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**Programme Specification**

**Title of Course: BA (Hons) Management and Business**

**Date Specification Produced: 21 November 2017**

**Date Specification Last Revised: June 2020**

This Programme Specification is designed for prospective students, current students, academic staff, employers, potential future employers, and in this case of the Chartered Manager Degree Apprenticeship situation, for the information of end point assessment providers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:**  | BA (Hons) Management and Business |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston College (part of the South Thames College Group) |
| **Location:** | Kingston College, Kingston Hall Road (in some future Chartered Manager Degree Apprenticeship situations face to face delivery could take place on employer premises)  |
| **Pending Accreditation by:** | Chartered Management Institute (CMI) |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

BA (Hons) Management and Business is designed for those engaged in related employment, at management level, allowing them to draw on their work related experience throughout the course when at study and whilst at work to draw upon their theoretical learning from study to develop their work based knowledge, skills and behaviours. The content of the course can be applied to their current and future roles.

The content of the programme has been mapped to the requirements of the Chartered Management Degree Apprenticeship and will ensure that those completing this degree as part of this apprenticeship are fully equipped and ready for the gateway to end point assessment and suitably prepared for the work related assessment required as part of that final assessment.

Thus the BA (Hons) Management and Business offers an alternative route to a business degree from the traditional route of university study after college/school.

Students studying the degree as a part of a Chartered Manager Degree Apprenticeship will be employed by an employer who is supporting the apprentice with this training (with for example the support of a mentor) and either utilising their apprenticeship levy for payment of training costs, or in the case of a smaller business co-funding the training with the government funding agency in line with prevailing regulations.

Those studying this degree as part of a Chartered Manager Degree Apprenticeship could either be younger and joining this apprenticeship programme with a new employer having achieved the required academic/vocational entry qualifications, or could be an existing employee being offered the opportunity of this apprenticeship as part of an upskilling/management development plan or programme, and have been selected by the employer organisation on the basis of performance in their current role, future potential and / or past academic qualifications (or a combination of these). However there is an expectation that all students will have at least two years of relevant work experience in a business management role prior to joining the programme.

Students will be taught at Kingston College in essentially a part time mode and will be required to draw upon their work experience to supplement their face to face learning. This will be further supplemented by blended independent learning via the College’s virtual learning environment (at the time of validation, Moodle). For the apprentices this learning will form part of the off the job training time provided by their employer as part of their contract of employment and will take place on work premises as well as at the College.

The course has been designed to provide a first and early opportunity for the student to reflect upon, and gain a full understanding of themselves, via the Professional Development module, with recognition of the importance of this to support the development of effective management and leadership skills of others. Other level 4 modules provide the opportunity for students to look at external factors impacting upon business organisations and to consider how businesses should respond. There is a first opportunity at level 4 to look at leading and managing others in the team sense. Level 5 modules provide the opportunity for the student to develop functional management knowledge and skills in Operations and Project Management, Finance, and Human Resources. Level 6 provides learning about longer term and larger scale leadership and management considerations. Level 6 will require the demonstration of effective research skills and will involve significant work based application for the apprentices and will prove effective in linking the apprenticeship requirements through the completion of a work based synoptic project as part of the Level 6 assessment.

Following successful completion of the BA Management & Business Degree, the work-based skills portfolio and the work-based project the apprentices will have satisfied the “gateway” criteria to be able to undertake the Apprenticeship End Point Assessment. The End Point Assessment is likely to be conducted by the Chartered Management Institute (CMI) and will then allow the apprentices to achieve the full CMDA.

1. **Aims of the Programme**

The main aims of the programme are:

* To provide students with an in-depth knowledge and critical understanding of core elements of management theory and be able to apply those to their workplace and management/leadership roles now and in the future
* To develop the ability to apply underlying concepts outside the context in which they were first studied (including students’ employment situations)
* To enable students to identify, locate and critically appraise secondary and primary sources as a basis for independent study via a series of work-based projects
* To develop the ability to evaluate critically the appropriateness of different approaches to problem-solving in the field of study as applied to real-life management contexts
* To prepare students for lifelong learning by developing their intellectual, problem solving, collaborative, practical and key (transferable) skills and behaviours
* To assist students in developing the skills and behaviours expected of them in a business and management role and setting
* To contribute to the development of a professional manager capable of managing complexity, delivering impact at a strategic and/or operational level with management and leadership responsibility for setting and delivering organisational objectives through a wide range of functions.
* And to ensure that students are fully equipped and ready for the gateway to end point assessment for the Chartered Manager Degree Apprenticeship.
1. **Intended Learning Outcomes**

The programme outcomes are referenced to the QAA Subject Benchmark Statement for Business and Management (2019) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2015), and relate to the typical student.

<https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881_5>

The programme has also been mapped to the Chartered Management Institute’s (CMI) Chartered Manager L5 Management Diploma award to permit those studying for this programme as part of a Chartered Manager Degree Apprenticeship to obtain that accreditation as a component part of the apprenticeship qualification.

<http://www.managers.org.uk/~/media/Files/Apprenticeships/Chartered_Manager_Degree_Apprenticeship_Guidance.pdf>

To ensure that the degree fulfils the broader and specific requirements of the Chartered Manager Degree Apprenticeship the published Apprenticeship Standard (first published on 22 July 2015 and last updated on 7 November 2017) have also been used as a source of reference along with the accompanying published Assessment Plan to ensure preparedness of apprentices for entry to the gateway to end point assessment.

<https://www.gov.uk/government/publications/apprenticeship-standard-chartered-manager-degree-apprenticeship>

The programme provides opportunities for students to develop and demonstrate knowledge, understanding, skills, behaviours and other attributes in the areas indicated in the tables overleaf.

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| **Programme Learning Outcomes** |
|  | **Knowledge & Understanding****On completion of the course students will be able to:** |  | **Intellectual Skills** **On completion of the course students will be able to:** |  | **Subject Practical Skills****On completion of the course students will be able to:** |
| A1 |

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| Demonstrate knowledge of how to work effectively in a changing commercial context to develop financial strategies taking into account internal and stakeholder interests and the use of a range of financial tools, models and compliance with legal requirements.  |

 | B1 |

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| Recognise relevant legal compliance, and the benefits of considering the interests of different stakeholders when using financial tools and models to secure successful procurement and contractual outcomes in a forever changing commercial context |

 | C1 | Build upon the ability to interpret and analyse past financial data and stakeholder interests to plan, review and manage budgets and other financial plans. |
| A2 |

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| Understand how to develop sustainable organisational strategy and plans through the effective use of project and change management techniques.  |

 | B2 | Implement organisational strategy by the effective use of short, medium and long term management techniques and models. | C2 | Effectively use project, people and change management models to implement organisational strategies via human and other resources. |
| A3 |

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| Recognise innovative sales and marketing strategies to segment, target and exploit market opportunities taking full advantage of emerging digital technologies.  |

 | B3 | Appreciate the power, potential and shortfalls of a range of sales and marketing tools, including emerging digital technologies, to deliver sales and marketing strategies to successfully exploit markets.  | C3 | Implement the use of a range of traditional marketing and emerging digital techniques and tools to segment, target and exploit market opportunities with the aim of meeting customer needs and creating organisational improvement. |
| A4 |

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| Explain how inclusive leadership and management styles can contribute to the effective recruitment, performance management, support, training, coaching and development of staff and teams. |

 | B4 | Recognise the diversity of an organisation’s workforce and appreciate the range of leadership and management techniques to maximise levels of staff performance.  | C4 | Manage an effective recruitment, performance management, support, training, and coaching function within a diverse organisation. |
| A5 |

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|  Recognise how current issues within business and the international environment relate to contemporary business management practice.  |

 | B5 | Analyse and evaluate the impact of current issues in the business and international environment and how they might influence internal management practice. | C5 | Respond, predict and make current and future decisions as a result of the changing external business and international environment. |

In addition to the programme learning outcomes identified above the programme of study defined in this programme specification will allow

Students to develop a range of Key Skills as follows:

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| **Key Skills** |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Setting and delivering organisational objectives through a wide range of functions. Including determining the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to achieve organisational objectives including undertaking the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully achieve, complete and evaluate a objectives including a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

For entrants to this degree (straight from study at College and School at Level3) and who are joining a formal Chartered Manager Degree Apprenticeship the typical entry qualifications are;

* A minimum of 64 UCAS Points
* plus English Language and Maths GCSE at grade 4 (c) minimum (or FS equivalent)
* A minimum of two years relevant work experience in a business/management position
* Employed for a minimum of 16 hours per week in a relevant business/management position

These details and the recruitment and selection process would be agreed with the employer and are designed as an indicator of potential for successful completion of the apprenticeship.

For existing employees being accepted to the degree as part of a Chartered Manager Degree Apprenticeship to upskill the recognition of prior experiential learning will be applied (and may include prior educational attainment as mentioned above) and the College (and University) will agree the features of those requirements as an indicator of potential for successful completion of the apprenticeship.

1. **Programme Structure**

This programme is offered in part -time mode. Students will be studying this degree as part of a Chartered Manager Degree apprenticeship. Entry is at level 4 with A-level or equivalent qualifications - a wide range of qualifications are considered. Students will already be in employment and their experience and prior experiential learning will be recognised (See section D).

**E1. Professional and Statutory Regulatory Bodies**

 *Chartered Management Institute’s (CMI) L5 Diploma in Management*

**E2. Work-based learning, including sandwich programmes**

A condition of the apprenticeship contract is that employers release apprentices for 20% “off the job” training. This will constitute attendance at timetabled classes on one full day every other week with the “off the job” time in the intervening weeks used by the students for work related to the programme; the students will not be in timetabled classes on these weeks. A feature of the programme is the provision of remote academic tutorial support via e-mail, telephone or use of the College VLE (Moodle) this will constitute a part of the “off the job” training time allocated by the students’ employers.

Each student will be allocated a work based mentor by their employer. The mentor’s role is to facilitate opportunities for students to achieve the work based experience necessary to achieve the BA Degree and the Apprenticeship. Mentors will attend regular meetings with the College Course Director/Teaching Team, however they will not be directly involved in the delivery or assessment of the Degree programme.

**E3. Outline Programme Structure**

BA (Hons) Management and Business comprises 3 levels of study – levels 4, 5 and 6. Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. A student must pass all modules and complete 120 credits at each level to progress onto the next level.

Full details of each module will be provided in module descriptors and student module guides. All students will be provided with the University regulations.

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| **Level 4** (all core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block\*** |
| Professional Development | BD4301 | 30 | 4 | Year 1 block 1 |
| Business Environment | BD44302 | 30 | 4 | Year 1 block 2  |
| Leading & Managing an Organisation | BD4303 | 30 | 4 | Year 1 block 1 |
| Introduction to Marketing | BD4304 | 30 | 4 | Year 1 block 2  |

Progression to Level 5 requires all modules at level 4 to be passed.

Students exiting the field/course at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Management & Business.

All four modules at level 5 are compulsory; there are no optional level 5 modules.

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| **Level 5** (at least 60 credits = core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block\*** |  |
| Operations Management | BD5301 | 30 | 5 | Year 2 block1  |  |
| Human Resources Management | BD5302 | 30 | 5 | Year 2 block 1  |  |
| Project Management | BD5303 | 30 | 5 | Year 2 block 2  |  |
| Financial Management  | BD5304 | 30 | 5 | Year 2 bock 2  |  |

Progression to level 6 requires all modules at level 5 to be passed.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Management & Business.

All four modules at level 6 are compulsory; there are no optional level 6 modules.

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| **Level 6** (at least 60 credits = core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block\*** |  |
| Strategic Management | BD6301 | 30 | 6 | Year 3 block 1  |  |
| Digital Technologies and Innovation | BD6302 | 30 | 6 | Year 3 block1  |  |
| Managing & Leading Change | BD6305 | 30 | 6 | Year 3 block 2  |  |
| Corporate Decision Making | BD6304 | 30 | 6 | Year 3 block 2  |  |

Level 6 requires the completion of the four compulsory modules.

\*The first cohort for this programme will start at the end of January with the first teaching block running until late May. The second teaching block will start in early June and will finish in November; there will be a break in delivery during August. The Course Handbook contains a detailed list of teaching weeks for the programme.

It is envisaged, that should there be sufficient student numbers, a second start date in the September of each year will be introduced

1. **Principles of Teaching Learning and Assessment**

The programme has been designed to take account of the KU curriculum design principles.

A wide range of teaching and learning methods will be employed to reflect the diversity of students on the programme, the fact that many may be returning to learning at a later point in life after a gap from their last experience of academic study, some may have modest past academic achievements but have been successful in the workplace and their career to date and to embrace the principles of an inclusive curriculum that is effective for all. The focus of the teaching and learning is to develop a range of academic and study skills, including elements of effective critical thinking that will support students to be successful in their study, and to support the Chartered Manager Degree apprentices to also be able to successfully complete all the aspects of their qualification including the work related end point assessment requirements, and to develop the management and leadership skills at the centre of the degree and vital for their future management and leadership careers.

As the Degree is studied alongside work the teaching and learning strategy will draw upon past and present work experience as a fundamental part of the degree. The teaching and learning strategy adopted will take full advantage of the opportunity for students to draw upon their work related experience throughout the course when at study, and conversely, whilst at work to draw upon their theoretical learning from study to develop their work based knowledge, skills and behaviours. The assessment design will also take maximum advantage of work/employment contextualised assessment to further reinforce the link between learning at college and work and for the apprentices to support them in their work place linked end point assessment requirements. This strategy will be further developed in that the apprentices’ employers will provide workplace mentors, who will be trained by the College to be able to further support them at work in applying these principles and help them to be successful. The workplace mentors will, however, not be part of the teaching team for the degree and will not be involved in the assessment of the students for any of the modules in the degree. The workplace mentors will liaise with and be briefed by the college teaching team, through regular meetings, so that they are able to facilitate the work based opportunities necessary for completion of the programme. Whilst high levels of support will be provided the teaching strategies are also designed to help develop students as independent learners as the degree progresses, a skill development which will also be very useful in the workplace.

The relatively small class sizes, which are a key feature of the learning environment and face to face delivery of higher education at the College, and likely to be so for this course (which may include closed cohorts of employees of a single organisation) allow significant interaction and individual monitoring of students by lecturing staff. Seminar rather than lecture type sessions will use active learning techniques through the use of question and answer sessions, seminars, small group presentations etc. Active learning techniques promote effective engagement by students and provide many opportunities for formative assessment activities that result in near immediate feedback to the students. Additional learning is available through a variety of online resources, which allows formative assessment of understanding and the application of knowledge outside face to face class time. These include the use of web-based activities, online testing and accessibility to material via the college’s VLE Moodle. Where appropriate, modules will incorporate elements of “Flipped Learning” where material that would normally be delivered in a lecture format will be made available to students via the VLE prior to classes which will allow the major part of the face-to-face delivery at the College to concentrate on more active learning techniques. Additionally students will be directed towards independent study, both as enhancement to topics studied and for stand-alone topics.

Collaborative and group work activities are key components of the teaching and learning strategy in most modules of the programme, in some cases these provide opportunities for summative assessment. Effective group work is considered a vital skill for success both within the students’ intended degree route and in this degree situation as a vital part their study and employment objectives.

At the heart of the programme lies the combination of theory, business practice, the development of skills and behaviours - those required in the immediate future for their degree study and those required in their employment situation. Lecturing staff are well qualified and bring a wealth of current commercial experience to the programme and will take maximum opportunity to relate learning to the students’ workplace as well as the broader business context where appropriate. Assignments will typically require substantial primary and secondary research to be undertaken, thereby ensuring students progressively develop research skills throughout the programme. Assessments are presented in a range of formats including formal reports, presentations, IT based formats and in a minority of cases more traditional testing methods (in class tests). All modules incorporate a mixture of both formative and summative assessment to ensure that students are fully prepared and briefed for summative assessment.

The module delivery pattern has been designed to provide a first and early opportunity for the students to reflect upon, and gain a full understanding of themselves; via the Professional Development module, with recognition of the importance of this to support the development of effective management and leadership skills of others. An important feature of the reflective and skill auditing nature of the Professional Development module will be its ability to identify individual skills gaps. The College will then be able to provide appropriate support to individual apprentices on the programme in the form of support workshops for Academic Writing, Numeracy, use of specific ICT etc. some of this support will be timetabled within the module delivery and other support will be available via the programme of open access support sessions run in the College’s 11th floor Undergraduate Centre.

Other level 4 modules provide the opportunity for students to look at external factors impacting upon business organisations and to consider how businesses should respond. There is a first opportunity at level 4 to look at leading and managing others in the team sense. Level 5 modules provide the opportunity for the student to develop functional management knowledge and skills in Operations and Project Management, Finance, and Human Resources. Level 6 provides holistic learning opportunities and brings earlier functional management learning together with learning about longer term and larger scale leadership and management considerations. These modules will require the demonstration of effective research skills and will involve significant work based application. For the apprentices this will prove effective in linking the apprenticeship requirements of work based portfolios and the work based project that is completed prior to the Apprenticeship End Point Assessment. The work based project, completed after the degree, will provide synoptic assessment of the programme in place of the more normal level 6 Capstone assessment element.

Formative assessment and feedback form an integral part of all modules within this programme. Formative assessments are incorporated to develop and test specific knowledge, understanding and skills in each module. Where appropriate the nature of formative assessment within modules is designed to allow students to develop in stages, with appropriate developmental feedback, in preference to simply presenting students with a “practice assessment” in the same format as the modules summative assessment. Peer assessment of formative individual and group presentation tasks will be a feature of many modules, this will allow students to gain confidence both within their own command of this format of communication but also enhance their skills in effective critical analysis of the work of others. A strong emphasis will be placed, in all modules, upon the effective use of the feedback to have impact in term of feeding forward to subsequent assessments, in many cases this will involve students in completing some form of reflection/action plan related to the feedback they have received.

In the design of the programme it has been recognised that as a work based/contextualised programme preparing students for further challenges in their career in the disciplines of leadership and management, the assessment strategy of the programme as a whole has been designed to allow students to demonstrate their skills, knowledge and understanding through as wide a range of assessments as possible. Formal examinations have been minimised and where time constrained testing is used this has mainly been designed as short structured in-class tests or online MCQ tests. The bulk of the assessment is in the form of coursework assessments, where these are substantial pieces of work interim deadlines and milestones have been created to aid students in developing the wider skills of planning and time management and manage their workload alongside their workplace and private commitments. As has been stated previously much of the assessment is set in a workplace context.

1. **Support for Students and their Learning**

The College Staff bring a wealth of experience in fostering a smooth re-entry into study for learners who may have had a gap since their last experience of study and for those with widely differing previous educational experiences to enable them to become successful independent learners in Higher Education. As such students on BA (Hons) Management and Business will be supported through the following mechanisms:

Students are supported by a range of academic staff which include:

* A Course Director to help students understand the programme structure and how this relates to the demands of the Chartered Manager Degree Apprenticeship.
* A Module Leader for each module.
* A Personal Tutor to provide academic and personal support (which in some cases may also be the Course Director)
* A work place mentor assigned by their employer

 In addition students are supported by a range of specialist staff including:

* Technical support to advise students on IT services and the use of software
* The 5th floor general College LRC with dedicated staff
* The Dedicated Undergraduate Centre on the 10th and 11th Floor of the College which has extended opening hours
* The HE course administrator at the College based on the 10th floor.

For issues outside of the academic arena support is also available from:-

* The College’s Student Support Team (Located in room G75) which provides advice on issues such as finance, regulations, legal matters, accommodation etc.
* The Colleges’ HE Admissions Team
* Dyslexia and Disability student support at the College
* The Students’ Union / Student Voice at the College
* The College’s Information Advice and Guidance Service which can provide Careers and Employability advice

In addition students receive guidance and can input to the development of their course by:-

* An induction at the beginning of the academic session
* Moodle – an on-line interactive intranet and learning environment
* Student Staff Consultative Committee
* Opportunities to undertake student representative and Ambassador roles
* College HE Focus Groups/Forums and Student Council

Students will be introduced to the support systems during their induction activity.

**Personal Tutor System**

The Personal Tutor Scheme (PTS) has been designed to ease a student’s transition into Higher Education by building a rapport between themselves and academic staff as soon as possible, so personalising their experience at Kingston. The PTS aims;

* To provide appropriate academic advice and guidance to students throughout their time at Kingston by monitoring their progress and helping to identify individual needs
* To foster a close and engaged academic relationship with students and advise and refer students to other support services as appropriate
* To help to develop students’ ability to be self-reliant and self-reflective and their ability to use feedback to best advantage.

The personal tutor will be a member of the course teaching team, they will be the first person to consult in relation to any non-subject specific problem such as general progress, illness, family problems or other concerns which the student may be worried about. The Personal Tutor will be able to offer students general advice and support and, if necessary, will direct them to other College services for more specific guidance and help.

Personal Tutors will be available for consultation at any stage via email and there will be opportunities for face-to-face discussions. In addition a key feature of the programme as a whole is the use of “remote” tutorial support both pastoral, provided by the personal tutor, and academic support provided by the course teaching team. Remote tutorials may take the form of e-mail or telephone contact but can also make use of the online interactive functionality of the College VLE (Moodle).

**Workplace Mentors**

As part of the apprenticeship contract, all students will be assigned a workplace mentor. The mentors’ role is crucial in ensuring a student’s progress on the degree and ultimately in achieving their apprenticeship. Workplace mentors facilitate learning on the programme by ensuring that apprentices receive the appropriate “off the job” time allocation to attend college and complete work associated with the programme in the workplace. They are also responsible for ensuring that students are given the necessary experiences and opportunities within their workplace to allow apprentices to:

1. Demonstrate the skills required to be successful in the assessments in each module of the degree and.
2. To allow students to collect the evidence required to satisfy the requirement of the portfolio demonstrating their application of the management concepts covered by the programme in readiness for the End Point Assessment of the Apprenticeship.

The workplace mentor is however not responsible for the delivery of the content of the programme and is not involved in the assessment of work produced for the Management and Business Degree.

Workplace mentors will attend regular meetings with the Course Director and other members of the teaching team. They will be briefed on the requirements of the assessments in each module so that they can provide the experiences, opportunities and support in the workplace to maximise student achievement in each module

1. **Ensuring and Enhancing the Quality of the Course**

The University and College have several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at the subject level
* Student evaluation – at module level, and via the National Student Survey (NSS) and internal College HE surveys
* Moderation policies
* Teaching Evaluation
* College HE Student Focus Groups
* College Higher Education Academic Board
* And in this case of Chartered Manager Degree Apprenticeship situations via employer feedback
1. **Employability Statement**

The primary purpose of the degree is to support the student with the development of their academic knowledge and abilities relevant to a career in management, and link this with the development of the required skills and behaviours to successfully develop their career for their own and their employers’ benefits. The overall experience will enhance their employability skills, specifically their management and leadership skills in the workplace environment. This will provide the opportunity for career enhancement and advancement either with their existing employer or via new future employment. This will involve the adoption of a reflective approach, via the use of the PDP and the personal tutor scheme (and for apprentices also with their workplace mentor), to what they have learned both academically and in terms of transferable skills and behaviours how these relate to attributes that graduates will require for successful employment particularly in the field of leadership and management, and lifelong learning.

In this case of students studying for the Chartered Manager Degree Apprenticeship the development opportunity is for the mutual benefit of the student (apprentice) and the employer and should assist in developing the apprentice’s effectiveness as a leader/manager and provide opportunity for further development opportunity within the business organisation.

One key aspect of the degree experience will be the development of the student’s personal awareness, confidence and emotional intelligence to support them in the development of a successful management and leadership career and in dealing with and managing a range of employees (subordinates, peers and seniors). This is a particular focus of the very first module - Professional Development.

The other modules on the programme introduce and develop for the students the key management knowledge and skills required for the management of people, resources, IT, projects, and finance. They will also develop the ability to lead and manage in different time scenarios – in shorter term tactical decision making and leadership situations, in the creation and implementation of strategy and corporate leadership.

Modules at level 6 will provide the opportunity for significant work based research and the direct application of learning to the students’ employer organisation and the sector in which they work. Level 6 will provide the opportunity for Chartered Manager Degree Apprentices to prepare themselves for the demands of end point assessment, through the completion of a Work Based Project allowing them to apply material from across the programme as a whole and demonstrating to their employer real insight into the organisation by whom they are employed.

1. **Approved Variants from the UR**

There are no approved variants from UR

1. **Other sources of information that you may wish to consult**

The Chartered Management Institute’s (CMI) Chartered Manager Degree Apprenticeship Guidance brochure

<http://www.managers.org.uk/~/media/Files/Apprenticeships/Chartered_Manager_Degree_Apprenticeship_Guidance.pdf>

The Chartered Manager Degree Apprenticeship’s published Apprenticeship Standard (first published on 22 July 2015 and last updated on 7 November 2017) and the accompanying published Assessment Plan.

<https://www.gov.uk/government/publications/apprenticeship-standard-chartered-manager-degree-apprenticeship>

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

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| **Module Title** | **Level 4** | **Level 5** | **Level 6** |
| Professional Development | Business Environment | Leading & Managing an Organisation | Introduction to Marketing | Operations Management | Human Resources Management | Project Management | Financial Management | Strategic Management | Digital Technologies and Innovation | Managing & Leading Change | Corporate Decision Making |
| **Knowledge & Understanding** | A1 |  |  |  |  |  | S |  | S | S |  |  | S |
| A2 |  | S | S |  | S |  | S |  | S | S | S |  |
| A3 |  |  |  | S |  |  |  |  |  | S |  |  |
| A4 | S |  | S |  |  | S |  |  |  |  | S |  |
| A5 |  | S | S | S |  | S |  |  | S | S |  |  |
| **Module Title** | **Level 4** | **Level 5** | **Level 6** |
| Professional Development | Business Environment | Leading & Managing an Organisation | Introduction to Marketing | Operations Management | Human Resources Management | Project Management | Financial Management | Strategic Management | Digital Technologies and Innovation | Managing & Leading Change | Corporate Decision Making |
| **Intellectual Skills** | B1 |  |  |  |  |  | S |  | S | S |  |  | S |
| B2 |  | S |  | S | S | S |  | S | S | S | S | S |
| B3 |  |  |  | S |  |  |  |  |  | S |  |  |
| B4 | S |  | S |  |  | S |  |  | S |  | S |  |
| B5 |  | S | S |  |  | S |  |  |  | S |  |  |
| **Practical Skills** | C1 |  |  |  | S |  |  |  | S |  |  |  | S |
| C2 |  |  | S |  | S | S | S |  | S | S | S | S |
| C3 |  |  |  | S |  |  |  |  |  | S |  |  |
| C4 |  |  |  |  |  | S |  |  |  |  | S |  |
| C5 |  | S | S | S |  | S |  |  | S | S |  | S |

**Technical Annex**

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| **Final Award(s):** | BA (Hons) Management and Business  |
| **Intermediate Award(s):** | CertHE, DipHe, Ordinary degree |
| **Minimum period of registration:** | One year |
| **Maximum period of registration:** | four years |
| **FHEQ Level for the Final Award:** |  |
| **QAA Subject Benchmark:** | Business and Management |
| **Modes of Delivery:** | Part time/part of a Chartered Manager Degree Apprenticeship |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston Business School |
| **School:** | Not applicable |
| **JACS code:** |  |
| **UCAS Code:** |  |
| **Course Code:** | UPAMB1AMB21 |
| **Route Code:** |  |
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