

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Business Management and Professional Development
Teaching Institution	University Centre Calderdale College
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2019
Date of latest OU (re)validation	September 2019
Next revalidation	September 2024
Credit points for the award	360
UCAS Code	Not applicable
JACS Code	Not applicable
Programme start date and cycle of starts if appropriate.	September 2019
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement General Business and Management (2015)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Chartered Management Institute (CMI) Chartered Manager Degree Apprenticeship (CMDA) Standard and Assessment Plan
Professional/statutory recognition	To apply for CMI Level 5 Diploma (integrated)
For apprenticeships fully or partially integrated Assessment.	Integrated
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	PT
Duration of the programme for each mode of study	Typically 4 years
Dual accreditation (if applicable)	Application in progress for CMI accreditation (Level 5 Diploma)
Date of production/revision of this specification	September 2019

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

BA (Hons) Business Management and Professional Development integrates workplace and academic learning and provides the opportunity for students to develop personal and professional competence as a manager and the final CMI award of CMDA and Chartered Manager.

The degree provides students with a broad-based business education and an opportunity to develop a critical understanding of the complex, volatile and uncertain business environment. Successful apprentices will develop a critical and reflexive awareness of self and an ability to lead and manage ethically. The programme will also afford an impetus for continuous lifelong learning and association with a relevant professional body.

BA (Hons) Business Management and Professional development is mapped against the QAA Subject Benchmark (General Business Management), the Chartered Management Institute (CMI) CMI Level 5 standard (in progress) and the CMDA Standard.

All students on this course must be employed by a sponsoring (fee-paying) organisation and will study part-time for a typical duration of 4 years. Delivery will be flexible to meet the needs of local and regional employers and apprentices, and will potentially include block, evening and / or day release study.

The CMDA will capitalise on the wealth of apprenticeship experience within the University Centre and College. Calderdale College is the largest work-based learning provider in Calderdale and was awarded Outstanding for apprenticeships in the 2018 Ofsted report. The course also sits well with the University Centre's aims to provide learning and development programmes that effectively widen participation in higher education and enable graduates to progress into professional roles and make a meaningful contribution to the local and regional economy. The College is a learning organisation where the students are not passive consumers but actively construct their learning in partnership with staff and each other; the CMDA will extend this partnership to include a collaborative relationship between the student, the employer (through a workplace mentor) and the College.

This programme is designed to challenge and encourage students to ask questions of themselves and their role, and to deepen their understanding of business, ethical leadership and management.

Aims

This programme aims to develop individuals who are capable of managing and leading people, projects, operations and/or services towards the achievement of organisational goals, in a responsible and professionally reflexive manner.

Specifically, the programme aims to:

- Provide a flexible programme that meets the needs of local and regional students and employers;

- Develop graduates with key management and leadership skills;
- Develop in students the necessary critical awareness to challenge personal values, assumptions and beliefs, combined with an open minded attitude that is responsive to change in order to enhance their current roles, take on new responsibilities and pursue lifelong learning;
- Provide a broad-based business education in business and management;
- Provide deep understanding and appreciation of the challenges and opportunities afforded by tomorrow's complex business environment;
- Develop self-aware, agile and inclusive critical thinkers who are capable of delivering organisational success in a VUCA (volatile, uncertain, complex and ambiguous) world;
- Provide CPD opportunities relevant to the leadership and management of others and opportunities for continuing association with a relevant professional body;
- Provide a context for students to engage with the key ethical and sustainability issues in business, leadership and management, and to challenge inequality.

Objectives

In order to meet the aims of the programme students will be able to:

- Demonstrate a broad knowledge base and understanding of business, leadership and management issues relating to the organisational context;
- Critically and evaluate current subject-specific debates, practices and approaches;
- Critically review and consolidate appropriate information and a body of knowledge, using it to plan and develop strategies to address complex problems in a VUCA world;
- Demonstrate relevant workplace skills in line with the CMDA Standard, including: planning, risk management, project and budget management, creative approaches to drive customer service, effective communication and people management, team building, and decision-making skills;
- Reflect critically on and accept accountability for personal and / or group performance and develop an appropriate personal development plan.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This is a part-time programme with a typical study schedule of 3 x 30-credits over 4 academic years.

BA (Hons) Business Management and Professional Development will enable students to be assessed against the CMI Standard for Chartered Manager, the final assessment for which is conducted by the CMI following completion of the degree. Successful completion of this degree enables students to develop a portfolio and final work-based project demonstrating relevant knowledge, skills and learning and development activities applied to their workplace. This, in addition to a 360-degree feedback process

within their organisation, will constitute an essential component of the Gateway to final assessment for CMDA. The final assessment (End Point Assessment, EPA) is to be conducted as a professional interview and presentation, with a panel of College, employer and CMI members, following which students will be awarded the CMDA.

External examiner visits and exam board arrangements will continue to be completed on a semestral basis. However, the constituent modules for each stage will be undertaken over the course of three semesters (rather than the usual two). This means that the pass/proceed Board for stage 1 (Level 4) will take place at the end of Semester 1, Year 2; pass/proceed Board for stage 2 (Level 5) will be at the end of Semester 2, Year 3. Final classifications will be awarded at the end of Semester 2, Year 4.

BoE Meeting	Year		
Semester 1	1	Semester A marks	
Semester 2			Semester A resits
Reconvened Board		Semester B marks	
Semester 1	2	Semester C Marks	Pass proceed (L4)
Semester 2		Semester D Marks	
Reconvened Board			Semester C resits Pass Proceed (L4)
Semester 1	3	Semester E Marks	
Semester 2		Semester F Marks	Pass Proceed (L5)
Reconvened Board			Semester E resits Pass Proceed (L5)
Semester 1	4	Semester G Marks	
Semester 2		Semester H Marks	Final Classification (L6)
Reconvened Board			Semester G resits Final Classification (L6)

Year	Level	Semester	Modules undertaken
Year 1	Level 4 (Stage 1)	Semester A	L4 Module 1
		Semester B	L4 Module 2 and L4 Module 3
Year 2		Semester C	L4 Module 4
Year 3	Level 5 (Stage 2)	Semester D	L5 Module 1 and L5 Module 2
		Semester E	L5 Module 3 and L5 Module 4
Semester F		L6 Module 1	
Year 4	Level 6 (Stage3)	Semester G	L6 Module 2
		Semester H	L6 Module 3 and L6 Module 4

To aid progression, a quick turnaround time for confirming awarded marks and classifications is necessary, as (in the above example) if a resit opportunity is given students must have adequate time to complete this work before their resit marks are submitted at the subsequent board. Furthermore, Semester H marks and classifications would need to be confirmed very promptly to enable students to progress onto the subsequent BA(Hons) award.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

Academic content and work based learning are fused throughout the degree and all modules will contribute to the assessment of requisite knowledge, skills and behaviours for the award of CMDA. Attainment of the CMDA requires students to successfully complete several assessments throughout their BA (Hons) Business Management and Professional Development, with methods and outcomes across the 4 years ensuring achievement of the apprenticeship standard.

Students will, specifically, complete a work-based development module in years 1-3, which will support preparation and presentation of students' portfolio of evidence in line with an individual learning plan (ILP), to be assessed by the CMI panel as part of the synoptic End-Point Assessment (EPA). In the final year, students will complete a work-based project, which is a substantial piece of work combining knowledge and understanding alongside work-based development and practice. Students will be required to design and undertake individual research and implement recommendations within their workplace.

In order to progress to the Gateway to EPA, students will be required to have completed and passed their BA (Hons) Business Management and Professional Development, including the work-based project and portfolio developed throughout the degree. They will also be required to demonstrate achievement of level 2 (or above) English and Maths. The EPA itself will consider the portfolio, project, a 15-minute presentation and the outcome of a professional panel interview to assess Chartered Manager status.

2.4 List of all exit awards

Level 4 (120 credits, level 4): Cert (HE) Business Management and Professional Development

Level 5 (240 credits: 120 level 4, 120 level 5): Dip (HE) Business Management and Professional Development

Level 6 (300 credits: 120 level 4, 120 level 5, 60 level 6): BA Business Management and Professional Development

Level 6 (360 credits: 120 level 4, 120 level 5, 120 level 6): BA(Hons) Business Management and Professional Development

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
<u>Year 1</u>					
The Organisation in Context	30	<i>None</i>	-	No	1
People and Organisations	30			No	1 and / or 2
Work Based Development 1	30			No	1 and / or 2
<u>Year 2</u>					
Marketing and Sales	30			No	2

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 To demonstrate understanding of the development and operation of markets.</p> <p>A2 To demonstrate knowledge of the integrated nature of business and management in a complex, global, business environment.</p> <p>A3 To evaluate approaches to stakeholder management, both internal and external to the organization.</p> <p>A4 To demonstrate understanding of organisations: their structure, governance and management, culture and design.</p> <p>A5 To critically review approaches to the leadership and management of people within organisations, including</p>	<p>Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars and self-directed study using library resources and the virtual learning environment.</p> <p>Learning will be applied to the organisational context and students will be supported by a workplace mentor, in addition to regular review of work-based learning and assessment by their College tutor.</p>

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
<p>relevant HRM systems and processes and valuing diversity.</p> <p>A6 To evaluate approaches to sales, marketing and marketing strategies, including, for example: segmentation, targeting, innovation, delighting customers, service excellence.</p> <p>A7 To demonstrate understanding of how to be self-aware and work effectively with others, including conflict management and working collaboratively.</p> <p>A8 To demonstrate understanding of the role of time management, goal-setting and forward planning in a business environment.</p>	<p>All students will have the opportunity to benefit from formative feedback.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 To demonstrate understanding of how to conduct small scale research to solve problems and make decisions.</p> <p>B2 To reflect critically on personal development and performance.</p> <p>B3 To demonstrate awareness of challenges and resolution strategies associated with personal and professional development.</p> <p>B4 To evaluate the relevance and suitability of possible forms of communication and to demonstrate an ability to effectively articulate information.</p>	<p>Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars and self-directed study using library resources and the virtual learning environment.</p> <p>Learning will be applied to the organisational context and students will be supported by a workplace mentor, in addition to regular review of work-based learning and assessment by their College tutor.</p> <p>All students will have the opportunity to benefit from formative feedback.</p>

3B. Cognitive skills	
<p>B5: Evaluate the relevance and organisational fit of HRM and leadership practice.</p> <p>B6: Apply marketing and sales: theories, concepts and models to practical business scenarios.</p> <p>B7: Assess the interrelated business environment to support the development of strategic marketing and sales plans.</p> <p>B8. Evaluate the broader context in which the business operates and the implications of this for organisational strategy.</p>	

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 To demonstrate an understanding of how to be a self-aware and reflective practitioner.</p> <p>C2 To reflect on personal performance and act on individual learning and development needs.</p> <p>C3 To understand the impact of oneself on others.</p> <p>C4 To demonstrate an ability to use tools and techniques to effectively manage time and pressure and to prioritise tasks.</p> <p>C5 To seek the views of others and demonstrate personal valuing of diversity.</p> <p>C6 To create a strategic sales and marketing plan.</p> <p>C7 To lead and deliver a board meeting, justifying marketing</p>	<p>Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars and self-directed study using library resources and the virtual learning environment.</p> <p>Learning will be applied to the organisational context and students will be supported by a workplace mentor, in addition to regular review of work-based learning and assessment by their College tutor.</p> <p>All students will have the opportunity to benefit from formative feedback.</p>

3C. Practical and professional skills	
and sales decisions. C8: To present research findings and recommendations. C9: To apply appropriate models to analyses stakeholder influence and impact on organizational performance and decision-making.	

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1 To demonstrate consideration of personal time management and a readiness to plan, set goals and prioritize. D2 To demonstrate an ability to communicate effectively through multiple media and in different for a (e.g. meetings). D3 To be able to analyse the relevance of information and research for problem-solving and to organize and synthesise information in the development of coherent arguments. D4 To understand the nature of teamworking and ways of contributing within a team environment.	Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars and self-directed study using library resources and the virtual learning environment. Learning will be applied to the organisational context and students will be supported by a workplace mentor, in addition to regular review of work-based learning and assessment by their College tutor. All students will have the opportunity to benefit from formative feedback.

<u>Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in

Programme Structure - LEVEL 5					
<u>Year 2</u>					
Financial Aspects of Business	30	<i>None</i>	-	No	1
Work Based Development 2	30			No	1 and / or 2
<u>Year 3</u>					
Project and Operations Management	30			No	2
Digital Business and Integrated Communications	30			No	1 and / or 2

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 To demonstrate understanding of, and interpret, financial data and financial strategies, and the use of information and control systems in management decision making.</p> <p>A2 To demonstrate understanding of approaches to planning in a multi-stakeholder and complex business context, and with a focus on outcomes.</p> <p>A3 To demonstrate understanding of the role of teams within organisations and approaches to supporting and motivating individuals within teams (e.g. mentoring, motivation theory).</p> <p>A4 To demonstrate understanding of organizational culture and its relevance to leadership and management.</p> <p>A5 To demonstrate an appreciation of the role of, and alternative approaches to, business-relevant research, including sources of information, data analysis and problem-solving in the work context.</p> <p>A6 To demonstrate a critical understanding of the role of</p>	<p>Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars and self-directed study using library resources and the virtual learning environment.</p> <p>Learning will be applied to the organisational context and students will be supported by a workplace mentor, in addition to regular review of work-based learning and assessment by their College tutor.</p> <p>All students will have the opportunity to benefit from formative feedback.</p>

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
<p>project, change and operations management in effective management and the implementation of organizational strategy.</p> <p>A7 To evaluate alternative digital business and communications strategies.</p> <p>A8 To demonstrate a critical understanding of the role of innovation, creativity and acting entrepreneurially within a complex business environment.</p>	

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 To be able to critically analyse financial information and other data (e.g. sources, timeliness, relevance) in order to solve business problems.</p> <p>B2 To reflect critically on personal performance, its impact on others (including negotiation and persuasion) and planning actions for future skills development.</p> <p>B3 To evaluate project suitability, progress and outcomes.</p> <p>B4 To review and evaluate the use and impact of innovation and digital technologies.</p> <p>B5 To analyse and appraise the key drivers of organizational</p>	<p>Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars and self-directed study using library resources and the virtual learning environment.</p> <p>Learning will be applied to the organisational context and students will be supported by a workplace mentor, in addition to regular review of work-based learning and assessment by their College tutor.</p> <p>All students will have the opportunity to benefit from formative feedback.</p>

3B. Cognitive skills	
change and appropriate change, project and operations management strategies.	

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 To demonstrate an ability to reflect critically on interpersonal excellence, including influencing techniques, leadership skills and working collaboratively.</p> <p>C2 To demonstrate an open and authentic approach, seeking the views of others and valuing diversity.</p> <p>C3 To progress towards agility through a flexible and innovative approach to work and study and a positive and engaging response to feedback.</p> <p>C4 To develop skills required to produce a strategic integrated communications plan, targeting either internal or external customers, and using justified research findings and recommendations.</p> <p>C5 To evaluate the role of varied forms and sources of data to inform and support organisational decision-making, control systems and sustainable organisational performance.</p>	<p>Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars and self-directed study using library resources and the virtual learning environment.</p> <p>Learning will be applied to the organisational context and students will be supported by a workplace mentor, in addition to regular review of work-based learning and assessment by their College tutor.</p> <p>All students will have the opportunity to benefit from formative feedback.</p>

3D. Key/transferable skills

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1 To practice and enhance personal team working and team building skills.	<p>Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars and self-directed study using library resources and the virtual learning environment.</p> <p>Learning will be applied to the organisational context and students will be supported by a workplace mentor, in addition to regular review of work-based learning and assessment by their College tutor.</p> <p>All students will have the opportunity to benefit from formative feedback.</p>
D2 To demonstrate an ability to work collaboratively with others with awareness of the interdependent nature of business.	
D3 To demonstrate a willingness and ability to value diversity and work with people from multiple cultures.	
D4 To exhibit an ability to think conceptually and to evaluate and synthesise information for decision-making.	

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
<u>Year 3</u> Work based Development 3	30	<i>None</i>	-	No	1
<u>Year 4</u> Strategic and Responsible Leadership	30			No	1
Management, Work and Society	30			No	2
Work-based Project	30			No	2

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 To demonstrate a critical understanding of the project management life-cycle and appropriate methodologies for conducting research that will inform decision-making.</p> <p>A2 To exhibit a critical understanding of the impact of individual and organisational values, ethics and governance.</p> <p>A3 To evaluate approaches to the development and implementation of organisational plans and strategy, including risk management.</p> <p>A4 To demonstrate a critical understanding of approaches to managing organisational change.</p> <p>A5 To demonstrate a critical understanding of the role of responsible management and ethical behaviour in a complex business, social, cultural and environmental context.</p> <p>A6 To comment critically on the role and changing nature of work in modern society, including the challenges of managing a diverse workforce, the impact of technological change and the need to efficiently and effectively manage the organisation of work activity and the labour process.</p> <p>A7 To demonstrate a critical understanding of the nature and significance of business interrelationships when conducting business research.</p>	<p>Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars and self-directed study using library resources and the virtual learning environment.</p> <p>Learning will be applied to the organisational context and students will be supported by a workplace mentor, in addition to regular review of work-based learning and assessment by their College tutor.</p> <p>All students will have the opportunity to benefit from formative feedback.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 To conduct business, problem and context-appropriate research and data analysis to inform evidence-based decision-making.</p> <p>B2 To evaluate the drivers for business success and change and the relevance of organisational strategies.</p> <p>B3 To reflect critically on personal and professional values, personal approach to working with and leading others and ongoing professional development plans.</p>	<p>Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars and self-directed study using library resources and the virtual learning environment.</p> <p>Learning will be applied to the organisational context and students will be supported by a workplace mentor, in addition to regular review of work-based learning and assessment by their College tutor.</p> <p>All students will have the opportunity to benefit from formative feedback.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 To demonstrate a willingness to take responsibility and a resilience and adaptability when faced with difficulties.</p> <p>C2 To act as an authentic, fair, consistent and inclusive leader, valuing others and building trust.</p> <p>C3 To demonstrate a positive approach to responding to feedback, acknowledging the need for change when appropriate, and an openness to new theories and relevant evidence.</p>	<p>Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars and self-directed study using library resources and the virtual learning environment.</p> <p>Learning will be applied to the organisational context and students will be supported by a workplace mentor, in addition to regular review of work-based learning and assessment by their College tutor.</p>

3C. Practical and professional skills	
<p>C4 To demonstrate an ability, as a future Chartered Manager, to aim to have a positive impact on society and to meet CMI required behaviours – see https://www.managers.org.uk/apprenticeships-and-epa/apprenticeships/level-6-chartered-manager-degree-apprenticeship .</p>	<p>All students will have the opportunity to benefit from formative feedback.</p>
3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 To demonstrate critical thinking, business research, analysis, synthesis and evaluation skills.</p> <p>D2 To demonstrate effective interpersonal skills, including communication and the development of collaborative relationships.</p> <p>D3 To demonstrate leadership and influencing skills while behaving responsibly.</p>	<p>Knowledge and understanding will be developed through a combination of methods, including: lectures, seminars and self-directed study using library resources and the virtual learning environment.</p> <p>Learning will be applied to the organisational context and students will be supported by a workplace mentor, in addition to regular review of work-based learning and assessment by their College tutor.</p> <p>All students will have the opportunity to benefit from formative feedback.</p>

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

Academic content and work based learning are fused throughout the degree and modules will contribute to the assessment of requisite knowledge, skills and behaviours for the award of CMDA. Attainment of the CMDA requires students to successfully complete several assessments throughout their BA (Hons) Business Management and Professional Development, with methods and outcomes across the 4 years ensuring achievement of the apprenticeship standard.

Students will, specifically, complete a work-based development module in years 1-3, which will support presentation and preparation of students' portfolio of evidence in line with an individual learning plan (ILP), to be assessed by the CMI panel as part of the synoptic EPA. In the final year, students will complete a work-based project, which is a substantial piece of work combining knowledge and understanding alongside work-based development and practice. Students will be required to design and undertake individual research and implement recommendations within their workplace.

In order to progress to the Gateway to EPA, students will be required to have completed and passed their BA (Hons) Business Management and Professional Development, including the work-based project and portfolio developed throughout the degree. They will also be required to demonstrate achievement of level 2 (or above) English and Maths. The EPA itself will consider the portfolio, project, a 15-minute presentation and the outcome of a professional panel interview to assess Chartered Manager status.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

Business Management and Professional Development students will benefit from considerable support from the College, employer and the CMI.

Personalised student support, ensuring students feel they are regarded and supported as individuals on their programme - with opportunities for student-staff contact - is recognised as a key factor in student motivation, involvement and achievement. Given

the non-traditional nature of degree apprenticeships, a focused induction programme is planned in order to ensure that students understand the importance of accessing support, are aware of what is available and how to access such. The use of a small academic programme team will also help students get to know staff well.

Students will also be allocated a College personal tutor, who will be a member of the teaching team and involved with induction activities, and a named progress coach. Personal tutors and progress coaches will provide both academic and pastoral support to students, with initial meetings held during induction and regularly (at least once per semester, more often if individuals have an identified need or if a meeting is requested) thereafter. Notes will be recorded on Promonitor and will be available to the student, including any agreed actions or targets. Personal tutors also monitor student attendance and, where appropriate, make contact to discuss any issues.

Students requiring levels of pastoral support beyond that provided by their personal tutor or progress coach may be referred to appropriate specialists in Learner Services, for example, student counsellors. Students who are 'at risk' academically are directed towards the most appropriate advice and support; this is usually academic skills support, but they may be referred to other specialists and information available within the College.

Learning and support needs will be easily identified through the Individual Learning Plan (ILP) that students are required to maintain and periodically submit within Work Based Learning modules. Students will also be supported in the development of an individual portfolio of evidence, demonstrating application of the programme knowledge and understanding, skills and behaviours in the work environment. The prime forum for this support will be the Work Based Learning modules at levels 4, 5 and 6 and support and review meetings between the student, employer and College tutor. Further support and input to the portfolio will be gained from a 360 degree feedback exercise conducted within the workplace.

The employer and College will work collaboratively to ensure the student is able to meet the requirements of both the degree and the CMDA, notably through workplace support, off-the-job training and College module completion. One exemplar of this collaborative support is the final year (Level 6) project, which requires the students to agree a project to be carried out within the workplace and as part of the student's usual work, with appropriate employer allowance and College academic support. This project must fit the constraints of the business, but also enable the student to meet degree and CMDA Standard criteria.

The College will support workplace mentors through a one-day induction at the start of each academic year. This induction will include an introduction to the requirements of the degree apprenticeship in terms of time, resources and opportunity, in addition to the support and mentoring of students and the sharing of information between all three parties. Workplace mentors will be guided through quality assurance aspects and the delineation of roles between workplace mentor, College tutor and the student.

The employer must also provide the following support, in accordance with CMI requirements:

- A work-based mentor (see above for College support of such);
- 20% off-the-job training across the CMDA. This must be during employed time, but is to involve learning outside normal daily work and might include, for example: training courses, role-plays, working on VLE materials, industry visits, shadowing, mentoring, time spent on assignments.

- Regular performance reviews of work-based learning and including 360 degree feedback in the fourth year.

Finally, students will also be registered members of the CMI, which will give member access to a package of CMI resources, including: E-learning modules; leader videos; interactive scenarios; Professional Manager (and article database); e-journals; and templates for key business activities such as producing a marketing plan.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

In order to be considered for the programme, applicants must be employed. Assessment is work-based and employers must be committed to providing a role that allows personal development, with opportunity to practice and evidence new learning and skills. Employers must also provide 20% off-the job training, within normal working hours.

Applicants would normally be expected to have:

1. Level 2 Maths and English; and
2. 48-56 UCAS Tariff points, from the following:

A Levels (one of which to be Business) - CD ;
 BTEC Level 3 (Business or a related subject) – MMP ;
 BTEC - MM ;
 Access to Business – Pass.

Mature applicants will be considered on a case-by-case basis.

All applicants must complete a satisfactory College interview as part of the admissions process and would be expected to aim to become professional managers. Applicants should not already hold a degree in business.

In addition to College selection criteria and process, the employer may have additional pre-College filtering processes in place, which should be shared with the College.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

Assessments on this programme vary with each module and will include both formative and summative assessment. All assessments will be work-based and must include the following across the programme:

- Evidence portfolio, to be addressed continuously throughout the programme and comprising evidence from all assessments;
- 360 degree feedback (to be conducted at work, in the final year, and to be included within the portfolio);
- Regular progress reviews with employer;
- Final year work-based project.

Assessment deadlines will vary slightly, but will be confirmed in the course handbook at the start of each academic year and will be set to minimise bunching. Handing in of assessed written work will be via Turnitin on the College VLE (Moodle) and a sample of marked work second marked. Exceptionally, where there is significant disagreement, a third marker may be involved. A sample of work across all classifications will be made available to the external examiner at the end of each semester. Failure to submit work for assessment by the time and date detailed on the assignment brief will result in a penalty of 10% loss of marks for each working day. After six days a fail will be recorded and a resubmission opportunity will be offered after the Board of Examiners meeting at the end of the semester.

Following successful completion and award of the BA (Hons) Business Management and Professional Development (and level 2 Maths and English, where relevant), the College will liaise with the CMI to organise a panel (comprised of College, CMI and employer representatives) to conduct the end-point assessment (EPA). This will consider the above evidence, an apprentice presentation and will take the form of a professional panel interview.

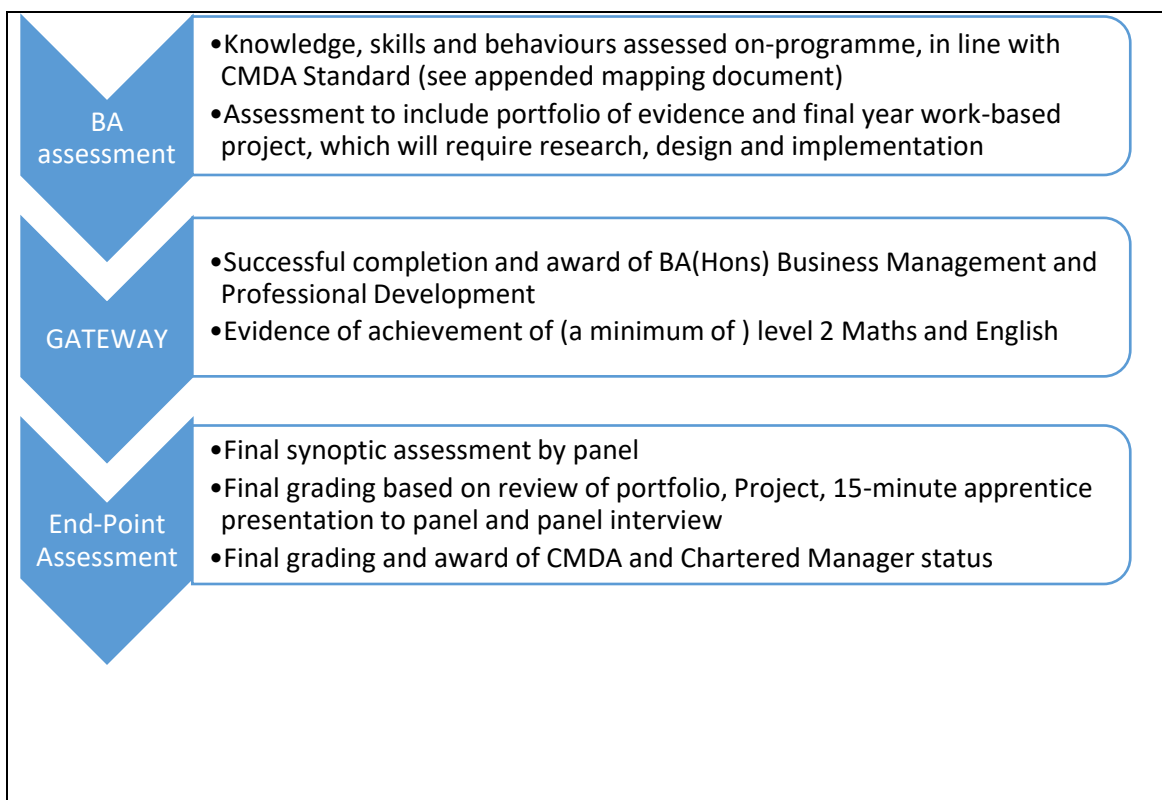
9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

Table 1 below outlines the assessment and EPA process. Successful completion of the degree is an essential part of the Gateway to end-point assessment. Assessments completed throughout the degree are designed to assess student knowledge, skills and behaviours against the Standard. These are evidenced in the Portfolio and managed through an individual learning plan (ILP), with learning and the application of management concepts apparent in the portfolio. A final year Project is a further Gateway requirement and will comprise a substantive piece of work with individual research, design and implementation.

The final award of CMDA and Chartered Manager will be contingent on the above and also a panel interview and individual apprentice presentation.

Table 1 Assessment overview, CMDA



10. Methods for evaluating and improving the quality and standards of teaching and learning.

A range of methods are used for evaluating and improving the quality and standards of teaching and learning. These include:

- An annual Programme Leader Report and associated action plan. The report is informed by the annual course review, external examiner reports, programme team responses and student feedback
- Student feedback, which is collected in a variety of ways including module evaluations and focus groups. These also feed into bi-annual enhancement and development meetings, at which the student programme representative is present. The feedback loop is typically closed quickly through the student representative and/ or programme leader. Where matters cannot be resolved immediately students are apprised by the programme leader, who will also flag issues at University Centre of College level as appropriate. This highlights the strength and influence of the student voice.
- Student surveys such as the NSS are reviewed at the end of the year in processes such as the SED and the College Annual Review.
- Staff development events aimed at improved teaching and learning, attended by academic staff.
- The sharing of best practice through the HE Forum.
- Professional currency of staff, including awareness of developments in external reference points, such as subject and professional standards and benchmarks.
- Lesson observations, undertaken as part of the College's quality assurance framework. These include short walk-through, termly, observations and a minimum of one longer lesson observation during each academic year. Where

areas for improvement are identified, an advanced learning practitioner is assigned to support development of practice. Re-observations are then scheduled to monitor impact.

10. Changes made to the programme since last (re)validation

Not applicable

Annexe 1: Curriculum map

Annexe 1a: Assessment Components Map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

Level	Study module/unit	Programme outcomes																													
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4	
4	The Organisation in Context	x	x	x						x						x	x									x					
	People and Organisations				x	x						x	x					x	x			x								x	
	Work Based Development 1							x	x		x	x	x					x	x	x	x	x					x	x		x	
	Marketing and Sales	x	x				x			x					x		x							x	x	x		x	x		

Level	Study module/unit	Programme outcomes																												
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4							
5	Financial Aspects of Business	x	x			x				x			x						x											x
	Work Based Development 2			x	x	x					x				x	x	x				x	x	x							
	Project and Operations Management	x	x			x	x					x		x		x					x								x	
	Digital Business and Integrated Communications	x	x					x	x	x			x	x				x	x											x

Level	Study module/unit	Programme outcomes																				
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3				
6	Work Based Development 3	x	x													x				x	x	x
	Strategic and Responsible Leadership		x			x			x	x										x		X
	Management, Work and Society		x			x	x		x						x					x	x	
	Work-based Project		x	x	x	x			x		x				x	x	x	x		x	x	x

Annexe 1a – Assessed Components Map

NON-STANDARD ASSESSMENT DETAILS	WORD EQUIVALENCE
10-minute individual presentation + 5 min questions	1,000 words
20-minute group presentation + 5 min questions	1,000 words
VLOG (5 minute)	1,000 words
Annotated report and accounts	1,000 words
Boardroom meeting	1,000 words
15-minute individual presentation + 5 min questions and panel interview	1,500 words
20-minute group presentation & showcase + 5 min questions	1,500 words
20-minute group presentation + 5 min questions and group panel interview	1,500 words
Podcast (article)	1,500 words
Individual Poster (no presentation)	1,500 words
Individual Poster (& showcase/presentation)	2,000 words
Group poster and 10-minute presentation	2,000 words
Podcast plus associated materials	2,000 words
Individual portfolio + reflective log	2,000 words
Annotated set of report and accounts (interpretation and analysis) with associated	2,500 words

evaluative report			
Individual portfolio and critical reflection		3,000 words	
MODULE	CREDITS	ASSESSMENT	WORD EQUIVALENCE
LEVEL 4 TARIFF	30	3,000 words	3,000 words
The Organisation in Context	30	Comparative review (2,000 words) VLOG (1,000 words)	2,000 words 1,000 words
People in Organisations	30	Individual report (2,000 words) 20-minute group presentation (1,000 words)	2,000 words 1,000 words
Work-based Development 1	30	Individual portfolio + reflective log (2,000 words) 10-minute individual presentation (1,000 words)	2,000 words 1,000 words
Marketing and Sales	30	Strategic Marketing Plan (2,000 words) Boardroom meeting (1,000 words)	2,000 words 1,000 words
LEVEL 5 TARIFF	30	4,500 words	4,500 words
Financial Aspects of Business	30	Annotated report and accounts and report (2,500 words) Evaluation of role of financial data in organisational decision-making (2,000 words)	2,500 words 2,000 words
Work Based	30	Individual portfolio and critical	3,000 words

Development 2		reflection (3,000 words)	
		15-minute individual presentation and panel interview (1,500 words)	1,500 words
Project and Operations Management	30	Case study (2,500 words)	2,500 words
		Planning, implementation and evaluation of work-based project (2,000)	2,000 words
Digital Business and Integrated Communications	30	Individual podcast and promotional material (2,000 words)	2,000 words
		Integrated digital communications campaign (2,500 words)	2,500 words
LEVEL 6 TARIFF	30	5,000 words	5,000 words
Work Based Development 3	30	Individual portfolio and critical reflection (3,000 words)	3,000 words
		Work-based project plan (2,000 words)	2,000 words
Strategic and Responsible Leadership	30	Departmental and personal review (5,000 words)	5,000 words
Management, Work and Society	30	Individual essay (3,000 words)	3,000 words
		Individual poster and showcase presentation (2,000 words)	2,000 words
Work-based Project	30	5,000-word individual project (15,000 group) including an appended reflective element	5,000 words

Level	Study module/unit	Comparative Review	Report	VLOG	Portfolio and reflective log	Presentation	Marketing plan	Boardroom meeting
4	The Organisation in Context	√		√				
	People and Organisations		√			√		
	Work Based Development 1				√	√		
	Marketing and Sales						√	√

Level	Study module/unit	Annotated Report and Accounts	Evaluation (report)	Case study	Portfolio and reflective log	Presentation	Planning and evaluation of work-based project	Marketing plan	Podcast
5	Financial Aspects of Business	√	√						
	Work Based Development 2				√	√			
	Project and Operations Management			√			√		
	Digital Business and Integrated Communications							√	√

Level	Study module/unit	Departmental and personal leadership review	Essay	Poster and showcase	Portfolio and reflective log	Project plan	Work-based project and reflection
6	Work Based Development 3				√	√	
	Strategic and Responsible Leadership	√					
	Management, Work and Society		√	√			
	Work-based Project						√

Annexe 3 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																												
		K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	B1	B2	B3	B4	
4	The Organisation in Context	x								x			x	x									x							
	People and Organisations							x	x													x	x							
	Work Based Development 1						x				x	x							x				x	x		x	x			
	Marketing and Sales				x												x	x	x	x					x	x				

Level	Study module/unit	Apprenticeship standard																											
		K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	B1	B2	B3	B4
5	Financial Aspects of Business			x												x									X	x			
	Work Based Development 2							x	x	x									x	x	x	x			x		x	x	x
	Project and Operations Management	x	x								x		x	x	x								x	x	x	x		X	
	Digital Business and Integrated Communications					x	x						x					x	x						x			x	

Level	Study module/unit	Apprenticeship standard																											
		K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	B1	B2	B3	B4
6	Work Based Development 3		x				x				x	x	x	x	x				x		x	x	x	x	x	x	x	x	X
	Strategic and Responsible Leadership	x					x	x					x	x							x	x			x	x	x	x	X
	Management, Work and Society						x	x					x						x						x		x	x	x
	Work-based Project		x									x	x	x		x			x	x	x			x	x	x	x	x	x

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.