	Leadership and Professional Development	1	UCSA	Part-time
LPDGUIAJAN1P-1	B	Leadership and Professional Development	1	UCSA	Part-time
LPDGUIAJAN1P-2	B	Leadership and Professional Development	1	UCSA	Part-time

The programme is managed by;

- The Dean of School
- The Head of UK and International collaborations (HBS)
- The Director of Higher Education (UCSA)
- The Link Tutor, based at the University of Hertfordshire to provide support and facilitate communication between the University and UCSA
- The course leader who is responsible for the day to day management and who advise students on the programme as a whole. The Course Leader has specific responsibility for open days and selection.
- Designated administrators to deal with day to day administration associated with the programme
- Module Coordinators who are responsible for individual modules
- A programme committee, the membership of which includes student representatives from each level of study and key members of the teaching team

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## Programme-specific assessment regulations

The programme is compliant with the University's generic assessment regulations (Structure and Assessment Regulations for Academic Programmes, [UPR AS14](#)) with the exception of those listed below, which have been specifically approved by the University.

All assessment offences and academic disciplinary matters will be subject to the relevant University of Hertfordshire policies and procedures. Any such will be referred to the University of Hertfordshire and processed accordingly by the relevant person, as delegated by the Dean of the Hertfordshire Business School.

All work undertaken by students is subject to the University of Hertfordshire Ethics Policies and Guidance.

The Graduate Certificate is a 'fallback' award for those on the Graduate Diploma programme. To qualify for this award, students would need to gain 60 University of Hertfordshire credits from this programme, in any combination of the three modules specified.

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## Other sources of information

- Definitive Module Documents
- Module Guides
- Student Handbook
- A-Z guide  
<http://www.studynet1.herts.ac.uk/ptl/common/support.nsf/support?ReadForm>
- University of Hertfordshire Course website:  
<http://www.herts.ac.uk/courses/>
- QAA Benchmark Statement website:  
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>
- Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)  
[The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#)
- SEEC Credit Level Descriptors for Further and Higher Education 2010:  
<http://www.seec.org.uk/wp-content/uploads/2013/seec-files/SEEC%20Level%20Descriptors%202010.pdf>
- External Quality Review report website:  
[http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.VCFXlha\\_hSU](http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.VCFXlha_hSU)
- Professional or Statutory Regulatory Body information: <insert URL>

- UNISTATS website:  
<http://www.unistats.com/>
- University of Hertfordshire Academic Quality website:  
(StudyNet → Staff → Department Lists → Academic Quality Office)
- Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14:  
<http://sitem.herts.ac.uk/secreg/upr/AS14.htm>
- Learning and Teaching Policy and Graduate Attributes, UPR TL03:  
<http://sitem.herts.ac.uk/secreg/upr/TL03.htm>
- Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03:  
<http://sitem.herts.ac.uk/secreg/upr/SA03.htm>
- Academic Quality, UPR AS17:  
<http://sitem.herts.ac.uk/secreg/upr/AS17.htm>  
Index of UPRs for students:  
[http://sitem.herts.ac.uk/secreg/upr\\_azlist\\_info.htm](http://sitem.herts.ac.uk/secreg/upr_azlist_info.htm)
- Information on Programme and Module External Examiners  
<http://www.studynet1.herts.ac.uk/ptl/common/studentcentre.nsf/Teaching+Documents/184A221E5EECA6B780257A5C00250BA9?OpenDocument>
- Enterprise and entrepreneurship education: Guidance for UK Higher Education providers 2012  
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/enterprise-guidance.pdf>

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## Other information relevant to the programme

None

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## University policies relevant to the Programme

The University undertakes to use all reasonable endeavors to deliver, assess and administer this programme in accordance with this Programme Specification. At the same time it is recognised that it is in the nature of academic developments that changes, for example to the structure, curriculum, and assessment of a programme may be necessary in order to ensure that the programme remains up to date, in response to issues raised as a result of on-going monitoring and evaluation, and/or in order to conform to new regulatory requirements imposed by this institution, by professional or statutory bodies, or by national or governmental bodies.

The programme operates within the guidelines and policies relating to equal opportunities and environmental issues which may be agreed from time to time by the Board of Governors and/or the Academic Board of the University.

Where the programme is offered in collaboration with another institution these policies and guidelines will normally be those of the partner institution.

The programme operates in accordance with the University's Regulations Governing Studies Involving the Use of Human Subjects ([UPR RE01](#)) agreed from time to time by the Academic Board of the University. However, where the programme is offered in collaboration with another institution (for example through a franchise arrangement for all or part of the programme) then specific approval must be obtained from the University for the operation of the programme within ethical guidelines prepared by the partner institution. The partner institution will be responsible for all insurance liability in connection with the observance of ethical guidelines.

Signed ..... *Denise Ball* ..... Date: 1<sup>st</sup> July 2015

Dr Denise Ball  
Associate Dean of School (Academic Quality Assurance)

✓1.7 / Bachelor's Programme Specification / January 2014 / AS  
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**BA (Hons) Leadership and Professional Development****Table 2: Development of Programme Learning Outcomes in the Constituent Modules**

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

*TO be added*

Programme Learning Outcomes <i>(as identified in section 1 and the following page)</i>																			
		Knowledge and Understanding Intellectual Skills			Intellectual Skills						Practical Skills					Transferable Skills			
Level	MODULE TITLE	CODE	A1	A2	A3	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3
Level 6	Leading Change and Organisational Development	6FBS1499	√	√	√	√	√	√	√		√	√		√	√	√	√		
	Leading and Influencing People	6FBS1500	√	√	√		√		√	√	√	√	√	√	√		√	√	√
	Leadership and Professional Development Project	6FBS1501	√			√	√	√	√	√	√	√	√	√	√	√	√	√	√

**Key to Programme Learning Outcomes TBA**

Knowledge and Understanding	Practical Skills
<p>A1. Approaches, models, concepts and theories relevant to organisational change, leadership and strategy implementation.</p> <p>A2. The relationship between organisational culture and the achievement of leadership objectives.</p> <p>A3. The influence of structure, process and people on organisational development.</p>	<p>C1. Develop their ability to lead, motivate and inspire others to contribute to the organisational vision.</p> <p>C2. Build, develop and sustain relationships with internal and external stakeholders.</p> <p>C3. Develop individuals and teams to maximise their full impact and potential.</p> <p>C4. Communicate effectively across a wide range of audiences that demonstrates an ability to build rapport, influence and motivate others.</p> <p>C5. Implement strategies to achieve organisational objectives.</p>

Intellectual Skills	Transferable Skills
<p>B1. Explore and manage uncertainty and ambiguity in leadership related contexts and make decisions based on competing perspectives.</p> <p>B2. Integrate and critical evaluate theories, research and concepts applied to leadership in practice.</p> <p>B3. Think creatively about issues and develop innovative solutions that support implementation strategies.</p> <p>B4. Develop research skills and apply these to professional issues.</p> <p>B5. Appreciate both organisational and personal ethics and the challenges of Corporate Social Responsibility (CSR).</p> <p>B6. Be an active, critical, reflective and independent thinker.</p>	<p>D1. Communicate confidently and effectively, both orally, in writing and on line.</p> <p>D2. Make effective use of psychological concepts (e.g. Emotional Intelligence) to develop a greater awareness of both self and others.</p> <p>D3. Critically appraise own leadership capabilities, and be reflective about future professional development needs</p>