

## **CERTIFICATE OF HIGHER EDUCATION IN MANAGEMENT (part-time)**

For students entering 2010

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading,
Relevant QAA subject benchmarking group:	
Faculty:	Henley Business School
Programme length:	15 months, commencing in Autumn or Spring Terms
Date of profile:	February 2010
Programme Director:	Georgina Kilner
Board of Studies:	School of Management, Undergraduate, Whiteknights.

### **Summary of Programme Aims**

The programme aims to develop understanding 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.

### **Transferable Skills**

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of the Certificate 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.

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: 4

There is a Prior Experience Project module, 3 taught modules, and 1 project; all are compulsory. They are as follows:

MM1CPE	Prior Experience Project	20 credits
MM1CMP	Managing People	20 credits
MM1COR	The Organisation, Its Resources and Operations	20 credits
MM1COE	The Organisation and Its Environment	20 credits
MM1CPR	Project	40 credits

## Progression Requirements

The University's marks classification is as follows:

<b>Mark</b>	<b>Interpretation</b>
70 – 100%	Distinction
60 – 69%	Merit
40 – 59%	Good standard (Pass)
<u>Failing categories:</u>	
30 – 39%	Work below threshold standard
0 – 29%	Unsatisfactory work

To pass the Certificate of Higher Education students must gain an average mark of 40 or more overall in modules worth 120 credits including a mark of 40 or more for the project (MM1CPR) *and have no mark below 30*. In addition the total credit value of all modules marked below 40 must not exceed 20 credits.

Students who gain an average mark of 70 or more will be eligible for a Distinction. Those gaining an average mark of 60 or more will be eligible for a Merit.

## 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 11 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 which 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 five for each taught module, each of which contains a detailed workbook. Students are expected to undertake a considerable amount of self-managed work, involving approximately 5 to 10 hours per week.

There is a Prior Experience Project assignment, one assignment on each of the taught modules and a project. The pass mark for both assignments and project is 40%. The project requires submission of a project proposal which 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 8 months in which to complete the project.

## Admission Requirements

Students are generally required to have at least two years experience of working in a managerial position. They are also required to show some evidence of open-mindedness to new ideas as well as interest in managerial issues specifically. There is no formal academic entrance requirement.

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 a million volumes, subscribes to around 4,000 current 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. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme.

Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Directorate. The Student Services Directorate is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online ([www.risisweb.reading.ac.uk](http://www.risisweb.reading.ac.uk)), or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student website ([www.reading.ac.uk/student](http://www.reading.ac.uk/student)).

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.

### **Educational Aims of the Programme**

The educational aims are to develop the student's understanding of the underlying concepts and principles of organisation and management theory, to be able to evaluate and interpret these ideas, as well as present these ideas and make sound judgements in relation to them. This includes the development of the student's capacity to understand organisations, their management, and the changing environment in which they operate. The aim is also to encourage excellence and continuous improvement in the workplace, improving work performance by integrating a university education into the workplace.

### **Programme Outcomes**

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

<b>A. Knowledge and understanding of</b>	<b>Teaching and learning methods and strategies</b>
<ol style="list-style-type: none"> <li>1. the major areas of organisational functioning</li> <li>2. the relation between the organisation and its environment.</li> <li>3. the importance of strategy in the competitive environment and the key components of an organisation's strategic system</li> <li>4. financial and marketing concepts and their fit with business activity</li> <li>5. how finance enables operational management to achieve predetermined organisational objectives</li> <li>6. key principles of personnel management as well as the internal and external drivers of change</li> <li>7. the role of information as a strategic management resource</li> </ol>	<p>The major areas of organisational functioning and the relation between the organisation and its environment will be broad areas covered in each of the three taught modules. In addition, each module will introduce the elements of strategy, marketing, financial management, operations management, people management and information management,</p> <p>Each of the three 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..</p> <p><b>Assessment</b></p> <p>Students' knowledge and understanding are assessed by three assignments, one for each module.</p>

<p><b>B. Intellectual skills (able to)</b></p> <ol style="list-style-type: none"> <li>1. synthesise information from books, discussion and workshops accurately and reliably and to sift and integrate this information into coursework assignments</li> <li>2. challenge assumptions and previously unexamined opinions</li> <li>3. create a well-organised and coherent argument based on evidence, in writing and in presentations</li> <li>4. evaluate the appropriateness of different approaches to solving problems</li> <li>5. participate effectively in group discussion</li> <li>6. reflect on their development as managers</li> </ol>	<p><b>Teaching and learning methods and strategies</b>  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><b>Assessment</b>  Module assignments test all aspects of intellectual skills.</p>
<p><b>Practical skills (able to)</b></p> <ol style="list-style-type: none"> <li>1. locate and synthesise relevant information from a variety of sources</li> <li>2. use the University's library and IT to access sources and information relating to the subject</li> <li>3. present an academic assignment which includes bibliographies and references in an appropriate format</li> <li>4. use accounting terminology and conventions, budgetary procedures and be familiar with how these work in a given context</li> <li>5. practise the principles of recruitment, selection, training and development, and appraisal</li> <li>6. listen and communicate effectively in group discussion and communicate effectively in individual oral presentations</li> <li>7. communicate the results of study/investigation accurately and reliably in writing</li> <li>8. develop structured and coherent arguments in writing</li> <li>9. carry out an audit of an organisation's internal and external environment</li> <li>10. develop and implement a marketing plan</li> <li>11. create basic profit and loss accounts</li> <li>12. Interpret the main financial reports produced by an organisation</li> <li>13. analyse the financial risks of projects at an operational level</li> <li>14. apply key operations management concepts to an organisation</li> <li>15. set standards and measure</li> </ol>	<p><b>Teaching and learning methods and strategies</b>  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 that focus on the material of the modules.</p> <p><b>Assessment</b>  The module assignments and project all test the students' assimilation and ability to use these skills.</p>

<p>operational performance</p> <ol style="list-style-type: none"> <li>16. use a range of techniques for analysing, forecasting and planning</li> <li>17. critically evaluate different recruitment, selection, training and development and appraisal procedures prior to application for different purposes</li> <li>18. conduct appraisals to achieve positive outcomes</li> <li>19. identify different markets and the way they determine marketing objectives and customer focus</li> <li>20. plan, implement and evaluate developmental activities at organisation, team and individual levels</li> </ol>	
<p><b>Transferable skills (able to)</b></p> <ol style="list-style-type: none"> <li>1. present findings and arguments cogently and coherently, both orally and in writing</li> <li>2. listen and contribute effectively to group discussions and other team activities</li> <li>3. locate, select and handle information using library and other written sources</li> <li>4. locate, select, handle and present information using IT resources</li> <li>5. work to deadlines and manage their time effectively</li> <li>6. demonstrate a responsible attitude to attendance and participation in scheduled course activities</li> <li>7. assess aptitudes in preparation for the development of their present career or a career change and/or for further academic study</li> <li>8. demonstrate a range of numeracy skills appropriate at this level.</li> </ol>	<p><b>Teaching and learning methods and strategies</b></p> <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 three 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 that 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><b>Assessment</b></p> <p>Students' knowledge and understanding are assessed by the module assignments and the project.</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 expected 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 module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.

