BAM Programme specification

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

1. Overview / factual information

Programme/award title(s)	BA (Hons) Management
Teaching Institution	New College Durham
Awarding Institution	The Open University (OU)
Date of first OU validation	2016
Date of latest OU (re)validation	2021
Next revalidation	2031
Credit points achieved for the award	120 credits
UCAS Code (if applicable)	N201
HECoS Code (if applicable)	100089
LDCS Code (FE Colleges England only	AB.-Management (General) Learning Aim (00303501)
Programme start date and cycle of starts if appropriate.	September 2026 Intakes September and January
Underpinning QAA subject benchmark(s)	Business and Management Published 08/03/2023
Other external and internal reference points used to inform programme outcomes (including QAA Characteristics Statements).	The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies 2nd Edition Updated February 2024 Chartered Manager Ref:ST0272 The apprenticeship standard is in the process of being revised.

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 they take 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.

For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory/ accreditation recognition	N/A
For apprenticeships more information on integrated Assessment. EPAO being used.	EPAO is Chartered Management Institute
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	The programme can be delivered full-time, part-time and through the apprenticeship route. All delivery is face to face
Duration of the programme for each mode of study	Full-time 12 months Part-time and Apprenticeship 18 months
Dual accreditation (if applicable)	If studied as part of the apprenticeship, students will also achieve the Chartered Manager Degree Apprenticeship
Date of production/revision of this specification	January 2026

2. Programme overview

2.1 Educational aims and objectives

The programme is designed to respond to the complex, evolving needs of the modern business landscape by developing the knowledge, skills and behaviours of students working in or aspiring to management positions. By building a strong foundation in business functions and managerial practice, the programme prepares students to contribute effectively across different areas of an organisation.

Throughout their studies, students are encouraged to think innovatively and to develop the cognitive and intellectual capabilities required for effective business management and ethical decision making. On completion, graduates will have a firm grasp of how organisations function, the environments in which they operate, and the principles that underpin successful management.

The programme's core objectives are to:

- Equip students with a broad set of higher level skills relevant to middle management roles across private, public and voluntary sector organisations.
- Support students in developing an in-depth understanding of management principles and in demonstrating their ability to apply these effectively in practice.
- Encourage students to analyse and evaluate their own learning, fostering independence and ongoing self development.
- Provide a stimulating and challenging academic experience that nurtures curiosity and promotes a lifelong commitment to learning.

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)

Although this programme sits alongside New College Durham's degree apprenticeship provision, it has been intentionally designed as a fully independent qualification. It should therefore be viewed and valued as a standalone route. Students who wish to join the programme at any point will follow the standard application and admissions process, ensuring consistency, fairness and clear entry expectations for all applicants.

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 60 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.)

Please adjust 'levels' to reflect SCQF if applicable

Programme Structure – LEVEL 6						
Compulsory modules	***Credit points***	***Optional modules***	***Credit points***	***Is module compensatable?***	***Semester runs in***	***Available as single registerable module?***
Managing Organisational Performance	20			All modules except Management Project compensatable	1	N
Strategy and Change	20				1	N
Contemporary Issues in Management	20				2	N
Human Resource Management	20				2	N
Management Project Proposal (Dissertation)	10				1 & 2	N
Management Project (Dissertation)	30				2	N

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	***Learning and teaching strategy/ assessment methods***
A1: Synthesise and critically appraise the concepts and contexts of management within organisations, including internal and external factors. *A2: Recognise and evaluate the effectiveness of using established tools and techniques of analysis and enquiry within the discipline of management.* *A3: Critically explore and understand new ideas/themes and integrate theory and practice in a wide range of complex management situations.*	*A wide range of student centred teaching and learning approaches are used. These include lectures, academic workshops, IT based and VLE, belended learning, integrated activities, case studies, group work, skills simulation, enquiry-based learing, 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 disprogramme. Remote learning opportunities will be facilitated through the use of Teams for tutorial and supervision meetings. Critial 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.*

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
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.	*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, presenations, professional discussions and examinations which include a range of questioning styles.*

3B. Cognitive skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	***Learning and teaching strategy/ assessment methods***
B1: Demonstrate a command of subject-specific skills including application of knowledge, as well as proficiency in intellectual skills. *B2: Apply and evaluate management concepts and theories in a range of new as well as existing contexts.* *B3: Critically evaluate arguments, assumptions, abstract concepts and data, in taking a holistic approach to making judgements, taking decisions or solving management related problems.* *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*	*Subject specific skills and application of knowledge are developed through the completion of tasks, projects and activities both inside and outside the classroom, 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 disprogramme. 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.*

3C. Practical and professional skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	***Learning and teaching strategy/ assessment methods***
C1: Apply management techniques within work or simulated work-related situations. *C2: Contribute effectively and ethically, in complex situations, to providing advice or making judgements that would inform or benefit management practice.* *C3: Operate autonomously with limited supervision, to contribute effectively to generating sustainable argument and reaching reasoned conclusions within agreed guidelines.*	*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.*

3D. Key/transferable skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	***Learning and teaching strategy/ assessment methods***
D1: Display effective self-management and independent learning in demonstrating the ability to plan, implement and deliver a management related report, presentation or project. *D2: Demonstrate effective performance in the interpersonal skills of effective listening, negotiating, mediation, compromise and presentation to enhance employability.* *D3: Research business and management issues, either individually or as part of a team.* *D4: Demonstrate effective use of oral, written and remote communication through management and business applications.* *D5: Demonstrate effective numerical skills in a business context.* *D6: Use ICT effectively throughout a range of management tasks.*	*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. 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 learing. 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*

Exit Award with 60 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 featurs such as:***
  - ***where in the structure above a professional/placement year fits in and how it may affect progression***
  - ***any restrictions regarding the availability of elective modules***
  - ***where in the programme structure students must make a choice of pathway/route***
- ***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 forms a pathway within the CMI Degree Apprenticeship, as they develop both academically and professionally. For students on the apprenticeship route, their degree modules map to Chartered Management Institute (CMI) Apprenticeship Standard (ST0272).

All of the detailed mapping and requirements are outlined fully in the supporting background document for apprenticeship delivery, along with the relevant appendices that accompany it.

The full-time route is generally targeted towards students who have completed a foundation degree or equivalent in their home country or UK students who have the requisite number of credits or meet non-standard entry requirements.

The part-time and apprenticeship route is aimed at those professionals in managerial positions or who aspire to management positions and meet standard/non-standard entry requirements.

For clarification, standard entry requirements are the qualifications and credits required to apply, non-standard entry requirements relate to applicants with non-standard qualifications and/or experience and whose qualifications and/or experience is deemed to be appropriate to gain entry onto to the programme may be admitted.

Such admission is discretionary and will normally involve an interview. In appropriate cases such applicants may be asked to undertake assessment activity to assist the College in determining their suitability for the programme.

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, students are supported not only academically but personally as well. A range of services is in place to help them throughout their learning and the college regularly reviews both quantitative data and student feedback to ensure these services remain effective and responsive. Comments from student questionnaires and insights gathered through the Advice, Support and Careers (ASC) service play an important role in shaping ongoing improvements.

Before Enrolment

Clear, accessible marketing information helps prospective students understand study expectations and course content.

The college also hosts an Information, Advice and Guidance (IAG) process. On the first Tuesday of every month, an open evening welcomes both Higher Education (HE) and Further Education (FE) prospective students. Here, applicants can speak directly with programme team members, ask questions, and explore what the programme involves. Suitability can also be assessed during these events, with entry criteria clearly explained.

For those unable to attend during the week, dedicated weekend open evenings are held each semester specifically for HE applicants. These events offer additional chances to meet the team and experience taster lectures and seminars delivered by the business and management staff.

Internal FE students considering progression have further opportunities: the programme team delivers presentations within the college to introduce the Top-Up degree and answer questions.

Any student wishing to apply for the Top-Up programme completes an online application form, once submitted an interview is arranged with a member of the programme team allowing every potential student the opportunity to discuss the programme and so on.

Prospective students must satisfy standard or non-standard entry requirements. Candidates applying through non-standard entry requirements on the strength of their professional background, practical achievements, and the skills they've developed evidence that they are ready to study successfully at this level.

For international students, The International Office offers practical guidance and reassurance throughout the process, helping students navigate essential matters such as visas and UK Border Agency requirements. Their support extends beyond paperwork: they also assist with securing private accommodation in Durham and run a series of cultural and informative sessions throughout the academic year to help students feel settled and confident in their new environment. Alongside this, the Students' Union and the Society of International Students (SOIS) host social events, trips, and activities designed to build friendships and bring local and international students together, enriching the overall learning experience.

Students can choose to study the programme either full-time or part-time, depending on what best fits their personal and professional commitments. While online information is always available, applicants who reach out for more details can receive a printed summary of the programme structure and module content. They are also invited to speak directly with the Programme Leader before an offer is made. This conversation gives applicants the chance to ask questions, explore their options, and make sure the programme is the right fit for them.

Careers Guidance

Careers information is available through the online ASC services, alongside hard-copy resources housed within the ASC facility. These materials help students explore future options, understand the job market, and make informed decisions about their next steps.

ASC staff play an active role in students' career development, delivering in-class sessions that focus on careers education, employability skills, and strategies for finding work both within the UK and internationally. From the point of enquiry through to completion, students are guided toward the careers and funding services that can answer their questions and support their ambitions.

Financial Support

Potential students can access guidance about funding prior to and during the application process. Further specialist advice is available through the Finance Office, ASC, and the Students' Union, ensuring students feel supported and fully informed as they plan for their studies.

Every student receives an induction to help with the transition into higher education. This induction acts as a welcome, an orientation, and a foundation for the learning experience ahead.

The induction is delivered by all members of the programme team, thereby building a rapport and relationship from the start of the programme. The induction is designed to ensure key information is imparted but in a focussed student friendly way to help build the confidence of students and those returning to education after a time away.

During this period, students are introduced to the programme in full; its aims, objectives, modules, expectations, and the skills they will develop. They learn how the programme approaches teaching and assessment, including key Open University regulations that govern undergraduate degree awards.

Students are guided through the learning resources they will rely on, such as the Virtual Learning Environment (NCD Online), the Learning Resource Centre, and other digital tools. The induction also creates space for students to raise questions, identify any issues needing attention, and get support early on.

Equally important, it provides the chance to meet the tutors who will be teaching and supporting them, as well as fellow students enrolled on the course. Students are introduced to the college's code of conduct, the systems in place to support them—including ASC, Personal Learning Coaches (PLCs), Academic Study Support Tutors, and the Students' Union—and have the opportunity to discuss and identify any additional learning support needs.

Programme Student Handbook

Once enrolled, every student receives electronic access to the Programme Student Handbook, with printed copies available if required. This handbook acts as a comprehensive guide to studying on the programme. It includes details on programme structure, teaching and learning strategies, module information, assessment approaches, and the full range of academic and personal support available throughout the year, including the tutorial system.

Personal Tutor System

Every student is allocated a personal tutor when they join the programme. This tutor becomes a consistent point of contact—someone who understands their academic progress and personal circumstances. Wherever possible, students remain with the same personal tutor throughout their studies, helping build trust and continuity.

During induction, the personal tutor meets each student to discuss learning needs and support requirements. Afterward, regular one to one meetings provide opportunities to review progress, raise concerns, and celebrate achievements. All meetings are recorded confidentially, and students receive a summary of the key points and agreed actions to guide their development.

Academic Support

Alongside personal tutoring, students are supported by the academic staff who teach on their modules. Scheduled academic tutorials form part of the delivery of each module, offering time for deeper discussion, feedback, and clarification.

Online learning materials supplement classroom teaching, ensuring students can stay on track regardless of their mode of study. Sessions focusing on essential academic skills—such as report writing, referencing, and research—are embedded into the programme. Specialist support is also available through the HE Academic Support Tutors, who offer one to one support and run targeted workshops throughout the year.

Formative assessment also plays a central role in supporting learning. Recognised by QAA assessors as a key strength, this approach offers regular opportunities for feedback, helping students improve their work and build confidence before summative assessments.

At Level 6, students are paired with an experienced academic project supervisor to guide them through their research project. Supervisors receive specialist training and have access to the Management Project Guide, which outlines expectations, structures, and processes, including choosing a topic, managing time, and understanding assessment criteria.

Online Support

Upon enrolment, students gain access to the College's Student Intranet, a central hub for information about college services. Programme specific support is delivered through the Virtual Learning Environment, Teams, where students can find induction materials, module information, assessment guidance, teaching resources, and key programme updates. Communication tools such as announcements, blogs, discussion boards, and messaging help students stay connected and involved.

Pastoral Support

The college is committed to supporting students not just academically, but personally. The Advice, Support and Careers (ASC) service offers confidential,

impartial guidance on funding, welfare, career planning, and personal wellbeing. Students are introduced to ASC during induction and can access support through dropin sessions or one to one appointments. Information is available on the college website, via Teams, and in dedicated ASC spaces on campus.

The Learner Development Co-ordinator, based in the Students' Union, provides further support with social, health, and wellbeing matters.

The Personal Learning Coach (PLC) service offers flexible, personalised support for any student who may benefit from it. Referrals can come from tutors, external advisers, ASC, or students themselves. The PLC service maintains a strong presence across the college, including via online platforms and digital screens around campus, ensuring students know how to access help when they need it.

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 programme. Candidates with non-standard entry applications must be discussed as part of the admissions process.

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.*
- *The required number of credits (240).*
- *an Access to Higher Education programme (which includes a business-related programme).*
- *Students studying the part time provision must be in suitable relevant full-time employment.*
- *IELTS score of 6.*

Non-standard entry criteria:

Students with non-standard qualifications are welcome to apply. This includes students with qualifications in non-business management-related Students will be

asked to attend an interview with a representative of the programme 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 6 or above (or equivalent) will be needed.

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 Programme Admissions Tutor. The following outlines the admissions process for this programme:

Applicants will attend an admissions interview / Teams 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 Professional Statutory Recognised Body requirements)

The programme follows the OU assessment regulations.

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award

The programme structure for full-time, part-time and apprenticeship students is broadly aligned, with all groups studying the same modules, albeit on different schedules. Full-time students attend lessons during the day, while part-time students engage in their taught sessions in the late afternoon and evening. Each module typically runs for five to seven weeks, with assessments taking place either mid-module, at the end, or both.

Full-time students undertake Research Methods early in the year and continue up until submission in April. In contrast, part-time students return after completing their taught modules to begin Research Methods and then progress onto their dissertation work. This additional study period forms an extended third semester for part-time students.

Apprentices study alongside parttime students, completing the same modules and assessments. Where possible, these modules are mapped directly to the knowledge, skills and behaviours required by the relevant apprenticeship standards. Once apprentices have successfully met all elements of the programme and demonstrated the required competencies, they progress to their End Point Assessment (EPA). As part of the EPA, apprentices complete a substantial research project, deliver a 15minute presentation to a panel comprising a representative from the Chartered Management Institute, a New College Durham staff member, and their mentor or line manager, followed by a formal interview based on their work.

The following table illustrates student learning by semester:

Figure 1: Student Learning by Semester

Student	Semester 1	Semester 2	Semester 3	EPA
Full-time	✓	✓		
Part-time	✓	✓	✓	
Apprentice	✓	✓	✓	✓

Further details specific to the degree apprenticeship route are presented in a separate validation document.

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

Student Feedback and Quality Enhancement

Student feedback plays a central role in shaping teaching, learning and the overall student experience. Insights are gathered in a variety of ways, including programme team meetings attended by student representatives, cross college and departmental student forums, regular surveys, written module evaluations, and discussion within one to one tutorials where appropriate. These students to share both general reflections and module specific experiences, to help inform ongoing developments.

This feedback feeds directly into the college's internal quality assurance systems. Learning Visits carried out by the Enhanced Learning Team are carried out termly, and programme teams meet regularly to review progress. In year programme reviews contribute to the annual report, and collectively this process supports the creation and monitoring of a Quality Enhancement Plan, which guides improvements throughout the academic year.

Student Voice

The college places significant value on the student voice, recognising it as a vital element of quality assurance and enhancement. The approach is centred on strengthening teaching and learning, responding to individual needs, and fostering a culture where students feel confident and empowered to contribute. This commitment ensures that student perspectives remain firmly at the heart of curriculum development and delivery.

Feedback is actively used to plan, review and improve the provision. Student forums operate at programme, school and college levels, and are well supported by student representatives. These meetings provide structured opportunities for representatives to raise concerns on behalf of their peers, explore issues collaboratively with staff, and work towards meaningful solutions. They also provide an avenue to discuss outcomes from formal student surveys. Importantly, processes are in place to ensure transparency: actions and improvement plans are clearly communicated back to both staff and students, promoting shared responsibility for enhancement.

To complement formal mechanisms, students can also provide anonymous feedback via an online comments and suggestions email address, accessible through the Student Intranet. This ensures that all students—regardless of confidence or circumstance—have a way to be heard. Additionally, the HE Student Forum page allows representatives to post questions and receive responses from key college

staff. Because this page is visible to all students, it supports open communication and access to minutes and relevant documentation.

Nominated student representatives also attend termly staff–student committee meetings. The outcomes and actions from these meetings inform the annual evaluation and review process and prompt immediate action where urgent issues are identified.

Surveys

Cross college student surveys are conducted at key points: on entry, to gather impressions of induction and admissions; and during the programme, to understand the student experience of teaching, learning and support. Responses are reviewed by the HE Academic Standards and Quality Board, a subcommittee of the Academic Board. Action plans arising from these surveys are ratified here before being presented to the Quality, Curriculum and Students Committee, a subcommittee of the Board of Governors.

Following this analysis, programme teams meet to identify areas for improvement and establish appropriate actions. Findings are explored further during programme review meetings, often leading to adjustments in delivery, assessment or support practices. Outcomes contribute directly to the annual programme report and the wider annual self assessment of programme operation.

Module Evaluations

Module evaluations give students the opportunity to provide feedback at subject level. Programme teams use these responses to identify themes of satisfaction, as well as specific areas for improvement. Analysed outcomes are discussed at staff–student committee meetings and form an essential part of programme evaluation and the annual programme report. This process ensures that enhancements are evidence based and reflect the real experiences of students.

Key Performance Indicators

The college operates a structured Performance Management Framework that ensures programmes are monitored closely and consistently throughout the year. Programme teams usually meet on a monthly basis, with discussions guided by an agenda that reflects key operational milestones and priorities at different points in the academic cycle. These regular touchpoints help maintain a clear and proactive overview of programme activity.

At three points each year, these teams come together for dedicated Programme Curriculum Review Meetings. These sessions provide an opportunity to reflect on

recent delivery, analyse performance against expectations, and identify where adjustments to the curriculum may enhance the student experience or strengthen outcomes. This cyclical evaluation supports ongoing improvement and ensures the curriculum remains responsive and relevant.

In addition, Curriculum Managers meet quarterly with the Head of School and the Quality Manager as part of the HE Quality Review process. These reviews delve more deeply into programme performance, with a particular focus on highlighting good practice, addressing emerging issues, reviewing student retention, and monitoring the support strategies in place for students identified as 'at risk'. The meetings also provide a forum to review communication and engagement with external examiners, employers and other key stakeholders, ensuring that programmes continue to meet sector expectations and professional standards.

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

1. November 2024, Minor Modification: submission date for the part-time students changed to reflect the curriculum plan in addition to scheduled learning hours for year two included on plan.

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

This table indicates which study modules assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Please amend this mapping to suit frameworks used within the different nations if appropriate.

Level	Study module	Programme outcomes																																Available as single registerable module?
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7		
6	Managing Organisational Performance	✓	✓	✓						✓	✓		✓					✓		✓							✓	✓	✓	✓				
	Strategy and Change	✓		✓	✓					✓	✓	✓	✓					✓	✓	✓							✓	✓		✓				
	Contemporary Issues in Management	✓	✓	✓						✓	✓	✓	✓						✓	✓						✓			✓	✓	✓			
	Human Resource Management	✓		✓						✓			✓					✓	✓								✓		✓		✓			
	Management Project (Proposal)	✓	✓		✓						✓	✓	✓							✓						✓					✓			
	Management Project (Dissertation)	✓	✓		✓						✓	✓	✓							✓						✓		✓		✓	✓			

Annexe 2 - Curriculum mapping against the apprenticeship standard

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

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

Level	Study module	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	B1	B2	B3	B4
6	Managing Organisational Performance	x		x	x			x		X		X		X		X			X	X	X	X			X	X	X	X	X
	Strategy and Change	x		x	x		x		x	X					X		X				X								
	Contemporary Issues in Management	x					x	x	x	X	X		X	X					X	X		X	X						
	Management Project (Proposal)	x	x			x	x		x							X	X		X		X					X		X	X
	Management Project (Dissertation)	x	x			x	x		x			X	X		X		X	X		X	X	X	X	X	X	X	X	X	X
	Human Resource Management	x		x			x	x	x	X	X		X	X	X				X	X	X	X			X	X	X	X	X

Annexe 3: 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**: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies

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: Subject Benchmark Statements

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.