



INTRODUCTION

Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way. Please note that part-time variants should always be given a separate identifier.

Examples of programme variants include:

- a. BSc Computer Science (full-time) – *single honours degree*
- b. BSc Computer Science (Part-time) – *single honours variant*
- c. BSc Computer Science with a Year in Industry – *single honours variant*
- d. BSc Computer Science with a Year Abroad – *single honours variant*
- e. BSc Computer Science with a Foundation Year – *single honours variant*
- f. BSc Computer Science (Games Development) – *single honours with pathway*
- g. BSc Computer Science (Games Development) with a Foundation Year – *single honours with pathway with variant*
- h. MEng Computer Science – *integrated masters*
- i. MEng Computer Science (Games Development) – *integrated masters with pathway*
- j. Diploma Computer Studies – *named exit award*
- k. Diploma Computer Studies – *named exit award*
- l. BSc Computer Science (Apprenticeship) – *apprenticeship variant to existing approved programme or new academic award created specifically for an apprenticeship*

A	GENERAL INFORMATION
1	Partner institution <i>Please state the name of the partner institution.</i>
	Barnsley College
2	Programme awards and titles <i>State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title, then please include details of this here.</i> <i>Note that for an Apprenticeship, this form relates specifically to the approval of the underpinning award only. You will be required to complete Annexe 1 in addition to details the overall Apprenticeship 'programme'.</i>
	a) FdA Organisational Leadership and Management (part-time) Programme includes dual accreditation – CMI Level 5 Diploma in Management and Leadership. Qualification reference number: 603/2392/9
3	Cluster to which the programmes and their variants belong <i>If new, please state NEW. For existing clusters please state the rationale for inclusion.</i>
	NEW
4	Type of programmes <i>Please place the relevant programme identifiers (a, b, c etc.) against each programme type below.</i>



	UG Single honours								
	Integrated Masters								
	PG Cert								
	PG Dip								
	Taught Masters								
	Apprenticeship/Work Based Learning								
	Dual Award								
	Foundation Degree	a	<i>Please indicate articulation routes: BA (Hons) Leadership & Management (Top-up)</i>						
	Honours Stage (Top-up)								
	Other		<i>Please detail:</i>						
	Is this programme being used to underpin a Higher/Degree Apprenticeship	Y	<i>Please ensure that Annexe 1 is completed Level 5 Operations/Department Manager</i>						
5	Validation category <i>Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.</i>								
	<table border="1"> <tr> <td>Franchised</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Consortium</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Validated</td> <td><input checked="" type="checkbox"/></td> </tr> </table>			Franchised	<input type="checkbox"/>	Consortium	<input type="checkbox"/>	Validated	<input checked="" type="checkbox"/>
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Consortium	<input type="checkbox"/>								
Validated	<input checked="" type="checkbox"/>								
6	UCAS codes <i>If known, please include the UCAS code for these programmes.</i>								
	Not known								
7	HECoS codes <i>If known, please include the appropriate HECoS codes for the programmes.</i>								
	Level 4								
	Operational Management		100078						
	Developing Collaborative relationships		100079						
	Management of Finance		100107						
	Personal Effectiveness		1000861						
	The Business Environment		100079						
	Level 5								
	Project Management		100082						
	Digital Business and new technologies in the workplace		100079						
	Decision Making		100079						
	Managing Change		100089						
	Leading, Managing and Developing People		100088						
			100089						
8	Awarding Institution								
	University of Hull								



9	Locations within Partner Institution <i>State the academic units/ subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.</i>											
	Barnsley College - Business, Warehousing & Logistics Department Barnsley College - Higher Education Quality & Registry Department											
10	Partner Institution Programme Leader's name and email <i>Please identify one lead person per programme.</i>											
	Name: Susan Myles (Foundation degree) Email: s.myles@barnsley.ac.uk Job Title: Programme Manager, Class Based Learning, Business, Warehousing and Logistics Name: Abby Holmes (Apprenticeships) Email: a.holmes@barnsley.ac.uk Job Title: Programme Manager, Work Based Learning, Business, Warehousing and Logistics											
11	University Link Faculty and Academic Unit <i>Please state the primary link faculty and academic unit at the University of Hull</i>											
	Faculty of Business, Law and Politics											
12	University Link Faculty Academic Contact <i>Please provide a contact name, title, address, email and telephone number</i>											
	Name: Dr. David Harness Email: david.harness@hull.ac.uk Senior Lecturer – Marketing and Business Strategy Subject Group, Academic Contact for collaborative provision; Faculty of Business, Law and Politics											
13	Locations of delivery <i>Using the relevant programme identifiers (a, b, c etc.), please indicate the locations of delivery of each programme.</i>											
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Hull</td> <td></td> </tr> <tr> <td>Off campus UK</td> <td></td> </tr> <tr> <td>Off campus overseas</td> <td></td> </tr> <tr> <td>Online</td> <td>a</td> </tr> <tr> <td>Other (please specify) Barnsley College, Church Street Campus</td> <td>a</td> </tr> </table>		Hull		Off campus UK		Off campus overseas		Online	a	Other (please specify) Barnsley College, Church Street Campus	a
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14	Types of Study <i>Please place the relevant programme identifiers (a, b, c etc.) against each type of study.</i>											
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Full-time</td> <td></td> </tr> <tr> <td>Part-time</td> <td>a</td> </tr> </table>	Full-time		Part-time	a							
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Part-time	a											
15	Modes of study <i>Please place the relevant programme identifiers (a, b, c etc.) against each mode of study.</i>											



	<table border="1"> <tr> <td>On campus/blended</td> <td></td> </tr> <tr> <td>Blended (face-to-face & online)</td> <td>a</td> </tr> <tr> <td>Distance-taught (online only)</td> <td></td> </tr> <tr> <td>Distance-taught (flying faculty)</td> <td></td> </tr> <tr> <td>Off-campus delivery</td> <td></td> </tr> <tr> <td>Other (please specify)</td> <td></td> </tr> </table>	On campus/blended		Blended (face-to-face & online)	a	Distance-taught (online only)		Distance-taught (flying faculty)		Off-campus delivery		Other (please specify)	
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16	<p>Duration Using the relevant programme identifiers (a, b, c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.</p> <p>For apprenticeships, please also indicate the total apprenticeship programme duration for clarity – e.g. 36 months for underpinning award, total programme duration of 40 months including End Point Assessment (EPA)</p>												
	<p>a) FdA Organisational Leadership & Management (part-time)- 3 years [Total apprenticeship programme duration 36 months for underpinning award; 40 months including EPA.]</p>												
17	<p>Trimesters Please place the relevant programme identifiers (a, b, c etc.) against each trimester to be used.</p>												
	<table border="1"> <tr> <td>Trimester 1 – T1</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Trimester 2 – T2</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Trimester 3 – T3</td> <td></td> </tr> </table>	Trimester 1 – T1	<input checked="" type="checkbox"/>	Trimester 2 – T2	<input checked="" type="checkbox"/>	Trimester 3 – T3							
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Trimester 3 – T3													
18	<p>Number of weeks per academic year Using the relevant programme identifiers (a, b, c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.</p>												
	<p>Trimester 1: 15 weeks Trimester 2: 15 weeks Total number of weeks per academic year: 30 weeks</p>												
19	<p>Balance of credits across trimesters Using the relevant programme identifiers (a, b, c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.</p>												
	<p>a 80 credits per academic year</p>												
20	<p>Classification weighting Using the relevant programme identifiers (a, b, c etc.), please indicate the classification weighting for each programme and variant, e.g. 30:70 (Diploma:Honours).</p>												
	<p>a) 100 – Foundation Degree</p>												
21	<p>Progression arrangements for Integrated Masters and/or Preliminary Stage Using the relevant programme identifiers (a, b, c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).</p>												



	N/A
22	<p>Professional, Statutory or Regulatory Bodies <i>Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.</i></p>
	<p>For students completing the degree apprenticeship via this Fd and top up route, there is the option to apply for professional recognition as Chartered Managers and Members of the Chartered Management Institute (CMgr MCMI) and/or as a member of the Institute for Leadership & Management.</p>
23	<p>Relevant Subject Benchmark Statements <i>State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.</i></p>
	<p>Business & Management Subject Benchmark Statement (November 2019)</p> <p>The QAA subject benchmark for Business and Management states “preparation for business should be taken to mean the development of a range of specific business knowledge and skills, together with the improved self-awareness and personal development appropriate to graduate careers in business with the potential for management positions and to employability in general. This includes the encouragement of positive and critical attitudes towards change and enterprise, to reflect the dynamism and vibrancy of the business environment” (SBS 2.3).</p> <p>The programme aims to develop students’ skills in these areas. The management thread provides the necessary underpinning knowledge and understanding of how businesses are operated and managed. Upon completion of the programme, students will have developed the skills necessary to pursue management careers in business, start-up a business or demonstrate and further develop their skills and knowledge in a management role.</p> <p>The business environment encompasses a fast pace of change within a wide range of factors, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations. (SBS 3.5). The inclusion of the Business Environment module seeks to inform students of the fast-paced nature of the sector and the inclusion of a digital technologies in business module seeks to consider the increasing use of technology within business.</p> <p>The suite of modules seeks to develop knowledge and understanding of the various processes of management, which encompass various processes, procedures and practices to enable the effective management of organisations. It also includes theories, models, frameworks, tasks and roles of management, including the management of people and corporate social responsibility, together with rational analysis and other processes of decision-making within different organisations (SBS 3.6). The inclusion of modules which develop awareness of ethical business practices and corporate social responsibility, people management and decision making continue to provide an effective span of learning to provide a high quality programme.</p> <p>The QAA Benchmark Statement for Business and Management (November 2019) outlines the generic skill and attributes relevant to Business and Management:</p> <ul style="list-style-type: none"> • Ability to work collaboratively both internally and with external customers and an awareness of mutual interdependence.



	<ul style="list-style-type: none"> • Ability to work with people from a range of cultures. • Articulating and effectively explaining information. • Building and maintaining relationships. • Communication and listening, including the ability to produce clear, structured business communications in a variety of media. • Emotional intelligence and empathy. • Conceptual and critical thinking, analysis, synthesis and evaluation. • Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time. • Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. This includes a continuing appetite for development. <p>The proposed modules within the programme are mapped to these generic skill sets with the aim of developing graduates to become effective leaders and managers within the business sector.</p> <p>The following QAA Characteristics Statements have also been incorporated into the programme design:</p> <ul style="list-style-type: none"> • Foundation Degree Characteristics Statement (February 2020) – especially with respect to the work-based focus in the design of the programme, employer involvement, accessibility and progression. • Apprenticeships Characteristics Statement (July 2019) – especially with the focus on the integration of off and on-the job training.
24	<p>Other references used in designing the programmes <i>e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.</i></p>
	<p>A range of employers from sectors which include legal, export and manufacturing have provided input with regards to the skills and knowledge they consider essential for managers within their respective industries which has assisted module design:</p> <p>Jai Stern (LLP) Solicitors – <i>Saba Hasan (Senior Partner)</i> Saba Hasan has identified a need for management and case working skills within the legal sector. There is a clear requirement for management training within the sector and, as an employer, this is an area that requires training and development both personally and within the team. Interpersonal skills are essential to the organisation and engaging in CMI endorsed development programmes would enhance the overall performance of staff. Knowledge of operational strategy would allow staff to generate income and increase efficiencies of running the organisation and increase organisational performance through the development of sales and marketing campaigns which would be extremely useful for business development within the organisation.</p> <p>Premdor- <i>Gavin Daye (UK Organisational Development Manager)</i> A management programme such as the one proposed provides opportunity to develop personal skills as a manager and general overall development for their role. The proposed modules are all useful and consider different perspectives which will provide up to date knowledge, skills and experiences to benefit both the business and staff in management roles.</p> <p>GEBAY Ltd – <i>Hakim Al-Bedri (Managing Director)</i> A management programme which provides the opportunity for managers and aspiring managers to expand their knowledge across several areas will be extremely beneficial, notably negotiation and organisational strategy, which are extremely important for managers to understand. It is also important managers understand how to develop plans strategically. Hakim would consider supporting staff within the organisation to join this programme to develop management skills.</p>



25	Anticipated student numbers <i>Please indicate using the relevant programme identifiers (a, b, c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.</i>																																																
	<table border="1"> <thead> <tr> <th rowspan="2">Identifiers</th> <th colspan="2">First intake</th> <th colspan="2">Second intake</th> <th colspan="2">Third intake</th> </tr> <tr> <th>Home/EU</th> <th>Overseas</th> <th>Home/EU</th> <th>Overseas</th> <th>Home/EU</th> <th>Overseas</th> </tr> </thead> <tbody> <tr> <td>a</td> <td>10</td> <td>0</td> <td>15</td> <td>0</td> <td>15</td> <td>0</td> </tr> <tr> <td>b</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>c</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>d</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>e</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Identifiers	First intake		Second intake		Third intake		Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas	a	10	0	15	0	15	0	b							c							d							e						
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26	Minimum number of students <i>Please indicate the minimum number of students required for this programme(s) in order to allow for the use of optional modules within the programme design.</i>																																																
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27	Programme cohort start dates <i>Using the relevant programme identifiers (a, b, c etc.), please indicate the cohort start dates for each programme and variant.</i>																																																
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B	PROGRAMME DESIGN <i>Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a, b, c etc.) allocated in section A2 of this form.</i>																																																
28	Programme Rationale and Overview <i>Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the 'big ideas' that thread through their design. Please identify three to five high level 'big ideas' articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?</i>																																																
	This programme has been proposed with a view to offering an exciting, contemporary and sector appropriate product which will replace our existing, traditional HE provision.																																																



The programme is offered part-time only, and can be studied as a standalone Foundation Degree or as part of a Higher Level Apprenticeship (Operations /Department Manager). In addition, this Foundation Degree is mapped to the CMI Level 5 Diploma in Leadership and Management, offering dual accreditation to students.

The programme is designed for aspiring managers who are seeking careers within business management. Higher and Degree apprenticeships offer the potential for a significant increase in the number of people accessing higher level skills via the work-based route. This route offers advantages, enabling the individual to learn while they earn, whilst for the employer the option of 'growing their own' skilled workers provides opportunity to address specific skills challenges. The advantage of this range of programmes will also students to share experiences and apply developing knowledge to real life examples or share other's experiences to gain real context to management theory, we aim to foster a collaborative learning culture to offer higher-level learning opportunities rich in context and experiences.

The LEP's Employment and Skills Strategy (2014-2020) makes it explicit that in order for the Yorkshire and Humber region to improve productivity it needs a higher performing workforce and a commitment from employers to invest in skill development. Across Yorkshire and the Humber, jobs requiring higher level qualifications (i.e. managers, directors, senior officials and professional occupations) are set to grow by 1.5% over the next 5 years. This equates to over 9,000 additional jobs at that level (EMSI June 2020). By enhancing employer links, extensive innovation in teaching, learning and assessment can be developed through a collaborative approach to deliver work-based learning that supports the strategy to widen participation.

This 'people-orientated' programme will actively support and empower individuals to develop their employability skills by enhancing and nurturing the skills, knowledge and behaviours needed to be successful in employment, characteristic of a University of Hull Graduate. The proposed FdA offers a perfect blend of an internationally recognised qualification (CMI) with the benefit of relevant work experience. The programme is tailored to meet employers' needs and best practice management which, according to CMI, can result in a 23% increase in organisational performance and a 32% increase in people performance.

The introduction of Apprenticeship-based degree level provision will enable the College to provide access to vocational, skills-based assessment in addition to traditional academic methods of assessment. The inclusion of a level 5 Chartered Management Institute qualification within this foundation degree adds value to the programme and provides students with a unique selling point that will enhance candidate profiles within the job market. Offering a top-up progression option (BA Leadership & Management linked to a Chartered Manager degree apprenticeship) will provide a Higher Education offer that meets a range of student needs, and allow students remain in employment whilst studying and an apprenticeship route for learners to pursue a work-based pathway.

The Business, Warehousing and Logistics Department at Barnsley College has been offering professional qualifications for a number of years, including a successful Level 7 CMI programme. This is used by the local authority as part of their commitment to work force development. The Department also already offers the Level 5 CMI Operations / Department Manager Apprenticeship which currently facilitates part of the College's middle management development programme. There is evidence with the success of these current programmes that there is an appetite for this type of contemporary hands on approach to leadership and management development.

Our traditional HE Business programmes, which were offered on a full-time basis, have been declining in numbers over the last three years, and it is evident that our apprenticeship provision at the College is growing. There is a real opportunity to develop our offer with a part-time Foundation Degree and top-up programme to expand our offer. This will enable the College to meet the needs of employers within the



	<p>area, by providing programmes that are accessible to students who wish to remain in employment and access qualifications to improve their professional practice and career prospects.</p> <p>The development this programme (and associated top up degree) offers flexibility in our HE offer and provides opportunity for the teaching team to embed a CMI Diploma qualification at level 5 within the programme. The proposal to introduce the FdA Organisational Leadership & Management option offers students the choice of studying on a foundation degree programme with the option of a top-up to offer the flexibility of a 2+1 model and provide an opportunity for FdA graduates to gain a level 5 CMI Diploma qualification (Level 5 Diploma in Leadership & Management). We believe that by offering this range of flexibility, the College is providing choice to students who wish to follow a work-based apprenticeship pathway and gain CMI qualifications in addition to providing a progression route for existing students.</p>
<p>29</p>	<p>Programme Aims <i>As a guide, you should have four to six programme aims.</i></p> <p><i>Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.</i></p>
	<ol style="list-style-type: none"> 1. To provide knowledge and critical understanding of the principles of business and management and the environment in which it operates and enable learners to demonstrate techniques specific to business and management. (SBS 2.3) 2. To meet professional body requirements for the Chartered Management Institute at level 5 through a broad, analytical and integrated study of business together with a specialist knowledge of management. (SBS 3.1) 3. To encourage active, confident and purposeful attitudes to enable learners to be better able to innovate, communicate, take risks and develop business and enterprise skills necessary for the future. 4. To develop a critical insight into business management and to develop the knowledge and skills to strategically manage within a business context. 5. To provide experiences which encourage students to take responsibility, become effective communicators, negotiators, planners and organisers and foster attitudes of self-reliance, teamwork and co-operation.
<p>30</p>	<p>Programme Outcomes <i>As a guide you should have six to eight programme outcomes.</i></p> <p><i>Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a, b, c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.</i></p> <p><i>Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.</i></p> <p><i>Reference: University of Hull Learning Outcomes Tool</i></p>



On successful completion of this programme, students will be able to:

POs	Programme Outcome Text	Programme/ Variant Identifier
PO1	Apply business management theory and developing personal skills to practical experiences within the workplace.	a
PO2	Analyse r business management in a strategic context.	a
PO3	Reflect on personal and professional development and assess personal strengths and areas for development in business management.	a
PO4	Demonstrate active, confident and purposeful attitudes so that learners are better able to innovate, communicate, and develop lifelong learning skills to support a career in business management.	a
PO5	Interpret opportunities within the sector that support career aspiration development in business management.	a
PO6	Demonstrate awareness of sales and marketing strategies to include international perspectives.	a
PO7	Analyse the application of knowledge and skills relating to strategic organisational performance for long-term purpose.	a
PO8	Demonstrate interpersonal excellence which supports leadership, management and the ability to develop collaborative working relationships.	a
PO9	Analyse the ethical and social responsibility aspects of business management in the 21 st Century.	a

The programme offers students the opportunity to experience a combination of classroom-based lectures and skill building development workshops where knowledge will be applied to real world scenarios. Approaches to learning and teaching are based on case studies, personal experiences in the workplace, reflections and in-class exercises. Debates will be encouraged to demonstrate developing communication skills.

This will be achieved through:

- Applying theory and concepts to real life examples through case study and workplace experiences.
- Identifying problems, reviewing literature and collation of data to promote and develop analytical and critical thinking and skills.
- Participating in group work and constructively and critically evaluating work through self-reflection.

To achieve these outcomes the programme adopts an interdisciplinary approach to developing knowledge holistically through a range of literature and theory in the mainstream of Business Leadership and Management.

31 Learning and Teaching Approach

Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching



	<p><i>(disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.</i></p>
	<p>The 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. Seminars and tutorial support, as well as on-line support and additional resources, will impart contextualisation to a chosen pathway sector.</p> <p>Programme content will be covered through a thematic approach providing an overview of contemporary issues within the business management sector to allow students to formulate a critical understanding of the theoretical approaches to business management. The pedagogic approach of experiential learning will equip students in a range of skills which will manifest in the delivery style and relation to workplace experiences wherever possible. The teaching team are experienced in business management delivery and have industry related backgrounds to further facilitate the links to workplace experiences. Guest speakers from local businesses will also seek to strengthen links to the workplace and promote active engagement from students which aligns to the programme's keys aims.</p> <p>Practical sessions will provide students with opportunities to develop industry specific skills and qualities held in high regard by organisations in the business and management sector. A holistic approach to learning and the development of sector specific skills are a key theme of the programme and integrated throughout. Lectures will include activities to encourage students to explore new topics for themselves, as well as team-working opportunities. This will be facilitated by small independent research tasks carried out within the session, as well as problem-solving. Where appropriate, sessions will take a seminar approach, with question and answer sessions or research and feedback sessions. Small class sizes will also allow a more student-centred approach and opportunities for independent study will be provided. Lectures will enable students will acquire knowledge of indicative content with opportunity to consolidate and expand learning in seminar workshops. Students will apply knowledge and improve their understanding through enquiry-based learning. Learning will be supported by guest speakers from within the business management sector.</p> <p>Key principles for effective pedagogical approaches will encompass motivation and will help promote enthusiasm and active learning. This includes the promotion of blended and e-learning opportunities. Staff are encouraged to embed ILT where relevant and appropriate. Microsoft Teams will be used as a VLE to enrich students' learning such as online additional lectures. Throughout the duration of the course students, regardless of pathway (part time Foundation degree or Apprenticeship route) will use the OneFile e-portfolio for submission of assignments, feedback and access to e-learning (additional to Microsoft Teams). Using the OneFile e-portfolio for all students ensures every student receives the same learning experience regardless of pathway and ensures a flexible approach to independent study. Staff within delivery team meet regularly to discuss student progress and course planning. This supports quality assurance processes.</p> <p>Study skills will be embedded within the research modules and will include support on referencing, critical reflection and academic writing. Barnsley College Higher Education Learning and Resources Centre also provides study support for all HE students.</p> <p>There is also opportunity to integrate a range of lectures and workshop sessions in liaison with the Resource Centre staff:</p> <ul style="list-style-type: none">• Introduction to the Resource Centre Library• Getting started with online information and research databases



	<ul style="list-style-type: none"> • Referencing • Evaluating websites • Finding and using academic journal articles • Strategic search strategy for projects <p>Students can enhance study skills support through one to one tutorial sessions with Learning Resource Centre staff.</p>
<p>32</p>	<p>Assessment Approach <i>Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.</i></p>
	<p>The intentions for the programme are to incorporate a range of assessment methods, for example, oral presentations, essays, reports, practical assessments, projects, professional discussions, video blogs and End Point Assessment. To enable a student-centred educational experience, assessment will be created in line with University of Hull Assessment Guidance with careful attention towards creating opportunities for students to shape their curriculum through evaluation exercises and student voice activities.</p> <p>Reliability and validity will be key to the assessment approach, with a combination of formative and summative assessments to allow students to reflect on their learning and development. A variety of assessment methods will be used to encompass a range of student learning styles, to ensure inclusivity and to give students the opportunity to demonstrate their learning in a variety of ways. Assessments and marking criteria will constructively align to the learning criteria to provide clarity and transparency.</p> <p>Practical assessments will be used to assess the practical elements. Photographic and/or video evidence will be used to give authenticity, together with witness statements by assessing staff. This will fulfil the “learning by doing” aspect of the programme and give students the opportunity to put theory into practice in order to deepen their learning.</p> <p>Written assessments will be used to assess knowledge and understanding, to ensure that students are given sufficient opportunities to demonstrate higher-level thinking skills. Written assessments will be given with appropriate timescales to allow students to research in depth and present their findings in a range of styles and formats. These methods will encourage research skills as well as develop written skills.</p> <p>Individual /Group oral only presentations will be used to assess some aspects of the programme, which will develop the student’s communication skills as well as continuing to develop research skills. This skill will be useful for public service employment prospects and preparation for end point assessment (for students undertaking the degree apprenticeship).</p>
<p>33</p>	<p>Key Areas of Study <i>Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.</i></p>
	<p>Level 4 – Operational Management This module aims to introduce the approaches to and models of operational management including creating plans to deliver objectives and set Key Performance Indicators. Students will use business development tools and approaches to continuous improvement. The inclusion of operational business</p>



planning techniques, including resource management, target setting, and performance monitoring will enable students to understand the concept of operational management. Management systems, processes and contingency planning will also be explored within the module and an introduction to initiating and managing change. This module will also introduce the concept of strategic planning, commercial awareness and identifying and shaping of new opportunities.

Level 4 - Developing Collaborative Relationships

The aim of this module is to equip students with a range of communication and interpersonal skills necessary to communicate and engage effectively by developing an understanding of the principles of stakeholder, customer and supplier management. Different approaches will be analysed with identification of strategies for improvement. Students will be able to communicate and engage in differing contexts and evaluate and apply models of conflict management and resolution. Negotiation and influencing skills, overcoming barriers to communication, collaborative working, and contributing to a team environment will be explored and developed. Students will learn how to use different models/theories of communication and develop their explaining and listening skills.

Level 4 – Management of Finance

This module will enable students to understand financial strategies and demonstrate the ability to prepare budgets for financial management and accounting alongside producing financial reports. The module will also include approaches to procurement and contracting, along with consideration of the legal requirements in an organisational setting and the potential for change.

Level 4 – Personal Effectiveness

This module will enable students to reflect on their own performance, identifying and acting upon learning and development needs through the creation of a personal development plan. There will be an introduction to creating a professional portfolio of evidence and an introduction to techniques for goal setting, time management and prioritising activities.

Level 4 – The Business Environment

It is expected that some students would have either limited awareness or knowledge of the complex environment in which businesses exist. For this reason, it is considered necessary to familiarise students with the key features of the complex environment in which businesses operate with the following aims in mind:

- To introduce students to different forms, structures and models of business organisation.
- Equipping students with the knowledge, skills and behaviours to manage and lead in a variety of organisational settings.
- Enabling students to understand factors which impact on an organisation's internal environment.
- Enable learners to evaluate the impact of an organisations structure and governance on management and leadership.

Level 5 - Project Management (with WBL component)

This module will develop student understanding of the key stages of managing a project to achieve organisational objectives whilst managing resources. A range of project management tools will be evaluated and considered alongside risk management models and risk benefit analysis. Students will be required to plan and research a project within the focus of leadership and management, which can be used to contribute to the final work-based project.

Level 5 - Digital Business and New Technologies in the Workplace

This module will enable students to explore the approaches to innovation and digital technologies and how these may impact on an organisation. Students will explore how digital technologies can be utilised to improve and develop an organisation. The impact of data and knowledge management for analysing



organisational improvements and opportunities for growth and innovation will be explored. Students will have the opportunity to analyse data and develop an understanding of how data can be used for benchmarking and quality purposes.

Level 5 – Decision Making

This module will focus upon business decision making in an applied context. Students will study basic approaches to using financial and data-driven decision making. The underlying ethical themes relating to making decisions which include sustainability, equality and diversity will also be explored and examined.

Level 5 – Managing Change

Students will explore change management models whilst considering sustainability, risk management and quality assurance. There will be opportunity for student to consider case study analysis and relate to individual experiences in the workplace and to demonstrate the application of change management models and evaluation of change outcomes.

Level 5 – Leading, Managing and Developing People

It is important for an effective leader and manager to be able to build teams, empower and motivate others, set goals and manage performance. This module considers inclusive leadership styles and models and identifies personal leadership styles, whilst developing the ability to adapt to a variety of situations. Mentoring and coaching approaches to developing teams and supporting people will also be explored and evaluated. Organisational cultures will be analysed, and students will explore diversity management and the skills of persuading and influencing. This module will also focus on how to recruit, manage and develop people using inclusive talent management approaches. There will be consideration of how to use Human Resource systems and processes to ensure legal requirements, health and safety, and well-being needs are met.

34 Curriculum Structure

In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:

- **Progression:** how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;
- **Coherence and Integrity:** the overall coherence and intellectual integrity of the programmes and student experience.

Note: A diagrammatic structure is often helpful to establish the composition of a programme.

Level 4	Credits
Operational Management	20
Developing Collaborative Relationships	20
Management of Finance	20
Personal Effectiveness	20
The Business Environment 1	20
The Business Environment 2	20
Level 5	Credits
Project Management	20
Digital Business and new Technologies in the Workplace	20
Decision Making	20
Managing Change	20



Leading, Managing and Developing People	40
<p>The programme has been designed with student experience at the fore, with emphasis on developing management skills with vocational relevance and an applied approach to promote effective progression. The 'Operational Management' module seeks to introduce students into the concept of business management and the range of factors which impact on business management. This module aims to develop students' ability to translate organisational objectives into operational plans, which is considered an essential management skill. The module opens with the importance of understanding the strategic direction of an organisation and helps students begin to understand how to contribute to the strategic planning process. The focus then moves to the knowledge and skills required to begin to create and deliver operational plans. This includes the need to set Key Performance Indicators, monitor quality and outcomes against the plan, and know how to effectively report on findings. The 'Management of Finance' module complements the 'Operational Management' modules and provides the opportunity for students to consider financial factors and their interaction between other divisions/departments within an organisation.</p> <p>The 'Personal Effectiveness' module delivered at the start of trimester 2 explores reflective practice as an essential management tool which supports the development of knowledge, skills and behaviours in the workplace. This module allows students to consciously analyse personal performance, decision making, leadership and management skills (in different situational contexts); opportunities for on-going development can be identified. This module aims to allow students to reflect on developing skills from trimester 1.</p> <p>The final module 'The Business Environment' a 40-credit module, enables students to experience managing a larger piece of work. The module explores the knowledge, skills and behaviours required to manage and lead in a variety of organisational settings, which is considered essential if an individual and their organisation are to succeed. This module has been designed to enable students to develop and sharpen their professional edge and enhance personal effectiveness.</p> <p>The second strand of modules delivered at level 5 further scaffolds student knowledge of aspects of the 'applied' element of the programme, starting with 'project management', a key skill for management professionals. Level 5 of the programme continues to build specific management skills relating to 'Managing Change' and 'Decision Making'; students could apply these techniques in their current roles or apply to contemporary case study scenarios. 'Digital Business and New Technologies in the Workplace' develops understanding of the approaches to innovation and digital technologies and their impact on organisations. This module complements 'Decision Making' by enabling students to consider the impact of innovation and digital technology on data and knowledge management to aid analyse for business decision-making. Finally, students undertake a larger scale module which provides opportunity to showcase their developing skills and develop further knowledge of 'Leading, Managing and Developing People'.</p>	
35	<p>Compensation/Condonement rules <i>Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are core for each programme and variant (i.e. modules defined as core in the curriculum map).</i></p>
	<p>a) N/A</p>
36	<p>Internationalisation <i>'Internationalisation is a key feature of the UK HE agenda [and...] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society' (HEA, 2014). Please outline the programmes' approaches to internationalising the curriculum.</i></p>
	<p>Throughout the programme internationalism will be supported using international business case studies. Students will be encouraged to think in global context and will be introduced to the concept of 'born global'</p>



	<p>and consider the international marketplace and global focus on their interpretation of modes of study and ideas as students develop their management skills and knowledge.</p>
<p>37</p>	<p>Inclusivity</p> <p><i>Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.</i></p> <p><i>All University of Hull programmes should be inclusive by design. Inclusive teaching learning and assessment design facilitates the successful practice and application of the specific competencies of the module/programme, irrespective of a students’ background or individual characteristics (as they are defined in the Equality Act). This is integral to our anticipatory duty to break down barriers to learning for students with protected characteristics and our obligation as a publicly funded institution to the Single Equality Act (2011)</i></p> <p><i>Inclusive curriculum attempts to break down structural inequality, it is decolonised (note decolonising curriculum works to the benefit of all students, including those underrepresented in HE), physically accessible, and allows for student feedback and opportunity to co-design curricula content and models of delivery. Where there is a part time pathway, please ensure the programme design is accessible, equal and inclusive for both full time and part time students.</i></p>
	<p>The programme is delivered within the parameters of the Equality Act 2010 and the Disability Discrimination Act 1995 and is designed to provide accessibility to students irrespective of personal characteristics. Institutional policies support all aspects. All students are interviewed prior to offer as per our standard HE enrolment practice to ensure support plans and reasonable adjustments are made in advance. Teaching materials and resources developed for use within the programme will be available in alternative formats; the programme aims reflect the ethos of inclusivity and support aspirations for all learners in their business objectives, large or small and nature of business including social and charitable enterprises.</p> <p>The induction period for new students is vital in welcoming and establishing the student’s presence in the department. Induction workshops are designed to be inclusive, experimental and fun whilst identifying and establishing a range of learning needs and expectations. Student mentor programmes are being explored to help establish student identities in unfamiliar environments.</p> <p>Assignments are designed to reference broad cultural sources to promote a multicultural and inclusive response as part of the broader interdisciplinary ethos of the programme. Professionals from all backgrounds, genders, sexualities and social circumstances are included to diversify and pollinate constructive discussion. The underpinning quality of the department and the ethos of the programme is to establish an open, transparent and embracing community of industry professionals. All sessions are accessible to all students.</p> <p>Assessment opportunities are varied and inclusive and opportunities to raise issues such as diversity within the Boardroom, gender pay gap will be supported through interactive discussion during delivery sessions. Peer partnership observations address issues relating to unconscious bias through direct delivery and the varied delivery team seeks to address any such occurrences.</p>



	<p>Barnsley College ensures all staff undertake mandatory training on equality and diversity and attend safeguarding workshops. Equality and diversity are supported by an Advanced Practitioner designing and delivering bespoke training with the College. The Single Equality Scheme provides parity and inclusivity across all provision and ensures that all those who form the community at Barnsley College (governors, staff, learners, visitors and contractors) have a right to be valued equally and to have equality of opportunity. The College promotes shared values that include equality and diversity, valuing and involving our community, showing care and respect for others and demonstrating honesty and fairness in everything we do. The delivery and promotion of equal opportunities underpins the College’s Vision and Development Plan. The College aims to go beyond legislation to actively promote equality and value diversity across all areas of our community.</p>
<p>38</p>	<p>Employability <i>Please outline the approach taken by the programmes to engage students in gaining employability skills.</i></p>
	<p>Foundation degree graduates have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making. They are able to undertake further training, develop existing skills and acquire new competences. With this in mind, the course has been designed to ensure that personal development and professional practice is a key theme embedded not only as core modules but also across modular delivery. In designing the modules and the wider programme, feedback, advice and guidance has been garnered from a range of employers. Employability skills will be developed and supported throughout each level of study which will encourage students to self-reflect and continue a journey to respective employability and future outcomes. QAA Subject Benchmark 3.8 outlines ‘business and management degrees are strongly related to practice and therefore provide a clear link between the development of relevant skills and employability of graduates’.</p> <p>The delivery team have their own range of experiences working within the business sector and will integrate and model professional behaviours to enable the development of skills and qualities required for effective business management. The proposed suite of qualifications will allow students to develop further employability skills by applying innovative approaches that develop and enhance personal leadership skills business management acumen.</p> <p>This programme is designed for aspiring graduates who are either seeking careers or developing their professional knowledge and skills within a management role. Engagement with employers has also led to agreements in principles for guest speakers to provide industry relevant advice and guidance to students. It is our hope that this continues to develop and grow within the department.</p> <p>Professional development is a key focus of this programme. Students are encouraged to recognise that personal and professional development, alongside academic development, is the key to a successful and rewarding career and positive personal progression. Graduates in this subject will have wide employment prospects. Employability will be a key feature embedded throughout the programme.</p>
<p>39</p>	<p>Student engagement in curriculum and pedagogic design <i>Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.</i></p>
	<p>In line with the University of Hull’s strategic priority, Barnsley College places high emphasis on empowering staff and students and placing students at the heart of what we do. This fits in with plans in place to further extend our provision and achieve a sustainable future. By facilitating this collaborative approach, we have solidified the relationship with students, enhanced their experience and allowed students to become invested in the qualification they receive.</p>



40	<p>Ethical issues and risk <i>Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).</i></p>
	<p>Delivery of the programme will encourage debate regarding ethical issues as they arise through materials used i.e. case studies. Integrity in business will be upheld throughout module delivery and sustainability will be a key theme throughout the programme and students will be encouraged to consider sustainability as first nature, both for the longevity of organisations but also on their use of resources. All materials used by visiting speakers will be pre-examined by the course leader and teaching staff will be present in all contact sessions. Professional integrity will be upheld throughout and the importance of confidentiality around the sharing of ideas and experiences from individual places of work and integrity regarding intellectual property. The delivery team will be considerate at all times of their role model obligation and ensure representation of absent identities during delivery of the module content. This includes representation of minority identities in the Boardroom, business world and network.</p>
41	<p>Sensitive issues and safeguarding <i>Universities develop and deliver programmes which deal with issues that may be sensitive or require students to explore issues which may be potentially controversial, for example relating to child abuse, sexual violence, radicalisation and terrorism. As with research, our institutional duty of care extends to all involved in learning and teaching and all related activities which staff and students may engage with. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed to ensure a safe environment is maintained for all concerned.</i></p>
	<p>There are no particular relevant issues that relate to content, teaching methods and assessment on this programme.</p> <p>The College has a number of robust policies and procedures such as:</p> <ul style="list-style-type: none"> • Work Placement/Experience Safety and Vetting Policy and Procedure • Safeguarding Policy and Procedure • Trips and Visits Policy • Whistleblowing Policy • PREVENT Policy
42	<p>Other information/programme special features <i>Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.</i></p>
	<p>Student experience within the department is acknowledged as a key driver for success and priority area. As a smaller institution, we offer a higher staff-student ratio than typical providers.</p> <p>Staff operate a relatively 'open-door' policy. Each student is assigned a personal tutor (typically the HE Pathway Leader) they also have a tutorial member of staff assigned to the course who oversees their personal, professional and pastoral journey whilst at the College. Each student group will have access to weekly tutorials incorporated into their timetable (integrated curriculum approach); sessions may take the form of whole-group, small-group, 1-1s or guest speakers.</p> <p>Students also have access to a Tutorial Team Leader and Learning Mentors from the department on a weekly basis.</p>



C	RECRUITMENT AND ADMISSIONS INFORMATION
43	Proposed marketing strategies <i>Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.</i>
	<p>Internal marketing will put forward a social media campaign, broader indexation within Google search and adverts within a range of regional newspapers and magazines. We produce a prospectus and provide support to attend a range of regional and national UCAS and institution open days. Established Adult Access and Foundation programmes will provide an internal feed to the programmes.</p> <p>We believe that it is vital, particularly as a smaller institution to build awareness of our business programmes based on a reputation of practice that can complement the traditional mechanisms of institutional advertising.</p> <p>The College’s Business Development Team manage a network of employer links and strive to promote the College’s Apprenticeship programmes throughout existing networks and beyond. The College currently offers Management Apprenticeships at Level 3 which provides progression route to the proposed new programme.</p>
44	Academic entry requirements <i>Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.</i>
	<p>Students will need to complete a formal application via UCAS and attend an informal interview to ensure that the course meets their needs and interests. Students must be able to demonstrate a commitment to pursuing a career within a relevant field and be committed to personal and professional development.</p> <p>FdA applicants will be expected to have completed a relevant level 3 qualification, hold at least 60 UCAS points and be able to demonstrate an ability to work independently, in groups and be able to work with tutor support and guidance in both practical and academic settings. We welcome applications from students with business experience and prior experiential learning. Students are required to hold GCSE English at grade C/grade 4 (or an alternative equivalent).</p> <p>Students without formal qualifications are encouraged to apply, particularly applicants who can demonstrate commitment and ‘work-related’ experience that is appropriate. The College also offers an Access to HE Diploma (Business) which can, if required, provide a foundation stage to the proposed programmes.</p>
45	Other entry requirements <i>e.g. relevant IELTS score, Disclosure and Barring Service etc.</i>
	IELTS score of 6.0 (minimum 5.5 in all elements) required for non-native English language speakers.
D	IMPLEMENTATION STRATEGY
46	Implications for other areas of the Partner Institution <i>Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.</i>



	The proposed Fd would replace existing provision at the College.	
	Estates:	N/A
	Library:	N/A
	Admissions:	N/A
	Careers:	N/A
	Visa Compliance:	N/A
	Other (<i>Please specify</i>):	N/A
47	Existing programmes/students affected by this proposal <i>Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.</i>	
	None	

E	POST PROGRAMME OPPORTUNITIES	
48	Progression opportunities to further academic or professional programmes <i>Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?</i>	
	<p>Progression opportunities available for students progressing from FdA Organisational Leadership and Management include progression to the proposed BA (Hons) Leadership & Management (top up) at Barnsley College or with other HEI's currently offering Business Management top-up courses. There would also be the opportunity to undertake this as part of the Chartered Manager degree apprenticeship, should the student meet relevant employment requirements.</p> <p>Following on from this, students could progress to a Level 7 CMI Strategic Management programme within the College or to MA Business programmes with a HEI of choice.</p>	
49	Employment opportunities <i>Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELHE) data.</i>	
	<p>According to the latest Graduate Outcomes data (2107/18) 62% of graduates completing a Business & administrative studies programme progressed into full time employment and 7% into part time employment. This 'people-orientated' programme actively supports and empowers individuals to develop their employability skills by enhancing and nurturing the skills, knowledge and behaviours needed to be successful in employment, characteristic of a University of Hull Graduate.</p> <p>Those progressing to the Chartered Manager Degree Apprenticeship offers a perfect blend of internationally recognised qualifications and valuable work experience. The programme is tailored to meet employer needs and best practice management which, according to CMI, can result in a 23% increase in organisational performance and a 32% increase in people performance.</p>	



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CURRICULUM MAPS

Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.

Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.

*In **Columns 1-3**, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.*

*In **Column 4**, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.*

*In **Column 5**, please indicate against each of the programmes and pathways listed on this form which modules are Core (Co), Compulsory (Cm) or Optional (Op)*
*

*In **Column 6**, please identify which modules contribute to the achievement of programme learning outcomes*

***Definitions:**

CORE module - this is a module that is fundamental to the degree programme and must be studied. It cannot be compensated or condoned.

COMPULSORY module - this is a module which must be studied to successfully complete a particular degree programme. It can be compensated or condoned, subject to regulations.

OPTIONAL module - this is a module that a student may choose to study as part of their degree programme.

ELECTIVE module – this is a module that a student may choose to study as part of their degree programme. It cannot be compensated or condoned.

Note:

- *There should be no optional modules at Level 4 (unless an exemption request has been approved by EPC).*
- *Optionality should be minimised throughout the programme.*
- *Faculty Education and Student Experience Committee (FESEC) is the final arbitrator of any disagreements regarding the level of optionality in a programme.*
- *Levels of optionality should be clearly linked to the number of students taking the module.*

KEY:	
<i>P/V= Programme or Variant</i>	<i>PO = Programme Outcome</i>
<i>PW = Pathway</i>	<i>T1,2,3 = Trimester 1,2,3</i>
<i>Co = Core Module</i>	<i>Cm = Compulsory Module</i>
<i>Op = Optional Module</i>	<i>El = Elective Module</i>

F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS																
Programme/Variant Titles and Identifiers:																
a) FdA Organisational Leadership & Management (part-time)																
1	2	3	4	5			6									
Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Certificate Stage																
T1																
Operational Management Mapped to CMI Diploma unit 515 (Creating and Delivering Operational Plans)	4	20	Report Presentation (individual)	a	Cm			x						x		



Developing Collaborative relationships Mapped to CMI Diploma unit 509 (Managing Stakeholder Relationships)	4	20	Report Presentation (group)	a	Cm					x	x					
Management of Finance Mapped to CMI Diploma unit 520 (Managing Finance)	4	20	Report Financial Budget document	a	Cm				x							
T2																
Personal Effectiveness Mapped to CMI Diploma unit 525 (Using Reflective Practice to Inform Personal and Professional Development)	4	20	Reflective Journal Personal Development Plan	a	Cm					x	x					
Business Environment 1 & 2 Mapped to CMI Diploma unit 501 (Principles of Management)	4	20 x 2	Essay Presentation (group) Poster Presentation (group)	a	Cm			x					x		x	

and Leadership in an Organisational Context)and 502 (Principles of Developing, Managing and Leading Individuals and Teams to Achieve Success)																
T3																
Diploma Stage																
T1																
Project Management Mapped to CMI Diploma unit 513 (Managing Projects to Achieve Results)	5	20	Report Project Initiation Document	a	Cm				x					x		
Digital Business and New Technologies in the Workplace	5	20	Report Blog	a	Cm				x				x	x		x
Decision Making Mapped to CMI Diploma unit 513 (Managing Projects to	5	20	Professional discussion Poster (individual)	a	Cm			x	x			x		x		x

Achieve Results) and 514 (Managing Change)																
T2																
Managing Change Mapped to CMI Diploma unit 514 (Managing Change)	5	20	Presentation (group) Case Study Response	a	Cm			x	x			x		x		x
Leading, Managing and Developing People Mapped to CMI Diploma unit 502 (Principles of Developing, Managing and Leading Individuals and Teams to Achieve Success)	5	40	Essay Blog Reflective Journal Report	a	Cm				x	x	x	x		x	x	x
T3																
Honours Stage																
T1																



T2																
T3																

F2 UNDERGRADUATE CURRICULUM MAP FOR PRELIMINARY STAGE VARIANTS															
Programme/Variant Titles and Identifiers:															
1	2	3	4	5			6								
Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Preliminary Stage															
T1															
T2															
T3															

F3 UNDERGRADUATE CURRICULUM MAP FOR YEAR IN INDUSTRY VARIANTS															
Programme/Variant Titles and Identifiers:															
1	2	3	4	5			6								
Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Post-Diploma Stage															
T1															
T2															
T3															

F4 UNDERGRADUATE CURRICULUM MAP FOR YEAR ABROAD VARIANTS															
Programme/Variant Titles and Identifiers:															
1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Post-Diploma Stage															
T1															
T2															
T3															

F5 UNDERGRADUATE CURRICULUM MAP FOR INTEGRATED MASTERS VARIANTS															
Programme/Variant Titles and Identifiers:															
1	2	3	4	5			6								
Module Title	Level	Credit	Assessment Method (e.g. exam, essay, presentation)	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Honours															
T1															
T2															
T3															
Masters															
T1															



T2																
T3																

F6 POSTGRADUATE TAUGHT CURRICULUM MAP															
Programme/Variant Titles and Identifiers:															
1	2	3	4	5			6								
Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
PGCert															
T1															
PGDip															
T2															
Masters															
T3															



Apprenticeship Approval Annexe 1

A	GENERAL INFORMATION
	<p>Please submit with this paperwork:</p> <ul style="list-style-type: none"> • a copy of the applicable Apprenticeship Standard and Assessment Plan, • a detailed mapping document that compares this programme with the nationally published Apprenticeship Standard, • where any significant changes to the approved Development Consent (DC) have been noted, a tracked changes version of the DC document.
A1	<p>Apprenticeship Standard title. <i>State the name of the Apprenticeship Standard that this programme(s) relates to. Please note that in this document, the term ‘programme’ will refer to the overall Apprenticeship Programme, the term ‘award’ will refer to the underpinning award. Please confirm whether the Standard, Assessment Plan and Funding Cap have been signed off by the Institute for Apprenticeships.</i></p>
	Operations/Departmental Manager (Level 5)
A2	<p>Apprenticeship Funding Cap <i>Please detail the funding cap associated with this programme and confirm any changes to this since development consent approval.</i></p>
	£7000
A3	<p>Apprenticeship Programme title <i>Please state the name of the Apprenticeship programme that you are seeking approval for – this is the name under which the programme will be marketed (e.g. the Standard title is fixed nationally as ‘Supply Chain Professional’, but we may wish to title our programme as ‘Supply Chain Leader’). This is the name of the programme that will be considered by Programme Management Committee.</i></p>
	Operations/Departmental Manager
A4	<p>Title of underpinning award(s) <i>For clarity, please provide the title of the underpinning award(s) that relate to this programme.</i></p>
	FdA Organisational Leadership and Management
A5	<p>Evidence of demand <i>Please state the apprenticeship start numbers used in the development consent each year (from section 18). Since development consent approval, please detail any further evidence of demand that you have identified. If demand has declined, describe the implications for this development.</i></p>
	10

B	<p>PROGRAMME DESIGN</p> <p><i>Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.).</i></p>
B1	<p>Programme Overview</p> <p><i>Provide a brief introduction to the apprenticeship programme proposed, identifying the distinctive/salient features of the ‘programme’ (not just the award). Please refer to ‘Getting Started Guide’ and ‘Employers Expectation Guide’ (tbc by AG) Describe the key constituent parts to the apprenticeship and how they relate to produce a coherent programme (e.g. include reference to the portfolio and End Point Assessment (EPA))</i></p>
	<p>This apprenticeship has been designed to provide access to development opportunities for as wide a range of individuals as possible. This includes individuals who are at the start of their career and who wish to become professional managers and achieve professional recognition on achievement of the apprenticeship, as well as students who may already have developed practical experience but wish to further develop their theoretical understanding of management skills. The assessment approach ensures apprentices meet the relevant skills, knowledge and behaviour outcomes as defined in the Standard:</p> <p>On-Programme - Knowledge and Skills Assessment</p> <ul style="list-style-type: none"> • Regular assessment (involving employer and HE provider) • Development of portfolio demonstrating learning and development activities with application in the workplace. <p>On-Programme – Behavioural Assessment</p> <ul style="list-style-type: none"> • Through evidence of 360-degree feedback with the ongoing development portfolio <p>Gateway</p> <ul style="list-style-type: none"> • Submission of portfolio and work-based project • Successful completion of management degree <p>End Point Assessment</p> <p>Involving a range of assessment tools:</p> <ul style="list-style-type: none"> • Review of portfolio of evidence • Review of work-based project • Presentation and interview
B2	<p>Programme Mapping</p> <p><i>Using the submitted mapping document, please identify how the proposed underpinning award meets the knowledge, skills, behaviours, competencies and specified qualifications within the apprenticeship standard. Where there are gaps, please describe below what these are and how they will be addressed as part of a coherent programme.</i></p>
	<p>The mapping document below gives details of all identified gaps and proposals to achieve coverage. The main delivery of the knowledge element is underpinned through the award; however, this will stretch into the workplace and be supported by the employer and the workplace trainer.</p> <p>The College uses OneFile as the e-portfolio system, this will be used for the L5 Operations/Department Manager Apprenticeship.</p>



	<p>Learning and development plans will be created to operate alongside the apprenticeship and link the apprenticeship standards to the award which will provide students with opportunities to develop further and evidence their knowledge, skills and behaviours.</p>
B3	<p>Employer involvement in curriculum and pedagogic design <i>Please outline how employers have articulated their requirements to inform the design of the apprenticeship programme and how they have directly supported the development.</i></p>
	<p>A range of employers from sectors which include legal, export and manufacturing have provided input with regards to the skills and knowledge they consider essential for managers within their respective industries which has assisted module design:</p> <p><u>Jai Stern (LLP) Solicitors</u> – <i>Saba Hasan (Senior Partner)</i> Saba Hasan has identified a need for management and case working skills within the legal sector. There is a clear requirement for management training within the sector and, as an employer, this is an area that requires training and development both personally and within the team. Interpersonal skills are essential to the organisation and engaging in CMI endorsed development programmes would enhance the overall performance of staff. Knowledge of operational strategy would allow staff to generate income and increase efficiencies of running the organisation and increase organisational performance through the development of sales and marketing campaigns which would be extremely useful for business development within the organisation.</p> <p><u>Premdor</u>- <i>Gavin Daye (UK Organisational Development Manager)</i> A management programme such as the one proposed provides opportunity to develop personal skills as a manager and general overall development for their role. The proposed modules are all useful and consider different perspectives which will provide up to date knowledge, skills and experiences to benefit both the business and staff in management roles.</p> <p><u>GEBAY Ltd</u> – <i>Hakim Al-Bedri (Managing Director)</i> A management programme which provides the opportunity for managers and aspiring managers to expand their knowledge across several areas will be extremely beneficial, notably negotiation and organisational strategy, which are extremely important for managers to understand. It is also important managers understand how to develop plans strategically. Hakim would consider supporting staff within the organisation to join this programme to develop management skills.</p>
B4	<p>Employer involvement in the delivery of the apprenticeship programme <i>Please outline how employers will be actively involved in the delivery of the programme and how you plan to monitor, review and evaluate delivery on an ongoing basis with employer involvement.</i></p>
	<p>Each employer will be involved from the start of the apprenticeship. The employer will be present during the pre-enrolment stage, a skills analysis will be completed assessing student’s existing, knowledge, skills and behaviours. At this point, the delivery plan will be reviewed, additions and agreement will be made at this point to ensure individualised planning meets the student’s and employer’s needs. In addition, the employer/line manager will have full access to the student portfolio to enable a review of work, learning and development plans and student progress. The employer will also be involved in the progress review (every 8 – 10 weeks), where the student, employer and trainer will review progress, set targets and discuss any changes that may need to be made to the original delivery plan.</p>
B5	<p>Delivery Model <i>Please describe how an individual’s apprenticeship programme will planned with the employer and how it will be delivered including how the 20% off the job training requirement will be achieved; the mix of online, day release, block or other methods; and, if appropriate, how the experience of apprentices that are co-taught with other students will be managed.</i></p>



	<p>The delivery of the award will support the main underpinning of knowledge linked to the standard outcome for knowledge. The student will also complete learning, development and assessment activities through the e-portfolio which links the underpinning knowledge to the workplace which will also support development of skills and behaviours.</p> <p>The student will attend taught delivery of the award, which will support around 50% of the required hours of the 20% off the job training time. In addition to this, face to face and live streamed workshops will be facilitated. Workshops will comprise of a structured session on a key topic required for the apprenticeship standard, for example, mental health, wellbeing, study skills, and in other instances will be a space for students to work on their modules and submissions, in addition to collaborative and individual activities assigned through the e-portfolio.</p> <p>On a student by student basis, additional duties may be required outside of their usual role to support skills development in other areas. This could also include industry visits, coaching and mentoring activities led by the employer.</p>
B6	<p>Learning and Teaching Approach</p> <p><i>Please outline your proposed approach to learning and teaching and specifically how your pedagogic approach is appropriate for apprenticeship delivery. Outline how you have drawn on existing practice in delivering to work-based learners and how you will ensure that the prior learning that apprentices have will be recognised and incorporated into the programme.</i></p>
	<p>The content of the course will be covered through a thematic approach. This provides an overview of contemporary issues within the business management sector permitting students to formulate critical understanding of theoretical approaches. The pedagogic approach of learning by doing and equipping students in a range of skills will manifest in the delivery style. This will be undertaken by staff and external speakers who are experienced in business management delivery. Effective pedagogy will promote active engagement from students and aligns to the programmes keys aims.</p> <p>Practical sessions will provide students with opportunities to develop industry specific skills and qualities held in high regard by relevant organisations in the business and management sector. A holistic approach to learning and the development of sector specific skills are a key theme of the programme and integrated throughout. Lectures will include activities to encourage students to explore new topics for themselves, as well as team-working opportunities. This will be by small independent research tasks carried out within the session, as well as problem-solving tasks to be solved in small groups of 3 or 4 students. Due to the relatively small group size, many sessions would take a seminar approach, with question and answer sessions or research and feedback sessions. Small class sizes will also allow a more student-centred approach and opportunities for independent study will be provided. In lectures, students will acquire knowledge of indicative content. In the workshops, students will apply knowledge and improve their understanding through enquiry-based learning. Learning will be supported by relevant guest speakers from within industry.</p> <p>Key principles for effective pedagogical approaches will encompass motivation and will help promote enthusiasm and active learning. This includes the promotion of e-learning opportunities. Staff are encouraged to embed ILT where relevant and appropriate. Moodle and Microsoft Teams will be used as a VLE to enrich students' learning such as online additional lectures. Staff within delivery team meet regularly to discuss student progress and course planning. This supports quality assurance processes.</p> <p>Study skills will be embedded within the research modules and will include support on referencing, critical reflection and academic writing. Barnsley College Higher Education Learning and Resources Centre also provides study support for all HE students. Courses can integrate a range of lectures and workshops within their classes in liaison with the Resource Centre staff:</p>



	<ul style="list-style-type: none">• Introductions to Resource Centre Library• Getting started with online information via ATHENS• Referencing• Evaluating websites• Finding and using academic journal articles• Strategic search strategy for projects <p>Students can enhance this up with 1-to-1 study skills support (for an hour per week, every week of the academic year).</p>
B7	<p>Assessment Approach</p> <p><i>Please outline your proposed approach to the assessment of apprentices in line with the nationally published 'Assessment Plan' for the Standard. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.</i></p> <p><i>Please be clear how the assessment approach is structured to deliver the requirements set out in the Assessment Plan, including details of the End Point Assessment (EPA).</i></p>
	<p>The intentions for the programme are to incorporate a range of assessments, for example, oral presentations, essays, reports, practical assessments, projects, exams, professional discussions, Vlogs. With respect to of student-centred educational experience, assessment will be created in line with practice at the University of Hull; careful attention will be paid towards creating opportunities for students to shape their curriculum.</p> <p>Reliability and validity will be key to our assessment approach with a combination of formative and summative assessments to allow for students to reflect on practice. A variety of assessment methods will be used to encompass a range of student learning styles, to ensure inclusivity and to give students the opportunity to demonstrate their learning in a variety of ways. Assessments and marking criteria will constructively align to the learning outcomes for clarity to students.</p> <p>Practical assessments will be used to assess the practical elements. Photographic and/or video evidence will be used to give authenticity, together with witness statements by assessing staff. This will fulfil the “learning by doing” aspect of the programme and give students the opportunity to put theory into practice in order to deepen their learning.</p> <p>Written assessments will be used to assess knowledge and understanding, to ensure that students are given sufficient opportunities to demonstrate higher-level thinking skills. Written assessments will be given an appropriate timescale to allow students to research in depth and present their findings in a range of written styles. Students will be given time-constrained assignments where they have been given notification of the topic to be covered. These methods will encourage research skills as well as develop written skills.</p> <p>Individual oral presentations will be used to assess some aspects of the programme, which will develop the student’s communication skills as well as continuing to develop their research skills. This skill will be useful for public service employment prospects and preparation for end point assessment.</p> <p>Progress Reviews will be held at regular intervals (at least quarterly) between apprentice, employer and trainer with a formal annual on-programme assessment of progress.</p>



	<p>On-Programme behavioural assessment through evidence of 360 feedback within the ongoing development portfolio using OneFile</p> <p><u>OneFile E-portfolio will provide a blended learning approach to encompass different learning styles and paces. The OneFile platform will provide learning and development plans aligned to the Top-up degree and apprenticeship standards. The learning and development plans include a combination of activities (to fulfill 20% Off the Job requirements) and assessments. The</u> collection of evidence using OneFile will demonstrate evidence of the skills, knowledge and behaviours an apprentice will acquire against the standard and supports application for professional recognition on achievement of the apprenticeship once the apprentice has passed their end-point assessment.</p> <p>Panel interviews in preparation for gateway and EPA the IQA will hold mock panel interviews with apprentices individually to assess behaviour and skills competences. This will prepare apprentices for the panel interview with the EPAO - CMI.</p>
<p>B8</p>	<p>Impact on Productivity <i>Please outline how you will know that apprentices are more productive as a result of involvement with this programme. Please detail the measures that you will have in place that evaluate the effectiveness of the programme.</i></p>
	<p>The student, employer and trainer will take part in regular progress reviews. This will review the student 's ongoing progress and will look at the impact the student 's development is having upon their role, their team and the organisation.</p> <p>Included in the evidence for End Point Assessment, the student is required to evidence the collection of 360-degree feedback. This will be facilitated at different stages of the apprenticeship programme, as a minimum at the start and completion of the programme. This will form an element of the student's final portfolio.</p> <p>The College collates regular student feedback from initial, mid and end of programme surveys. The College also gains feedback from employers on an annual basis.</p> <p>The work-based project allows students to lead a project, this will demonstrate cohesion of the different elements of the programme and will demonstrate the added value the apprentice and their development has had on the organisation.</p>
<p>B9</p>	<p>Other information and apprenticeship programme special features <i>Please provide any other information about the programme not included above. This may include information about value added elements of the programme or any special arrangements for the programme.</i></p>
	<p>Student experience within the department is acknowledged as a key driver for success and priority area. As a smaller institution, we offer a higher staff-student ratio than typical providers.</p> <p>Staff operate a relatively 'open-door' policy. Each student is assigned a personal tutor (typically the HE Pathway Leader) they also have a tutorial member of staff assigned to the course who oversees their personal, professional and pastoral journey whilst at the College. Each student group will have access to weekly tutorials incorporated into their timetable (integrated curriculum approach); sessions may take the form of whole-group, small-group, 1-1s or guest speakers.</p>



Students also have access to a Tutorial Team Leader and Learning Mentors from the department on a weekly basis, in addition to weekly slots available with our Graduate Teacher to support study skills.

Apprentices will produce a portfolio of evidence through the use of an online learning platform, OneFile. This platform allows tracking of the entire learning journey including the application of learning and management concepts together with evidence of 20% off the job training. Additional assessment through observation, witness testimonies, professional discussions and written accounts will evidence the development of key skills, knowledge and behaviours throughout the duration of the course to prepare students for end point assessment (EPA). Selected evidence produced by students throughout the duration of the programme will be used as showcase evidence to meet the requirements of the EPA.



MAPPING DOCUMENT FOR APPRENTICESHIP PROGRAMMES

This document is intended to identify how an underpinning award delivered by the University of Hull maps to the requirements of a nationally published Apprenticeship Standard and Assessment Plan.

Name of Apprenticeship Standard: Department/Operations Manager

Published standards are available from the [Institute for Apprenticeships](#) and it is expected that a thorough mapping exercise, ideally with external input, takes place before programmes progress to a University Validation Panel meeting.

Please give an overview of the assessment process from the 'Assessment Plan' (e.g. on programme, gateway, EPA stages)

On-Programme - Knowledge and Skills Assessment

- Regular assessment (involving employer and HEI)
- Development of portfolio demonstrating learning and development activities with application in the workplace.

On-Programme – Behavioural Assessment

- Through evidence of 360-degree feedback with the ongoing development portfolio.

Gateway

- Submission of portfolio and work-based project.
- Successful completion of management degree.

End Point Assessment

Involving a range of assessment tools:

- Review of portfolio of evidence.
- Review of work-based project.



- Presentation and interview.

Successful individuals gain an industry designed apprenticeship programme, a foundation degree and a CMI level 5 Diploma in Leadership and Management.

Describe the Assessment Tasks specified in the ‘Assessment Plan’

Training to develop the occupation standard’s knowledge, skills and behaviours .

Working towards English and mathematics level 2, if required

Compiling a portfolio of evidence

Learner must complete and pass EPA with chosen EPAO.

Learner must complete OneFile learning and development plans including evidence of work-based project.

Confirm how you will ensure that the apprentice’s prior knowledge is considered on entry to the programme

(to ensure that funds are not used for training for skills, knowledge and behaviours already attained by the apprentice)

The apprentice will be required to take part in a pre-enrolment meeting with a Barnsley College representative and their employer. During this meeting the learner’s prior knowledge and skills will be assessed through a detailed skills analysis. This skills analysis will break down each of the standards individually and the learner and employer will score themselves on a scale of 1 – 5, giving additional information against each as to why they have scored themselves in this way. Prior qualifications and work experience will also be considered at this stage, within the skills analysis.

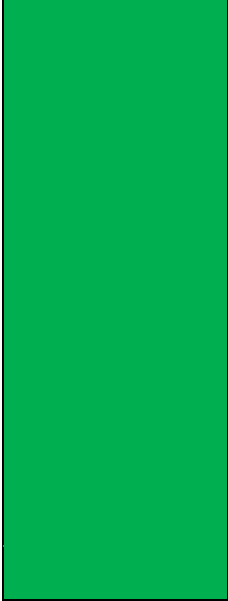
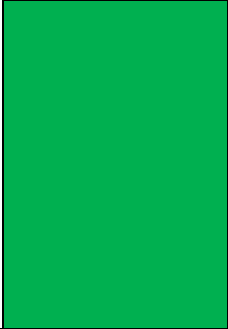
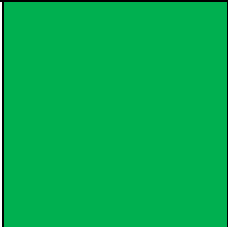


Requirements of Standard	"What is required?" (taken from the standard)	Module Learning Outcomes (from Underpinning award that address the requirement)	Red - no coverage Amber - partial coverage Green - full coverage	Gaps identified	How will gaps be mitigated?
Operational Management	Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs.	Operational Management LO1, LO2, LO3, LO4 Module mapped to CMI L5 Diploma Unit 515			
	Understand business development tools (eg SWOT), and approaches to continuous improvement				
	Understand operational business planning techniques, including how to manage resources, development of sales and marketing plans, setting targets and monitoring performance.				
	Knowledge of management systems, processes and contingency planning.				
	. Understand how to initiate and manage change by identifying barriers and know how to overcome them				



	Understand data security and management, and the effective use of technology in an organisation		
	<p>Able to input into strategic planning and create plans in line with organisational objectives.</p> <p>Support, manage and communicate change by identifying barriers and overcoming them. Demonstrate commercial awareness, and able to identify and shape new opportunities. Creation and delivery of operational plans, including setting KPIs, monitoring performance against plans. Producing reports, providing management information based on the collation, analysis and interpretation of data.</p>		

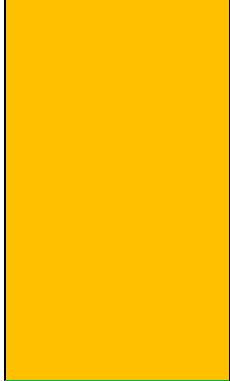
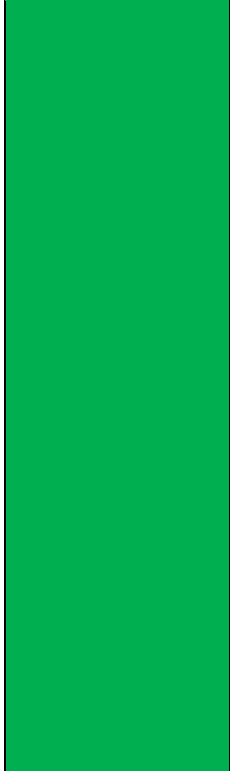


<p>Project management</p>	<p>Know how to set up and manage a project using relevant tools and techniques, and understand process management.</p> <p>Understand approaches to risk management</p> <p>Plan, organise and manage resources to deliver required outcomes. Monitor progress, and identify risk and their mitigation. Able to use relevant project management tools.</p>	<p>Project Management LO1, LO2, LO3. Mapped to CMI L5 Diploma Unit 513</p>			
<p>Finance</p>	<p>Understand business finance: how to manage budgets, and financial forecasting</p> <p>Able to monitor budgets and provide reports, and consider financial implications of decisions and adjust approach and recommendations accordingly.</p>	<p>Management of Finance LO1, LO2, LO3 Mapped to CMI L5 Diploma Unit 520.</p>			
<p>Leading People</p>	<p>Understand different leadership styles, how to lead multiple and remote teams and manage team leaders.</p>	<p>Leading, Managing and Developing People LO1, LO2, LO3, LO4, LO5, LO6 Mapped to CMI L5 Diploma Unit 502.</p>			



	<p>Know how to motivate and improve performance, supporting people using coaching and mentoring approaches.</p> <p>Understand organisational cultures and diversity and their impact on leading and managing change. Know how to delegate effectively.</p> <p>Able to communicate organisational vision and goals and how these to apply to teams.</p> <p>Support development through coaching and mentoring, and enable and support high performance working. Able to support the management of change within the organisation.</p>				
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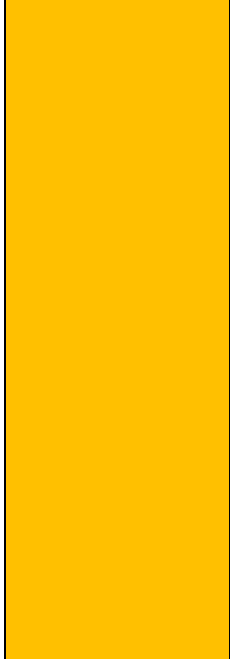
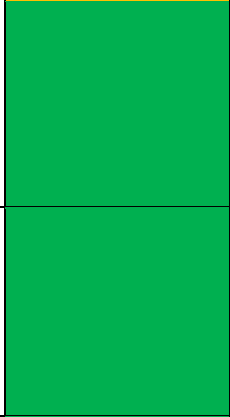





<p>Managing People</p>	<p>Know how to manage multiple teams, and develop high performing teams.</p> <p>Understand performance management techniques, talent management models and how to recruit and develop people.</p>	<p>Leading, Managing and Developing People LO1, LO2, LO3, LO4, LO5, LO6</p> <p>Mapped to CMI L5 Diploma Unit 502.</p>		<p>Learners will begin to develop skills but this will go into more depth in the workplace when it can be applied to their own roles.</p>	<p>Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement these skills.</p>
<p>Building Relationships</p>	<p>Understand approaches to partner, stakeholder and supplier relationship management including negotiation, influencing, and effective networking.</p> <p>Knowledge of collaborative working techniques to enable delivery through others and how to share best practice.</p> <p>Know how to manage conflict at all levels.</p> <p>Able to manage talent and performance.</p> <p>Develop, build and motivate teams by identifying their strengths and enabling development within the workplace.</p>	<p>Developing Collaborative Relationships LO1, LO2, LO3.</p> <p>Mapped to CMI L5 Diploma Unit 509</p>			

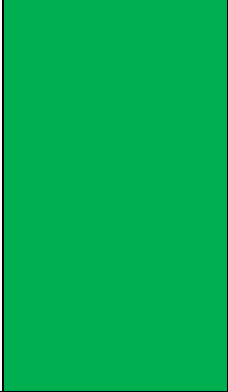
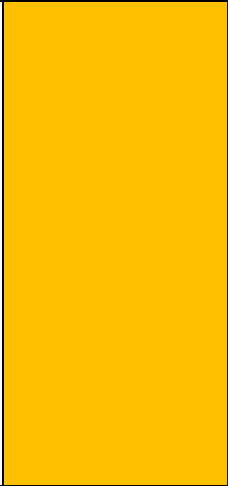
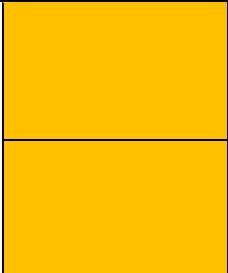


	<p>Able to delegate and enable delivery through others.</p> <p>Able to build trust, and use effective negotiation and influencing skills and manage conflict.</p> <p>Able to identify and share good practice, and work collaboratively with others both inside and outside of the organisation.</p> <p>Use of specialist advice and support to deliver against plans.</p>				
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<p>Communication</p>	<p>Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately.</p> <p>Able to communicate effectively (verbal, non-verbal, written, digital) and be flexible in communication style.</p> <p>Able to chair meetings and present using a range of media.</p> <p>Use of active listening, and able to challenge and give constructive feedback.</p>	<p>Personal Effectiveness LO1, LO2, LO3</p>		<p>Learners will begin to develop skills but this will go into more depth in the workplace when it can be applied to their own roles.</p>	<p>Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement these skills.</p>
<p>Self Awareness</p>	<p>Understand own impact and emotional intelligence.</p> <p>Understand different and learning and behaviour styles.</p> <p>Able to reflect on own performance, working style and its impact on others.</p>	<p>Personal Effectiveness LO1, LO2, LO3 Mapped to CMI L5 Diploma Unit 525</p>			
					



<p>Management of Self</p>	<p>Understand time management techniques and tools, and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks.</p> <p>Able to create a personal development plan. Use of time management and prioritisation techniques.</p>	<p>Personal Effectiveness LO1, LO2, LO3</p> <p>Mapped to CMI L5 Diploma Unit 525</p>			
<p>Decision Making</p>	<p>Understand problem solving and decision making techniques, including data analysis.</p> <p>Understand organisational values and ethics and their impact on decision making.</p> <p>Able to undertake critical analysis and evaluation to support decision making Use of effective problem solving techniques</p>	<p>Decision Making</p> <p>Mapped to CMI L5 Diploma Unit 513</p> <p>Personal Effectiveness LO1, LO2, LO3</p> <p>Mapped to CMI L5 Diploma Unit 525</p>		<p>Learners will begin to develop skills but this will go into more depth in the workplace when it can be applied to their own roles.</p>	<p>Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement these skills.</p>
<p>Take Responsibility</p>	<p>Drive to achieve in all aspects of work. Demonstrates resilience and accountability.</p> <p>Determination when managing difficult</p>	<p>Personal Effectiveness LO1, LO2, LO3</p> <p>Mapped to CMI L5 Diploma Unit 525</p>		<p>Learners will begin to develop skills but this will go into more depth in the workplace when it can be applied to their own roles.</p>	<p>Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to</p>

	situations. Seeks new opportunities.				fully develop and implement these skills.
Inclusive	Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity.	Personal Effectiveness LO1, LO2, LO3 Mapped to CMI L5 Diploma Unit 525		Learners will begin to develop skills but this will go into more depth in the workplace when it can be applied to their own roles.	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement these skills.
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.	Personal Effectiveness LO1, LO2, LO3 Mapped to CMI L5 Diploma Unit 525		Learners will begin to develop skills but this will go into more depth in the workplace when it can be applied to their own roles.	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement these skills.



<p>Professionalism</p>	<p>Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values</p>	<p>Personal Effectiveness LO1, LO2, LO3 Mapped to CMI L5 Diploma Unit 525</p>	<p>Learners will begin to develop skills but this will go into more depth in the workplace when it can be applied to their own roles.</p>	<p>Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement these skills.</p>
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