

PROGRAMME SPECIFICATION

Programme Title: BSc (Hons) Professional Management / Certificate of Higher Education in Professional Management/ Diploma of Higher Education in Professional Management.

Partner Institution: GSM London

Start Date: October 2015

First Date of Award: 2017

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PROGRAMME SPECIFICATION

This Programme Specification should contain no information referring to individual members of staff as it will be employed as a public document.

PS1. Programme Details

Awarding Institution:	Plymouth University
Teaching Institution:	GSM London
Accrediting Body:	NA
Language of Study:	English
Mode of Study:	Standard (3 Years) / Accelerated (2 Years) Extended Standard (4 Years)/ Extended Accelerated (3 Years) Part-time Standard (4 Years)/ Part-time Extended (5 Years 1 Semester) (See Appendix: Programme Structure by Delivery Mode)
Final Award:	BSc (Hons)
Intermediate Award:	Certificate in Professional Management 120 credits; Diploma in Professional Management 240 credits; Ordinary degree 320 credits
Programme Title:	BSc (Hons) Professional Management
UCAS Code:	NA
JACS Code:	N200
Benchmarks:	QAA Framework for Higher Education Qualifications in England, Wales QAA Code of Practice for the assurance of academic quality and standards in Higher Education QAA subject benchmark for General Business and Management (2007) SEEC 2010
Date of Programme Approval:	14/01/2015

PS2. Brief Description of the Programme

The following is a description of the programme that clarifies both its position within the delivering institution and Plymouth University's portfolio. This material/ may be used for promotion of the programme and the text should be approximately 200-250 words.

This programme seeks to encourage professionals to enhance their continued professional development through an understanding of their sector and working practices to enable them to become influential and effective practitioners.

The programme is a flexible framework award providing a personalised programme of learning to suit individual needs, and support current and future career aspirations. The underlying philosophy of the award(s) is to facilitate a programme of negotiated learning, using the employment role and workplace as a context and focus of academic enquiry. Research suggests that over 70% of learning is derived from experiences, either planned or unplanned, thus emphasising the need to learn from real work. Learning through the workplace is therefore the 'means through which a discipline is delivered, not the discipline to be studied'. It represents a pedagogy that differs substantially from traditional higher education approaches, where knowledge is already created in a curriculum or syllabus. The programme challenges this tradition by providing a framework for the learner to negotiate learning and, ultimately, to determine the content of their academic enquiry.

The programme is structured over three phases, (Certificate; Diploma; Honours/Bachelor's degree) and the curriculum framework facilitates a programme of negotiated learning (work based projects and selected modules from the GSM Portfolio), to support the learner to engage in the development of their professional practice.

Delivery of the programme includes taught elements, facilitation of practice and research, and will include a range of work based learning approaches such as:

- *helping learners to become active in identifying their needs and aspirations and managing the learning process (Graham et al 2006)*
- *acting as a process consultant (Stephenson 1998a)*
- *helping learners develop their abilities of critical reflection and enquiry (Graham et al 2006)*
- *helping learners identify and work with ethical issues (Graham & Rhodes 2007, Moore 2007)*
- *helping learners make effective use of workplace resources (Moore 2007)*
- *developing learners' academic skills and helping them use them in the workplace (Rhodes & Shiel 2007)*
- *providing specialist expertise (Stephenson 1998a)*
- *inspiring and encouraging learners (Moore 2007).*

Learners are expected to be concerned with critical enquiry, reflection, research and its impact on the process of professional development, as well as its associated practice and contexts. Learning is developed through a deeper understanding and engagement within the work-place through a blend of theory and practice. Project and practice-based learning is an integral feature of this programme of study. This allows the learner to test their thoughts and ideas against the realities of wider professional practice.

Whilst the primary target market for this programme is the individual learner, in addition, employers seeking workforce development solutions may specify the content for groups of management staff that align with corporate skills gaps and organisational priorities. In such cases, negotiation of the learning outcomes is a tripartite activity involving the employer, learner and tutor.

The programme structure allows for flexibility within entry, exit and progression of its members, thereby tailoring professional development to enhance life-long learning.

PS3. Details of Accreditation by a Professional/Statutory Body (if appropriate)

Full details of professional qualifications/accreditation by professional/statutory bodies are available at:

<http://www.gsm.org.uk/undergraduate/professional-qualifications>

PS4. Exceptions to Plymouth University Regulations

Plymouth University have approved an exemption to the regulations enabling GSM to utilise a 15/30 credit structure.

Additional approval exemption for 45 credit structure is being sought. Advice has been sought on recognition of advanced standing beyond 5 years.

PS5. Programme Aims

The programme will deliver:¹

- A1. A critical understanding of the culture and practice of various working environments.
- A2. The means to build individual confidence and develop transferable skills.
- A3. Established academic learning in a professional context.
- A4. Improved opportunities for career and academic progression.

PS6. Programme Intended Learning Outcomes (ILO)

Certificate of Higher Education in Professional Management

By the end of this programme the learner will be able to:

¹ Recommended: 5-7 “numbered points”

Knowledge and understanding:

- Explain the essential concepts, principles and assumptions associated with their profession and subject area(s) and an ability to evaluate and interpret these within the context of the workplace and their own professional development.
- Identify and apply the underlying concepts and principles outside the context in which they first studied, including the application of those principles in the work place.

Cognitive and Intellectual Skills:

- Present, and interpret a variety of evidence or data, develop lines of argument and make sound judgements, in accordance with basic theories and concepts of their subject(s) of study.
- Recognise the limits of their knowledge, and how this influences, analyses and interprets that knowledge.

Transferrable Skills:

- Communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences.
- Exercise autonomy and initiative in tackling tasks and problems and consider alternative approaches.
- Develop responsibility for their own learning.

Employment:

- Utilize the qualities and key skills necessary for employment, requiring the exercise of some personal responsibility when working with others.

Practical:

- Adopt a broad ranging and flexible approach to study and professional development, identifying strengths and learning needs and follow activities to improve performance.

Diploma of Higher Education in Professional Management

By the end of this programme the learner will be able to:

Knowledge and understanding:

- Explain the essential concepts, principles and assumptions associated with their profession and subject area(s) and an ability to evaluate and interpret these within the context of the workplace and their own professional development.
- Apply the well-established principles and knowledge of their profession and subject area.
- Identify and apply the underlying concepts and principles outside the context in which they first studied, including the application of those principles in the work place.

Cognitive and Intellectual Skills:

- Present, analyse and interpret a variety of evidence or data, develop lines of argument and make sound judgements, in accordance with basic theories and concepts of their subject(s) of study.
- Apply underlying concepts and principles outside the context in which they first studied, including the application of those principles in the work place.
- Recognise the limits of their knowledge, and how this influences, analyses and interprets that knowledge.

Transferrable Skills:

- Communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences.
- Exercise autonomy and initiative in tackling tasks and problems and consider alternative approaches.
- Adopt a broad ranging and flexible approach to study and professional development, identifying strengths and learning needs and follow activities to improve performance.
- Develop responsibility for their own learning.
- Work effectively with others while meeting the required obligations involved.

Employment:

- Utilize the qualities and key skills necessary for employment, requiring the exercise of some personal responsibility when working with others.
- Exercise personal responsibility and decision making, particularly within a working group.
- Define and achieve both personal and professional targets, including research and responsibility for their own professional and academic development.

Practical:

- Use a range of established techniques to retrieve and analyse information.
- Adopt a broad-ranging and flexible approach to study and professional development, identifying strengths and learning needs and follow activities to improve performance.
- Become an effective and reflective practitioner.

BSc Professional Management

By the end of this programme the learner will be able to:

Knowledge and understanding:

K1.0 Explain the essential concepts, principles and assumptions associated with their profession and subject area(s) and an ability to evaluate and interpret these within the context of the workplace and their own professional development.

K1.1 Apply the well-established principles and knowledge of their profession and subject area.

- K1.2 Evaluate the main methods of enquiry in their profession or occupation, and to select appropriate approaches to solving problems in these.
- K1.3 Identify and apply the underlying concepts and principles outside the context in which they first studied, including the application of those principles in the work place.

Cognitive and Intellectual Skills:

- C2.0 Present, evaluate, and interpret a variety of evidence or data, develop lines of argument and make sound judgements, in accordance with basic theories and concepts of their subject(s) of study.
- C2.1 Apply underlying concepts and principles outside the context in which they first studied, including the application of those principles in the work place.
- C2.2 Recognise the limits of their knowledge, and how this influences, analyses and interprets that knowledge.

Transferable Skills:

- T3.0 Communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences.
- T3.1 Exercise autonomy and initiative in tackling tasks and problems and consider alternative approaches.
- T3.2 Adopt a broad-ranging and flexible approach to study and professional development, identifying strengths and learning needs and follow activities to improve performance.
- T3.3 Develop responsibility for their own learning.
- T3.4 Work effectively with others while meeting the required obligations involved.

Employment:

- E4.0 Utilize the qualities and key skills necessary for employment, requiring the exercise of some personal responsibility when working with others.
- E4.1 Exercise personal responsibility and decision making, particularly within a working group.
- E4.2 Define and achieve both personal and professional targets, including research and responsibility for their own professional and academic development.

Practical:

- P5.0 Demonstrate the acquisition of GSM London's Graduate Attributes and facilitate the application of these attributes in both an academic and a professional context.
- P5.1 Use a range of established techniques to retrieve and analyse information.
- P5.2 Adopt a broad ranging and flexible approach to study and professional development, identifying strengths and learning needs and follow activities to improve performance.

P5.3 Develop as an effective and reflective practitioner.

PS7. Distinctive Features

The following provides a definitive and approved list of elements that may be used to both conceptualise and promote the market position of this programme.²

This programme has the following distinctive features:

- This programme is especially designed for those that want to develop their expertise within their current work. Your work will become the subject of your studies to enable you to work more effectively as a professional practitioner in your field. If you are self-employed or work in an organisation, paid or unpaid and in any employment sector, this work-based programmes enable you to gain qualifications through your work.
- Benefits of studying BSc Professional Management:
 - Enhance your potential for career progression
 - Develop transferable work-based analytical, research and management skills
 - Develop expertise within your chosen field
 - Gain academic recognition for your existing skills and professional development
 - Improve your professional effectiveness
 - Use your work and career experience as the subject of your study
 - Flexible study that builds on your current work and/or professional practice
- The philosophy of the programme is that student negotiates their own programme of learning to suit their personal, professional and academic development, whilst meeting the programme aims and learning outcomes
- The curriculum facilitates a programme of negotiated learning using an actual or previous working role, and the organisation's objectives as the focus of academic enquiry. It allows the learner to design their own tailored programme of learning and provides academic credit for formal and informal learning previously undertaken.
- This programme supports the learner's aspirations to engage in the development of their future professional practice. Tutors will establish structures which enable students to have an ongoing say in all aspects of the learning process.
- Curriculum development, learning delivery and a commitment to interdisciplinary learning is informed by established staff research, professional practice and strong industry links.
- The programme is structured around a number of intensive support workshops. These will provide the learner with a 'tool kit' to focus on development, the learning of key concepts and theories to facilitate academic enquiry. It allows for the interaction with experienced tutors and through the experiences of the rest of the

² Recommended: "bullet points" to assist promotional use

cohort. This will offer time and space to critically reflect upon personal practice outside of the working environment.

- Academic tutor support will guide learning to encourage and support independent learning, making the programme ideal for working practitioners. This will facilitate access to advice and support from subject specialists who are members of the wider academic and practice community.
- The programme supports and enables progression of the learner's continuous professional development and lifelong learning development to study in preparation for a Master's programme in Professional Leadership.
- This programme will particularly suit individuals or groups who do not have higher education qualifications at levels 4, 5 or 6 but who have current/previous experience in the workplace and now wish to formalise this through the achievement of an academic award to assist with career progression. It would also suit those who are changing career and seek further study to support that career progression within the academic community whilst working.
- This programme may also support employers who are seeking work-force development solutions.
- Supporting our students to develop distinctive GSM Graduate Attributes valued by employers (employability and professionalism; enterprise and innovation; critical thinking and scholarship; global citizenship and social responsibility) is an important feature of the student experience. These dimensions shape the design, content and delivery of our programmes and the extra-curricular portfolio on offer. Students are encouraged and supported to evidence and articulate their acquisition of these attributes.

PS8. Student Numbers

The following provides information that should act as a guide to assure the quality of the student experience, progression opportunities, and staff and resource planning:

Approximate minimum student numbers per stage = 15

Target student numbers per stage = 25

Approximate maximum student numbers per stage = No maximum at this point in time because additional numbers over target will be monitored over the recruitment cycle to ensure that student numbers can be managed.

PS9. Progression Route(s)

There are GSM London Masters level programmes which students can progress onto, please see the programme team for more details.

PS10. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
<p>Level 2:</p> <p>-</p> <p>-</p>	<p>Level 2 qualifications are not suitable for entry onto the Bachelor degree programmes. However, applicants for entry onto the extended degree options are considered for entry with a qualification at Level 2: Please see the Bachelors' Extended Degree Programme Specification for further details.</p>
<p>Level 3: at least one of the following:</p> <p>-</p> <p>-</p> <p>-</p>	<p><u>These are requirements for entry onto the Bachelor degrees only (excluding the extended degrees i.e. Year 0 entry)</u></p> <p>An applicant must normally be 18 years of age at the start of the programme and as a minimum must have obtained:</p> <ul style="list-style-type: none"> • 2 A Level passes (A-E/ minimum of 80 UCAS Tariff points) or successfully achieved 120 credits on the GSM London's Year 0 programme or equivalent <p><i>We accept overseas qualifications equivalent to those mentioned above. For further information contact your local British Council office or GSM London's International Advisors (+44 [0]208 5167 800 admissions@gsm.org.uk)</i></p> <ul style="list-style-type: none"> • If English is not the applicants first language, proof of fluency through IELTS (minimum score 6.0 for degree programmes) or another accepted system must be provided. <p>Other qualifications may be considered (subject to approval by Plymouth University):</p> <ul style="list-style-type: none"> • Advanced Level Diploma: • BTEC National Certificate/Diploma:

- - - - -	<ul style="list-style-type: none"> • HNC/D: • VDA: AGNVQ, AVCE, AVS: • Access to HE or Year 0 provision: • International Baccalaureate: • Irish / Scottish Highers / Advanced Highers:
Work Experience:	An applicant must be employed or be undertaking voluntary work.
Other non-standard awards or experiences:	Other non-standard awards or experiences are welcomed and these are assessed on an individual basis. Such awards could be other HE level awards. Where required, an interview may be necessary.
APEL / APCL³ possibilities:	<p><u>Accreditation of prior learning</u></p> <p>Partial exemptions from an undergraduate programme may be obtained in accordance with the Academic Regulations dependent on the compatibility of previous study. Each case is considered on its own merit and will be, subject to the approval by Plymouth University.</p> <p>You may be required to provide an academic reference and/or personal statement.</p> <p>We will not normally consider APL's older than 3 years unless the applicant has a recent experiential learning that is directly related to the APL.</p>
Interview / Portfolio requirements:	Interview(s) may be required by the admissions tutor.
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:	No

PS11. Academic Standards and Quality Enhancement

The programme will follow Plymouth University's current annual monitoring process for partnership programmes to complete evaluation of and planning for maintaining and improving quality and standards.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

³ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

Subject External Examiner(s):

The programme will have an external examiner who will provide a strategic overview of both the academic, practical and research elements of the programme. In addition, specialist external examiners will provide an oversight of specific modules. However, modules which fall under the management of another programme will be externally examined by examiners appointed to that programme and therefore will appear in the relevant programme specification. A full list of modules and department owners is available in the Operational Specification. Modules are grouped as below but are subject to change:

Taught Core	Taught Core	Negotiated Study	Electives
Professional Development Planning (level 4)	Foundations for Learning (level 4)	Negotiated Study (small and medium) Level 4,5,6	As assigned to those elective modules within programme home
Professional Management (level 5)	Research and the Professional Manager (level 6)	Negotiated Study (large) Level 4,5,6	

All student learning plans for this programme, including negotiated study projects will be reviewed by a scrutiny panel. This is as a quality mechanism to ensure that student's study programme meets the learning outcomes of the programme as well as their personal and professional development.

The panel will meet once per term and minutes from the meeting will be shared with Plymouth's partnership team.

Additional stakeholders specific to this programme:⁴

The following additional stakeholders are vital to the successful delivery of this programme:

Students: Engagement through programme committee meetings, student liaison meetings, module evaluation questionnaires, students' perception questionnaires, and discussion forums.

Employers: Engagement through dialogue and consultation to facilitate a curriculum focused on employability; also through participation in employability events.

Graduates: Engagement through the Alumni community.

⁴ i.e. students, graduates, employers, academic communities etc

Academic communities: Engagement through academic partnerships, collaborative research, and projects.

Professional bodies: Engagement through the mapping of modules to meet professional body requirements, the facilitation of progression routes, and access to professional certification within the programme.

Accrediting bodies: Engagement through quality assurance of programme, the appointment of external examiners, subject assessment panels and award boards, module evaluation questionnaires, students' perception questionnaires, programme monitoring and review, and peer review.

PS12. Programme Structure

The following provides the current structure diagram for this programme. It enables both full time and part time routes to be compared within a single diagram as well as any optional modules to be clearly indicated.

FHEQ Level: 4 For: Year 1 (CertHE Professional Management)				
F/T Route Year ⁵	P/T Route Year ⁶ <small>Error! Bookmark not defined.</small>	Core or Option Module ⁶	Credits ⁷	Module ⁸
1	1	Core	15	Professional Development Planning (PDPL4047)
1	1	Core	15	Foundations for Learning (FOLE4029)
1	1 or 2 ^{**}	Elective Any Mix	15	Negotiated Study (Small) (NSTS4044)
1	1 or 2 ^{**}	Elective Any Mix	30	Negotiated Study (Medium) (NSTM4023)
1	1 or 2 ^{**}	Elective Any Mix	45	Negotiated Study (Large) (NSTL4042)
1	1 or 2 ^{**}	Elective Any Mix	Max. 90 At Level 4*	Taught Module*

*Maximum 90 credits of modules from undergraduate suite of programmes at appropriate level (except modules with pre-requisites)

** Routes will be dependent on the individual learning plan (See Page 12)

⁵ Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"

⁶ Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"

⁷ Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)"

⁸ Enter: the module code and title

FHEQ Level: 5 For: Year 2 (DipHE Professional Management)				
F/T Route Year ⁹	P/T Route Year ¹⁰ <small>Error! Bookmark not defined.</small>	Core or Option Module ¹⁰	Credits ¹¹	Module ¹²
2	2	Core	15	Professional Management (PMAN5038)
2	2 or 3**	Elective Any Mix	15	Negotiated Study (Small) (NSTS5035)
2	2,3 or 4**	Elective Any Mix	30	Negotiated Study (Medium) (NSTM5034)
2	2,3 or 4**	Elective Any Mix	45	Negotiated Study (Large) (NTSL5033)
2	2,3 or 4**	Elective Any Mix	Max. 105 At Level 5*	Taught Module*

*Maximum 105 credits of modules from undergraduate suite of programmes at appropriate level (except modules with pre-requisites)

** Routes will be dependent on the individual learning plan (See Page 12)

FHEQ Level: 6 For: Year 3 (BSc (Hons) Professional Management)				
F/T Route Year ¹³	P/T Route Year ¹⁴ <small>Error! Bookmark not defined.</small>	Core or Option Module ¹⁴	Credits ¹⁵	Module ¹⁶
3	3	Core	15	Research and the Professional Manager (PRMA6051)
3	3 or 4**	Elective Any Mix	15	Negotiated Study (Small) (NSTS6047)

⁹ Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"

¹⁰ Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"

¹¹ Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)"

¹² Enter: the module code and title

¹³ Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"

¹⁴ Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"

¹⁵ Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)"

¹⁶ Enter: the module code and title

3	3 or 4**	Elective Any Mix	30	Negotiated Study (Medium) (NSTM6046)
3	3 or 4**	Elective Any Mix	45	Negotiated Study (Large) (NSTL6045)
3	3 or 4**	Elective Any Mix	Max. 105 at Level 6*	Taught Module*

*Maximum 105 credits of modules from undergraduate suite of programmes at appropriate level (except modules with pre-requisites)

** Routes will be dependent on the individual learning plan (See Page 12)

PS13. Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and the where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

Level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>Knowledge / Understanding:</p> <p>For this bachelor level programme, the following has been guided by the FHEQ Level 4 descriptor.</p>					

<p>By the end of this level of the programme, students will be able to demonstrate for: A threshold pass:</p> <p>Knowledge of the essential concepts, principles and assumptions associated with their profession and subject area(s) and an ability to evaluate and interpret these within the context of the workplace and their own professional development.</p>	<p>Primary: Lectures, tutorials, supervision and guided independent study¹⁷</p> <p>Secondary/Supplementary: E-communication and learning such as live webinars, recorded audio and video lectures.</p>	<p>A1,2,3,4,</p>	<p>K1.0</p>	<p>Portfolio, Essay, Reflective Log, Project Report¹⁸</p>	<p>Professional Development Planning (PDPL4047) Foundations for Learning (FOLE4029) and Negotiated Study (NSTS4044/NST M4043/NSTL4042)¹⁹</p>
<p>An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: The key elements of Level 4 are embedding relevance of professional knowledge in an academic context.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>For this bachelor level programme the following has been guided by the FHEQ Level 4 descriptor.</p> <p>By the end of this level of the programme, students will be able to demonstrate for: A threshold pass:</p> <p>An ability to present, evaluate, and interpret</p>	<p>Primary: Lectures, tutorials, supervision and guided independent study</p> <p>Secondary/Supplementary:</p>	<p>A1, A2, A3</p>	<p>C2.0</p>	<p>Portfolio, Essay, Reflective Log, Project Report</p>	<p>Professional Development Planning (PDPL4047) Foundations for</p>

¹⁷ List strategy/methods (i.e. lecs, tuts, guided ind study etc)

¹⁸ List the range of assessments most relevant to test these

¹⁹ Insert the module code(s) that relate to these attributes/skills

<p>a variety of evidence or data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.</p>	<p>E- communication and learning such as live webinars, recorded audio and video lectures</p>				<p>Learning (FOLE4029) and Negotiated Study (NSTS4044/NST M4043/NSTL404²⁾ ₂₀</p>
<p>An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: A focus on embedding core academic and professional cognitive skills within core modules and framework of negotiated study. Whilst traditional teaching, learning and assessment apply in core modules, greater emphasis is placed on guided study and supervision in negotiated study areas.</p>					
<p>Key Transferable Skills:</p> <p>For this bachelor level programme, the following has been guided by the FHEQ Level 4 descriptor.</p> <p>By the end of this level of the programme, students will be able to demonstrate for: A threshold pass:</p> <p>Development of responsibility for their own learning.</p> <p>Autonomy and initiative in tackling tasks and problems and consideration of alternative approaches.</p> <p>A broad ranging and flexible approach to study and professional development, identifying strengths and learning needs and follow activities to improve performance.</p>	<p>Primary: Lectures, tutorials, supervision and guided independent study</p> <p>Secondary/Supplementary: E-communication and learning such as live webinars, recorded audio and video lectures</p>	<p>A2,3,4</p>	<p>T3.1 T3.2 T3.3</p>	<p>Portfolio, Essay, Reflective Log, Project Report</p>	<p>Professional Development Planning (PDPL4047) Foundations for Learning (FOLE4029) and Negotiated Study (NSTS4044/NST M4043/NSTL404²⁾ ²¹Study</p>

²⁰ Insert the module code(s) that relate to these attributes/skills

²¹ Insert the module code(s) that relate to these attributes/skills

<p>An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: A focus on transferable skills throughout the module, evident through the utilisation of a range of assessments, along with a focus on academic and professional skills</p>					
<p>Employment Related Skills:</p> <p>For this bachelor level programme, the following has been guided by the FHEQ Level 4 descriptor.</p> <p>By the end of this level of the programme, students will be able to demonstrate for: A threshold pass:</p> <p>An ability to define and achieve both personal and professional targets, including research and responsibility for personal, professional and academic development.</p>	<p>Primary: Lectures, tutorials, supervision and guided independent study</p> <p>Secondary/Supplementary: E-communication and learning such as live webinars, recorded audio and video lectures.</p>	<p>A1 A2 A3 A4</p>	<p>E4.2</p>	<p>Portfolio, Essay, Reflective Log, Project Report</p>	<p>Professional Development Planning (PDPL4047) Foundations for Learning (FOLE4029) and Negotiated Study (NSTS4044/NST M4043/NSTL404²⁾ ₂₂</p>
<p>An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: As WBL programme focus is on application of academic goals to support achievement of professional development goals, at this level, goal setting is key and facilitated through self-reflection and portfolio development.</p>					
<p>Practical Skills:</p> <p>For this bachelor level programme, the following has been guided by the FHEQ</p>					<p>Professional Development Planning (PDPL4047)</p>

²² Insert the module code(s) that relate to these attributes/skills

Level 4 descriptor.					
By the end of this level of the programme, students will be able to demonstrate for: A threshold pass: Qualities to become an effective and reflective practitioner	Primary: Lectures, tutorials, and guided independent study Secondary/Supplementary: E-communication and learning such as live webinars, recorded audio and video lectures.	A4 A5	P5.3	Portfolio, Essay, Reflective Log, Project Report	Foundations for Learning (FOLE4029) and Negotiated Study (NSTS4044/NST M4043/NSTL4042)
An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Development of practical skills through exposition of reflective practice and academic skills, the range of assessment will allow for application of these e.g. portfolio development and reflective log.					

Level: 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>Knowledge / Understanding:</p> <p>For this bachelor level programme, the following has been guided by the FHEQ Level 5 descriptor.</p> <p>By the end of this level of the programme students will be able to demonstrate for:</p>	Primary: Lectures, tutorials,	A1,2,4	K1.1	Reports, presentations,	Professional Management

<p>A threshold pass:</p> <p>An application of the well-established principles and knowledge of their profession and subject area</p>	<p>supervision and guided independent study²³</p> <p>Secondary/Supplementary: E-communication and learning such as live webinars, recorded audio and video lectures.</p>			<p>projects</p>	<p>(PMAN5038) and Negotiated Study (NSTS5035/NST S5034/NSTL5033)</p>
<p>An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Practical demonstration and application of knowledge and understanding are well embedded within modules at this level, along with a range of assessment strategies.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>For this bachelor level programme, the following has been guided by the FHEQ Level 5.</p> <p>By the end of this level of the programme students will be able to demonstrate for: A threshold pass:</p> <p>An ability to present, evaluate, and interpret a variety of evidence or data, to develop lines of argument and make sound judgements, in accordance with basic theories and concepts of their subject(s) of study.</p> <p>An understanding of the limits of their knowledge, and how this influences, analyses and interpretations based on that knowledge.</p>	<p>Primary: Lectures, tutorials, supervision and guided independent study</p> <p>Secondary/Supplementary: E-communication and learning such as live webinars, recorded audio and video lectures..</p>	<p>A1,2,3,4</p>	<p>C2.0 C2.2</p>	<p>Reports, projects and in class presentations</p>	<p>Professional Management (PMAN5038) and Negotiated Study (NSTS5035/NST S5034/NSTL5033)</p>

²³ List strategy/methods (i.e. lecs, tuts, guided ind study etc)

An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:
Embedded through practical application of academic knowledge within a professional context, designed to develop and assess students' cognitive and intellectual skills.

Key Transferable Skills:

For this bachelor level programme, the following has been guided by the FHEQ Level 5 descriptor.

By the end of this level of the programme, students will be able to demonstrate for:
A threshold pass:

Good communication of information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences.

Autonomy and initiative in tackling tasks and problems and consideration of alternative approaches.

Primary:
Lectures, tutorials, supervision and guided independent study

Secondary/Supplementary:
E- communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.

A2,3,4

T3.0
T3.1

Reports, projects, and in class presentations

Professional Management (PMAN5038) and Negotiated Study (NSTS5035/NST S5034/NSTL5033)

An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:
The development of management and other skills relevant to several industries and multiple sectors, critical analysis and evaluation, and problem-solving.

Employment Related Skills:

For this bachelor level programme, the following has been guided by the FHEQ Level 5 descriptor.

Professional Management (PMAN5038) and Negotiated

<p>By the end of this level of the programme, students will be able to demonstrate for: A threshold pass:</p> <p>The qualities and key skills necessary for employment, requiring the exercise of some personal responsibility when working with others.</p> <p>Personal responsibility and decision making, particularly within a working group.</p>	<p>Primary: Lectures, tutorials, supervision and guided independent study</p> <p>Secondary/Supplementary: E-communication and learning such as live webinars, recorded audio and video lectures and guest lecturers</p>	<p>A1,2,3,4</p>	<p>E4.0 E4.1</p>	<p>Reports, projects, and in class group work and presentations</p>	<p>Study (NSTS5035/NST S5034/NSTL5033)</p>
<p>An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: The embedding of employment related skills through the level 5 project modules, and practical activities across the level, including access to in-class group activities, presentations, guest speakers, and work place engagement.</p>					
<p>Practical Skills:</p> <p>For this bachelor level programme, the following has been guided by the FHEQ Level 5 descriptor.</p> <p>By the end of this level of the programme, students will be able to demonstrate for: A threshold pass:</p> <p>A practical demonstration of key skills, such as team-working, problem solving, leadership, and interpersonal and communication skills, with the ability to use a range of established techniques to retrieve and analyse information.</p>	<p>Primary: Lectures, tutorials, and guided independent study</p> <p>Secondary/Supplementary: E-communication and learning such as live webinars, recorded audio and video lectures, and guest speakers</p>	<p>A2 A4</p>	<p>P5.0 P5.1</p>	<p>Reports, presentations, projects, and exams</p>	<p>Professional Management (PMAN5038) and Negotiated Study (NSTS5035/NST S5034/NSTL5033)</p>
<p>An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:</p>					

Practical skills are developed throughout the level through activities such as projects based on independent research, analysis and evaluation, group and team working, amongst others.

Level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>Knowledge / Understanding:</p> <p>For this bachelor level programme, the following has been guided by the FHEQ Level 6 descriptor.</p> <p>By the end of this level of the programme, students will be able to demonstrate for: A threshold pass:</p> <p>An evaluation of the main methods of enquiry in their profession or occupation, and an ability to select appropriate approaches to solving problems in these.</p> <p>An understanding and application of the underlying concepts and principles outside the context in which they first studied, including the application of those principles in the work place.</p>	<p>Primary: Lectures, tutorials, and guided independent study²⁴</p> <p>Secondary/Supplementary: E-communication and learning such as live webinars, recorded audio and video lectures, and guest lecturers</p>	A1,2,3,4	K1.3 K1.4	Reports, business proposals and projects	Research and the Professional Manager (RPMA6051), Negotiated Study (NSTS6047/NST M6046/NSTL6045)
<p>An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Application of knowledge and understanding are well embedded within modules at this level, through the range of assessment strategies utilised.</p>					
Cognitive and Intellectual Skills:					

²⁴ List strategy/methods (i.e. lecs, tuts, guided ind study etc)

<p>For this bachelor level programme, the following has been guided by the FHEQ Level 6 descriptor.</p> <p>General business and management (2007)</p> <p>By the end of this level of the programme, students will be able to demonstrate for: A threshold pass:</p> <p>An ability to apply underlying concepts and principles outside the context in which they first studied, including the application of those principles in the work place.</p>	<p>Primary: Lectures, tutorials, and guided independent study</p> <p>Secondary/Supplementary: Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.</p>	A1,2,3	C2.1	Reports, business proposals and projects	Research and the Professional Manager (RPMA6051), Negotiated Study (NSTS6047/NST M6046/NSTL6045)
<p>An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Demonstration, through practical projects such as the capstone and negotiated study, as well as other modules designed to develop and assess students' cognitive and intellectual skills.</p>					
<p>Key Transferable Skills:</p> <p>For this bachelor level programme, the following has been guided by the FHEQ Level 6 descriptor.</p> <p>By the end of this level of the programme, students will be able to demonstrate for: A threshold pass:</p> <p>A broad ranging and flexible approach to study and professional development, the identification of strengths and learning needs and the ability to follow activities to</p>	<p>Primary: Lectures, tutorials, and guided independent study</p> <p>Secondary/Supplementary: E-communication and learning such as live webinars, recorded audio</p>	A2,3,4	T3.2	Reports, business proposals and projects	Research and the Professional Manager (RPMA6051), Negotiated Study (NSTS6047/NST M6046/NSTL6045)

improve performance.	and video lectures and guest lectures				
An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: The development and application of management and other skills relevant to several industries and multiple sectors through projects, critical analysis and evaluation, and problem-solving.					
Employment Related Skills:					
For this bachelor level programme, the following has been guided by the FHEQ Level 6 descriptor.					
By the end of this level of the programme, students will be able to demonstrate for: A threshold pass:	Primary: Lectures, tutorials, and guided independent study	A3 A4 A5	E4.2	Reports, presentations, projects, and exams	Research and the Professional Manager (RPMA6051), Negotiated Study (NSTS6047/NST M6046/NSTL6045)
The ability to define and achieve both personal and professional targets, including research and responsibility for their own professional and academic development.	Secondary/Supplementary: Electronic and computer-based communication and learning such as live webinars, recorded audio and video lectures, and the use of social media.				
An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: The embedding of employment related skills through the capstone project module, project management module, and a higher level development and assessment of students' readiness for the workplace. These are supported by practical activities across the level, including access to employability seminars, guest speakers, and engagement with the industry.					
Practical Skills:					
For this bachelor level programme, the following has been guided by the FHEQ Level 6 descriptor.					
By the end of this level of the programme,	Primary:	A1,2,3,4	P5.2	Reports,	Research and

<p>students will be able to demonstrate for: A threshold pass:</p> <p>A broad ranging and flexible approach to study and professional development, identifying strengths and learning needs and following activities to improve performance.</p>	<p>Lectures, tutorials, and guided independent study</p> <p>Secondary/Supplementary: E-communication and learning such as live webinars, recorded audio and video lectures, and guest lectures.</p>			<p>presentations, projects, and exams</p>	<p>the Professional Manager (RPMA6051), Negotiated Study (NSTS6047/NST M6046/NSTL6045)</p>
<p>An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Practical skills are developed throughout the level through activities such as simulations, projects, analysis and evaluation, group and team working, amongst others.</p>					

PS14. Work Based/Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, there should be an employability focus for all HE programmes, through at least Work Related Learning. Therefore, the following section is applicable to all programmes:

Level: 4/5/6					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Whole programme is focused on WBL		A1,2,3,4	All	All	All
<p>An exposition to explain this map: Students at this level will be involved in a number of activities through the delivery of the modules aimed at exposing them to the workplace. This will be delivered through simulations via presentations, employer site visit; and varying assessment tools.</p>					

Appendix: Programme Structure by Delivery Mode

Full Time modes

Academic Year	Semester	Extended Standard (4 Years)		Standard (3 Years)		Extended Accelerated (3 Years)		Accelerated (2 Years)	
		Level	Module Credits	Level	Module Credits	Level	Module Credits	Level	Module Credits
Year 1	1	Year 0	60	Level 4	60	Year 0	60	Level 4	60
	2		60		60		60		
	3								
Year 2	4	Level 4	60	Level 5	60	Level 4	60	Level 5	60
	5		60		60		60		
	6								
Year 3	7	Level 5	60	Level 6	60	Level 5	60	Level 6	60
	8		60		60		60		
	9								
Year 4	10	Level 6	60						
	11		60						
	12								

Part Time modes

Academic Year	Semester	Extended (5 Years)		Standard (4 Years)		Academic Year
		Level	Module Credits	Level	Module Credits	
Year 1	1	Year 0	30	Level 4	30	Year 1
	2		30		30	
	3		30		30	
Year 2	4	Level 4	30	Level 5	30	Year 2
	5		30		30	
	6		30		30	
Year 3	7	Level 5	30	Level 6	30	Year 3
	8		30		30	
	9		30		30	
Year 4	10	Level 6	30		30	Year 4
	11		30		30	
	12		30		30	
Year 5	13	Level 6	30		30	Year 5
	14		30		30	
	15		30		30	
Year 6	16		30		30	Year 6
	17		30		30	
	18		30		30	

Appendix: Matching of modules to the relevant SEEC Level Descriptors

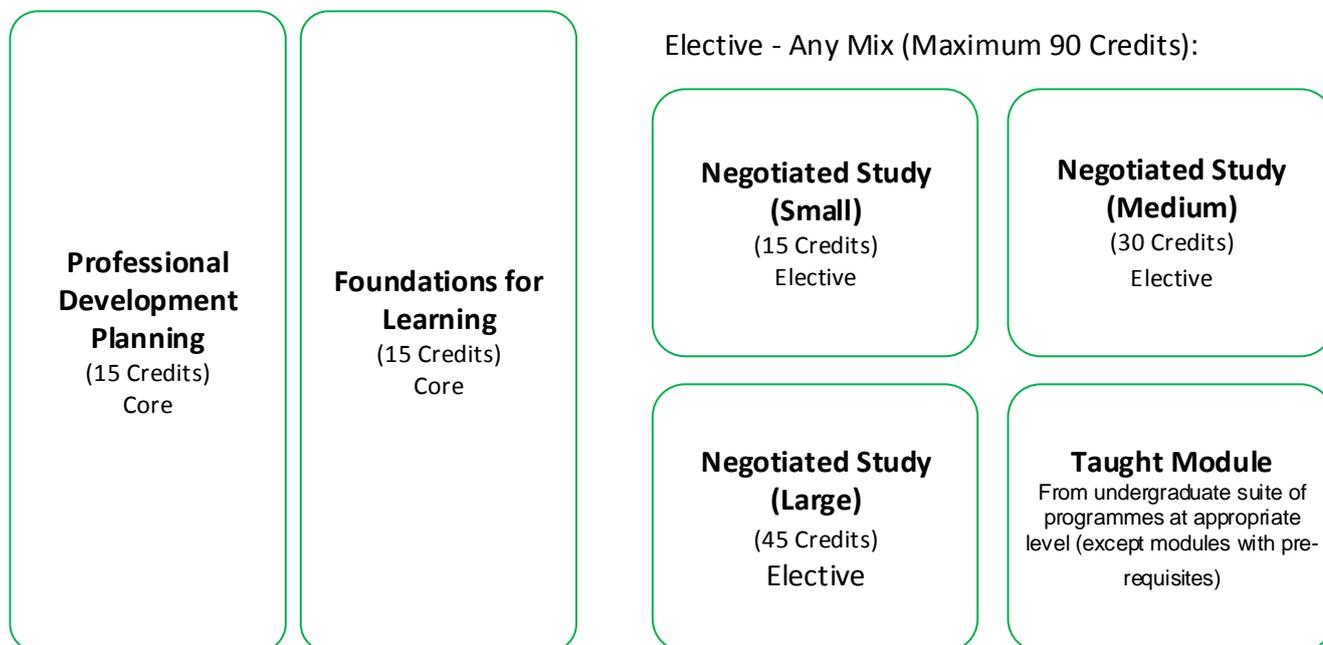
<u>MODULES / SEEC DESCRIPTORS</u>	A	B	C	D	E	F	G	H	I	J	K	L	M
STAGE 1 – HE LEVEL 1													
Professional Development Planning (PDPL4047)	X	X	X					X				X	
Foundations for Learning (FOLE4029)	X	X	X					X	X			X	X
Negotiated Study Small/Medium/Large (NSTS4044/NSTM4043/NSTL4042) (varies)	X	X	X	X	X	X	X	X	X	X	X	X	X
Electives (varies)													
STAGE 2 – HE LEVEL 2													
Professional Management (PMAN5038)	X	X	X	X				X	X			X	X
Negotiated Study Small/Medium/Large (NSTS5035/NSTM5034/NSTL5033) (varies)	X	X	X	X	X	X	X	X	X	X	X	X	X
Electives (varies)													
STAGE 3 – HE LEVEL 3													
Research and the Professional Manager (RPMA6051)		X	X	X	X	X	X	X			X	X	X
Negotiated Study Small/Medium/Large (NSTS6047/NSTM6046/NSTL6045) (varies)	X	X	X	X	X	X	X	X	X	X	X	X	X
Electives (varies)													

<u>Setting</u>	<u>Knowledge and Understanding</u>	<u>Cognitive skills</u>	<u>Performance and practice</u>	<u>Personal and enabling skills</u>
A. Operational context	C. Knowledge and Understanding	D. Conceptualisation and Critical Thinking	H. Adaptation to Context	L. Personal evaluation and development
B. Autonomy and responsibility for actions		E. Problem Solving, Research & Enquiry	I. Performance	M. Interpersonal and communication skills
		F. Synthesis and Creativity	J. Team and organisational working	
		G. Analysis and evaluation	K. Ethical awareness & application	

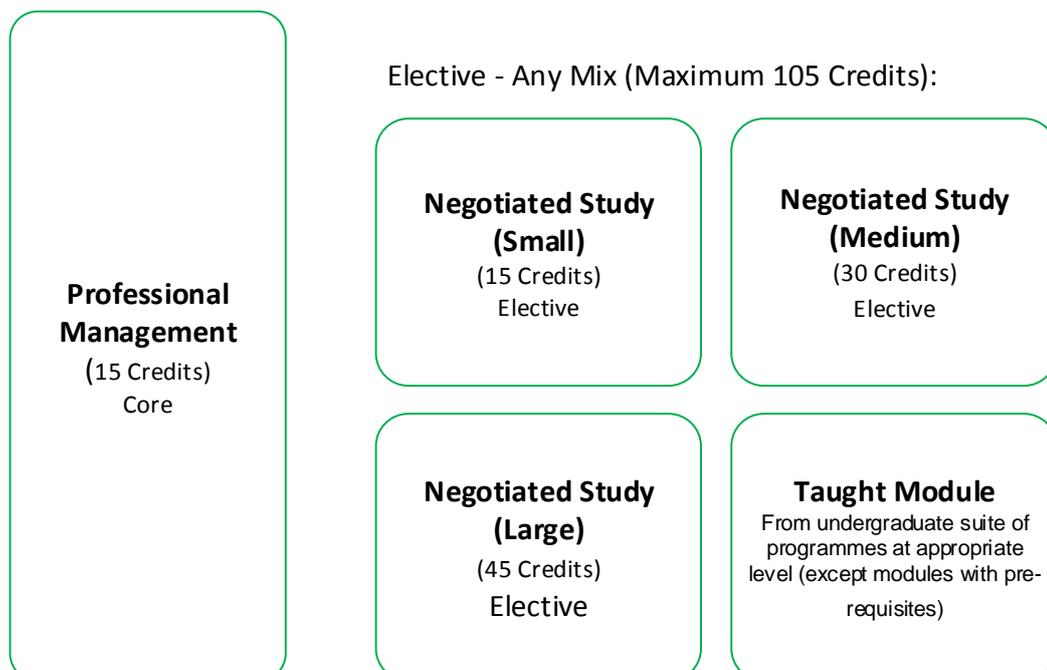
Appendix: Programme Map

BSc (Hons) Professional Management

Level 4: Certificate of Higher Education

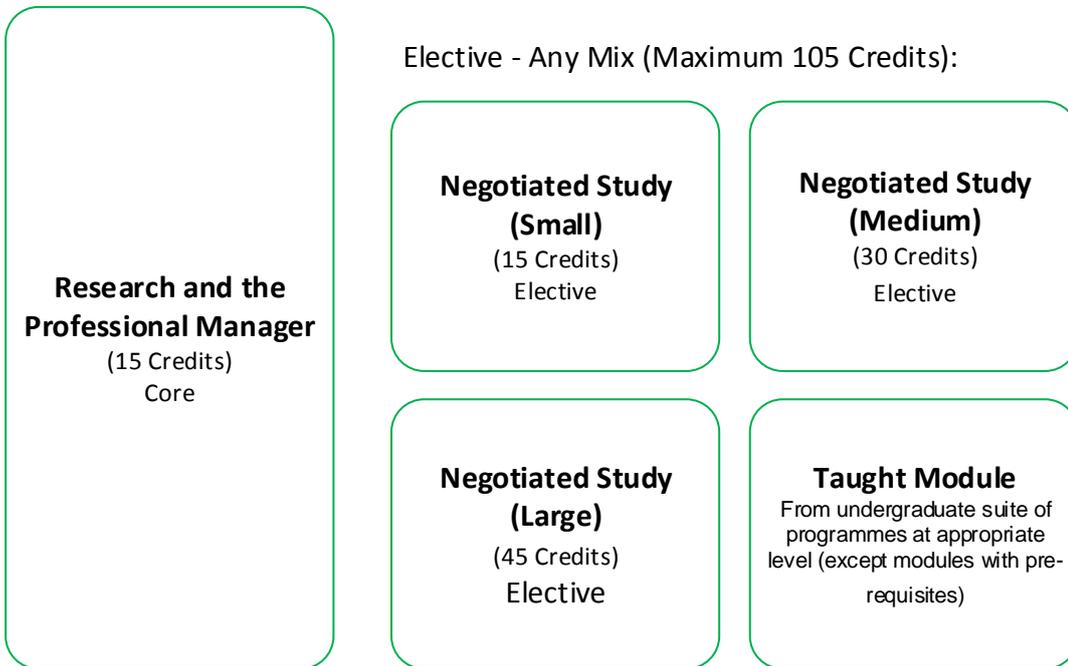


Level 5: Diploma of Higher Education



BSc (Hons) Professional Management

Level 6



Appendix: Summary of Programme Assessments (Including Indicative Content)

BSc (Hons) Professional Management

Module	Credits	Level	Coursework
Professional Development Planning	15	4	100% Indicative Content: Portfolio Indicative word count up to 4,000
Foundations for Learning	15	4	100% Indicative Content: Written assignment (60%) Essay 40% reflective Log Indicative word count up to 5,000 total
Negotiated Study (Small)	15	4	100% Indicative Content: 10% Written Assignment and 90% Portfolio Indicative word count up to 4,000
Negotiated Study (Medium)	30	4	100% Indicative Content: 10% Written Assignment and 90% Portfolio Indicative word count up to 8,000
Negotiated Study (Large)	45	4	100% Indicative Content: 10% Written Assignment and 90% Portfolio Indicative word count up to 10,000
Professional Management	15	5	100% Indicative Content: Report Indicative word count up to 4,000
Negotiated Study (Small)	15	5	100% Indicative Content: 10% Written Assignment and 90% Portfolio Indicative word count up to 4,000
Negotiated Study (Medium)	30	5	100% Indicative Content: 10% Written Assignment and 90% Portfolio Indicative word count up to 8,000
Negotiated Study (Large)	45	5	100% Indicative Content: 10% Written Assignment and 90% Portfolio Indicative word count up to 10,000
Research and the Professional Manager	15	6	100% Indicative Content: Report - Research project proposal 4,000 words
Negotiated Study (Small)	15	6	100% Indicative Content: 10% Written Assignment and 90% Portfolio Indicative word count up to 4,000
Negotiated Study (Medium)	30	6	100% Indicative Content: 10% Written Assignment and 90% Portfolio Indicative word count up to 8,000
Negotiated Study (Large)	45	6	100% Indicative Content: 10% Written Assignment and 90% Portfolio Indicative word count up to 10,000