

Programme Specification

PGCert Government Property Leadership (Office of Government Property) (part-time, modular)

PPTCGPGPLDFC

For students entering in 2023/24

This document sets out key information about your Programme and forms part of your Terms and Conditions with the University of Reading.

Awarding Institution	University of Reading
Teaching Institution	University of Reading
Length of Programme	PGCert Government Property Leadership (Office of Government Property) (part-time, modular) - 12 months
Accreditation	AACSB, EQUIS
Programme Start Dates	Twice a year from September 2021 (date tbc)

Programme information and content

Context

The Government Property Profession (GPP) wishes to launch a flagship qualification programme designed to specifically meet the needs of government property professionals, and offer its high-potential individuals a compelling reason to develop their careers within the UK Civil Service/public sector, creating a cadre of future senior leaders who have not only the technical expertise in real estate management, but the capability as professional leaders to drive the future of the sector towards longer-term strategic goals e.g., net carbon zero; decentralisation from Whitehall; renovation and renewal.

For those high-potential individuals who wish to develop their careers, the vision is that successful completion of our new Government Property Leadership (GPL) programme will be a pre-requisite for succession-planning to Senior Civil Service (SCS) Grade 1 & 2 leadership positions.

Programme aims

The aim of the project is to design, build and implement a leadership development offer targeted at G6 and newly appointed SCS working as part of the property profession. This development offer will:

- Increase leadership capability
- Develop a diverse talent pipeline
- Reduce turnover costs
- Provide increased progression opportunity within the profession
- Develop strong profession-based networks
- Create a brand identity.

The result of a property specific leadership development offer would allow the profession to contextualise their learning, develop in a cohort approach, adopt a common language, and create a 'gold standard' across the profession and to create one profession.

Programme outcomes

Understanding and knowledge of:

- The property lifecycle and it's key roles and functions
- Key steps in the decision-making process related to real assets and markets
- Effective real estate strategy and its elements
- Performance target setting
- Relevant evidence for essential decision-making and strategy
- Appreciation of the leadership tasks required to create and convey a compelling vision
- Self-awareness of strengths and limitation and the implications for team effectiveness
- Tactics required to create and enhance alignment with strategic goals
- The core concepts of psychological safety, inclusion and well-being in teams and the leader's role in influencing them
- The mindset shift required to work systemically in cross-functional and political arenas.
- Practical skills:
- Contribute and influence decision-making
- Communicate at board level
- Adapt to change
- Lead in uncertainty
- Provide support and challenge through questioning and observation.

Transferable skills

- Strategic decision-making
- Effective influencing
- Communication skills at board level
- Ability to empower other leaders
- Critical reflective thinking
- Creativity and innovation
- Leading in uncertainty
- Adapting to change

Programme content

To achieve the programme outcomes, will require an exploration, analysis, and practical critique of what it takes to lead in a complex and political environment. This requires the interplay of three main leadership domains: operational, strategic, and interpersonal.

Operationally, students will obtain a clear understanding of the property lifecycle and be able to identify key roles and functions. The decision-making process will also require the development of critical thinking to approach operational issues strategically,

combining short and long-term goals. An important aspect will be the interplay of the business and political cycle and the development of an ability to adapt to change and lead within a complex and uncertain environment. Finally, the ability to engage in collaborative work and effective communication will enable students to contribute to and influence decision-making.

The second domain of strategic leadership will consider the external forces disrupting the markets and define the task of a leader in this context to set a strategic direction. It will cover the importance of a clear and compelling vision and strategy within a complex environment.

Students will explore the individual tasks of creating alignment through staff engagement and what it means to support staff empowerment in the process.

The third domain of the interpersonal aspects of leadership will explore concepts such as compassion in leadership, creating trust and psychological safety in a hybrid working environment and the personal development required to make the transition to a cross functional leadership role.

As part of their career progression, the completion of this Postgraduate Certificate in Government Property Leadership will help the GPP to design a succession plan, providing property leaders with the right skills required for director roles (head of function) within the Senior Civil Service (SCS).

Admissions requirements

Entrants to this programme are normally required to have obtained:

2:1 Undergraduate degree or equivalent

And a minimum of 3 years of relevant experience in either the public or private sector

Or a minimum of 5 years' relevant experience for candidates without a degree qualification

IELTS: 6.5 with no component below 6.0 in any sub-skills

Module information

The programme comprises of 60 credits, allocated across a range of 3 compulsory. Compulsory modules are listed.

Compulsory modules

Module	Name	Credits	Level
MQM1LPL	Leading the Property Lifecycle	20	M
MQM1PLD	Personal Leadership Development	20	M
MQM1PSL	Property Strategic Leadership	20	M

University support for students and their learning falls into two categories.

Learning support is provided by a wide array of services across the University, including: The University and Henley Business School Library, the Henley Careers, the Study Advice and Mathematics Support Centre teams, IT Services, and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities.

Student guidance and welfare support is provided by Apprenticeship (Academic) Tutors, School Director of Academic Tutors, the Students' Union, the Medical Practice, and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, disability, finance, and wellbeing.

Academic issues: 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 and run workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

Career prospects

Successful completion of the PG Certificate should enhance learners' potential to progress in their career as part of the Government Property Career Framework.

Part-time or flexible modular arrangements

The Postgraduate Certificate in Government Property Leadership is designed for learners who are in employment. It is a part-time, flexible programme. The programme design takes into consideration the already high level of professional expertise and experience as a mid/senior leader. The programme will be designed to enable each person to study flexibly i.e., to fit around existing commitments, to be self-directed and to incorporate critically reflective thinking and practical application into their current role. Clear guidance around expectations and requirements will be given on modules and reinforced through communications as well as utilising the peer-to-peer interactions to provide challenge, accountability and support.

Learners will study relevant content, applying their learning in the workplace throughout the programme, to gain the required knowledge and skills to achieve the programme learning outcomes.

Students will receive guidance on implementing learning in the workplace from Henley Faculty, and will be assigned topics for their assessment in liaison with their employer.

Students are enrolled within intakes and are expected to use a blend of individual, group and self-study methods, including face-to-face workshops and group coaching sessions.

Additional costs of the programme

The students may incur cost when travelling to the delivery locations (Greenlands Campus and the employer's site) and this would have to be covered in agreement with the employer.

Costs are indicative and may vary according to optional modules chosen and are subject to inflation and other price fluctuations. The estimates were calculated in 2023.

Optional modules

N/A

Placement opportunities

N/A

Teaching and learning delivery

A variety of teaching and learning approaches will be utilised across the programme. These include:

- Independent study and blended learning
- Faculty input
- Plenary and small group discussion
- Peer-to-peer learning
- Practice sessions
- Peer/tutor/feedback
- Group coaching
- Reflective writing.

The taught modules will combine exploration of real-world examples for stimulus; facilitated small group work to deepen understanding and support analysis, critique and application; peer-to-peer learning; presentation and feedback from faculty and students. This element of the programme will be face-to-face at differing locations determined by the client, to include Henley Business School and government estate.

Each module is delivered via online content, a 3-day face-to-face workshop and a group coaching session.

Some key concepts will be delivered through online content and brief lectures during the 3-day face-to-face module. Importantly, these key concepts will then be addressed in case studies that will be used to facilitate the student's learning.

The use of case studies, their discussion and the possibility to engage in collaborative work recreating the actual environment of board level decisions will be the main means to deliver the content and allow students to acquire important transferable skills.

After a brief introduction of the case study, and of specific content linked to key concepts, students will be asked to work in groups, with the module convenor and at

least one facilitator will guide action-based, peer-to-peer learning. Students will then reconvene for presentations and further discussions to facilitate the development of their ability to communicate effectively in a decision-making context.

After collaborative work and group presentation/discussion, a final wrap up session at the end of every day will be used to formalise the conceptualisation of more theoretical aspects linked to the practical issues raised by case studies and further work/discussion.

Group coaching sessions will also assess the development for the adaptation and leadership component.

Accreditation details

AACSG and EQUIS

Assessment

Each module of 20 credits will take the following form of assessment

Modules one and two

- Group presentation (30%) where students will need to show subject knowledge as well as ability to communicate effectively as part of a team. As this learning outcome is key for the programme, a group rather than individual presentation is part of the programme/module design.
- Individual written report (70%) where both subject knowledge and personal development will be assessed.

Module three

- The final module will be assessed with a written assignment which will include a reflective element spanning the whole learning journey.

To qualify for a Postgraduate Certificate, students must gain a pass (50) or more in each 20 credit module.

Progression

No progression requirements

Classification

Classification

The University's taught postgraduate marks classification is as follows:

Mark Interpretation

70 - 100% Distinction

60 - 69% Merit

50 - 59% Good standard (Pass)

Failing categories:

40 - 49% Work below threshold standard

0 - 39% Unsatisfactory Work

For Postgraduate Certificate

To qualify for a **Postgraduate Certificate**, students must

- i. gain an overall average of 50 or more over 60 credits and
- ii. the total credit value of all modules marked below 40 must not exceed 10 credits.

In addition, for all classifications above, students must obtain a mark of at least 50% in (list the codes of any modules that students are required to achieve 50% or more in)

For further information about your Programme please refer to the Programme Handbook and the relevant module descriptions, which are available at <http://www.reading.ac.uk/module/>. The Programme Handbook and the relevant module descriptions do not form part of your Terms and Conditions with the University of Reading.

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7 November 2023

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