

Programme Specification

BA Applied Management (Degree Apprenticeship Scheme: Corporate - Open)

For students entering Part 1 in September 2022

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This document sets out key information about your Programme and forms part of your Terms and Conditions with the University of Reading.

Awarding Institution	University of Reading
Teaching Institution	University of Reading
Length of Programme	3 years
Accreditation	Chartered Manager Degree Apprenticeship (CMDA) Chartered Management Institute (CMI)

Programme information and content

This programme is designed to support students so they can meet the academic requirements of the Chartered Manager Degree Apprenticeship (CMDA) Standard and allow them to become a Chartered Manager accredited by the CMI.

The programme is appropriate for apprentice managers who already have relevant graduate-track work experience in the private, public or third sectors. In addition to achieving the requirements of the CMDA Standard, the programme is designed to enhance the students' effectiveness as managers and to progress their careers through self-development and reflection underpinned by research-informed study of how organisations and their employees can be managed in changing environments. The programme aims to develop the student's capacity for integrated and critical awareness of organisations and their environments and to analyse and address workplace problems. It is designed to help them think with clarity and act with confidence and conviction. Central to the programme are:

- the progressive development of personal effective in the arena of management,
- learning that is informed by workplace experiences that can in turn be applied toward the exploration and resolution of work-based challenges.

In practical terms the programme provides progressive opportunities for students to investigate organisational and managerial issues and to analyse and assess their findings.

Using academic learning, students can then evaluate options which could address organisational challenges, as well as enhance their own management practices.

Part 1:	Understanding the managerial context
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	<p>In Part 1, the programme aims to develop the students' understanding of concepts and principles from key areas of the management domain and to evaluate and interpret these within the context in which their organisations operate. A zero credit introductory module will not only prepare the student for study but will begin the process of creating a cohesive community of learners and developing a self-directed approach to learning. These aspects will continue to be developed throughout the module. During the year, students will study people management, strategic responses to competitive and market forces, and the management of key organisational resources such as finance and information. Through the work-based project module, students will learn to handle, use and present data as evidence. In the personal effectiveness module, they will begin the process of understanding themselves and their interactions with others in the context of a managerial role. Throughout the year their ability to develop lines of argument and make informed decisions based on their learning will be developed.</p>
Part 2:	<p>How organisations operate</p> <p>In Part 2, knowledge and critical understand of the management discipline is developed further and students are encouraged to apply these through a scrutiny of the way their organisations operate. They will deepen understanding of strategy, marketing, financial management and reporting, and the management of human resources, operations and processes, projects, and underpinning infrastructure. Throughout, students will be invited to recognise the limitations of available knowledge. In the personal effectiveness module, they will explore and develop their influencing and leadership skills. In the project module they will be able to apply methods of enquiry to help them address extant challenges in their organisations. They will be supported to reflect on the sufficiency of evidence for decision making.</p>
Part 3:	<p>Achieving sustainable value</p> <p>In Part 3 a systematic knowledge of the management discipline will be deployed to allow students to consider how their organisation can deliver sustainable value for its various stakeholders. They will be expected to develop and support arguments relating to the achievement of organisational goals. They will explore how organisational growth and development occurs as well as issues relevant to contemporary organisations such as the digital challenge and responsible business. Throughout, they will be exposed to the complexity, ambiguity and uncertainty that underpin many management situations. Personal effectiveness modules will focus on personal learning and professional growth. The project module will require the applications of techniques of research, enquiry and action learning to explore and achieve organisational change.</p>

Module information

Each part comprises 120 credits, allocated across a range of compulsory and optional modules as shown below. Compulsory modules are listed.

Part 1 Modules:

Module	Name	Credits	Level
MQ1AOE	Work-based Project: Assessing Organisational Effectiveness	20	4
MQ1ORE	Organisations and Environment	20	4
MQ1ORI	Orientation	0	4
MQ1ORP	Organisations and People	20	4
MQ1ORS	Organisations and Resources	20	4
MQ1UMO	Personal Effectiveness: Understanding Myself and Others	40	4

Part 2 Modules:

Module	Name	Credits	Level
MQ2EXC	Work-Based Project: Exploring a Challenge	30	5
MQ2MKR	Managing Key Resources	20	5
MQ2OAI	Operations and Infrastructure	20	5
MQ2PEL	Personal Effectiveness: Leadership	30	5
MQ2PRS	Products and Services	20	5

If you take a year-long placement or study abroad, Part 3 as described below may be subject to variation.

Part 3 Modules:

Module	Name	Credits	Level
MQ3COI	Contemporary Issues	20	6
MQ3NGL	Negotiated Group Learning	20	6
MQ3ORC	Work-Based Project: Organisational Change	40	6
MQ3ORG	Organisational Growth	20	6
MQ3PGC	Personal Effectiveness : Personal Growth and Change	20	6

All modules are compulsory. This does not mean that the learning experience will be identical for everyone on the programme as students will be supported to identify learning of particular relevance to them and apply this to their specific context and organisation. There will be considerable choice in relation to the manner in which assessments are tackled. As indicated below, assignments will need to be related to students' own work places.

Optional modules:

The optional modules available can vary from year to year. An indicative list of the range of optional modules for your Programme is set out in the Further Programme Information. Details of optional modules for each part, including any Additional Costs associated with the optional modules, will be made available to you prior to the beginning of the Part in which they are to be taken and you will be given an opportunity to express interest in the optional modules that you would like to take. Entry to optional modules will be at the discretion of the University and subject to availability and may be subject to pre-requisites,

such as completion of another module. Although the University tries to ensure you are able to take the optional modules in which you have expressed interest this cannot be guaranteed.

Additional costs of the programme

Placement opportunities

Teaching and learning delivery:

The programme will be taught using a blended learning approach. This will include directed self-study, workshops, group work, peer support, and supervised project work. Students will be expected to develop skills of self-direction and reflection within the context of their learning needs and style. The programme will support students to develop these skills. During a module, students will follow a guided-learning path that will require them to read materials, access other core and optional learning materials and undertake a range of activities. By following the guided-learning path students will acquire the underlying knowledge relevant to the module. In addition to the learning path, students will attend workshops. These are facilitated sessions that will help consolidate knowledge, apply it the workplace and develop higher order cognitive skills of analysis and evaluation. Additionally, students will be expected to relate their learning to their day-to-day work. This is an essential element of the programme. Students are required to build a portfolio of evidence to demonstrate how they have utilised their learning to develop their skills and adapt their behaviours as set out in the CMDA standard. This portfolio will be utilised as part of the end point assessment process.

The work-based projects and the personal effectiveness modules will operate slightly differently. Here more autonomy will be expected. For projects, students will be assigned a supervisor. For personal development they will work under the guidance of their module tutor to achieve the learning goals, to evidence that achievement, to identify future goals and to reflect on their learning and development journey. In terms of contact hours, these will comprise time in workshops, personal effectiveness sessions, regular meetings with their personal apprenticeship tutor, project supervision and computer mediated communications on either a synchronous or asynchronous basis. For each year there is likely to be 12 – 15 full-day workshops. Students will regularly be required to work in groups and provide peer feedback and support. As part of the apprenticeship contract, students will be expected to demonstrate sustained engagement continuously throughout the programme.

There will be a coordinated set of activities and events outside of the core modules (extra-curricular activities). These are intended to supplement the programme in a manner directly relevant to the successful completion of the apprenticeship and the student's development as a successful manager.

Students will need to keep a detailed learning diary (held in a sharable electronic format) throughout. This will be used as a mechanism for demonstrating additional learning outcomes. This will be obligatory as it will help inform the individual learner record and

demonstrate engagement and achievement. It will form the basis of discussions with the apprenticeship tutor and may be used as evidence for the end-point assessment of the apprenticeship.

Assessment

There will be a range of assessments intended to inform and direct students' learning (formative assessment) and assessments that will contribute to progression through the programme and the final degree result (summative assessment). Summative assessment will be based on coursework. Coursework will have different characteristics depending on the module but in all cases students will be required to demonstrate that they can apply learning to their work context. Coursework may need to be submitted in a range of formats such as written reports, blogs, portfolios, or presentations (live or recorded). In some cases, students will be assessed in groups. There may be occasions where students are involved in the assessment of the work of others (peer assessment). As part of the end-point assessment for the apprenticeship students will be required to develop a portfolio of evidence. The programme is designed to support this requirement. As part of the apprenticeship, students will need to demonstrate the criteria of eligibility for chartered manager status. Notably this includes the CMI diploma. The course is organised so that this is embedded within the programme. Students will also need to successfully complete the Chartered Manager application prior to progression to End Point Assessment.

Accreditation details

Chartered Manager Degree Apprenticeship (CMDA)

Chartered Management Institute (CMI)

Progression

From Part 1 to Part 2:

Given the specific nature of the apprenticeship, students on this programme must achieve a mark of at least 40% in all modules (comprising 120 credits in total) in Part 1 of the programme. Students achieving less than 40% in a module on first attempt will be allowed one re-submission attempt.

Students who fail to progress on the programme but obtain (i) an overall weighted average of 40% in 120 credits (ii) a mark of at least 30% in individual modules amounting to at least 100 credits taken in Part 1 will qualify for a Certificate of Higher Education.

From Part 2 to Part 3:

Students on this programme must achieve a mark of at least 40% in all modules (comprising 120 credits) in Part 2 of the programme to be eligible to progress to Part 3. Students achieving less than 40% in a module on first attempt will be allowed one re-submission attempt. Students who fail to progress on the programme but obtain

(i) a weighted average of 40% over 120 credits taken at Part 2; and

(ii) marks of at least 40% in individual modules amounting to at least 80 credits; and

(iii) marks of at least 30% in individual modules amounting to at least 120 credits will qualify for a Diploma of Higher Education. The University's rules for resits in Part 3 will apply.

Classification

The University's Honours classification rules will apply. The University's Honours classification scheme is based on the following:

Mark Interpretation

70-100%: First Class

60-69%: Upper Second Class

50-59%: Lower Second Class

40-49%: Third Class

35% - 39%: Below Honours Standard

0 - 34%: Fail

The weighting of the Parts/Years in the calculation of the degree classification is:

Part 2: one-third

Part 3: two-thirds

For further information about your Programme please refer to the Programme Handbook and the relevant module descriptions, which are available at <http://www.reading.ac.uk/module/>. The Programme Handbook and the relevant module descriptions do not form part of your Terms and Conditions with the University of Reading.

BA Applied Management (Degree Apprenticeship Scheme: Corporate - Open) for students entering Part 1 in session 2022/23

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