



## Course Specification

<b>A. Course Information</b>																								
<b>Final award title(s)</b>	PG Certificate in Leadership and Management: Homelessness and Housing																							
<b>Intermediate exit award title(s)</b>																								
<b>UCAS Code</b>		<b>Course Code(s)</b>	4523																					
	London South Bank University																							
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input checked="" type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS																							
<b>Division</b>	Innovation, Leadership, Strategy and Management																							
<b>Course Director</b>	Johan Tjok-a-Tam																							
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify																							
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input type="checkbox"/> Part time <input checked="" type="checkbox"/> Flexible/block																							
<b>Length of course/start and finish dates</b>	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Full time with placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time</td> <td>One</td> <td>September</td> <td>June</td> </tr> <tr> <td>Part time with Placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Mode	Length years	Start - month	Finish - month	Full time				Full time with placement/ sandwich year				Part time	One	September	June	Part time with Placement/ sandwich year						
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<b>Is this course generally suitable for students on a Tier 4 visa?</b>	Please complete the International Office questionnaire No																							
<b>Approval dates:</b>	Course(s) validated / Subject to validation	October 2014																						
	Course Review date	October 2019																						
	Course specification last updated and signed off	August 2023																						
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	None																							

<b>Reference points:</b>	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statement N200 (Management studies) Dated June 2015 PSRB Competitions and Markets Authority SEEC Level Descriptors 2016
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<ul style="list-style-type: none"> <li>• Opportunity for non-traditional entry to postgraduate study;</li> <li>• A key part of the ladders and bridges framework for public/not-for-profit management education and professional development;</li> <li>• Supporting continuing professional development and career progression.</li> </ul>	
<b>Course Aims</b>	<p><b>The Post Graduate Certificate in Management and Leadership: Housing and Homelessness aims to:</b></p> <ol style="list-style-type: none"> <li>1. reflect changes in the civil society/housing sector environment, service provision and Government policy and to develop a critical, enquiring and analytical approach to the study of these changes;</li> <li>2. contribute to course participants on-going CPD and life-long learning as well as to employers' commitment to staff training and development;</li> <li>3. develop and enhance the skills, knowledge, academic theory and current practice to manage in a changing civil society/housing sector environment;</li> <li>4. Reflect government policy to provide efficient and effective housing and homelessness strategies run by proficient and effective managers and potential managers;</li> <li>5. Reflect changes in styles of civil society/public management theory and practice, recognising the changes in these sectors and the requirements of managers for the skills and knowledge to manage cross-sectorally as well as inter-sectorally;</li> <li>6. to develop professional and personal confidence to manage and to progress professionally.</li> </ol>	
<b>Course Learning Outcomes</b>	<p><b>a) Students will have knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. Conceptual models of management. The development, understanding and application of governance and management theory within a changing public policy context;</li> <li>2. Political, economic, social, technological, environmental and international factors which influence and affect management practices in the public and not for profit as well as policy making and the major political issues relevant to modern day leadership and management;</li> <li>3. The changes in the housing and homelessness context and the requirements of managers and leaders to have the skills and knowledge to manage across the sector and within institutions, as well as an understanding of change management;</li> <li>4. The legal and professional requirements of managing people and resources;</li> </ol>	

	<p>5. An awareness of ethical issues in management practice; 6. The application of data and evidence to support argument.</p> <p><b>b) Students will develop their intellectual skills such that they are able to:</b></p> <ol style="list-style-type: none"> <li>1. Attain the understanding and self-confidence necessary to develop original and feasible solutions, and solve problems by bringing together and applying knowledge, concepts and techniques drawn from a variety of relevant disciplines drawn from the course;</li> <li>2. Analyse, interpret and evaluate civil society/public governance literature and research and the ability to critically analyse complex issues;</li> <li>3. Evaluate, assess, make recommendations and judgments;</li> <li>4. Defend and support arguments and argue the alternative.</li> </ol> <p><b>c) Students will acquire and develop practical skills such that they are able to:</b></p> <ol style="list-style-type: none"> <li>1. Develop the personal skills, interpersonal skills and attributes expected of a professional manager;</li> <li>2. communicate appropriately;</li> <li>3. conduct library, including on-line, searches and referencing enhanced IT and E Learning skills;</li> <li>4. Work effectively in a team;</li> <li>5. Work independently;</li> <li>6. Demonstrate leadership and effective decision-making skills.</li> </ol> <p><b>d) Students will acquire and develop transferrable skills towards:</b></p> <ol style="list-style-type: none"> <li>1. Interpretation, research, critical analysis evaluation and assessment and judgmental skills;</li> <li>2. Team working;</li> <li>3. Independent learning and self-development, planning and strategic thinking;</li> <li>4. Leadership and responsibility and effective performance;</li> <li>5. Effective written and oral communication skills.</li> </ol>
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### **C. Teaching and Learning Strategy**

The course will be delivered, mainly through direct teaching by way of a combination of lectures, seminars, tutorials, group work and presentations. There will be some online delivery of information and group interaction through the discussion boards located on Moodle.

### **D. Assessment**

Assessment will take the form of written assignments, case study analysis, reflective writing and presentations. There will be no formal written examinations. In terms of overall assessment of students, there will be a formative assessment in the key Leadership & Management 20-credit module.

### E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

### F. Entry Requirements

In order to be considered for entry to the course, applicants will be required to attend for interview with the Course Director or his/her nominee and a representative from London Housing Foundation. Applicants should also have the following qualifications:

Normally a good honours degree or equivalent, usually a 2.2 grade, or above;  
 Or a relevant professional qualification;  
 Or Successful completion of CMI diploma level 5, for example, in Leadership and Management or equivalent;  
 Exceptionally candidates with relevant managerial or work experience may be considered in conjunction and negotiation with the LHF representative.

All candidates must have competence in English at IELTS level 6.5.

### G. Course structure(s)

#### **Course overview: PG Certificate Management and Leadership: Housing and Homelessness**

The one year course has been developed in collaboration with the sponsor, the London Housing Foundation (LHF), to meet the changing needs of leaders and managers in the homelessness sector. LHF have awarded LSBU three 3-year contracts to date, each contract being for three cohorts. Places are limited to 18 on each cohort with an understanding that 12 would be the minimum number. LHF lead on the recruitment of students using their extensive contacts within the homelessness sector. Initially, the programme was offered only to practising managers in the (third sector) homelessness agencies. Since 2017 however, LHF have opened up the course to local authority officers and civil servants working on homelessness provision, commissioning or policy. An overall aim is to build leadership and managerial capacity within the homelessness sector.

The LHF course, consists of two 20-credit modules ("Leadership and Management" and "Organisational Development") and two 10-credit modules ("Finance for Non-Financial Managers" and "Governance, Risk and Ethics").

The course will be taught, using a 4-block format, each semester. The delivery days will be Thursdays and Fridays, for each block.

		Semester 1		Semester 2	
<b>Level 7</b>	Leadership and Management	20		Organisational Development	20
	Finance for Non-Financial Managers	10		Governance, Risk and Ethics	10

**Placements information**

**H. Course Modules**

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credit value</b>	<b>Assessment</b>
LAM_7_FNF	Finance for Non-Financial Managers	7	1	10	Coursework
LAM_7_LAM	Leadership and Management	7	1	20	Coursework
LAM_7_ORD	Organisational Development	7	2	20	Coursework and Presentation
LAM_7_GRE	Governance, Risk and Ethics	7	2	10	Coursework

## I. Timetable information

Students can expect to receive a confirmed timetable for study commitments one month before course commences

## J. Costs and financial support

### Course related costs

- LHF fund the course by a series of three-year contracts with LSBU, each covering three cohorts. The course fee includes tuition. LHF also fund the initial residential. It does not include funding cost of books or other learning materials.

### Tuition fees/financial support/accommodation and living costs

For information on funding please contact the LHF: <https://lhf.org.uk/>

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

## List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate courses)

Appendix C: Terminology

APPENDIX A : CURRICULUM MAP

Modules			Course outcomes																				
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5
7	Leadership and Management	MMP-7-LAM	D/T/A	D	D/T/A	D	D	D	D/T/A	D/T/A	D/T/A	D/T/A	D/T	D/T/A	D/T	D	D	D/T/A	D/T/A	D	D/T/A	D/T	D/T/A
7	Organisational Development	MMP-7-ORD	T/D/A	D/T	D/T/A	D/T	D/T	D	D/T/A	D/T/A	D/T/A	D/T/A	D/T	D/T/A	D/T/A	D	D	D/T/A	D/T/A	D	D/T/A	D/T/A	D/T/A
7	Finance for Non-Financial Managers	MMP-7-FNF	D/T/A	D/T/A	D	D/T/A	D/T/A	D/T/A	D/T/A	D/T/A	D/T/A	D/T/A	T/D/A	T/D/A	T/D/A	D	D	T/D/A	D/T/A	D	D/T/A	D/T/A	D/T/A
7	Governance, Risk and Ethics	MMP-7-GRE	T/D/A	T/D/A	D	D	T/D/A	D	T/D/A	T/D/A	T/D/A	T/D/A	T/D/A	T/D/A	T/D/A	D	D	T/D/A	D/T/A	D	D/T/A	D/T/A	D/T/A

**Appendix A: Curriculum Map**

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

## Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	N/A
2 Supporting the development and recognition of skills in academic modules/modules.	A number of modules provide experiential learning features such as role playing and simulations.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	One assessment in MMP-7-LAM is on the quality of reflective writing based on work based critical incidents
4 Supporting the development and recognition of skills through research projects and dissertations work.	N/A
5 Supporting the development and recognition of career management skills.	N/A
6 Supporting the development and recognition of career management skills through work placements or work experience.	N/A
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Recognition that skills developed on a number of modules (LAM and ORD) are generic/ transferable skills.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	Features throughout the course
9 Other approaches to personal development planning.	N/A
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Tuition and a formative piece to provide feedback.



## Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions