

DIPLOMA OF HIGHER EDUCATION IN MANAGEMENT (part-time, day-time)

Awarding Institution: The University of Reading
Teaching Institution: The University of Reading
Relevant QAA subject benchmarking group: Business and Management
Faculty of Arts and Humanities Programme length: 15 months, commencing in Autumn or Spring Terms
For students entering 2004 Date of profile: August 2004
Programme Director: Dr Mark Stein
Board of Studies: Continuing Education

Summary of Programme Aims

The programme aims to develop the student's capacity to understand, evaluate and utilise a wide range of management concepts, theories, approaches and methods. They should be able to examine these critically and apply them appropriately outside of the context in which they were first studied.

Transferable Skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills that all students are expected to have developed by the end of the Diploma programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, marketing, personnel management, accountancy, problem-solving, teamworking, and the use of information technology. They should be able to deploy key techniques of the discipline within the workplace.

Management is an inherently practical subject, and this programme is intended to have a direct, beneficial impact on the students in their work settings. All the skills covered in this programme are therefore transferable to the workplace.

Programme Content

Number of credits: 120
Level: I

There are 6 modules and 1 project; all are compulsory. These are:

CD2MG1	Strategic Management	10 credits
CD2MG2	Managing Markets	10 credits
CD2MG3	Financial Management	10 credits
CD2MG4	Managing Operations	10 credits
CD2MG5	Management of People (2)	10 credits
CD2MG6	Management of Information	10 credits
CD2MG7	Project	60 credits

Progression Requirements

To qualify for the Diploma of Higher Education in Management, all modules (including the project) must be passed at 40%

Summary of Teaching and Assessment

There are two modes of teaching and learning and two corresponding types of learning materials.

First, there is teaching and learning through workshops: there are 18 of these, which take place once a month. Most of these are half-day workshops; the remaining few are full day workshops. They involve case studies, lectures, and a variety of types of experiential learning such as simulation exercises and role-plays. Most of these workshops are provided by external consultants who are experts in their fields. Learning materials are in the form of workbooks that are provided for each workshop.

Second, there is self-managed teaching and learning using open learning materials. Students receive a substantial package of these open learning materials: there are 6 boxes (one for each taught module), each of which contains a detailed workbook and a major textbook. Students are expected to undertake a considerable amount of self-managed work, involving approximately 5 to 10 hours per week.

There are six assignments, one for each module. These assignments constitute a total of 50% of the student's marks, and are equally weighted. There is also a project, which constitutes the remaining 50% of the marks for the course. The project requires submission of a project proposal that is then discussed and approved by the tutor; a draft project, discussed once again with the tutor; and, finally, the project itself. The student has 12 months in which to complete the project. The pass mark for both assignments and project is 40%.

Admission Requirements

Students are generally required to have at least three years experience of working in a managerial position. They are also required to show some evidence of intellectual acumen, open-mindedness to new ideas as well as interest in managerial issues specifically. The Certificate of Higher Education in Management is a pre-requisite for undertaking this programme, although exemptions may be made for those with the equivalent managerial experience, or a previous academic qualifications.

Admissions tutor: the Programme Director

Support for Students and Their Learning

University support for students and their learning falls into two categories. Learning support includes IT services, which has several hundred computers, and the University Library, which, across its three sites, holds over one million volumes, subscribes to around 4000 periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. Student guidance and welfare support is provided by the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors and the Student's Union.

Students will receive tutorials with the Programme Director and/or specialist staff to discuss progress on the programme; assignments and projects; and any matters arising from the workshops or learning materials.

Career Prospects

Students are trained to think clearly and strategically about a wide range of management issues and concerns. This substantially increases their career prospects within the private, public and voluntary sectors. Graduates of the Diploma programme should find that the qualification is well recognised and is of lasting value.

Educational Aims of the Programme

The programme aims to develop the student's capacity to understand, evaluate and utilise a wide range of management concepts, theories, approaches and methods. In doing so, the programme aims to develop an understanding of the nature of organisations, their management, and the changing environment in which they operate; to encourage excellence and continuous improvement in the workplace; and to improve work performance by integrating a university education into the workplace. Students should thus have a critical understanding of the relevant concepts, theories, approaches and methods, and should be able to apply them appropriately outside of the context in which they were first studied.

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other attributes in the following areas:

A. Knowledge and understanding of <ol style="list-style-type: none">1. the major areas of organisational functioning2. the relation between the organisation and its environment.3. the importance of strategy in the competitive environment and the key components of an organisation's strategic system4. financial and marketing concepts and their fit with business activity5. how finance enables operational management to achieve predetermined organisational objectives6. key principles of personnel management as well as the internal and external drivers of change7. the role of information as a strategic management resource8. key concepts, theories, approaches and methods in financial management, people management, strategic management, operations management, information management, and marketing.	Teaching and learning methods and strategies The major areas of organisational functioning and the relation between the organisation and its environment will be broad areas covered in each of the six taught modules. In addition, each module will have a more limited topic, covering one of the specific objectives of knowledge and understanding (eg 'the importance of strategy in the competitive environment and the key components of an organisation's strategic system' is covered in the Strategic Management module). Each of the six modules will be taught through workshops: these involve case studies, lectures, and a variety of types of experiential learning such as simulation exercises and role-plays. Learning materials are in the form of workbooks which are provided for each workshop.. Assessment Students' knowledge and understanding are assessed by six assignments, one for each module.
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<p>B. Intellectual skills (able to)</p> <ol style="list-style-type: none"> 1. synthesise information from books, discussion and workshops accurately and reliably and to sift and integrate this information into coursework assignments 2. challenge assumptions and previously unexamined opinions 3. create an effective, well-organised and coherent argument based on evidence, in writing and in presentations 4. evaluate critically the appropriateness of different approaches to solving problems 5. participate effectively in group discussion 6. reflect critically on their development as managers 7. redefine and re-conceptualise their own experience in the light of ideas encountered on the course 8. evaluate and apply concepts, theories, approaches and methods outside the context in which they were studied 	<p>Teaching and learning methods and strategies</p> <p>Through specific focus on topics, issues and texts in group discussion and personal study, students are enabled to develop critical modes of enquiry about the selection and treatment of material. The research and analytical skills needed for problem-solving and for the accurate and reliable communication of the results of their work, are practised in assignments and presentations, as is the ability to synthesise and sift information in order to create a structured and coherent argument.</p> <p>Assessment</p> <p>Assignments test all aspects of intellectual skills.</p>
<p>Practical skills (able to)</p> <ol style="list-style-type: none"> 1. locate and synthesise relevant information from a variety of sources 2. use the University's library and IT services to access sources and information relating to the subject 3. present an academic assignment which includes bibliographies and references in an appropriate format 4. use accounting terminology and conventions, budgetary procedures and how these work in a given context 5. practise the principles of recruitment, selection, training and development, and appraisal 6. listen and communicate effectively in group discussion and communicate effectively in individual oral presentations 7. communicate the results of study/investigation accurately and reliably in writing 8. develop structured and coherent arguments in writing 9. carry out a range of activities that demonstrate numeracy appropriate at this level 10. draw on practical capability in the use of IT in organisations 11. apply concepts, methods, approaches and techniques outside of the context in which they were studied 12. carry out an audit of an organisation's internal and external environment 13. develop and implement a marketing plan 14. create and analyse basic profit and loss accounts 15. interpret the main financial reports produced by an organisation 16. analyse the financial risks of projects at an operational level 17. apply key operations management concepts to an organisation 18. set standards and measure operational performance 19. use a range of techniques for analysing, forecasting and planning 20. critically evaluate different recruitment, selection, training and development and appraisal procedures prior to application for different purposes 21. conduct appraisals to achieve positive outcomes 22. identify different markets and the way they determine marketing objectives and customer focus 23. plan, implement and evaluate developmental activities at organisation, team and individual levels 	<p>Teaching and learning methods and strategies</p> <p>All of the practical skills are developed in each module through the production of assignments and preparing for group discussion and presentations. They are also developed through the information gathering, reading and problem-solving which is needed to support these activities.</p> <p>Most importantly they are developed in the project module. This module is self-managed, using open learning materials; students follow a sequence of discussions and exercises which focus on the material of the modules.</p> <p>Assessment</p> <p>The module assignments and project all test the students' assimilation and ability to use these skills.</p>

Transferable skills (able to)	Teaching and learning methods and strategies
<ol style="list-style-type: none"> 1. present findings and arguments cogently and coherently, both orally and in writing 2. listen and contribute effectively to group discussions and other team activities 3. locate, select and handle information effectively using library and other written sources 4. locate, select, handle and present information effectively using IT resources 5. work to deadlines and manage their time effectively 6. demonstrate a responsible attitude to attendance and participation in scheduled course activities 7. assess aptitudes in preparation for the development of their present career or a career change and/or for further academic study 8. carry out various activities that demonstrate numeracy appropriate at this level 	<p>Management is an inherently practical subject, and this programme is intended to have a direct, beneficial impact on the students in their work settings. All the skills, are therefore potentially transferable to the workplace.</p> <p>The specific transferable skills listed in this section will be introduced in the six taught modules and put to practice in the project module. This module is self-managed, using open learning materials; students follow a sequence of discussions and exercises which focus on the material of the modules.</p> <p>Students receive substantial tutorial support to guide them through the duration of the programme.</p> <p>Assessment</p> <p>Students' knowledge and understanding are assessed by the six assignments and the project. The project counts for 50% of the assessment.</p>

Please note--This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be able to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook.