

Programme specification

1. Overview/ factual information

| | |
|---|---|
| Programme/award title(s) | BA (Hons) Professional Management |
| Teaching Institution | University Centre Quayside (UCQ) |
| Awarding Institution | The Open University (OU) |
| Date of first OU validation | 01/12/2016 |
| Date of latest OU (re)validation | N/A |
| Next revalidation | 01/12/2021 |
| Credit points for the award | 360 |
| UCAS Code | |
| JACS Code | |
| Programme start date and cycle of starts if appropriate. | Programme start: January 2017 Cycle of starts: Various |
| Underpinning QAA subject benchmark(s) | Business and Management |
| Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered. | Chartered Manager Degree Apprenticeship (CMDA) Standard (55) |
| Professional/statutory recognition | Optional: Chartered Manager Status with the Chartered Management Institute |
| For apprenticeships fully or partially integrated Assessment. | Non-integrated degree; Separate End Point Assessment to be carried out to achieve the CMDA Standard |
| Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship | Apprenticeship |
| Duration of the programme for each mode of study | Apprenticeship: 40 months |
| Dual accreditation (if applicable) | N/A |
| Date of production/revision of this specification | 18/06/2019 |

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 students 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

The BA (Hons) Professional Management degree enables students to develop their knowledge, skills, behaviours and understanding of the operational and strategic dimensions of management within a real working environment. Upon successful completion of the BA (Hons) Professional Management the five following learning outcomes will have been achieved:

1. An in depth understanding of the main areas of professional management and the way these areas interrelate.
2. Knowledge and understanding acquired through formal learning and applied to the business environment.
3. An ability to apply an independent approach to develop the skills required by a professional manager.
4. Skills acquired and demonstrated through continuous professional development in the workplace.
5. The ability to apply critical tools and techniques that enable the integration of theory and practice within a work environment.

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)

The BA (Hons) in Professional Management forms part of the Chartered Manager Degree Apprenticeship (CMDA) programme. Students who successfully undertake the CMDA will achieve the BA (Hons) degree and a demonstration of English and maths at level 2. Successful completion of the apprenticeship Standard will be assessed as part of End Point Assessment (EPA) by an independent End Point Assessment Organisation.

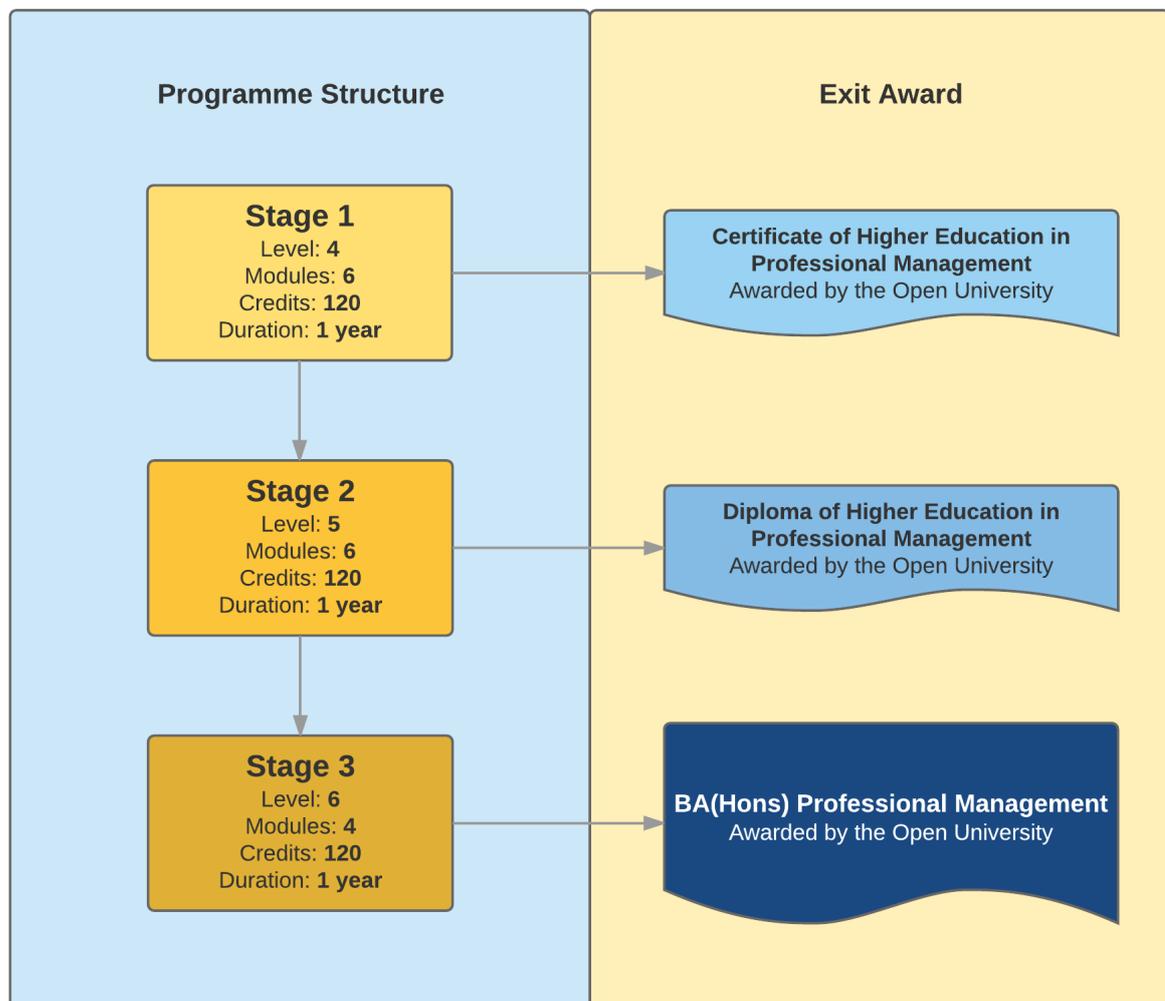
The student will also have the option to apply for professional recognition as a Chartered Manager and ongoing member of the Chartered Management Institute upon successful completion of the CMDA programme.

Each module contains two types of assessment; marked and graded assignment/s and pass/fail portfolio element/s. Each piece of assessment must be successfully completed to achieve the overall module credit.

Each of the modules undertaken to complete this award use a variety of assessment methods. These methods include essays, reports, reflective reviews, observations, witness testimonies, peer reviews, work product evidence and so on. Each module will include a selection of these methods dependent on the learning outcomes.

Work-based learning is embedded throughout the module assessment.

2.4 List of all exit awards



3. Programme structure and learning outcomes

Programme Structure - LEVEL 4

| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
|---------------------------|---------------|------------------|---------------|--------------------------|------------------|
| 1.1 Academic Skills | 10 | N/A | N/A | Yes | Ongoing |
| 1.2 Leading People | 20 | N/A | N/A | Yes | Ongoing |
| 1.3 Communication | 20 | N/A | N/A | Yes | Ongoing |
| 1.4 Sales and Marketing | 30 | N/A | N/A | No | Ongoing |
| 1.5 Decision Making | 20 | N/A | N/A | Yes | Ongoing |
| 1.6 Professional Practice | 20 | N/A | N/A | Yes | Ongoing |

Intended learning outcomes at Level 4 are listed below:

| <u>Learning Outcomes – LEVEL 4</u> | |
|---|--|
| 1.1 Academic Skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <ol style="list-style-type: none"> 1. Evaluate primary and secondary research methods 2. Analyse and describe different research resources 3. Apply Harvard referencing to assignments | <ol style="list-style-type: none"> 1. Module Assignment – An essay demonstrating your understanding of academic research using a range of sources. <p>This module will be delivered using learning materials such as presentations, case studies, self-assessments and academic journals. Students will also have access to the virtual learning environment, including the CMI’s ManagementDirect resources. Tutor support will be available to students via face to face sessions, webinar, phone, email, and question and answer (Q&A) sessions. Every four weeks there will be a formal tutorial session and a further review at the end of the module. Each student will be assigned an Academic Tutor and Professional Development Tutor for this module.</p> |
| 1.2 Leading People | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <ol style="list-style-type: none"> 1. Assess leadership styles that can be adopted in different situations 2. Evaluate an organisation’s approach to diversity management | <ol style="list-style-type: none"> 1. Module Assignment – Essay: Understanding of leadership styles, models and the impact on organisational performance. 2. Reflective review – Reflection of your own management and leadership styles and identifying areas for improvement. |

| 1.2 Leading People | |
|---|--|
| <ul style="list-style-type: none"> 3. Integrate organisation’s values and working practices to support a high-performance inclusive work culture option 4. Recommend coaching and mentoring techniques that can be used to improve an individual’s performance. | <ul style="list-style-type: none"> 3. Portfolio – Evidence of leading and developing people through an observation, peer feedback and action plan. <p>This module will be delivered using learning materials such as presentations, case studies, self-assessments and academic journals. Students will also have access to the virtual learning environment, including the CMI’s ManagementDirect resources. Tutor support will be available to students via face to face sessions, webinar, phone, email, and question and answer (Q&A) sessions. Every four weeks there will be a formal tutorial session and a further review at the end of the module. Each student will be assigned an Academic Tutor and Professional Development Tutor for this module.</p> |
| 1.3 Communication | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <ul style="list-style-type: none"> 1. Evaluate methods and channels of communication that can be applied within different workplace situations 2. Analyse interpersonal and communication skills across a range of work-related contexts 3. Demonstrate the ability to manage and chair meetings, presenting clearly actions and outcomes 4. Apply influencing and persuasion skills to interactions across a range of work-related activities. | <ul style="list-style-type: none"> 1. Module Assignment – Report: Understanding different forms of communication in a range of settings. 2. Two reflective reviews – Reflections on the use of influencing and persuasion skills within the workplace. 3. Portfolio – Evidence of communicating with a range of stakeholders in different situations, managing and chairing meetings and demonstrating influence and persuasive skills. Evidenced through an observation, witness statement and work product evidence. |

| 1.3 Communication | |
|---|---|
| | <p>This module will be delivered using learning materials such as presentations, case studies, self-assessments and academic journals. Students will also have access to the virtual learning environment, including the CMI's ManagementDirect resources. Tutor support will be available to students via face to face sessions, webinar, phone, email, and question and answer (Q&A) sessions. Every four weeks there will be a formal tutorial session and a further review at the end of the module. Each student will be assigned an Academic Tutor and Professional Development Tutor for this module.</p> |
| 1.4 Sales and Marketing | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <ol style="list-style-type: none"> 1. Evaluate theories to inform sales and marketing strategies within an organisation 2. Assess methods for setting objectives and monitoring implementation of a sales and marketing strategy. 3. Analyse approaches to innovation in product and design within a chosen organisation 4. Apply creative approaches to develop a range of solutions to meet customer and organisation needs. 5. Critically analyse market segmentation in relation to your own organisation... | <ol style="list-style-type: none"> 1. Module Assignment – Presentation & Report: Create a sales and marketing strategy for your organisation. 2. Reflective review – Reflection on the use of different sources of information and data to develop sales and marketing solutions. 3. Portfolio – Evidence of your performance within meetings. This will be evidenced through an observation and work product evidence. <p>This module will be delivered using learning materials such as presentations, case studies, self-assessments and academic journals. Students will also have access to the virtual learning environment, including the CMI's ManagementDirect resources. Tutor support will be available to students via face to face sessions, webinar, phone, email,</p> |

| 1.4 Sales and Marketing | |
|--------------------------------|---|
| | and question and answer (Q&A) sessions. Every four weeks there will be a formal tutorial session and a further review at the end of the module. Each student will be assigned an Academic Tutor and Professional Development Tutor for this module. |

| 1.5 Decision Making | |
|---|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <ol style="list-style-type: none"> 1. Evaluate problem solving and decision making models and techniques 2. Critically analyse complex data to draw conclusions 3. Evaluate the values, governance and ethics within own organisation relating to decision making 4. Demonstrate ethical approaches to problem solving and decision making. | <ol style="list-style-type: none"> 1. Module Assignment – Report: Evaluate problem solving and decision making models. 2. Two reflective reviews – Reflections on your own decision making and how your decisions relate to your organisation’s ethics. 3. Portfolio – Evidence to demonstrate your ethical approach to problem solving and decisions you have made. This will be evidenced through peer feedback and work product evidence. <p>This module will be delivered using learning materials such as presentations, case studies, self-assessments and academic journals. Students will also have access to the virtual learning environment, including the CMI’s ManagementDirect resources. Tutor support will be available to students via face to face sessions, webinar, phone, email, and question and answer (Q&A) sessions. Every four weeks there will be a formal tutorial session and a further review at the end of the module. Each student will be assigned an Academic Tutor and Professional Development Tutor for this module.</p> |

| 1.6 Professional Practice 1 | |
|--|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <ol style="list-style-type: none"> 1. Assess own learning, management and leadership styles and recommend areas for improvement 2. Evaluate goal setting theories/models and time management techniques relevant too own organisation 3. Demonstrate the skills required of a higher education student 4. Demonstrate management skills across a work-related project. | <ol style="list-style-type: none"> 1. Module Assignment – Literature Review on a topical management issue. 2. Self-reflection – Reflection on the strengths and weaknesses of your own time management skills, goal setting skills and managing your own workload. You will also reflect on your development skills as a higher education student. 3. Portfolio – Evidence of developing your skills as a higher education student and also an effective manager. You will draw up a personal development plan identifying areas for improvement linked to the CMI Code of Practice and Chartered Manager criteria. Additional evidence will include a personal performance review and work product evidence. <p>This module will be delivered using learning materials such as presentations, case studies, self-assessments and academic journals. Students will also have access to the virtual learning environment, including the CMI’s ManagementDirect resources. Tutor support will be available to students via face to face sessions, webinar, phone, email, and question and answer (Q&A) sessions. Every four weeks there will be a formal tutorial session and a further review at the end of the module. Each student will be assigned an Academic Tutor and Professional Development Tutor for this module.</p> |

Exit Award: Certificate of Higher Education in Professional Management

| <u>Programme Structure - LEVEL 5</u> | | | | | |
|---|----------------------|-------------------------|----------------------|---------------------------------|-------------------------|
| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
| 2.1 Managing People | 20 | N/A | N/A | Yes | Ongoing |
| 2.2 Business Finance | 20 | N/A | N/A | Yes | Ongoing |
| 2.3 New Technologies | 20 | N/A | N/A | Yes | Ongoing |
| 2.4 Digital Business | 20 | N/A | N/A | Yes | Ongoing |
| 2.5 Developing Collaborative Relationships | 20 | N/A | N/A | Yes | Ongoing |
| 2.6 Professional Practice 2 | 20 | N/A | N/A | Yes | Ongoing |

Intended learning outcomes at Level 5 are listed below:

| <u>Learning Outcomes – LEVEL 5</u> | |
|---|--|
| 2.1 Managing People | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <ol style="list-style-type: none"> 1. Evaluate recruitment and selection methods used by organisations 2. Analyse talent management approaches used by own organisation 3. Demonstrate team building skills to develop and motivate team members | <ol style="list-style-type: none"> 1. Module Assignment – Presentation with supported notes pages: A presentation with supporting notes reflecting on your understanding of recruitment, selection and talent management approached. 2. Reflective review – Reflection activity on how effective you have been in demonstrating your team building skills. |

| <u>Learning Outcomes – LEVEL 5</u> | |
|--|--|
| 2.1 Managing People | |
| <p>4. Demonstrate a range of management competencies to manage and monitor individual and team performance.</p> | <p>3. Portfolio – Evidence demonstrating a range of management competencies to manage and monitor individual and team performance. This will be evidenced through an observation and 360-degree feedback.</p> <p>This module will be delivered using learning materials such as presentations, case studies, self-assessments and academic journals. Students will also have access to the virtual learning environment, including the CMI’s ManagementDirect resources. Tutor support will be available to students via face to face sessions, webinar, phone, email, and question and answer (Q&A) sessions. Every four weeks there will be a formal tutorial session and a further review at the end of the module. Each student will be assigned an Academic Tutor and Professional Development Tutor for this module.</p> |
| 2.2 Business Finance | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <ol style="list-style-type: none"> 1. Evaluate financial management strategies and financial planning tools that can be used by organisations 2. Analyse organisation’s financial data to produce financial reports within a selected area of an organisation 3. Demonstrate effective management of budget and accounting activities | <ol style="list-style-type: none"> 1. Module Assignment – An assignment which demonstrates your understanding of financial management strategies and financial planning tools and an analysis of organisational financial data to produce financial reports. |

| 2.2 Business Finance | |
|--|---|
| <p>4. Assess procurement and contracting processes within commercial context of your own organisation.</p> | <p>2. Reflective review – Reflection activity as to how the procurement and contracting process is used within your own organisation.</p> <p>3. Portfolio – Evidence demonstrating effective financial data management including budget and accounting activities. This will be evidenced through an observation, witness testimony and work product evidence.</p> <p>This module will be delivered using learning materials such as presentations, case studies, self-assessments and academic journals. Students will also have access to the virtual learning environment, including the CMI’s ManagementDirect resources. Tutor support will be available to students via face to face sessions, webinar, phone, email, and question and answer (Q&A) sessions. Every four weeks there will be a formal tutorial session and a further review at the end of the module. Each student will be assigned an Academic Tutor and Professional Development Tutor for this module.</p> |
| 2.3 New Technologies | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>1. Evaluate the impact of current and predicted future digital technologies on organisations</p> <p>2. Assess innovation and enterprise within your own organisation</p> <p>3. Evaluate knowledge management culture within an organisation</p> | <p>1. Module Assignment – Report: Written report demonstrating your understanding of future digital technologies on organisations and an evaluation of knowledge management culture within an organisation.</p> <p>2. Reflective review – Reflection activity on innovation and enterprise within your own organisation</p> |

| 2.3 New Technologies | |
|--|---|
| <p>4. Research creative and innovative improvements to existing products and services based on benchmarking techniques.</p> | <p>3. Portfolio – Evidence demonstrating creative and innovative improvements to existing products or services linked to benchmarking techniques. This will be evidenced through an analysis of data, benchmarking data and an observation report.</p> <p>This module will be delivered using learning materials such as presentations, case studies, self-assessments and academic journals. Students will also have access to the virtual learning environment, including the CMI’s ManagementDirect resources. Tutor support will be available to students via face to face sessions, webinar, phone, email, and question and answer (Q&A) sessions. Every four weeks there will be a formal tutorial session and a further review at the end of the module. Each student will be assigned an Academic Tutor and Professional Development Tutor for this module.</p> |
| 2.4 Digital Business | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <ol style="list-style-type: none"> 1. Critically evaluate digital technologies and strategies used in organisations 2. Analyse the links between digital business and organisational strategy 3. Research digital technologies improvements within your own organisation 4. Create a digital business solution linked to organisational strategy based on identified improvements. | <ol style="list-style-type: none"> 1. Module Assignment – Presentation supported with notes pages: Present a digital business solution you have created showing links to the evaluation of digital technologies and research on improvements within your own organisation. 2. Reflective review – Reflection activity on the improvements you can recommend to your organisation based on your digital technologies research. |

| 2.4 Digital Business | |
|--|--|
| | <p>3. Portfolio – Evidence demonstrating that you are able to analyse the links between digital business and organisational strategy. This will be evidenced through a witness statement and work product evidence.</p> <p>This module will be delivered using learning materials such as presentations, case studies, self-assessments and academic journals. Students will also have access to the virtual learning environment, including the CMI’s ManagementDirect resources. Tutor support will be available to students via face to face sessions, webinar, phone, email, and question and answer (Q&A) sessions. Every four weeks there will be a formal tutorial session and a further review at the end of the module. Each student will be assigned an Academic Tutor and Professional Development Tutor for this module.</p> |
| 2.5 Developing Collaborative Relationships | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <ol style="list-style-type: none"> 1. Evaluate the principles of stakeholder, customer, supplier engagement and management used in organisations 2. Assess the benefits and challenges of cross-functional working and identify areas for improvement 3. Demonstrate building rapport and trust through developing and maintaining networks and relationships with a range of people from diverse backgrounds | <ol style="list-style-type: none"> 1. Module Assignment – Report: Written report demonstrating your understanding of the principles of stakeholder engagement and cross-functional working. 2. Reflective review – Reflection activity on how you have used negotiation and conflict resolution techniques when developing working with internal and external stakeholders. |

| 2.5 Developing Collaborative Relationships | |
|---|--|
| <p>4. Demonstrate collaborative working with internal and external stakeholders using negotiation and conflict resolution techniques.</p> | <p>3. Portfolio –Evidence demonstrating that you are able to build rapport and trust with a range of people from diverse backgrounds. This will be evidenced through an observation, witness statement and work product evidence.</p> <p>This module will be delivered using learning materials such as presentations, case studies, self-assessments and academic journals. Students will also have access to the virtual learning environment, including the CMI’s ManagementDirect resources. Tutor support will be available to students via face to face sessions, webinar, phone, email, and question and answer (Q&A) sessions. Every four weeks there will be a formal tutorial session and a further review at the end of the module. Each student will be assigned an Academic Tutor and Professional Development Tutor for this module.</p> |
| 2.6 Professional Practice 2 | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <ol style="list-style-type: none"> 1. Evaluate models of emotional and social intelligence 2. Assess factors that impact on their own, team and organisational performance 3. Demonstrate commercial acumen and sound judgment based on new opportunities 4. Demonstrate positive impact on your own and others performance, respecting the people with whom they work. | <ol style="list-style-type: none"> 1. Module Assignment – Essay: An essay which evaluations models of emotional and social intelligence. 2. Reflective review – Reflection activity on how you have related to the factors that have impacted on your own team, and organisational performance |

| 2.6 Professional Practice 2 | |
|-----------------------------|---|
| | <p>3. Portfolio – Evidence demonstrating the development of your management skills. This will be evidenced through a personal development plan, personal performance review and work product evidence.</p> <p>This module will be delivered using learning materials such as presentations, case studies, self-assessments and academic journals. Students will also have access to the virtual learning environment, including the CMI’s ManagementDirect resources. Tutor support will be available to students via face to face sessions, webinar, phone, email, and question and answer (Q&A) sessions. Every four weeks there will be a formal tutorial session and a further review at the end of the module. Each student will be assigned an Academic Tutor and Professional Development Tutor for this module.</p> |

Exit Award: Diploma of Higher Education in Professional Management

| <u>Programme Structure - LEVEL 6</u> | | | | | |
|---|----------------------|-------------------------|----------------------|---------------------------------|-------------------------|
| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
| 3.1 Strategy and Change | 20 | N/A | N/A | Yes | Ongoing |
| 3.2 Project Management | 20 | N/A | N/A | Yes | Ongoing |
| 3.3 Professional Practice 3 | 20 | N/A | N/A | Yes | Ongoing |
| 3.4 Management Project | 60 | N/A | N/A | No | Ongoing |

Intended learning outcomes at Level 6 are listed below:

| <u>Learning Outcomes – LEVEL 6</u> | |
|--|--|
| 3.1 Strategy and Change | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <ol style="list-style-type: none"> 1. Evaluate models and theories of strategy formation, change and risk management used by organisations 2. Assess key principles of sustainability, workforce development and supply chain management within your own organisation 3. Assess quality assurance within your own organisation using theoretical models and industry standards 4. Demonstrate effective development, delivery and monitoring of an operational plan, delivering successful outcomes. | <ol style="list-style-type: none"> 1. Module Assignment – Report: A report demonstrating your understanding of models and theories of strategies and change and key principles of sustainability. 2. Reflective review – Reflection activity with supporting evidence on how you have demonstrated your ability to deliver, monitor and interpret an operational plan. |

| <u>Learning Outcomes – LEVEL 6</u> | |
|--|---|
| 3.1 Strategy and Change | |
| | <p>3. Portfolio – Evidence demonstrating you are able to assess quality assurance within your own organisation and apply this to relevant theoretical models and industry standards. This will be evidenced through work product evidence and knowledge questions.</p> <p>This module will be delivered using learning materials such as presentations, case studies, self-assessments and academic journals. Students will also have access to the virtual learning environment, including the CMI’s ManagementDirect resources. Tutor support will be available to students via face to face sessions, webinar, phone, email, and question and answer (Q&A) sessions. Every four weeks there will be a formal tutorial session and a further review at the end of the module. Each student will be assigned an Academic Tutor and Professional Development Tutor for this module.</p> |
| 3.2 Project Management | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <ol style="list-style-type: none"> 1. Evaluate project management tools and techniques that can be used to deliver successful projects 2. Assess risk management models that can be applied to a project | <ol style="list-style-type: none"> 1. Module Assignment – Report: Produce a reflective report which records a project you have managed and the process you have used to deliver successful projects. This reflective report must be supported with a portfolio of evidence to demonstrate the design, implementation and monitoring of a project. |

| 3.2 Project Management | |
|---|---|
| <ol style="list-style-type: none"> 3. Demonstrate the use of a wide range of project management tools during the planning, design, development and implementation of a project 4. Design and lead change programmes within a specific area of your own organisation. | <p>This module will be delivered using learning materials such as presentations, case studies, self-assessments and academic journals. Students will also have access to the virtual learning environment, including the CMI's ManagementDirect resources. Tutor support will be available to students via face to face sessions, webinar, phone, email, and question and answer (Q&A) sessions. Every four weeks there will be a formal tutorial session and a further review at the end of the module. Each student will be assigned an Academic Tutor and Professional Development Tutor for this module.</p> |
| 3.3 Professional Practice 3 | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <ol style="list-style-type: none"> 1. Assess your own and team's personal well-being using a range of tools and techniques 2. Evaluate the development of an organisation's core values 3. Critically assess your own and teams creative, innovative and enterprising competencies 4. Evaluate new ways of working using the latest management theories | <ol style="list-style-type: none"> 1. Module Assignment – Reflective Review: Reflection related to your own performance throughout the programme which demonstrates new ways of working, linked to the latest management theories. 2. Portfolio – Evidence that demonstrates you are able to assess your teams creative, innovative and enterprising competencies and performance. This should support your reflective review. This will be evidenced through knowledge questions and evidence of documentation to assess team performance and well-being. <p>This module will be delivered using learning materials such as presentations, case studies, self-assessments and academic journals.</p> |

| 3.3 Professional Practice 3 | |
|--|--|
| | Students will also have access to the virtual learning environment, including the CMI's ManagementDirect resources. Tutor support will be available to students via face to face sessions, webinar, phone, email, and question and answer (Q&A) sessions. Every four weeks there will be a formal tutorial session and a further review at the end of the module. Each student will be assigned an Academic Tutor and Professional Development Tutor for this module. |
| 3.4 Management Project | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <ol style="list-style-type: none"> 1. Evaluate ethical approaches to research to produce a proposal based on an agreed business problem. 2. Critically analyse management topics using appropriate academic literature, work related information and data sources to solve a business problem. 3. Present research findings in a clear and academic format to solve business problems. 4. Critically reflect on the management project journey and identify areas for improvement. | <ol style="list-style-type: none"> 1. Module Assignment – Project Proposal and Academic Report: Complete a project proposal followed by a report demonstrating your understanding of academic theories and models linked to your management project. 2. Reflective review - Reflection activity on how you have moved through the stages of the project and the approach you adopted. <p>This module will be delivered using learning materials such as presentations, case studies, self-assessments and academic journals. Students will also have access to the virtual learning environment, including the CMI's ManagementDirect resources. Tutor support will be available to students via face to face sessions, webinar, phone, email, and question and answer (Q&A) sessions. Each student will be assigned an Academic Tutor and Professional Development Tutor for this module.</p> |

Exit Award: BA (Hons) in Professional Management

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

Integration of the award

The BA (Hons) award is delivered as part of a degree apprenticeship standard. Successful apprentices will achieve a BA(Hons) Professional Management, a Chartered Manager Degree Apprenticeship certificate of completion and certificates in functional skills (if applicable).

Our BA (Hons) Professional Management degree will enable students to develop their skills, knowledge, behaviours and understanding of the operational and strategic dimensions of management within a real working environment.

It is expected that students will have achieved a minimum level two qualification in English and maths prior to enrolment. Where the student cannot provide evidence of this prior to enrolment, UCQ will support the student through a functional skills qualification in English and/or maths. Students undertaking English and maths functional skills during their programme of study will be given one year to achieve the qualification/s.

Elective modules

There are no elective modules available in this award.

Off-the-job training

Off-the-job training is defined as learning which is undertaken outside of the normal day-to-day working base and leads towards the achievement of the apprenticeship. This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties.

The off-the-job training must be directly relevant to the apprenticeship standard and could include the following:

- The teaching of theory (for example, lectures, role playing, simulation exercises, online learning)
- Practical training, shadowing, mentoring, industry visits, attendance at workplace competitions, mandatory workplace training
- Learning support and time spent writing assessments, assignments, undertaking supervision and reflection.

All students will keep an off-the-job record for the duration of their apprenticeship.

The required number of off-the-job hours is 20% of the apprentice's total contracted hours.

Final assessment of the apprenticeship

Successful completion of the apprenticeship Standard will be assessed as part of End Point Assessment (EPA) by an independent End Point Assessment Organisation (see section 9).

5. Support for students and their learning.

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

UCQ will provide a detailed induction to the Chartered Manager Degree Apprenticeship (CMDA) prior to starting the programme. Students will undertake an initial assessment during induction to determine whether additional support may be of benefit.

UCQ actively promotes equality and diversity in all aspects of its work and aims to provide an environment where all individuals have the opportunity to achieve their full potential with a feeling of self-esteem. If a student has a disability or learning support need, UCQ will seek to arrange the support needed to benefit from the CMDA experience. All student individual support needs will be outlined in their Individual Learning Plan (ILP).

All students will be assigned a mentor within their place of work. The mentor manager will offer support to enable the mentee to explore their professional situation and work towards pre-determined goals and objectives. Throughout the apprenticeship, students will measure their knowledge, skills and behaviours (KSB) through self-assessment.

This will be measured against the CMDA standard. Mentors will also be required to assess KSB and the impact on the student's role within the workplace. These milestone meetings will take place within the progress reviews at 6 months, 1 year, 2 years and 3 years.

Progress reviews will be undertaken regularly between the mentor, student and the UCQ Professional Development Assessor. These reviews provide an opportunity for review and feedback on all aspects to ensure that the student is getting the most out of their degree programme.

6. Criteria for admission

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

UCQ aims to ensure equality of opportunity for applicants and for all students in teaching, learning and assessment. UCQ strives to create an environment whereby students are treated solely on the basis of their academic achievement, ability and potential, regardless of age, religion, ethnicity, gender, family or marital status, sexual orientation or disability. The initial eligibility benchmarks for Apprenticeship Standards is underpinned by the Education and Education and Skills Funding Agency rules of funding: <https://www.gov.uk/guidance/apprenticeship-funding-rules-for-training-providers>

UCQ operates a procedure whereby a student can claim academic credit for relevant previous study or learning experiences, known as Recognition of Prior and Experiential Learning (RPEL).

It is expected that students will have achieved a minimum level two qualification in English and maths prior to enrolment. In order to demonstrate this, applicants must provide a clear colour photocopy of their previously achieved functional skills qualification, or suitable proxy qualifications such as key skills or a GSCE certificate at grade C or above.

Where the student cannot provide evidence of this prior to enrolment, UCQ will support the student through a functional skills qualification in English and/or maths. In preparation for this qualification, students will undertake initial and diagnostic assessments to determine the appropriate starting qualification level. Students must be able to demonstrate a level two benchmark in English and maths in order to complete their apprenticeship.

Students undertaking English and maths functional skills during their programme of study will be given one year to achieve the qualification/s.

Apprenticeship eligibility criteria:

To use funds in the employer's apprenticeship service account or government-employer co-investment, the apprentice must:

- Start their apprenticeship after the last Friday in June of the academic year in which they have their 16th birthday.
- Be able to complete the apprenticeship within the time they have available.
- Not be asked to contribute financially to the cost of training, on- programme or end-point assessment. This includes both where the individual has completed the programme successfully and has left the programme early. Costs include any co-investment or additional training and assessment costs, above the funding band, that the employer has paid directly to UCQ where this is part of the agreed apprenticeship.
- Not use a student loan to pay for their apprenticeship. Where an individual transfers to an apprenticeship from a full-time further education or higher education course, and that course has been funded by a student loan, the loan must be terminated by the individual and UCQ must be satisfied that this has occurred.
- Not benefit from funding from an employer's apprenticeship service account or government-employer co-investment for any part of their programme where either UCQ or another party claim funding from another government department or agency for the same purpose. This includes any funding for that individual from the European Social Fund, the Education and Skills Funding Agency or Jobcentre Plus.
- Not benefit from funding for any part of their programme that duplicates training or assessment they have received from any other source.
- Spend at least 50% of their working hours in England over the duration of the apprenticeship.
- Have the right to work in England.
- Have an eligible residency status.

7. Language of study

English

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

Successful completion of the apprenticeship Standard will be assessed through End Point Assessment. The CMDA Standard assessment plan can be viewed here:
https://www.instituteforapprenticeships.org/media/1528/st0272_chartered_manager_l6_ap-for-publication_update-revision_nov-2017.pdf

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)

Name of Provider: The Chartered Management Institute
EPA Code: EPA0026
Address: 77 Kingsway, London WC2B 6SR
Telephone: 020 7497 0580

Stage 1 – Gateway submission

- confirming that all prerequisites to EPA have been achieved

Stage 2 – Submission of:

- Portfolio
- Word-based project
- CPD

Stage 3 – Final EPA session

- Presentation
- Interview
- Professional discussion

Stage 4 – Grading and result

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

UCQ has an ongoing commitment to provide outstanding quality to its customers, encompassing its students, business customers, staff, awarding organisations and funders. Quality improvement is embedded within our operation through our ISO 9001 accredited quality system and we utilise self-assessment, quality improvement activity (including continually developing our staff) and impact assessment to ensure that we perform all duties correctly and to a high standard.

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

| |
|-----|
| N/A |
|-----|

Annexe 1 - Curriculum map

The table below demonstrates how the learning outcomes within this programme meets the subject benchmarking statement set by the UK quality code for Business and Management.

| UK Quality Code Benchmark Statement for Business and Management | | Programme outcomes | | | | |
|---|---|--------------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 5.4 Threshold Standard | Knowledge and understanding of the key areas of business and management, the relationships between these and their application | ✓ | | | | |
| | Demonstrated competence within the range of subject-specific and generic skills and attributes | | ✓ | | ✓ | |
| | A view of business and management which is predominantly influenced by guided learning with a limited critical perspective | | | | | ✓ |
| 5.5 Benchmark Standard | Have a wide knowledge and understanding of the broad range of areas of business and management and the detailed relationships between these and their application to practice | ✓ | ✓ | | | |
| | Consistently demonstrate a command of subject-specific skills as well as proficiency in generic skills and attributes | | | | ✓ | |
| | Have a view of business and management which is influenced by a wide range of learning sources, based on a proactive and independent approach to learning | ✓ | | ✓ | | |
| | Be distinguished from the threshold category by their enhanced capacity to develop and apply their own perspectives to their studies, to deal with uncertainty and complexity, to explore alternative solutions, to demonstrate critical evaluation and to integrate theory and practice in a wide range of situations. | | | ✓ | | ✓ |

Annexe 2 - 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 | 1.1 Academic Skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1.2 Leading People | | | | | | | ✓ | | | | | | | | | | | | ✓ | | | | | | | | | | |
| | 1.3 Communication | | | | | | ✓ | | | | | | | | | | | | ✓ | | | | | | | | | | | |
| | 1.4 Sales and Marketing | | | | ✓ | | | | | | | | | | | | ✓ | | | | | | | | | | | | | |
| | 1.5 Decision Making | | | | | | | | | | | | ✓ | | | | | | | | | | | | | ✓ | | | | |
| | 1.6 Professional Practice | | | | | | | | | | | ✓ | ✓ | | | | | | | | | | | ✓ | ✓ | | | | | |

| 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 | 2.1 Managing People | | | | | | | ✓ | | | | | | | | | | | | | ✓ | | | | | | | | | |
| | 2.2 Business Finance | | | ✓ | | | | | | | | | | | | ✓ | | | | | | | | | | | | | | |
| | 2.3 New Technologies | | | | | ✓ | | | | | | | | | | | | ✓ | | | | | | | | | | | | |
| | 2.4 Digital Business | | | | | ✓ | | | | | | | | | | | | ✓ | | | | | | | | | | | | |
| | 2.5 Developing Collaborative Relationships | | | | | | | | | | ✓ | | | | | | | | | | | ✓ | | | | | | | | |
| | 2.6 Professional Practice 2 | | | | | | | | | | | ✓ | | | | | | | | | | | | ✓ | | | ✓ | ✓ | ✓ | ✓ |

| 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 | 3.1 Strategy and Change | ✓ | | | | | | | | | | | | ✓ | | | | | | | | | | | | | | | | |
| | 3.2 Project Management | | ✓ | | | | | | | | | | | | ✓ | | | | | | | | | | | | | | | |
| | 3.3 Professional Practice 3 | | | | | | | | | | | | | | | | | | | | | | | | | ✓ | ✓ | ✓ | ✓ | |
| | 3.4 Management Project | | | | | | | | | | | | | | | | | | | | | | | | | ✓ | ✓ | ✓ | ✓ | |

