UCQ UNIVERSITY CENTRE QUAYSIDE

Apprentice Handbook

CMDA: BA (Hons) Professional Management

2026/27

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1. Welcome

1.1 Welcome to University Centre Quayside (UCQ). We are proud to have been supporting employers and individuals since 1993 and we are confident that you will be a valuable contributor within your selected programme of study and to the extended UCQ community as well.

1.2 On behalf of UCQ, we extend to you our sincere congratulations and a warm welcome. We share your enthusiasm about your future and look forward to sharing this journey with you.

1.3 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. Delivery spans many sectors including manufacturing, retail, food production, health care, and the service industries. Since 2009, the team has supported apprentices across England, on intermediate, advanced and higher frameworks and standards, from Apprentice Manufacturing Operatives through to Senior Executives.

1.4 UCQ specialises in supporting managers that have, or are preparing to change their profession, as well as those that favoured a vocational rather than traditional academic education. The approach works because there is a tripartite 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.

1.5 UCQ is approved by the Open University as an appropriate organisation to offer higher education programmes leading to Open University validated awards.

1.6 This Handbook **must** be read in conjunction with the Regulations for Validated Awards of the Open University and the Programme Specification.

2. Academic calendar

2.1 The academic year runs from August to July. UCQ does not have strict semester dates; this means students can begin their learning journey at different points within the academic year and the programme is modified to suit the needs of both the employer and student.

2.2 All students will receive a detailed programme schedule which outlines their module delivery, assessment and examination board dates.

3. Key contacts

UCQ 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	03330048470
Email address	enquiries@ucq.ac.uk
Office hours	Monday to Friday 9am-5pm

Administrative staff		
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Vice Principal	Michelle Elliott	michelle.elliott@ucq.ac.uk
Head of Policy and Governance	Tara Henderson	tara.henderson@ucq.ac.uk
Head of Data and Quality	Kelly Pattison	kelly.pattison@ucq.ac.uk
Data and Compliance Manager	Lisa Hall	lisa.hall@ucq.ac.uk
HE Admissions Manager	Francesca Stockdale	francesca.stockdale@ucq.ac.uk
Student Registry Manager	Lisa Flett	Lisa.flett@ucq.ac.uk
IT Manager	Guy Parkin	guy.parkin@ucq.ac.uk
Professional and Administration Services Officer	Kay Wilson	kay.wilson@ucq.ac.uk

CMDA Academic staff		
Academic Programme Lead	Andy Price	andy.price@ucq.ac.uk
Module Leads	Zeynel Badak	zeynel.badak@ucq.ac.uk
	Angelique Dimitriou	angelique.dimitriou@ucq.ac.uk
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	Kevin Smith	kevin.smith@ucq.ac.uk
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Apprenticeship Standards Manager	Colleen Henderson	colleen.henderson@ucq.ac.uk
Professional Development Assessors	Michelle Atkinson	mich.atkinson@ucq.ac.uk
	Sarah Baldwin	sarah.baldwin@ucq.ac.uk
	Kerry Mortimer	kerry.mortimer@ucq.ac.uk

HE Academic Support Tutors	Abby Pattison	abby.pattison@ucq.ac.uk
	Megan Sormus	megan.sormus@ucq.ac.uk

External examiner(s)	
Name	Helen Preece
Job role	Associate Professor
Institution	University of Bradford

Student Representation	
Student Governor: Chloe Marsland	Chloe.Marsland@student.quayside.ac.uk
Student Representative: Rob Noventa	Robert.noventa@student.quayside.ac.uk

Safeguarding Team	
Strategic Safeguarding Lead: **Michelle Elliott**	Tel 03330048470 (077595 61342) or michelle.elliott@ucq.ac.uk
Designated Safeguarding Lead: **Kelly Pattison**	Tel 03330048470 (07308 231263) or kelly.pattison@ucq.ac.uk
Designated Safeguarding Lead: **Ben Devine**	Tel 07366 564 165 or ben.devine@ucq.ac.uk

Other important contacts	
Appeals/Complaints Administrator	appeals@ucq.ac.uk complaints@ucq.ac.uk
Extenuating Circumstances Administrator	extenuating@ucq.ac.uk
Academic Registry	registry@ucq.ac.uk
Admissions	admissions@ucq.ac.uk
Resubmissions	resubmissions@ucq.ac.uk

4. Introduction to programme

4.1 Validation of award

4.1.1 This programme has been developed and will be delivered by UCQ. It has been validated through a process of external peer review by The Open University as being of an appropriate standard and quality to lead to the Open University validated award of BA (Hons) Professional Management.

4.2 Apprenticeship Standard

4.2.1 The programme is delivered as part of a degree apprenticeship standard, an overview of which is shown below. Successful apprentices can achieve Chartered Manager status, a BA(Hons) Professional Management, a Chartered Manager Degree Apprenticeship Certificate of Completion and certificates in functional skills (if applicable).

Title of standard	Chartered Manager Degree Apprenticeship (CMDA)
Standard reference	ST0272
Level	6
Method of assessment	Completion of the CMDA assessment plan and other elements detailed below prior to End Point Assessment (EPA)
Occupational area	Business and Management

Other elements	Training organisation	Awarding body	Level
BA(Hons) Professional Management	UCQ	The Open University (OU)	6
Chartered Manager Status (optional)	UCQ	Chartered Management Institute (CMI)	N/A
Functional skills – English L2 (optional)	This qualification (or approved equivalent) should be held by the individual prior to start. If not, the individual can be supported to achieve if opted in via their employer. Support will be provided by the HE Academic Support Tutor.		
Functional skills – Maths L2 (optional)	This qualification (or approved equivalent) should be held by the individual prior to start. If not, the individual can be supported to achieved if opted in via their employer. Support will be provided by the HE Academic Support Tutor.		

4.3 BA (Hons) Professional Management

4.3.1 The BA (Hons) Professional Management has been specifically designed to meet the requirements of the Chartered Manager Degree Apprenticeship (CMDA).

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

4.3.3 An overview of the degree modules is shown below. Modules have been listed in order of delivery. The Programme Specification is available here. Individual Assessment Guides will be made available to you separately.

Stage 1 Modules:

No	Description	Credits	GLH
1.1	Academic Writing and Study Skills	20	200
1.3	Effective Communication	20	200
1.2	Leadership	20	200
1.4	Marketing	20	200
1.5	Decision Making	20	200
1.6	Management in Practice: Developing Self and Others	20	200
Total		120	1200

Stage 2 Modules:

No	Description	Credits	GLH
2.1	Managing People	20	200
2.2	Finance for Managers	20	200
2.3	New Technologies	20	200
2.4	Digital Business	20	200
2.5	Stakeholder Relationship Development	20	200
2.6	Management in Practice: Developing Self and Others	20	200
Total		120	1200

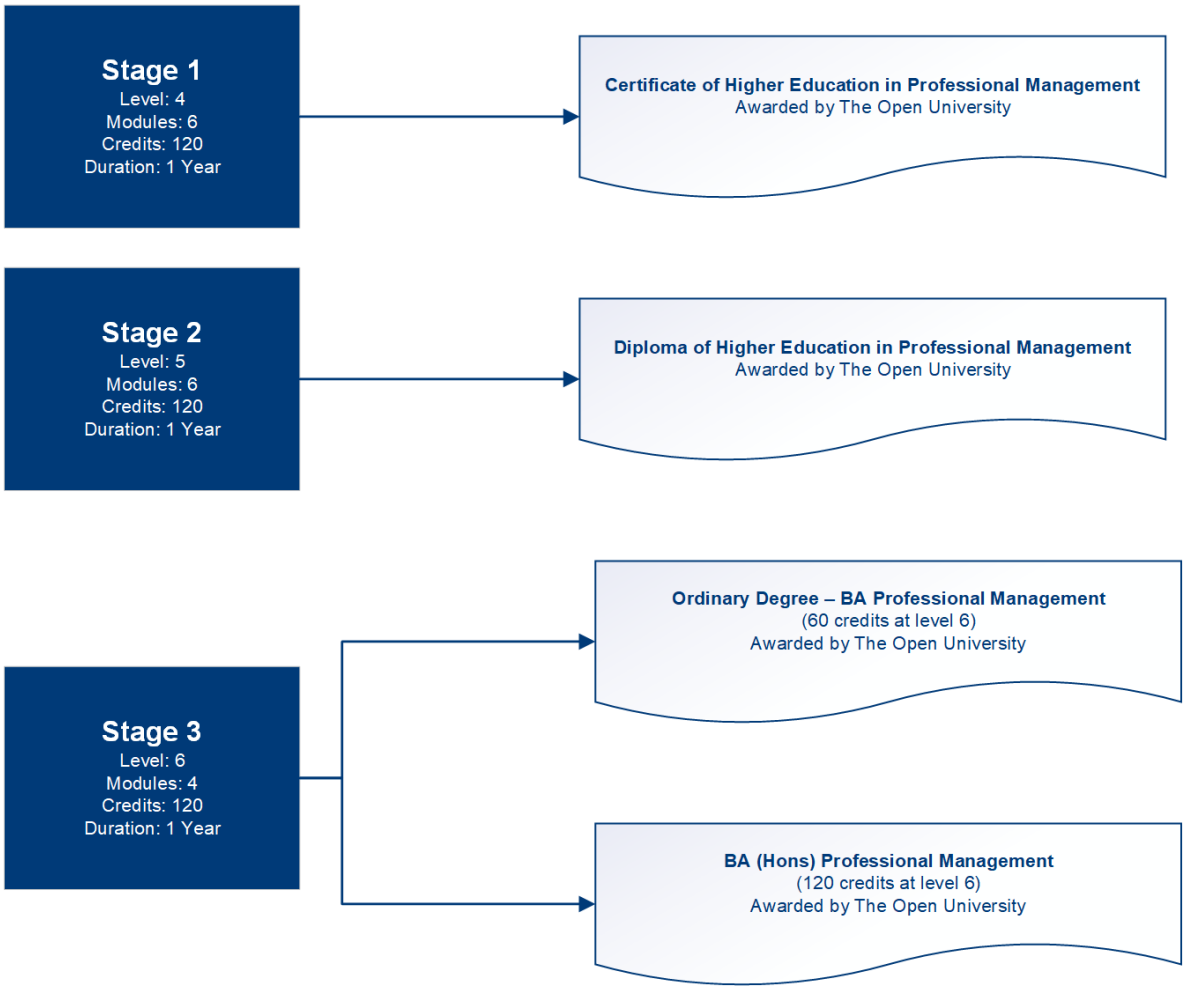
Stage 3 Modules:

No	Description	Credits	GLH
3.1	Strategy and Change	20	200
3.2	Project Management	20	200
3.4	Management Research Project	60	600
3.3	Management in Practice: Developing Self and Others	20	200
Total		120	1200

4.3.4 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.

4.3.5 This degree has three stages, each comprising 120 credits (equivalent to one year full-time university study). The estimated duration of this programme is 3 years.



4.4 Attendance requirements

4.4.1 These attendance requirements outline UCQ's position and expectations with regards to the attendance and punctuality for all students of UCQ. Students are considered active participants in their learning experiences and must take responsibility for achieving their potential through successful completion of each stage of their programme. Attendance is a key component in student retention, progression, achievement and employability. Those students who actively participate in their learning are more likely to enjoy a rewarding experience in which knowledge, skills, behaviours and abilities are developed. This includes scheduled lectures, workshops, tutorials and PDA sessions.

4.4.2 For the CMDA programme the minimum working hours, including time spent on 'off the job' learning, is laid out in the Individual Training Plan. 'On the job' guided learning hours (GLH) may include time spent being guided by a mentor or supervisor whilst undertaking normal activities as part of the job role. These activities should provide opportunities to learn, develop and practice skills. Possible 'off the job' activities may include; individual and group teaching, coaching, distance learning, e-learning, learning support and time spent writing assessments / assignments, guided study, learning with peers or collaborative learning and mentoring.

4.4.3 Expectations of the student

- The student is expected to punctually attend a minimum of 80% of all scheduled sessions and activities of their programme and to maintain regular academic contact with their lecturer and assessor.
- If a student is unable to attend a scheduled lecture, they must email the required module lead explaining the circumstances.
- If a student is unable to attend a scheduled session with their PDA or HE academic support tutor they must email directly to let the relevant person know
- The employer must make the student available to attend all formal assessments at the time given. Failure to attend an assessment or submit coursework by the deadline without having obtained an extension, deferral or mitigating circumstances may result in failure of the module concerned as per the academic regulations.
- If a student is having difficulties attending sessions due to a personal, financial or academic issue, the student should not hesitate to talk to their relevant support staff.
- The student is expected to engage in all programme activities, including action plans that have been implemented to support them to catch up where needed
- Unsatisfactory attendance may affect a student's eligibility for a student loan (where applicable)
- In order to enhance the learner experience, students are expected to 'lean in and learn' during their online lectures/tutorials. There is a requirement to access sessions from a quiet environment with limited disruption; students should have the appropriate equipment including webcam, headphones and microphones and all cameras are required to be operational for the duration of the session/group activity.

4.4.4 Unsatisfactory attendance or engagement

Where a student does not meet the expectations set out in section 4.4.3 above, one or more of the following actions may be taken:

- Students may be invited to discuss with the academic staff how their attendance will be improved and any support that may be required.

- Students may be issued with a formal written warning about their attendance signed by the Principal/Vice Principal.
- A formal report on a student's attendance may be made to the student's employer.
- Students who fail to respond to a warning about their attendance may be required to enter a formal Attendance Agreement with UCQ.
- Students may be withdrawn from their course if they fail to respond to a warning or breach the terms of their Attendance Agreement.

4.5 Your professional development

4.5.1 Employee training benefits the business and the employee to develop themselves personally and professionally. Industry and the marketplace are ever evolving so it is important for you to be able to develop new skills that will not only contribute to the business but will also play a major factor in increasing your self-esteem and motivation. Knowing your skills are current and up-to-date means you'll be at the forefront of your company's development, and you will benefit from a greater variety of work. Workplace qualifications play a crucial role in enabling you to stay ahead of your professional peers, to create better prospects and improve the chances of promotion whilst having a positive impact on your career. Training provides employees with an incentive to learn. With regular training, both you and your employer are able to identify any skills gaps, and by implementing a strategy where you're able to address these at your own pace, your sense of job satisfaction will be improved almost immediately.

5. Student support, guidance and advice

5.1 Employment induction

5.1.1 At the start of your employment you will have received an induction from your employer. This should cover the following areas:

General

- Apprenticeship/employer attendance and absence reporting explained
- Apprenticeship/work hours of attendance, breaks, lunch explained
- Awareness of the site where training will take place
- Smoking policy explained
- Security of personal items addressed
- Employer to issue staff handbook if not already issued
- Health and Safety Policy explained
- Employer disciplinary policy has been explained (if required)
- Knowing who to report any safeguarding/discrimination issues to

First Aid

- What to do if you have an accident
- Identify first aiders and location of first aid box
- Accident reporting
- How to report unsafe conditions and near misses

Personal Protective Equipment (if applicable)

- Identify where safety footwear must be worn
- Identify where hard hats, and gloves must be worn
- Identify where eye and hearing protection must be worn

Fire Precautions

- Evacuation procedure and alternative routes
- Designated assembly points
- Location of fire exits

Specific to occupational area (if applicable) – I have been trained in:

- Manual handling
- First aid
- Control of substances hazardous to health
- Equipment/machinery

5.2 Programme induction

5.2.1 UCQ will provide a detailed induction to the Chartered Manager Degree Apprenticeship prior to starting the programme:

- Welcome to UCQ
- Information, advice and guidance
- Introduction to delivery staff and contact details provided
- Student pack
- Programme content, delivery and assessment arrangements
- Understanding what is needed to achieve the full apprenticeship standard
- Reiteration of the learning resource facilities available
- Reiteration of terms and conditions of learning
- Reiteration of additional support
- Overview of venue health and safety
- Safeguarding policy
- Equality, diversity and inclusion policy
- Academic misconduct policy
- Channel and Prevent policy
- Fundamental British values
- Appeals and complaints procedures

5.3 Academic advising

5.3.1 The academic staff play a vital role in enhancing your academic, personal and professional development and it is essential students make the most of their time. They are a support you can talk to who can give you advice and guidance on a range of aspects within your academic and professional lives.

5.3.2 In order for the academic staff to carry out their responsibilities effectively, they are expected to maintain regular contact with each student, encourage and assist with the reflection of progress to date, follow up with students who are not making satisfactory progress, liaise with other members of staff as appropriate, provide careers advice and academic references and document general information on attendance so that non-attendance can be reported back to UCQ. Where applicable, they can also provide information regarding examinations.

5.4 Student Representatives

5.4.1 Student Representatives are students who advocate the views of their peers in their current programme of study. These are voluntary roles and are designed to connect the views of students to the academic and administrative staff within UCQ. Student Representatives are required to liaise between students and UCQ staff so that issues can be raised, and feedback provided.

5.4.2 Responsibilities

- Ensure students and staff know who their Student Representative is and how they can be contacted
- Work with academic and administrative staff on a consistent basis
- Attend departmental and UCQ meetings as required
- Consult with students on a regular basis both face to face and using online platforms
- Feed back issues and responses to and from students, relevant academic staff and other UCQ officials
- Attend training sessions to improve knowledge and skills (if required)
- Stay abreast of issues affecting the students through regular peer contact
- Promote and actively engage with initiatives that promote best practice and improve the academic experience
- Actively engage in UCQ promotional and milestone events as required

5.5 Study skills – guidance from the CMI

5.5.1 Time Management

Having good time management skills can help you take charge of your studies and manage your learning more effectively. Your lecturer and assessor are there to guide you, but they cannot manage the work for you. You need to be organised and prepared. Ensure you read material in advance so that you can prepare any questions you may have. Utilise the time you have with your lecturer and assessor to ask questions or seek clarification on a subject-specific matter.

5.5.2 Communication

An important element in the success of any group work activity is effective communication. Communication is a two-way process; you have to receive information as well as transmit a message. This means listening, understanding and thinking about what people are trying to tell you. Communicating effectively involves active listening, giving others time to speak, being aware of your body language, being polite and adaptable, showing empathy and respect, letting people know what you think and explaining your thoughts, being encouraging and understanding and finally, having some fun.

Some barriers to effective communication may include, physical disruption or distraction (noisy, busy environment), time restraints, geographical barriers, mental attitude, body language or poor feedback. When discussing an issue try to focus on the behavior rather than the person. Outline the problem and discuss why it is an issue and what needs to change. Give the individual time to respond and reiterate common goals and the need to move

forward. Lastly, ensure you remain calm and focus on the team and the key outcomes your team wishes to achieve.

Remember: UCQ will communicate via your student email address. We also ask that you join all lectures using your student login details. Where you join with an alternative account, you will be asked to leave and rejoin with your student login.

5.5.3 Note making

Making notes can act as a summary or reinforcement of the main points you have read, heard or seen. They are an aid to memory and, as they are in your own words, may help you remember the subject better, particularly in preparation for assignments or quizzes. Note writing can also help you to overcome distraction and can encourage you to become a more active, rather than passive, student. The best method for taking or making notes is the one that works best for you. You may choose to use linear notes, where you summarise using full or part sentences on the main points you have heard or read. Alternatively, you may choose to make visual or pattern notes, where notes are presented in a visual, connected way, showing linkages and relationships between elements (e.g. fishbone diagram, concept mapping or mind maps). Another method of note making is voice notes, this utilises a voice-recorder to summarise key ideas or themes from what you have read.

5.5.4 Returning to study

Returning to any form of education after a lengthy break can be daunting. UCQ have a range of support staff available to help and guide new or returning students through this process. Author Colin Rose (2000) makes note in his book 'Master it Faster' six stages of becoming an effective student; Motivation, Acquire, Search, Trigger, Examine and Reflect. In order to learn effectively and make the most out of your learning journey you firstly need to have the *motivation* to learn. If you lack belief in your own abilities or cannot see the point of what you are learning, you will struggle throughout the programme. You also need to *acquire* the relevant information and plan your time to search for and read the information you require for your studies. The third stage is *search*, referring to the search for personal meaning in what you read. A good way to do this is by asking yourself how you can use the idea you are reading and how it connects with your life and experiences. Another key stage is *triggering* your memory to remember key points and ideas. You can achieve this through note making as discussed above. You should also *examine* what you know and test your knowledge at regular intervals to help reinforce in your mind what you have learned. Lastly, you should *reflect* on your learning. Reflect on how you have learned, how you felt about a particular topic or situation. Learn from your mistakes and stay positive.

5.5.5 Further information

You can obtain further useful study guides on assignment writing, references and citations, critical thinking, learning styles, managing stress, speed reading, time management, the SQ3R study system and avoiding plagiarism on the CMI Thriveonline resource.

The HE Academic Support Tutors also provide a range of online workshops to support academic writing, referencing and citation, critical thinking and literature review writing. Functional skills development and support is also provided, as required.

5.6 Information, Advice and Guidance and Careers advice

5.6.1 UCQ's mission is to enable all students we work with to achieve their full potential. Good information, advice and guidance (IAG) is your right as a student with UCQ. It's not just about careers – it's about helping you to make informed decisions throughout your learning journey. From choosing the right course for you to planning your next steps, IAG is here to support for success, wellbeing and progression. IAG encompasses a range of impartial guidance activities and processes that can support choices made by students and ensure their career development. UCQ is accredited to the matrix Standard for information advice and guidance, and providing the highest quality IAG is an integral step in successful achievement and progression for students. UCQ's Information advice and guidance policy TLA-023 provides more information.

5.6.2 The National Careers Service can help you with your career, learning and training choices. This free service provides high quality and impartial careers advice, information and guidance.

5.6.3 During your apprenticeship programme you will work closely with your employer and our delivery staff to develop your skills and pave a career pathway within your organisation. UCQ is committed to supporting you and would be happy to discuss with you how your programme of study can assist you within your management career. With honest, open discussions with your employer, and armed with your new skills, knowledge and behaviours, we are confident you will develop greater self-awareness, self-confidence and have the skills and knowledge necessary to meet the challenges of an ever-changing business world. We encourage you to speak with your assessor if you would like to discuss this further.

5.6.4 UCQ have curated Personal and Career Development support, available on the UCQ website, and designed to equip learners with the skills, knowledge and resources necessary to progress within the workplace, achieve career goals and thrive in their chosen field.

5.7 Counselling and welfare

5.7.1 Students may seek counselling for all sorts of reasons. They might be worried, suffering from anxiety, feel depressed, confused or generally feeling negative about themselves and their future. There might be a problem in their family or friendships or have experienced bereavement. All of these issues can cause an impact on a student's ability to focus and remain motivated on their studies and inhibit them from enjoying their programme of study to the full. Talking about what is on your mind can help you understand and discover more about yourself. Counselling can assist with finding alternative ways of moving forward in life.

5.7.2 At UCQ we offer support to talk about any emotional and psychological problems which may be affecting your ability to work or study. UCQ can refer you to a Counsellor in your area and will cover the cost of up to three confidential counselling sessions. The aim of counselling is to help you find your own answers and to become more in charge of your life. A first meeting with the Counsellor should be used as an opportunity to discuss whether continued counselling would be appropriate for your needs. It is without obligation on either side. You can use this meeting to ask any questions you wish so as to satisfy yourself that you feel comfortable in progressing forward with the counselling sessions.

5.7.3 If you feel that you would benefit from this type of support you can either contact UCQ's main office on 03330048470 or speak with your Professional Development Assessor.

5.7.4 The Student Welfare Policy (SA-016) provides further information about UCQ's student welfare arrangements.

5.7.5 UCQ have a range of support available on the website at ucq.ac.uk/support-links

5.8 Bullying and harassment

5.8.1 UCQ take a firm stance against bullying and do not tolerate any form of bullying or harassment, whether it be face to face, online or through other avenues. Bullying and harassment is a serious issue and a risk factor for anxiety, depression and suicide.

5.8.2 **Bullying** is offensive, intimidating, malicious or insulting behaviour—whether verbal, physical, or written—that undermines, humiliates, or causes harm to an individual. It may involve misuse of power or position and can be persistent or a single serious incident.

Unlike harassment, bullying does not need to relate to a protected characteristic under the Equality Act 2010 and may not always be unlawful.

Bullying differs from harassment in that it is characterised by its general impact on dignity and wellbeing rather than its connection to legally protected characteristics.

Importantly, this definition does not include lawful academic debate, criticism, or robust discussion, even where ideas expressed are unpopular or cause offence—provided they remain within the law and are communicated in a respectful, non-targeted manner.

5.8.3 **Harassment** is unwanted behaviour that is related to a protected characteristic and that violates an individual's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them.

To qualify as harassment under the Equality Act 2010, the conduct must be linked to a protected characteristic and meet a legal test based on impact, context, and reasonableness.

Harassment differs from bullying in that it is explicitly connected to protected characteristics and is legally defined as a form of unlawful discrimination.

This definition does not limit freedom of speech or academic freedom where the law in not broken. UCQ recognises that individuals may lawfully express views that are controversial, offensive, or contrary to others' beliefs. As long as those views are lawful and not personally targeted to intimidate, demean, or threaten someone, they do not count as harassment.

5.8.4 **Sexual harassment** includes any unwanted verbal or physical advances or sexually related remarks or actions which are offensive to the victims and cause them to feel threatened, insulted or humiliated. Such behaviour is unacceptable and may constitute a breach of OfS Condition E6, which requires higher education providers to take all reasonable steps to ensure students are protected from harassment and sexual misconduct.

5.8.5 Bullying and harassment can take many forms and UCQ will take firm action against employees or students found guilty of any of the following:

- Physical assault against a person or group
- Victimisation

- Derogatory name calling, insults and racist, religious or sexist jokes
- Racist, religious or sexist graffiti and other written insults
- Discriminatory graffiti, comics, pictures, cartoons or magazines being brought into UCQ.
- Threats against a person or group because of their protected characteristics
- Unwanted verbal or physical advances to members of UCQ or visitors
- Refusal to co-operate with other people because of their protected characteristics

5.8.6 Bullying and harassment can affect people in a number of ways, including:

- distress, anxiety, panic attacks or sleep disturbance
- physical illness, such as muscular tension, headaches and digestive problems
- reduced work or study performance
- loss of self-esteem and feelings of isolation
- deteriorating relationships with family and friends
- depression
- increased risk of suicide

5.8.7 If you are being bullied or harassed:

- Talk to someone you trust, a friend, someone at home
- Keep a diary of events
- If you feel able to, go to the person harassing you and tell them to stop. Be specific so that the person knows exactly what you want changed. If you want, take someone with you for support
- Show the person harassing you this handbook so that they understand UCQ's position on harassment
- Speak to your Tutor or another member of staff

5.8.8 If you believe another student is being bullied or harassed, please speak to your Tutor as soon as possible in the first instance.

5.9 Mental health

5.9.1 One in four of us will experience mental ill health at some point in our lives. It is therefore important that everyone take steps to promote positive mental health and support those experiencing mental health issues.

5.9.2 Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices.

5.9.3 Most people's mental health will not just be continuously good. Usually, it will rise and fall depending on pressures and/or experiences in their life. A person may therefore feel in good mental health generally but also experience stress or anxiety from time to time.

5.9.4 Where to go for additional help

If you are experiencing mental ill health, there is help and support for you. Please visit the UCQ support page for more information: https://ucq.ac.uk/support-links/. Some additional support services are listed below.

- **Improved Access to Psychological Therapies (IAPT) / Wellbeing Services** exist in all localities but there's not a single point of access. You should check with your GP surgery to see if this may be available near you.
- **Mind** is the leading mental health charity in England and Wales. Their helpline and website provide information and support to empower anyone experiencing mental ill health and general advice on mental health-related law. For more information, go to **www.mind.org.uk** or call 0300 123 3393.
- **NHS choices** have a website that offers information and practical advice for anyone experiencing mental ill health. For more information, go to www.nhs.uk/mental-health
- **Rethink Mental Illness** is the largest national voluntary sector provider of mental health services, offering support groups, advice and information on mental health problems. For more information, go to **www.rethink.org** or call 0300 5000 927.
- **Maximus** offers a free and confidential Workplace Mental Health Support Service if you are absent from work or finding work difficult because of a mental health condition. It aims to help people remain in (or return to) their role. For more information, go to atw.maximusuk.co.uk or call 0300 4568114.
- **Access to work** that can provide advice and an assessment of workplace needs if you have a disability or a long-term health condition and are already in work or about to start. Grants may be available to help cover the cost of workplace adaptations to enable you to carry out your job without being at a disadvantage. For more information, go to **www.gov.uk/access-to-work**.

5.10 Support for students with disabilities

5.10.1 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 positive self-esteem. Whatever your disability or learning support need, we will seek to arrange the support you need to benefit from the CMDA experience.

5.10.2 The Equality Act (2010) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This may include:

- A specific learning difficulty such as Dyslexia, Dyspraxia or ADHD
- A visual impairment
- A hearing impairment
- A physical condition affecting your mobility
- A mental health condition
- A long-term medical condition

5.10.3 You will undertake an initial assessment during induction to find out whether extra support may be of benefit. As a follow up you will be able to talk with your assessor about help that may be available to you. You should talk to UCQ should you feel that you are having difficulties with your work and need study support. Your assessor will work with you to create an individual learning plan that is specific to your support needs. This plan will address any additional support you require in order to achieve your programme goals.

5.10.4 Additional support may be provided through:

- Special arrangements during examinations and/or assessments
- Teaching materials in alternative forms such as Braille, tape or large print
- Portable loop system or communicator
- Extra curriculum support if required

5.10.5 For further information please speak to your Professional Development Assessor or HE Academic Support Tutor.

5.11 Financial advice and support

5.11.1 As the CMDA programme is funded by both the Department for Work and Pensions and/or your employer, you will not need to make any financial contribution towards your course. Knowing that the cost of the course is covered means you can concentrate on your studies and enjoy your time on the CMDA programme, without the worry of making any financial contributions and accumulating a large student debt.

5.11.2 UCQ's Student Finance Team can provide information, guidance, representation and on-going support for students on any aspect of student finance. This service is free, confidential, impartial and non-judgmental, and is for all prospective or current students on a UCQ higher education programme. Some areas of guidance include:

- Loan applications, including contact with Student Finance agencies, such as the Student Loans Company
- Help with budgeting
- Information on the student finance system or other sources of financial support

5.11.3 You can contact the Student Finance Team at studentfinance@ucq.ac.uk or by calling 03330048470.

5.12 Other support services

Please visit the UCQ support page for more information: https://ucq.ac.uk/support-links/.

Organisation	Category	Webpage	Telephone
Anxiety UK	Mental Health support	www.anxietyuk.org.uk	03444 775 774
Citizen's Advice Bureau	Advice	www.citizensadvice.org.uk/	0800 144 8848
Cruise Bereavement Care	Bereavement support	www.cruse.org.uk	0808 808 1677
Drinkline	Confidential helpline – alcohol concerns	www.drinkaware.co.uk	0300 123 1110
Mind	Mental Health support	www.mind.org.uk	0300 123 3393
National Debt Advice	Debt Advice; Free service	www.nationaldebtline.org	08088084000
NHS 111	Medical non-emergency advice		111
Police (non-emergency)	Police		101
Police	Emergency services		999
Refuge	Women/children domestic violence support	www.refuge.org.uk	0808 200 0247
Relate	Relationship support	www.relate.org.uk	
Samaritans	Suicide support	www.samaritans.org/	116 123
Shelter	Housing and homeless charity	https://england.shelter.org.uk	0808 800 4444
Shout (text service)	Suicide and mental health 24/7	www.giveusashout.org	
Switchboard	Crisis support if you identify as LGBTQ++	https://switchboard.lgbt	0300 330 0630
Victim Support	Victim Support: Help after a crime	www.victimsupport.org.uk	0808 1689 111

6. Personal development planning

6.1 Personal development planning (PDP) is a process of reflecting on achievement and learning to capitalise on strengths, identify and address areas for development, set goals, identify skills and record reflections. The purpose of this process is to encourage students to learn to develop themselves and plan for the future by becoming more self-aware. Engaging in PDP activities can assist students to become more motivated, take greater interest in their learning journey, become more self-aware and recognise their full potential.

6.2 PDP is embedded in a number of activities within the CMDA programme. One primary example is the use of progress reviews. Your assessor will undertake a progress review with you every 8 to 12 weeks. This gives an opportunity for student, employer and delivery staff to reflect on the student's progress, identify areas for improvement and set short-, medium- and long-term goals.

6.3 PDP is also embedded in your assessment tasks, for example through reflective reviews that enable you to reflect on what you have learnt and how this may be applied within your workplace. Time with your Professional Development Assessor also provides you a good opportunity to undertake PDP.

7. Facilities and services

7.1 UCQ offers a learning resource centre and online access to the CMI Thrive database, which includes multimedia learning, self-testing resources and progress tracking. You will also have an e-portfolio, in Ecordia, which will hold learning resources and copies of policies and procedures. ICT resources are readily available within UCQ and can be used during class-based contact sessions. As the programme is delivered through work-based learning, the majority of learning will occur at your place of work, with any 'off the job' learning taking place on-site in an appropriate training room or within UCQ's own training facilities. Students are also welcome to utilise UCQ's study areas for individual study or group work.

7.2 Should you require any technical support or help during your time on programme you can contact our IT Manager Monday to Friday 9am-5pm on 03330048470 or email guy.parkin@ucq.ac.uk

8. Assessment and progression regulations

8.1 Assessment principles

8.1.1 The Programme and individual Module Specifications and Assessment Guides contain comprehensive details of the assessment scheme for a specific module or stage of learning, and it is those that should be followed for correctly awarding marks and credits. Information about how the module will be delivered, including contact support arrangements, are also available within the individual Module Specifications.

8.1.2 Each module follows a similar structure with assessment taking place formatively during the module and summatively on submission of assignments.

8.2 Submission of assessment

Academic Assessment	Work-based Assessment
Student submits via Moodle **and** uploads to Ecordia	Student uploads to Ecordia
Student responsibilities • Upload assignments to Moodle and Ecordia (unless otherwise specified) • Upload all work-based assessment evidence directly to Ecordia • Map all submitted work to the KSBs	

8.3 Credit award and progression

8.3.1 Credits will only be awarded upon successful external moderation of a completed module that has been is marked as having all elements (both graded and non-graded) passed. Please refer to the Marking, Grading and Moderation Procedures for further information.

8.3.2 Credits cannot be awarded to a student until the board of examiners, followed by The Open University's Ratification Panel have approved and validated the results. The Open University's Ratification Panel are responsible for ratifying awards.

8.3.3 There are 3 stages of the BA (Hons) Professional Management degree, and each stage is worth a total of 120 credits. All 120 credits must be achieved in order to progress to the next stage. 360 credits must be achieved in order to be awarded the full honours award.

8.3.4 The Board of Examiners convene a number of times per year, which will be dictated by the number of cohorts on programme and their respective start and estimated progression dates. The Board of Examiners determine progression to the next stage of the programme (e.g. from year 1 (level 4) to year 2 (level 5) and so on.

8.4 Minimum pass marks for modules

8.4.1 All modules are mandatory and there is a minimum pass mark of 40%. This also applies to individual marked assessments within a module. A 0-100% marking scale is used when assessing student work; 70% and over is considered an Excellent pass, 60-69% a Very good pass, 50-59% a Good pass, 40-49% a Pass and 0-39% is a Fail. Should there be a non-submission this will receive an automatic 0% mark.

8.4.2 Details of all elements of assessment, including type, weighting and timings for each module can be found in the individual Module Specification and programme schedule.

8.4.3 Assessment feedback and the recommended mark will be returned to students upon completion of marking and moderation. Students should refer to the Assignment Submission and Feedback Policy for further detail on feedback timeframes.

8.5 Word count

8.5.1 Word count includes everything in the main body of the text (including main- and sub-headings, tables, citations, quotes, lists, etc). The contents page, list of references/bibliography, appendices, footnotes and end notes are NOT included in the word count unless it is clearly stated in the Assessment Guide that the module is an exception to this rule.

8.5.2 Appendices should be kept to a minimum and only contain reference materials illustrating and supporting arguments fully made in the main body of the work. Any other materials included in appendices, except where specifically requested in the Assessment Guide, will not be marked.

8.5.3 You must use Harvard Referencing within your reference section.

8.5.4 Word limits are set for each piece of marked and graded assessment work and detailed in the Assessment Guides. These restrictions are in place to maintain equity between students completing the same assessment and to encourage succinct and clear writing. The following penalties apply for exceeding the specified word limit:

- Up to 10% over or under the specified limit will not incur a penalty
- Between 10-20% over or under the specified limit will incur a deduction of 5 marks off the final mark
- 20% or more over or under the specified limit will incur a maximum graded score of 40%

8.6 Rules governing extension to submission deadlines

8.6.1 Work submitted for a summative assessment component **cannot** be amended after submission or re-submitted. Students requesting an extension to a submission deadline should do so by following the extenuating circumstances procedure published in the Regulations for Validated Awards of The Open University

8.7 Late submission of first attempt assessments

8.7.1 This guidance applies to first-attempt submissions and does not extend to resit or retake assessments. Regulations governing resits and retakes are outlined in Section 17 of GR-001: Regulations for Validated Awards of The Open University.

8.7.2 The following penalties will be applied to late submissions when a formal assessment deadline is missed. This deadline can be the original due date or an extended date granted after a formal claim for extenuating circumstances has been approved. Tutor discretionary extensions are not recognised as formal extenuating circumstances claims. Further information on tutor discretionary extensions, including timeframes, are outlined in TLA-006 Extenuating Circumstances Policy.

8.7.3 Late submission penalties

8.7.4 Submission within 6 working days: a 10% reduction deducted from the overall marked score for each working day late, down to the 40% pass mark and no further.

8.7.5 Submission that is late by 7 or more working days: submission refused, mark of 0.

8.7.6 Students who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessments components concerned and will be marked as 0.

8.7.7 If a discretionary extension granted by a tutor is in place, any submission past the new deadline will receive a score of 0.

8.7.8 A working day is defined by UCQ, and submissions received after the deadline will be counted as submitted on the next working day.

8.8 Assessment of work-based learning

8.8.1 The CMDA programme is work-based and as such creates a new dimension to the traditionally class-based university degrees. Work-based learning brings a new depth to the learning experience with that which is taught being applied directly to a real-life situation and ultimately embedded in the student's mind in a more significant way.

8.8.2 The assessment of work-based learning may mean that two students have different learning experiences, however, achieve the same learning outcomes. The assessment is explicitly aligned with student learning, is clear and equitable and enables students to demonstrate the achievement of the learning outcomes.

8.8.3 The assessment of work-based learning varies and may include reflections, portfolios of evidence, presentations, videos of practice behaviour, a project, case studies or research

projects. Please refer to your Module Specifications for your specific course for details on how you will be assessed throughout your programme. Your assessor will support you throughout

the work-based elements of the programme. All of your work should be uploaded into UCQ's e-portfolio system Ecordia.

8.9 Assessment of presentations

8.9.1 Presentations and oral examinations refer to forms of assessment which are given to an audience of peers and/or teaching staff. Presenting to an audience requires substantially different skills from writing an essay and the communication involved can sometimes be much more relevant to the professional competencies needed in a real working situation.

8.9.2 There are many advantages to undertaking a presentation, for example, given the nature of a presentation students usually ensure significant prior research and preparation has been undertaken which results in a deeper learning experience. Presentations can also allow the assessment of a wide range of key skills, including, oral communication, the ability to plan and structure material and if applicable, working as a team. They may also facilitate the use of information and communication technology. Presentations will be recorded to allow appropriate moderation of assessments.

8.9.3 For the specific marking criteria applicable to your programme please refer to your individual Assessment Guides.

8.10 Academic misconduct

8.10.1 Academic misconduct refers to instances when a student does not follow published academic procedure and assessment protocols or attempts to gain an unfair academic advantage by breaking academic regulations.

8.10.2 All allegations of academic misconduct will be investigated in accordance with the Academic Misconduct Policy as published in the Regulations for Validated Awards of the Open University.

8.10.3 Types of Academic Misconduct

Please refer to TLA-001 Academic Misconduct Policy for further information.

Plagiarism

Representing another's work, ideas, or thoughts—including outputs from generative AI tools—as one's own without proper acknowledgment. This includes complete, partial, self-plagiarism, or collusion.

Falsifying data

Presenting fabricated or unfairly obtained data as genuine in reports, projects, or dissertations.

Impersonation

Pretending to be another person to gain an unfair advantage.

Irregular behaviour relating to examinations

Engaging in unauthorised behaviours during exams, such as using prohibited materials, communicating with others, or copying answers.

Dishonest practice

Examples include bribery, false declarations, submitting work altered by another person, or using purchased assignments.

Breaches in confidentiality and/or unethical practice in coursework

Failing to adhere to protocols regarding confidentiality or anonymity in coursework, such as disclosing privileged information or identifiable data.

8.10.4 Penalties for academic plagiarism

UCQ follows the AMBeR Tariff with regards to the award of penalties for plagiarism. In all cases a formal warning is given and a record made contributing to the student's previous history. Depending on the penalty points accumulated, the Academic Misconduct and Extenuating Circumstances (AMEC) Sub-Committee may issue any of the penalties shown on the following page.

8.10.5 AMBeR Tariff

Assign points based on the following criteria:

History

1st time	100 points
2nd time	150 points
3rd/+ time	200 points

Amount/extent

Below 5% AND less than two sentences	80 points
As above but with critical aspects* plagiarised	105 points
Between 5% and 20% OR more than two sentences but not more than two paragraphs	105 points
As above but with critical aspects* plagiarised	130 points
Between 20% and 50% OR more than two paragraphs but not more than five paragraphs	130 points
As above but with critical aspects* plagiarised	160 points
Above 50% OR more than five paragraphs	160 points
Submission purchased from essay mill or ghostwriting service †	225 points

* Critical aspects are key ideas central to the assignment
† Some institutions may consider this to be a separate form of academic malpractice

Level/stage

Level 1	70 points
Level 2	115 points
Level 3/Postgraduate	140 points

Value of assignment

Standard weighting	30 points
Large project (e.g. final year dissertation)	60 points

Additional characteristics

Evidence of deliberate attempt to disguise plagiarism by changing words, sentences or references to avoid detection 40 points

Award penalties based on the points:

Penalties (Summative work)

Points	Available penalties
280 – 329	• No further action beyond formal warning • Assignment awarded 0% - resubmission required, with no penalty on mark
330 - 379	• No further action beyond formal warning • Assignment awarded 0% - resubmission required, with no penalty on mark • Assignment awarded 0% - resubmission required but mark capped or reduced
380 - 479	• Assignment awarded 0% - resubmission required but mark capped or reduced • Assignment awarded 0% - no opportunity to resubmit
480 - 524	• Assignment awarded 0% - no opportunity to resubmit • Module awarded 0% - re-sit required, but mark capped or reduced • Module awarded 0% - no opportunity to re-sit, but credit still awarded
525 - 559	• Module awarded 0% - re-sit required, but mark capped or reduced • Module awarded 0% - no opportunity to re-sit, but credit still awarded • Module awarded 0% - no opportunity to re-sit, and credit lost • Award classification reduced • Qualification reduced (e.g. Honours -> no Honours) • Expelled from institution but credits retained • Expelled from institution with credits withdrawn
560+	• Module awarded 0% - no opportunity to re-sit, and credit lost • Award classification reduced • Qualification reduced (e.g. Honours -> no Honours) • Expelled from institution but credits retained • Expelled from institution with credits withdrawn

Penalties (Formative work)

280 – 379	Informal warning
380+	Formal warning, with record made contributing to the student's previous history

8.11 Student progress reviews

8.11.1 Academic staff and your assessor will provide regular feedback and support throughout the programme. Feedback assists students in monitoring their progress, identifying areas of strength and weakness and developing their understanding of the subject to enhance a range of skills.

8.11.2 Your assessor will undertake a review which will discuss your progress following the completion of each module, identify any areas for additional support and set short-, medium- and long-term goals.

8.11.3 Progress reviews take a number of forms:

- Student module review (completed by the student after each module)
- Academic review (completed by the delivery staff every 12 weeks)
- Employer review (completed between your assessor and employer every 8-12 weeks)

8.11.4 Feedback from all reviews will then be provided during a tutorial with your assessor. Both written and verbal feedback will be provided within agreed timescales to allow the student to receive the most benefit from the feedback given.

8.12 Formative and summative assessments

8.12.1 Types of assessment:

- Summative assessment evaluates the extent to which students have achieved the desired learning outcomes of their programme, or part of their programme, in order to record that achievement for the award of credit and to recognise student achievement.
- Formative assessment provides opportunities for students to receive feedback on their learning so they can improve.
- Diagnostic assessment provides an indicator of a student's aptitude for a programme of study and to identify possible learning problems.

Summative assessment must reflect programme content and be valid, reliable and fair to be effective.

8.12.2 Assessment design

- The method of assessment will be appropriate to the curriculum and the achievement of the learning outcomes
- Assessment will be designed to encourage learning; to provide a range of learning opportunities to students; and to meet the diverse needs of students
- Multiple assessment methods will be used to counter possible bias associated with individual methods and should be consistent with learning and teaching practice
- Assessment tasks will be designed with due regard for security to limit or prevent fraudulent activity
- Assessment criteria will be aligned to learning outcomes
- Each module will be assessed independently

- Assessment of students with a disability shall be in accordance with UCQ's Equality, Diversity and Inclusion Policy
- Assessment tasks will be clearly stated in the Assessment Guide

8.12.3 Marking, grading and internal moderation

- Assessment marking and grading schemes will be consistent and rigorous assessment practice and grading will be criteria based
- All summative assessment will be subject to the application of appropriate internal moderation procedures

8.12.4 Supporting student learning

In order for students to be fully engaged with assessment and its value to them in the learning process they need to understand fully the assessment criteria involved. Clarity and student understanding of assessment criteria and tasks will be facilitated by providing students with the following information at the start of each module/commencement of the course, as appropriate:

- The module overview and rationale
- The learning outcomes associated with each module
- Pre-requisites where applicable
- Content synopsis
- Learning and teaching strategies
- Assessment strategies and marking criteria
- Key and further reading suggestions

8.13 Acceptable forms of academic referencing

8.13.1 Throughout the CMDA programme students will be asked to use the Harvard referencing system. Plagiarism is considered a very serious offence under the Regulations for Validated Awards of the Open University You should always reference direct quotations, paraphrasing and the ideas of other authors.

8.13.2 Collecting information

Students should make notes of the sources they use so that referencing later on is as accurate as possible. For **books**, you should make note of:

- The author's or editor's name (or names)
- The year the book was published
- The title of the book
- If it is an edition
- The city the book was published in
- The name of the publisher

For **electronic sources**, you should make note of:

- The date you accessed the source
- The electronic address or email
- The type of electronic resource (email, discussion forum, webpage, etc.)

For **journal articles**, students should collect:

- The author's name or names
- The year in which the journal was published
- The title of the article
- The title of the journal
- The page number/s of the article in the journal
- As much other information as you can find about the journal, e.g. volume and issue numbers

8.13.3 Lecturers and assessors will provide examples of how Harvard referencing should be applied.

8.14 Compensation, re-sits and repeat of study

8.14.1 Where a student fails a module, the following may apply in the first instance:

- Resit – a second attempt of an assessment component within a module, following failure at first attempt.
- Compensation – the award of credit by the Board of Examiners for a failed module(s) on account of good performance in other modules at the same credit level where the learning outcomes have been met.
- Retake – a second attempt of all assessment components within a module following failure at the first or resit attempt. Retake of the failed component may require the student to participate in classes to prepare them for the second attempt. This will be confirmed at the Examination Board.

8.14.2 Students should refer to the Regulations for Validated Awards of The Open University for full terms and conditions for compensation, re-sits and repeat of study.

8.15 Viva-voce

8.15.1 Exceptionally, viva voce (oral rather than written) examinations may be required by a Board of Examiners (with the approval of external examiners).

8.15.2 Students should refer to the Regulations for Validated Awards of The Open University for full terms and conditions for viva-voce.

8.16 Mitigating and extenuating circumstances

8.16.1 UCQ takes into account mitigating and extenuating circumstances which can impact on a student's assessment outcome. A student may encounter significant personal difficulties that are outside their control and impact on their ability to study and/or complete assessments. The Regulations for Validated Awards of The Open University provides the procedure to follow when dealing with mitigating circumstances for all UCQ higher education students.

8.17 Appeals (academic and admission)

8.17.1 UCQ staff have a responsibility to give full and active support to a student or applicant by ensuring the appeals procedure for both admissions and academic appeals is known, understood and implemented.

8.17.2 Students should refer to the Regulations for Validated Awards of The Open University for both academic and admission appeal guidance.

8.18 Termination of registration

8.18.1 UCQ reserves the right to terminate the registration of any student on academic or disciplinary grounds.

8.18.2 A student's registration may be terminated if the student has:

(a) committed a serious disciplinary offence under the Student Disciplinary Policy (GP-024);
(b) be deemed as unfit to study under the Fitness to Study Policy (TLA-019);
(c) exhausted all opportunities to remedy failure or has made insufficient progress through their programme of study at the required stage;
(d) formally notified the institution that they wish to discontinue their studies and so discontinue their programme;
(e) failed to comply with their financial commitment to UCQ (where applicable)

8.18.3 Students should refer to the Regulations for Validated Awards of The Open University for further information on matters relating to registration.

9. Determination of results

9.1 Assessment scores

9.1.1 All undergraduate assessment counting towards classification will be marked on a percentage scale of 0-100. Further information on the determination of results is available in the Regulations for Validated Awards of the Open University.

% Scale Score	Performance Standard
90-100	Exceptional pass
80-89	Outstanding pass
70-79	Excellent pass
60-69	Very Good pass
50-59	Good Pass
40-49	Pass
0-39	Fail

9.2 Communication of results

9.2.1 Results for all summative assessments will be released on Moodle or, in some instances, via Ecordia where students will have individual access to their own progression and results. Summative assessment results will be released at the end of module completion in line with the Assignment Submission and Feedback Policy. Students will also receive ongoing feedback on their progression throughout the course through formative assessment, observations, activities and progress reviews.

9.3 Bachelor honours degree classification

9.3.1 To achieve this qualification, you are required to successfully complete at least 360 credits. Classification of bachelor degrees will be based on the weighted mark across all modules within Stage 3 (credit level 6) and Stage 2 (credit level 5) at a ratio of 2:1 respectively unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise. Further information on degree classifications is available in the Regulations for Validated Awards of the Open University.

9.3.2 Example:

1/3 of the **average** across Stage 2 (Year 2):

Module 2.1 – 20 credits
Module 2.2 – 20 credits
Module 2.3 – 20 credits
Module 2.4 – 20 credits
Module 2.5 – 20 credits
Module 2.6 – 20 credits

2/3 of the **weighted average** across Stage 3 (Year 3):

Module 3.1 – 20 credits
Module 3.2 – 20 credits
Module 3.3 – 20 credits
Module 3.4 – 60 credits (weighted mark is x 3 due to higher credit value)

9.3.3 Honours degrees are classified as:

- First class: Aggregate mark of 70% or above
- Upper Second class: Aggregate mark between 60% and 69%
- Lower Second class: Aggregate mark between 50% and 59%
- Third class: Aggregate mark between 40% and 49%

9.3.4 Where students have directly entered a qualification level 6 top-up award (e.g. having previously undertaken a Higher National Diploma (HND) or Foundation Degree (FD) award) the calculation for the honours classification will be based solely on all credits at credit level 6.

9.3.5 Performance in work for which an award of credit for prior learning has been made is not taken into account in the calculation of the final award.

9.3.6 Where the final result of the classification calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

9.4 Board of Examiners

9.4.1 The Board of Examiners is an approved body within UCQ whose role is to take an overview of each student's academic performance on a relevant course or programme. This performance is based primarily on assessment results. The Board of Examiners will then make a final academic judgement on the appropriate academic outcome for that student. If satisfied the Board of Examiners will pass the recommendation on to the Academic Council and The Open University's Ratification Panel. The Open University's Ratification Panel are responsible for ratifying awards.

9.5 External Examiners

9.5.1 The external examining system is a key component of UCQ's quality assurance process. External Examiners play an important role in ensuring that our CMDA programme is maintained to an appropriate standard and that achievements are measured rigorously and fairly. Those who fill these roles also assist UCQ to enhance the quality of teaching, learning and assessment by way of good practice recommendations in accordance with the relevant national subject benchmarks.

9.5.2 External Examiners also assist in ensuring that the academic standards and achievement of students are comparable with those in other UK higher education providers. They are required for any programmes that lead to an award and may comment on or contribute to the design of these programmes.

10. Other institutional policies and procedures

10.1 Students with disabilities

10.1.1 UCQ welcomes students who have a disability or learning difficulty and will try to ensure that there is suitable access to our facilities and appropriate support. Our site has disabled parking and lifts.

10.1.2 You can discuss your access and support needs with UCQ who can advise you on the best access arrangements for you. UCQ is committed to supporting all students during their programme of study in the most appropriate way possible. Additional assistance may be provided through:

- Special arrangements during examinations and/or assessments
- Personal care support
- Teaching materials in alternative forms such as Braille, tape or large print
- Portable loop system or communicator
- Additional support

10.2 Equal opportunities

10.2.1 All members of UCQ are requested to promote actively an atmosphere of positive co-operation and tolerance across the whole institution. Respect for and fair treatment of individuals and groups is an underlying precept of studying life to which everyone is asked to adhere.

10.2.2 UCQ believes in equal opportunities. We want all our students, clients and staff to be treated fairly. We are committed to treating people on the basis of their merits and abilities, regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy or maternity, or other irrelevant or artificial distinction. All staff and students have the right to be treated in this way and have the responsibility to treat others fairly and without discrimination.

10.2.3 Please refer to the Equality, Diversity and Inclusion Policy for further information.

10.3 Data and privacy

10.3.1 All students should refer to the full Data and Privacy Policy located in Ecordia or on the website.

10.3.2 UCQ respects privacy and is committed to protecting personal data.

10.3.3 UCQ is required to retain certain information about its employees, students and other users in order to facilitate the monitoring of performance, achievements, and health and safety.

10.3.4 It is also necessary to process information so that staff can be recruited and paid, education courses and legal obligations to funding bodies, government departments and regulatory bodies complied with. To comply with the law, information stored in files (either paper based or electronically including e-mail, internet, intranet or portable storage device) are covered by data protection legislation and must be collected and used fairly, stored and disposed of safely, and not disclosed to any other person unlawfully or without consent.

10.3.5 UCQ must comply with the data protection principles which are set out in the General Data Protection Regulation (GDPR) and Data Protection Act 2018 (DPA). Other relevant policies that feed into this policy include Data (Use and Access) Act 2025, Freedom of Information Act 2000, Protection of Freedoms Act 2012, Computer Misuse Act 1990 and the Education Act 2011.

10.3.6 UCQ and all staff who process data must ensure that the DPA principles are adhered to at all times. UCQ will comply with the DPA to ensure all data is:

- Used fairly and lawfully
- Used for limited, specifically stated purposes
- Used in a way that is adequate, relevant and not excessive
- Accurate
- Kept for no longer than is absolutely necessary
- Handled according to people's data protection rights
- Kept safe and secure
- Not transferred outside the European Economic Area without adequate protection

10.3.7 UCQ will comply with data protection laws to ensure all personal data shall be:

a) Processed lawfully, fairly and in a transparent manner in relation to individuals;
b) Collected for specified, explicit and legitimate purposes and not further processed in a manner that in incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes;
c) Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed;
d) Accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed are erased or rectified without delay;
e) Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals;
f) Processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

10.3.8 Under certain circumstances, individuals have rights under data protection laws in relation to personal data. They are:

- Request access to your personal data.
- Request correction of your personal data.
- Request erasure of your personal data.
- Object to processing of your personal data.
- Request restriction of processing your personal data.
- Request transfer of your personal data.
- Right to withdraw consent.

10.3.9 These rights can be exercised at any time by contacting UCQ's Data Protection Officer (please refer to the UCQ Data and Privacy Policy).

10.3.10 Retention of data

A full list of information with retention periods is available from the Data Retention Schedule.

10.4 Health and Safety

10.4.1 UCQ recognises its responsibility for providing a safe and healthy working environment for all who use its facilities. We ask all students:

- To take reasonable care for the health and safety of themselves and others
- To co-operate with UCQ by following health and safety procedures and instructions
- To respect and not to abuse, misuse, vandalise or deface fire alarms, fire extinguishers, first aid boxes and appropriate notices and signage
- In the event of the fire alarm sounding, to make their way directly to the designated assembly point
- To report all accidents, however small, to a member of staff immediately
- To respect speed limitations when driving motor vehicles into UCQ's premises and to park only in marked bays
- To inform UCQ (in confidence) of any medical needs, or any condition which might require special or emergency action

10.4.2 Please refer to the Health and Safety Policy for further information.

10.5 Safeguarding and Prevent

10.5.1 UCQ fully recognises the responsibility it has regarding safeguarding and promoting the welfare of students. Safeguarding is defined for the purposes of this guidance as protecting people from maltreatment, preventing impairment of students' health or development and undertaking that role so as to enable those people to have optimum life chances and enter or continue through adulthood successfully.

10.5.2 UCQ shall also support the understanding and promotion of British values (BV):

- The rule of law
- Democracy
- Individual liberty
- Mutual respect for and the tolerance of those with different faiths and beliefs

10.5.3 UCQ takes a proactive stance on preventing terrorism and extremist behaviours. UCQ is passionate about promoting a safe environment free from violence.

10.5.4 Please speak to your Tutor or the Designated Safeguarding Lead if you have any concerns regarding your own or others' safety and welfare. Details of UCQ's Safeguarding Team are below.

Safeguarding Team	
Strategic Safeguarding Lead: **Michelle Elliott**	Tel 077595 61342 or michelle.elliott@ucq.ac.uk
Designated Safeguarding Lead: **Kelly Pattison**	Tel 07308 231263 or kelly.pattison@ucq.ac.uk
Designated Safeguarding Lead (Stockton): **Ben Devine**	Tel 07366 564165 or ben.devine@ucq.ac.uk

10.5.5 UCQ has a duty to provide a safe environment for all staff and students. UCQ's safeguarding single comprehensive source of information, including information related to sexual misconduct and harassment, is available at: https://ucq.ac.uk/safeguarding-and-prevent/

10.6 Sexual Misconduct and Harassment

10.6.1 UCQ do not tolerate sexual misconduct, violence or abuse and are committed to providing a learning environment in which all members of the UCQ community feel safe and are respected.

10.6.2 UCQ are committed to preventing and eliminating all forms of sexual misconduct.

10.6.3 UCQ recognise the significant negative effects that experiencing sexual misconduct can have upon individuals and will support them, as well as supporting those members of the UCQ community (peers, tutors, other staff etc.) to whom such experiences are disclosed.

10.6.4 **Harassment** (as defined by Section 26 of the Equality Act 2010) includes unwanted behaviour or conduct which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment because of, or connected to, one or more of the following protected characteristics:

i. age
ii. disability
iii. gender reassignment
iv. race
v. religion or belief
vi. sex
vii. sexual orientation
viii. marriage and civil partnership
ix. pregnancy and maternity

Under this definition, UCQ understand harassment to include domestic violence and abuse (which can also involve control, coercion, threats), and stalking.

UCQ would also consider harassment to include any incidents of physical violence towards another person(s) on the basis of a protected characteristic, and hate crimes, such as those

criminal offences which are perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity.

10.6.5 **Sexual misconduct** relates to all unwanted conduct of a sexual nature. This includes, but is not limited to:

i. Sexual harassment (as defined by Section 26 (2) of the Equality Act 2010)

ii. Unwanted conduct which creates an intimidating, hostile, degrading, humiliating or offensive environment (as defined by the Equality Act 2010)

iii. Assault (as defined by the Sexual Offences Act 2003)

iv. Rape (as defined by the Sexual Offences Act 2003)

v. Physical unwanted sexual advances (as set out by the Equality and Human Rights Commission: Sexual harassment and the law, 2017)2

vi. Intimidation, or promising resources or benefits in return for sexual favours (as set out by the Equality and Human Rights Commission: Sexual harassment and the law, 2017)3

vii. Distributing private and personal explicit images or video footage of an individual without their consent (as defined by the Criminal Justice and Courts Act 2015).

10.6.6 These definitions include both physical and virtual harassment and sexual misconduct experienced through any media.

10.6.7 Please refer to the Sexual Misconduct Policy for students for the reporting and response procedures. The UCQ website also provides links to a range of safeguarding resources and external support services.

10.7 Student Disciplinary Procedure

10.7.1 The Student Disciplinary Procedure relates to non-academic misconduct. Academic misconduct, such as plagiarism, is addressed within the Regulations for Validated Awards of The Open University.

10.7.2 The Principal of UCQ is ultimately responsible for maintaining discipline among students of UCQ, and in this, students can expect the Principal to be assisted by all UCQ staff.

10.7.3 The discharge of this responsibility in respect of managing student conduct is delegated by UCQ's Principal to the UCQ Senior Leadership Team ("the Disciplinary Officers").

10.7.4 The burden of proof of the allegations of misconduct lies with the person or persons alleging the misconduct. The judgement of the allegation/s will be based on a balance of probabilities.

10.7.5 The seriousness of the offence will be considered in assessing the cogency, weight and quality of evidence presented.

10.7.6 UCQ will not investigate anonymous allegations.

10.7.7 The disciplinary procedure has an informal stage and four formal stages. Any stage in the process may be invoked immediately, depending on the nature and severity of the behaviour.

10.7.8 However, it is expected in most cases a progressive, staged approach to student discipline will be implemented.

10.7.9 Before invoking a formal disciplinary process, any member of UCQ staff may use their professional judgement and issue verbal warnings informally. The formal process is to be implemented if the severity of the conduct means that an informal verbal warning is not sufficient.

10.7.10 Please refer to the Student Disciplinary Procedure for further information.

10.8 Complaints Procedure

10.8.1 A complaint is defined as an expression of significant or sustained dissatisfaction where a complainant seeks a specific action to address the issue.

10.8.2 UCQ considers complaints as important feedback and complainants will not suffer any disadvantage as a consequence of lodging a formal complaint. UCQ will seek to act on complaints in a timely manner and do so impartially and objectively.

10.8.3 The procedure for complaints is addressed within the Regulations for Validated Awards of The Open University and is based on the expectation that all reasonable efforts have already been made to deal with the grievance prior to reaching the stage of a formal complaint.

11. Student participation and evaluation

11.1 UCQ consistently collects and analyses feedback from both employers and students. We feel this is an essential part in ensuring our programmes are meeting the needs of our employers and students and continue to remain relevant and innovative. We obtain this important feedback through a mixed use of questionnaires and progress reviews. Student and Mentor feedback is requested at least every 8-12 weeks through our progress reviews and module feedback is sought voluntarily immediately following the completion of each module.

11.2 Student representation

11.2.1 The Student Representative is a student who represents the views of their fellow students. This is a voluntary role and is designed to connect the views of students to those on the Board of Governors. The Student Representative is required to liaise between students and board members so that issues can be raised and feedback provided.

11.3 Professional organisations

11.3.1 Many careers have professional bodies that represent or regulate the profession. In the business and management sector the Chartered Management Institute (CMI) is a leading and cutting edge professional body committed to the development of leaders and management professionals. As part of the CMDA programme, you will receive an automatic student membership with the CMI, gaining access to various resources through the CMI Thrive portal.

As part of the apprenticeship programme, students can also achieve Chartered Manager status, the highest accolade in the management profession.

12. Programme reading list

An individual reading list is provided within each Module Specification.