

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	Chartered Manager Degree Apprenticeship
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Business
Award Title (including separate Pathway Award Titles where offered):	BA (Hons) Professional Business Management IFATE Certificate in Chartered Manager Degree Apprenticeship
Pathways (if applicable)	N/A
FHEQ level of final award:	6
Other award titles available (exit qualifications):	Certificate of Higher Education Professional Business Management Diploma of Higher Education Professional Business Management BA (Hons) Professional Business Management
Accreditation details:	N/A
Length of programme:	3 years 6 months
Mode(s) of Study:	Part Time
Mode of Delivery:	Work-based learning
Language of study:	English
QAA Subject Benchmark(s):	Business and Management (2023)
Other external reference points (e.g., Apprenticeship Standard):	ST0272 Chartered Manager (Degree) Charter Manager Status (CMI)
Course Code(s):	BACMDAAP
UCAS Code(s):	N/A
Approval date:	July 2023
Date of last update:	February 2024

2. Programme Summary

The Chartered Manager Degree Apprenticeship is a Level 6 programme delivered as work-based learning over 4 years. This combines university-based study alongside learning in the workplace (42 months) and portfolio development (6 months) to enable you to gain a Higher Apprenticeship (Level 6). Apprentices complete an assessment at the end of the programme, which tests both academic learning and occupational competence developed through on-the-job training, and upon successful completion (End Point Assessment EPA through the Apprenticeship Gateway), you are awarded the apprenticeship, and a full

Bachelor's degree in Professional Business Management, as well as Chartered Manager status accredited by Chartered Management Institute.

This apprenticeship programme develops skills and strategies to deal with contemporary challenges in business management practice as well as providing experience, practice and learning in the workplace. You will develop the confidence, behaviours, and subject-knowledge to further develop areas of specialist management, leadership, and consultancy.

This programme is designed to ensure you gain hands-on experience that directly relates to your workplace setting. Our Degree Apprenticeship focuses on preparing you to read and translate uncertainties and disruptive factors and quickly adapt these circumstances to your organisation's competitive advantage to ensure sustainability.

The curriculum intent reflects the skills and knowledge required to meet the apprenticeship standard level 6. You are employed and paid a wage throughout the programme as well as gaining a head start to progress to the next level of your career aspirations, particularly if doing a higher apprenticeship at Level 6 or 7. Training costs for these levels are still co-funded by the government and the employer. This means that the employer and BNU are jointly responsible for the recruitment of the most appropriate level of applicant to go onto this level of study. Apprentices will receive guidance and support throughout their learning journey from the Apprenticeship Hub through regular tripartite progress reviews and contact.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Develop practical skills by creating leaders who are equipped to meet business challenges and support change in the company
2. Facilitate creativity, originality and problem-solving in the application of knowledge and skills to produce presentations, coursework's and portfolios
3. Enable apprentices to conduct work-based research, with a depth of critical evaluation and analysis of their respective working environments
4. Provide opportunities for apprentices to gain a high level of professional skills and to balance self-direction, vision and communication when working professionally within a team or independently

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
K1	Outline personal and professional values, personal approach to working with and leading others and ongoing professional development plans.
K2	Evaluate approaches to the development and implementation of organisational plans and strategy, including risk management.
K3	Illustrate the drivers for business success and change and the relevance of organisational strategies.

K4	Demonstrate technical competence to think conceptually and to evaluate and synthesise information for decision-making.
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Analysis and Criticality (C)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
C1	Critically evaluate the impact of individual and organisational values, ethics, and governance through learning about business organisation behaviours and strategies.
C2	Justify a critical understanding of approaches to managing organisational change through new innovations, marketing, finance, and other internal and external issues.
C3	Critical analysis of the role and changing nature of work in modern society, including the challenges of managing a diverse workforce, the impact of technological change and the need to manage the organisation of work activity and improve performance efficiently and effectively.
C4	Deploy work-based research, enquiry and critical analysis of the nature and significance of self-review and conducting business research.

Application and Practice (P)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
P1	Create innovative business strategies by conducting business, problem and context-appropriate research and data analysis to inform evidence-based decision-making.
P2	Analyse effective skills by acting as an authentic, fair, consistent, and inclusive leader, valuing others and building trust.
P3	Apply underlying concepts and principles by taking responsibility and a resilience and adaptability when faced with difficulties.
P4	Review professionalism in collaboration, working productively, reflexively, inclusively and ethically with effective communication both in a group and when leading a team by demonstrating a positive approach to responding to feedback, acknowledging the need for change when appropriate, and an openness to new theories and relevant evidence.

Transferable skills and other attributes (T)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
T1	Assess effective interpersonal skills, including communication and the development of collaborative relationships.
T2	Analyse leadership and influencing skills while behaving responsibly.
T3	Critical thinking, business research, analysis, synthesis and evaluation skills.

T4	Reflect critically on personal and professional values, personal approach to working with and leading others and ongoing professional development plans.
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Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through the study of a range of technical, conceptual and professional skills. Industry-relevant knowledge and understanding are gained by studying interesting modules such as business decision making, risk analysis, marketing and financial management. A variety of assessment techniques have been used so apprentices can develop and demonstrate key professional skills such as negotiations, communication, presentation, writing and research (C3) self-reflection (T4), self-development and responsibility for one's own learning which are enabled through many areas of the programme. Degree Apprenticeships combine higher education study and work-based learning to enable apprentices to achieve a higher-level award whilst in work. The provision of an academic award is integrated with experience, practice and learning in the workplace where the apprentice has paid employment status. Degree Apprenticeships are co-designed by training providers and employers to ensure that apprentices are equipped with the skills employers need and to develop their own careers. To bring business success by applying innovative strategies (K3) is the relevant learning outcome for the apprentices and the employer hence utmost importance has been given to the modules learning, teaching and assessment strategies. Apprentices will be able to develop professional (K1-K4), critical (C1-C5), application and practice (P1-P4) and transferable attributes (T1-T4) through the programme.

4. Entry Requirements

The University's general entry requirements will apply to admission to this programme with the following additions.

The requirements for this course are equivalent to:

- A levels' or equivalent
- BTEC Level 3 Extended Diploma or equivalent
- It is strongly recommended that Applicants will have GCSE's maths, and English at grade 4/C or above or equivalent e.g., functional skills/key skills level 2

Due to the intense nature of study, it is **strongly recommended** that the achievement of maths & English is completed prior to the start of the programme. BNU can help organise this with our functional skills delivery partner.

Apprentices without level 2 maths & English will need to achieve this level by the end of the first year, BNU can help to organise this with our functional skills partner if you meet the required level on the maths & English assessment.

The entry requirements will include:

- assessment of literacy, numeracy and basic computer skills
- evidence of achievement and/or ability to study at the required academic level
- must be in a role appropriate to the training programme
- must have evidence of right to work in England
- must be resident in UK for a minimum of three years

At interview, applicants will be expected to demonstrate:

- the appropriateness of the programme for their career aspirations
- their awareness of the nature of the role they are set to be trained for
- their awareness of the academic, practice and professional requirements of the programme

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

5. Programme Structure

<p>Level 4</p>	<p>Core modules: BAM4014 Introduction to Business and Business Environment (20) BAM4015 Professional and Academic Writing Skills (20) BAM4016 Digital Business (20) BAM4017 Organisational Behaviour (20) BAM4018 Professional Work-Based Learning and Self-Review (20) BAM4021 Future of Sustainable Business (20)</p>	<p>Certificate of Higher Education, awarded on achievement of 120 credits at Level 4</p>
<p>Level 5</p>	<p>Core modules: BAM5017 Managing Change and Innovation (20) BAM5018 Ethics and Contemporary Business Issues (20) BAM5019 Business Accounting and Finance (20) BAM5020 Digital Marketing (20) BAM5021 Managing People & Performance (20) BAM5022 Managing Operations and Project Planning (20)</p>	<p>Diploma of Higher Education, awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5</p>
<p>Level 6</p>	<p>Core modules: BAM6017 Professional and Strategic Leadership (20) BAM6018 Professional Decision Making and Risk Analysis (20) BAM6019 Professional Business Research Methods (20) BAM6020 Work-Based Research Project (40) BAM6021 Professional and Personal Development Review (20)</p>	<p>Ordinary Degree, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5</p>

6. Learning, Teaching and Assessment

Learning and teaching

This programme is aimed at developing the knowledge, skills, and analytical ability of apprentices thus leading to a successful business career. This is achieved through a combination of lectures, workshops, seminars, self-study and directed research and investigation. Learners are trained and taught to work independently or as part of a group where required. The assessment tasks include individual assignments, group work, examinations, enterprise activities, presentations and work-based project designed to assess and meet the stated aims and the required learning outcomes. It is therefore important to note that work-based learners (and their work-based mentors) may need additional support and flexibility to conduct further preparation and assessment where required.

The assessments at level 5 and 6 are designed to provide practical support aimed at achieving this apprenticeship award. The learning around the knowledge, skills and behaviour of the apprenticeship will be delivered by Buckinghamshire New University (BNU). These can then be applied on the job. 20% of training is off-the-job and 80% training on-the-job. Thus, coherence between the two to reinforce and embed learning is essential.

This programme will also include and embed practical Higher Education community support, such as Library inductions, course discussion and portfolio development with other learners from different work environments, pro-active and facilitated access into support services as well as non-pedagogical societies. This will be achieved via inductions, drop-in opportunities for support services at lecturers/workshops, other forms of learner experience communications, Blackboard, and workplace mentor training sessions hosted or organised by the University. In addition, the Business School academics have extensive industry experience and contacts in their own sector to facilitate this. Apprentices are employees and, as such, a binary support service, with a university module/personal tutor working alongside a workplace mentor will ensure both university and workplace objectives are optimised. Employers allocate apprenticeship mentors within the workplace, usually in the form of a supervisor or line manager, who are supported by an internal HR or training division.

Assessment

The assessment strategy is designed to ensure that CMDA (Chartered Manager Degree Apprenticeship) learning outcomes are achieved and there is a progressive development of knowledge and skills. At level 4, learners are expected to describe, explain, and review concepts theories and models; at level 5 learners apply, analyse and evaluate; and at level 6 independent learning is more embedded and learners develop depth of understanding via critical analysis and evaluation. Formative assessment is a key feature of the programme enabling early feedback on progress and help apprentices improve performance. Assessment at all levels is by coursework, practical tasks and examination, with some modules being assessed by 100% coursework. The course is designed to give learners opportunities to undertake work-based learning and enterprise activities which can form part of the learning and assessment strategy. A mixture of formative and summative assessment is used. Formative assessment, and timely feedback are used to monitor apprentice progress and help the learner to plan, practice and prepare for the summative assignments. The programme's assessment strategy was developed in consultation with all the relevant stakeholders thus, ensure learning outcomes are achieved and there is a progressive development of knowledge and skills.

End Point Assessment

Once programme activities within the Chartered Manager Degree Apprenticeship are complete, a tripartite meeting will be arranged to determine if the apprentice is ready to begin the End Point Assessment (EPA) with the approved End Point Assessment Organisation (EPAO).

The EPA will begin only when the apprentice can demonstrate consistent achievement at or above the level specified in the occupational standard AND once all pre-requisites are met and evidenced.

The Chartered Manager Degree Apprenticeship is awarded by the EPAO. Buckinghamshire New University will award the BA (Hons) Professional Business Management to learners who meet all academic and University requirements.

Programme Structure (including Gateway and EPA):

1. On-Programme Activity	2. Gateway	3. End Point Assessment
<p>Academic modules and assessment to achieve BA (Hons) Professional Business Management including:</p> <ul style="list-style-type: none"> - A range of modules to develop Knowledge, Skills and Behaviours (to the value of 360 credits) - Individual Learning Plan - Portfolio of evidence to demonstrate application of learning - Work-based project completion 	<p>Submission of a portfolio and work-based project to achieve successful completion of a management degree.</p> <p>Evidence of English and Maths at a minimum of Level 2.</p>	<p>Involves a range of assessment tools:</p> <ul style="list-style-type: none"> - Review of portfolio of evidence - Review of work-based project - Presentation on work-based project - Interview to clarify and assess behavioural skills and competencies in more depth.

Once the practical training period has been achieved, apprentices are prepared for their End Point Assessment (EPA).

The EPA is a final synoptic assessment of the knowledge, skills and behaviours that have been acquired throughout the apprenticeship. A portfolio of evidence will be created to support this and will be assessed as part of the EPA (including relevant English/Maths qualifications).

The work-based project is a substantial piece of work undertaken within the final year of the apprenticeship. Achievement of the apprenticeship will depend on apprentices being required to successfully complete several assessment activities. The methods used will ensure that the apprentice is assessed across the whole of the published Chartered Manager Degree Apprenticeship Standard.

The apprentice needs to have met the requirements of the degree to satisfy the Gateway process. The EPAO will appoint an independent assessor who receives a copy of the learners' 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 EPA, the learner'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.

Further information and grading criteria for the EPA are described in the Assessment Plan associated with the standard.

7. Programme Regulations

This programme will be subject to the *Regulations for Taught Degree Programmes (2023)*.

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- An apprenticeship partnership manager (APM) will be allocated to each apprentice to carry out regular tripartite progress reviews across their learning journey. The APM will also support on APTM portal, signing off the online portfolio of evidence and will ensure the welfare of learners.
- Information, Advice and Guidance (IAG) will be provided through; a Programme handbook, Induction, access to Library resources, includes access to books, journals, and databases - many of which are available in electronic format – and support from trained library staff to support your apprenticeship throughout your course.
- IAG will also be provided for career progression purposes.
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet, or mobile device
- Access to the MyBNU portal where you can access all University systems, information, and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on university regulations, exams, and other aspects of learners and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability, and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on university processes.

9. Programme monitoring and review

BNU has several ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The QAA Higher Education in Apprenticeships Characteristics Statement
- The Apprenticeship Standard – see detailed mapping below
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy Thrive 28
- Taught Degree programmes (2023)

Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

Subject Benchmark Statement: QAA Subject Benchmark Standard Business & Management (2023)	Knowledge and Understanding (K)				Analysis and Criticality (C)				Application and Practice (P)				Transferable skills and other attributes (T)			
	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4
Subject Knowledge and understanding																
Graduates should reasonably be expected to demonstrate relevant knowledge and understanding of a range of organisations, the wider business environment and communities in which they operate, and their governance and management. Courses emphasise understanding, responding to and shaping the dynamic and changing nature of work and the consideration of	X	X	X	X	X	X	X		X		X		X		X	X

the future of organisations within the global business environment, including the management of risk, and their impact on society.																
The interrelationships among, and the integration between, different areas of understanding are very important within the overall student learning experience, and should be demonstrated in the capabilities of successful graduates from all modes of learning.	X	X	X	X	X	X			X		X		X	X	X	
The business environment: this encompasses the context of organisations at a local, national and international level and includes a wide range of factors, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, that impact on organisations. These	X	X	X		X	X			X				X		X	X

can be seen in the context of the strategy, behaviour, management and sustainability of organisations.																
Organisations: this encompasses the internal aspects, functions and processes of organisations, including their diverse nature, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment	X	X	X		X	X			X		X		X	X	X	X
Responsible leadership and management: this encompasses the various processes, procedures and practices for responsible leadership and management. It includes a critical appreciation of theories,	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X

models, frameworks and roles of leadership and management and their application in relation to employees, the organisation and the wider business environment.																
Ethics, responsibility and sustainability: managing responsibly and behaving ethically, particularly in relation to social, cultural, legal, economic and environmental issues	X	X	X	X	X	X	X	X		X	X	X		X	X	X
Markets and economies: the development, access and operation of markets for resources, goods and services. This includes market failure, externalities and fair trade	X	X	X	X	X	X	X	X	X	X	X		X	X	X	
Marketing, sales, negotiation and customers: management of customer relationships, consumer behaviour, different approaches for segmentation, targeting, positioning, generating sales and the need for	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X

innovation in product and service design																
Finance and accounting: the sources, practises and management of finance and the use of accounting and other information systems for planning, control, decision-making and managing financial risk	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
People and organisational behaviour: responsible, inclusive and ethical leadership, management and development of people and organisations, including employee engagement and the implications of the legal context. This requires recognition of the design and development of organisations, grounded in an understanding of cross-cultural issues, and equality, diversity and inclusion	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Operations and business innovation: the management of	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X

resources, the supply chain, procurement, logistics, outsourcing, quality systems, development of service excellence and project management																
Data analytics, statistics, digital business, information systems and business intelligence: the development of strategic priorities to deliver business at speed through the management, application and implementation of information systems and their impact upon organisations, and to enable data-driven and informed decision-making	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk and crisis management techniques,	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

business continuity planning and communication techniques and tools to help maximise achievement of strategic objectives																
Public and non-profit management: the distinct roles and practices of public service organisations and the voluntary and community sector, including approaches to governance, financial management, public leadership, community empowerment, coproduction, public values and ethics and hybrid organisations for public service delivery	X	X	X	X	X	X	X	X	X	X	X		X	X	X	
Entrepreneurship and enterprise development: taking innovative business ideas to create or co-create new products, services or organisations that will generate a return on	X	X	X	X	X	X	X	X	X	X	X		X	X	X	

financial and/or social investment - this includes, but is not limited to, the identification of intellectual property and appreciation of its value																
Subject Specific Skills																
People management: communications, team building, resilience and well-being, leadership and motivating others, nurturing equality, diversity and inclusion	X		X	X				X	X		X	X	X	X	X	
Problem-solving and critical analysis: analysing facts and circumstances to determine the cause of a problem, decision-making and selecting appropriate, sustainable solutions		X		X		X	X	X	X	X		X	X	X		X
Research: the ability to analyse and evaluate a range of data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and				X	X			X		X	X	X			X	X

to use that research for evidence-based, responsible and ethical decision-making																
Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty in sustainable ways				X	X			X				X	X			X
Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support and deliver successful and sustainable outcomes				X	X			X				X	X			X
Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena			X			X		X		X						X

Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in cultivating business contacts				X	X			X				X	X			X
Leadership: boundary-spanning, influencing, relational and collaborative working, including ability to work in partnerships across organisation and sectors.	X	X	X	X	X	X	X			X	X	X	X	X	X	X
Other generic skills																
Ability to work collaboratively and inclusively with both internal and external stakeholders								X				X	X			X
Verbal, non-verbal and digital communication	X						X	X	X				X		X	
Empathy and inclusivity								X				X				
Digital literacy and etiquette				X				X				X			X	

Conceptual, systemic and critical thinking, analysis, synthesis and evaluation	X			X	X	X	X	X	X	X	X	X	X			X
Self-management: development as independent learners, a readiness to accept responsibility and flexibility, to tolerate uncertainty, handle complexity, challenge assumptions, use evidence to inform critical thinking, be resilient, self-starting and appropriately assertive	X							X		X		X	X	X	X	X
Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures - this includes a continuing appetite for development level	X							X		X			X	X	X	X

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome and CMI Benchmarks	Knowledge and understanding (K)			Analysis and Criticality (C)				Application and Practice (P)			Transferable skills and other attributes (T)					
	Module Code (Core)	K1	K2	K3	C1	C2	C3	C4	P1	P2	P3	T1	T2	T3	T4	T5
Level 4																
Introduction to Business and Business Environment (CMI Benchmarks: Sales and Marketing Communication, Inclusive)	X	X		X		X	X	X				X	X		X	X
Professional and Academic Writing Skills (CMI Benchmarks: Professionalism Communication, Takes responsibility)	X	X	X	X	X				X		X		X	X	X	
Digital Business (CMI Benchmarks: Digital business & new technologies)			X		X	X				X		X	X		X	
Organisational Behaviour (CMI Benchmarks: Managing People, Communications, Developing collaborative relationships Takes responsibility)	X			X			X	X		X		X				X
Professional Work-Based Learning and Self-Review (CMI Benchmarks: Professionalism Communication)	X		X		X		X		X			X			X	X

Developing Collaborative Relationships (Awareness of self and others)															
Future of Sustainable Business (CMI Benchmarks: Professionalism Communication)															
Level 5															
Managing Change and Innovation (CMI Benchmarks: Leading People Inclusive)	X	X	X			X	X	X	X	X	X	X	X	X	X
Ethics and Contemporary Business Issues (CMI Benchmarks: Professionalism Takes responsibility)	X		X	X		X	X	X		X		X	X	X	X
Business Accounting and Finance (CMI Benchmarks: Business Finance)	X	X	X	X	X		X		X	X		X	X	X	X
Digital Marketing (CMI Benchmarks: Sales and Marketing)	X	X	x	X	X		X	X		X		X	X	X	X
Managing People and Performance (CMI Benchmarks: Managing People Takes responsibility)	X	X	X		X	X		X	X		X		X		X
Managing Operations & Project Planning (CMI Benchmarks: Leading People Inclusive)	X	X	X	X	X		X	X		X		X	X	X	X

Awareness of self and others)															
Level 6															
Professional and Strategic Leadership (CMI Benchmarks: Operational Strategy Project Management)	X	X	X	X	X	X	X	X	X	X		X	X		X
Professional Decision Making & Risk Analysis (CMI Benchmarks: Decision Making)	X		X		X		X	X		X	X		X	X	X
Professional Business Research Methods (CMI Benchmarks Inclusive, Takes responsibility)	X	X	X	X	X	X	X		X			X	X	X	X
Work Based Research Project (CMI benchmarks: Agile Professionalism Project Management)		X	X	X	X		X	X		X	X	X	X	X	
Professional and Personal Development Review (CMI Benchmarks: Management of Self)	X	X	X	X	X	X	X	X		X		X	X	X	X

Apprenticeship Standard:	Year 1						Year 2						Year 3				
Standard/Module Code	BAM 4014	BAM 4015	BAM 4016	BAM 4017	BAM 4018	BAM 4021	BAM 5017	BAM5 018	BAM 5019	BAM 5020	BAM 5021	BAM 5022	BAM6 017	BAM 6018	BAM 6019	BAM 6020	BAM 6021
Professional Practice																	
Knowledge Required:																	
Operational Strategy - 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. Know how to manage change in the organisation.	x		x	x		x	x			x	x	x	x	x	x		x
Project Management - Know how a project moves through planning, design, development, deployment and evaluation. Understand risk management models and reporting, risk benefit analysis and H&S implications.			x		x	x	x	x		x	x	x	x	x		x	

Business Finance - Understand financial strategies, including budgets, financial management and accounting, and how to provide financial reports. Understand approaches to procurement and contracting, and legal requirements. Understand commercial context in an organisational setting and how this changes over time.	X		X		X	X			X		X	X			X		
Sales and Marketing - Know how to create marketing and sales strategies. Know how to segment and target relevant markets and customers (global and local), analysis of opportunities and ways to market. Understand the need for innovation in product and service design.	X		X			X	X			X			X	X	X		
Digital Business and New Technologies - Understand approaches to innovation and digital technologies and their impact on organisations, and how their application can be used for organisational improvement and development. Understand innovation and digital technology's impact on data and knowledge management	X	X	X	X		X	X	X	X	X		X		X	X	X	

for analysing business decision-making.																	
Communication - Understand different forms of communication (written, verbal non-verbal, digital) and how to apply them. Know how to maintain personal presence and present to large groups. Awareness of interpersonal skills of effective listening, influencing techniques, negotiating and persuasion.	X	X	X		X	X			X	X		X	X	X		X	X
Leading People - Understand different inclusive leadership styles and models, how to develop teams and support people using coaching and mentoring approaches. Understand organisational culture and diversity management.	X			X	X		X				X	X		X	X		X

Managing People - Know how to recruit, manage and develop people, using inclusive talent management approaches. How to use HR systems and processes to ensure legal requirements, H&S, and well-being needs. Know how to set goals and manage performance.	X		X	X	X		X	X			X	X	X	X	X	X	X
Developing Collaborative Relationships - Understand approaches to stakeholder, customer and supplier management, developing engagement, facilitating cross functional working and negotiation. Know how to shape common purpose, as well as approaches to conflict management and dispute resolution.	X	X		X	X	X	X	X			X	X	X	X	X	X	X
Awareness of self and others - Know how to be self-aware and recognise different learning styles. Know how to use emotional and social intelligence, and active listening and open questioning to work effectively with others.	X	X	X	X	X			X		X	X	X		X			X
Management of self - Know how to manage time, set goals, prioritise activities and undertake forward planning in a business environment with a focus on outcomes.	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X

Decision Making - Know how to undertake research, data analysis, problem solving and decision-making techniques, and understand the values, ethics and governance of your organisation		X	X		X	X		X	X	X		X	X	X	X	X	X
Skills Required:																	
Operational Strategy - Support the development of organisational strategies and plans. Develop and deliver operational plans; being able to set targets and KPIs, manage resources, and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence. Produce reports that clearly present information and data, using a range of interpretation and analytical processes. Gain wide support to deliver successful outcomes.		X	X	X		X	X		X	X	X	X	X		X	X	X

<p>Project Management - Plan, organise and manage resources in order to achieve organisational goals. Identify key outcomes, develop and implement plans and monitor progress, and provide reports as required. Proactively identify risk and create plans for their mitigation. Able to initiate, lead and drive change within the organisation, identifying barriers/challenges and how to overcome them. Ability to use widely recognised project management tools.</p>	X		X	X			X	X	X		X	X	X	X	X	X	X
<p>Business Finance - Managing budgets, controlling expenditure and production of financial reports.</p>			X		X				X				X			X	
<p>Digital business and New technologies - Use of customer insight and analysis of data to determine and drive customer service outcomes and improve customer relationships. Creative approaches to developing solutions to meet customer need.</p>	X	X	X				X	X	X	X			X		X	X	

<p>Communication - Communicate clearly, effectively and regularly using oral, written and digital channels and platforms. Use active listening and open questioning to structure conversations and discussions, and able to challenge when appropriate. Manage and chair meetings and clearly present actions and outcomes. Ability to apply influencing and persuading skills, to the dynamics and politics of personal interactions.</p>	X	X	X		X	X	X			X	X	X	X	X	X	X	X
<p>Leading People - Able to articulate organisational purpose and values. Support the creation of an inclusive, high performance work culture. Enable others to achieve by developing and supporting them through coaching and mentoring.</p>	X			X	X		X	X			X	X	X	X	X		X
<p>Managing People - Able to build teams, empower and motivate others to improve performance or achieve outcomes. Able to delegate to others, provide clear guidance and monitor progress. Ability to set goals and accountabilities.</p>	X		X	X	X	X	X	X		X		X	X	X			X

<p>Developing Collaborative Relationships - Able to build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels. Able to contribute within a team environment. Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback. Work collaboratively with internal and external customers and suppliers.</p>	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X
<p>Awareness of self and others - Able to reflect on own performance, identifying and acting on learning and development needs. Ability to understand impact on others. Can manage stress and personal well-being, and confident in knowing core values and drivers.</p>	X	X	X		X		X	X		X	X	X	X	X	X		X
<p>Management of self - Able to create personal development plan, and use widely recognised tools and techniques to ensure the management of time and pressure effectively, and prioritisation and strategic alignment of activities.</p>	X	X	X		X	X	X			X	X	X	X	X	X		X

Decision Making - Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making.	X	X	X		X	X		X	X	X	X	X	X	X	X	X	
Behaviours Required:																	
Takes Responsibility - Drive to achieve in all aspects of work. Demonstrates resilience and determination when managing difficult situations. Seeks new opportunities underpinned by commercial acumen and sound judgement.	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X
Inclusive - Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity internally and externally.	X	X	X		X	X	X	X		X	X	X	X	X			X
Agile - Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responding well to feedback and need for change. Open to new ways of working and new management theories.	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X

Professionalism - Sets an example, and is ethical, fair, consistent and impartial. Operates within organisational values and adheres to the requirements of relevant professional bodies.	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
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Inclusive learning and support strategy for all educational needs and learning styles:

The Chartered Manager Degree Apprenticeship (CMDA) programme learning strategy for inclusive learning fosters an atmosphere where learners feel comfortable to engaged, add to the discussion, voice their own thoughts and ideas, and feel comfortable to ask a variety of questions in support of their learning.

The use and application of theories, concepts, models, practical scenarios, and the learning pathway will provide a suitable framework for learning and allow all learners to demonstrate the application of theory to practice and vice versa. Thus, is essential in a professional oriented and work-based programme such as CMDA. Formative assessment will provide learners with development advice and feedback to enable them to prepare for their summative work. It is important to ensure that learners receive appropriate support throughout the learning process. To this end, we will employ a variety of techniques to cater to diverse learning styles, including visual aids, hands-on activities, and interactive sessions.

The CMDA programme will also incorporate formative assessments that will be used to monitor the progress of all learners in each session. The use of a range of formative assessment techniques, including observation, questioning, and feedback and feedforward to ensure that learners are making progress towards meeting the objectives of each session.

To ensure that learning is taking place for all learners, differentiated support will be provided that meets the individual educational needs of each learner. We will use a variety of methods to differentiate instruction, including personalised learning plans where appropriate, scaffolding, and the use of assistive technology.

The programme will promote inclusion by adopting a learner-centred approach, providing opportunities for learners to collaborate and learn from peers, exchange experience and perspectives, providing a supportive and inclusive learning environment. Learners will be encouraged to actively engage in their learning process and taking ownership of their learning.

Education Inspection Framework- Embedded method

1. Continuous development of English and Mathematics		
English and mathematics are embedded throughout the CMDA programme with several key areas related to the learning outcomes, support and assessment related to these elements.		
Module Code	Module Title	Evidence
BAM4014	Introduction to Business and Business Environment	One of the intended learning outcomes for this module requires students to develop an understanding of basic management functions i.e., Marketing, HRM, Finance.
BAM4015	Professional and Academic Writing Skills	The summative assessment requires students to demonstrate an ability to produce an extended written assignment, with due attention to text organisation, clarity of text by using academic writing skills and Harvard referencing system.
BAM4018	Professional Work-Based Learning and Self-Review	The assessment strategy for this module requires students to produce a self-evaluation against key work role competencies and the apprenticeship standard and develop a PDP (personal development plan) based on their self-evaluation in line with the standard
BAM5019	Business Accounting and Finance	The summative assessments for this module requires learners to demonstrate I. Knowledge of the role of financial management and accounting within the workplace organisation with respect to both reporting and decision-making aspects; setting out financial strategies, including budgets, provide financial reports and II. Apply management accounting techniques to enable financial data to be analysed through planning, control, and decision-making processes within the organisation. These will help cement the requirements for maths.
BAM6020	Work-Based Research Proposal	The collating of relevant information and construction of the extended independent work will forge the previously acquired skills related to academic development and English.
2. Embedding of Safeguarding		
The embedding of safeguarding is an important element of this programme and are supported in academic delivery and assessment strategy.		
Module Code	Module Title	Evidence
BAM4017	Organisational Behaviour	The module is intended to introduce organisational behaviours and skills and to influence the behaviour and performance of the student apprentice at work. Its aim is to develop the skills needed in applying these behaviours and techniques to a wide range of workplace situations.

BAM5017	Managing Change and Innovation	Organisational transformation happens when managers can engage the minds, the hearts, and the behaviours of the people involved. To do so, managers need to design a change process and create the context that enables change in an environment that embed safeguarding.
BAM5021	Manging People and Performance	The importance of safeguarding and people management is essential in all works of life. This module is designed to help learners appreciate the importance of safeguarding help develop their awareness and understanding of the issues surrounding the management of people. The summative assessment requires students to demonstrate an understanding of the knowledge, skills, and behaviours to be an effective people manager.
3. Embedding of Prevent		
Prevent will be delivered as part of the mandatory training for all staff teaching on this programme and reviewed within the Tripartite progress review meetings which are held throughout the programme.		
Module Code	Module Title	Evidence
BAM5022	Professional and Strategic Leadership	This module provides an essential and critical perspective of leadership practice, theory and its influence on work and management issues. Prevent is an essential element in tackling some of these management issues. Furthermore, the summative assessments requires learners to undertake reflective exploration of your own role and approach to leadership, organisation, and work management and to develop a personal framework for effective leadership. This will help the organisation effort when it comes to prevent.
BAM6019	Professional Business Research Methods	The module encourages learners to develop self-awareness and reflect on their core values and drivers. It also requires learners to develop a better understanding of themselves and their interactions with others which is an important element in prevent.
4. Understanding of British Values		
Module Code	Module Title	Evidence
BAM5018	Ethics and Contemporary Business Issues	The summative assessment for this module requires students to evaluate the relevance of ethical management theories. A understanding of ethics and promoting ethical awareness is an essential element in British value.
BAM4021	Future of Sustainable Business	This module aims to motive and inspire learners to integrate the notion of sustainability into their business practice. Key concepts and frameworks are taught to develop critical understanding of the problems of sustainable development including the climate and other man-made crises, and

		intertwined issues of equality, justice, and human rights. These are important elements of British values.
BAM6018	Professional Decision Making and Risk Analysis	This module is designed to understand professional decision-making process in an uncertain environment with emphasis on the application of decision-making techniques to operations management which requires equity, fairness, and justice.
BAM6021	Professional & Personal Development Review	This module encourages learners to develop self-awareness and reflect on their core values and drivers. Furthermore, the summative assessments requires learners to develop a better understanding of themselves and their interactions with others. Thus, respect for all.
5. Inclusion and Diversity		
Both Inclusion and Diversity are embedded throughout the programme and are supported within the academic delivery and assessment.		
Module Code	Module Title	Evidence
BAM5022	Professional and Strategic Leadership	A key element of the module syllabus relates to inclusion, diversity, and ethical leadership. These are 2 crucial elements in understanding and appreciating inclusion and diversity.
BAM4016	Digital Business	This module develops a practical understanding of how leaders and senior management make decisions and the new trends of digital business. The apprenticeship learners will exercise critical judgement to identify critical factors in the external and internal environment affecting their workplace essential features in creating an inclusive and diverse work environment.
BAM5020	Digital Marketing	The module place digital developments within the context of emerging technologies and in terms of the implications of digital marketing at both a highly localised level and as a global method of marketing communications which requires a strategy around inclusion and diversity. The summative assessment requires students to outline how to target relevant markets and customers (global and local), analysis of opportunities and ways to market.