

Programme Specification

BA Applied Management (Degree Apprenticeship Scheme: Royal Berkshire Hospital)

For students entering Part 1 in September 2017

UATAPPMGRBBB

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.

	Understanding the managerial context
Part 1:	<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.</p> <p>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.</p> <p>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.</p>

	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.
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.</p> <p>In the personal effectiveness module, they will explore and develop their influencing and leadership skills.</p> <p>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.</p> <p>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
DM1001	Orientation	0	4
DM1002	Organisations and People	20	4
DM1003	Organisations and Resources	20	4
DM1004	Organisations and Environment	20	4
DM1005	Work-based Project: Assessing Organisational Effectiveness	20	4
DM1006	Personal Effectiveness: Understanding Myself and Others	40	4
All modules are compulsory.			

Part 2 Modules:

Module	Name	Credits	Level
DM2001	Products and Services	20	5
DM2002	Managing Key Resources	20	5
DM2003	Operations and Infratstructure	20	5
DM2004	Work-Based Project: Exploring a Challenge	30	5
DM2005	Personal Effectiveness: Leadership	30	5

All modules are compulsory.

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
DM3001	Organisational Growth	20	6
DM3002	Contemporary Issues	20	6
DM3003	Personal Effectiveness : Personal Growth and Change	20	6
DM3004	Negotiated Group Learning	20	6
DM3005	Work-Based Project: Organisational Change	40	6

All modules are compulsory.

Optional modules:

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.

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.

Accreditation details

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.

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.

It is normally expected that all the modules in each stage are passed prior to entry to the next stage of the programme.

In some cases, and in consultation with the Programme Director, students may be permitted to progress to the next stage of the programme with an outstanding resubmission. In such cases the resubmission must be completed at the earliest available opportunity.

Students will not be permitted to progress to Stage 3 if they have any outstanding assessment from Stage 1.

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

The classification method is given in detail in: Awards: Bachelor's (see, in particular, section 17.5 and, for variants on the main method, Annex 1).

In order to qualify for a BA award, a student must:

1. Obtain marks of at least 40% in all modules; and
2. Obtain a PASS in the End-Point Assessment.

Students successfully progressing to Part 3 who do not obtain a mark of at least 40% in all Part 3 modules qualify for a Diploma of Higher Education.

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: Royal Berkshire Hospital) for students entering Part 1 in session 2017/18

12 December 2024

© The University of Reading 2024