

Management (Tower Hamlets Housing Management Services)

This programme is no longer recruiting.

Final award	Postgraduate Certificate
Intermediate awards available	UEL Associate Certificate (equivalent to one module)
UCAS code	N/A
Details of professional body accreditation	N/A

Although this programme is to be validated specifically for THHMS, the QAA Benchmark statement for masters programmes in Business and Management is perfectly relevant for this programme:

‘The overall objective of masters business and management programmes is to educate individuals as managers and business specialists, and thus to improve the quality of management as a profession. The purpose of these programmes is fourfold:

Relevant QAA Benchmark statements

- the advanced study of organisations, their management and the changing external context in which they operate;
- preparation for and/or development of a career in business and management by developing skills at a professional or equivalent level, or as preparation for research or further study in the area;
- development of the ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business management practice;
- enhancement of lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to society at large.’

Date specification last up-dated January 2013

Profile

The summary - programme advertising leaflet

Programme content

This programme is designed for Area Housing Managers in Tower Hamlets Housing Management Services who:

- wish to extend their managerial skills and to develop managerial expertise to complement their professionalism.

The main emphasis is on leadership through strategic management where students are expected to ground their new knowledge within the base of their previous professional experience. The integrating theme of the programme is one of leadership through strategic management. To this end the programme is based on ‘themes’ rather than the more traditional subject based approach. Students would be expected to reflect on and learn from prior experience and combine this with new knowledge to apply to new situations. In the light of this, the main aims of the programme are:

1. To facilitate the advanced study of organisations, their management and the changing external context in which they operate.
2. To develop knowledge and understanding of key areas of management.
3. To develop a career in business and management through the development of relevant skills at the appropriate level or to facilitate further research or study in the area.
4. To develop the ability to apply knowledge and understanding of business and management to complex issues through critical and analytical approaches to management theory, practice and research.
5. To develop the ability to evaluate management techniques, tools and models in a variety of contexts.
6. To recognise the relationship between ideas and practices.
7. To develop personal and interpersonal skills relevant to management and communicate the arising issues in written and oral form.
8. To equip students with the necessary knowledge and skills to achieve the appropriate level of post graduate award and continue their lifelong learning development.

The programme has two modules:

- ‘Managing People and Organisations in a Public Service Context’;
- ‘Leadership, Strategy and Finance’;

The Postgraduate Certificate in Management at UEL for Tower Hamlets Housing Management Services

The programme has been designed for a specific group: ie. Deputy Area Housing Managers and Local Housing Office Managers from Tower Hamlets Housing Management Services. We hope that this will mean that your studies with us will be particularly relevant to your work, with real outcomes for THHMS, as well as for you personally.

The programme is run at Duncan House, The Business School’s Centre for Postgraduate Studies, where we aim to provide a stimulating and supportive learning environment in which your management education may develop.

Admission requirements

Applicants for the programme will be identified by THHMS. However, the admission of applicants to the programme is solely at the discretion of the University and the following principles will apply:

- There will be a reasonable expectation that the applicant will be able to fulfil the objectives of the course and to achieve the standard required for the award;
- There will be a reasonable expectation that the applicant will be able to fulfil the University's requirements in terms of knowledge and skills for the award;
- The University will apply the principle of equality of opportunity to its admission activities and will encourage the recruitment of local and regional students and those with special needs; and,
- In considering individual applicants for admission to a course of study the University will seek evidence of personal, professional and educational experiences that provide indications of ability to meet the demands of the course.
- The qualifications accepted for entry will be limited to those which ensure that the student may be reasonably expected to cope with the postgraduate nature of the subjects on the programme.

Candidates for entry will normally be expected to have a first degree or equivalent, at, as a minimum, a 2.2 level or the equivalent. Candidates are also expected to hold positions of management responsibility.

Where applicants do not possess a first degree, but have considerable experience of management, an APEL procedure may be used to admit the applicant. The APEL procedure will be integrated into the development of the portfolio for the Personal Development Plan. All candidates will be interviewed.

Programme structure

The Postgraduate Certificate in Management (THHMS) is a 60 Level M credit programme and is offered in a part time mode, where teaching is delivered in two day 'blocks' over a period of approximately one year. The programme comprises 2 X 30 level M credit modules. To achieve the full award, students will be required to follow the programme of modules shown below.

- Managing People and Organisations in a Public Service Context
- Leadership, Strategy and Finance

However, students are able to enrol for one module. Those who are successful in one module, will receive a UEL Associate Certificate

Learning environment

Teaching and learning methods used are varied. They are designed to encourage students to accept responsibility for their own learning, collectively as a group and individually. The programme hopes to promote independent study and the development of self-management skills.

There is a requirement for students to undertake set reading on certain topics and explore relevant literature for assignments and seminar discussions. Students are expected to

demonstrate knowledge and skills gained through participation in seminar discussion and oral presentation.

The programme aims to have a high degree of participation, encouraging sharing of information, ideas, experience and values. Tutors expect students to use their knowledge and expertise to relate theory to practice in the context of their own work experiences.

The programme aims to develop an approach to learning which encourages students to “transform” rather than simply to “reproduce” the theories and ideas which are introduced. Overall the intention is to enable a student to develop as someone who is proficient in the acquisition of relevant knowledge and skills in the various fields of management and someone who is committed to a critical understanding of their own learning and potential professionalism.

Assessment

The course is assessed entirely by coursework, there are no examinations.

The assessment strategy devised for the Postgraduate Certificate in Management (THMS) programme takes into account both the mode of assessment and its timing within the programme. At the beginning of each module, students will be given a schedule which clearly identifies deadlines for each type of assessment on each module. These deadlines will be phased throughout the module, the aim being to spread the assessment load wherever possible.

A variety of modes of assessment are used throughout the Postgraduate Certificate in Management programme. These fall into the following categories:

- Individual project
- Group project
- Group presentation
- Personal development plan

The mode of assessment used for each module is designed to match the learning outcomes and assessment criteria for that module. However, the total assessment package demonstrates the kind of variety outlined above. This variety is designed to reflect the different types of managerial situation as the following examples illustrate:

- Managers are often required to think on their feet and develop solutions to problems (portfolios).
- Managers are often required to assess a number of different proposals or develop proposals of their own based on research (assignments and projects).
- Managers are often required to work with others on a specific project (group assignments and projects).
- Managers are often required to present their findings or ideas to line managers, peers, customers etc (presentations).

More detailed assessment criteria will be made available for each piece of work, supported by guidance from the tutor. In general assignments should exhibit

- A high standard of written English and presentation
- Logical and well structured argument and organisation.
- Critical understanding of theory and concepts
- Application of this understanding to business practice
- Clear referencing and sourcing using the Harvard system
- Avoidance of plagiarism

To obtain an Postgraduate Certificate award a student needs to pass both modules. To obtain an Associate Certificate, a student needs to pass one module.

The overall pass mark for each module is 50%. The mark for each module is the aggregate of the various components of assessment. Students must complete each component. A mark of at least 40% (of the total available for each component) must be obtained for each component of assessment in each module.

A student who achieves an average mark of at least 70% may be recommended for an award with distinction. A student who achieves an average mark of 65% to 69% may be recommended for a merit.

Relevance to work/profession

This programme is designed for those working in the THHMS. The learning outcomes of this course are partly based on the student's ability to reflect on what has been studied and put this into the context of their work experience. This reflective process is on going throughout the course. This is underlined by the action learning and continuing professional development diary undertaken as part of the assessment of the course.

Thesis/Dissertation/project work

The programme assessment includes individual projects. The main aim of these is to enable students to research and write up a problematic aspect of management practice. The objective is to enable students to critically survey and analyse relevant theories and models and then to conceptualise them in order to make recommendations for problem solution. There is also a group project culminating in a group presentation and report.

Added value

The main added value comes from the wide range of experience of the staff in both teaching and professional life. Most tutors have public service and /or industrial experience in terms of employment and consultancy work and work with organisations in the region and on a national level. A number are active researchers. Links with industry/ public services can be exploited. Successful students of the PG Certificate are also able to progress to PG diploma and MBA programmes.

Your future career

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How we support you

The programme aims to provide consistent and continuing support for students through staff involved in teaching, administration and programme management. The Postgraduate Certificate in Management (THHMS) Programme Director will act as overall personal tutor to all students on the programme.

There will be a one day introduction to the course, this will cover the content of the programme, encourage the students to reflect on their careers to date, level of professional skills and level of skills related to the programme. These reflections will be within the context of the requirement to complete a Professional Development Plan.

A pivotal role is played by the Postgraduate Student Support Centre, which is located in Room 130, on the first floor at Duncan House. This Centre is staffed by a team of professional administrators, and offers a range of services, support and advice in key areas. Examples would include: enrolment queries; reference letters for work, and general assessment queries. Most student support needs can be met directly by Support Centre staff, who work closely with the academic tutors. They are also able to refer students for more specialist support and guidance on counselling, careers etc.

Bonus factors

- Good communications with central London.
- Contacts with a wide variety of business, public sector and not for profit organisations via the UEL 'Knowledge Dock' database.
- Links with local public, private and professional organisations.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- To facilitate the advanced study of organisations, their management and the changing external context in which they operate.
- To develop knowledge and understanding of key areas of management.
- To develop a career in business and management through the development of relevant skills at the appropriate level or to facilitate further research or study in the area.
- To develop the ability to apply knowledge and understanding of business and management to complex issues through critical and analytical approaches to management theory, practice and research.
- To develop the ability to evaluate management techniques, tools and models in a variety of contexts.
- To recognise the relationship between ideas and practices.

- To develop personal and interpersonal skills relevant to management and communicate the arising issues in written and oral form.
- To equip students with the necessary knowledge and skills to achieve the appropriate level of postgraduate award and continue their lifelong learning development.

What will you learn?

Knowledge

At the end of this programme students will be able to:

1. Identify, explain and discuss contrasting approaches to the analysis of organisations and distinguish between the purposes and structures of private and public (particularly local government) organisations
2. Be aware of and understand change issues at individual, group and organisational levels in the local government environment
3. Understand the various aspects of and critically evaluate the effectiveness of HR policies and practice in local government
4. Understand the importance of strategy and leadership in the public services and the context in which they operate.
5. Understand the principles of effective financial management

Thinking skills

At the end of this programme students will be able to:

1. Critically discuss, analyse and investigate concepts and theories related to human resource management, diversity, self-management and the management of change
2. Critically discuss concepts and theories of leadership and strategic management, policy-making and performance review and relate these to strategic issues within their own organisations

Subject-Based Practical skills

At the end of this programme students will be able to:

1. Develop skills in the area of leadership and communication skills
2. Design schemes of policy and performance review appropriate to their own organisation.
3. Work in partnership with other organisations.

Skills for life and work (general skills)

At the end of this programme students will be able to:

1. Identify their own strengths and weaknesses in dealing with people in face to face situations
2. Develop intervention skills (diagnostic, implementation and evaluation skills).
3. Present complex information in a concise and interesting way within a time limit in both oral and written forms

4. Reflect on their own learning as a result of work and educational experiences

Structure

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 60 credits at M level. The programme consists of two X 30-credit modules, taught on a part time basis.

Typical duration

The part-time programme is offered on a 2 day 'block' teaching mode, over a period of approximately one year

How the teaching year is divided

The teaching year is divided into two semesters of roughly equal length, starting in September and February. As this programme is 'corporate', it will begin and end at times specified by the client. However, assessment of students will still be tied to the pattern of assessment boards within the conventional semester structure.

What you will study when

Modules Studied

Year	Module title	Credit	Status
1	Managing People and Organisations in a Public Services Context	30	Core
1	Managing Strategy and Finance	30	Core

- Either module can be taken first. Students must complete both modules to gain the award of PG Certificate. Students may take one module and exit with an Associate Certificate. The first cohort from THHMS will start with Managing People and Organisations in a Public Service Context. The calendar for this module is shown below

Course Calendar – 2005 –

Module 1

May 6	Introductory day
May 13 and 16	Teaching block 1
May 31 - June 1	Teaching block 2
June 23 - 24	Teaching block 3
July 7 - 8	Teaching block 4
Sept 26, 28	Teaching block 5
October 19, 21	Teaching block 6

Module 2

TBC

Requirements for gaining an award

In order to gain a Postgraduate Certificate, a student will need to obtain 60 credits at Level M.

To obtain an award a student needs to pass the assessment procedure for each module. A student who successfully completes the assessment for two modules will be awarded the Post Graduate Certificate in Management. A student who successfully completes the assessment for one module will be awarded an Associate Certificate.

The overall pass mark for each module is 50%. The mark for each module is the aggregate of the various components of assessment. Students must complete each component. A mark of at least 40% (of the total available for each component) must be obtained for each component of assessment in each module.

Masters Award Classification

Where a student is eligible for an Masters award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100% Distinction

- 60% - 69% Merit
- 50% - 59% Pass
- 0% - 49% Not Passed

Assessment

Teaching, learning and assessment

Teaching and learning

A variety of teaching methods will be used and students will be expected to lead discussion based on their own research activities and reflective practice. They will also be required to work in groups and present findings and solutions to problems to the cohort. At all times students will be encouraged to reflect on and take responsibility for their own learning. The action learning sets and seminar groups are a key component of the programme and aim to help students to analyse the underlying principles and practices of management and assess their application to identified issues. The main approaches to teaching and learning on the programme can be summarised as:

- An emphasis on the role of learners in acquiring knowledge; the view that learning is not something that happens to students, it is something that students make happen.
- A need to develop the skills of self-managed learning and self assessment.
- An awareness of the challenge of working at postgraduate level and the importance of developing a critical approach to study.
- An awareness of learning as an activity to be supported by and shared with others - colleagues, mentors, tutors.

Knowledge is developed through

- Integrated tutor led lecture and class/group seminar/case study/discussion
- Private study to prepare for group discussion and presentations.
- Private study to prepare for assignments and report writing
- Action learning sets

Thinking skills are developed through

- Structured group/seminar discussion.
- Problem solving activities.
- Linking of theory and practice in each module.
- Written assignments
- Presentations of prepared work
- Action learning sets

Practical skills are developed through

- Researching group presentations and projects.
- Undertaking data collection and analysis.
- Group work.
- Case studies and workshops

- Action learning sets

Skills for life and work (general skills) are developed through

- Report writing
- Presentations
- Participation in group/team work.
- Directed learning between classes
- Action learning sets

Assessment

Assessment is geared to test learning outcomes in each module specification.

Knowledge is assessed by

- Group presentations.
- Group and individual projects

Thinking skills are assessed by

- Group work
- Presentations
- Personal Development Plan

Practical skills are assessed by

- Report outlines/guidelines
- Detailed marking and assessment schemes.
- Preparing and making presentations.
- All other forms of assessment
- Personal Development Plan

Skills for life and work (general skills) are assessed by

- Preparing and Making Presentations
- Group and individual Projects
- Personal Development Plan

The assessment strategy devised for this Postgraduate Certificate programme takes into account both the mode of assessment and its timing within the course. At the beginning of each semester students will be given a schedule, which clearly identifies deadlines for the type of assessment(s) on each unit.

Quality

How we assure the quality of this programme

Before this programme started

Before this programme started the University checked that:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the University's Quality Standing Committee.

Once every six years the University undertakes an in-depth review of the whole field. This is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the University's quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback to the University through an annual report that enables us to make improvements for the future.

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- Student representation on programme committees (once per semester)
- Feedback via the representatives of the client, THHMS.

Students are notified of the action taken through:

- Circulating the minutes of the programme committee
- Providing details on the programme notice board or by e-mail

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Regular meetings with representatives of the client, THHMS
- Industrial liaison committee

Further Information

Where you can find further information

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The student handbook
- Module study guides
- UEL Manual of General Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- East London Business School website <http://www.uel.ac.uk/elbs/>