

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Postgraduate Certificate
4	Programme Title	University Administration
5	UCAS/Programme Code	3017P
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Business Management
8	FHEQ Level	M
9	Date written/revised	November, 2007

10 Programme Aims

In accordance with QAA guidelines the overall educational aims of the programme are:

- to give participants an insight into how the University operates and their role within that;
- to enable participants to become more effective in their roles leading to greater efficiency and improved staff retention levels.

Specifically this programme aims are:

1. to provide participants on the programme with a supportive and stimulating learning environment within the context of the Staff Development Unit and the Business School;.
2. to provide a coherent, balanced and co-ordinated portfolio of modules appropriate to a Postgraduate Certificate level programme;
3. to expose participants to a variety of teaching and learning experiences including an outdoor team building event, development workshops, online learning, independent learning, and a work-based project;
4. To develop students' transferable skills including report writing skills, group working, leadership, and reflection/self-evaluation skills;
5. to enable participants to effectively gather data, both qualitative and quantitative, from the workplace, libraries, IT and other sources;
6. to develop participants' analytical and critical abilities in dealing with relevant concepts and practices.
7. to enable participants to add value to their Schools through the application of the knowledge and practical skills gained on the programme.

11 Learning Outcomes

The programme provides opportunities for participants to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: working relationships, University administration, management of their own learning. The programme outcomes have references to the benchmark statements for Management & Business.

Knowledge and Understanding

On completing the programme participants should demonstrate:

A1 Knowledge and understanding of how to identify development needs, knowledge of learning styles and needs, Kolb's learning cycle, learning techniques and modes of study.

A2 A detailed understanding of the purpose and custom of meetings and their own role in either contributing to or leading meetings.

A3 An appreciation of some of the pressures faced by academic staff, the internal and external environment and the implications of this on their own role.

A4 Knowledge and understanding of the benefits of effective communication, and evaluation of their own problem solving skills, the effectiveness of team work and its impact on the workplace.

A5 An understanding of motivational theory, delegation techniques and supervisory skills.

A6 An experiential knowledge and understanding of project planning techniques, tools and methods, research methodology and research methods.

Teaching and Learning Methods

The primary means of imparting knowledge and understanding is through workshops which guide participants towards independent reading and enable them to check their learning through group discussions and problem solving practice (A1 - A6).

Assessment Strategy

Knowledge and understanding is primarily assessed by work-based assignments (A2 - A5) and a final, integrative project (A6). This is supplemented by a learning log/diary and a final reflective report (A1).

Intended Learning Outcome	If assessed	How assessed
A1	Yes	Learning log/diary, reflective report.
A2	Yes	Work-based assignment.
A3	Yes	Work-based assignment.
A4	Yes	Work-based assignment.
A5	Yes	Work-based assignment.
A6	Yes	Work-based project report.

Intellectual Skills

On completing the programme participants should be able to:

B1 Synthesise information from a number of primary and secondary sources.

B2 Analyse, evaluate and interpret source materials.

B3 Plan, conduct and report on work-based research.

B4 Problem solve within the context of their own work role.

B5 Reflect on and self-evaluate their own learning.

Teaching and Learning Methods

Intellectual skills are developed through workshops, work-based research assignments and tutor-led supervisions. Participants are encouraged to develop these skills by solving problems in their own context and by reflecting on their learning from the whole programme.

Assessment Strategy

Intellectual skills are assessed by work-based assignments and an integrative project report (B1 - B4). B5 is assessed by a learning log/diary and a final reflection and self-evaluation of learning.

Intended Learning Outcome	If assessed	How assessed
B1	Yes	Work-based assignments and a work-based project report.
B2	Yes	Work-based assignments and a work-based project report.
B3	Yes	Work-based assignments and a work-based project report.
B4	Yes	Work-based assignments and a work-based project report.
B5	Yes	Learning log/diary, reflective report.

Practical Skills

On completing the programme participants should be able to:

C1 Identify, locate and retrieve relevant materials in paper and electronic form.

C2 Apply knowledge to work-based situations.

C3 Work independently, plan and organise work and show initiative and adaptability.

C4 Work in a team using problem solving skills.

Teaching and Learning Methods

Practical skills (C1 - C4) are developed through workshops and participants further develop C1 - C3 through carrying out research for their assignments and integrative project.

Assessment Strategy

C1 - C3 are assessed by assignments and the integrative project report. C4 is not formally assessed but is designed to be developed continuously throughout the workshops programme.

Intended Learning Outcome	If assessed	How assessed
C1	Yes	Work-based assignments and project report.
C2	Yes	Work-based assignments and project report.
C3	Yes	Work-based assignments and project report.
C4	No	-

Transferable/Key Skills

On completing the programme students should be able to:

D1 Communicate effectively orally when working with others in a group.

D2 Communicate effectively in writing when using the Management Report format.

D3 Use Information technology.

D4 Reflect and self-evaluate own learning.

Teaching and Learning Methods

Transferable/Key Skills (D1 - D4) are introduced by workshops and further developed by assignments and the final project, and by the learning log/diary and reflective report.

Assessment Strategy

D1 - D3 are assessed by assignments and the integrative project report.
D4 is assessed by the learning log/diary and the reflective report.

Intended Learning Outcome	If assessed	How assessed
D1	Yes	Work-based assignments and project report.
D2	Yes	Work-based assignments and project report.
D3	Yes	Work-based assignments and project report.
D4	Yes	Learning log/diary, reflective report.

12 Programme Curriculum, Structure and Features**(i) Basic structure of the programme.**

a) The programme is generally studied over one academic year on a part-time basis.

b) It will consist of 60 credits at level Masters level (FHEQ level 4) and will be achieved by attendance on the existing Staff Development Unit's Senior Support Staff Development Programme together with the specified assessed activities.

c) The 60 credits will be made up of 3 modules of 10 credits each and a work-based project of 30 credits:

HSS8012	Managing Own Learning	(10 credits)
HSS8014	Managing Working Relationships	(10 credits)
HSS8016	Managing University Administration	(10 credits)
HSS8013	Work-Based Project	(30 credits)

d) All modules are compulsory.

(ii) Key features of the programme

a) There are no Study Abroad or industrial placement opportunities associated with the programme. However, all participants will generally be in employment in administrative or technical roles within a University.

b) Students must complete all modules of the programme.

c) There is no professional accreditation associated with the programme.

The Staff Development Unit will deliver each module through their existing Senior Support Staff Development Programme with assessment support provided by the Business School. Participants will receive an induction to the programme together with a Programme Handbook and on-going tutorial support - in person, by telephone and by e-mail. This is a work-based qualification and the assignments and work-based project will be focused on the participants' own work contexts.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/3017.php>

13 Criteria for admission

1. Candidates must hold either:

- (a) a first degree with honours from a recognized University; *or*
- (b) a Certificate in Management Practice or Advanced Diploma in Management Practice awarded by the University of Newcastle upon Tyne; *or*
- (c) another acceptable qualification of equivalent standard; *or*
- (d) an appropriate grade of membership of a relevant professional body approved by the Programme Director.

Or

a candidate without one of these qualifications may under exceptional circumstances be admitted if, in the opinion of the Programme Director, his/her ability and level of responsibility is commensurate with the academic rigour of the programme.

2. Candidates must be interviewed and approved by the Programme Director (or his/her representative).

14 Support for Student Learning

Induction

Participants will attend an induction programme at the beginning of their course of study. Participants will be given general information about the Staff Development Unit, the Business School and their programme, as described in the Programme Handbook. They will also be given detailed programme information and the timetable of workshops.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the relevant workshop.

Numeracy support is available through Maths Aid.

Help with academic writing is available from the Writing Centre.

Academic support

The initial point of contact for participants is with the Senior Support Staff Development Programme Co-ordinator at the Staff Development Unit. Thereafter the Programme Director may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

The Programme Director will act as the participants' personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see <http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>

A wide range of personal development web-based learning materials are available through the Staff Development Unit's learning resource centre as well as a library containing a variety of other learning resources. For further details see <http://www.ncl.ac.uk/staffdev/lrc>

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered by the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the full programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. Institutional student satisfaction surveys are carried out by the University.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process, see

http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

None.

Additional mechanisms

None.

16 Regulation of assessment

Pass mark

The pass mark is 50.

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research:

<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>

and Examination Conventions for Taught Masters Degrees:

<http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf>

There is no compensation between elements of the programme. A candidate who does not satisfy the assessment requirements at the first attempt may be permitted to resubmit course work and/or project work on one further occasion only. A maximum mark of 50% will be awarded for re-submitted work. This applies per module.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Certificate and Diploma programmes:

<50	Fail
50 - 69	Pass
70 or above	Pass with Distinction

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

See and approve examination papers.

Moderate examination and coursework marking.

Attend the Board of Examiners.

Report to the University on the standards of the programme.

In addition, information relating to the programme is provided in:

The University Regulations <http://www.ncl.ac.uk/calendar/university.regs/>

The Programme Handbook.

Please note.

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Annex

Mapping of Intended Learning Outcomes onto Curriculum/Modules

<u>Intended Learning Outcomes</u>	<u>Module Codes (all Compulsory)</u>
A1	HSS8012
A2	HSS8016
A3	HSS8016
A4	HSS8014
A5	HSS8014
A6	HSS8013
B1	HSS8013, HSS8014, HSS8016.
B2	HSS8013, HSS8014, HSS8016.
B3	HSS8013, HSS8014, HSS8016.
B4	HSS8013, HSS8014, HSS8016.
B5	HSS8012.
C1	HSS8013, HSS8014, HSS8016.
C2	HSS8013, HSS8014, HSS8016.
C3	HSS8012.
C4	HSS8013, HSS8014, HSS8016.
D1	HSS8014, HSS8016.
D2	HSS8013, HSS8014, HSS8016.
D3	HSS8012, HSS8013, HSS8014, HSS8016.
D4	HSS8012.