



UCQ
UNIVERSITY
CENTRE QUAYSIDE

CMDA Mentor's Handbook

2020/21

Version: 5

Revision date: 28/07/2020

Due for review: 31/07/2021

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1. Introduction

- 1.1 University Centre Quayside (UCQ) develops people to achieve excellence in leadership and management, supporting their career potential and helping to enrich their working life and that of the teams they lead and manage. Programmes are created and delivered by leading practitioners who combine their practical business expertise with experienced programme delivery.
- 1.2 UCQ specialises in supporting managers that have, or are preparing to change their profession, as well as those that favoured a vocational rather than a traditional academic education. The approach works because there is a tripartite agreement between UCQ, the individual and the employer, working together to share success and achieve lasting results. Programmes include a strong focus on experiential learning and contextualisation of assignments directly to the employment.
- 1.3 UCQ is approved by The Open University as an appropriate organisation to offer higher education programmes leading to Open University validated awards.

2. Mentoring: guidance from the Chartered Management Institute

- 2.1 Mentoring is an increasingly common developmental approach which can produce excellent results for the mentor, mentee and the organisation both parties are affiliated with. It is an approach used to support apprentices through their studies and training. Mentoring demonstrates organisational commitment to the individual's development. The mentor is backed by the organisation to listen to, guide and advise the mentee. All organisations have managers with a wealth of knowledge, skills and experience. Passing this on to apprentices will not only benefit the individual, but also your organisation as a whole.
- 2.2 Mentoring is a two-way process, which takes place over a set period of time. The mentor manager will offer support to enable the mentee to explore their professional situation and work towards pre-determined goals and objectives. The activity of mentoring also has benefits for the manager offering the support.
- 2.3 For the mentor, it offers:
 - The opportunity to help and guide others in their career development
 - The opportunity to help other learn from their mistakes
 - Increased job satisfaction, sense of value and status
 - The opportunity to develop your own management and leadership skills
- 2.4 For the mentee, it offers:
 - An objective and safe source of support in the development of new skills and directions
 - Access to someone who understands their industry's or organisation's culture and ways of working
 - Knowledge about options and ideas they may not have considered
 - Increased confidence in their ability to achieve their goals
- 2.5 For organisations, it offers:
 - A cost-effective way to support talent development and succession planning
 - Better staff retention levels and recruitment prospects
 - Improved communication and acclimatization of employees to the organisation's culture

3. Key UCQ contacts

Centre details	
Name	University Centre Quayside (UCQ)
Head office address & postcode	University Centre Quayside Quayside i-4, Albion Row Newcastle upon Tyne Tyne and Wear NE6 1LL
Head office telephone	0191 275 5015
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Office hours	Monday to Friday 9am-5pm

Administrative staff		
Principal and CEO	Nick Mapletoft	nick.mapletoft@ucq.ac.uk
Vice Principal	Michelle Elliott	michelle.elliott@ucq.ac.uk
Director of Special Projects	Sean Robson	sean.robson@ucq.ac.uk
Head of Policy and Governance	Tara Henderson	tara.henderson@ucq.ac.uk
Quality Manager	Kelly Pattison	kelly.pattison@ucq.ac.uk
Data and Compliance Manager	Nicola Suddes	nicola.suddes@ucq.ac.uk
HE Admissions Manager	Lisa Hastie	lisa.hastie@ucq.ac.uk
IT Manager	Guy Parkin	guy.parkin@ucq.ac.uk
Professional and Administration Services Officer	Kay Wilson	kay.wilson@ucq.ac.uk
Employer Account Manager	Stuart Cameron	stuart.cameron@ucq.ac.uk; 0113 397 9379

CMDA Academic staff		
Academic Project Lead	Andy Price	andy.price@ucq.ac.uk
Module Leads	Kevin Smith	kevin.smith@ucq.ac.uk
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	Alan Trueman	alan.trueman@ucq.ac.uk
	Boris Pajkovic	boris.pajkovic@ucq.ac.uk
Professional Development Assessors	Colleen Henderson	colleen.henderson@ucq.ac.uk
	Shirley Kirkbride	shirley.kirkbride@ucq.ac.uk

Safeguarding Team	
Strategic Safeguarding Lead: Michelle Elliott	Tel 0191 275 5015 or michelle.elliott@ucq.ac.uk
Designated Safeguarding Lead: Kelly Pattison	Tel 0191 275 5015 or kelly.pattison@ucq.ac.uk
Designated Safeguarding Lead (Stockton): Ben Devine	Tel 07366 564 165 or ben.devine@ucq.ac.uk

Other important contacts		
Appeals/complaints administrator	Nicola Suddes	appeals@ucq.ac.uk complaints@ucq.ac.uk
Extenuating circumstances administrator	Lisa Hastie	extenuating@ucq.ac.uk
Apprenticeship Helpline	Tel 0800 015 0400 or visit nationalhelpdesk@apprenticeships.gov.uk	

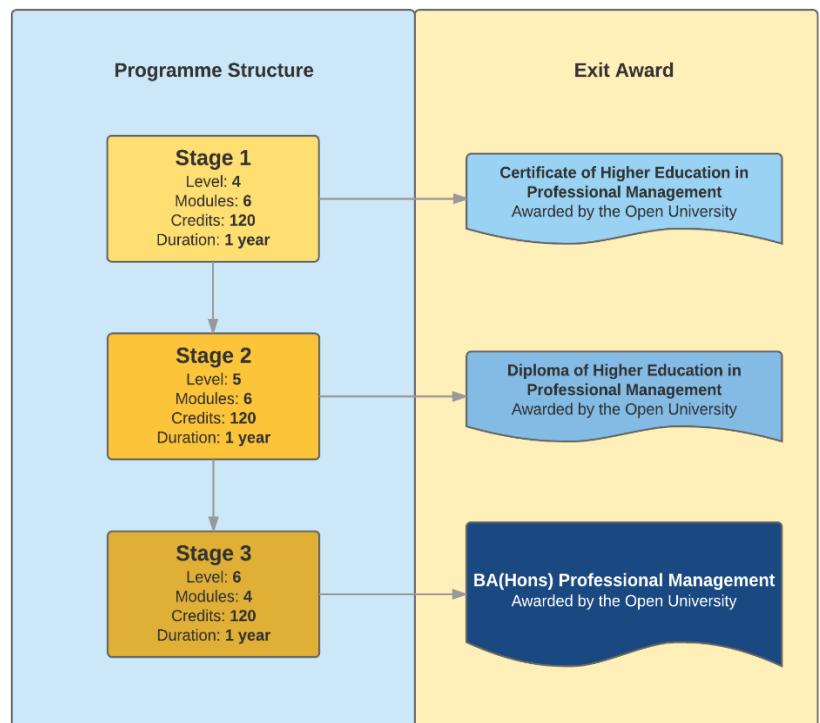
4. The Chartered Manager Degree Apprenticeship (CMDA)

- 4.1 The BA (Hons) in Professional Management is delivered as part of the Chartered Manager Degree Apprenticeship (CMDA), an overview of which is shown below.

Elements of CMDA	Training organisation	Awarding body	Level
BA(Hons) Professional Management (includes an embedded CMI Level 5 Diploma in Management and Leadership)	UCQ	The Open University (OU)	6
Chartered Manager Status (Optional)	UCQ	Chartered Management Institute (CMI)	N/A
Functional skills – English and Maths	UCQ	NCFE	2

4.2 The Chartered Manager Degree Apprenticeship (CMDA) enables students to develop their knowledge, skills, behaviours and understanding of the operational and strategic dimensions of management within a real working environment. The CMDA incorporates a BA (Hons) degree in Professional Management. 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



4.3 Each of the modules will be assessed through a range of methods. Some of these methods include:

- Essays
- Reports
- Presentations
- Reflective reviews
- Observations
- Professional discussion and demonstration
- Witness testimonies
- Peer reviews
- 360 feedback
- Work product evidence

4.4 This degree has three stages; each stage comprises of 120 credits and 1200 guided learning hours (GLH); each equivalent to one-year full-time university study. The estimated duration of this programme is 3 years.

5. Module overviews

5.1 Stage 1 modules:

Unit no.	Description	Credits	GLH
1.1	<p>Academic Skills Provides students with essential skills and knowledge required of a higher education student. It introduces professional and academic skills, such as teamwork, professional communication and writing. Its aim is to lay a successful foundation for academic achievement during the degree and for later professional achievement in the real world of professional management.</p>	10	100
1.2	<p>Leading People Gives students the opportunity to understand the impact of different leadership styles on individual and organisational performance. Students will review the purpose and values of the organisation and understand the impact culture has on different ways of working. Students will understand how to develop a high-performance work culture and how to develop others in the team by using a range of coaching and mentoring support methods.</p>	20	200
1.3	<p>Communication Gives students the opportunity to understand different forms of written, verbal, non-verbal and digital communication and their effectiveness in different situations in the workplace. Students will have the opportunity to develop their own communication skills including effective listening, influencing, negotiation and persuasion. Students will also take part in managing and chairing meetings.</p>	20	200
1.4	<p>Sales & Marketing Gives students the opportunity to learn about sales and marketing strategies relating to specific segments of the organisation's market. Students will assess different methods of setting sales and marketing objectives and evaluate their own organisation's customer base. Students will create a sales and marketing solution for an organisation based on an analysis of customer data.</p>	30	300
1.5	<p>Decision Making Gives students the opportunity to understand how to make and communicate effective decisions. Students will review different decision making and problem-solving models to enable effective decisions to be made. Students will analyse complex data enabling them to draw sensible conclusions. Students will review critical analysis tools and ensure that ethical approaches are used to solve problems.</p>	20	200
1.6	<p>Professional Practice 1 Gives students the skills and competencies needed as a higher education student and first line manager. Students will understand how to carry out academic research, use referencing correctly and write a literature review using appropriate academic format. Students will understand the competencies required as a manager and develop these through practical activities, reflecting on their own performance.</p>	20	200
Total		120	1200

5.2 Stage 2 modules:

Unit no.	Description	Credits	GLH
2.1	Managing People Gives students the opportunity to understand how to recruit, manage and develop people using various methods, including inclusive talent management approaches. Students will also understand how to manage team and individual performance and ensure that legal requirements are met, such as health and safety.	20	200
2.2	Business Finance Gives students the opportunity to assess the financial performance of an organisation. Students will understand the tools and techniques used to do this and the importance of regular financial monitoring. Students will assess how an organisation contracts for supplies and its procurement process.	20	200
2.3	New Technologies Gives students the opportunity to understand new technologies available to organisations and the impact of these on current and future developments within organisations. Students will learn about knowledge management and the importance of this to business survival. Students will generate ideas for improvements to products and services using innovative approaches.	20	200
2.4	Digital Business Gives students the opportunity to understand future and predicted trends relevant to digital business and how it is an essential part of today's modern business. Students will understand the complexities of digital business and the links between this and organisational strategy. Students will learn how digital business can be used for competitive advantage.	20	200
2.5	Developing Collaborative Relationships Gives students the opportunity to improve and develop relationships with key stakeholders and to understand supplier engagement and management. Students will learn about strategies to minimise conflict and work with those from different cultures, backgrounds and levels within an organisation.	20	200
2.6	Professional Practice 2 Gives students the opportunity to reflect on their development as a manager and higher education student. Students will learn about emotional and social intelligence and evaluate factors that impact on improvements to their own performance. Students will develop commercial acumen and sound judgment competencies and reflect on these in their personal development plan.	20	200
Total		120	1200

Stage 3 modules:

Unit no.	Description	Credits	GLH
3.1	Strategy & Change Gives students the opportunity to understand how to develop and implement an organisation's strategy and to manage change. Students will deliver operational plans and produce reports interpreting organisational data and delivering successful outcomes.	20	200
3.2	Project Management Gives students the opportunity to learn how to manage a project through the planning, design, development and implementation stages. Students will also understand how to evaluate a project, review risk management models and create plans for mitigation enabling students to lead and drive change within an organisation.	20	200
3.3	Professional Practice 3 Gives students the opportunity to reflect on their development as a manager and higher education student through stage three. Students will learn about stress management techniques and understand how to identify this within their team. Students will reflect on how creative, innovative and enterprising students have been on the programme and demonstrate new ways of working based on the most up to date management theories.	20	200
3.4	Management Project Gives students the skills to develop a proposal to solve a management related problem within their own organisation. Students will develop their own set of terms of reference, decide on the research techniques to use to collect primary and secondary data, collect and analyse the data and recommend solutions to solve the problem. Students will present their findings and recommendations through a presentation and a formal academic research project report.	60	600
Total		120	1200

6. Off the job training

- 6.1 It is a government requirement that all students on a degree apprenticeship programme must have 20% of their employed time dedicated to 'off the job training'. This is learning which is undertaken outside of the student's day-to-day workplace roles. The 20% off the job training is calculated using the student's contracted employment hours across the duration of the degree programme, which for full time employees is equivalent to one day per week. As a work-based programme, this degree requires that at least 20% of the student's paid employment be dedicated to off the job training.
- 6.2 Off the job training can be delivered at UCQ and/or at the student's place of work and can include:
- Attending lectures and seminars and online learning
 - Meetings with the Professional Development Assessor
 - Practical Learning: shadowing, mentoring, and industry visits;
 - Private Learning: time spent reading, researching and writing assignments.

7. Progress reviews

- 7.1 Progress reviews will be undertaken every 12-15 weeks between the mentor (you), student and Professional Development Assessor. These reviews provide an opportunity for review and feedback on all aspects of the programme to ensure that that the student is getting the most out of their degree. Reviews may take place in the workplace as a meeting or as a virtual meeting and allow mentors to further support their mentee on their learning journey through active participation and engagement.
- 7.2 Knowledge, Skills and Behaviours: Milestones
- 7.2.1 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.

8. Further advice and guidance

- 8.1 If you would like any further advice or guidance regarding your role as a mentor or the wider CMDA programme, please do not hesitate to contact the HE Admissions Manager Lisa Hastie. Lisa can be contacted on 0191 275 5015 or via email lisa.hastie@ucq.ac.uk
- 8.2 UCQ value your feedback. If you would like to provide additional feedback to UCQ please email feedback@ucq.ac.uk
- 8.3 Further information about UCQ can be found at www.ucq.ac.uk