

**PG Cert HE AML; PG Diploma HE AML; MA HE AML**

**Part-Time / Online Study from October 23  
(Programmes are only delivered online).**

## **Course Demands**

*September 2023*

## Introduction

This document is produced by The University of Law (the University) to provide information about the demands of the course for prospective students.

The information included is an indicative guide for the part-time / online course commencing in 2023 / 2024. Students who enrol on the course will be subject to the course regulations in force at that time.

Details of the course/s including subject coverage and the learning environment, can be found on the University's website.

## Preliminary Knowledge

The Master of Arts in Higher Education Administration, Management and Leadership provides professional staff working in Higher Education leadership, management and administrative roles with an opportunity to gain a broader understanding of Higher Education and refine their leadership and management skills. The programme allows learners to be reflective and align learning to current role functions and future career aspirations.

In particular, the programme aims are to:

- Demonstrate a critical awareness of contemporary issues in the Higher Education sector, through independent learning and exploratory investigations
- Develop and synthesise understanding of Higher Education leadership and management theory aligned to practice.
- Critically appraise and reflect on knowledge, skills, behaviours and values to achieve high-level administrative, leadership and management performance.
- Develop learner's understanding and critical awareness of Higher Education's role in a global society.

While these programmes are mainly for higher education professionals, especially those working in professional services, business or leadership roles, individual professional circumstances and experience are considered. However, participants do need to be actively involved in a relevant professional role in order to undertake one of the programmes.

This programme is consistent with the QAA's Category 2: specialised or advanced study master's degrees.

“all master's degree graduates have in-depth and advanced knowledge and understanding of

their subject and/or profession, informed by current practice, scholarship and research. This will include a critical awareness of current issues and developments in the subject and/or profession; critical skills; knowledge of professional responsibility, integrity and ethics; and the ability to reflect on their own progress as a learner.” QAA Characteristics Statement, Master’s Degree, September 2015, page 3.

A sufficient command of English to follow the course to a successful conclusion (a score of 6.5 or above in all components of the IELTS exam).

### **Pre-Course Demands**

Our education programmes (PG Cert, PG Diploma, MA) are aimed at those in a relevant higher education role and working in a professional position (see above). We recommend candidates discuss their interest in the relevant programme with their line manager in advance of making an application.

In addition, it is recommended that all students who do not have a Bachelor’s degree or are returning to learning complete the *Getting Ready for Academic Study* module which is available in the Skills4Study package available through ELITE / The Skills Academy or undertake the University of Law’s free Postgraduate Preparation Programme in advance of their studies.

The two-week induction period (at the start) provides general programme information and guidance, offers an opportunity for learners to meet their coursemates and raise questions introduces students to the different approaches to teaching and assessment that we use provides assessment of academic and digital skills, and outlines support services and resources.

### **Modes of Study and Attendance Requirements**

All Education programmes are delivered online and follow the PEC model (Prepare – Engage – Consolidate). There is no compulsory campus attendance but it is recommended that students attend the weekly 2-hour live online workshops if possible.

N.B. There will be some variation depending on which programme route the student has selected and there are periods of time without teaching.

Number of days attendance on campus usually required:- 0

Attendance Mode	Number of Days of Attendance per week required for Engage (teaching) sessions
Full-time	X
<b>Part-time (day)</b>	Our programmes involve a series of online, daytime 2-hour sessions for each module. These include interactive, student-centred workshops and later, supervision sessions in the final module of the MA.  Sessions are recorded so that those participants unable to attend can view the recordings and complete the tasks using discussion boards provided. The larger amount of study time is via part time, individual study. All programmes are completed online and offer flexibility.
Part-time (evening)	X
Part-time (weekend)	X

*Online Attendance*

Learning format	Hours Full Time (Indicative)	Hours Part Time (Indicative)
Prepare - Independent learning and preparation for Engage activities, including discussions, reading, research, guest speaker tutorials and discussions (recorded), videos, 'Test Your Knowledge' quizzes and additional resources	X	x
Engage activities - Workshops including small group activities; discussion boards	X	x
Consolidate – Reflective tasks, journal entries and self-assessments; further reading.	X	x
<b>Total</b>	X	300 notional learning hours per module, except Mod. 5 (Change Project), 600 notional learning hours.

The online course requires the same level of commitment as a course you attend in person –

the only difference is you do not have to travel to a campus to attend the course.

## Attendance Requirements

- Semester 1 comprises a comprehensive induction programme.
- All learners are expected to engage with the induction, online materials, discussion forums, and activities on a weekly basis. The online activities form part of the learning journey and will provide valuable learning towards the overall summative assessment in each module.

We recommend participants attend all online sessions, or at least as many as they can. We recognise that, on occasion, candidates may have to miss a session. We therefore record sessions so that candidates can view them at a later time if necessary.

All modules except the final (MA) module (Module 5) are scheduled to run over 15 weeks. Module 5, as a 60-credit module, is scheduled to be undertaken in 34 weeks.

## Summary of Key Learning Outcomes

Upon successful completion of the programme students should be able to:

### *Knowledge and understanding*

- 1) Demonstrate a systematic understanding of the wider context in which higher education operates and contemporary issues.
- 2) Develop analytical understanding of reflective practice models and concepts.
- 3) Show critical appreciation of leadership and managerial theories and their impact on professional practice.

### *Intellectual*

- 4) Critically appraise own behaviour towards independent leadership.
- 5) Synthesise information drawn from research and scholarship to show evidence-informed approaches to leading and managing a service within the HE context.
- 6) Demonstrate heightened self-awareness to make informed judgments on managing and governing self and others in HE.

### *Transferable*

- 7) Demonstrate an aptitude for reflection to refine own professional practice.
- 8) Critically self-reflect on the application of quality assurance and quality enhancement to systems and processes.

Relevant Subject Benchmark Statements and other reference points to inform programme outcomes:

The Frameworks for Higher Education Qualifications in the United Kingdom (FHEQ),

QAA benchmark statement for Master's degrees in business and management,

Association of University Administrators (AUA) Competencies Framework

Business Administrator Level 3 Apprenticeship <https://www.instituteforapprenticeships.org/apprenticeship-standards/business-administrator-v1-0>

## **Learning Environment**

Our programmes are delivered using the Elite virtual learning environment (VLE), and our live online workshops are run live using Blackboard's Collaborate software

- The programme is structured into 15-week thirty credit modules, except for the 60-credit module dissertation which is spread over 34-weeks
- During the first academic year, students will undertake two modules that lead to 60 credits (and where applicable a PG Certificate exit award)
- During the second academic year, students will undertake two further modules that lead to 60 credits (and where applicable a PG Diploma exit award).
- During the final 8 months of the programme, the student will be allocated a supervisor who will support the student in undertaking an independent research project and producing a dissertation ('change project').
- Teaching is through asynchronous and synchronous methods.
- All learning will occur in the University's Virtual Learning Environment, where all support services will be made available to learners.
- Each module is assessed at the end of the term in which the module is completed.

## **Assessments (Coursework and Examinations)**

A summary of the assessment schedule for this programme is explained below.

The University operates a fit to sit policy, which means that students who attend an assessment are deeming themselves to be fit to sit that assessment. It is therefore not possible to submit a concession or mitigating circumstances application for impaired performance for an assessment that has been sat, unless there was a procedural defect in the conduct of the assessment.

### Assessment and learning adjustments

If you have any queries regarding support or adjustments whilst studying at the University of Law please contact the Disability and Inclusion Service on [disabilitysupportservice@law.ac.uk](mailto:disabilitysupportservice@law.ac.uk) or 01483 216657. The programme team will also try to accommodate needs of individual learners and will seek advice as needed from the Disability and Inclusion Service.

### Summary of Assessment Demands

The following tables indicate the duration, style and number of assessments.

PG Cert – Module 1 and Module 2 are core modules.

PG Diploma – Modules 3 and 4 are core modules.

Master – Module 5 is a core module.

	Module	Summative Assessment
Level 7	Module 1 – Higher Education in Context	<p>A two-part assessment:</p> <p>Part A – a written submission of 3,000 words (+/- 10%) that demonstrates systematic understanding of emerging issues in UK higher education (e.g. funding; key performance indicators; access to HE; graduate employability) [LO1]. Learners will also demonstrate critical awareness of the key regulatory bodies in UK higher education in UK, (e.g. QAA, Universities UK, UKRI, NARIC) [LO3]. Finally, learners will critically reflect on widening participation agendas/strategies within UK higher education [LO5].</p> <p><i>Learning outcomes: 1, 3, 5</i> <i>Weighting: 60%</i> <i>Pass mark 50%</i></p>

		<p>Part B – An oral presentation of 15 minutes to:</p> <ul style="list-style-type: none"> <li>• Offer a systematic analysis of the impact of emerging technologies on HE management and administration processes, specifically, within own professional context. [LO2]</li> <li>• Offer a critical review of the effectiveness of a quality assurance and enhancement process within own work context. [LO4]</li> <li>• Provide a systematic evaluation of existing EDI strategies within own HE context and provide suggestions for enhancing access and participation. [LO6]</li> </ul> <p><i>Learning outcomes: 2, 4, 6</i> <i>Weighting: 40%</i> <i>2,000 words equivalent</i> <i>Pass mark 50%</i></p> <p>All assessment parts must be passed to successfully complete the module.</p>
	<p>Module 2 – Professional Practice in Higher Education</p>	<p>This is a two-part assessment.</p> <p>Part A – a written submission of 3,000 words (+/- 10%) that demonstrates analytical understanding of the models and principles of reflective practice and offers a critical evaluation of own professional practice and professional behaviours (LO1). Learners will also provide a critical evaluation of the effectiveness of their team’s strengths and identify areas for development (LO3). Learners will then critically appraise a range of contemporary leadership and management conceptions/models in leading change in the UK HE context (LO5).</p> <p><i>Learning outcomes: 1, 3, 5</i> <i>Weighting: 60%</i> <i>Pass mark 50%</i></p>



		<p>Part B – A poster presentation that provides evidence and trail of:</p> <ul style="list-style-type: none"> <li>i) The design of a personal professional development process based on the critical self-reflection of own personal practice and professional behaviours (LO2).</li> <li>ii) Processes employed to demonstrate commitment to developing, inspiring and supporting others towards empowering them to reach their full potential (LO4).</li> <li>iii) A plan and proposal for changes that enhance efficiency within own context, framed by a leadership and management concept/model. (LO6).</li> </ul> <p><i>Learning outcomes: 2, 4, 6</i> <i>Weighting: 40%</i> <i>2,000 words equivalent</i> <i>Pass mark 50%</i></p> <p>All assessment parts must be passed to successfully complete the module.</p>
	<p>Module 3 – Levels of Leadership</p>	<p>This is a two-part assessment.</p> <p><b><u>Part A</u></b></p> <p>A case study of three leadership models that presents a detailed analysis of their key notions (LO1).</p> <p>An appraisal of the leadership models that can enhance leadership processes within own context, and the justifications for these (LO3).</p> <p>(LO1 and LO3 - 2000 words)</p> <p>A self-assessment of own behavioural patterns and a rationalisation of areas for development based on the findings (LO5). (1000 words equivalent)</p>

		<p><i>Learning outcomes: 1, 3, 5</i>  <i>Weighting: 60%</i>  <i>Pass mark 50%</i></p> <p><b><u>Part B</u></b></p> <p>A 15-minute presentation which includes:</p> <ol style="list-style-type: none"> <li>I. A systematic reflection of the leadership approaches employed within own practice, in consideration of some key leadership models and theories (<i>current team practice</i>) (LO2)</li> <li>II. Proposed approaches for developing the chosen leadership models within own practice (<i>proposed effective practice</i>) (LO4)</li> <li>III. Goals and action plan timeline to improve personal effectiveness and leadership (<i>personal development</i>) (LO6)</li> </ol> <p>(2,000 words equivalent)</p> <p><i>Learning outcomes: 2, 4, 6</i>  <i>Weighting: 40%</i>  <i>Pass mark 50%</i></p> <p>All assessment parts must be passed to successfully complete the module.</p>
	<p>Module 4 – Change Management</p>	<p>This is a two-part assessment.</p> <p><b><u>Part A</u></b></p> <p>A critical examination of some key drivers of change in your HE Institution. These should cover <u>three</u> of the following components: systems, structure, culture, and stakeholders (LO1).</p>

		<p>A critical review of some key models of change management (LO3).</p> <p>(LO1 and LO3 – 1,500 words)</p> <p>A report on a proposed change implementation project within own professional context (LO5) (1,500 words)</p> <p><i>Learning outcomes: 1, 3, 5</i> <i>Weighting: 60%</i> <i>Pass mark 50%</i></p> <p><b><u>Part B</u></b></p> <p>A 15-minute presentation on:</p> <ol style="list-style-type: none"><li>I. An effective justification for change for one of the key drivers identified in LO1. This should demonstrate an analytical understanding of the drivers of change (LO2).</li><li>II. Theoretical perspectives on change management. Benchmarks for evaluating excellence in a change management process should be included (LO4).</li><li>III. A critical review of potential barriers/obstacles to change within own professional context. (LO2).</li></ol> <p>(LO2, LO4 &amp; LO6 - 2,000 word equivalent)</p> <p><i>Learning outcomes: 2, 4, 6</i> <i>Weighting: 40%</i> <i>Pass mark 50%</i></p> <p>All assessment parts must be passed to successfully complete the module.</p>
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	Module 5 – Change Project	A report on their change project, completed under supervision, with a minimum of 13,000 words plus or minus 10%.  <i>Learning outcomes: 1,2,3,4</i> <i>Weighting: 100%</i>
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### **Time limits for Completion**

Postgraduate Certificate – 3 years  
Postgraduate Diploma – 4 years  
MA – 5 years.