Higher/Degree Level Apprenticeship Programme Specification

University of Cumbria

This programme specification is designed for prospective employers and their apprentices, academic staff, enrolled apprentices and their employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical apprentice might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Apprenticeship Standard Title	Level 6 Chartered Manager Degree Apprenticeship
Programme Title and Name of Award	BA (Hons) Applied Management

Academic Level	6	**Total Credits**	360

Apprenticeship Standard and Assessment Plan	CMI Level 6 Apprenticeship Standard CMI Level 6 Assessment Plan The QAA Characteristic Statement for Apprenticeships can be found here.

LARS Code of the Apprenticeship Standard	55	**LARS Code of the University Award**	*available following successful validation*

Professional Body Accreditation / Qualification	The Chartered Management Degree Apprenticeship is a recognised award by the Chartered Management Institute (CMI) and the Institute for Leadership and Management (ILM) both of which offer learners and their employers a choice of End Point Assessment (EPA). Successful EPA ensures the learner can apply for full membership of ILM and CMI as Chartered Manager. **This is not an accreditation by a professional body**

Date of Professional Body Accreditation	N/A	**Accreditation Period**	N/A

Employer Organisation	
End Point Assessment	Non-integrated EPA via CMI or ILM
End Point Assessment Organisation	The employer can choose between CMI or ILM as the EPA for the programme, this will remain as we revalidate the new BA (Hons) Applied Management. The University is an ILM training centre and we have a working and contractual relationship with both and have learners signed-up to EPA with both the CMI and ILM.

External Quality Assurance Body	Institute for Apprenticeship and Technical Education
HECoS Code	100078 Business and Management
Criteria for Admission to the Programme	Government funding criteria An apprentice must have the right to live and work in the UK, must be in employment, paid at least the legal minimum wage and have a written and signed agreement for the apprenticeship with their employer. The minimum duration periods for an apprenticeship set in each Apprenticeship Standard is based on an apprentice working a minimum of 30 hours per week. Funding for the apprenticeship is provided through the Education and Skills Funding Agency (ESFA) and is paid in the following way: • Levy paying employers with sufficient funds in their digital account – 100% funding • Non-Levy payers -95% ESFA funding, 5% Employer co-funding. Non-levy paying companies will be asked to pay their 5% of the full cost of the apprenticeship at the start of the programme. Employer selection criteria All apprentices must be interviewed, assessed and offered a position by an employer before being admitted to the apprenticeship programme. Although the University may receive direct enquires and filter these before passing to prospective employers, apprentices must apply directly via an employer. The employer is responsible for the final decision in terms of who is suitable to be put forward as an apprentice from within their organisation. University selection criteria Applicants would normally be expected to meet with at least one of the following entry criteria in terms of entry to the BA (Hons) Applied Management. • English and Maths at Level 2 – where applicants to do not have or cannot evidence holding English and Maths qualifications at Level 2 (GCSE Grade C/4 or above), the university will provide support for completion of these qualifications. Apprentices must achieve these qualifications before completing the degree and progressing to End Point. • A levels or existing relevant Level 3 qualifications • Appropriate industry experience that demonstrates a range of knowledge, skills and behaviours appropriate to the degree. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. Each candidate will be dealt with on a case-by-case basis.

	Each candidate for APL will be advised how that may affect ESFA funding. For further information, see the University website: https://www.cumbria.ac.uk/study/courses/apprenticeships/applied-management
	Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/business/apprenticeships/
	It is expected that APL will be awarded where the apprentice can demonstrate and evidence that they meet the criteria for the award (or module(s), and that this is reflected in both the **price** of the apprenticeship and its **duration**. One of the key requirements of ESFA is that there is a discussion with the apprentice and their employer prior to commencement of the apprenticeship about any prior learning or experience that the apprentice has undertaken.
	Where an apprentice has undertaken a similar or higher level of award in a similar subject area to the apprenticeship, then a clear rationale must be provided by the employer, together with details of the added value that the apprenticeship will bring to the organisation. This must be considered and counter-signed by the Programme Leader to agree that the rationale is strong enough to warrant accepting the apprentice on the programme.
	For external awarding bodies where APL is being sought, the team should contact the external body directly to ensure that the APL meets their criteria in terms of currency of award.
	Exit from employment
	If an apprentice is made redundant during their apprenticeship through no fault of their own, then the employer and University have a legal duty to help the apprentice try to find alternative employment.
	If the redundancy is within six months of the planned completion date of the apprenticeship, then ESFA will fund 100% of the remaining agreed cost, even if the apprentice cannot find another employer.
	If the redundancy is over six months from the planned end date, the ESFA will fund the remaining agreed cost for 12 weeks to allow the apprentice to find alternative employment. Where a new employer cannot be found the apprentice will be recorded as having left the programme.
Additional Qualifications	None
Teaching Institution	UoC
Owning Institute	Institute of Business, Industry and Leadership
Programme delivered in conjunction with	N/A
Principal Mode of Delivery	Blended Learning

Pattern of Delivery	Full-time	
	Total weeks of study:	24 weeks
	Delivery pattern:	2 x 12-week semesters
	Standard Semester Dates:	Yes
Delivery Site(s)	Carlisle, Ambleside or other determined by the employer	
Programme Length	The programme combines 36 months of taught provision for degree completion with a further 12 months to allow the learner to progress to gateway and complete the EPA. Maximum duration is 48 months, with learner expected to enter Gateway by the autumn after degree completion.	
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).	
Exit Awards	For apprentices the proposed award is linked to the Degree Apprenticeship programme so it is not be appropriate to offer an exit award below that of BA (Hons), the programme is designed to meet the competencies of the Chartered Manager Degree Apprenticeship and successful candidates would complete both the degree and the apprenticeship. Academic credit may be awarded if an apprentice is unable to complete the degree due to circumstances beyond their control.	
Period of Approval	1st September 2020 to 31st July 2026	

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns, locations, and employers in every academic cycle. Potential apprentices should contact the University for details of the recruiting offer.

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development

- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment

- A leader of people and of places

- Ambitious and proud

Programme Features

Apprenticeships combine university study and workplace learning to enable apprentices to gain a higher education qualification. This provision of the higher education qualification is integrated with experience, practice and further learning undertaken in the workplace. The minimum duration of an apprenticeship is set in each Apprenticeship Standard and is based on a minimum 30-hour week. Where an apprentice works fewer than 30 hours, the apprenticeship minimum duration must be increased on a pro-rata basis. It is a legal requirement that the apprentice does not pay any training costs or apprentice fees. Apprenticeships are co-designed by employers ensuring that apprentices are equipped with the skills employers need and for their own future career (Source: The Future Growth of Degree Apprenticeships, Universities UK, March 2016)

The Apprenticeship Standard and Assessment Plan for the Chartered Manager Degree Level Apprenticeship have been designed by employers in the Business & Administration sector.

The Degree Level Apprenticeship for the occupation Chartered Manager at the University of Cumbria leads to the academic award of BA (Hons) Applied Management.

An apprenticeship programme integrates the provision of higher level academic knowledge, understanding and skills with the opportunity to contextualise this provision in the workplace and thus to develop occupation competency at a professional level in specific job roles.

The programme has been designed to meet this employer-led national Standard and to follow the associated Assessment Plan, as well as being referenced to the QAA Subject Benchmarking Statement for Business and Management and other academic standards. Apprentices, who are in permanent full-time professional employment, are also learning in the workplace in a structured delivery pattern, supported by both the university and the employer. In addition, the programme has been developed with the assistance of a range of local employers to ensure it meets the needs of the region.

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, a minimum of 20% of the learning will take place 'off the job', for example in lectures, seminars, job shadowing and industrial visits.

All off the job learning is monitored by the link tutor and your employer with targets being set for the recording of evidence on Pepplepad or Aptem to demonstrate your engagement with OTJ hours. Having provided an initial commitment statement all apprentices will be provided with further guidance on what constitutes OTJ hours and milestones for level 4, 5 and 6. These will be identified as part of the tripartite review process to ensure that the employer understands the implications and that the learning takes place within contracted hours. The evidence to support the OTJ hours can be uploaded to Pebblepad and used to build competence against each of the standards. The link tutor, employer and programme lead is able to monitor progress and advise on areas for development to ensure that these are fully mapped before the apprentice reaches the gateway. Further information on OTJ hours. can be found here:

Off the job training – Myth v Fact

Off the job training flowchart - Apprenticeships

The Chartered Manager Degree Apprenticeship provides you with the triple guarantee of a quality degree delivered by a team with industry expertise, providing real world experience to ensure employability and a choice of optional modules for future development and career optimisation.

The BA (Hons) Applied Management has been developed in response to the dynamic changes in the external business environment, feedback from employers both locally and nationally on the knowledge, skills and behaviours needed for managers working in this environment, and the Chartered Management Institute's (CMI) publication of the Chartered Manager Degree Apprenticeship (Level 6) scheme.
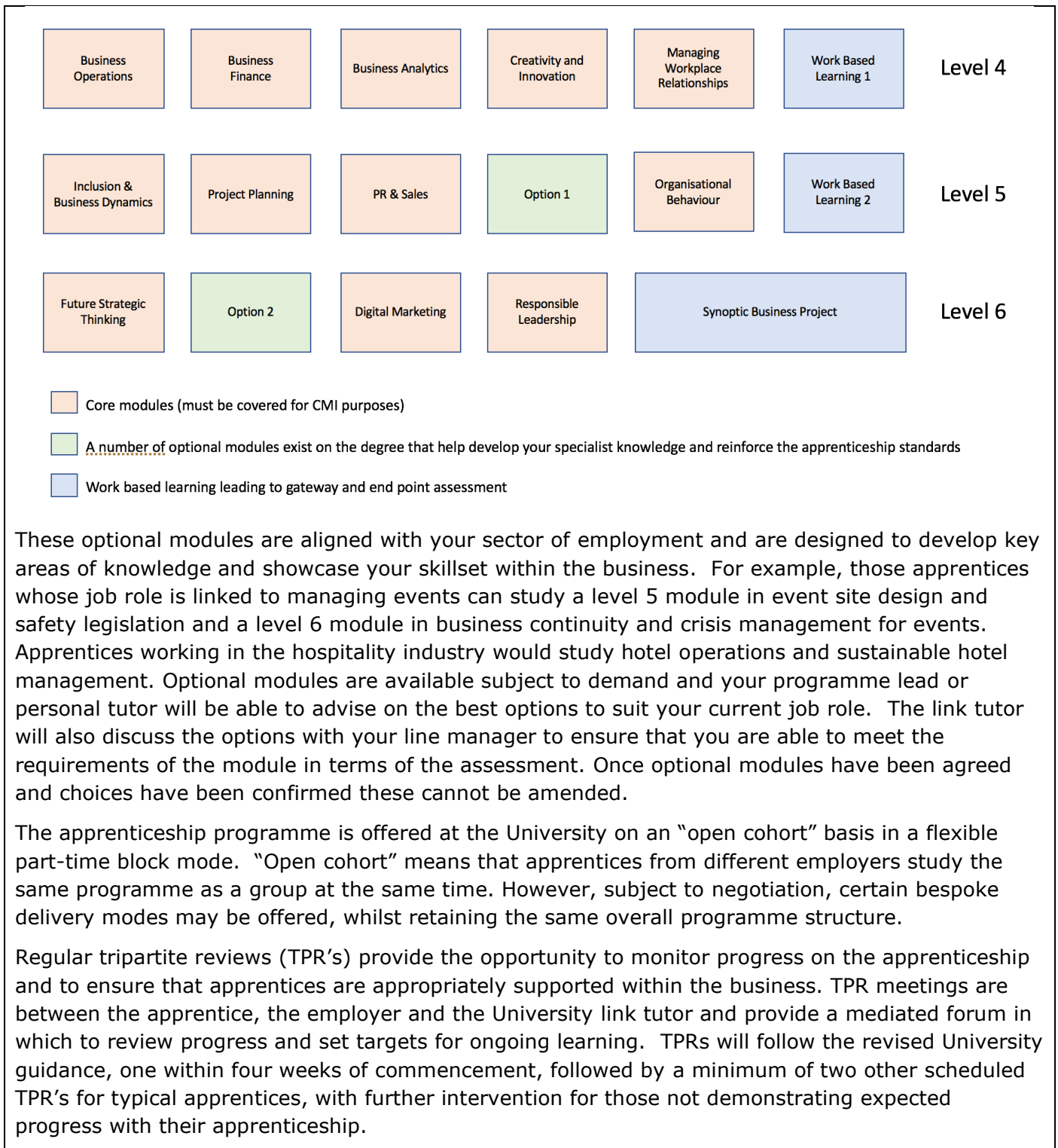
CMI has worked with a wide range of employers to develop a detailed specification for a degree programme that would meet the needs of employers for graduates with deep understanding and well-developed skills in Organisational Performance, Interpersonal Excellence and Personal Effectiveness. From this base, the University has worked with businesses across a range of sectors and developed a programme which has six inter-related themes that appear throughout your course:

- Operational to strategic thinking

- Business growth and performance

- Marketing and CRM

- Technology and innovation

- Personal and professional development

- Evidencing work-based learning

The University of Cumbria has embedded these themes into the programme and worked with employers across a range of sectors to confirm the need for these skills and to identify the more specialist knowledge that would help to develop key areas of knowledge linked to your career. This unique approach to the development of the programme not only allows for context specific teaching and learning but provides a depth of understanding that will allow you to:

- Demonstrate authenticity and relevance in the workplace

- Effectively capture your hard and soft skills development

- Build resilience, confidence and self-worth

- Contribute to your personal and professional development portfolio

Feedback from employers has also led to the development of a number of optional modules at level 5 and 6 that provide specialist knowledge and enhance employability on completion of the BA (Hons) Applied Management.

Business Operations	Business Finance	Business Analytics	Creativity and Innovation	Managing Workplace Relationships	Work Based Learning 1	Level 4
Inclusion & Business Dynamics	Project Planning	PR & Sales	Option 1	Organisational Behaviour	Work Based Learning 2	Level 5
Future Strategic Thinking	Option 2	Digital Marketing	Responsible Leadership	Synoptic Business Project		Level 6

Core modules (must be covered for CMI purposes)

A number of optional modules exist on the degree that help develop your specialist knowledge and reinforce the apprenticeship standards

Work based learning leading to gateway and end point assessment

These optional modules are aligned with your sector of employment and are designed to develop key areas of knowledge and showcase your skillset within the business. For example, those apprentices whose job role is linked to managing events can study a level 5 module in event site design and safety legislation and a level 6 module in business continuity and crisis management for events. Apprentices working in the hospitality industry would study hotel operations and sustainable hotel management. Optional modules are available subject to demand and your programme lead or personal tutor will be able to advise on the best options to suit your current job role. The link tutor will also discuss the options with your line manager to ensure that you are able to meet the requirements of the module in terms of the assessment. Once optional modules have been agreed and choices have been confirmed these cannot be amended.

The apprenticeship programme is offered at the University on an "open cohort" basis in a flexible part-time block mode. "Open cohort" means that apprentices from different employers study the same programme as a group at the same time. However, subject to negotiation, certain bespoke delivery modes may be offered, whilst retaining the same overall programme structure.

Regular tripartite reviews (TPR's) provide the opportunity to monitor progress on the apprenticeship and to ensure that apprentices are appropriately supported within the business. TPR meetings are between the apprentice, the employer and the University link tutor and provide a mediated forum in which to review progress and set targets for ongoing learning. TPRs will follow the revised University guidance, one within four weeks of commencement, followed by a minimum of two other scheduled TPR's for typical apprentices, with further intervention for those not demonstrating expected progress with their apprenticeship.

Aims of the Programme

The overall aims of the Programme are:

1. To provide a broad, analytical and highly integrated study of business and management in a range of contexts

2. To develop the knowledge, skills and behaviours associated with employability and career progression to management level

3. To produce graduates who can deliver impact, behave ethically and demonstrate their commitment to continual learning and development

4. To provide a programme of study that demonstrates successful outcomes against the knowledge, skills and behaviours defined in the apprenticeship standard

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 4: You will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.

- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.

- Identify and discuss the relationship between personal and workplace experience and findings from books and journals and other data drawn from the field of study.

At Level 5: You will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.

- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.

- Accept responsibility for determining and achieving personal outcomes.

- Reflect on personal and workplace experience in the light of recent scholarship and current statutory regulations.

At Level 6: You will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.

- Critically evaluate concepts and evidence from a range of resources.

- Transfer and apply subject-specific, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems.

- Communicate solutions, arguments and ideas clearly and in a variety of forms.

- Exercise considerable judgement in a range of situations.

- Accept accountability for determining and achieving personal and group outcomes.

- Reflect critically and analytically on personal and workplace experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study you will be able to demonstrate:

K1. Understanding of how to develop and implement organisational plans that can accommodate change in the external environment

K2. Understand different forms of communication and how to apply them

K3. Competence in managing and monitoring the finances of a business

K4. Understand the need for innovation and creative thinking

After 240 credits of study you will be able to demonstrate:

K5. Understanding of project management and the risk and legislation associated with completion of a project

K6. Knowledge of sales and marketing techniques appropriate to the markets of a business

K7. Know how to manage self and others to develop a positive organisational culture

After 360 credits of study you will be able to demonstrate:

K8. Understand how to develop and implement organisational strategy that responds to change and contributes to success

K9. understanding of commercial pressures, the need for effective decision making and the application of thinking and problem-solving skills

K10. Understand how to develop the collaborative relationships that exist within the context of business

Programme Outcomes – Skills and other Attributes (including Employability Skills and Behaviours)

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study you will be able to demonstrate:

S1. Operational skills that contribute to effectiveness and support organisational plans

S2. Awareness of self and others

S3. Manage budgets, control expenditure and produce financial reports

S4. Innovative and creative approaches to managing business performance

After 240 credits of study you will be able to demonstrate:

S4. Project planning skills that identify key outcomes and achieve organisational goals

S5. Use of insight and data to improve customer experience

S6. Effective management of the business and others in the organisation

After 360 credits of study you will be able to demonstrate:

S7. Positive impact on the business by developing key outcomes and goals that contribute to strategy and performance

S8. Use of evidence-based tools to support effective decision making

S9. Interpersonal excellence through collaborative working with a range of stakeholders specific to the organisation

Programme Outcomes – Behaviours

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study you will be able to demonstrate:

B1. The ability to seek new opportunities underpinned by commercial acumen and sound judgement

B2. Flexibility in responding to the needs of the organisation

B3. Creativity and innovation when seeking solutions to business needs

After 240 credits of study you will be able to demonstrate:

B4. Authenticity and the ability to build trust with others

B5. Value diversity internally and externally

B6. Positive responses to dealing with feedback and change

After 360 credits of study you will be able to demonstrate:

B7. The behaviours associated with leadership that include being ethical, fair, consistent and impartial

B8. The ability to operate within organisational values and adhere to the requirements of a professional body

B9. The drive to achieve in all aspects of work

B10. Demonstrate resilience and determination when managing difficult situations

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

The programme outcomes are referenced to the Apprenticeship Standard for the Chartered Manager Degree Apprenticeship (and also the related Assessment Plan).

Reference has also been made to the QAA Subject Benchmark Statement for Business and Management (2019)

- UoC Strategic Plan
- UoC Learning, Teaching and Assessment Strategy
- UoC Academic Regulations and Academic Procedures and Processes

As an apprenticeship, the programme integrates the leaning outcomes required for a higher education qualification with those defined by employers as an occupational standard for specific (but broadly based) job roles.

Graduate Prospects

Degree Apprentices will typically exit the programme with the ability to become a Chartered Member of the CMI and ILM and take on management responsibility for aspects of their business or organisation, this will be wide ranging across sectors, employers and roles. Typically 70% of apprentices remain with their employer, our experience is this is higher, with sponsored learners

going on to be promoted and valued within their sponsoring organisation. On successful completion of their degree students may wish to progress their studies by undertaking postgraduate study with the university, which includes the MBA Tourism Management and the Senior Leaders MBA.

Delivery Arrangements and Attendance

Each academic year will consist of 24 days of on campus, face to face learning with one module being studied over a 4-week time frame to provide focus and opportunity to include site visits and guest speakers to the curriculum.

Apprentices are expected to attend, in full, all scheduled learning, teaching and assessment sessions which form their Apprenticeship training at UoC. In the pursuit of high expectations and professional standards, we expect all apprentices to achieve a 100% attendance and punctuality rate which is monitored by module tutors and recorded as part of the tripartite review process. Please refer to your Programme Handbooks for full details on the University Attendance Policy and Processes that apply to apprenticeships.

Outside of the 24 days on campus you should continue to develop your knowledge, skills and behaviours through learning in the workplace. This should include at least 20% off the job learning in another setting or role. This learning should be discussed with your link tutor and mentor and can be evidenced using Pebblepad or Aptem.

Refer to **Appendix 1** for further information on apprenticeship delivery models.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a apprentice at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and apprentice support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Learning and Teaching

Knowledge, understanding, skills and other attributes are taught at the University with apprentices putting them into context and appreciating their relevance through applying them in the workplace. You are encouraged to undertake independent study both to supplement and consolidate your learning and to broaden your individual knowledge and understanding of the subject. In particular, work-based learning forms part of many modules, typically as work-based projects or other directed assignments.

This approach to learning and teaching is aligned with the UoC vision of being:

"recognised as a catalyst for individual and regional prosperity and pride with national and international relevance, reach and impact",

and the LTA Strategy (2017-22) themes and aims that focus on the development of graduate employability and the creation of a professionally relevant learning environment for both the learning and the team involved in the delivery of the programme.

The programme adopts an Applied Learning philosophy that impacts on teaching, learning and assessment in terms of the approach to:

Module delivery – all modules are delivered in a blended learning format that combines online and face-to-face block delivery to minimise the impact on work and family commitments. This ensures that you have the opportunity to explore the concepts within the module prior to the face-to-face delivery and then to reflect on these prior to submission of final assessments.

Module content – All modules are contextualised to your sector of employment and draw on guest speakers, site visits, case study material and examples of industry best practice providing a holistic view of your industry in the region and facilitating apprentice engagement.

Module assessment – all assessment can be applied to your existing real-world context, providing opportunities for engagement with industry partners and enhanced employability in terms of developing your key skills and knowledge. Your experience and the research conducted as part of your programme feeds into the academic debates and discussions ensuring the currency of debate and in class discussion.

On the job training - As an employee, you will learn and reflect on your work-place experiences and engagement with colleagues. This gives you the opportunity to apply what you have learnt in the 'real world' of work. The Apprenticeship curriculum is designed to combine academic and work-integrated learning so you can demonstrate the knowledge, skills and behaviours required by the Apprenticeship Standards.

Research Skills – All modules on the programme are applied in nature, normally requiring the collection of primary and secondary data to support the analysis of your business. Research skills are embedded at every level of the programme developing your understanding of the approaches to collecting data, the need for ethics and professionalism, and how this information can help support and justify decision making within the business.

Learner support – You are supported to develop your own learner identity, allowing you to bridge the gap between academic thinking and real-world experience. The tutor's role is central to that support and the creation of an online discussion forum for both the programme and the individual modules will ensure that you have ready access to peer and academic support throughout the programme of study.

Personal Development – All modules contribute to your personal development as a manager, and as a member of society through developing and deepening your understand of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance (EIF2019)

This philosophy allows you to develop your critical thinking, problem solving, interpersonal and creative skills giving you the 'tools' with which to demonstrate your managerial capabilities and maximise your career potential. The application of theoretical constructs in real-world environments ensures that assessments are appropriately challenging and promote the knowledge, skills and behaviours you need to function effectively as a manager in your organisation.

Your campus will provide you with access to a range of teaching and learning facilities and support mechanisms. This includes online support that is managed through the UoC VLE (Blackboard) and the provision of an individual Pebblepad site that allows you to evidence your achievements in terms of meeting the apprenticeship standards.

Summative and Formative Assessment

Assessments will also include work-based projects and experience or other assignments, drawing on your knowledge of and experience in the workplace. Throughout the programme, your employer has an important role to play in supporting assessment, in particular suggesting topics and providing feedback on formative assessment. It is a requirement for the Apprenticeship programme that apprentices must maintain a portfolio of your completed assessed academic work and workplace activities to provide evidence of your achievements and capabilities and that this portfolio is

discussed and reviewed with your employer on a regular basis. The progress with the development of your portfolio will be discussed during tripartite learner review meetings to ensure that you are making suitable progress. The building of this portfolio is therefore integral to the degree programme and the end point assessment.

As indicated in the Programme Delivery Structure provided later in the document the BA (Hons) Applied Management provides you with a diversity of assessment methods, all of which are applied in nature and can be considered in the context of a real-world environment. All module assessment draws on current academic and real-world thinking, ensuring your engagement with industry partners and the potential to demonstrate and develop your employability in terms of the knowledge, skills and behaviours required by the apprenticeship standards.

The combination of industry input that is embedded through work-based learning, site visits and guest lecturers, the research experience of the tutors, and your professional opinion and expertise provides the relevance and the reality of your programme experience. The application of theoretical constructs in real-world environments ensures that your assessments are appropriately challenging at every stage of the programme and promote the critical, analytical and creative thinking you need to function effectively as a manager and to complete the end point assessment. The programme design in terms of studying each module in sequence over the course of 24 weeks allows you to focus on each subject area and consider its application in the workplace before moving onto the next area of study. Module support and guidance throughout the duration of your programme ensures that you are provided with a number of opportunities for summative and formative feedback with the provision of constructive comments intended to enhance your assessment performance going forward.

Maths and English Development

Where apprentices already hold the minimum Level 2 qualifications in English and Maths, these skills will be assessed and will be continually developed throughout the apprenticeship programme.

Where apprentices need to complete Maths and English the University will support L2 Functional Skills via the City & Guilds e-functional skills modules, which can be studies online, flexibly to meet the learners need. The e-functional skills module is supported by an initial assessment and diagnostics, which then generates an individual learner plan focused on the areas of weakness. Learners complete this online, with tests and mock exam, before being put forward to sit the final exam. This will be supported by Functional Skills Tutors who will work remotely to support learners, assist with progress and set time-specific milestones. This Functional Skills Learning Plan will be integrated into the APTEM Learner Plan and progress reported back for discussion at scheduled TPRs. Our Snr Apprenticeship Officer will oversee the back-office system from City & Guilds and line manage the Skills Tutors.

Management of Work Integrated Learning

Work-integrated learning is central to your award. It is also referred to as *'on the job'* training. As an employee, you will learn and reflect on your work-place experiences and engagement with colleagues. This gives you the opportunity to apply what you have learnt in the 'real world' of work. The Apprenticeship curriculum is designed to combine academic and work-integrated learning so you can demonstrate the knowledge, skills and behaviours required by the Apprenticeship Standards.

Your employer manages your work activities with the University overseeing these to ensure your employer meets its obligations. The University manages your academic programme. Work integrated learning takes place at work with active support by the University who set and mark assignments that are designed to draw together your professional and academic learning. Your

tutors will liaise with your employer and yourself to ensure your opportunities for professional and academic development are the best they can be.

Although work integrated learning takes place in the employer's premises, it is the responsibility of the University, as ESFA regulations, to ensure this takes place.
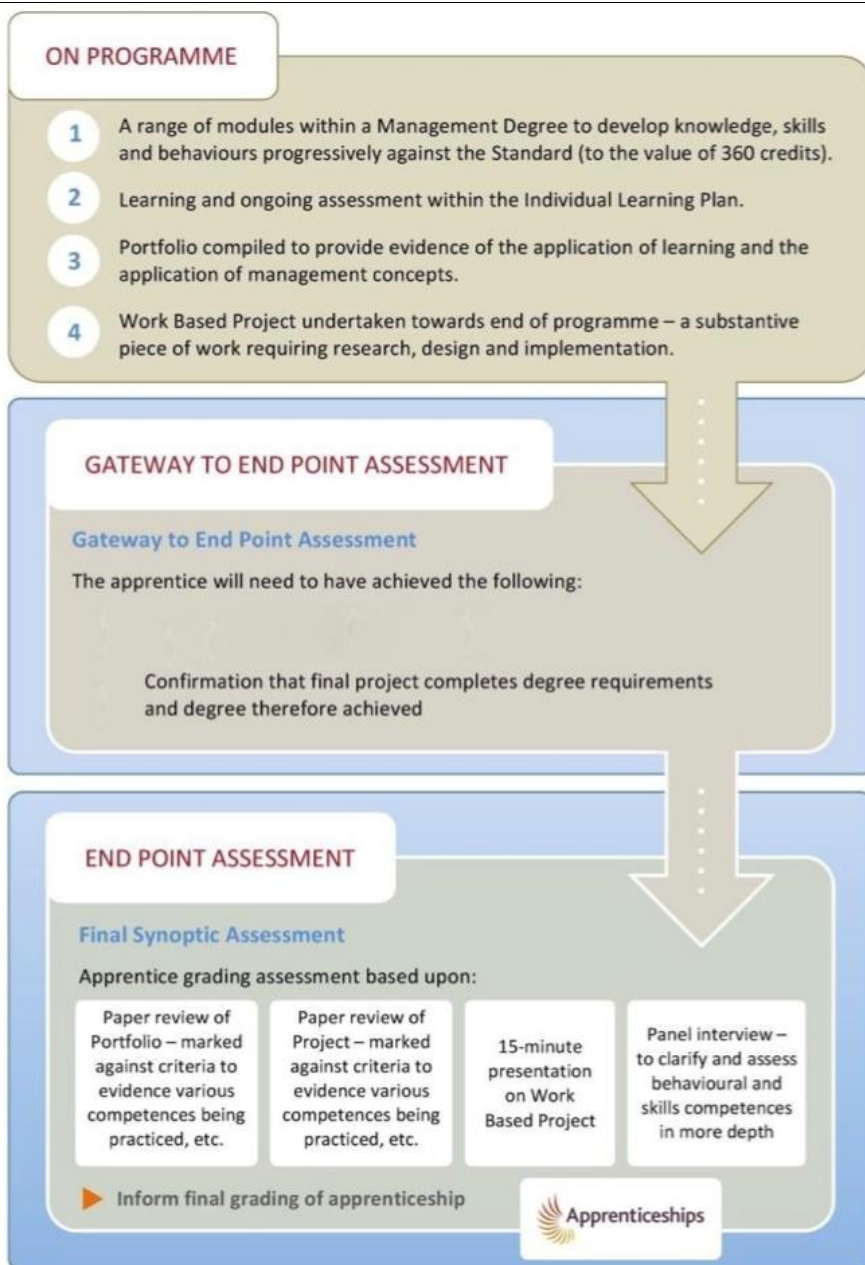
End Point Assessment

An apprentice can go to end-point assessment (EPA) with CMI or with ILM. The choice of EPA is decided by your employer at the start of the programme.

All apprentices must take an independent assessment at the end of their training to confirm that they have achieved occupational competence. Rigorous, robust and independent EPA is essential to give employers confidence that apprentices completing an Apprenticeship Standard can actually perform in the occupation they have been trained in and can demonstrate the duties, and knowledge, skills and behaviours set out in the occupational standard.

The university and the employer are bound by contract to work together to support the apprentice and to carry out the end-point assessment. The end-point assessment takes place at the end of the apprenticeship after all the on-programme and work integrated learning elements of training have been completed and after the gateway has been passed. It is the employer's decision to put an apprentice forward for end-point assessment, once they are confident that their apprentice is ready.

The programme will be subject to separate EPA through either CMI or ILM. The separation of the On-Programme activity, Gateway process and End Point Assessment is demonstrated in diagram below:

ON PROGRAMME

1. A range of modules within a Management Degree to develop knowledge, skills and behaviours progressively against the Standard (to the value of 360 credits).

2. Learning and ongoing assessment within the Individual Learning Plan.

3. Portfolio compiled to provide evidence of the application of learning and the application of management concepts.

4. Work Based Project undertaken towards end of programme – a substantive piece of work requiring research, design and implementation.

GATEWAY TO END POINT ASSESSMENT

Gateway to End Point Assessment

The apprentice will need to have achieved the following:

Confirmation that final project completes degree requirements and degree therefore achieved

END POINT ASSESSMENT

Final Synoptic Assessment

Apprentice grading assessment based upon:

Paper review of Portfolio – marked against criteria to evidence various competences being practiced, etc.	Paper review of Project – marked against criteria to evidence various competences being practiced, etc.	15-minute presentation on Work Based Project	Panel interview – to clarify and assess behavioural and skills competences in more depth

▶ Inform final grading of apprenticeship

Apprenticeships

The delivery of the apprenticeship by the HEIs provides an integrated approach to developing and assessing skills, knowledge and behaviours across a range of modules within the degree programme. Each HEI will develop its own degree programme and will map the individual modules to the outcomes in the standard. Individual modules will contribute to the on-programme assessment of knowledge, skills and behaviour outcomes en-route to the final synoptic end point assessment. A portfolio of evidence developed through Pebblepad or Aptem will be created to support this and will be assessed as part of the end point assessment. The synoptic work-based project is a substantial piece of work supported and undertaken within the final year of the apprenticeship.

Achievement of the apprenticeship will depend on apprentices being required to successfully complete a number of assessment activities. The methods used will ensure that the apprentice is assessed across the whole of the published Chartered Manager Degree Apprenticeship Standard (See the Programme Curriculum Map at the end of this document).

The apprentice needs to have met the requirements of the degree in order to satisfy the Gateway process. The employer (in consultation with the HEI), should then put the apprentice forward for the end-point assessment when they believe they are ready.

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

As a substantive piece of work you will be supported by a subject specific tutor, your link tutor and your line manager to ensure that you are able to meet the milestones for the project and can effectively articulate and demonstrate your accumulated skills and knowledge as a manager and industry professional.

Further information on the End Point Assessment can be found in the CMDA Assessment Plan.

Apprentice Support

We provide responsive learner support that promotes apprentice success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As an apprentice of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Outside of term time you will be expected to complete your work-based learning portfolio and continue to evidence your knowledge, skills and behaviours on Pebblepad or Aptem. To help you stay on track your programme lead will co-ordinate a number of online classes available via Collaborate with the module tutor providing one-to-one support and formative feedback prior to submission. Your progress outside of term time will also be monitored by your link tutor to ensure that you are supported in the workplace.

Support in your Workplace

At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer, but typically, you will be supported as follows, where the roles may be combined in one person;

- A Mentor designated by the employer to provide vocational and pastoral support for individual apprentices, who may or may not be your line manager. In particular support will be provided for work-based learning assignments and the final year project.

The University and the employer are bound by contract to work together to support you as an apprentice. This will include tripartite learner review meetings between the University, the apprentice, and the employer. The agenda for these learner review meetings will be shared with you in advance but will typically include a summary of your progress on programme, a review of evidence on file, identification of any emerging challenges, tracking the proportion of off-the-job training undertaken, and agreement of an action plan if/where needed. Records of these learner review meetings will be held by the University as part of your apprentice file and may be audited by the ESFA as part of their monitoring and audit processes to ensure provision of high-quality apprenticeships.

Your link tutor will be available at any stage to meet with you and/or your employer to support your progress on the course. Your mentor (normally your line manager) should be available to support you through day to day contact and informal conversations about your university work and your role within the workplace.

There is no ESFA or University prescribed pattern for contact with your link tutor and mentor as the format and number may vary from one employer to another. However, contact needs to be regular and have the following elements in common:

- Discussion of learning gained from the classroom-based input

- Agreeing how that learning can be applied in the workplace

- Agreeing opportunities to put the learning into practice (e.g. specific projects or responsibilities)

- Setting targets for work to address specific elements from the Apprenticeship Standard (Skills, Knowledge and behaviours)

- Reviewing and recording progress and performance against targets

- Reviewing and recording progress against the skills, knowledge and behaviours in the Apprenticeship Standard

- (At a point towards the end of the Apprenticeship) Agreeing and recording that the gateway criteria for the End Point Assessment has been met and that the Apprentice is ready to take the assessment

Learners are required to maintain their own personal record of off the job learning within their portfolio and make this available to their employer and the University.

University Induction

At the beginning of every academic year you will be invited to attend an induction day on campus. This would normally be the week before the start of term on the same say that you would usually have classes. The day is designed to introduce you to the teaching team and support staff, to provide an overview of modules and expectations for the year and to provide opportunities to meet with peers and raise any concerns you may have. The induction day will combine formal and informal sessions to help familiarise you with the learning environment and also to provide you with the opportunity to register/re-register for the year and pick up your apprentice card.

Mentors will also be invited to the induction session for apprentices, with a session in the first half of the day provided for them to ask any specific questions linked to their role.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

We recommend that you make contact with your Personal Tutor within a month of starting your studies. Your personal tutor is your first point of contact regarding your academic development and they will liaise with the Link Tutor to ensure that your academic progress is aligned with your work experience. You should report to them if you have any concerns or issues relating to your study. They are also able to signpost you to appropriate support through the University's Apprentice Support Services.

When getting in touch with your personal tutor it is advisable to make contact by email to arrange an appointment that is mutually convenient.

Personal Development Planning

Personal & Professional Development Planning (PPDP) is embedded into the programme design in terms of industry engagement and assessment. In order to document your progress through the course of the degree you will be able to access a personal Pebblepad site that covers the Knowledge, Skills and Behaviours that align with the apprenticeship standards and allows you to evidence your development and reflect on your personal and professional growth.   The programme team, your link tutor and your mentor will support you to build a portfolio of work as you complete each module, evidencing your personal learning journey and subject knowledge as you progress to endpoint.

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, eBooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using Onesearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading and resource lists will be made available to you electronically using the University's online reading and resource list system.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit skills@cumbria for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Apprentice Hub is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the website and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Disabled/SpLD Support

We aim to provide a supportive environment that allows all individuals to flourish. We are committed to widening participation and provide a range of services to enable those with disability or specific learning difficulty (SpLD) to access their chosen course. To accomplish this, we offer:

Adjustments to formal timed examinations, including extra time, readers and scribes, use of computers and rest breaks, subject to receiving appropriate evidence of disability.

Digital recorders for loan to enable you to record your teaching sessions.

Assistance in the library to help you find your find way around through colour coded subject areas, accessible spine labels and assistance if you are unable to access the shelving systems.

An individualised disability/SpLD action plan giving staff an overview of the impact of your disability/SpLD and detailing the adjustments that you require. This is shared, with your consent, with teaching and professional services staff and placement providers (where placements are an integral part of course). We aim to discuss this with you to ensure that these adjustments reflect your needs and assist you in becoming an independent learner, improving your employability skills.

Access to a range of non-medical help services such as practical support, note-taking, specialist mentoring and study skills. To access these services you will need to have applied for Disabled Students Allowance through your funding body (we can assist you with this process if required). If

you are not able to access funding, specialist staff will assess your needs and award you internal funding where appropriate.

All of our campuses have accessible learning and teaching spaces and adapted residential accommodation. Our aim is to have all our teaching and learning spaces fully accessible and with classroom technology to support you. Please see the university physical accessibility disability statement

Assistance with accessing additional allowances such as Disabled Students Allowances (DSAs) which covers some of the costs of additional support.

You are encouraged to share information with your workplace mentor and programme/module leader of any disability, specific learning difficulty or other impairment or condition which may affect your ability to work or study.

The University's disability statement details adjustments that are available to you.

To access reasonable adjustments please book a disability SpLD appointment with a member of the disability team.

Apprentice Support Services

Apprentice Support Services offer a wide range of support, including careers and employability, financial help, counselling, health and wellbeing and support for disabled apprentices and those with specific learning requirements. We also offer mentoring by trained apprentices which you can request at any point during your studies. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the website and/or via the Apprentice Services guidance tile on the Apprentice Hub.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

Head Start to Apprenticeships

Head Start to Apprenticeships is a self-learning module that is completed online and at your own pace. The module gives new apprentices an opportunity to prepare for their transition into university study by starting to develop the academic skills and digital capabilities, as well as understand the apprenticeship processes, to help become successful apprentices. A digital badge is generated for each finished unit and a complete set of badges results in a Certificate of Completion for Head Start to Apprenticeships. All apprentices are given the opportunity to register and complete Head Start once registered for their main programme of study. This course is free and available via Blackboard, the Virtual Learning Environment. More details and guidelines on how to access the course are available in the Head Start to Apprenticeships section at: https://my.cumbria.ac.uk/Apprentice-Life/Learning/Resources/Blackboard-Open-Education/

Head Start Plus Head Start Plus is also an online skills development course, designed to support apprentices who are about or who have just started study at level 5 or 6. This course is particularly recommended to apprentices who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Pop Up Information Points

Keep a look out for these! They are happening on your campus around Sept/October and January. There will be approachable apprentices and staff around to help out with any practical queries as you settle into your studies, and to remind you of the wide range of support available. You are encouraged to attend as it will give you the opportunity to talk to people about a range of things, such as your finances, and budgeting, additional help for a specific learning difficulty or disability, finding part-time work and working towards your dream career, getting involved in new activities, or juggling everything alongside your studies.

Programme Curriculum Map						
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved	Apprenticeship Standards achieved (see Appendix 2)
4	UCBS4207	Business Operations	20	Compulsory	K1,K2,S1,B1	K1.1, K1.2, K3.3, K9.1, S1.1, 6.1, S6.2, S6.4, S9.4, S12, B3.3
4	UCBS4211	Managing Workplace relationships	20	Compulsory	K2, S2, B2	K6.3, K8.1. K8.2, K8.3, K10.2, K11, S6.1, S6.2, S6.4, S8.2, S8.3, S9.2, S10.2, S10.3, B1.2, B2.1, B2.2
4	UCBS4210	Creativity and Innovation	20	Compulsory	K2, K4, S4, B3	K4.3,K5.1,S4.2,S6.1,S5, B3.2
4	UCBS4209	Business Analytics	20	Compulsory	K1,K2,S1,S3,B1	K3.1,K4.1,K4.2,K6.1,S3, S4.1,S6.1,S6.4,S9.4,B1. 3
4	UCBS4208	Business Finance	20	Compulsory	K1, K2, K3, S1,S3,B1	K3.1,K3.2,K3.3,K8.3,S1. 2,S1.3,S3,B1.3
4	UCBS4212	Work based learning 1	20	Compulsory	K2,S2,B4	K10.1,K11,S6.1,S6.2,S9. 1,S9.3,S10.1,S10.2,B2.2, B3.3
5	UCBS5208	Project Planning	20	Compulsory	K2,K3,K5, S1,S3,S4,B1,B4	K2.1,K2.2,K6.2,K8.3,S2. 1,S2.2,S3,S6.1,S8.2,S8. 3,B1.3,B3.3

5	UCBS5209	PR & Sales	20	Compulsory	K1,K2,K6,S1,S4,S5,B1,B4,B5	K4.1,K4.2,S4.1,S6.1,S6.2,S9.1,S9.4,S12,B1.3,B2.2,B3.2
5	UCBS5212	Business Case Development	20	Option	K2,K3,S1,S6,B1,B6	K2.1,K3.1,K6.1,K12.1,K12.2,K12.2,S1.4,S3,S4.1,S6.1,S6.2,S12,B1.3,B4.2
5	TOUR5002	Managing Hotel Operations	20	Option	K1,K2,K4,S1,S6,B1,B2,B6	K3.2,K3.3,K6.1,K8.1,K12.1,S1.2,S2.2,S3,S5,S6.1,B1.3,B3.2
5	TOUR5003	Event Site Design and Safety Management	20	Option	K2,K3,K4,K5,S1,S3,S4,S6,B1,B2,B3	K2.1,K2.2,K6.2,K8.2,K8.3,S2.1,S2.2,S3,S6.1,S8.2,S8.3,S9.4,B1.2,B3.2,B4.2
5	UCBS5210	Organisational Behaviour	20	Compulsory	K2,K7,S2,S6,B2,B4,B4,B5,B6	K1.2,K7.2,K9.1,K9.2,K12.2,S7.2,S8.1,S9.1,B3.1,B4.2
5	UCBS5207	Inclusion and Business Dynamics	20	Compulsory	K1,K2,K4,S1,S6,B1,B4,B5	K1.1,K6.1,K12.1,S1.1,S4.1,S6.1,S6.2,S12,B1.3,B2.2,B3.1
5	UCBS5211	Work based learning 2	20	Compulsory	K2,K7,S2,B4,B6	K10.1,K11,S6.1,S6.2,S9.1,S9.3,S10.1,S10.2,S11,B1.1,B2.2,B3.2
6	UCBS6209	Responsible Leadership	20	Compulsory	K2,K7,K8,S2,S6,S7,B2,B4,B5,B6,B7	K6.3,K7.1,K9.2,K10.2,S1.4,S6.4,S7.1,S7.2,S7.3,S8.1,S10.2,B1.2,B2.1,B2.2,B4.1

6	UCBS6207	Future Strategic Thinking	20	Compulsory	K1,K2,K8,K9,K10, S1,S6,S7,S8,B1,B6,B8	K1.1,K1.2,K3.3,K5.2,K6.1,K7.2,K12.2,S1.1,S1.4,S6.1,S7.1,B1.3,B3.1,B4.2
6	UCBS6211	Strategic Marketing	20	Option	K1,K2,K6,K8,K10 S1,S4,S5,S8,S9,B1,B4,B5,B8	K4.1,K9.1,K12.1,S1.1,S4.2,S9.4,B1.3,B2.2
6	TOUR6007	Sustainable Hotel Management	20	Option	K1,K2,K4,K8,K9,S1,S6,S7,S8,B1,B2,B4,B6,B7,B8	K1.1,K6.1,K9.1,K12.2,S1.2,S4.1,S9.4,S12.B1.3,B4.1,B4.2
6	TOUR6008	Business Continuity and Crisis Management for Events	20	Option	K2,K3,K8,K9,K10,S1,S6,S7,S8,B1,B2,B6,B7,B9	K1.1,K2.2,K6.1,K12.1,S2.1,S2.2,S6.1,S8.3,S9.4,S12,B1.2,B4.2
6	UCBS6208	Digital Marketing	20	Compulsory	K1,K2,K4,K6,K9,K10 S1,S4,S5,S8,S9,B1,B3,B4,B5,B8	K4.1,K4.2,K4.3,K5.1,K5.2,K6.1,S4.1,S4.2,S6.1,S9.1,B1.3,B3.2
6	UCBS6210	Synoptic Business Project	40	Core	Synthesises All Programme Outcomes	Consolidates all KSB's and leads to endpoint

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

Optional modules may be subject to availability and viability. If we have insufficient numbers of apprentices interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected 3 - 5 months in advance.

In accordance with the Apprenticeship Standard and Assessment Plan, apprentices must maintain a portfolio of their completed work to demonstrate their achievements and capabilities. It consists of the practical output of all assessments completed during the programme, including the final project report and presentation (if applicable)

A failed apprentice will not be permitted to re-register on the same programme.

Apprentices will be offered one optional module at level 5 and level 6 that aligns with their industry sector and will make a positive contribution to the development of their knowledge, skills and behaviours and employability. This choice of optional modules should be made in discussion with your employer and your programme lead. Information on the optional modules will be provided when you join the course and will be confirmed before progressing to level 5.

Apprentices will not be able to change their module choices once they have been agreed and confirmed.

The synoptic business project (UCBS6210) will commence at the start of level 6 as this draws on the knowledge from across the degree and requires you to be involved in a substantive project within your own business that will be supported across the whole of your final year (level 6). This 40 credit module is dedicated to your applying your skills and knowledge to extended business projects that mirror industry processes and practice.

* **Key to Module Statuses**	
Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

	Indicative Programme Delivery Structure: Full Time (September Start)					
	The precise delivery arrangements for any particular cohort of apprentices will be confirmed at a later stage in partnership with employers					
Module Code	**Module Title**	**Number of Delivery Hours**	**Delivery Pattern**	**Method of Delivery**	**Method(s) of Assessment**	**Approximate Assessment Deadline**
			Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long	**Block Release / Day Release / Distance Learning / Work-based Learning**		
UCBS4207	Business Operations	200	Autumn	Day Release/Work Based Learning	Written Assignment (60%) Presentation (40%) KSBS's underpin the Synoptic Business Project that leads to Gateway	October
UCBS4211	Managing Workplace relationships	200	Autumn	Day Release/Work Based Learning	Written Assignment (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	November
UCBS4210	Creativity and Innovation	200	Autumn	Day Release/Work Based Learning	Report (60%) Presentation (40%) KSBS's underpin the Synoptic Business Project that leads to Gateway	December

UCBS4209	Business Analytics	200	Spring	Day Release/Work Based Learning	Project work (60%) Presentation (40%) KSBS's underpin the Synoptic Business Project that leads to Gateway	February
UCBS4208	Business Finance	200	Spring	Day Release/Work Based Learning	Set Exercise (30%) Report (70%) KSBS's underpin the Synoptic Business Project that leads to Gateway	March
UCBS4212	Work based learning 1	200	Extended Spring	Day Release/Work Based Learning	Portfolio (100%) KSBS's contribute to the Synoptic Business Project that leads to Gateway	July
UCBS5208	Project Planning	200	Autumn	Day Release/Work Based Learning	Portfolio (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	October
UCBS5209	PR & Sales	200	Autumn	Day Release/Work Based Learning	Project Work (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	November
UCBS5212	Business Case Development *(Business Option)*	200	Autumn	Day Release/Work Based Learning	Portfolio (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	December

TOUR5002	Managing Hotel Operations *(Hotel Management Option)*	200	Autumn	Day Release/Work Based Learning	Written Assignment (40%) Presentation (60%) KSBS's underpin the Synoptic Business Project that leads to Gateway	December
TOUR5003	Event Site Design and Safety Management *(Event Management Option)*	200	Autumn	Day Release/Work Based Learning	Project Work (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	December
UCBS5210	Organisational Behaviour	200	Spring	Day Release/Work Based Learning	Report (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	February
UCBS5207	Inclusion and Business Dynamics	200	Spring	Day Release/Work Based Learning	Project Work (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	March
UCBS5211	Work based learning 2	200	Extended Spring	Day Release/Work Based Learning	Portfolio (100%) KSBS's contribute to the Synoptic Business Project that leads to Gateway	July
UCBS6211	Strategic Marketing *(Business Option)*	200	Autumn	Day Release/Work Based Learning	Project Work (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	November

Code	Module	Hours	Term	Delivery	Assessment	Month
TOUR6007	Sustainable Hotel Management *(Hotel Management Option)*	200	Autumn	Day Release/Work Based Learning	Project Work (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	November
TOUR6008	Business Continuity and Crisis Management for Events *(Event Management Option)*	200	Autumn	Day Release/Work Based Learning	Written Assignment (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	November
UCBS6208	Digital Marketing	200	Autumn	Day Release/Work Based Learning	Report (60%) Presentation (40%) KSBS's underpin the Synoptic Business Project that leads to Gateway	December
UCBS6209	Responsible Leadership	200	Spring	Day Release/Work Based Learning	Written Assignment (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	March
UCBS6207	Future Strategic Thinking	200	Spring	Day Release/Work Based Learning	Written Assignment (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	April
UCBS6210	Synoptic Business Project	400	Year long	Day Release/Work Based Learning	Project (100%) KSB's lead to end point	May

| | End Point Assessment | | | | August |

Apprentices exiting at this point with 360 credits plus passes in the end point assessment would receive a BA (Hons) Applied Management and be able to apply for CMI/ILM professional status

Indicative Programme Delivery Structure: Full Time (January Start)

The precise delivery arrangements for any particular cohort of apprentices will be confirmed at a later stage in partnership with employers

Module Code	Module Title	Number of Delivery Hours	Delivery Pattern Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long	Method of Delivery Block Release / Day Release / Distance Learning / Work-based Learning	Method(s) of Assessment	Approximate Assessment Deadline
UCBS4209	Business Analytics	200	Spring	Day Release/Work Based Learning	Project work (60%) Presentation (40%) KSBS's underpin the Synoptic Business Project that leads to Gateway	February
UCBS4208	Business Finance	200	Spring	Day Release/Work Based Learning	Written Exam (30%) Report (70%)	March

					KSBS's underpin the Synoptic Business Project that leads to Gateway	
UCBS4212	Work based learning 1	200	Spring	Day Release/Work Based Learning	Portfolio (100%) KSBS's contribute to the Synoptic Business Project that leads to Gateway	December
UCBS4207	Business Operations	200	Autumn	Day Release/Work Based Learning	Written Assignment (60%) Presentation (40%) KSBS's underpin the Synoptic Business Project that leads to Gateway	October
UCBS4211	Managing Workplace relationships	200	Autumn	Day Release/Work Based Learning	Written Assignment (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	November
UCBS4210	Creativity and Innovation	200	Autumn	Day Release/Work Based Learning	Report (60%) Presentation (40%) KSBS's underpin the Synoptic Business Project that leads to Gateway	December
UCBS5210	Organisational Behaviour	200	Spring	Day Release/Work Based Learning	Report (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	February

UCBS5207	Inclusion and Business Dynamics	200	Spring	Day Release/Work Based Learning	Project Work (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	March
UCBS5211	Work based learning 2	200	Spring	Day Release/Work Based Learning	Portfolio (100%) KSBS's contribute to the Synoptic Business Project that leads to Gateway	December
UCBS5208	Project Planning	200	Autumn	Day Release/Work Based Learning	Portfolio (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	October
UCBS5209	PR & Sales	200	Autumn	Day Release/Work Based Learning	Project Work (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	November
UCBS5212	Business Case Development (Business Option)	200	Autumn	Day Release/Work Based Learning	Portfolio (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	December
TOUR5002	Managing Hotel Operations (Hotel Management Option)	200	Autumn	Day Release/Work Based Learning	Written Assignment (40%) Presentation (60%) KSBS's underpin the Synoptic Business Project that leads to Gateway	December
TOUR5003	Event Site Design and Safety Management	200	Autumn	Day Release/Work Based Learning	Project Work (100%)	December

	(Event Management Option)				KSBS's underpin the Synoptic Business Project that leads to Gateway	
UCBS6208	Digital Marketing	200	Spring	Day Release/Work Based Learning	Report (60%) Presentation (40%) KSBS's underpin the Synoptic Business Project that leads to Gateway	February
UCBS6209	Responsible Leadership	200	Autumn	Day Release/Work Based Learning	Written Assignment (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	October
UCBS6207	Future Strategic Thinking	200	Autumn	Day Release/Work Based Learning	Written Assignment (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	November
UCBS6211	Strategic Marketing *(Business Option)*	200	Spring	Day Release/Work Based Learning	Project Work (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	March
TOUR6007	Sustainable Hotel Management *(Hotel Management Option)*	200	Spring	Day Release/Work Based Learning	Project Work (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	March

TOUR6008	Business Continuity and Crisis Management for Events *(Event Management Option)*	200	Spring	Day Release/Work Based Learning	Written Assignment (100%) KSBS's underpin the Synoptic Business Project that leads to Gateway	March
UCBS6210	Synoptic Business Project	400	Year long	Day Release/Work Based Learning	Project (100%) KSB's lead to end point	December
	End Point Assessment					March
Apprentices exiting at this point with 360 credits plus passes in the end point assessment would receive a BA (Hons) Applied Management and be able to apply for CMI/ILM professional status						

Training Hours
According to the ESFA's apprenticeships funding rules, all apprenticeship programmes must contain a minimum of 20% off-the-job training hours. The 20% off-the-job training is calculated using the apprentice's contracted employment hours across their whole apprenticeship, equivalent to around one day per working week. The ESFA has defined off-the-job training as "*learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. Training can be delivered at the apprentice's normal place of work but not as part of their normal working duties*"

Training is distinct from assessment and off-the-job training reinforces practical, work-based learning with technical and theoretical learning. The focus of off-the-job training is on teaching new skills rather than assessing existing skills |

Exceptions to Academic Regulations
There are no exceptions to the Academic Regulations for BA (Hons) Applied Management.

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	• Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Student Success and Quality Assurance Committee (SSQAC) • Tripartite Review • Aptem
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Apprentices, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	• Staff Student Forum (SSF) • Module Evaluation Forms • Programme Evaluation: National Student Survey (NSS), • UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners • Meetings with Employers • External surveys requested by regulatory bodies

Date of Programme Specification Production:	3rd July 2020

Date Programme Specification was last updated:	March 2024

For further information about this programme, refer to the programme page on the University website:-

https://www.cumbria.ac.uk/study/courses/apprenticeships/applied-management

Appendix 1

Apprenticeship delivery structure

Apprenticeship programmes are designed to be offered for full-time study with delivery at the University. However, as a Higher/Degree Level Apprenticeship, other types of flexible delivery may be required. Hence this specification distinguishes between:

1) The Curriculum Map, which consists of:

- the modules including the level, delivery mode (e.g. face to face or blended learning), and delivery activities (e.g. lectures, guided independent study);

- the designation of modules as core, compulsory, or optional

2) The Programme Delivery Structure, which consists of:

- the semester(s) in which each module is delivered

- the delivery method for each module (e.g. block release or day release)

- the method of assessment and indicative assessment deadline(s)

This programme can be made available in two modes of study:

a) Standard Mode of Study:

- the initial offer by the university: with the defined curriculum map and programme delivery structure

- flexible duration of 3, 4 or 5 years

- delivered full-time through a mix of day release and block release across all three semesters

- with a cohort open to all employers.

b) Custom Mode of Study:

- determined by negotiation with a particular employer or delivery partner: following the defined curriculum map, but with a bespoke programme delivery structure, not defined in this specification.

Appendix 2

Apprenticeship Standards to which the Curriculum Map refers

CMDA Visitor Economy Apprenticeship Standards				
KNOWLEDGE				
Primary Module	Secondary Modules	Organisational Performance – delivering a long-term purpose		
Future Strategic Thinking	Business Operations, Inclusion & Business Dynamics, Sustainable Hotel Management Business Continuity Management	**Operational Strategy**	**K1.1**	Understand how to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance
Business Operations	Organisational Behaviour, Future Strategic Thinking		**K1.2**	Know how to manage change in the organisation.
Project Management	Event Site Design and Safety Management	**Project Management**	**K2.1**	Know how a project moves through planning, design, development, deployment and evaluation.
Project Management	Event Site Design and Safety Management		**K2.2**	Understand risk management models and reporting, risk benefit analysis and Health & Safety implications.
Business Finance	Business Analytics	**Business Finance**	**K3.1**	Understand financial strategies, including budgets, financial management and accounting, and how to provide financial reports.
Business Finance	Business Case Development Managing Hotel Operations		**K3.2**	Understand approaches to procurement and contracting, and legal requirements.
Business Finance	Business Operations Managing Hotel Operations Future Strategic Thinking		**K3.3**	Understand commercial context in an organisational setting and how this changes over time.

PR and Sales	Business Analytics Digital Marketing	**Sales and Marketing**	**K4.1**	Know how to create marketing and sales strategies.
PR and Sales	Business Analytics Digital Marketing		**K4.2**	Know how to segment and target relevant markets and customers (global and local), analysis of opportunities and ways to market.
Creativity and Innovation	Digital Marketing		**K4.3**	Understand the need for innovation in product and service design.
Creativity and Innovation	Digital Marketing	**Digital business and new technologies**	**K5.1**	Understand approaches to innovation and digital technologies and their impact on organisations, and how their application can be used for organisational improvement and development.
Digital Marketing	Creativity and Innovation, Future Strategic Thinking		**K5.2**	Understand innovation and digital technology's impact on data and knowledge management for analysing business decision-making.
		Interpersonal Excellence – leading people and developing collaborative relationships		
All modules	All modules	**Communication**	**K6.1**	Understand different forms of communication (written, verbal non-verbal, digital) and how to apply them.
Project Planning	Event Site Design and Safety Management		**K6.2**	Know how to maintain personal presence and present to large groups.
Managing Workplace Relationships	Responsible Leadership, Business Analytics		**K6.3**	Awareness of interpersonal skills of effective listening, influencing techniques, negotiating and persuasion.
Responsible Leadership	Managing Workplace Relationships	**Leading People**	**K7.1**	Understand different inclusive leadership styles and models, how to develop teams and support people using coaching and mentoring approaches.
Organisational Behaviour	Future Strategic Thinking		**K7.2**	Understand organisational culture and diversity management.

Managing Workplace Relationships	Managing Hotel Operations	**Managing People**	K8.1	Know how to recruit, manage and develop people, using inclusive talent management approaches.
Managing Workplace Relationships	Event Site Design and Safety Management Managing Hotel Operations		K8.2	How to use HR systems and processes to ensure legal requirements, H&S, and well-being needs.
Managing Workplace Relationships	Business Finance, Project Planning		K8.3	Know how to set goals and manage performance.
Organisational Behaviour	Business Operations, Sustainable Hotel Management	**Developing Collaborative Relationships**	K9.1	Understand approaches to stakeholder, customer and supplier management, developing engagement, facilitating cross functional working and negotiation.
Organisational Behaviour	Responsible Leadership		K9.2	Know how to shape common purpose, as well as approaches to conflict management and dispute resolution.
		Personal Effectiveness – managing self		
Work Based Learning 1	Work Based Learning 2	**Awareness of self and others**	K10.1	Know how to be self–aware and recognise different learning styles
Work Based Learning 1	Managing Workplace Relationships, Responsible Leadership		K10.2	Know how to use emotional and social intelligence, and active listening and open questioning to work effectively with others.
Work Based Learning 1	Managing Workplace Relationships	**Management of Self**	K11	Know how to manage time, set goals, prioritise activities and undertake forward planning in a business environment with a focus on outcomes.
Business Analytics	Inclusion and Business Dynamics Event Site Design and Safety Management.	**Decision Making**	K12.1	Know how to undertake research, data analysis, problem solving and decision-making techniques.

	Managing Hotel Operations				
	Business Continuity Management				
Organisational Behaviour	Future Strategic Thinking		**K12.2**	Understand the values, ethics and governance of your organisation.	
	Sustainable Hotel Management				

SKILLS				
Primary Module	Secondary Module/s	Organisational Performance – delivering a long-term purpose		
Future Strategic Thinking	Business Operations Inclusion and Business Dynamics	**Operational Strategy**	**S1.1**	Support the development of organisational strategies and plans.
Business Operations	Business Finance, Managing Hotel Operations Sustainable Hotel Management		**S1.2**	Develop and deliver operational plans; set targets and key performance indicators, manage resources, and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence.
Business Analytics	Digital Marketing, Business Finance		**S1.3**	Produce reports that clearly present information and data, using a range of interpretation and analytical processes.
Responsible Leadership	Future Strategic Thinking		**S1.4**	Gain wide support to deliver successful outcomes.
Project Planning and Management	Event Safety Management and Site Design, Business Continuity Management	**Project Management**	**S2.1**	Plan, organise and manage resources in order to achieve organisational goals.
Project Planning and Management	Event Safety Management and Site Design,		**S2.2**	Identify key outcomes, develop and implement plans and monitor progress, and provide reports as required.

	Managing Hotel Operations Business Continuity Management			
Business Finance	Business Analytics, Managing Hotel Operations, Event Safety Management and Site Design Project Planning	**Business Finance**	S3	Manage budgets, control expenditure and produce financial reports.
PR and Sales	Business Analytics, Inclusion and Business Dynamics, Digital Marketing Sustainable Hotel Management	**Sales and Marketing**	S4.1	Use customer insight and analysis of data to determine and drive customer service outcomes and improve customer relationships.
Creativity and Innovation	Digital Marketing		S4.2	Use creative approaches to developing solutions to meet customer need.
Creativity and Innovation	Business Analytics Managing Hotel Operations,	**Digital business and new technologies**	S5	Identify service/ organisational improvements and opportunities for innovation and growth, using qualitative and quantitative analysis of information and data and benchmarking against others.

Primary Module	Secondary Module/s	Interpersonal Excellence – leading people and developing collaborative relationships			
All modules	All modules	**Communication**	S6.1	Communicate clearly, effectively and regularly using oral, written and digital channels and platforms.	
All modules	All modules		S6.2	Use active listening and open questioning to structure conversations and discussions, and able to challenge when appropriate.	
Work Based Learning 1	Work Based Learning 2		S6.3	Manage and chair meetings and clearly present actions and outcomes.	
Responsible Leadership	Business Operations, Business Analytics, Managing Workplace Relationships		S6.4	Apply influencing and persuading skills, to the dynamics and politics of personal interactions.	
Responsible Leadership	Future Strategic Thinking	**Leading People**	S7.1	Articulate organisational purpose and values.	
Organisational Behaviour	Responsible Leadership, Creativity and Innovation		S7.2	Support the creation of an inclusive, high performance work culture	

Managing Workplace Relationships	Responsible Leadership		**S7.3**	Enable others to achieve by developing and supporting them through coaching and mentoring.
Organisational Behaviour	Responsible Leadership	**Managing People**	**S8.1**	Build teams, empower and motivate others to improve performance or achieve outcomes.
Managing Workplace Relationships	Project Planning and Management, Event Safety Management and Site Design		**S8.2**	Delegate to others, provide clear guidance and monitor progress.
Managing Workplace Relationships	Project Planning and Management, Event Safety Management and Site Design Business Continuity Management		**S8.3**	Set goals and accountabilities.
Organisational Behaviour	PR & Sales, Digital Marketing	**Developing Collaborative Relationships**	**S9.1**	Build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels.
Managing Workplace Relationships	Work Based Learning 1 & 2		**S9.2**	Contribute within a team environment.

Work Based Learning 1	Work Based Learning 2		**S9.3**	Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback.
Inclusion and Business Dynamics	Business Operations, Business Analytics PR & Sales Event Safety Management and Site Design Business Continuity Management Sustainable Hotel Management		**S9.4**	Work collaboratively with internal and external customers and suppliers.

		Personal Effectiveness – managing self		
Work Based Learning 1	Work Based Learning 2	**Awareness of self and others**	**S10.1**	Reflect on own performance, identifying and acting on learning and development needs.
Managing Workplace Relationships	Responsible Leadership		**S10.2**	Understand impact on others.
Managing Workplace Relationships	Work based learning 2		**S10.3**	Manage stress and personal well-being, being confident in knowing core values and drivers.
Work Based Learning 1	Work Based Learning 2	**Management of Self**	**S11**	Create personal development plans and use widely recognised tools and techniques to ensure the management of time and pressure effectively, and prioritisation and strategic alignment of activities.
Business Analytics	Business Operations, Future Strategic Thinking, Sustainable Hotel Management, Business Continuity Management	**Decision Making**	**S12**	Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making.

BEHAVIOURS

Behaviours are inherent characteristics that can be demonstrated in all areas of the degree. Apprentices would be expected to demonstrate these through positive and consistent engagement in both the academic and work-based environments and these would be monitored through engagement with Pebblepad, the TPR process and submission of module assessments. The Work Based Learning modules provide the opportunity to reflect on these behaviours at the end of level 4 and 5 and the final Synoptic Business Project would provide confirmation of these behaviours.	**Takes Responsibility**	**B1.1**	Drive to achieve in all aspects of work.
		B1.2	Demonstrates resilience and determination when managing difficult situations.
		B1.3	Seeks new opportunities underpinned by commercial acumen and sound judgement.
	Inclusive	**B2.1**	Open, approachable, authentic, and able to build trust with others
		B2.2	Seeks the views of others and values diversity internally and externally.
	Agile	**B3.1**	Flexible to the needs of the organisation
		B3.2	Is creative, innovative and enterprising when seeking solutions to business needs
		B3.3	Positive and adaptable, responding well to feedback and need for change
	Professionalism	**B4.1**	Sets an example, and is ethical, fair, consistent and impartial
		B4.2	Operates within organisational values and adheres to the requirements of relevant professional bodies