Programme Specification

Programme award and title: PG Cert - Leading and Cooperating in Academia

| SCQF Level: | 11 | SCQF Credit Value: | 60 |

Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- This distinctive programme is designed for all who are interested in leading, managing and contributing in an academic environment. It provides space for academic and professional service colleagues currently working in universities to reflect on their roles and to realise change; to consider how their roles might be developed and how they might be carried out more successfully. Its premise is that all colleagues need a dedicated opportunity to think about their work, its value and its organisation; a space to learn about different expectations, roles and responsibilities; an opportunity to identify new ways of working and to realise change for the better.
- The programme will contribute significantly to each participant's professional and personal development, making them better placed to appreciate the demands on universities, on academics and on support staff; therefore better able to contribute to teams that can successfully evolve innovative projects and new sources of funding; better able to lead and manage the activities that will enable a university to prosper.

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student's personal development planning (PDP) and future employability.

Knowledge and understanding
- By the end of the programme, participants will be in a position to demonstrate:
  1. Better understanding of different ways to lead, manage and contribute in an academic environment
  2. Understanding of how to realise change for the better and identify new ways of working
  3. Appreciation of the motivations of people, their values, their relations and their choices
  4. Awareness of the different roles within a university, and of how these roles might be developed and carried out more successfully
  5. Awareness of different forms of organisations
- Those completing the programme:
  1. Will have advanced their professional and personal development
  2. Will be better able to:
     - Appreciate the demands on universities, on academics and on non-academics
     - Contribute to teams that can successfully evolve innovative projects and new sources of funding
     - Lead and manage the activities that will enable a university to prosper

Subject-specific skills and other attributes
- The ability to articulate knowledge about different types of university and of the diverse values underpinning their operation
- In depth analytic skills focusing in particular on the context and impact of universities and the environments in which universities operate
- The ability to assess the universities’ roles and their relation with particular societies, communities and territories; and their relations with businesses, policy agencies and other organisations
- The ability to assess the mix of activities that might be undertaken in a particular institution: the balance between research and teaching; the meaning of ‘research-led’; the significance of knowledge exchange
- The ability to assess critically what might be seen as the public responsibility of the university and its (intrinsic) connection with democracy
- Sensitivity to diverse socio-economic relations, values and forces in considering the aims, practices and implications of universities
- The ability to move practically from the discussion of philosophical and fundamental issues in relation to the academic world to the active observation of the context and the impact of academic activities
- The capacity to analyse issues concerning universities with academic rigour
- In-depth skills to analyse the roles and work of different individuals and groups of individuals, academics and non-academics
- Appreciation of the abilities and skills that are needed for the successful delivery of activities in a university, and special consideration of the opportunities, constraints and responsibilities that people experience and perceive
- Sensitivity to the different expectations and demands placed on staff, by themselves, universities and others
- In-depth analytic skills to reflect on leadership in academia; on types of leadership, perhaps associated with different types of university; thus on the requirements and responsibilities of leadership

Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes
- The ability to process information based on reason and analysis;
- Their own critical thinking and imagination
- An awareness of the relevance of debate and discussion, based on respect for different views and perspectives
- The ability to make informed judgements even when complete information is not available
- The ability to make theoretical concerns in academic debate operational, therefore providing a basis for the development of analytic abilities
- The capacity to adapt and transfer critical methods of analysis to a variety of working environments
- The capacity to explore their own background and experience, their motivations and expectations, their personality style, mindset and attitudes
- The ability to reflect on their own practice to construct their own arguments, drawing on appropriately selected evidence and after critical engagement with others
- The ability to work individually as well as in groups
- Presentation and communication skills
- Confidence in their ability to interact in different environments
- Time management and organisational skills
- Specific skills in research design, data collection and analysis;
- Networking skills
- Lifelong learning skills

Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features
- Participants have an active role in their learning experience, which challenges them to increase their knowledge, develop critical and analytic abilities, present their ideas and arguments coherently by combining theory and observations, and develop research skills. Moreover, the programme allows students to shape their learning environment through debate and discussion, an exploratory process which is aimed at uncovering the students’ main business-related, social and economic concerns. In order to provide these opportunities the programme is informed by an approach to teaching and learning which gives special attention to how and why people learn, sees learning as a process involving emotional factors, such as motivation and satisfaction, and considers the participants’ needs throughout the whole process. This approach, supported by teaching techniques such as group-work, role-play, problem-solving, case studies, and individual reflection and presentations, gives participants the opportunity to sharpen their presentation and communication skills, and enhances their confidence to interact in complex and demanding environments.
- Assessment will be explicitly linked to the teaching/learning experience. Participants will be encouraged to pursue originality and to develop their own line of thought. They will be provided with feedback that will allow them to advance progressively within the programme. It is envisaged that the program will attract participants with a variety of personal and professional interests. In all cases assessments will provide participants with the opportunity to reflect on and use their own professional practice as the context in which to position the assessment. In order to encourage analysis and reflection, seen as key to professional development, the program will ask participants to undertake independent reading and research to broaden their individual knowledge and
understanding of the area, employ assessment methods that place an emphasis on critical analysis, evaluation, reflective practice and peer review, provide assessments which are appropriate to individual needs and particular contexts.

- In particular, assessment will consist of: essay writing, individual assignments and group assignments, covering all aspects of the programme; a reflective journal; a final (5,000 words) Project Report.
- The programme includes face-to-face and virtual delivery.

**Professional/statutory body accreditation or recognition:**

**Further details:**

Entry requirements: [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)


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