BA (Hons) Business, Leadership and Management

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	**BGU approval – date and outcome of last approval**	**(i)** **First Validation** Approved 4 March 2020 Reviewed 19 July 2023
2	**Next Scheduled Review Date:** **[Month/Year]**	**Foundation Degree & Top Up** Curriculum specifically attached to this programme specification will be reviewed at the same time. 4 March 2025
3	**Programme Specification - Effective date:** **[Day/Month/Year]**	4 March 2020
4	**Version Number**	1.2

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

Programme Specification

The information in this document is organised into the following sections:
Section A – Administrative and Regulatory Information
Section B – Outcomes
Section C – Structure
Section D – Teaching, Learning and Assessment
Section E – Programme Management
Section F – Mapping
Section G – Graduate Attributes
Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
	BA (Hons) Business, Leadership and Management

1a	Programme Code
	BABLM01F20

2	Brief Summary (for Marketing Purposes)

The BA (Hons) Business, Leadership and Management degree is suitable for new and existing employees who are responsible for, or are looking to progress into, managing projects, tasks or people. It's for people wanting to kick-start their career and achieve a degree alongside an apprenticeship, or for those already in a managerial role wanting to gain a formal management qualification.

The programme is delivered via the Chartered Manager Degree Apprenticeship (CMDA) pathway providing a degree qualification to professional managers in all sectors and types of organisation. The Chartered Manager Degree Apprenticeship offers the triple guarantee of a quality degree, on-the-job experience and a professional pathway for future development.

The BA (Hons) Business, Leadership and Management degree has been mapped to the CMDA apprenticeship standard. The standard has been mapped to the requirements for Chartered Manager. This means that Apprentices are able, through their degree and work-based learning activities, to acquire the knowledge and skills that a Chartered Manager should have.

On completion of the Standard, including successful end-point assessment for the CMDA, the Apprentice will become eligible to become a member of the Chartered Management Institute (MCMI) and can be granted the CMgr designation (upon successful application to the CMI) which will remain valid as long as they continue their professional registration and maintain Continuous Personal Development (CPD). Chartered Manager (CMgr) is the highest status that can be achieved in the managerial profession. Awarded only by CMI, it is recognised throughout the public and private sectors, across all managerial disciplines.

You can find out more about Chartered Membership here:
https://www.managers.org.uk/individuals/become-a-member/get-chartered#success

(Please note that an additional fee payable directly to the CMI will apply.)

3	Awarding institution	Bishop Grosseteste University		
3a	Programme Length	**Full-Time** 3		**Part-Time**
3b	Mode(s) of Study	Full-time		
4	Home Academic School	Not Applicable		
5	JACS/HECos/UTT/UCAS code(s)	**JACS / HECoS** N100 / 100078 (87%) 100079 (8%) 100845 (2.5%) 101277 (2.5%)	**UTT/ITT** *Where applicable*	**UCAS code** Direct Application
6	Framework for HE Qualifications position of final award(s)	Honours (Level 6)		
7	Alignment with University Credit Framework	Undergraduate		
8	Compliance with University Assessment Regulations	Regulations for Undergraduate Awards		
9	Progression routes with Foundation Degree (FdA) or Top-up			

Awards

10	Final Award title(s)	BA (Hons) Business, Leadership and Management
10a	Exit or Fall-back Award title(s)	BA Business, Leadership and Management Diploma of Higher Education in Business, Leadership and Management Certificate of Higher Education in Business, Leadership and Management
10b	Pathway	Chartered Manager Degree Apprenticeship pathway (CMDA) https://www.managers.org.uk/~/media/Files/PDF/Chartered%20Manager%20Degree%20Apprenticeship.pdf

11	(i) Combined Honours Awards available e.g: • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY • BSc/BA (Hons) XX with YY	None

Arrangements with Partners *(where relevant)*

12	**Approved Collaborative partner(s)** *Provide name of each partner, the award they deliver (if they do not deliver all awards within the programme specification, and type of partnership.*	Partner Name	Type of Collaborative Partnership
		Kingdom Services Group Ltdtrading as Kingdom Academy	Validated
13	**Articulation Arrangements with Partners**	Partner Name	Details of Arrangements

Professional, Statutory and Regulatory Bodies

14	**PSRB(s) associated with final award of any route within the programme specification**	On successful completion of the apprenticeship (including EPA), students may be eligible to become a Chartered Member of The Chartered Management Institute (CMgr MCMI).
15	**Date and outcome of last PSRB approval/accreditation** *If not applicable insert N/A.*	
16	**Expiry Date of PSRB approval**	

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)

Subject Benchmark statement for Business and Management **(QAA, 2019)**

QAA Benchmark statements and the FHEQ levels have been used in designing the module and programme Outcomes.

https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf

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

There is an expectation that degree programmes covered by the Business and Management Subject Benchmark Statement should provide a broad, analytical and highly integrated study of business and management.

Graduates should be able to demonstrate relevant knowledge and understanding of organisations, the business environment in which they operate and their management.
This encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment.

Within the framework of organisations, business environment and management, graduates should be able to demonstrate knowledge and understanding of markets, sales, finance, information systems, strategy and operations.

In terms of people management, graduates will develop their skills in the leadership and management of people within legal and ethical frameworks. This will include organisational design and development, looking at change, diversity and values.

The programme will emphasise understanding, responding and shaping the dynamic and changing nature of business and the consideration of the future of organisations within the global business environment, including the management of risk.

18	Programme Aim

General Aims
The main educational aims of the program is to develop Graduates who have:

- a comprehensive knowledge and understanding of theory and practice of organisational leadership and management;
- a comprehensive and critical understanding of the structures, cultures and diverse nature of businesses, including their purposes, governance, management and internal operations;
- the skills necessary to understand, and respond to, the impact of changing global, national, regional and local environments on the future and sustainability of organisations;

- the ability to critically reflect on their own experience of business management in order to continue their personal and professional development;
- a broad range of behaviours, skills and attitudes, which they can bring to employment in leadership and management contexts; engaging responsibly, ethically and inclusively; and
- the ability to apply a range of transferable skills including those necessary to engage in business management research within a range of contexts – public, private and third sector.

Subject Discipline Specific Aims:

Students will develop their skills in:

- People management: to include communications, team building, leadership and motivating others.
- Problem-solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions.
- Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making.
- Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty.
- Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes.
- Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.
- Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contact

19	**Programme Specific Outcomes**

- (a)   **Final Award Learning Outcomes**

Knowledge and Understanding

- KU1 Demonstrate a comprehensive, detailed and systematic knowledge and understanding of the relationship between theory and practice in the discipline of business leadership and management.
- KU2 Demonstrate a critical, confident and evidence-based knowledge and understanding of the role of business leadership and management practices in the effective and efficient functioning of organisations.

- KU3 Demonstrate a conceptual understanding of relevant responsible and ethical issues in a range of business, leadership and management and contexts

Subject-specific and professional skills

- SPS1 Accurately deploy frameworks, theories and principles of business leadership and management in proposing effective resolutions to complex business problems.
- SPS2 Work collaboratively, internally and externally, demonstrating appropriate understanding, sensitivity and awareness of diversity in terms of people and cultures.
- SPS3 Develop the qualities needed to exercise appropriate interpersonal skills in professional contexts.
- SPS4 Develop and engage in reflective practice for the purpose of developing personal responsibility in decision making in complex situations.

Intellectual skills

- IS1 Evaluate and critically analyse data and information from a range of sources in order to make effective judgements about challenges faced in business leadership and management.
- IS2 Select and apply knowledge and understanding of scholarly frameworks and theories to seek solution(s) to complex and often unpredictable organisational problems.
- IS3 Demonstrate the use of initiative, creativity, inclusivity and responsibility to deliver successful business outcomes.

Transferable skills

- TS1 Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- TS2 Demonstrate the ability to independently find, critique, evaluate and use a wide range of information, data or tools accurately in complex contexts.
- TS3 Critically evaluate arguments, assumptions and abstract concepts to identify and address business problems.
- TS4 Demonstrate strong, responsible and ethical digital literacy and its application in evidence-based decision making.
- TS5 Deploy numerical skills critically and effectively to interpret data, using it to evaluate, and model business problems.

20	**Exit Award Learning Outcomes**

Learning outcomes for CertHE (Level 4) and DipHE (Level 5):

Students awarded the Certificate of Higher Education will be able to:

- demonstrate knowledge of the underlying concepts and principles associated with the area(s) of study, and an ability to evaluate and interpret these within the context of the area of study;
- present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of the subject(s) of study.

Knowledge and Understanding

- KU1 Demonstrate knowledge and understanding of the relationship between theory and practice in the discipline of business leadership and management.
- KU2 Demonstrate confident and evidence-based knowledge and understanding of the of the role of business leadership and management practices in the effective and efficient functioning of organisations.
- KU3 Demonstrate an awareness of relevant responsible and ethical issues in a range of business, leadership and management and context.

Subject-specific and professional skills

- SPS1 Demonstrate an understanding of the frameworks, theories and principles of business leadership and management.
- SPS2 Work collaboratively, demonstrating appropriate understanding, sensitivity and awareness of diversity in terms of people and cultures.
- SPS3 Develop an awareness of interpersonal skills in a personal and professional context.
- SPS4 Demonstrate an ability to engage in reflective practice for the purpose of professional development.

Intellectual skills
- IS1 Present data and information from a range of sources in order to make effective judgements about challenges faced in business leadership and management.
- IS2 Develop knowledge and understanding of scholarly frameworks and theories to seek solution(s) to organisational problems.
- IS3 Demonstrate the use of established business techniques to deliver successful business outcomes.

Transferrable skills

- TS1 Demonstrate an ability to work collaboratively.
- TS2 Demonstrate the ability to independently find, apply and use a wide range of information, data or tools accurately.
- TS3 Produce and deliver business and academic communications that are accurate and reliable, and formed with structured and coherent arguments.
- TS4 Demonstrate an understanding of responsible and ethical digital literacy and its application.

- TS5 Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts.

Students awarded the Diploma of Higher Education will be able to demonstrate:

- *Knowledge and Understanding*

- KU1 Demonstrate critical knowledge and understanding of the relationship between theory and practice in the discipline of business leadership and management.
- KU2 Demonstrate a critical, analytical and evidence-based knowledge and understanding of the of the role of business leadership and management practices in the effective and efficient functioning of organisations.
- KU3 Demonstrate a critical awareness of relevant responsible and ethical issues in a range of business, leadership and management and context.

Subject-specific and professional skills

- SPS1 Demonstrate knowledge and critical understanding of the frameworks, theories and principles of business leadership and management.
- SPS2 Work collaboratively, demonstrating appropriate critical understanding, sensitivity and awareness of diversity in terms of people and cultures.
- SPS3 Develop a critical awareness of interpersonal skills in a personal and professional context and begin to develop effective networks.
- SPS4 Demonstrate an ability to engage in reflective practice for the purpose of professional development and apply this in new situations/ the workplace.

Intellectual skills
- IS1 Present, evaluate and analyse data and information from a range of sources in order to make effective judgements about challenges faced in business leadership and management.
- IS2 Demonstrate an ability to critically select knowledge and understanding of scholarly frameworks and theories to seek solution(s) to a variety of organisational problems.
- IS3 Demonstrate the use of established business techniques to deliver successful business outcomes.

Transferrable skills

- TS1 Demonstrate an ability to work collaboratively with a range of stakeholders.
- TS2 Demonstrate the ability to independently find, apply, evaluate and use a wide range of information, data or tools accurately in a range of contexts.
- TS3 Produce and deliver business and academic communications that are analytical, evaluative, accurate and reliable, and formed with structured and coherent arguments.
- TS4 Demonstrate a critical understanding of responsible and ethical digital literacy and its application.

- TS5 Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument, make sound judgements and model business problems in accordance with basic theories and concepts.

In order to qualify for an Ordinary Degree (Level 6):

- The student must meet the requirements as laid down in *Regulations for Undergraduate Awards* (which is available https://www.bishopg.ac.uk/policies-procedures-regulations-forms/).

SECTION C – STRUCTURE

21a	Structures, modes of delivery (e.g. FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Level 4

(Semester/Period 1)	(Semester/Period 2)	(Semester/Period 3)
BUS40420 Introduction to Business, Leadership and Management (30cr)	BUS40320 Data Analysis for Business Decision Making (30cr)	BUS40220 Innovation and Digital Technologies (30cr)
BUS40920 Understanding Project and Financial Management (30cr)		

Level 5

(Semester/Period 1)	(Semester /Period 2)	(Semester /Period 3)
BUS51920 Marketing Principles and Practice (15cr)	BUS50420 Managing Operations in the 21st Century (15cr)	BUS50720 An Introduction to Strategy (15cr)
BUS50220 Building and Developing Collaborative Relationships (15cr)	BUS50320 Leading & Managing Complexities (15cr)	BUS51220 Customers, Data and Competitor Analysis (15cr)
BUS50520 Global Business Environment (15cr)	BUS50820 Management in Practice 1 (15cr)	

Level 6

(Semester/Period 1)	(Semester /Period 2)	(Semester /Period 3)
BUS60120 Strategic Management (15cr)	BUS60320 Strategic Human Resources Management (15cr)	BUS60620 Organisational Behaviour and Responsible Leadership(15cr)
BUS60220 Leading and Managing Change (15cr)	BUS60420 Managing Financial Principles & Techniques (15cr)	
BUS60720 Management in Practice 2 (15cr)		
BUS60520 The Synoptic Work-based Project (30cr)		

21b	Module Structure

All modules can be delivered in September, January or May dependent upon cohort start date and agreement with the apprentice employer (as appropriate). Modules will always be delivered in the delivery pattern specified in section 21a as opposed to a given semester. All can also be offered as standalone credit bearing modules.

Level 4

Core Modules

Code	Status	Module Title	Period (number)	No of credits
BUS40420	Mandatory	Introduction to Business, Leadership and Management	1, 2 or 3	30
BUS40920	Mandatory	Understanding Project and Financial Management	1, 2 or 3	30
BUS40320	Mandatory	Data Analysis for Business Decision Making	1, 2 or 3	30
BUS40220	Mandatory	Innovation and Digital Technologies	1, 2 or 3	30

Level 5

Core Modules
- *Period Codes – 1 (Autumn) – 2 (Spring) – 3 (Summer – MA ONLY) – 4 – Full Year*

Code	Status (if applicable) - Pre/Co-requisites - Mandatory module - Existing Module	Module Title	Period (number)	No of credits
BUS50520	Mandatory	Global Business environment	1, 2 or 3	15
BUS50320	Mandatory	Leading & Managing Complexities	1, 2 or 3	15
BUS51920	Mandatory	Marketing Principles and Practice	1, 2 or 3	15
BUS51220	Mandatory	Customers, Data and Competitor Analysis	1, 2 or 3	15
BUS50720	Mandatory	An Introduction to Strategy	1, 2 or 3	15
BUS50420	Mandatory	Managing Operations in the 21st Century	1, 2 or 3	15
BUS50220	Mandatory	Building and Developing Collaborative Relationships	1, 2 or 3	15
BUS50820	Mandatory	Management in Practice 1 - (Work-based learning)	1, 2 or 3	15

Level 6

Core Modules
- *Period Codes – 1 (Autumn) – 2 (Spring) – 3 (Summer – MA ONLY) – 4 – Full Year*

Code	Status (if applicable) - Pre/Co-requisites - Mandatory module - Existing Module	Module Title	Period (number)	No of credits

BUS60120	Mandatory	Strategic Management	1, 2 or 3	15
BUS60420	Mandatory	Managing Financial Principles & Techniques	1, 2 or 3	15
BUS60220	Mandatory	Leading and Managing Change	1, 2 or 3	15
BUS60320	Mandatory	Strategic Human Resources Management	1, 2 or 3	15
BUS60620	Mandatory	Organisational Behaviour and Responsible Leadership	1, 2 or 3	15
BUS60720	Mandatory	Management in Practice 2 (Work-based learning)	1, 2 or 3	15
BUS60520	Mandatory	The Synoptic Work-based Project	1, 2 or 3	30

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

Background to the design

The introduction of the Higher Degree Apprenticeship has created an opportunity for HEIs to diversify offerings and reach out to a more diverse students' group, particularly those who would traditionally have not considered a Degree programme as an option because of a range of Socio-economic factors. This has widened the community of learners in both number and diversity.

Through the Apprenticeship study route, Employers can utilise the Apprenticeship Levy or ESFA funding for SMEs to secure the future of their organisation through nurturing and growing talent, rather than recruiting new managers.

The curriculum design

Curriculum design takes account of the diverse learning and teaching cultures that students may have experienced and provides opportunities for students to understand and appreciate the global context in which they will be operating.

The Apprenticeship study route for the CMDA is heavily practice-based and incorporates a work-based learning module at Level 5 and at Level 6 which encapsulates the work-based learning elements that characterise an apprenticeship.

The programme content and assessment strategy are mapped to the Chartered Manager Degree Apprenticeship standard, which culminates into a work-based project.

In line with the requirements of Apprenticeship programme, students are required to produce a portfolio of evidence to capture the apprentice's best evidence of knowledge, skills and behaviours to demonstrate their management competence required for the End Point Assessment. Module tutors will signpost where apprentices have the opportunity to develop specific knowledge, skills and behaviours within individual modules, sessions and assessments. Apprentices will be encouraged and directed to build their portfolios throughout the duration of the apprenticeship programme in line with the CMI Mapping document (CMDA Version 2: 17.08.20) appended to this Programme Specification.

Peer learning remains a critical element and the work situation of students on the Apprenticeship should not deter a rich and socially enabling learning environment for students through both structured and informal opportunities for networking, collaborating and exchange of ideas, including tutorials, workshops and peer learning that are immersive and supportive for students to connect.

Delivery
The modules are deliverable through a blend of:

- traditional face -to-face/classroom-based teaching;
- blended learning which incorporates elements of learning through the workplace;

- effective use of supporting technology and online tools; and
- individual modules as a stand-alone delivered online or distance learning.

Study modules in the first year are made up of four compulsory 30 credit modules.

In the second year, students will study seven study modules at 15 credits each, in addition, they will study a 15-credit work-based learning module.

In the third year, there are five study modules including two work-based learning modules, one will define, design and deliver a Synoptic Work-based Project via a 30 credit module.

A practice tutor and/or Apprenticeship Support Officer (ASO) will deliver the two work-based learning modules at levels 5 & 6 (Management in Practice 1 and 2) and help students to integrate learning into the workplace across the programme through personalised tuition. The role of the practice tutor/ASO is to teach the work-based learning modules and support students in the presentation and review of a programme-wide evidence portfolio. They will guide students in developing and applying critical reflective skills in their management practices. This practice tuition approach will combine some scheduled classroom teaching, workplace visits and online contacts for a specific cohort of students through to the EPA. This will also include conducting quarterly progress review meeting with apprentice, line manager and regular updates of the Students Individual Learning Plan (ILP).

The modules in each year build on knowledge, understanding, skills and experience accumulated by the student. At Level 4, students will be introduced to the basics of Business, Leadership and Management which prepares them for their learning journey at subsequent levels. The programme places strong emphasis on integration and application of learning to their own workplace context or to an organisation they are familiar with.

The programme embeds functional skills throughout, so they occur naturally through relevant classroom, online/offline interactions and independent learning. At level 4, students will build and develop group working skills, so they are able to make appropriate choices in social situations through communication, interactions, an awareness of self, personal responsibility and accountability. Students will work in groups to produce course work, assessment outputs, prepare/deliver group presentation to a range of audience, source and analyse data using digital tools for problem solving and produce individual essays and management reports. At level 5 and 6, students will contextualise and apply their learning to an organisation they are familiar with, in meaningful ways to everyday situations using a range of functional skills for self-management and personal effectiveness.

Students who require additional English and Maths Functional skills development will receive tuition support in order to complete their personal, career or apprenticeship requirements. These will either take place in group or one-to-one environment to help prepare them for the formal functional qualification tests (if required).

23	Learning and Teaching Strategies

Teaching strategies
Teaching will bring together a blended-learning approach combining blocks of face-to-face/classroom teaching over a period, online/distance learning and work-based learning components in line with apprenticeship funding rules.

Face-to-face/classroom contact could reduce or be tailored to the study pathway in the final year due to the live work-based project undertaken as part of the Degree qualification.

Through the programme of learning, students will develop as critically reflective learners and practitioners. They will develop their abilities to problem-solve, collaborate and apply effective inter-personal skills in the management of a business/organisation. The range of learning opportunities available to the students is supported by tutors.

Teaching on the programme will be delivered flexibly and in an accessible way in the form of:

- Lectures, tutorials, seminars and workshops including virtual forum

- Employer or organisation-based case studies - Students will be provided with a range of compulsory readings including case studies, audio and visual materials for the purpose of directing and illustrating key teaching points.

- Group activities/discussions, peer-to-peer learning - Learning will integrate theory and practice at each level. At level 4, students will experience group/teamwork in face-to-face and online settings.

- Use of a reflective/learning log to reflect on their learning and own experience informally.

- Portfolio of evidence - A portfolio of evidence is a critical tool for students to achieve the Knowledge, Skills and Behaviour requirements of the Apprenticeship standard and is envisioned as a programme-level tool, which is updated at each level of study and is accessible throughout the duration of study.

- Support from a subject tutor/ASO - Students will be supported by a ASO who will guide the collation and presentation of valid, authentic, current and sufficient evidence of performance appropriate for submission for End Point Assessment purposes. The /subject tutor/ASO will deliver teaching and learning on the work-based modules and conduct quarterly review meetings with a group of students acting as a main point of contact for the student

- Work-based learning - Alongside modules that focuses on academic content, the programme incorporates a rich element of work-based learning to meet the requirements of an Apprenticeship programme and to deepen knowledge and understanding through application in familiar work-place context.

- Independent study/reading - As students' progress through the levels, they are encouraged to develop as independent learners.

- Online learning strategies will both stimulate and reinforce learning through podcasts, webinars and the use of online course materials. To support the development of group-working and ICT skills, students will participate in virtual discussion forum as an additional environment in which to share learning and collaborate.

- Work-based Project - for students that complete at Level 6 there is a Work-based project which provides a substantive evidence base to demonstrate the application of skills and knowledge gained throughout the programme of learning. The project will take place in the final year as part of the Degree activity. The CMDA standard articulates the need for the project to enable the following to be demonstrated:
    - the application of knowledge and skills to meet the outcomes in the standard
    - the approach to planning and completion of the project

- the application of behaviours from the standard

The practical requirements for the delivery of synoptic projects are set out in Annex 2 of the CMDA Assessment plan

https://www.managers.org.uk/~/media/Files/PDF/Chartered_Manager_Degree_Apprenticeship_Assessment_Plan.pdf

The employer and BGU will work together with the apprentice to agree a project that is achievable within the employer's business constraints whilst meeting the needs of the standard. The project should be conducted as part of the apprentice's normal work. The employer should make allowance, in terms of time and resource, for the project to be undertaken. Any elements which need to be undertaken outside of normal work should be agreed between the employer, apprentice and BGU so that apprentices are not disadvantaged in any way from performing their job and meeting the requirements of the project.

The completed Work-based project work will be submitted to BGU in the form of a Project report for assessment and academic credit as part of the degree. The Project Report will be reviewed and graded by the Independent End-Point Assessor as part of End Point Assessment to ensure that it demonstrates competence across the Apprenticeship Standard.

24	Assessment Strategies

Assessment strategy

The assessment approach includes written reports/essays, examination, presentations, reflective accounts, portfolio of evidence, course work, learning log/journal and Work-based project/Dissertations.

Formative assessment strategies including self-assessment, peer assessment and tutor feedback also form a key part of the teaching and assessment strategies for this programme.

In order to evidence the requisite 'Behaviours' befitting a Chartered Manager the University will liaise with stakeholders connected to the learner including Module Tutors and the apprentice's own mentor / manager to ensure that the learner develops and exhibits the behaviours outlined overleaf in their practice. Witness testimonials will confer such practice occurs within the workplace.

Behaviours	What is required (developed and exhibited in the workplace)
Takes responsibility	Drive to achieve in all aspects of work. Demonstrates resilience and determination when managing difficult situations. Seeks new opportunities underpinned by commercial acumen and sound judgement.
Inclusive	Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity internally and externally.
Agile	Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responding well to feedback and need for change. Open to new ways of working and new management theories.
Professionalism	Sets an example, and is ethical, fair, consistent and impartial. Operates within organisational values and adheres to the CMI's Professional Code of Conduct and Practice. (http://www.managers.org.uk/policies/code-of-conduct-and-practice).

End Point Assessment (EPA) overview

The independent end-point assessor receives a copy of the candidates' portfolio of evidence and work-based project, for assessment using a set of specific criteria ahead of competency-based questioning as part of the final interview panel. The final panel integrates the process for reviewing all submissions and assessing whether candidates meet the Apprenticeship Standard. At this End Point Assessment, the candidate's full portfolio, work-based project and presentation will be assessed against the standard, to ensure that the apprentice has demonstrated the full range of skills, knowledge and behaviours detailed in the standard. During this process the apprentice will be asked clarification and testing questions by members of the panel.

The Gateway process will be used to confirm that the apprentice has met the pre-requisite requirements of the standard before they move to the End Point Assessment. The Higher Education Institution (HEI) BGU will confirm that the degree has been completed, that the work-based project meets the final requirements of the degree, and that the degree can be awarded. Partner organisations delivering this Programme will have this confirmed at the Programme Board.

25	Inclusive Practice and Personal Development Planning

BGU has an Equality and Diversity policy that the BA (Hons) Business, Leadership and Management programme will adhere to, recognising the benefit and enhanced opportunities for learning that come from a diverse cohort of students. In addition, BGU has a comprehensive student support model that enables individuals to access student advice and learning development support easily and effectively. The personal tutor system would ensure that each student had a named individual who they could contact for academic and pastoral support.

The programme design enables an inclusive environment for learning and the varied requirements of learners, ensuring equal access to educational opportunities. Disabled students and non-disabled students will have learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary.

The programme would support the development of personal/professional development plans following the university's Personal Development Plan process and as required by the Apprenticeship standards and membership of Professional body.

Partner organisations delivering this Programme will be required to adopt the same policies and practices within their own settings.

26	Technology Enhanced Learning

Technology is a key component of any contemporary programme design and this Degree programme makes use of a range of technological tools to enhance the student learning experience. BGU's VLE will be used as a conduit for debate and discussion as well as an area for sharing resources and assessing learning.

The VLE also makes a direct link between the students' learning and the library services. Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules. All the materials suggested as core or recommended reading in the module specifications will be available in the library.

Students will be expected to engage sophisticated AV for presentations and in their work presentations.

27	Work-related Learning and/or Placement

Work-based Project - a distinctive feature of the Apprenticeship pathway for students that complete at Level 6 is a Work-based project which provides a substantive evidence base to demonstrate the application of skills and knowledge gained throughout the programme of learning. The project will take place in the final year as part of the Degree activity. The CMDA standard articulates the need for the project to enable the following to be demonstrated:

- the application of knowledge and skills to meet the outcomes in the standard
- the approach to planning and completion of the project
- the application of behaviours from the standard

The practical requirements for the delivery of synoptic projects are set out at Annex 2 of the CMDA Assessment plan
https://www.managers.org.uk/~/media/Files/PDF/Chartered_Manager_Degree_Apprenticeship_Assessment_Plan.pdf

The employer and BGU, or partner organisations delivering this Programme will work together with the apprentice to agree a project that is achievable within the employer's business constraints whilst meeting the needs of the standard. The project should be conducted as part of the apprentice's normal work. The employer should make allowance, in terms of time and resource, for the project to be undertaken. Any elements which need to be undertaken outside of normal work should be agreed between the employer, apprentice and the delivering organisation so that apprentices are not disadvantaged in any way from performing their job and meeting the requirements of the project.
The completed Work-based project work will be submitted to BGU or the delivering Partner in the form of a Project report for assessment and academic credit as part of the degree. The Project Report will be reviewed and graded by the Independent End-Point Apprenticeship Assessor as part of End Point Assessment to ensure that it demonstrates competence across the Apprenticeship Standard.

28	Employability

A unique feature of the apprenticeship is the blend of employer-defined skills, knowledge and behaviour outcomes that are integrated and assessed as part of a management degree, and professional recognition through the option to apply for professional recognition on achievement of the apprenticeship after the apprentice has passed the end-point assessment.

Graduates of the programme would meet the BGU graduate attributes:

Academic Literacies: The academic skills developed through undertaking a university-level study.
Global Citizenship: Developing an understanding of the global context in which students live, study and work.
Information Literacy: The ability to search for, locate, utilise and manage information effectively and ethically.

Digital Fluency: The skills and practices of using digital technology effectively for learning, working and participating in society.

Employability: Supporting students in developing the knowledge, skills, behaviours and attitudes which will enable success in work and life.

Being Enterprising: Learning a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation.

Programme progression
Following successful completion of the BA (Hons) Business, Leadership and Management programme, students would be eligible to apply for any appropriate Masters programme.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

Applicants for the Degree Apprenticeship pathway will need to be resident in the UK and in employment.

Individual employers will set the selection criteria for their apprentices though most will be expected to hold 'A' levels (or equivalent) or existing relevant Level 3 qualifications. Other relevant or prior experience may also be considered as an alternative. BGU will liaise with employers to determine an apprentice's eligibility and a skills scan and initial diagnostic will be undertaken as part of this process.

Potential apprentices should also have achieved qualifications in English and mathematics and at a minimum of level 2 or equivalent (GCSE grade A*/9 - C/4), and also demonstrate Information Communication Technology (ICT) skills at this level. Evidence of this must be collated by BGU. Where this is not the case, apprentices must complete these by the end of the CMDA, and this evidence must be provided to the end-point assessment body (copies of certificates will suffice). The designated Apprenticeship Development Tutor will support apprentices with Functional skills development.

Applications for this programme can only be made through the sponsoring employer.

There are no upper age restrictions although apprentices on the CMDA must be aged over 16 as a minimum.

Each employer must:

- Identify apprentices that may be suitable for the CMDA;
- Ensure the apprentice is undertaking real work which is productive and gives apprentices opportunities to access develop, practice, and evidence knowledge and skills to meet the Standard;
- Allow the apprentice to attend external off-the-job training and assessment as part of their paid working hours;
- Take part in quarterly reviews and a formal annual review with BGU to review the apprentice's progress;
- Liaise with the BGU regarding the end-point assessment and ensure employer participation in the panel;
- Be expected to employ an apprentice for the full duration of their apprenticeship;
- (In most cases) be expected to employ an apprentice for at least 30 hours per week.

Prior to start, the Student Recruitment office will undertake eligibility checks and skills diagnostic for entry to study at the appropriate level.

APEL and APCL into Year 2 and Year 3
Direct entry to Years 2 and 3 of the programmes are in accordance with BGU's Code of Practice for Accreditation of Prior Learning.

30	Programme Specific Management Arrangements

The programme is managed through The faculty, led by the Programme Leader for Business. Programme Leaders report to the Head Programmes and are supported by the staff of the Faculty Administration Office. An additional level of oversight and line-management is provided by the Dean of Faculty. Where the Programme is delivered at a partner organisation a designated Programme Leader should be assigned. They will be supported by the Programme Leader for Business and wider delivery team at BGU.

The quality of the programme is overseen by the Academic Enhancement Committee, which institutionally reports to the University's Senate. Yearly reviews of programme quality and delivery are conducted by Programme Leaders (Annual Monitoring Reports) which are informed by module evaluations, student and staff feedback, External Examiners comments and the BGU Learning and Teaching strategy. Targets for year on year development are set and effected to enhance programme delivery. This approach is also adopted by delivering Partners.

31	Staff Responsibilities

All staff delivering within the subject area, whether that be at BGU or a partner organisation are suitably qualified to teach the modules that comprise the BA (Hons) Business, Leadership and Management programme.

Some staff will also be designated module leaders and personal tutors. Module tutors develop a teaching schedule based on the requirements of the related-module specification. Prior to the start of the semester of delivery, module tutors devise assessment tasks and draw-up Assignment Briefs that align with the module's Learning Outcomes and approved assessment type(s) and weighting(s). These are reviewed by the Programme Leader and External Examiner, and are made available through the VLE.

Marking is undertaken by the module tutor, with cohort moderation, and where required individual 'second marking', being undertaken by another member of the delivery team. Cross moderation is also undertaken by the BGU team for delivering partner organisations.

32	Programme Specific Academic Student Support

All students within the subject area are assigned a personal tutor for the duration of their course. Apprentices are also allocated a Apprenticeship Support Officer (ASO) to support them. This is in addition to the support provided by the module leaders and course tutors.

Students are closely monitored and supported during the first semester of their Level 4 experience. The Business Team take particular steps to ensure students are appropriately academically equipped to pursue the programme of study, this is delivered through a number of subject-embedded study skills development sessions as well as University level enhancement sessions supported by staff of the Centre for Excellence in Learning and Teaching (CELT) and the Library.

If subject area academic staff feel it is necessary, they signpost students toward additional support, whether academic or welfare related.

33	Programme Specific Student Evaluation

The Programme complies with current institutional evaluation policies.

Programme Specific Evaluation
Learners' views and ideas for improvements are really important to us and there are a number of opportunities for the apprentice and employer to contribute feedback and ideas to BGU or its delivering partners to help to improve the learning experience. These opportunities include:
- ✓ Module feedback surveys
- ✓ Student Survey weeks
- ✓ FE Choices survey
- ✓ ILP Reviews – feedback can be provided direct to the assessor
- ✓ Employer surveys
- ✓ Class representation

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

LEVEL 4

Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4	TS5
BUS40420 Introduction to Business, Leadership and Management	X	X		X	X				X	X	X			X		X
BUS40920 Understanding Project and Financial Management	X	X						X	X	X	X			X		X
BUS40320 Data Analysis for Business Decision Making	X	X						X		X			X	X	X	
BUS40220 Innovation and Digital Technologies	X	X			X						X	X		X	X	X

LEVEL 5

Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4	TS5
BUS50520 Global Business Environment	X	X	X										X		
BUS50320 Leading & Managing Complexities	X	X		X	X				X	X	X		X		
BUS51920 Marketing Principles and Practice	X	X								X		X	X		X
BUS51220 Customers, Data and Competitor Analysis	X	X				X	X			X	X	X	X		X
BUS50720 An Introduction to Strategy	X	X	X						X	X			X		
BUS50420 Managing Operations in the 21st Century	X	X							X	X			X		
BUS50220	X	X	X			X	X				X		X		

Building and Developing Collaborative Relationships															
BUS50820 Management in Practice 1	X							X				X			

LEVEL 6

Module Name	K&U 1	K&U 2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4	TS5
BUS60120 Strategic Management	X	X													X
BUS60420 Managing Financial Principles and Techniques	X	X													X
BUS60220 Leading and Managing change	X	X		X	X										X
BUS60320	X	X	X												X

Strategic Human Resources Management															
BUS60620 Organisational behaviour and Responsible leadership	X	X	X	X	X							X			X
BUS60720 Management in Practice 2	X						X								
BUS60520 The Synoptic Work-based Project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

SECTION G

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4	TS5
Academic Literacies	x	x		x	x			x	x	x		x	x		x
Global Citizenship	x	x		x	x	x	x				x				
Information Literacy								x	x			x	x	x	x
Digital Fluency								x				x		x	x
Employability						x	x			x	x				
Being Enterprising										x	x		x		

Graduate Attributes

GA1. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.

GA2. **Global Citizenship** This is about understanding the global context in which you live, study and work

GA3. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically

GA4. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society

GA5. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life

GA6. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification *(Light/Minor - include level & title of modules & a brief description of modification)* *(Major - include details of a change such as new routes, pathways etc)*	Date of QASA Approval (or event)	Approval effective from:	Details of the cohort of students who will be affected by the modification *(e.g. students entering Level 5 from September 2016 onward)*

SECTION I

MAP 4

Mapping of PSRB requirements against the Programme
The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	For students completing at Level 6, the following level 4 modules will contribute to the Chartered Manager Degree Apprenticeship (CMDA) standard as set out in the Assessment plan: https://www.instituteforapprenticeships.org/media/1528/st0272_chartered_manager_l6_ap-for-publication_update-revision_nov-2017.pdf				
	Chartered Manager Degree Apprenticeship Standard Level 6				
		Level 4 Modules			
	Knowledge, Skills and Behaviours	Understanding Project and Financial Management	Innovation and Digital Technologies	Data Analysis for Business Decision Making	Introduction to Business, Leadership and Management
KNOWLEDGE	**Organisational Performance**				
	Operational Strategy			✓	
	Project Management	✓			
	Business Finance	✓			
	Sales and Marketing				
	Digital Business and New Technologies		✓		
	Interpersonal Excellence				
	Communication				
	Leading People				
	Managing People				
	Developing Collaborative Relationships				
	Personal Effectiveness				
	Awareness of Self and Others				
	Management of self				
	Decision Making			✓	
SKILLS	**Organisational Performance**				
	Operational Strategy		✓	✓	
	Project Management	✓			
	Business Finance	✓			
	Sales and Marketing				
	Digital Business and New Technologies		✓	✓	
	Interpersonal Excellence				
	Communication				
	Leading People				
	Managing People				
	Developing Collaborative Relationships				
	Personal Effectiveness				
	Awareness of Self and Others				
	Management of self				
	Decision Making			✓	
BEHAVIOURS	Takes Responsibility				
	Inclusive				
	Agile				
	Professionalism				

For students completing at level 6, the following modules at level 5 will contribute to the Chartered Manager Degree Apprenticeship (CMDA) standard as set out in the Assessment Plan: https://www.instituteforapprenticeships.org/media/1528/st0272_chartered_manager_l6_ap-for-publication_update-revision_nov-2017.pdf

	Knowledge, Skills and Behaviours	Chartered Manager Degree Apprenticeship Standard Level 6							
		Level 5 Modules							
		Building and Developing Collaborative Relationships	Leading and Managing Complexity	Managing Operations in the 21st Century	Global Business Environment	An Introduction to Strategy	Management in Practice 1	Customers, Data and Competitor Analysis	Marketing Principles and Practice
KNOWLEDGE	**Organisational Performance**								
	Operational Strategy			✓	✓	✓			
	Project Management			✓					
	Business Finance			✓					
	Sales and Marketing							✓	✓
	Digital Business and New Technologies						✓		
	Interpersonal Excellence								
	Communication		✓						
	Leading People		✓				✓		
	Managing People		✓	✓					
	Developing Collaborative Relationships	✓	✓	✓					
	Personal Effectiveness								
	Awareness of Self and Others		✓				✓		
	Management of self						✓		
	Decision Making						✓		
SKILLS	**Organisational Performance**								
	Operational Strategy			✓	✓	✓	✓		
	Project Management			✓					
	Business Finance								
	Sales and Marketing							✓	✓
	Digital Business and New Technologies						✓		
	Interpersonal Excellence								
	Communication		✓				✓		
	Leading People		✓	✓					
	Managing People		✓	✓					
	Developing Collaborative Relationships	✓	✓	✓					
	Personal Effectiveness								
	Awareness of Self and Others	✓	✓				✓		
	Management of self						✓		
	Decision Making			✓			✓		
BEHAVIOURS	Takes Responsibility								
	Inclusive								
	Agile			✓					
	Professionalism								

For students completing at Level 6, the following modules at level 6 will contribute to the Chartered Manager Degree Apprenticeship (CMDA) standard as set out in the Assessment plan: https://www.instituteforapprenticeships.org/media/1528/st0272_chartered_manager_l6_ap-for-publication_update-revision_nov-2017.pdf

Chartered Manager Degree Apprenticeship Standard Level 6

	Knowledge, Skills and Behaviours	Strategic Management	Leading and Managing Change	Strategic Human Resource Management	Managing Financial Principles and Techniques	The Synoptic Work-based Project	Organisational Behaviour and Responsible Leadership	Management in Practice 2
KNOWLEDGE	**Organisational Performance**							
	Operational Strategy	✓	✓				✓	✓
	Project Management		✓			✓		
	Business Finance	✓			✓		✓	
	Sales and Marketing	✓						
	Digital Business and New Technologies		✓					
	Interpersonal Excellence							
	Communication		✓			✓	✓	
	Leading People	✓	✓	✓		✓	✓	✓
	Managing People			✓		✓	✓	
	Developing Collaborative Relationships	✓				✓		
	Personal Effectiveness							
	Awareness of Self and Others	✓	✓	✓			✓	✓
	Management of self					✓		✓
	Decision Making	✓	✓	✓		✓	✓	✓
SKILLS	**Organisational Performance**							
	Operational Strategy	✓				✓	✓	
	Project Management		✓			✓	✓	
	Business Finance				✓	✓		
	Sales and Marketing	✓						
	Digital Business and New Technologies		✓					
	Interpersonal Excellence							
	Communication		✓			✓	✓	✓
	Leading People	✓	✓	✓		✓	✓	
	Managing People			✓		✓	✓	
	Developing Collaborative Relationships	✓		✓		✓	✓	
	Personal Effectiveness							
	Awareness of Self and Others			✓			✓	✓
	Management of self							✓
	Decision Making	✓	✓				✓	✓
BEHAVIOURS	Takes Responsibility		✓			✓		
	Inclusive		✓	✓		✓		
	Agile		✓					
	Professionalism		✓	✓			✓	