

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

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| Programme/award title(s) | BA (Hons) Management (Top Up) |
| Teaching Institution | New College Durham |
| Awarding Institution | The Open University (OU) |
| Date of first OU validation | 2016 |
| Date of latest OU (re)validation | 2018 |
| Next revalidation | 2021 |
| Credit points for the award | 120 credits |
| UCAS Code | N201 |
| HECoS Code | 100089 |
| LDCS Code (FE Colleges) | AB. - Management (General) Learning aim (00303501) |
| Programme start date and cycle of starts if appropriate. | September 2021 & January 2022 |
| Underpinning QAA subject benchmark(s) | Business and Management 2019 |
| Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered. | The programme is also being delivered alongside the L6 CMI Chartered Management Degree |
| Professional/statutory recognition | n/a |
| For apprenticeships fully or partially integrated Assessment. | Partially integrated into the CMI Chartered Management Degree. |
| Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship | Full time and part time, face to face delivery as well as blended learning |
| Duration of the programme for each mode of study | 1 year full time, 1.5 years part time |

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The course aim is to meet the complex and organic needs of the business sector by providing appropriately trained, qualified and certified staff, with the requisite knowledge and understanding of business organisation from a variety of sectors. It aims to develop students to be able to work across various functions of a business.

Upon completion students will be able to demonstrate innovative thinking coupled with cognitive and intellectual competencies specific to business management and ethical practice.

Graduates will be able to demonstrate relevant knowledge and understanding of organisations, the business environment in which they operate and their management.

The overall objectives of the programme are to:

- Enable learners to acquire and develop a range of higher-level skills appropriate to the work of managers at middle level positions in private, public or voluntary sector organisations.
- Facilitate learners to develop a deeper knowledge and understanding of the principles and practice of management and demonstrate the ability to apply such principles.
- Enable students to analyse and evaluate their own learning and undertake independent self-development.
- Provide a stimulating, rigorous and challenging academic experience that fosters a commitment to lifelong learning within the student.

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| Dual accreditation (if applicable) | <ul style="list-style-type: none"> • If studied as part of apprenticeship, students will also achieve the Chartered Managers Degree Apprenticeship. |
| Date of production/revision of this specification | February 2021 |

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Whilst this programme is closely linked to New College Durham degree apprenticeship programme, this is designed as a stand-alone qualification and should be considered as such. Students wishing to step on to the programme at any time, would go through the normal application and admission process.

Upon completion of this programme, students in managerial positions, can progress to the part time Msc in Leadership and Management

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

Students not able to graduate from the programme with 120 credits at level 6 but have achieved a minimum of 80 credits at level 6 will be awarded a BA Management. Students with full 120 credits will graduate with BA (Hons) Management

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

| Full Time Programme Structure - LEVEL 6 | | | | | |
|------------------------------------------------|----------------------|--------------------------------------------------|----------------------|---------------------------------|-------------------------|
| Compulsory modules | Credit points | Optional modules* | Credit points | Is module compensatable? | Semester runs in |
| Managing Organisational Performance | 20 | Project Management | 20 | N | |
| Strategy and Change | 20 | International Business | 20 | N | |
| Contemporary Issues in Management | 20 | Management Law | 20 | N | |
| Management Project (Dissertation) | 40 | Events and Marketing Management | 20 | N | |
| | | Human Resources | 20 | N | |
| | | Managing Public Voluntary and Community Services | 20 | N | |

| Part Time Programme Structure - LEVEL 6 | | | | | |
|------------------------------------------------|----------------------|--------------------------------------------------|----------------------|---------------------------------|-------------------------|
| Compulsory modules | Credit points | Optional modules* | Credit points | Is module compensatable? | Semester runs in |
| Managing Organisational Performance | 20 | Project Management** | 20 | N | |
| Strategy and Change | 20 | International Business | 20 | N | |
| Contemporary Issues in Management | 20 | Management Law | 20 | N | |
| Management Project (Dissertation) | 40 | Events and Marketing Management | 20 | N | |
| | | Human Resources | 20 | N | |
| | | Managing Public Voluntary and Community Services | 20 | N | |

*Optional modules will be elected by the students in the first semester of the programme. In most cases one or two optional modules may run concurrently based on group viability.

** Degree apprenticeship students MUST complete project management as their 'optional' module as it is part of their portfolio requirement and preparation for End Point Assessment.

| <u>Learning Outcomes – LEVEL 6</u> | |
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| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>A1: Synthesise and critically appraise the concepts and contexts of management within organisations, including internal and external factors.</p> <p>A2: Recognise and evaluate the effectiveness of using established tools and techniques of analysis and enquiry within the discipline of management.</p> <p>A3: Critically explore and understand new ideas/themes and integrate theory and practice in a wide range of complex management situations.</p> <p>A4: Develop a view of management which is influenced by a variety of learning sources including guided learning, observation and reflective practice, team work and independent study and scholarship.</p> | <p>A wide range of student centred teaching and learning approaches are used. These include lectures, academic workshops, IT based and VLE, blended learning, integrated activities, case studies, group work, skills simulation, enquiry-based learning, student-led study and directed study. Students are provided with opportunities to engage with topics by listening, reading, observing and discussing information. They will be given opportunities to share and question knowledge in small groups, with peers and with teaching staff and be challenged to engage in academic discourse. Blended learning opportunities will be facilitated through the use of Teams and Zoom. Critical incident analysis and reflection on practice are used to facilitate links between theory and practice. Group work is used to provide different perspectives on learning.</p> <p>A variety of assessment methods are used to provide the student with the opportunity to demonstrate the acquisition of comprehensive and detailed knowledge and which emphasise the application of theory to practice throughout the programme. These include: assignments, reports, portfolios, presentations, professional discussions and examinations which include a range of questioning styles.</p> |

| 3B. Cognitive skills | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>B1: Demonstrate a command of subject-specific skills including application of knowledge, as well as proficiency in intellectual skills.</p> <p>B2: Apply and evaluate management concepts and theories in a range of new as well as existing contexts.</p> <p>B3: Critically evaluate arguments, assumptions, abstract concepts and data, in taking a holistic approach to making judgements, taking decisions or solving management related problems.</p> <p>B4: Demonstrate an ability to analyse, critically question and synthesise a diverse range of knowledge and evidence to sustain an argument or develop new insights into current management practice.</p> | <p>Subject specific skills and application of knowledge are developed through the completion of tasks, projects and activities both inside and outside the classroom (blended learning), with an increasing complexity and expectation as the student progresses through the programme. A wide range of student centred teaching and learning approaches are used to develop and assess cognitive skills. These include case studies, group work, skills simulation, enquiry-based learning, student-led study and directed study. Students are provided with opportunities to engage with critical analysis through reading, questioning and discussing research articles which are used to inform teaching sessions. They will be given opportunities to share and question knowledge in small groups, with peers and with teaching staff and be challenged to engage in academic discourse. Critical incident analysis and reflection on practice are used to facilitate links between theory and practice. Group work is used to provide different perspectives on learning.</p> |

| 3C. Practical and professional skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>C1: Apply management techniques within work or simulated work-related situations.</p> <p>C2: Contribute effectively and ethically, in complex situations, to providing advice or making judgements that would inform or benefit management practice.</p> <p>C3: Operate autonomously with limited supervision, to contribute effectively to generating sustainable argument and reaching reasoned conclusions within agreed guidelines.</p> | <p>The programme requires the student to develop into a management practitioner with the ability to learn and develop independently. The themes which run through the programme provide the opportunity to develop decision making skills and justify those decisions based on evidence. Leadership, teamworking and debating skills are developed through group working and participation with students learning from and supporting each other. Simulated or real work related situations are used to assess learning, either in the classroom or online.</p> |

| 3D. Key/transferable skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>D1: Display effective self-management and independent learning in demonstrating the ability to plan, implement and deliver a management related report, presentation or project.</p> <p>D2: Demonstrate effective performance in the interpersonal skills of effective listening, negotiating, mediation, compromise and presentation to enhance employability.</p> <p>D3: Research business and management issues, either individually or as part of a team.</p> <p>D4: Demonstrate effective use of oral, written and remote communication through management and business applications.</p> <p>D5: Demonstrate effective numerical skills in a business context.</p> <p>D6: Use ICT effectively throughout a range of management tasks.</p> | <p>Key/transferable skills are incorporated within modules and related to relevant assessments. Throughout the programme students will develop digital literacy through the completion of presentations and assignments. The current COVID situation has provided an opportunity for learners to develop digital learning further. Communication skills are developed within a range of settings as well as through presentations of posters, assignment plans and research proposals/outcomes. Numeracy skills are developed throughout the themes of the programme with research themes and formative tasks providing development of knowledge in data analysis. Academic research skills are developed throughout the programme themes and through the reading of academic texts and journal articles which also facilitates the development of independent learning. Teaching and learning strategies include presentations, group discussion, simulation exercises, case studies and reflective practice. Assessment strategies include projects, simulated tasks, presentations, case studies and assignments</p> |

Exit Award with 80 credits – BA Management

Exit Award with 120 credits – BA (Hons) Management

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression (n/a)
 - any restrictions regarding the availability of elective modules (n.a)
 - where in the programme structure students must make a choice of pathway/route (n/a)
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The part-time programme is linked to the CMI Degree Apprenticeship.. For these apprenticeship students, their Degree units will be mapped to the Chartered Managers Institute (CMI) Apprenticeship Standard allowing them to gain the qualifications and experience they need to progress their careers and support their organisations. The full detail can be found in the accompanying background document for apprenticeship delivery and the associated appendices.

The full-time route is generally targeted (though not exclusive to) International students who have already completed a foundation degree or equivalent in their home country; or UK students who have studied for two years on our Foundation Degree, HND or other level 5 qualification. The part time route is aimed at those professionals in managerial positions or those who wish to aspire to management positions. These students need to prove they has achieved a level 5 qualification in a HND, Foundation Degree, CMI L5 or equivalent.

There are numerous opportunities to engage in International activities through our European partnership, including projects, exchange visits, trade missions and placements and our course offers an enriched learning experience for students from a diverse background, offering people in employment the opportunity to develop and quantify skills alongside likeminded people, who are seeking employment from the UK and beyond. Students benefit from the wealth of experience from the student group and develop ideas with their peers to enhance their learning opportunity and progression.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the workplace)

Within the college there are support mechanisms to provide both academic and pastoral support for students. Quantitative and qualitative evidence is used to gauge the effectiveness and increased utilisation of these services, evidenced particularly in the responses from student questionnaires, and Advice, Support and Careers service (ASC) learner feedback and evaluation processes.

Pre-enrolment Study Choice Support

Marketing information will ensure that prospective students are aware of the study requirements and patterns of the programme. When students enquire about and apply for the programme, support and advice will be offered by the college's Admissions Tutor and Curriculum/Course Leader to help students make an informed choice regarding the appropriate mode of attendance to best suit their needs. The college has a robust and effective Information Advice and Guidance (IAG) process. On the first Tuesday of each month, there is an open evening for HE and FE prospective students to talk to course team members and discuss the programme and features that would make the course suitable. Students can be assessed for their suitability at these events and be made aware of the entry criteria. During each semester there is a weekend open evening for HE prospective students only, who sometimes cannot attend during the week. At these events, the business and management team also hold taster lectures and seminars for students. For internal candidates on FE courses, the team also conducts presentations to promote the programme. All students who are interested in applying for entry onto the 3 year degree course, would need to complete an online application form, which triggers the arrangement of interviews to take place.

To gain entry to the programme a student must satisfy the standard or non-standard entry requirements to the course. Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level.

Where relevant the International Office can help and support students with all practical matters before arriving in the country. They offer advice and assistance on non-curriculum issues and provide help and support on UK Border Agency matters. In addition to supporting students, where necessary, with finding privately rented accommodation in Durham, the International Office also delivers cultural, informative and future orientated sessions over the academic year. Additionally, the Students' Union and Society of International Students (SOIS) organise events and trips for new students to enhance their learning experience, helping to build relationships between international and local students.

Students have the choice of studying the programme by full or part-time attendance. Although online information is available, a printed summary of the programme structure and details of the modules can be provided to applicants when an enquiry is made, and students will be offered the opportunity to discuss this with the Course Leader before a

place on the programme is offered. This discussion can be a face-to-face discussion, by telephone or by email.

Student Induction

All students joining the course will undertake an induction programme. The aims of the induction are:

To provide students with full details of the course, including its aims and objectives, modules, skills associated with their studies, the Open University assessment regulations for undergraduate degree awards, and its approach to learning.

- To induct students to the learning resources available to them whilst on the course, such as the virtual learning environment (NCD Online and LRC);
- To allow students the opportunity to identify issues which need to be resolved;
- To enable students to meet the tutors involved in delivering the course;
- To meet and interact with fellow students;
- To introduce students to the New College's code of conduct and regulations;
- To make students aware of the relevant systems and structures available to support them, including (ASC), the Personal Learning Coach (PLC), Academic Study Support Tutors and the Students' Union;
- To identify additional learning support needs.

Programme Student Handbook

All students will be provided with electronic access to, and where required a printed copy of, the Programme Student Handbook when enrolled onto the programme; this will include key information about the programme content and structure, the learning and teaching strategies, information about the core and option modules and their assessment strategies and about the support available to students throughout the programme, including the tutorial system.

Personal Tutor System

All students will be allocated a personal tutor when first registering on the course to ensure they have direct personal contact with an individual member of the course team to discuss academic and personal matters relevant to their learning. It is intended wherever possible a student will have the same personal tutor for the length of their course.

The personal tutor will be responsible for ensuring students are comfortable with the course as part of the induction programme. At the induction the personal tutor will meet students to ascertain any particular learning or support needs and thereafter will meet with individual students on a regular basis to monitor progress and discuss any issues arising. Personal tutor meetings are documented and though the content of the meeting is confidential students will have a copy of the key issues and outcomes and use tutorial meetings to inform their development.

Academic Support

In addition to support from their personal tutor each student will receive academic support from their module tutors. Within each module academic tutorials will be timetabled within the delivery programme and provided by academic tutors.

Material will be provided online to enhance the learning experience and ensure all students are able to keep up with the programme of study. Within the delivery of modules, sessions will be allocated to cover such areas as report writing, referencing accessing information and other areas of higher-level study. Academic support is also provided by one of our HE Academic Support Tutors; a dedicated HE post providing one to one academic writing and research support for students as well as a programme of specialist workshops offered throughout the academic year. Following the influence of COVID, the college has provided training for staff to ensure that the student experience was not negatively and adversely affected by the pandemic. Students can therefore experience a first class and highly effective delivery of classes both face to face and online.

Formative assessment has also been acknowledged by QAA assessors as being an invaluable resource to support students through their learning and aid their personal and professional development. All modules therefore incorporate formative assessment as part of the teaching, learning and assessment strategy.

At Level 6, all students will be allocated an academic project supervisor, who will be an experienced supervisor who can support the student through the academic and research methodology requirements of the project. All supervisors will have attended a supervisor workshop in preparation for their role and will have access to the Management Project Guide, available on NCD Online, setting out their role and responsibilities. This provides key information/guidelines for students, including such matters as advice on choosing a topic, the structure, allocation of marks, and stages in managing the project.

On-line Support

Once enrolled onto the programme students will be able to access the Student Intranet which aims to provide students with information about the college and its services. Programme support is provided our Virtual Learning Environment, Schoology. Information will be provided via this platform on induction, the programme structure and content, as well as assessment, learning and teaching strategies. In particular, module information will be available to all students to help them prepare for and engage with their studies. Communication facilities such as announcements, blogs, discussion boards and email will be utilised to encourage opportunities for student interaction and feedback. The advent of COVID has demonstrated the importance and robustness of regular online support for students.

Pastoral Support

The College is committed to providing a high quality, confidential and impartial information, advice and guidance service. This is provided by the comprehensive ASC (Advice, Support, Careers) service. All students receive induction on the ASC service at the start of their course.

The ASC service is designed to provide effective and timely information, advice and guidance on funding and welfare, career planning and provides access to confidential personal counselling support. The ASC service offers one to one appointments and a 'drop-in' service. ASC information is also available to download from the College website, Schoology, or to pick up from the dedicated ASC areas located within the College. The Learner Development Co-ordinator, based in the Students' Union, also helps with social and health related issues.

The Personal Learning Coach (PLC) service does not have any specific criteria for referral, and any student who may benefit from such support can access the service. Students can be referred by their tutor, lecturer, an external advisor, ASC or they can self-refer. This personalised referral system helps in identifying new students as well as continuing communication with progressing students. A page on the College internet and intranet system is dedicated to the Personal Learning Coach system. The service is also advertised via the College television system, allowing students in communal areas of the College to become aware of the provision.

Careers Guidance

Students have access to a comprehensive range of relevant up-to-date resources on learning and work via on-line ASC services and also as a hard copy which is available at the ASC facility. ASC staff also provides on-course support via class-based sessions on Careers Education, including careers management and finding employment both in the UK and abroad. Prospective and actual students are provided with detailed access to careers and funding services for general enquiries. Through tutorials, students will be encouraged to research graduate opportunities across a range of sectors to support them in their understanding of what opportunities are available to them upon completion of their programme of study. Students will organise and confirm their work placement in the first year of the programme agreeing which objectives and outcomes will be considered and agreed between the student, tutor and employer. Work placement is an integrated aspect of the assessment for Work Related Learning.

Financial Support

Through the admissions process students are encouraged to explore a range of avenues to secure appropriate funding for their programme of study. Personal guidance on the range of funding available to them will be discussed prior to enrolment with specialist advice available from the finance office, ASC or the Students' Union.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

The College Admissions Policy is to encourage access to higher education through an equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

To gain entry to the programme a student must satisfy the standard or non-standard entry requirements of the course. Candidates with non-standard entry applications will be considered on the basis of a level 5 qualification in a non-related field. However, these must be discussed as part of the admissions process as once a student is registered to a programme . RPL/APEL will not be considered for approval

Standard Entry criteria:

- Minimum 3 GCSE passes at Grade C or above, normally including Maths and English or appropriate Functional Skills at Level 2, and;
- a Level 5 Accredited Business Qualification or;
- an Access to Higher Education course (which includes a business-related programme);
- Students studying the part time provision must be in suitable relevant full-time employment;
- IELTS score of 5.5.

Non-standard entry criteria:

Students with non-standard qualifications are welcome to apply. This includes students with qualifications in non-business management-related areas at level 5. Students will be asked to attend an interview with a representative of the course team to determine suitability for the programme. Students will also complete initial English and maths diagnostics.

International Students:

For students who do not have English as a first language, IELTS Level 5.5 or above (or equivalent) will be needed.

The Programme team along with the International Office promote the course by visiting partner institutions in Europe. This ensures that there is a good supply of applications for the Level 6 programme. Applications are assessed and validated for an appropriate L5 equivalency qualification in which suitable learning outcomes have been assessed to allow progression on to the Degree. In addition to this it is essential that the Partner College 'Representative' has endorsed the student's application form recommending the potential student to be considered for the programme.

Admissions Process

Once an application has been received it is recorded and acknowledged by the College admissions team. The application is then viewed by the Course Admissions Tutor. The following outlines the admissions process for this course:

Applicants will attend an admissions interview / Skype interview for international student.

Applicants will be offered information, advice and guidance on the programme and the other options available to them. This will lead to a recommendation and offer for the most appropriate pathway.

7. Language of study

English.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

The programme follows the OU assessment regulations.

9. For apprenticeships in England End Point Assessment (EPA). (Summary of the approved assessment plan and how the academic award fits within this and the EPA)

The current arrangement with the part time and full time students (and apprentices), is that the each module is similar, although they study at different times, with full time students having lessons in the day and part time students having lessons in the afternoon and evening.

Each module last 7 weeks, with assessments in the middle and/or at the end. The part-time, full-time students and apprentices complete the core modules and one option assessments at the same time. However, this is where the alignment ends. The full-time students have been conducting research methods and working upon their dissertation throughout the academic year. However, the part time students will come back after the option (or their 4th module, if they started in January) to start on research methods and their research dissertation. This additional period lasts a third semester to the part time student. The apprentice students complete the same modules and assessments with the part time students. The modules and assessments they complete are mapped where possible to the apprenticeship standards.

There are clear links between the modules and the standards, such as with the Project Management module. However, there are standards that cannot be currently be mapped with the current module delivery. These include operations management and digital technologies. To help Students overcome this, special teaching sessions are set up at certain intervals providing students with tasks to complete that provides evidence of meeting these outstanding standards. The Apprentice Skills Coordinator (ASC) also works with the Apprentice to observe them at work and to complete professional discussions that can close any gaps in their knowledge.

Once the apprentice has completed the knowledge, Skills and behaviours of the programme, they can be entered for EPA. This involves the apprentice completing a research project. From this project, the apprentice will complete a 15 minute presentation in front of a Chartered Institute of Management office, a staff member from New College Durham and the apprentices mentor/line manager. This is followed by a set of question (interview) from this panel.

Degree apprentices are located in a separated validation document

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Learner feedback on experiences of teaching and learning is captured within course team meetings by student reps, student rep attendance at student forums (departmental and cross college), student surveys, learner completion of written module evaluations, and as appropriate within 1-1 tutorials during discussion. Learner feedback supports internal quality systems include teaching yearly observations by external consultants, learning walks by Heads of School/Curriculum Managers, course team meetings, completion of in year course reviews that lead to annual report, and implementation of quality enhancement plan to address set actions throughout the academic year.

Student Voice

The contribution of the student voice is a critical quality element at the college. It is focussed around strengthening teaching and learning and responsiveness to individual need; strengthening student participation and representation; and creating a culture of student involvement, all of which ensures that the 'student voice' is at the centre of the curriculum.

Full use is made of student feedback to plan, manage and improve the provision and to enable the college to respond to the needs of its students. Student forums at college and school level, as well as course level operate very effectively and are well attended by student representatives. These mechanisms enable student representatives to raise any issues concerning their peers and to work with college staff to further explore these issues, to establish underlying causes of concern and to implement actions for improvement, as well as to consider responses to formal student surveys. Transparent arrangements are in place for the feedback of improvement activities to students and the communication of action plans to staff and students, ensuring ownership of improvement strategies at the appropriate level.

An anonymous student comments and suggestions e-mail address is accessible via the Student Intranet. This ensures that students are able to have their opinions heard and acted upon to facilitate improvements in their provision from outside formal forum meeting arrangements, where appropriate. Additionally, an HE Student Forum page allows student representatives to add questions or comments where key college staff can respond. The site is visible to all students so they can see answers to questions, and access Student Forum minutes and other relevant documentation.

Nominated student-representatives are invited to participate in staff-student committee meetings on a termly basis, with outcomes and actions from these meetings informing the annual evaluation and review process as well as informing immediate action to resolve pressing student issues, where applicable.

Cross-college student surveys are operated both on-entry to the course (to capture perceptions of student induction and admissions procedures) and on-course (to capture perceptions of quality of teaching and learning, assessment, student support and resources programme management). These surveys mirror the questions included in the National Student Survey (NSS). As well as being highly informative about the issues facing learners studying in higher education at the college, they help familiarise learners with the expectations of the NSS in which they participate in the final year of their programmes. Responses to start of programme and on-programme student surveys are considered by HE Academic Standards and Quality Board, a sub-committee of Academic Board, and responses received along with associated action plans generated are ratified at this committee prior to subsequent presentation to Quality, Curriculum and Students Committee (a sub-committee to the Board of Governors).

Following the analysis of formal student survey responses, course teams meet to consider areas of concern raised by students and to generate actions to resolve these issues, where applicable. Survey responses are further interrogated at course review meetings resulting in modifications to programme delivery, assessment and/or student support arrangements, where applicable, and informing the production of the annual course report and self-assessment of programme operation.

Module evaluations are also conducted to enable teams to scrutinise learner perceptions at a subject level and to establish specific areas of satisfaction and concern for learners. An analysis of module evaluation outcomes is considered at staff-student committee meetings and forms a critical component of the course evaluation and review and subsequent annual course report.

Final year students at the college (on eligible programmes as specified by OFS) actively participate in the annual National Student Survey (NSS). The NSS is promoted to eligible learners via promotional materials provided by Ipsos-Mori (Research Company) and participation is encouraged via communication with learners through pastoral tutorials during studio sessions and through the availability of lap-top PCs acting as dedicated NSS 'work stations' in both the HE building (Neville Building) and Learning Resource Centre (LRC) at the college. The Student Union also actively advertises the NSS and encourages learner participation through the distribution of flyers, posters and promotional materials such as pens and coasters. These mechanisms help to ensure a positive response rate to this survey.

Outcomes from the NSS are publicised via the Unistats website and are communicated to students and staff through the college's own intranet site. Publication of outcomes from NSS through the college internet site (as part of the Key Information Set), will serve to inform students of the type of learning experience they can expect when they study at New College Durham. In much the same way as the internal student satisfaction surveys, areas of particular satisfaction and of concern to students raised through NSS are discussed at HE Academic Standards and Quality Board.

Key Performance Indicators

The college has a Performance Management Framework to monitor course performance on a regular basis. Course teams normally meet monthly and are guided to discuss agenda items relevant to key operational aspects at relevant times of year. In particular they meet three times a year in the capacity of Course Curriculum Review Meetings to evaluate past delivery and performance of the course and make modifications to the curriculum where relevant. Curriculum Managers meet with the Head of School and the Quality Manager four times a year at an HE Quality Review to discuss course management and performance with particular respect to: reporting identified issues and good practice; student retention; strategies implemented to support students identified 'at risk'; and communication with external examiners, employers, and other stakeholders.

10. Changes made to the programme since last (re)validation

Managing Organisational Performance assessment has been changed to a staged assessment.

The research methods main assessment title has been changed to 'dissertation' from 'research project'

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

| Level | Study module/unit | Programme Outcomes | | | | | | | | | | | | | | | | | |
|-------|---------------------------------------------------------|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | D1 | D2 | D3 | D4 | D5 | D6 | |
| 6 | Managing Organisational Performance | ✓ | ✓ | | | | | | ✓ | | | ✓ | | ✓ | | ✓ | ✓ | | |
| | Strategy and Change | ✓ | | | ✓ | | | ✓ | | ✓ | ✓ | | | | ✓ | | | | |
| | Contemporary Issues in Management | ✓ | | ✓ | | | ✓ | | ✓ | | ✓ | ✓ | | | | ✓ | | ✓ | |
| | Management Project | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | | | ✓ |
| | <i>Project Management</i> | | ✓ | ✓ | | | | ✓ | | ✓ | | | | | | | | ✓ | |
| | <i>International Business and Marketing</i> | | ✓ | ✓ | | | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | | | | ✓ |
| | <i>Management Law</i> | | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | ✓ | | | |
| | <i>Events and Marketing Management</i> | | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | |
| | <i>Human Resource Management</i> | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | | | | ✓ | | ✓ | | | |
| | <i>Managing Public and Voluntary Community Services</i> | ✓ | | ✓ | | | | | ✓ | | ✓ | | | | ✓ | ✓ | | | |

Annexe 3 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

| Level | Study module/unit | Apprenticeship standard | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------|-------------------------------------|-------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|
| | | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 | D5 | E1 | E2 | E3 | | |
| 6 | Managing Organisational Performance | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | |
| | Strategy and Change | | ✓ | | | | | | | | | | | | | | ✓ | | | | | | | | | | | |
| | Contemporary Issues in Management | | | | | | | | ✓ | | | | | | | | | | | | | | | | | | | |
| | Dissertation/Research Project | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Project Management | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | |
| Level | Study module/unit | Apprenticeship standard | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | F1 | F2 | F3 | F4 | F5 | F6 | F7 | G1 | G2 | G3 | G4 | G5 | H1 | H2 | H3 | H4 | H5 | H6 | I1 | I2 | I3 | I4 | I5 | I6 | | | |
| 6 | Managing Organisational Performance | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | ✓ | | | | | | | |
| | Strategy and Change | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Contemporary Issues in Management | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | |
| | Dissertation/Research Project | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Project Management | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level | Study module/unit | Apprenticeship standard | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | J1 | J2 | J3 | J4 | J5 | K1 | K2 | L1 | L2 | L3 | M1 | M2 | M3 | M4 | | | | | | | | | | | | | |
| 6 | Managing Organisational Performance | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | |
| | Strategy and Change | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.