

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Leadership and Management
Teaching Institution	University Centre Leeds
Awarding Institution	The Open University (OU)
Date of first OU validation	May 2015
Date of latest OU (re)validation	May 2015
Next revalidation	2023
Credit points for the award	120 credits
UCAS Code	L2M1
HECoS Code	L21
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2023
Underpinning QAA subject benchmark(s)	QAA General Business and Management Benchmark statement 2023 (updated with revisions)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	The Framework for Higher Education Qualification (FHEQ)
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT and PT
Duration of the programme for each mode of study	P/T 1.5 years F/T 1 year

Dual accreditation (if applicable)	
Date of production/revision of this specification	

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The aims of this award have been developed using the Quality Assurance Agency's (QAA) qualification descriptor for Bachelor's degree with honours, The Framework for Higher Education Qualification (FHEQ) and relevant QAA subject benchmark statements. The overall aims of the programme are to provide a relevant and dynamic programme which ensures the development of employment ready graduates who meet the needs of employers. Students can expect to learn and develop;

- A systematic and contemporary understanding of the core leadership and management disciplines, principles, theory and good practice and be able to apply them
- The ability to critically apply theories, concepts and models of operational and strategic leadership and management to an organisation in order to develop analytical skills appropriate to a leadership/management role.
- Responsible leadership which incorporates, authentic, values driven, inclusive, ethical, sustainable, systematic and transformative leadership.
- Entrepreneurship, innovation and enterprise skills to support the organisation in competing in the fast moving, multi-channel business world
- The critical and ethical skills to operate in a global, technological and disruptive environment.
- Self-discipline and independence as learners and management practitioners, capable of working in an interdisciplinary and diverse business environment
- Commercial acumen and creative thinking skills to be able to contribute towards the success of an organisation

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The programme offers a progression route for students successfully completing a foundation degree in either Leadership & Management of Business, Enterprise & Management at the University Centre (or relevant awards from other institutions). The programme is also offered as a Chartered Management Degree Apprenticeship at level 6.

The modules studied in the Foundation degree in Leadership & Management are:

FD L&M Year 1

Academic Toolkit
Principles & Concepts of Leadership & Management
Managing Customer Relations
Funding & Financial Management
Business Environment & Marketing
Resource PLanning & Forecasting

FD L&M Year 2

Research Project
Leading People & Performance
Learning & Development in Organisations
Project Management
Managing Continuous Improvement & Change
Strategy, Innovation & Enterprise

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

Please see accompanying spreadsheet which gives a 4 Year Overview Learner Journey (Apprenticeship folder)

2.4 List of all exit awards

BA Leadership and Management: To complete any 60 credits at Level 6, excluding the Dissertation module.

BA (Hons) Leadership and Management: 120 Credits (all modules)



The Open
University

3. Programme structure and learning outcomes (The structure for any part-time delivery should be presented separately in this section.)

The programme structure and learning outcomes are the same for all students who are registered on the programme. This means that stand alone BA (Hons) students and CMDA students have exactly the same structure. In the past we have had some CMDA student who wish to complete the programme on a full time basis - see table below. In some cases CMDA students have studied on a part-time basis - this is one evening per week - see table below. The programme team feel that this is the most flexible approach and evening sessions have certainly attracted students in the past (see section 2, Background Document).

Programme Structure Full-time - one year	Weeks	Compensatable	Credits
Semester 1			
Research Methods*	1-10	Y	20
Contemporary Organisational Behaviour	1-15	Y	20
Global Contexts & Operations	1-15	Y	20
Dissertation (seminars, tutorials & independent learning)	11-15	Y	40
Semester 2			
Strategic Leadership Priorities	16-30	Y	20
Dissertation (seminars, tutorials & independent learning)	16-30	N	40

Programme Structure Part-Time	Weeks	Compensatable	Credits
Semester 1 Year 1			
Research Methods*	1-7	Y	20
Contemporary Organisational Behaviour	8-15	Y	20
Semester 2 Year 1			
Global Contexts & Operations	16-22	Y	20
Strategic Leadership in Disruptive Environments	23-30	Y	20
Semester 1 Year 2			
Dissertation	1-15	N	40

*Students complete the Research Methods module in Semester one, this includes them submitting their ethical approval to the University Centre Research Ethics committee and completing their assessment. Once they have completed this module students move onto dissertation

session which includes a launch, allocation of dissertation supervisions, and a series of dissertation sessions run by the programme team. Students are actively encouraged to book one to one sessions with the HE librarian and the academic skills tutor.

Learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/assessment methods
<p>A1 Demonstrate a detailed knowledge of theories, models and techniques relevant to leadership & management</p> <p>A2 Demonstrate a comprehensive knowledge of the contemporary business environment</p> <p>A3 Devise and critically evaluate a research methodology exploring a leadership and management related issue</p> <p>A4 Demonstrate a critical awareness of the moral, ethical and legal dimensions in a variety of contexts.</p>	<p>The Teaching, Learning and Assessment Strategy aims to provide learners with an academic and work-based knowledge focus, the skills and development for their future careers and a curriculum of applied learning relevant to the sector.</p> <ul style="list-style-type: none"> • The module programme will impart the necessary leadership and management principles and concepts, as well as technical principles and concepts of different sectors. • There is an emphasis towards practical work based learning and application in all modules, which underpin both context and industry relevant topics, allowing practical application of leadership and management skills. • Every programme module will carry the expectation of work-based application of theory and the use of work-related/experienced examples in class discussion and module assessments.

	<ul style="list-style-type: none">• Learning and teaching methods are orientated to a strategic and problem solving approach, requiring a progressive integration of learning from more than one module.• Seminars and tutorial support, as well as on-line support and additional resources, will impart contextualisation to professional workplace contexts.• Lectures and seminars, of programme modules, will not take the traditional form of tutor led delivery. Rather, all timetabled sessions will be very practical driven, with a good number of activities and group work making up the main component of delivery. For instance, group and class discussions, role plays, case study review, research tasks, group collaboration tasks, simulated work-related activities, and others. Theoretical and academic components will be embedded into these, with practical application and sharing of experiences being paramount.• The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts.• Tutor and peer led reflective feedback form the basis of student development strategies.• Tutorials will take the form of regular individual support for student guidance, from a leadership and management perspective.• Group work, and work based learning, will allow students to develop projects that include research, problem solving, peer reflection and other teamwork skills.• Peer mini-seminars, focussing on their topics of interest and to develop synopsis skills in evaluating and existing literature, will help develop independent study skills as well as critical thinking and inform research proposals for empirical research.
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	<ul style="list-style-type: none">• All modules will include elements of group work within the teaching and learning methods.• The programme is developed in such a way that allows learners to further develop academic writing skills, reflective practice, and critical thinking across all modules, with a focus on further developing autonomy for learning and critical analysis skills. There will be a greater emphasis on independent learning especially for the part time student.• Research skills and methods will also be refined and advanced within the Research Methods module, with applied demonstration of these skills in the completion of the Dissertation/Research Project. Front loading the Research Methods module during Semester 1 is key in developing independent research skills and critical thinking at an early stage in the year which also benefits other modules.• On-line activities will complement formative assessment strategies and may include, for example, the upload of literature research carried out to a group wiki, google docs shared area or Google Classroom page. - Practical demonstration and practicing of technical skills will be enhanced by contextualisation to specific sectors.• Practical learning can be expected in the modules, where students will develop and practice vocational skills relevant to any chosen occupational sector.
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	<p>Full-time students will have the opportunity to gain work experience if applicable, whilst part-time students will already be working or have previously worked in a chosen occupational sector and will have ready access to work-related opportunities based on past or current work experiences. Full-time students who do not have employment or work experience secured will be fully supported in gaining this through the College's commercial enterprises.</p>
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3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Devise and sustain sound arguments in relation to leadership and management theories and models using supporting evidence and contemporary ideas and techniques</p> <p>B2: Critically evaluate and synthesise a range of phenomena, arguments, abstract concepts, models, theories, principles and practices relevant to leadership and management</p> <p>B3 Demonstrate intellectual flexibility and openness to new ideas in developing and evaluating innovative solutions to leadership and management issues</p>	<p>The Teaching, Learning and Assessment Strategy aims to provide learners with an academic and work-based knowledge focus, the skills and development for their future careers and a curriculum of applied learning relevant to the sector.</p> <ul style="list-style-type: none"> • The module programme will impart the necessary leadership and management principles and concepts, as well as technical principles and concepts of different sectors. • There is an emphasis towards practical work based learning and application in all modules, which underpin both context and industry relevant topics, allowing practical application of leadership and management skills. • Every programme module will carry the expectation of work-based application of theory and the use of work-related/experienced examples in class discussion and module assessments.

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	<ul style="list-style-type: none">• Peer mini-seminars, focussing on their topics of interest and to develop synopsis skills in evaluating and existing literature, will help develop independent study skills as well as critical thinking and inform research proposals for empirical research.• All modules will include elements of group work within the teaching and learning methods.• The programme is developed in such a way that allows learners to further develop academic writing skills, reflective practice, and critical thinking across all modules, with a focus on further developing autonomy for learning and critical analysis skills. There will be a greater emphasis on independent learning especially for the part time student.• Research skills and methods will also be refined and advanced within the Research Methods module, with applied demonstration of these skills in the completion of the Dissertation/Research Project. Front loading the Research Methods module during Semester 1 is key in developing independent research skills and critical thinking at an early stage in the year which also benefits other modules.• On-line activities will complement formative assessment strategies and may include, for example, the upload of literature research carried out to a group wiki, google docs shared area or Google Classroom page. - Practical demonstration and practicing of technical skills will be enhanced by contextualisation to specific sectors.• Practical learning can be expected in the modules, where students will develop and practise vocational skills relevant to any chosen occupational sector.
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	<p>Full-time students will be encouraged to gain work experience within their chosen sector if applicable, whilst part-time students will already be working or have previously worked in a chosen occupational sector and will have ready access to work-related opportunities based on past or current work experiences. Full-time students who do not have employment or work experience will be fully supported in gaining this through the College's commercial enterprises.</p>
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3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Operate ethically in a range of contexts</p> <p>C2 Act autonomously with limited supervision or direction within agreed guidelines and/or constraints</p> <p>C3 Undertake and negotiate a self-managed major leadership and management project</p>	<p>The Teaching, Learning and Assessment Strategy aims to provide learners with an academic and work-based knowledge focus, the skills and development for their future careers and a curriculum of applied learning relevant to the sector.</p> <ul style="list-style-type: none"> • The module programme will impart the necessary leadership and management principles and concepts, as well as technical principles and concepts of different sectors. • There is an emphasis towards practical work based learning and application in all modules, which underpin both context and industry relevant topics, allowing practical application of leadership and management skills.

- Every programme module will carry the expectation of work-based application of theory and the use of work-related/experienced examples in class discussion and module assessments.
- Learning and teaching methods are orientated to a strategic and problem solving approach, requiring a progressive integration of learning from more than one module.
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	<ul style="list-style-type: none">• Group work, and work based learning, will allow students to develop projects that include research, problem solving, peer reflection and other teamwork skills.• Peer mini-seminars, focussing on their topics of interest and to develop synopsis skills in evaluating and existing literature, will help develop independent study skills as well as critical thinking and inform research proposals for empirical research.• All modules will include elements of group work within the teaching and learning methods.• The programme is developed in such a way that allows learners to further develop academic writing skills, reflective practice, and critical thinking across all modules, with a focus on further developing autonomy for learning and critical analysis skills. There will be a greater emphasis on independent learning especially for the part time student.• Research skills and methods will also be refined and advanced within the Research Methods module, with applied demonstration of these skills in the completion of the Dissertation/Research Project. Front loading the Research Methods module during Semester 1 is key in developing independent research skills and critical thinking at an early stage in the year which also benefits other modules.• On-line activities will complement formative assessment strategies and may include, for example, the upload of literature research carried out to a group wiki, google docs shared area or Google Classroom page. . Practical demonstration and practicing of technical skills will be enhanced by contextualisation to specific sectors.
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3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Communicate clearly, fluently and professionally using a variety of means</p> <p>D2 Devise or select, interpret and apply qualitative and/or quantitative information in order to aid and inform decision making and drawing of conclusions</p> <p>D3 Demonstrate critical reflection to enhance professional development and personal development</p>	<p>The Teaching, Learning and Assessment Strategy aims to provide learners with an academic and work-based knowledge focus, the skills and development for their future careers and a curriculum of applied learning relevant to the sector.</p> <ul style="list-style-type: none"> • The module programme will impart the necessary leadership and management principles and concepts, as well as technical principles and concepts of different sectors. • There is an emphasis towards practical work based learning and application in all modules, which underpin both context and industry relevant topics, allowing practical application of leadership and management skills.

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BA Leadership & Management: To complete any 60 credits at Level 6, excluding the Dissertation module.
BA Honours Leadership & Management: 120 Credits

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

- A focus on practical experiences and developing transferable skills including communication, strategic thinking, decision making, problem solving which significantly develop their skills profiles for employment
- Authentic assessments with a wide range of methodologies which align to student's capabilities
- The use of Leadership simulations to enable students to gain experience in a protected environment
- A seamless transition for apprentices from the completion of their degree programme to Gateway and their EPA

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

- Tailored support for students and their learning begins with the college HE induction programme with support from Student Services and then a course specific induction by the course leader
- A robust communications system functions to give students access to lecturers and management; this includes e-mail, the VLE and course notice board.
- All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE.
- Each student is allocated a personal tutor for regular tutorials and personal development planning. In addition, each module will include subject specific tutorials to ensure support with contextualisation of learning and assessment

- Tutors on the part-time programme support the students by email, phone and on-line forums as well as in timetabled tutorials.
- Study buddies and student forums are encouraged for both full-time and part-time programmes so that they can get help and support from fellow students if the Tutor is not available at a specific time to answer a query
- Dissertation/Research Project support - The student takes the main responsibility for originating and managing their own learning programme but support from the workplace and from the College will still be important. Specifically, the College will provide a Dissertation/Research Project supervisor/subject specialist who has a dual role, both to offer advice and support on the Dissertation/Research Project and to monitor the student's progress. It is essential therefore that the student maintains regular contact with the supervisor and builds a good and trusted relationship.
- There is an extensive range of learning resources in the library, supported by the specialist academic librarian who can support effective research by students and also bespoke study skills sessions for students
- The Library has a good set of on-line resources including databases such as Emerald, Keynote and Research Monitor, journals and e-books
- The College provides an extensive range of services for students, including support for those with special and additional learning needs or in receipt of Disability Support Allowance(DSA)
- There are a range of student services such as welfare, counselling, financial and careers advice.
- All students come under the Luminate Safeguarding policy. All staff have undergone safeguarding and CPOMS (reporting a safeguarding concern) training. If an assessor, employer or module tutor identifies any student at risk, they immediately report the concern to a designated safeguarding officer and log the concern on CPOMS. The department has their own trained designated safeguarding officer.

6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

	Typical Offer	Minimum Offer
Foundation degree:	An overall Pass grade (module average) on the second year of an FD in a relevant subject	An overall Pass grade (module average) on the second year of an FD in a relevant subject
HND:	Pass grade in a relevant subject	Pass grade in a relevant subject
IELTS	IELTS 6.0 with no less than 5.5 in any component.	
International qualifications:	International qualifications will be assessed against these criteria	
Mature applicants	<p>University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application.</p> <p><i>*21 years and over at the start of the course</i></p>	

Apprentices

Firstly, when an employer recruits a new apprentice, we ask the apprentice to complete an initial skills scan. The skills scan establishes whether or not the apprentice is eligible for the apprenticeship. If the skills scan is complete with 'fully skilled' in most areas (mapped to the KSB's), then the apprentice is not eligible for the apprenticeship. If the skills scan states 'basic skills to moderately skilled' in most areas, then they are eligible, and we can shape the apprentices individualised training plan to meet the outcome of the skills scan.

Secondly, we have to ensure that the apprentice will have the correct exposure within the workplace, to the roles and responsibilities which will allow the apprentice to gather the required evidence to meet the outcomes attached to the KSB's. IFATE provides an overview of the role, details of the CMDA standard as well as an occupational profile (please see below) - this provides clarity to the employer regarding what their apprentice will be leading on and can then factor this into the workplace activity and off the job training planning.

Overview of the role:

Taking responsibility for long-term organisational success, managing people, projects, operations or services.

Details of the standard:

A Chartered Manager is someone who can take responsibility for people, projects, operations and/or services to deliver long term organisational success, with the professional recognition of their ability to deliver impact, behave ethically and demonstrate their commitment to continual learning and development.

Occupation/Profile:

- Professional managers in the private, public or third sector and all sizes of organisation. Specific job roles may include: Manager; Senior Manager; Head of Department; Operations Manager; or anyone with significant management responsibilities.
- Professional managers capable of managing complexity and 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.
- Professional managers who want to develop fully all aspects of their management and leadership skills, knowledge, self-awareness and behaviours. These include strategic decision making, setting direction and achieving results, building and leading teams, clear communication, developing skills and motivating others, fostering inclusive and ethical cultures, leading change, project management, financial management, innovation, risk management, & developing stakeholder relationships.

After the application process the programme team contact the new students to engage with them prior to the start of the programme. This includes a 'keeping warm' event usually held in June where students are invited into the University Centre to meet their

tutors, get a list of modules and reading lists so that they can do some pre-reading and be directed to books they may wish to purchase. This event is supported by the central HE team who are on hand to give advice on a range of support topics, this includes ALS, mental health support, welfare/financial etc. The main aim is to forge a relationship with the student so that they are more likely to share any support issues, in the past the programme team have found that students have delayed in sharing their support requirements. The programme team wish to be able to identify support requirements as early as possible so that students can benefit from the excellent support available. This process is carried out for all students including apprentices.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

The Chartered Manager Degree Apprenticeship Level 6 is offered by the University Centre Leeds. Students can choose to study either the Leadership & Management or the Business, Enterprise & Management route. Most students complete the Foundation degree in either Leadership & Management or Business, Enterprise & Management at the University Centre, however apprentices (with a previous HND or Foundation degree) can join directly on the BA (Hons) Leadership & Management or BA (Hons) Business, Enterprise & Management (Top up). Depending on the students'

particular circumstances or working pattern they can choose to study on either a part time or full time basis (most students study full time). Students join the part time or full time student cohorts and complete the programmes alongside all other students. The apprentices are allocated a personal assessor from the department apprenticeship team at the start of their apprenticeship and a full apprenticeship induction takes place. The induction is conducted via a remote google meet session, and the date this falls on is used as the apprentices first day of learning. The induction includes completing STAR 1 and STAR 2 courses. STAR 1 course includes:

Description

This OneFile course has been designed to support you with learning about important rights and responsibilities that affect you in the workplace, such as Health & Safety, Equality & Diversity, as well as some other key points. We also go through how to use your OneFile account for the duration of your apprenticeship. Version 2.

Meanwhile, STAR 2 course includes:

Description

This OneFile course has been designed to take the apprentice through the fundamentals of behaviours, safeguarding and the prevent duty. On completion, your newly learnt knowledge will be tested.

The induction also includes an in-depth navigation session on how to competently and confidently use the e-portfolio system 'onefile'. Onefile is used throughout the apprenticeship to complete TLAPs (teaching learning and assessment plans) which take place every 4 weeks - here the assessor sets new tasks in order to gather evidence which meet the requirements of the KSB's. The Progress Reviews take place every 8 weeks, and mandatory manager attendance is required, as well as apprentice and assessor attendance, here the assessor discusses strengths, areas for development, outstanding tasks, OTJT, KSB progress, degree progress, overall progress, work based learning activity, SG, Prevent, British Values and personal welfare in order to ensure a joined up approach. Also, OTJT (off the job training) and ALS (additional learning support) is evidenced on onefile too. There is a minimum requirement of 6 hours per week of OTJT to be logged and this is monitored closely by the apprenticeship assessor. ALS is identified prior to the first day of learning, however, the assessor touches on this in the first session/induction and sign posts the apprentice to the relevant onefile ALS courses which are of interest. E.g, time management, harvard referencing, mental health support etc. This robust package of ALS is outside of the usual dyslexia, dispraxia, etc bubble, in order to offer a broader support offer to our apprentices.

The assessor works with the apprentice throughout the entire apprenticeship to ensure that the apprentice is on track with their learning activities within the workplace. The assessor and curriculum team meet regularly to ensure that apprentices are on track during their Foundation degree and BA (Hons). When apprentices have completed both their BA (Hons) and the results are confirmed by the awarding body (OU) they complete their EPA demonstrating their achievement of the apprenticeship standards.

The delivery of the apprenticeship provides an integrated approach to developing and assessing skills, knowledge and behaviours across a range of modules within the degree programme. The individual modules are mapped to the outcomes in the standard. Individual modules will contribute to the on-programme assessment of knowledge, skills and behaviour outcomes en-route to the final synoptic end point assessment. A portfolio of evidence will be created to support this and will be assessed as part of the end point assessment. The work based project is a substantial piece of work undertaken within the final year of the apprenticeship. Achievement of the apprenticeship will depend on apprentices being required to successfully complete a number of assessment activities. The methods used will ensure that the apprentice is assessed across the whole of the published Chartered Manager Degree Apprenticeship Standard. The apprentice needs to have met the requirements of the degree in order to satisfy the Gateway process.

The employer (in consultation with the HEI), should then put the apprentice forward for the end-point assessment when they believe they are ready. At this point the candidate commences work on the elements of the EPA which includes the work based project (the work based project is not completed alongside the degree programme). The independent assessor then receives a copy of the candidates' portfolio and work based project, for assessment using a set of specific criteria ahead of competency based questioning as part of the final interview panel. EPA preparation - the apprenticeship assessor liaises with CMI and offers the apprentices the option to attend the EPA Prep drop-in sessions - to show a collaborative and supportive approach. 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.

Funding Rules for Breaks in Learning - **From 01 August 2022:**

P266 - Clarification: Breaks in learning must be used where active learning has not taken place for four weeks (see paragraph P35.2). Updated for version 1.

P266.2 - New rule: Where the apprentice changes employer and there is a gap in employment of more than 30 days and up to 12 weeks, you must record the apprentice as on a break in learning (see paragraphs P317 to P319.7). Updated for version 1.

P267.1 - Clarification: To reflect that a break in learning can be taken either with, or without a break in employment.

In terms of how we work it, we try to avoid a BIL or WD at all costs, however, we recognise that sometimes a BIL is required and in that instance, the apprenticeship team and curriculum work together to build a 'return to learning plan' which often involves additional sessions with both the curriculum team and the apprenticeship assessor to ensure a fluid return.

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10. Methods for evaluating and improving the quality and standards of teaching and learning.

In addition to the Annual Programme Monitoring process the following mechanisms are in operation:

- Peer Review
- Annual Planning
- Peer Observation
- Student module reviews
- Tutor module reviews
- Enrolment and induction reviews
- Course Committee meetings

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

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Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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

Level	Study module/unit	Programme outcomes												
		A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	D3
6	Research Methods			✓	✓	✓			✓					
	Contemporary Organisational Behaviour	✓			✓			✓				✓	✓	
	Global Contexts & Operations		✓					✓	✓	✓		✓		
	Strategic Leadership in Disruptive Environments		✓			✓	✓							✓
	Dissertation	✓		✓			✓			✓	✓		✓	✓

Annexe 2 - Assessment grid - Full time

Module Title	Presentation	Dissertation	Class-based assessment	Report	Case Study	Peer Learning Debate	Leadership reflection	Leadership simulation
Research Methods	100% 30 minutes week 10							
Dissertation		100% 10,000 words week 30						
Contemporary Organisational Behaviour			40% 2000 words week 8	60% 3000 words week 15				
Global Contexts & Operations					60% 3000 words week 13	40% 15 mins week 6		
Strategic							30%	70%

Leadership in Disruptive Environments							1500 words/10 minutes week 28	3500 words week 24
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Assessment grid - Part time

Module Title	Presentation	Dissertation	Class-based assessment	Report	Case Study	Peer Learning Debate	Leadership reflection	Leadership simulation
Research Methods	100% 30 minutes week 10							
Dissertation		100% 10,000 words week 15 (2nd year)						
Contemporary Organisational Behaviour			40% 2000 words week 14	60% 3000 words week 15				

Global Contexts & Operations					60% 3000 words week 5	40% 15 mins week 4		
Strategic Leadership in Disruptive Environments							30% 1500 words/10 minutes week 29	70% 3500 words week 23

Annexe 3 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviors.

Level	Study module/unit	Apprenticeship standard																											
		K 1	K 2	K 3	K 4	K 5	K 6	K 7	K 8	K 9	K 10	K 11	K 12	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12	B 1	B 2	B 3	B 4
6	Research Methods		✓				✓					✓	✓		✓				✓					✓	✓	✓			
	Contemporary Organisational Behaviour						✓					✓	✓						✓						✓	✓			✓
	Global Contexts & Operations						✓			✓	✓	✓	✓						✓			✓			✓	✓			✓
	Strategic Leadership in Disruptive Environments	✓					✓					✓	✓						✓				✓		✓	✓			
	Dissertation		✓				✓					✓	✓		✓				✓					✓	✓	✓	✓		

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.