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	01/12/2021
Next revalidation	TBC
Credit points for the award	360
UCAS Code	N/A
HECoS Code	100078
LDCS Code (FE Colleges)	N/A
Programme start date and cycle of starts if appropriate.	Programme start: January 2022 Cycle of starts: September – October January – February May – June
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 (ST0272)
Professional/statutory recognition	Optional: Chartered Manager Status with the Chartered Management Institute (CMI)
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 Full-time hybrid learning
Duration of the programme for each mode of study	Apprenticeship: 3 years followed by End Point Assessment Full-time hybrid learning: 3 years
Dual accreditation (if applicable)	Chartered Manager Degree Apprenticeship (CMDA) Standard (ST0272) if undertaking programme as an apprenticeship
Date of production/revision of this specification	30 September 2024

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 specification(s), assessment guides 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

The BA (Hons) Professional Management degree enables students to develop their knowledge, skills and behaviours in the operational and strategic dimensions of management within a real working environment. Upon successful completion of the BA (Hons) Professional Management, five educational aims 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

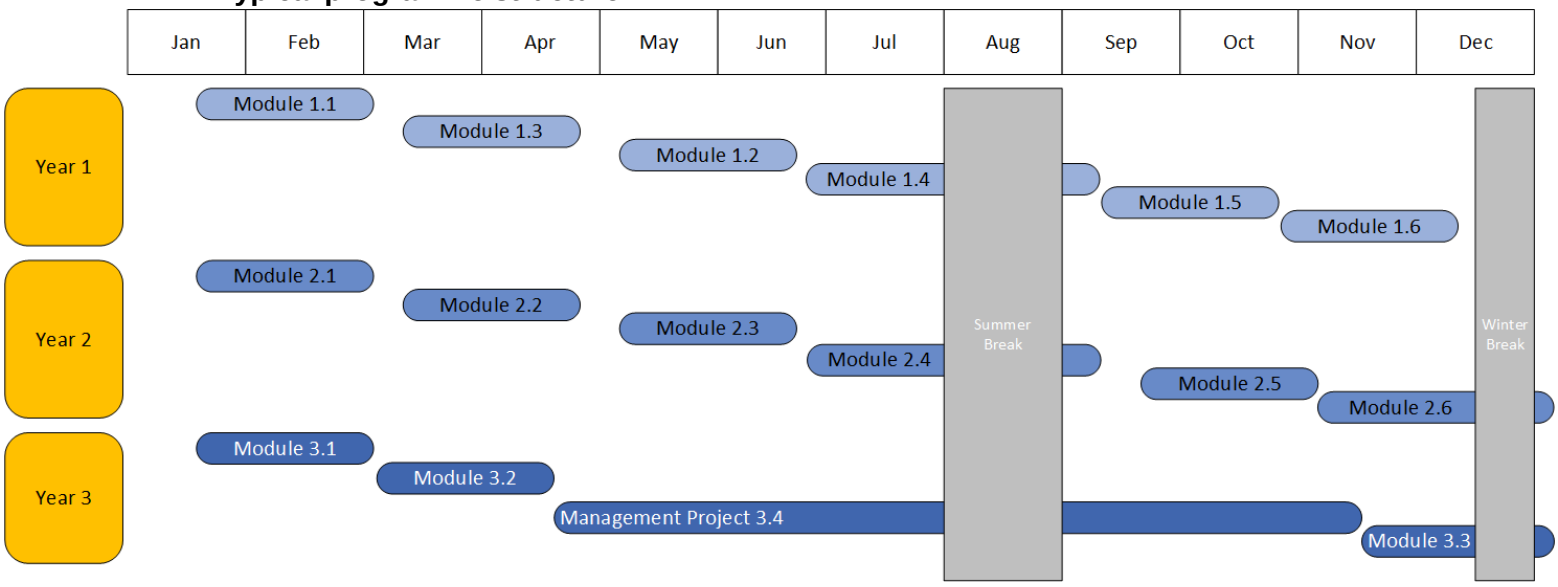
The BA (Hons) Professional Management may be delivered as a standalone degree or part of the Chartered Manager Degree Apprenticeship (CMDA) programme. Students who successfully undertake the CMDA will achieve the apprenticeship Standard, a BA (Hons) in Professional Management and a demonstration of English 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. Apprentices will also have the option to apply for professional recognition as a Chartered Manager and ongoing member of the Chartered Management Institute (CMI) upon successful completion of the CMDA programme.

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

Each of the modules required to achieve this award use a variety of assessment methods. These methods include essays, reports, presentations, reflective reviews, observation and discussion, witness testimonies, peer reviews, work product evidence and so on. Each module will include a selection of these methods depending on the learning outcomes.

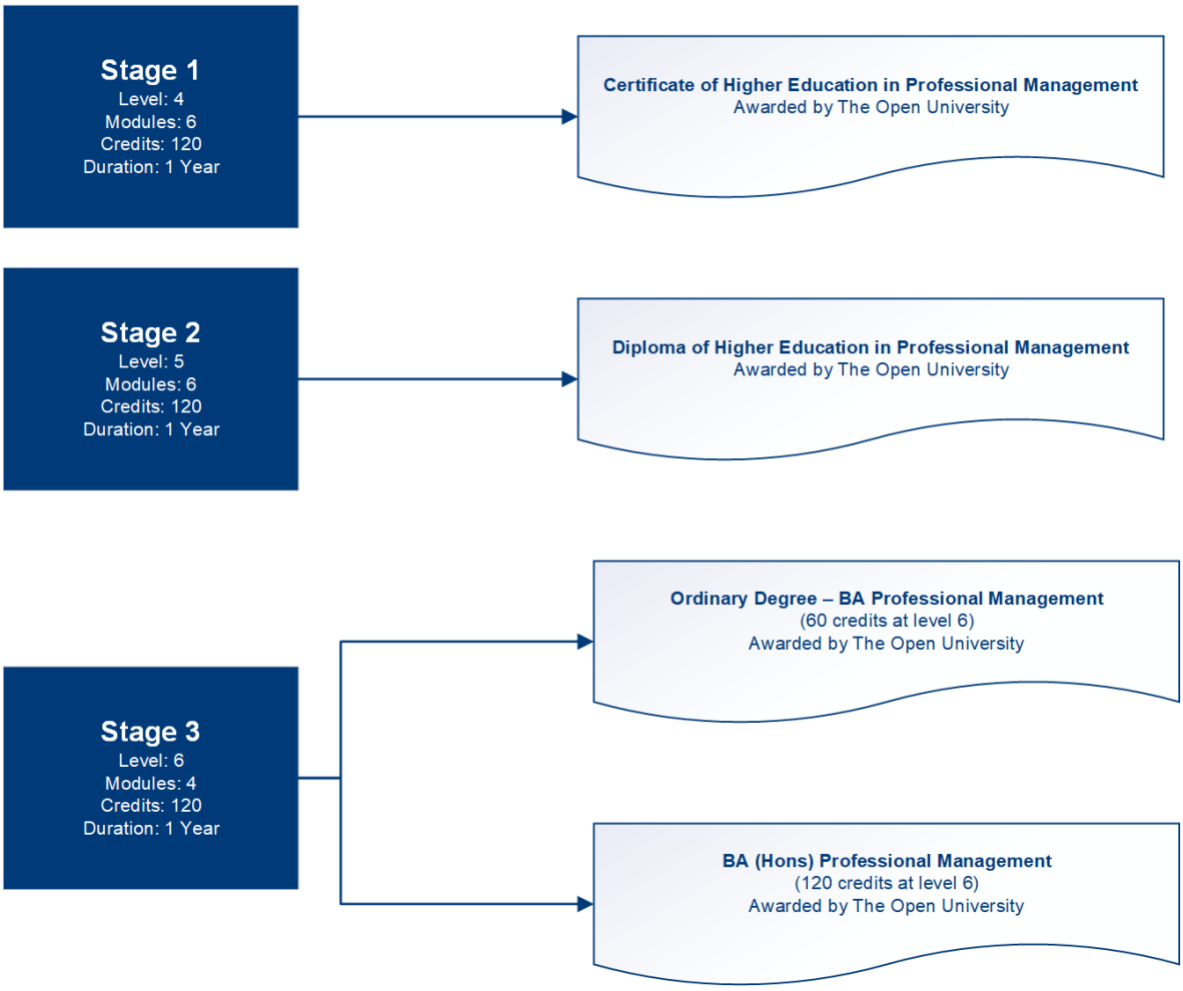
The BA (Hons) Professional Management is delivered as a higher education work-based learning degree.

Typical programme structure



This programme will be delivered through a hybrid learning approach via online interactive learning with some limited face-to-face engagement. The frequency of face-to-face engagement will depend on individual cohort need and will be agreed upon prior to programme start. The online interactive learning will include group online sessions and small online group tutorials with the Module Lead, self-study activities and group and individual online sessions with the Professional Development Assessor. Workplace visits will take place where appropriate, where the employer has granted consent.

List of exit awards



3. Programme structure and learning outcomes

Programme Structure - LEVEL 4

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensable?	Semester runs in
Stage 1: 1.1 Academic Writing and Study Skills	20	N/A	N/A	Yes	Ongoing
Stage 1: 1.3 Effective Communication	20	N/A	N/A	Yes	Ongoing
Stage 1: 1.2 Leadership	20	N/A	N/A	Yes	Ongoing
Stage 1: 1.4 Marketing	20	N/A	N/A	Yes	Ongoing
Stage 1: 1.5 Decision Making	20	N/A	N/A	Yes	Ongoing
Stage 1: 1.6 Management in Practice: Developing Self and Others	20	N/A	N/A	Yes	Ongoing

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Understand the principles of analysing and evaluating sources of information to identify and select appropriate solutions	**A1**: **Academic Writing and Study Skills** Learning and teaching strategies will include lectures and small group activities to explore the differences between primary and secondary research sources. **A1**: **Decision Making** Learning and teaching strategies will include lectures and small group activities where the students will have the opportunity to evaluate a range of different tools and techniques to help them select appropriate solutions and solve problems.
A2 Summarise and present management information using a variety of communication channels	**A2**: **Effective Communication** Learning and teaching strategies will include lectures to introduce theories and models of communication and explore a range of potential communication methods to align with desired outcomes. Small groupwork activities will be used to develop understanding as to the appropriateness of communication methods and to develop collaborative learning.
A3 Understand effectiveness of management and leadership styles across organisations	

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
	A3: **Leadership** Learning and teaching strategies will include lecture and focus on the historical development of leadership styles along with seminar activities encouraging groupwork to evaluate leadership traits. Practical activities will be included and self-reflection to enable students to understand their own leadership style. Individual tutorials will support formative assessment.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Understand markets, marketing and different approaches to sales for innovative product and service design	**B1: Marketing** Learning and teaching strategies will focus on hybrid tutor-led learning and group managed tasks. Theories will be introduced and students will take part in group activities and discussions providing peer feedback and analysis. They will manage their own research tasks to explore specific models, tools and techniques. Formative tutorial support will be provided with students undertaking a research activity and reflective review relating to market segmentation.
B2 Apply people management theories and models to solve problems in a timely manner	**B2: Leadership** Learning and teaching strategies include contextualising of best practice relating to people and diversity management and introduce examples through the analysis of groupwork. They will be introduced to problem-led learning through the inclusion of case studies requiring student derived solutions. They will reflect on theoretical approaches to coaching and mentoring and consider how this has impacted their own organisation through the use of exemplar materials.

3B. Cognitive skills	
B3 Analyse complex data to recommend solutions for evidence-based decision making	**B2: Management Practice: Developing Self and Others** Learning and teaching strategies include hybrid tutor-led sessions including self and group managed tasks. They will engage in critical reflection, analysis and evaluation of approaches to goal setting and time management within their own organisation. **B3: Academic Writing and Study Skills** Learning and teaching strategies will include lectures to introduce examples of secondary sources from academic journals and text books. Students will carry out independent writing relating to a specific directed topic and engage with others through small group discussions to encourage a range of interpretations and debate. **B3: Decision Making** Learning and teaching strategies include the introduction of a case study requiring the students to analyse both quantitative and qualitative data to demonstrate their analytical skills. They will present their findings to their peer group, justifying their conclusions in response to the challenge.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Demonstrate self-awareness of own learning and organisation's values to support inclusive work cultures **C2** Understand digital business to develop strategic priorities for work based projects	**C1: Leadership** Learning and teaching strategies will include tutorial support and group discussions to develop understanding of models of organisational behaviour. Students will discuss through small group activities work-examples to compare and contrast with others. **C1: Effective Communication** Learning and teaching strategies will include introduction of techniques to deliver successful group presentations and use case studies to allow the students to receive peer and tutor feedback. Tutorials will develop the students' skill and competence in delivery of own values along with self-reflection to inform and apply new skills in the workplace. Students will develop effective skills to enable them to make informed decisions in the workplace to support inclusive work cultures. **C1: Management Practice: Developing Self and Others** Learning and teaching strategies will include hybrid online tutor sessions along with self and group managed tasks. They will be supported to develop their critical thinking skills and reflection through portfolio of evidence. **C2: Academic Writing and Study Skills** Learning and teaching strategies will include lectures to introduce projects including citation and referencing using Harvard style. Small group exercises will be used to identify information required and students will work independently to improve and demonstrate their digital and project skills.

3C. Practical and professional skills	
C3 Be able to use innovative, creative and ethical approaches to decision making	**C2: Management Practice: Developing Self and Others** Learning and teaching strategies will include critical reflection and analysis and evaluation of own performance to recognise the key features of work-related projects. Students will demonstrate their understanding through the development of a portfolio of evidence. **C3**: **Marketing** Learning and teaching strategies will include hybrid online tutor-led sessions including self and managed groups linking theory to practice. Students will take part in critical reflective activities, including the analysis and evaluation of approaches to innovation. Students will demonstrate creative approaches to developing a range of solutions through the development of a portfolio of evidence. **C3: Decision Making** Learning and teaching strategies will include independent research within the student's own workplace. Using a flipped learning model students will access the student management system information and critically analyse and apply this to their own workplace. They will read case studies independently to analyse the ethical decision making process, summarising the findings which will be discussed with peers in small groups to encourage collaborative learning. Discussions will be facilitated to reinforce learning and challenge potential misconception.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Collaborate effectively using appropriate digital technologies to support work-related activities	**D1: Leadership** Learning and teaching strategies will include demonstration of effective skills in managing meetings including strong communication, time management, and negotiation work-related activities. Students will collaborate through the use of digital technologies and reflective practice to support the development of new skills. **D1: Management in Practice: Developing Self and Others** Learning and teaching strategies will include hybrid tutor-led sessions, group and self-managed tasks with a particular emphasis on digital technology.
D2 Manage effectively across a range of work-related activities	**D2: Leadership** Learning and teaching strategies will include demonstration of working effectively across a range of work-related activities such as managing meetings. Students will demonstrate strong communication, time management and the ability to negotiate and agree positive actions and outcomes with others.
D3 Apply self-management techniques to improve own performance	**D3: Academic Writing and Study Skills** Learning and teaching strategies will include the development and demonstration of critical discussion to develop awareness of different perspectives including different views. Students will demonstrate balanced verbal and written expression through independent reading, contribution to small groups, peer feedback in dyads and facilitated discussion in whole group plenaries. **D3: Management in Practice: Developing Self and Others** Learning and teaching strategies will include hybrid tutor-led sessions, group and self-managed tasks to explore and embed specific features of literature review process.

Exit Award: Certificate of Higher Education in Professional Management

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensable?**	**Semester runs in**
Stage 2: 2.1 Managing People	20	N/A	N/A	Yes	Ongoing
Stage 2: 2.2 Finance for Managers	20	N/A	N/A	Yes	Ongoing
Stage 2: 2.3 New Technologies	20	N/A	N/A	Yes	Ongoing
Stage 2: 2.4 Digital Business	20	N/A	N/A	Yes	Ongoing
Stage 2: 2.5 Stakeholder Relationship Development	20	N/A	N/A	Yes	Ongoing
Stage 2: 2.6 Management in Practice: Developing Self and Others	20	N/A	N/A	Yes	Ongoing

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Interpret financial information that can be used across a variety of organisations **A2** Understand management of stakeholders and their expectations across a range of different organisations **A3** Apply people management techniques to motivate others	**A1: Finance for Managers** Teaching and learning strategies will include an introductory lecture and individualised study on exemplar materials and the investigation of case studies to develop financial studies across a range of organisations. **A2: Stakeholder Relationship Development** Teaching and learning strategies will focus on guided learning sessions and facilitated group discussions to introduce ideas and models to highlight links between theoretical ideas and practice. Students will take part in small group discussions and independent work which will be shared and discussed with the larger group to share different perspectives and experiences. Independent reading and research will be a key component of the module. **A3: Managing People** Teaching and learning strategies will involve guided learning through taught sessions to introduce material, independent reading and small group discussions. Students will set up independent discussions within their own organisations to share findings back in the taught sessions to facilitate group and peer learning. They will be provided with guided reading to deepen and consolidate their learning.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategies/ assessment methods**
B1 Evaluate knowledge and talent management within organisations	**B1: Managing People** Teaching and learning strategies will involve independent research and analysis through group discussions and 1:2:1 tutorials to practice and present their findings relating to talent management practice within organisations. Learning will be shared through facilitated group tutorials including self and peer reflection. **B1: New Technologies** Teaching and learning strategies will involve group activities and case studies to explore the key attributes of knowledge management within the context of new technologies. Students will take part in individual tutorials focusing on best practice approaches. **B1: Management in Practice: Developing Self and Others** Teaching and learning strategies will include tutor-led hybrid learning seminars, self and group-led learning. Theories will be introduced through real time small group discussions, group feedback and analysis. Self-managed research tasks will be undertaken to explore specific models, tools and techniques with group feedback and discussion. Tutorials will also be used to support the research activity.
B2 Apply models of innovation, entrepreneurialship, emotional intelligence, digital literacy and cross-functional team working and empathy across work organisations	**B2: New Technologies** Teaching and learning strategies will involve modelling of digital technology through the use of case studies and exemplar materials. Students will take part in group tutorials and presentations to peers and focus on materials to mirror the business sector related to their own organisation. They will consider innovation and enterprise through work-based learning activities, focusing upon the students understanding of their own organisation. They will take part in group discussions to allow them to define innovation and enterprise and use case study examples. Seminar activities focus on debate of key innovations.

3B. Cognitive skills	
B3 Critically understand financial and business acumen and the key drivers for business success across organisations	**B2: Digital Business** Teaching and learning strategies will focus on flipped learning classroom activities where students can access learning materials and explore their knowledge through direct questioning. They will consider how digital businesses can develop and analyse influences using a range of examples. Students will be provided with materials in advance of the seminars and be required to prepare a discussion paper during these sessions. They will also have access to individual tutorial support. **B2: Stakeholder Relationship Development** Teaching and learning strategies include taught materials and practical involvement in a guided action-learning discussion to problem solving, considering a wide range of diverse student backgrounds. Students will reflect on activities to identify learning and plan improvements. **B2: Management in Practice: Developing Self and Others** Teaching and learning strategies will include consolidation of knowledge and theories and models of team working and critical reflective review of factors impacting team and organisational performance. Tutor-led learning includes on and off-line, self and group managed tasks with explicit linking theory to practice. **B3: Finance for managers** Teaching and learning strategies will focus on developing a student's ability to investigate a range of financial strategies and financial planning tools to reflect on within their own organisation. Students will use problem-based learning approaches to identify solutions to problems, rather than lecturer focused solutions. They will practice using case studies to support the assessment.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Be able to work collaboratively across organisations to build business acumen and maintain relationships	**C1: Managing People** Teaching and learning strategies will involve reflection to understand what worked well and not so well to develop their team building and collaboration skills across the organisation. Students will develop skills in thinking about team members as individuals and through 1:2:1 tutorials to explore team and motivational theories. Shared learning will be encouraged and supported through ongoing feedback. **C1: Stakeholder Relationship Development** Teaching and learning strategies will focus on exploring different ideas of collaborative working, influence and networking to develop practical skills to build effective relationships. They will take part in full group taught sessions to introduce models and check understanding including practical activities. Students will reflect on their own practice and experience in the workplace. **C1: Management in Practice: Developing Self and Others** Teaching and learning strategies will focus on critical reflection, analysis and evaluation of students own professional performance including development of a portfolio of management skills. Students will critically reflect on their own professional performance, challenges and issues with regard to their own and others performance with particular emphasis on the workplace. They will be supported through critical reflection, analysis and evaluation of own professional performance.
C2 Demonstrate creative, innovative techniques to recommend improvements to digital technologies	**C2**: **New Technologies** Teaching and learning strategies will focus on the audit of existing technology assets within students own organisation to recommend innovative techniques for improvement. They will identify trends within digital technologies through individual tutorials and their own research.

3C. Practical and professional skills	
C3 Understand procurement and contracting processes to plan and control financial information within organisations	**C2: Digital Business** Teaching and learning strategies will include independent research into current digital practices and business acumen across a variety of organisations. Students will have access to case studies and targeted tutorials to ensure accurate understanding of knowledge. They will also take part in flipped classroom activities to develop understanding and collaborative working. **C3: Finance for Managers** Teaching and learning strategies will include the collection and assessment of current procurement and contracting approaches within their own organisation. They will discuss key strengths and weaknesses of existing practices to create recommendations for future development. They will be supported through seminar and tutorial activities including case studies to encourage individualised learning.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Demonstrate collaborative working techniques with both internal and external stakeholders to manage team performance	**D1**: **Managing People** Teaching and learning strategies focus on the weekly contact activities and 1:2:1 tutorial support to enable them to explore team working and their own practices working within remote teams. Students will take part in taught sessions, groupwork and independent reading activities to enable them to bridge theory and practice. **D1: Stakeholder Relationship Development** Teaching and learning strategies will include full group taught sessions to introduce models and theoretical material. Students will be provided with guided reading and web-based resources for independent study activities. Reflective practice will be encouraged to help students recognise different ways of working.

3D. Key/transferable skills	
D2 Think conceptually using appropriate digital technologies and capabilities to resolve business problems	**D2: Finance for Managers** Teaching and learning strategies will focus on creating a financial statement to understand the financial position of an appropriate division within the organisation. Students will have the opportunity to analyse data to identify specific trends and anomalies within the financial information provided. They will take part in lectures, archetype case studies and individualised study relating to annual reports. **D2: Digital Business** Teaching and learning strategies will focus on the development of collaborative working techniques to identify a digital business solution to improve performance. Students will take part in lectures and groupwork which supports the sharing of ideas. They will be provided with contextualised case study to develop understanding relevant to the student's organisation.

Exit Award: Diploma of Higher Education in Professional Management

Programme Structure - LEVEL 6					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensable?**	**Semester runs in**
Stage 3: 3.1 Strategy and Change	20	N/A	N/A	Yes	Ongoing
Stage 3: 3.2 Project Management	20	N/A	N/A	Yes	Ongoing
Stage 3: 3.4 Management Research Project	60	N/A	N/A	No	Ongoing
Stage 3: 3.3 Management in Practice: Developing Self and Others	20	N/A	N/A	Yes	Ongoing

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Critically understand strategy within changing environments to meet stakeholder needs	**A1**: **Strategy and Change** Teaching and learning strategies will include lectures to introduce a range of theories and models. Students will read case studies independently to develop their ability to apply theories and models in practice through small groups and collaborative learning.
A2 Demonstrate critical thinking, analysis and evaluation of business data to recommend improvements to practice	**A2** – **Project Management** Teaching and learning strategies will focus on interactive lectures to introduce concepts, methods, case studies, group discussions and feedback along with self-managed learning. Students will take part in group activities to encourage collaborative learning. They have the opportunity to take part in individual tutorial support.
A3 Effectively communicate outcomes using a variety of methods	**A3: Management Research Project** Teaching and learning strategies will focus on individual tutorials to facilitate the development of student's skills and competence in the use of statistical analysis software for quantitative and qualitative data analysis. Students will take part in self-managed tasks and independent research to develop their understanding of business research.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
	Teaching and learning strategies will involve hybrid tutor-led learning including lectures, seminars and self and group managed tasks. Students will undertake real time small group discussions, group feedback and analysis. Self-managed formative tasks will be undertaken to explore and embed the specific features of the research process. They will take part in lectures to develop effective research skills for a work-based project and take part in individual tutorial sessions to develop their skills and understanding of methods to effectively communicate outcomes using a variety of methods.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Be able to analyse, evaluate and synthesise business data using appropriate methodologies	**B1**: **Management Research Project** Teaching and learning strategies will focus on hybrid tutor-led learning including self and group managed tasks. Students will produce a literature review to inform the direction of their research, linking theoretical knowledge with praxis. They will apply critical thinking to synthesis and systematically analyse complex issues to enable them to solve business problems or address a need. Students will take part in lectures to develop their ability to critically think and analyse research findings.
B2 Demonstrate self-management techniques to plan, organise and manage a project	**B2**: **Project Management** Teaching and learning strategies will focus on development of project management methodologies to develop ability to plan and manage a project. Students will take part in interactive lectures to introduce concepts and methods, case studies, group discussions and feedback including self-managed learning. Groupwork will be used to develop collaborative learning. Students will be introduced to risk management models through the integration of case studies, group discussions and collaborative learning.

3B. Cognitive skills	
B3 Critically understand operational management across organisations	**B3**: **Strategy and Change** Teaching and learning will focus on flipped learning model, requiring students to access work from an online student management system to help them critically analyse and apply their learning to workplace context. Students will engage with relevant content using a flipped learning model, requiring them to access work from an online learning management system and then critically analyse the content to apply to their own workplace. **B3: Management in Practice: Developing Self and Others** Teaching and learning strategies will focus on tutor-led sessions including self and group managed tasks within the field of personal management practice. Students will be supported through the development of critical reflection and demonstrate effective understanding through the development of a portfolio of practice. They will be introduced to the latest management models relevant for contemporary organisations and professional management practice. Students will critically evaluate ways of addressing business challenges and appraise new ways of working.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Demonstrate effective people management skills to lead a programme of change	**C1**: **Project Management** Teaching and learning strategies will focus on accessing information from the student management system and demonstrating people management skills including time management to meet deadlines. Tutorials will provide individual support.

3C. Practical and professional skills	
C2 Be able to collaborative effectively with internal and external stakeholders demonstrating mutual independence	**C2: Management in Practice: Developing Self and Others** Teaching and learning strategies will focus on tutor-led hybrid learning workshops including self and group managed tasks to support the development of critical reflection, analysis and evaluation considering their own team's well-being. Students will demonstrate skills needed to monitor and review their and their team's well-being and understanding of key tools and techniques. Formative assessment is supported through group and individual tutorials to consolidate learning and competences in all aspects of professional practice. Students will focus on their own team's professional, creative and innovative and enterprising competencies, considering challenges and business issues within their own organisation. They will be supported in the development of critical reflection, analysis and assessment of their own effectiveness of own people management skills.
C3 Critically reflect using self-awareness techniques to identify areas for improvement	**C3**: **Management Research Project** Teaching and learning strategies will focus on lectures and individual tutorials to support the student's ability to develop skills in critical reflection, analysis and evaluation of their own research performance, understanding and recognition of the key features of a work-related project. Students will demonstrate self-awareness through self-reflection and development of personal development plan and review. They will take part in tutor-led learning, self and group managed tasks.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Demonstrate numeracy skills to manipulate and model business problems	**D1**: **Management Research Project** Teaching and learning strategies will focus on development of effective research skills and development of numeracy skills to analyse data to solve business problems. Students will take part in tutor-led learning and individual tutorials to develop the ability to use statistical software to analyse the data effectively.

3D. Key/transferable skills	
D2 Work independently to complete research projects in a timely manner	**D2: Project Management** Teaching and learning strategies will focus on the effective development of project management skills to plan, deliver and complete research projects through tutorials and reflective review. Students will read case studies and reflect on their own learning. **D2: Management Research Project** Teaching and learning strategies will focus on developing independent research skills to address organisation business needs. Tutor-led learning and self and group managed tasks will be used to time management skills to complete the work-based project within agreed time.
D3 Demonstrate flexibility, adaptability and digital capability as a professional manager	**D3**: **Project Management** Teaching and learning strategies will include reading case studies to draw conclusions and reflect on their own learning through 1-2-1 feedback. They will through discussions develop understanding of a range of techniques that can be used to deliver successful outcomes. **D3: Management Research Project** Teaching and learning strategies focus on tutor-led learning lectures including self and group managed tasks with a focus on digital capability through development of analytical, time and project management skills. There will be focus on management of large documents and digital literacy and developing student's ability to communicate clearly and comprehensively within set word and time limits.

Exit Award: Ordinary degree – BA Professional Management

Following achievement of level 4, level 5 and the following level 6 modules:

- 3.1 Strategy and Change (20 credits)
- 3.2 Project Management (20 credits)
- 3.3 Management in Practice: Developing Self and Others (20 credits)

Final Award: BA (Hons) 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

Chartered Manager Degree Apprenticeship

The BA (Hons) Professional Management may be delivered as a standalone degree or part of the Chartered Manager Degree Apprenticeship (CMDA) programme. Apprentices will achieve a BA (Hons) Professional Management, a Chartered Manager Degree Apprenticeship certificate of completion and certificates in functional skills (if applicable).

The 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 apprentices will have achieved a minimum level two qualification in English and maths prior to enrolment. Where the apprentice cannot provide suitable evidence of this prior to enrolment, UCQ will support the apprentice through a functional skills qualification in English and/or maths. Apprentices undertaking English and maths functional skills during their CMDA programme will be given one year to achieve the qualification/s.

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 assignments, undertaking supervision and reflection.

All apprentices 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).

Elective modules

There are no elective modules available for this award.

5. Support for students and their learning

UCQ will provide a detailed induction to the BA (Hons) Professional Management prior to programme start. 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 programme. All student individual support needs will be outlined in their Individual Learning Plan (ILP).

All apprentices will be assigned a Mentor within their place of work. The Employer Mentor will offer support to enable the mentee to explore their professional situation and work towards pre-determined goals and objectives.

Throughout the programme, students will measure their knowledge, skills and behaviours (KSB) through self-assessment. Mentors (where applicable) will also be required to assess KSB and the impact on the apprentice'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 (where applicable), 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.

The Student Welfare Policy provides further information on UCQ's provision of welfare support.

6. Criteria for admission
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 Apprenticeship funding rules for main providers. All admissions are processed in accordance with UCQ's Admissions Policy for the relevant programme of study. UCQ operates a procedure whereby a student can claim academic credit for relevant previous study or learning experiences, known as Recognition of Prior Learning (RPL). 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.

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 and assessment plan is available here.

9. End Point Assessment (EPA)
Name of EPA Provider: The Chartered Management Institute (subject to Employer approval) Address: 77 Kingsway, London WC2B 6SR Telephone: 01536 207357 **Stage 1 – Gateway to EPA** • Confirmation that all prerequisites to the EPA has been achieved (including the BA (Hons) Professional Management) **Stage 2 – End Point Assessment** • Review of Portfolio • Review of Project • 15-minute presentation of Work Based Project • Panel Interview **Stage 3 – Apprenticeship standard 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 deliver correctly and to a high standard.

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

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes											
		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
4	Academic Writing and Study Skills	✓					✓		✓				✓
	Leadership			✓		✓		✓			✓	✓	
	Effective Communication		✓					✓					
	Marketing				✓					✓			
	Decision Making	✓					✓			✓			
	Management in Practice: Developing Self and Others 1					✓		✓	✓		✓		✓

Level	Study module/unit	Programme outcomes										
		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2
5	Managing People			✓	✓			✓			✓	
	Finance for Managers	✓					✓			✓		✓
	New Technologies				✓	✓			✓			
	Digital Business					✓			✓			✓
	Stakeholder Relationship Development		✓			✓		✓			✓	
	Management in Practice: Developing Self and Others 2				✓			✓				

Level	Study module/unit	Programme outcomes											
		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
6	Strategy and Change	✓					✓						
	Project Management		✓			✓		✓				✓	✓
	Management in Practice: Developing Self and Others 3						✓		✓				
	Management Research Project		✓	✓	✓					✓	✓	✓	✓

Annexe 2 – Curriculum mapping against the Chartered Manager Degree Apprenticeship Standard

Ref	CMDA Standard Knowledge, Skills and Behaviours			BA (Hons) Professional Management Modules															
Organisational Performance – delivering a long-term purpose																			
Knowledge – know and understand				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
K1	Operational Strategy	1.1.1	Evaluate theories of organisational strategies and review own organisations strategy in the context of these													LO1			
		1.1.2	Analyse own organisations strategy for resource and supply chain management											LO1		LO1 LO2			
		1.1.3	Analyse own organisations strategy for workforce development							LO2						LO2			
		1.1.4	Interpret key principles of sustainability within own organisation													LO2			
		1.1.5	Evaluate risk management models and review own organisations approach to the identification and monitoring of risk													LO1	LO2		
		1.1.6	Evaluate quality assurance models in the context of own organisation													LO3			
		1.2.1	Critically evaluate change management models													LO1		LO4	
		1.2.2	Apply relevant model(s) to effectively manage substantial change in a select area of own organisation													LO1	LO4		
Skills – be able to:				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
S1	Operational Strategy	1.3.1	Review own organisations strategies and plans and support further development of these													LO1			
		1.4.1	Develop operational plan to include realistic, measurable targets and key performance indicators														LO5		
		1.4.2	Demonstrate effective delivery of operational plan														LO5		
		1.4.3	Identify and manage appropriate resources to deliver plan														LO5		
		1.4.4	Accurately monitor and measure outcomes and evaluate results														LO5		
		1.5.1	Construct a range of detailed management reports and analyse and interpret these														LO5		

		1.6.1	Deliver successful outcomes demonstrating the effective use of wide support from a range of sources														LO5		
Knowledge – know and understand				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
K2	Project Management	2.1.1	Analyse the key stages of a project and demonstrate the application of these														LO1		
		2.2.1	Evaluate risk management models and risk versus benefit														LO1		
		2.2.2	Present methods of reporting and monitoring risk, including health and safety, and the mitigation of identified risks														LO2	LO1	
Skills – be able to:				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
S2	Project Management	2.3.1	Exhibit the effective planning, organisation, and management of identified resources, demonstrating how this contributes to the achievement of project goals														LO3		
		2.4.1	Identify key project outcomes, developing and implementing plans to ensure that these are achieved														LO3		
		2.4.2	Monitor progress towards the achievement of project outcomes and produce reports that clearly demonstrate this														LO5	LO3	
		2.5.1	Select and apply a risk management model to project, identifying and monitoring risks and actions to mitigate of these														LO2		
		2.6.1	Initiate, lead and drive change within a specific area of own organisation, identifying barriers/ challenges and presenting strategies to overcome these														LO4		
		2.7.1	Demonstrate the successful use of project management tools						LO4								LO3		

Knowledge – know and understand				1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4
K3	Business Finance	3.1.1	Evaluate the importance of strategic financial management in relation to the organisational strategy								LO1								
		3.1.2	Assess the key elements of financial planning and review								LO1								
		3.1.3	Create and analyse financial reports								LO2								
		3.2.1	Evaluate the use of procurement and contracting and analyse their use within the context of own organisation								LO4								
		3.2.2	Assess the legal requirements around procurement and contracting and how to comply with these								LO4								
		3.3.1	Assess the commercial context that own organisation operates within								LO4								
Skills – be able to:				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
S3	Business Finance	3.4.1	Identify how a budget can be produced taking into account financial constraints and achievement of targets, legal requirements and accounting conventions								LO3								
		3.4.2	Demonstrate competent management of a budget ensuring control over expenditure in accordance with targets								LO2								
		3.4.3	Access financial data, assess its validity and produce clear financial reports that analyse data and draw conclusions								LO3								

Knowledge – know and understand				1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4
K4	Sales and Marketing	4.1.1	Evaluate sales and marketing theories to inform strategy				LO1												
		4.1.2	Assess methods for setting sales and marketing objectives				LO2												
		4.1.3	Explain methods for applying and monitoring the implementation of a sales and marketing plan				LO2												
		4.2.1	Critically evaluate types of market segmentation and apply to own organisations customer base				LO5												
		4.2.2	Analyse segments in relation to own organisation and propose a strategy to assist targeting				LO5												
		4.3.1	Explain the importance of innovation in product and design				LO3												
		4.3.2	Analyse approaches to innovation employed by own organisation making recommendations as appropriate				LO3												
Skills – be able to:				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
S4	Sales and Marketing	4.4.1	Analyse sources of information for customer insight and data	LO2			LO4												
		4.4.2	Demonstrate use of customer insight and data to determine and drive customer service outcomes and improve customer relationships				LO4												
		4.5.1	Demonstrate use of creative approaches in developing a range of solutions to meet customer needs and review the effectiveness of these				LO4							LO4					

Knowledge – know and understand				1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4
K5	Digital business & new technologies	5.1.1	Critically evaluate the impact of innovation and digital technologies on organisations									LO1	LO1						
		5.1.2	Evaluate the use of these for organisational development									LO1	LO2						
		5.1.3	Review the use of innovation and digital technologies in own organisation and make recommendations for improvement									LO2 LO4	LO3 LO4						
		5.2.1	Analyse the impact of innovation and digital technologies on data and knowledge management									LO3							
Skills – be able to:				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
S5	Digital business & new technologies	5.2.2	Demonstrate how this can be utilised for making business decisions										LO4						
		5.3.1	Demonstrate the use of qualitative and quantitative analysis of information to identify service/ organisational improvements and opportunities for innovation and growth									LO4	LO4						
		5.3.2	Analyse information and data to benchmark against others	LO2								LO4							

Interpersonal Excellence – leading people and developing collaborative relationships																			
Knowledge – know and understand				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
K6	Communication	6.1.1	Evaluate different types of communication and the application of these analyse their strengths and weaknesses in different contexts			LO1									LO1				
		6.2.1	Determine how to maintain personal presence			LO2													
		6.2.2	Prepare and present successfully to large groups		LO5	LO2													
		6.3.1	Analyse own interpersonal skills and take responsibility to further develop of these			LO2													
Skills – be able to:				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
S6	Communication	6.4.1	Show effective and appropriate use of all forms of communication		LO5	LO3													
		6.5.1	Use active listening and open questioning to structure conversations and discussions and demonstrate the use of these to challenge others when appropriate		LO5	LO3													
		6.6.1	Demonstrate confident and effective chairing of meetings including preparation and follow up		LO5	LO3													
		6.7.1	Effectively apply influencing and persuading skills to the dynamics and politics of personal interactions			LO3									LO4				
Knowledge – know and understand				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
K7	Leading People	7.1.1	Evaluate a range of leadership styles and models to include inclusive leadership		LO1														
		7.1.2	Know own leadership style and how to adapt to situations		LO1														
		7.1.3	Evaluate the use of coaching and mentoring approaches to supporting people and developing teams		LO4														
		7.2.1	Evaluate types of organisational culture and how these are created		LO3														
		7.2.2	Explain diversity management and review approach in own organisation		LO2														

Skills – be able to:				1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4
S7	Leading People	7.3.1	Explain purpose and values and analyse how effectively these are communicated and articulated in own organisation		LO3														
		7.4.1	Take actions that support the creation of an inclusive work culture		LO3									LO3					
		7.4.2	Take actions that support the creation of a high performance work culture		LO3														
		7.5.1	Enable others to achieve by developing and supporting them through coaching and mentoring		LO3 LO4														
Knowledge – know and understand				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
K8	Managing People	8.1.1	Explain recruitment strategies and review the effectiveness of own organisations strategy							LO1									
		8.1.2	Examine inclusive talent management approaches and how this can be used to recruit, manage, and develop people							LO2									
		8.1.3	Analyse the use of inclusive talent management within own organisation							LO2									
		8.2.1	Discuss the use of HR systems and processes to ensure legal requirements, health and safety, and well-being needs are met							LO4								LO1	
		8.3.1	Critically evaluate goal setting theories and models						LO2										
		8.3.2	Set realistic achievable goals for others, monitoring and managing progress towards these							LO3									

Skills – be able to:				1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4
S8	Managing People	8.4.1	Demonstrate successful team building skills to significantly empower and motivate others							LO3									
		8.5.1	Identify and delegate tasks to others, demonstrating the provision of clear guidance and the effective monitoring of progress to achieve positive results							LO4					LO4				
		8.6.1	Set realistic goals for others and ensure accountability							LO4									
Knowledge – know and understand				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
K9	Developing Collaborative Relationships	9.1.1	Describe the principles of stakeholder, customer and supplier engagement and management											LO1					
		9.1.2	Analyse stakeholder, customer and supplier engagement and management in own organisation and identify strategies for improvement											LO1					
		9.1.3	Explain the benefits and challenges of cross-functional working and apply this method of working to deliver positive results											LO2					
		9.1.4	Evaluate negotiation strategies and practice these											LO4					
		9.2.1	Explain methods for shaping common purpose											LO3					
		9.2.2	Evaluate models of conflict management and resolution and successfully apply these											LO4					
Skills – be able to:				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
S9	Developing Collaborative Relationships	9.3.1	Develop and maintain networks and relationships											LO3					
		9.3.2	Build rapport and trust, demonstrating how this takes place with all people including those from different cultures, backgrounds and levels											LO3					
		9.4.1	Demonstrate useful contributions to a team environment											LO4					
		9.5.1	Demonstrate effective negotiation and influencing skills											LO4					
		9.5.2	Manage difficult conversations and give constructive feedback											LO4					
		9.6.1	Demonstrate collaborative working with internal customers											LO4					
		9.6.2	Demonstrate collaborative working with external customers and suppliers											LO4					

Personal Effectiveness – managing self																				
Knowledge – know and understand				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
K10	Awareness of self and others	10.1.1	Evaluate theories of learning styles and apply to self and others						LO1										
		10.2.1	Evaluate models of emotional intelligence and their use in the workplace												LO1				
		10.2.2	Evaluate the concept of social intelligence and its use in the workplace												LO1				
		10.2.3	Explain the importance of active listening and open questioning and demonstrate their uses in working with others			LO1 LO2													
Skills – be able to:				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
S10	Awareness of self and others	10.3.1	Analyse own performance, identifying learning and development needs						LO1						LO2			LO2	
		10.3.2	Devise and implement strategies to address learning and development needs						LO1						LO2			LO2 LO4	
		10.4.1	Explain factors that influence impact on others, both positive and negative, and demonstrate a positive impact on others												LO4				
		10.5.1	Determine and apply stress management techniques in the workplace to ensure personal well-being															LO1	
		10.5.2	Demonstrate confidence in knowledge of core values and reflect these in own performance															LO2	

Knowledge – know and understand				1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4
K11	Management of Self	11.1.1	Assess a broad range of techniques for managing time						LO1 LO2										
		11.1.2	Review own time management skills and create and implement strategies to improve						LO2						LO2				
		11.1.3	Evaluate goal setting theories and models						LO2										
		11.1.4	Set achievable goals/objectives for self and monitor progress towards these						LO2 LO4						LO2 LO4				
Skills – be able to:				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
S11	Management of Self	11.2.1	Demonstrate use of time management techniques and tools						LO3 LO4										
		11.2.2	Effectively manage own workload to achieve objectives						LO3						LO2 LO4				
		11.2.3	Align personal development objectives to the organisational strategy															LO2	
		11.2.4	Demonstrate on-going commitment to personal development						LO4						LO2 LO4			LO2	
Knowledge – know and understand				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
K12	Decision Making	12.1.1	Critically evaluate research methods and the types of data generated	LO1 LO2				LO1											LO2
		12.1.2	Analyse complex data and draw sensible conclusions					LO2											LO2
		12.1.3	Evaluate and apply problem solving techniques					LO1											LO2
		12.1.4	Evaluate and apply decision making techniques					LO1											
		12.2.1	Describe and evaluate the values and ethics of your organisation					LO3										LO2	
		12.2.2	Review the impact of the governance of your organisation in terms of the decision making process					LO3											
Skills – be able to:				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
S12	Decision Making	12.3.1	Demonstrate the use of evidence based tools to solve problems					LO2											
		12.3.2	Demonstrate the consistent use of critical analysis, synthesis and evaluation to support decision making					LO2											LO3

		12.3.3	Use ethical approaches in problem solving and decision making					LO4											LO1
Behaviours required (developed and exhibited in the workplace)				**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**3.1**	**3.2**	**3.3**	**3.4**
B1	Takes responsibility	1.1	Drive to achieve in all aspects of work		X		X		X	X		X			X		X	X	
		1.2	Demonstrates resilience and determination when managing difficult situations					X							X			X	
		1.3	Seeks new opportunities underpinned by commercial acumen and sound judgement				X		X				X		X			X	
B2	Inclusive	2.1	Open, approachable, authentic, and able to build trust with others		X	X			X	X				X	X			X	
		2.2	Seeks the views of others and values diversity internally and externally						X	X					X			X	
B3	Agile	3.1	Flexible to the needs of the organisation						X				X		X			X	
		3.2	Is creative, innovative and enterprising when seeking solutions to business needs				X		X			X			X			X	X
		3.3	Positive and adaptable, responding well to feedback and need for change						X						X			X	
		3.4	Open to new ways of working and new management theories						X						X			X	X
B4	Professionalism	4.1	Sets an example, and is ethical, fair, consistent and impartial					X	X						X			X	
		4.2	Operates within organisational values and adheres to the requirements of relevant professional bodies					X	X						X			X	X