

Appendix 1: Programme Specification Pro-forma (PSP)

1. GENERAL INFORMATION

1. Programme Title:	Graduate Apprenticeship in BA (Hons) Business Management
2. Final Award:	Graduate Apprenticeship in BA (Hons) Business Management
3. Exit Awards:	BA Business Management Diploma of Higher Education in Business Management Certificate of Higher Education in Business Management
4. Awarding Body:	Glasgow Caledonian University
5. Approval Date:	June 13, 2018
6. School:	Glasgow School for Business and Society (GSBS), Institute for University to Business (IU2B)
7. Host Department:	Department of Management and Human Resources Management (HRM)
8. UCAS Code:	N/A
9. PSB Involvement:	Skills Development Scotland (SDS), Chartered Management Institute (CMI)
10. Place of Delivery:	Blended: Glasgow Caledonian University, Students' Place of Work and On- line
11. Subject Benchmark Statement:	QAA General Business and Management Benchmark 2015 QAA Quality Assuring Higher Education in Apprenticeships 2017 SDS Graduate Level Apprenticeships Framework Document for Business Management 2017 Chartered Manager End-Point Assessment Plan 2015
12. Dates of PSP Preparation/Revision:	April 2019

2. EDUCATIONAL AIMS OF THE PROGRAMME

The BA (Hons) Business Management (Graduate Apprenticeship) programme presents students with an opportunity to engage in an exciting pathway of self- development, which directly addresses industry requirements for graduates who are reflective practitioners, with an understanding of the broad context and principles of managing organisations and themselves, across local and international contexts, in changing environments. The work based learning route of the programme increases access for people working in the industry and enables them to build upon their work related learning and experiences.

Central to the programme are:

- the progressive development of personal effectiveness in the arena of management; and
- learning that is informed by workplace experiences that can in turn be applied toward the exploration and resolution of work-based challenges.

The programme builds on GCU's long standing tradition of highly successful work based provision and aligns with the QAA Benchmarks for Business and Management, Skills Development Scotland Graduate Apprenticeships in Business Management, and the Chartered Management Institute (CMI) Chartered Manager Degree End-Point Assessment Plan, and is designed to give a coherent and structured programme of learning, which can be regarded as equating to the standards of a conventional taught undergraduate business programme.

The programme will provide a supportive online knowledge and skill based learning accessible by GCU Learn, our Virtual Learning Environment providing flexibility in terms of depth of learning but to facilitate time-management for the apprentice. Through active learning and enquiry, students will exercise initiative

and personal responsibility in order to develop the ability to learn independently and to engage in critical enquiry and personal development. A broad awareness of organisational life including knowledge of the business and commercial environments within which all organisations function underpins students' ability to make decisions in complex and unpredictable contexts. This fosters a knowledge fusion that underpins creativity, professional competence and further academic study.

Programme Aims

In relation to the programme and with reference to the QAA Business and Management Subject Benchmark, the overall aims of the programme are:

- To develop knowledge and understanding of concepts, theory and research relating to the study of organisations, their management, the economy, and the business environment.
- To broaden understanding of the various business functions with the workplace.
- To develop understanding of how the external business environment affects the workplace.
- To analyse the application of business management concepts and principles to the workplace context.
- To enable graduates to develop an analytical and evidence-based approach to the critical investigation of business and management issues and challenges in their workplace context.
- To develop the research skills required to carry out a business project relevant to the workplace.
- To help the apprentices develop a career in business management and understand how to enhance their leadership potential.
- To develop the attributes required to become effective global citizens and enterprising, responsible leaders.

Programme Overview

The BA (Hons) Business Management (GA) is designed to prepare students for the 21st century workplace. The theme of managing business challenges in a responsible manner is embedded in the programme across all levels, with the aim of engendering responsible leadership and global citizenship in keeping with the Principles for Responsible Management Education (PRME). The design of the SCQF Level 7 modules reflects a belief in the value of developing reflective practitioners who can understand the broad context and principles of managing organisations. SCQF Level 8 modules provide an integrated approach to developing and assessing skills, knowledge and behaviours across a range of units within the apprenticeship programme. Challenge and opportunity is a theme embedded implicitly and explicitly within SCQF Level 9 modules and finally at SCQF Level 10, the programme enables individual development in terms of deeper specialism and identity.

In practical terms the programme provides progressive opportunities for students to investigate organisational and managerial issues and to analyse and assess their findings. Using academic learning, students can then evaluate options which could address organisational challenges, as well as enhance their own management practices

The programme is designed to meet the needs of students who wish to pursue a career across the public, private and not-for-profit sectors and all sizes of organisation. Graduates have the potential to work in any of the areas they have studied, including, Finance, Management, Marketing and HRM. Specific job roles may include: Manager; Senior Manager; Head of Department; Operations Manager; Departmental Manager; Procurement Manager; Supply Chain Manager; HR Manager/ Adviser or anyone with significant management responsibilities.

Personal and Professional Development (PPD) is a core part of each academic level. The focus of this aspect will be to address contextualised development using reflection and workplace self- evaluation, as well as providing an insight into both the academic and professional conventions and literacy appropriate to level. The PPD will be delivered through an accredited module in SCQF Level 7 and part of the assessment strategy in various modules in SCQF levels 8-10.

The programme incorporates diverse aspects of business, management, strategy and leadership, introducing the combination of core modules with specialist material. This enables all participating students to acquire essential foundations of business management while obtaining specialist knowledge and skills. Delivered by GCU academics in liaison with business professionals, students will learn about business holistically from within a business – learning how to make maximum impact in a corporate environment with word and deed, by applying their developing knowledge to the solution of realistic business problems.

The negotiated work based assignments are a distinguishing feature of this programme, designed to deliver return on investment for the employing organisation; negotiated between the apprentice, the employer, and the university. The apprentices are expected to blend the skills and experiences they have acquired in the workplace with the academic learning from the degree, and to do so throughout the programme. They are also expected to reflect upon their learning, skills and personal development in the reflective elements on these projects.

This on-going bridging of workplace and degree make it distinctive from individual work-based learning units. The scope of the project expands at each level, from analysing the apprentice's work context, to analysing the business context, until in the final project, apprentices will identify and analyse a business problem and communicate findings to key decision-makers. The report element of the final project may be used to form part of their application for Chartered Management Institute (CMI) Chartered Manager (CMgr MCMI) status which they can apply accreditation via the qualified route. There is no requirement to include the End Point Assessment (EPA) as part of the Graduate Apprenticeship Programme in Scotland. Assessment for the qualified route is undertaken either by written submission or professional discussion demonstrating consistent and effective performance over a period of 18 months. [N.B. This accreditation route is available for applicants who already hold a degree-level Management Education.]

Taking a highly practical approach grounded in their own experience, apprentices will develop their understanding of business organisations and how their functions are interrelated, including the areas of human resources, marketing, accounting and finance, and operations management. Apprentices will also focus on the fascinating world of digital business, organisational strategy and develop their project management skills. By reviewing workplace practices in relation to current thinking in the effective management of organisations, apprentices will be given the opportunity to reflect on their experiences of business management practices to produce and apply new understanding and skills in the workplace.

SCQF7 The Foundation Year: During year one, students will be involved in a number of activities designed to enhance their understanding of the workplace and career choices. The Foundation Year is a critical year in this programme in terms of focusing minds on understanding the integrated nature of organisations and their environment, career options and tracks that will support workplace aspirations.

At SCQF Level 7, the programme aims to develop the students' understanding of concepts and principles from key areas of the management domain and to evaluate and interpret these within the context in which their organisations operate. The induction activities will not only prepare the apprentices for study but will begin the process of creating a cohesive community of learners and developing a self-directed approach to learning. These aspects will continue to be developed throughout the module.

Within the first year of study students will be introduced to the concepts of self-awareness and managing self in terms of knowledge, skills and professional behaviours. Through the Personal and Professional Development module the students will be accustomed to academic and reflective writing. Students will be encouraged to be self-aware and seek feedback to encourage continuous professional development.

At SCQF Level 7, the programme aims to provide a general foundation in the key functions and concepts associated with business management, an understanding of how the external environment impacts on how business perform and the impact of economic challenges at a national and international level. The UK economy was and continues to be impacted on by a range of macro and global influences. Students must understand such impacts and how it will alter an increasingly dynamic working environment in all sectors of the economy. Managing business challenges in a responsible manner is a key theme embedded in the programme across all levels with the aim of engendering responsible leaders and global citizenship in keeping with the Principles for Responsible Management Education (PRME).

At this stage, students start to develop arguments and make judgment through the analysis of the business environment and the use of data and in accordance with basic theories, concepts and frameworks related to business and management areas to provide satisfactory responses to clearly defined business issues. While apply the correct concepts and frameworks to clearly defined problems/ issues students begin to appreciate to complexity of the decision- making involved in a business activity.

SCQF8 Business Awareness: SCQF Level 8 modules are designed to extend students' knowledge and understanding of the integrated nature and complexity of contemporary organisations, and identify the impact of people on work and organisations and the management issues that arise. Involvement and interaction increases student awareness of and sensitivity to the diversity of business activities that exist. Students will develop systematic knowledge, critical understanding and skills in core business subjects such as HRM, Marketing, Project Management and Finance, thus having better knowledge and understanding of key business functions, their nature, contribution and interaction which will enable them to apply problem solving skills across a range of disciplines that reflect good business practice. A module in Management provides a systematic understanding to the concept, providing a basis for a deepening approach at SCQF Level 9, both experientially in the work place and theoretically in the class.

An integral part of awareness is preparing the students for the next level of study; develop further their detailed knowledge of key business concepts building upon their formalised knowledge and understanding of business to address more specific business areas through experiences and learning in the workplace together with an awareness or relevant academic contexts and frameworks in business. SCQF Levels 7 and 8 modules provide a basis for a deepening approach. At SCQF Level 9 (both experientially in the work place and theoretically in class). On completion of SCQF level 8, students are expected to access more relevant and reliable business information and discuss business issues confidently and appropriately with colleagues.

SCQF9 Challenge and Opportunity: At this level, modules are designed to extend students' critical understanding of the complex and uncertain nature of the global environment, its effects upon the strategic marketing planning and direction of business; covering six modules of study, designed to stretch their abilities around digital business and technologies, operational processes, practices and embracing diversity.

During the Research Methods for the Workplace module, students will undertake research tasks with minimum guidance to formulate suitable research strategies to achieve defined personal and business objectives by investigating an issue relevant to their organisation. It is expected that the students will realise the importance of planning a reliable research project applicable in the workplace, and evaluate information and research methods to achieve particular research objectives, thus preparing themselves for undertaking their Honours projects in their final year of study at SCQF Level 10.

SCQF10 Professional Identity: The 21st century graduate must be prepared for challenge and seek opportunity. Ideas involving sustainability, business planning, strategy and excellence, innovation & creativity, and leadership & change management aim to use pedagogy that creates academically, culturally and socially challenging environments enabling expansive learning. The programme offers modules at SCQF Level 10 which enable individual development in terms of specialism and identity. At this level, student develop an individual understanding of their role, as a professional, in the workplace.

At SCQF Level 10, students are expected to be capable of a greater extent of independent working and deeper, more critical thinking that enables them to have confidence in making judgments about the value of ideas, concepts and practices.

Students at this level are expected to follow a more structured inquiry towards business excellence frameworks and tools aiming at driving continuous improvement and sustainability in business operations. At this stage emphasis is placed on students' learning to critically reflect on the nature of empirical research underpinning management theory and best practice.

Professional identity is nurtured and developed through the Leading Organisations module; where apprentices will evaluate their own leadership strengths and weaknesses in order to further their personal and professional development and the capstone project; the 40 credit Work-Based Honours Project. Students are encouraged to pull together and apply all the skills and knowledge that they have acquired and developed over the course of the programme to a business issue that they are really interested in and passionate about through a depth of knowledge and evidence of critical, analytical and creative thinking.

In work based programmes, students have the ability to put into practice what they are learning in modules, thereby developing their professional practice. Such competency development is what is expected to gain future CMI chartered status after graduation. Documenting how the student is developing and applying their knowledge and skills within the workplace serves to collate together evidence of professional competencies and can demonstrate how their new knowledge is being taken into their workplace. Such a portfolio will be useful to the student to evidence skills and knowledge during their EPA and the subsequent professional accreditation.

3. INTENDED LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Ultimately the course seeks for those who complete it to become autonomous leaders of the future. A learner who successfully completes the course will have achieved the following course learning outcomes and these are based on both the QAA Business and Management Subject Benchmark 2015 and the Graduate Apprenticeship Framework.

3A Knowledge and understanding;

A1 Organisational strategy and operations. A systematic understanding of key aspects of 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. Know how to analyse and segment relevant markets and customers (global and local), develop and implement marketing strategies based on customer insights and data

A2 Project management. Ability to deploy accurately established techniques of analysis and enquiry to move a project through planning, design, development, deployment and evaluation. Understand risk management models and reporting, risk benefit analysis and H&S implications

A3 Business finance. A conceptual understanding of financial strategies, including budgets, financial management and accounting, and how to provide financial reports; approaches to procurement and contracting, legal requirements and commercial context in an organisational setting and how this changes over time.

A4 Digital business and new technologies. Critically evaluate approaches to innovation and digital technologies and their impact on organisations; how their application can be used for organisational improvement and development; evaluate the impact on data and knowledge management for supporting business decision-making.

3B Practice: Applied knowledge, skills and understanding;

B1 Organisational strategy and operations. 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. 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

B2 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

B3 Business Finance. Managing budgets, controlling expenditure and production of financial reports

B4 Digital business and new technologies. Able to identify service/organisational improvements and opportunities for innovation and growth, using qualitative and quantitative analysis of information and data and benchmarking against others

B5 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

B6 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

B7 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

B8 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

B9 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

B10 Management of self. Able to create a 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

B11 Decision making. Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making

3C Generic cognitive skills;

C1 Leading People. Apply the methods and techniques learned to review, consolidate and apply their knowledge of different inclusive leadership styles and models, organisational culture and diversity management, to develop teams and support people using coaching and mentoring approaches.

C2 Managing People. Employ inclusive talent management approaches to set goals and manage performance. Recruit, manage and develop people, using HR systems and processes to ensure legal requirements, H&S, and well-being needs.

C3 Developing collaborative relationships. Demonstrate a conceptual understanding of approaches to stakeholder, customer and supplier management, developing engagement, facilitating cross functional working and negotiation, shaping common purpose, as well as approaches to conflict management and dispute resolution

C4 Awareness of self and others. Demonstrate the ability to manage self and to be self-aware; using emotional and social intelligence, and active listening and open questioning to work effectively with others

C5 Management of self. Demonstrate the knowledge of how to manage time, set goals, prioritise activities and undertake forward planning in a business environment with a focus on outcomes

3D Communication, numeracy and ICT skills

D1 Communication. Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences through different forms of communication (written, verbal non-verbal, digital) and through awareness of interpersonal skills of effective listening, influencing techniques, negotiating and persuasion

D2 Decision making. Have the qualities needed to in situations requiring decision making in unpredictable circumstances through aspects of current research. Develop analytical techniques and problem solving skills to evaluate evidence, arguments and assumptions to make sound judgements and an understanding of the values, ethics and governance of your organisation

3E Autonomy, accountability and working with others.

E1 Takes responsibility. Drive to achieve in all aspects of work by demonstrating autonomy and confidence. Demonstrates resilience and determination when managing difficult situations. Seeks new opportunities underpinned by commercial acumen and sound judgement

E2 Inclusive. Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity internally and externally

E3 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

E4 Professionalism. Sets an example, and is ethical, fair, consistent and impartial. Operates within organisational values and adheres to the CMI's Professional Code of Conduct and Practice. (<http://www.managers.org.uk/policies/code-of-conduct-and-practice>)

Strategy for Learning

The teaching, learning and assessment strategies used in this programme are based around the GCU Strategy for Learning (SfL) 2015-2020, which aims to “produce graduates who will be proficient in their discipline, entrepreneurial, confident, responsible and capable of fulfilling leadership roles in different organisational, cultural and global contexts” (GCU Sf, 2015). This strategy and framework influences all GCU programmes and is underpinned by a number of design principles and these should inform the design and operation of the programme; the manner in which these influence the programme and are embedded in the programme as outlined below.

The programme's philosophy is based on:

- The progressive development of students with particular focus on attainment of reflective skills, bridging the gap between theory and practice, learning from their experience and developing critical thinking contextualised in the workplace using industry standards and approaches shaped by modern businesses.
- Work based assignments designed to bridge workplace learning and academic learning. Overall, the programme welcomes challenging of conventional knowledge and encourages students to consider creative alternative solutions to contemporary issues.
- A flexible mode of delivery agreed with the clients to best suit the needs of their business. This most commonly translates into online directed learning with a clear technology-led structure and a range of work based activities and a series of face to face sessions at the beginning of each module, comprised of 15 contact hours per module to enhance the student experience. These are used to introduce the students to the key theoretical concepts of the module, while concentrating on the practical application of the theory within business, and to ensure they are familiar with the aims and intended learning outcomes, the resources and the assessment strategy. Where it is appropriate, web-based material will be used to compliment the face to face sessions. The nature of the classroom setting is a balance between knowledge transfer, interactivity and group activities; with students expected to contribute to the learning activities. Apprentices are however expected to engage with all elements of programme delivery; face to face, online and work based learning.

Innovative Problem Based Learning

- Problem based and project based scenarios are commonly used to trigger the students' curiosity, with group work, peer support and facilitation key teaching and learning strategies.
- The curriculum is evidence based, and the pedagogy adopted by all parties will be predominantly an action-learning approach, which encourages participants to work on the real scenarios they encounter in their workplace. This approach deepens student insight and further develops their personal and professional competencies for performing their roles. By developing these strong theoretical

underpinnings, participants will be facilitated to defend or change their workplace practices, thereby delivering significant added-value to their companies.

Flexible Approach to Delivery and Assessments

- Students will study two modules per trimester with a mix of face to face contact and online supported learning through Virtual Learning Environment (VLE). The timing of the face to face contact will be notified at the point of registration.
- Assessment is predicated on a flexible approach to assessment that goes beyond the written report or assignment. Students will be asked to produce reflective accounts as well as the production of a range of the work related artefacts, for example strategy documents, audits, service plans, policies, standard operating procedures, reports, and action plans.
- All work based assessment will be discussed with the employer advisory group to ensure authentic tasks which enable students to develop and apply learning to the workplace context

Work Based Learning

- GCU's work based learning model encourages the creation of an environment in which apprentices take responsibility for their own learning; where they are fully informed about the opportunities available to them, but also aware of their responsibility to engage with these. It places emphasis on the importance of reflective and applied learning, and envisages students drawing on informal and formal feedback to engage in a dialogue with staff to help plan their future learning.
- Apprentices will need to develop the ability to identify learning opportunities within the context of their day-to-day work activity in negotiation with employers and GCU tutors. These might, for example, take the form of negotiated work-based projects that build on work activities and integrate knowledge, skills and values developed through higher education learning. The development of reflective practice as a means of supporting the development of professional competence is a common feature of apprenticeships. This includes the use of approaches such as learning logs and professional development portfolios as vehicles for formative and summative assessment for learning, supported by feedback from workplace mentors and tutors.
- Employers will input to the modules to share expertise and best practice. This may take the form of an online synchronised masterclass and discussion. In addition, the delivery module will see a week-by-week on-line programme e.g. directed activities, quizzes and formative assessments. This collective approach provides a consistent focus for the student.

Alignment with the Common Good Attributes

The Common Good Attributes have been developed to reflect desired Graduate Attributes commensurate with the desire for GCU graduates to make a positive difference to social good.

Active and global citizenship: The programme's aim is that students develop a deep understanding of the complexities of the global business environment and the skills to manage that complexity, including consideration of the intercultural issues relating to management. These themes are embedded across the range of modules in every SCQF level of the programme. Additionally, students will be encouraged to reflect on their engagement with global customers, suppliers and partners and how these different cultures influence business and problem-solving.

Entrepreneurial mind-set: the problem-focussed and questioning style at the heart of this programme will support students to create practical and safe solutions in the real-world. As these skills develop, then self-detection of problems is expected (as may be evidenced through the work-based projects), then looking to drive improvements and local changes will be expected from these students/graduates.

Responsible leadership: it is anticipated that students on this programme will take their learning back into the workplace and share this with other colleagues, thereby sharing knowledge – which may allow them to influence others by being a local expert (a form of leadership). Awareness of the student in terms of the types of problem that they can solve will be important so that they acknowledge the boundaries of their knowledge.

It is hoped that this sharing will inspire others to further their own education and to build a culture of improvement and support within their teams.

Confidence: As future graduates of the programme, developing a wider knowledge and skill-set will allow a greater contribution within their workplace and, in turn, greater confidence. Having a rational and data-focussed approach to problem-solving will increase the perception of the graduates and their contribution, which will develop further the confidence of these graduates to follow a more structured inquiry towards business excellence frameworks and tools aiming at driving continuous improvement and sustainability in business operations.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

The structure is shown in four stages which correspond to SCQF levels 7, 8, 9 and 10 and is shown in the table below. The module specific assessment strategy is provided in Appendix 2 (Assessment Loading Matrix).

All three trimesters are utilised for delivery and assessment This enables programme completion within 4 years.

Apprentices undertake 120 credits (6 x 20 credit modules per level) per calendar year. The exception is SCQF Level 10, where a 40 credit Work-Based Honours project module is taken alongside 4 x 20 credit modules.

SCQF Level 7

Module Code	Module Title	Credit
M1N223750	An Introduction to Personal and Professional Development	20
M1N325908	Fundamentals of Risk Management	20
M1N525205	Foundations of Marketing	20
M1N325206	Fundamentals in Financial Management	20
M1L125907	International Economic Issues and Challenges	20
M1M225208	Law in Business	20

Exit Award Certificate of Higher Education in Business Management 120

SCQF Level 8

Module Code	Module Title	Credit
M2N525209	Consumer Behaviour	20
M2N625210	Essentials of Managing Human Resources	20
M2N425211	Ethics in Business and Society	20
M2N425212	Financial Management for Decision Makers	20
M2N225213	Management Issues and Concepts	20
M2N325214	Project Management and Risk	20

Exit Award: Diploma of Higher Education in Business Management 240

SCQF Level 9

Module Code	Module Title	Credit
M3N225911	Managing People and Diversity at Work	20
M3N525215	Brand Management	20
M3N525912	Digital Business and Marketing	20
M3N525218	Marketing Planning and Strategy	20
M3N125216	Operations and Supply Chain Management	20
M3N225220	Research Methods in the Workplace	20

Exit Award: BA Business Management 360

SCQF Level 10

Module Code	Module Title	Credit
MHN625221	Leading Organisations in a Changing Context	20
MHN225222	Management of Innovation and Creativity	20
MHN125223	Managing Sustainable Business Excellence	20
MHN223785	Work-Based Honours Project	20
MHN225224	International Business Strategy	40
MHN225370	Apprenticeship E-Portfolio	0

Exit Award: Graduate Apprenticeship in BA (Hons) Business Management 480

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

Support for students and their learning within GCU includes the following:

- Induction and transition programme
- Programme handbook and Module handbooks
- Study skills packages
- GCU Learn, which is a web based learning environment, used on all modules
- Flexible learning/study packs
- Programme Leader/Personal Tutor to assist with academic/personal issues
- Module Leader/Tutors to assist with academic and subject specific issues
- Access to the Academic Development Tutors who provide assistance and guidance
- Access to SWBE which provides guidance in work based learning and assessment
- Access to visiting lecturer presentations
- Student Staff Consultative Group
- Student representatives on the Programme Board
- ICT Skills Support
- Workplace Mentors
- CMI Coach

An induction programme will take place at the start of each new teaching cohort. The aim of the induction process is to provide an effective, informative transition experience for new apprentices. Key activities will include providing information on the programme of study and the roles and responsibilities of everyone within the tripartite arrangements; providing information regarding the resources and the support services offered throughout the University and within their employer. During this time, students can also meet and interact with academic staff, fellow apprentices and mentors.

Workplace and work based mentors will provide a full spectrum of workplace support; ranging from the formal mentorship agreements that are common to professionally regulated programmes to the more informal approach of “on the job” buddying and supervision. Mentors can help apprentices to identify relevant work activity that can operate as a source for work-integrated learning, they can advise on the development of work-based projects, they can provide feedback on the development of professional competence, and they can formatively comment on progress in achieving negotiated work-integrated learning objectives. Workplace mentors must also ensure access and the practising to all relevant work based experiences to ensure completion of the Programme and to satisfy all other external agencies.

With regard to workplace mentors, GCU has a variety of resources and modules available to support and develop the range of staff involved in apprenticeship training, to ensure that they are appropriately experienced to undertake their responsibilities, as well as an agreement about the key activities and confirmation of competencies the mentor undertakes. The aim is to develop Communities of Practice to promote a sense of belonging and networking and knowledge sharing among subject specific mentors.

The role of the CMI Coach is to manage individuals and act as an advisor to achieve CMI professional body Chartered Manager (CMgr MCMI) membership status. The Coach will assist apprentices in developing their potential and performance and is seen as a key ingredient in improving apprentices' engagement with the programme; focusing on individuals and their identified development needs thus avoiding a one size fits all' approach.

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

Programme Admission Requirements

Admission to the programme is based on the reasonable expectation that the apprentice will be able to fulfil the objectives of the programme and achieve the standard required for the award.

All candidates must be employed in a role related to the subject matter of the Graduate Apprenticeship and be sponsored by their employer. Applications can only be made through the sponsoring employer. The University will consider all such applications and will have the final decision whether to accept the candidate for entry to the programme.

GCU will work with employers to ensure that candidates are capable of undertaking the GA studies in addition to their responsibilities as an employee. Typical requirements for entry to the first year of the BA (Hons) Business Management programme is given in the following Table (for guidance purposes), but each case will be taken on its own merits with discussion with employers.

SCQF Level 7 Entry

Awarding Body	Entry Requirement
SQA Higher:	BBBB including English PLUS Nat 5 Maths at C
A Level:	BBC PLUS GCSE Maths and English at C/4
IB Diploma	25 points must include Maths
BTEC	Level 3 Extended Diploma in relevant subject at DMM PLUS GCSE Maths and English at C/4

SCQF Level 8 Entry

Awarding Body	Entry Requirement
HNC:	Business Management or a related business subject area (normally with a minimum of a B in graded unit)
A Level:	BBC (or equivalent), with one A levels in a relevant business subject area, PLUS GCSE Maths, English and a Business related subject at C/4
IB Diploma	30 points must include Maths and a Business related subject
BTEC	Level 3 Extended Diploma in relevant business subject at DMM PLUS GCSE Maths, English and a Business related subject at C/4, with Distinction in one area.

SCQF Level 9

HND or equivalent in Business Management or a related subject area, normally with a minimum of at least one B in a graded unit.

English Language Proficiency

In line with University requirements, an applicant whose first language is not English or who has not been educated wholly or mainly in the medium of English will be expected, before commencing the programme, to demonstrate a suitable minimum level of competency in the English Language. For this programme an IELTS (or equivalent) of 6.0 (no individual element of less than 5.5) will be required.

Flexible Entry: Credit Transfer and RPL

An applicant can seek entry to the programme if they do not have the normal entry requirements, but can demonstrate that they have achieved the prerequisite skills and knowledge through their experience, or

informal learning (Recognition of Prior Informal Learning). Applicants may be granted entry with advanced standing, if they can demonstrate equivalence to the learning outcomes of a module. A student can gain credit towards an award through a combination of prior informal and prior certificated learning. Full details of the GCU Recognition of Prior Learning Policy can be found online at this location:

<https://www.gcu.ac.uk/academicqualityanddevelopment/academicquality/regulationsandpolicies/>

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiner(s) Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)
- Programme Approval & Re-approval

Committees with responsibility for monitoring and evaluating quality and standards:

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)
- CMI Quality Office
- SDS Quality Office
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Practice and Policy Committee (APPC)
- University Senate

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire
- GCULearn
- Open access to members of Programme Team E.g. Module Leaders, Programme Leader, Academic Advisor, Year Tutor

Staff development priorities include:

- Higher Research Degrees
- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies
- Consultancy and industry engagement

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on year of entry can be found at:

<https://www.gcu.ac.uk/academicqualityanddevelopment/academicquality/regulationsandpolicies/>

9. INDICATORS OF QUALITY AND STANDARDS

- Application rates
- Student progression rates (at each level)
- Student Staff Consultative Meetings
- External Examiner Reports which are considered at Programme Boards
- Annual module review report of modules to the Programme Board for Sharing of good practice and proposed modules enhancements
- Annual Programme Analysis
- The outcome of any Cognate Area Review organised by the School and / or University
- The outcome of any University internal quality audit of the programme
- The outcome of any QAA HE subject review
- Enhancement Led Internal Subject Review (ELISR)
- Employer feedback/consultation

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Definitive Programme Document
- Programme Handbook
- Module Handbook
- University Website <http://www.gcu.ac.uk>
- GCU Graduate Apprenticeship website <https://www.gcu.ac.uk/graduateapprenticeships/>
- School Website Glasgow School for Business and Society <https://www.gcu.ac.uk/gsbs/>
- Institute for University to Business IU2B)/Work-based Education: <https://www.gcu.ac.uk/wbe/>
- School Website GCU London <https://www.gculondon.ac.uk/>
- GCU Learn
- University Prospectus

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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section

DATE: April 2019

Curriculum Map for Graduate Apprenticeship in BA (Hons) Business Management

Appendix 1

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

	Code	Title	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	C1	C2	C3	C4	C5	D1	D2	E1	E2	E3	E4			
SCQF7	M1N223750	Introduction to Personal and Professional Development	x					x			x			x	x	x					x	x	x				x	x	x		
	M1N325908	Fundamentals of Risk Management		x				x			x			x	x	x	x					x	x	x	x			x	x	x	
	M1N525205	Foundations of Marketing	x				x				x			x	x	x	x					x	x	x	x			x	x	x	
	M1N325206	Fundamentals in Financial Management			x				x		x			x	x	x	x					x	x	x	x			x	x	x	
	M1L125907	International Economic Issues and Challenges	x				x				x			x	x	x	x					x	x	x	x			x	x	x	
	M1M225208	Law in Business			x			x				x			x	x	x	x			x	x	x	x	x			x	x	x	
SCQF8	M2N525209	Consumer Behaviour	x				x				x				x	x	x			x	x	x	x	x	x			x	x	x	
	M2N625210	Essentials of Managing Human Resources	x				x				x	x	x	x	x	x	x	X	x	x	x	x	x	x	x			x	x	x	
	M2N425211	Ethics in Business and Society	x					x			x	x	x	x	x	x	x	x			x	x	x	x	x			x	x	x	
	M2N425212	Financial Management for Decision Makers			x					x		x			x	x	x	x			x	x	x	x	x			x	x	x	
	M2N225213	Management Issues and Concepts	x				x				x				x	x	x	x		x	x	x	x	x	x			x	x	x	
	M2N325214	Project Management and Risk		x				x				x			x	x	x	x			x	x	x	x	x			x	x	x	
SCQF9	M3N225911	Managing People and Diversity at Work	x				x				x			x	x	x	x			x	x	x	x	x	x	x			x	x	x
	M3N525215	Brand Management	x			x	x	x		x	x			x	x	x	x			X	x	x	x	x	x	x			x	x	x
	M3N525912	Digital Business and Marketing	x		x		x	x	x		x	x	x	x	x	x	x	x			x	x	x	x	x	x			x	x	x
	M3N525218	Marketing Planning & Strategy	X				x	x			X	X	X	X	X	x	X	x	x	x	x	x	x	x	x	X	X	X	X	X	
	M3N125216	Operations and Supply Chain Management	x	x			x	x			X	X	X	X	X	X	X			x	x	x	x	x	x	X	X	X	X	X	
	M3N225220	Research Methods for the Workplace		x			x	x		X	X	X		X	X	X	X			x	x	x	x	x	x	X	X	X	X	X	
SCQF10	MHN625221	Leading Organisations in a Changing Context	x	x			x	x			X	X	X	X	X	X	X	x	x	x	x	x	x	x	x	X	X	X	X	X	
	MHN225222	Management of Innovation and Creativity	x	x		x	X	X		X	X	X	X	X	X	X	X	X	x	x	x	x	X	x	X	X	X	X	X	X	

MHN125223	Managing Sustainable Business Excellence	x	x			x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
MHN225224	International Business Strategy	x		x		x	x	x		x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x
MHN223785	Work-based Honours Project	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
MHN225370	Apprenticeship e-Portfolio	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

ASSESSMENT LOADING MATRIX

Appendix 2

SCQF7 Modules									
Module Code	Module Title	Sequence (Trimester A: A1, A2 etc)	Credits	Assessment Weighting					
				Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
M1N223750	An Introduction to Personal and Professional Development	A1	20	50	50	0	0	0	0
M1N325908	Fundamentals of Risk Management	A2	20	100	0	0	0	0	0
M1N525205	Foundations of Marketing	B1	20	100	0	0	0	0	0
M1N325206	Fundamentals in Financial Management	B2	20	30	70	0	0	0	0
M1M225208	Law in Business	C1	20	60	40	0	0	0	0
M1L125907	International Economic Issues & Challenges	C2	20	100	0	0	0	0	0
EXIT AWARD: Certificate of Higher Education in Business Management									

SCQF8 Modules									
Module Code	Module Title	Sequence (Trimester A: A1, A2 etc)	Credits	Assessment Weighting					
				Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
M2N225213	Management Issues and Concepts	A1	20	100	0	0	0	0	0
M2N425211	Ethics, Business and Society	A2	20	100	0	0	0	0	0
M2N325214	Project Management and Risk	B1	20	100	0	0	0	0	0
M2N525209	Consumer Behaviour	B2	20	30	70	0	0	0	0
M2N425212	Financial Management for Decision Makers	C1	20	100	0	0	0	0	0
M2N625210	Essentials of Managing Human Resources	C2	20	100	0	0	0	0	0
EXIT AWARD: Diploma of Higher Education in Business Management									

SCQF9 Modules									
Module Code	Module Title	Sequence (Trimester A: A1, A2 etc)	Credits	Assessment Weighting					
				Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
M3N225911	Managing People and Diversity at Work	A1	20	100	0	0	0	0	0
M3N525215	Brand Management	A2	20	100	0	0	0	0	0

M3N525912	Digital Business and Marketing	B1	20	100	0	0	0	0	0
M3N525218	Marketing Planning and Strategy	B2	20	100	0	0	0	0	0
M3N125216	Operations and Supply Chain Management	C1	20	100	0	0	0	0	0
M3N225220	Research Methods for the Workplace	C2	20	100	0	0	0	0	0
EXIT AWARD: BA Business Management									

SCQF10 Modules									
Module Code	Module Title	Sequence (Trimester A: A1, A2 etc)	Credits	Assessment Weighting					
				Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
MHN625221	Leading Organisations in a Changing Context	A1	20	100	0	0	0	0	0
MHN225222	Management of Innovation and Creativity	A2	20	50	50	0	0	0	0
MHN125223	Managing Sustainable Business Excellence	B1	20	100	0	0	0	0	0
MHN223785	Work – Based Honours Project	B2	20	100	0	0	0	0	0
MHN225224	International Business Strategy	C1	40	100	0	0	0	0	0
MHN223785	Work – Based Honours Project	C2							
MHN225370	Apprenticeship E-Portfolio (Optional)	ABC	0	100	0	0	0	0	0
EXIT AWARD: Graduate Apprenticeship in BA (Hons) Business Management									