

PROGRAMME SPECIFICATION – FdA Leadership and Management

This document applies to Academic Year 2018/19 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester or Walsall College (partner college)
3.	Programme accredited by	N/A
4.	Final award	FdA
5.	Programme title	Leadership and Management
6.	Pathways available and/or Linked Honours Degree progression route/s	Offered in junction with BA (Hons) Leadership and Management to collectively form the taught component of the Chartered Manager Degree Apprenticeship. (Section 22 for further information)
7.	Mode and/or site of delivery	Taught and work-based learning programme, block delivery at University of Worcester and/or client organisation
8.	Mode of attendance	FT, PT block delivery (typically through blended learning with attendance at workshops and action learning sets)
9.	UCAS Code	N202
10.	Subject Benchmark statement and/or professional body statement	<ul style="list-style-type: none"> • QAA Foundation Degree Qualification Benchmark (QAA, 2010) • National Occupational Standards for Management and Leadership (Management Standards Centre, 2008) • Subject Benchmark Statement: Business and Management (QAA, 2015)
11.	Date of Programme Specification preparation/ revision	September 2015 – Approved by Audit and Review. October 2015 - Revised Award Plan and inclusion of TCRF August 2017 – AQU amendments December 2017 – Amendments to reflect the addition of Walsall College as a teaching institution. August 2018 – AQU amendments

12. Educational aims of the programme

The Foundation Degree (FdA) Leadership and Management Programme will aid those wishing to pursue a career in leadership and management, whilst continuing in part-time or full-time employment. It may also suit those who currently hold significant unpaid roles in charity or voluntary sector organisations.

The course adopts an ‘apprenticeship style’ approach to the development of leadership and management knowledge and skills. This is achieved via an equally balanced integration of academic and work-based learning, whereby students’ experience in a work-based context is expanded with input from short block-taught modules. The underlying philosophy of this programme is that all experiences encountered during the programme provide an opportunity for self and career enhancement. This philosophy extends also to the use of assessment primarily **for** (rather than ‘of’) learning. Similarly, although there is an inherent emphasis on learning within the learner’s own organisation, the leadership and management skills acquired will be transferable to other work

environments and learning opportunities. Work based learning is therefore about the learner, their development and the organisation; and through assessments, projects and initiatives, it seeks to make a difference for both the learner and for the organisation.

In particular, the aims of the programme are to align with the government agendas a) to invest in leadership and management development to achieve sustainable economic prosperity and growth and b) to encourage apprenticeship as an effective work-based route into the professions; in order that students should be able to:

1. Demonstrate a knowledge and critical understanding of leadership and management principles, including explored in the context of the workplace, and used to manage people, processes and resources to yield impact and influence in the organisation and in society at large.
2. Develop a greater understanding of themselves in the context of their organisation and to understand how to apply personal management skills and knowledge to problem solving in work based situations
3. Understand the internal and external environmental factors affecting their organisational context in order to manage change in the organisation.
4. To undertake work based interventions, to manage, resource and provide direction to people in their organisational context. To manage performance in the workplace to effectively deliver organisational outcomes which satisfy customer/client/user expectations.
5. Enhancement of lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large

13. Intended learning outcomes and learning, teaching and assessment methods

The programme gives participants the opportunity to achieve and demonstrate the following learning outcomes (benchmarked to [QAA Business & Management 2015](#)), reasonable adjustments will be made to ensure that disabled students are not disadvantaged:

A. Knowledge and understanding:

On successful completion of the course, students will be able to:

- A1. Develop a critical understanding of the principles and practices underpinning effective Work Based learning and enquiry in the context of continuous change.
- A2. Identify and appropriately apply well-established sources of management knowledge and evidence within the workplace
- A3. Select and justify approaches to leadership and management tasks/problems facing the organisation, drawing insights from marketing, finance, HR, operations and information management. These approaches will be generally self-directed, involving a limited range of options, which enable a justified selection to be made.
- A4. Understand the importance of integrated thinking in relation to organisations, the business environment in which they operate, and their management; by undertaking work based assessments *for* learning.
- A5. Apply their understanding of reflective practice and evidence-based/theory-informed methods of enquiry, to analyse data and/or situations to propose solutions to Work Based problems

Example of learning, teaching and assessment methods used in A2/3:

Students undertaking the Work Based Investigation and Appraisal (BUSM1134) and Work Based Project (BUSM1135) will be able to demonstrate the successful and justifiable use of resources and their approaches to the task/problem by completing an audit of internal resources and presenting a proposal for a work based project

Example of learning, teaching and assessment methods used in A4/5:

Students undertaking the Work Based Initiative (BUSM2132) will be able to demonstrate a capacity for integrated thinking to make a difference for the Organisation and for themselves as leaders/managers, by analysing resources, stakeholders and the internal/external environment in order to develop a proposal for an evidence-based/theory- informed workplace initiative which they would then deliver as far as implementation before providing reflective feedback.

B. Cognitive (thinking) skills

In addition to participant's own Work Based context, students will also demonstrate generic cognitive capabilities during and on completion of the programme:

B1. To be able to analyse, plan, implement and evaluate a range of organisational contexts from an evidence-based perspective to inform management decision making.

B2. To improve communication skills to enable better people management, team building, leadership and motivation in the workplace

B3. To develop greater interpersonal skills for listening, negotiating, persuading, and presenting to a cross section of stakeholders, internal and external to the workplace.

B4. To be able to act with creativity, spontaneity, balancing intuition and analysis to develop an entrepreneurial mind-set

Example of learning, teaching and assessment methods used in B2&B4:

Students undertaking the Managing Professional Development (BUSM1132) will be able to demonstrate a greater capacity for Self-awareness, Communication and Personal Development, which is assessed by the production of a Personal Development Plan and Reflective report.

C. Practical skills

In addition to the participant's own Work Based learning, students will also demonstrate generic practical skills during, and on completion of, the programme:

C1. To be able to engage with, and reflect upon relevant data and apply this in relation to Work Based Projects and the workplace. To apply the learning in familiar existing and new contexts and be largely self-directed.

C2. Through reflective practice, to be able to identify learning and development needs, in the context of the organisation in which they work. Recognise the impact on self and other's behaviour.

C3. Through work based assessments, to be able to communicate effectively both in writing and orally in appropriate format, which develops their own presentational skills and

enables them to argue the adequacy of their interventions to showcase good practice in the workplace

- C4. To be able to work and learn autonomously and with others in a familiar context in ways which may challenge or develop the practices and/or beliefs of self and others and participate effectively in change. To interact effectively in professional work groups.

Example of learning, teaching and assessment methods used in C2:

Students undertaking Work Based Initiative (Management) (BUSM2132) will develop skills as a reflective practitioner, evidenced by the production of a reflective log/journal which informs their appraisal of themselves throughout the analysis, planning and implementation of the work based initiative.

D. Transferable/key skills

In addition to the participant's own Work Based learning, students will also demonstrate key transferable skills during, and on completion of, the programme:

- D1. To be able to recognise the skills associated with managing change within a familiar context and stakeholders.
- D2. Through reflective practice, to be able to recognise the need for self-awareness and take actions to modify own behaviour to improve managerial effectiveness.
- D3. To be able to recognise effective, interpersonal skills of influencing, listening, questioning, challenging, negotiating and relationship building.
- D4. Recognising and understanding the ethical issues of conducting insider/participant action research and consultancy

Example of learning, teaching and assessment methods used in D1, D2 & D3

Completion of Applied Leadership and Management (BUSM2130) will enable the student to demonstrate their capacity for self-awareness and their recognition of both interpersonal and change specific skills by participation in a range of case study discussions, during which they are required to negotiate, reflect, challenge and evaluate, drawing on their own skills and experiences, to propose appropriate courses of action in a range of leadership and management situations. The case study will form the basis for their assessment.

The FdA Leadership and Management adopts **work based learning in an apprenticeship-type model**, which both informs, and is informed by, teaching, learning and assessment approaches. As such, the programme combines a progressive structure from foundations to applied operations with a continuous **employment** focus through its regular work based interventions.

	Level 4	Level 5
Progression:	Foundations	Applied Operations
Employment Focus:	Continuous Work Based learning	

A **range of teaching methods** are adopted to ensure the curriculum enhances the learning of all students both in the workplace and in group learning environments. This includes lectures, seminars, presentation, visiting speakers to explain practical subjects,

and e-learning. This range is also intended to take into account the principles of **inclusivity**: the types of learner, their role in the workplace and the capacity to enhance the workplace through their work based interventions, their prior experience and expectations and how they learn and will be supported to learn effectively. Given the focus on work based learning through an *apprenticeship-type* model, there is an emphasis on tutoring in a coaching style; and on *active learning* where students are invited to participate in learning activities, and also to reflect (at a meta-cognitive level) on their learning process.

In a programme of this type, the **integration between practice and theory** is both continuous and synergistic. Thus:

- Every taught component of the course is assessed using applied activities and investigations undertaken within the learner's existing organisational context.
- Work-based learning modules require students to apply knowledge in the workplace and to simultaneously develop employability and key skills.
- Students are required to reflect on their learning and individual experiences of their organisation, their environment and management. Reflective experiences occur in the mandatory work-based initiative module at Level 5 and through other modules - for example, via inputs from practising managers, simulation of real-life scenarios via case studies or modelling, as well as through personal employment undertaken throughout their course.

The importance of both **employment-oriented learning** and **research-informed teaching** in enhancing students' learning experience, maintaining currency and high standards of learning is fully appreciated. Tutors contributing to the programme use their own research and/or work-based leadership and management, as well as the experiences of others in the discipline, to illustrate ideas, concepts and theories or to provide examples. There are many opportunities across the programme for students to learn about and engage in research within their discipline. For example the WBS Employability Standard of 'research and problem-solving' is covered by the majority of modules in the programme. A student-centred learning approach, combined with investigative, explorative and applied assessment tasks, ensures that students learn through their own enquiry.

Ethical and sustainable business practice is a fundamental requirement of successful leadership and management. Consequently, these themes are addressed throughout the curriculum and in particular in the work based learning. Learners are encouraged to evaluate their own courses of action in relation to organisational ethical dilemmas and to consider the implications of ecological changes for business and communities, now and in the future, and responses to these changes. The use of the VLE to provide learning materials and student support promotes the paperless/low carbon learning processes, as do online submission and marking of assignments.

The **learning and teaching strategies for individual modules**, as outlined in the Module Specifications, have been undertaken in accordance with the [University's Curriculum Design Policy](#). There is constructive alignment of the learning outcomes with teaching and learning approaches and assessment, research-informed teaching and all the employable Worcester graduate learning outcomes have been embedded within all modules.

A grid showing how the programme learning outcomes are mapped to modules, and how key/transferable skills are taught/practiced and assessed within modules is included in appendix 2 of the student handbook.

14. **Assessment Strategy**

Assessment styles include primarily individual work (to develop and encourage independent learning) but there is a small element of group-based work to develop

group skills and extend the scope of material/activity that can be covered. One important function of the work-based learning approach to assessment is the opportunity for assessment presentations to showcase progress and good practice to their employers to ensure wider accessibility and employer engagement. For this reason, a mixture of assignments is intentionally set in order to **maximise opportunities for all students** to perform and develop skills relevant to both future academic/professional study and to future employability. Consequently this programme uses **assessment for learning as well as assessment of learning.**

Opportunities for **formative assessment** are provided in each module – including, for example, preparation of discussion papers, briefings for clients, multiple choice tests, examination tests and questions, and online quizzes through the University's VLE or through self/peer evaluation in seminar groups. This is central to the learning, teaching and assessment strategies of all modules in enabling students to benefit from feedback prior to submitting summative assessments. The development of assessments at key intervals in the progression of the module is of particular importance for larger modules.

Assessment criteria for each assessment item are specified in the assessment briefs contained within the module outlines. Assessments are marked using the University's [Generic Undergraduate Grade Descriptors](#). Marking of student work is undertaken solely by university staff and is then internally and externally verified. Work is marked anonymously unless it is impractical to do so (e.g. oral and work based, context-specific presentations). Wherever appropriate, submission and marking of assignments is undertaken online, however it is recognised that large portfolios and verbal presentations which accompany many assessment models may not suit this approach.

A grid showing assessment methods and weightings mapped to modules at each level, together is included in Appendix 3a of the Course Handbook.

The assessment strategy for the programme aligns with UW's Learning and Teaching Strategy and Assessment Policy. For exceptional circumstances only, alternative appropriate methods of assessment may be used for ensuring students are able to deliver their presentations (e.g. video presentations, video conferencing/skyping, etc.).

15. Programme structures and requirements

Full details of the content of this programme can be found in the Award Map appended to this Programme Specification.

The FdA Leadership and Management may be taken:

- Full-time – normally completed within two years, with a maximum 4-year eligibility period allowed for completion of the course. Full-time students are expected to be in workplace practice for a minimum of two days per week.
- Part-time – normally completed in three years, with a maximum 8-year eligibility period allowed for completion of the course. Part-time students are expected to be in workplace practice for a minimum of one day per week.

All of the taught modules represent 15 credits and are designed to be delivered in short block-type teaching periods, which maximises accessibility for the delivery of the programme in different formats for different contexts.

The work based learning modules are undertaken during a student's continuous employment. Consequently these are larger modules as a reflection of the need for continuous, incremental, initiative development and in response to practical needs of the employer. For example, in many contexts it would be impractical to expect employers to endorse regular, small project-type interventions which have limited scope to benefit the organisation, particularly where this involves several different staff members undertaking separate projects at the same time. There is also likely to be greater employer-

engagement where interventions promote the development of potentially larger initiatives which have a greater likelihood of making a genuine impact and difference to the organisation.

All modules at Level 4 are mandatory in order to provide students with a balanced mix of academic input and work-based experience appropriate to the development of relevant leadership and management knowledge and skills. For similar reasons, the majority (90 credits) of the learning at Level 5 is also mandatory, but students are also offered the opportunity to select some Business Options to suit to their own work based learning context. This also broadens the potential accessibility of the programme for large and small organisations from all sectors.

Further details about the programme schedule can be found in the Course Handbook.

16. QAA and Professional Academic Standards and Quality

This award is located at level 5 of the FHEQ.

The programme has been mapped to the [Foundation Degree Qualification Benchmark](#) (QAA, 2010). This benchmarks the knowledge, skills and categories of achievement to be expected of successful foundation degree students in the field. These have been used to craft module learning outcomes and content as well as learning, teaching and assessment strategies of all modules.

Further reference points for knowledge, skills and competencies in the subject area of Leadership and Management include the following. Mapping to these benchmarks are included as appendices to the Course Handbook:

- The [National Occupational Standards for Management and Leadership](#) (Management Standards Centre, 2008) – these are proven benchmarks of best practice and have been developed by the Government-recognised standards setting body - Management Standards Centre. Based on extensive consultation with genuine managers doing real management jobs, they represent statements of best practice which outline the performance criteria, related skills, knowledge and understanding required to effectively carry out various management and leadership functions.
- The [Subject Benchmark Statement: Business and Management](#) (QAA, 2015). This benchmark has been used as a framework for gaining an understanding of organisations, their management, the economy and business environment; for career preparation/ development; and for personal skill enhancement to equip students to become effective and responsible global citizens.

The work-based learning philosophies and practices for this award have been informed by:

- [UK Quality Code for Higher Education - Chapter B3: Learning and Teaching](#) (eg in relation to supporting feedback in work-based learning; providing an effective (and equal) opportunity to achieve learning outcomes; information for students that specifies the learning opportunities and support available to them; reflection on workplace practice to inform student learning).
- [UK Quality Code for Higher Education - Chapter B4: Enabling student development and achievement](#) (eg in relation to roles and responsibilities for enabling student development and achievement)
- [UK Quality Code for Higher Education - Chapter B10: Managing Higher Education Provision with Others](#) (eg in relation to the use of the workplace as an enhancing and safe learning environment; risk management, specifications of obligations and rights; arrangements for learning and teaching, support and resources.
- The university's '[Policy on the Management of Work-based and Placement Learning](#)' – in terms of ensuring an appropriately responsive curriculum.

17. Support for students

Key guidance for students on this programme is provided in **Work Based Learning - A Guidance Document for Student and Employers**. This includes details of what is expected of the student and of support networks available.

Each student will be assigned a **Work-Based Learning Tutor** who will provide guidance throughout the programme, including on:

- negotiations with their employer in relation to remission to undertake this course of study
- discussions with their employer about the implications of learning in the workplace
- seeking and identifying key stakeholders within their employer organisation who are able to provide support and facilitate work-based activities

Each student will also be allocated a **Personal Academic Tutor** whose role includes supporting academic development; acting as the first point of call for issues/problems; and providing an official University reference.

Work-Based Facilitators in the workplace are required to provide and endorse opportunities for work-based learning. Where appropriate, mentoring will be encouraged, but is not mandatory for this programme.

Virtual Learning Environment (VLE)

In addition to providing a fully-integrated repository of learning materials and guidance, the University's VLE will be used as an important tool to encourage student-student collaboration and networking. This interaction and peer support network is seen as a necessary and key facility for students in a work-based context.

Student induction

Students starting on this programme will be invited to a bespoke induction day, the key focus of which will be to introduce students to the concepts, philosophies and practicalities of apprenticeship/work-based learning as experienced in the FdA Leadership and Management. Learners will meet module tutors and be introduced to the services of, and contacts within, Registry, ILS, Student Services and the Students' Union. Induction messages continue during the first six months of the programme to ensure that students receive appropriate support at the point of need.

Student Progression

A bespoke induction day will also be included at the start of year two of the FdA Leadership and Management programme. Here the focus will be on sharing previous experiences of the course and learning in the workplace, and on opportunities to improve and progress.

Details of support arrangements for successful students who wish to progress to the BA (Hons) Leadership and Management top-up (or alternative) course can be found at Section 22.

General Support for University Students

Students on this programme will be eligible to access the full range of services for students. Further details can be found at the links below:

- Student Services - <http://www.worcester.ac.uk/student-services/index.htm>
- Disability and Dyslexia Service - <http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

18. Admissions

Admissions Policy

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. Worcester Business School works closely with central student support services to actively encourage and welcome people from the widest range of economic and cultural backgrounds and values the contribution of mature learners.

Entry requirements

The normal minimum entry requirement for Foundation Degree courses is the possession of 4 GCSEs (Grade C/4 or above) and 1 A Level (or equivalent Level 3 qualification).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

It is essential that all applicants are able to demonstrate that they are either in gainful employment or in a position of significant voluntary commitment to an organisation from within which they are able to utilise a work-based setting for the undertaking of work based learning activities. Students will be encouraged to demonstrate agreement from the organisation to enable work based activities to be undertaken in relation to the course.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

RPL is available for students who have passed the University of Worcester's University Diploma in Leadership and management (UDLM). Further details can be found in the Course Award Map.

Admissions procedures

Full-time applicants apply through UCAS (Course Code: N202)

Part-time applicants apply directly to University of Worcester (UW)

Applications will be considered by Worcester Business School's Admissions Tutor, following which a firm offer (as appropriate) will be made directly to the student. Students will then need to send email confirmation to the University of Worcester of formal acceptance of this offer.

Admissions/selection criteria

Offers will be conditional against successful meeting of entry requirements. Evidence from personal statements and/or references included with the application form will be considered in order to ascertain a candidate's ability to demonstrate enthusiasm for the subject, commitment to study in a work-based context and the academic capability to succeed on the Course.

See Section 22 of the Programme Specification for information regarding the admissions arrangements for progression to the linked Honours Top-Up Degree.

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

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

- Module feedback and evaluation
- Course feedback through the University's Online Student Survey (Level 4) and through the National Student Survey (Level 5)
- Annual Course Evaluation Report completed by Course Leader
- Quinquennial Periodic Review including external scrutiny
- Course Representatives
- External Examiners' Reports
- Links with employers
- Peer teaching observation
- Staff research and scholarly activity and membership of professional organisations

Committees with responsibility for monitoring and evaluating quality and standards:

Worcester Business School Committees:

- School Board
- School Quality Committee
- Learning, Teaching and Student Experience Committee
- Course Committee
- Post Results Moderation Group

University of Worcester (UW) Committees:

- Academic Standards and Quality Enhancement Committee
- Ethics Committee

20. Regulation of assessment

The course operates under the University's Taught Course Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Taught Course Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- Students at Level 4 will be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.

Requirements for Awards

Award	Requirement
CertHE	120 credits at Level 4 or higher
Foundation Degree FdA/FdSc	120 credits at Level 4 and 120 credits at Level 5

These awards are not classified.

21. Indicators of quality and standards

- Many members of staff engaged in developing the programme are professionally qualified and have consultancy and management experience in a broad range of leadership and management contexts.
- Over half of our full-time tutors have PhD degrees.
- Annual External Examiners' reports have commended Worcester Business School's undergraduate programmes in business for developing knowledge and skills relevant to employment, and for teaching/learning/assessment which is contemporary, applied and engaging.

22. Graduate destinations, employability and links with employers

Graduate destinations

The FdA Leadership and Management degree supports learners in their own organisational contexts in the first instance, whilst also preparing them for future potential employability in a wide range of organisations within the public and private sectors, in industry and commerce, both in the UK and abroad.

Progression to Linked Honours Top-Up Degree

Students who complete the programme and accumulate 240 credits are eligible for the award of FdA Leadership and Management. These students may progress to the final year of the University of Worcester's BA (Hons) Leadership and Management award, which follows a similar work-based model.

The FdA Leadership and Management Course Leader will signal, and be available for, progression guidance during the final year of study on the FdA programme. Students who are interested in progressing to a top-up degree will also receive advice from Worcester Business School's BA (Hons) Admissions Tutor on course options, module

choices and application arrangements. A bespoke induction/academic development bridging programme will be provided on entry to the top-up degree.

Student employability

The combination of academic input alongside continuous and extensive experiential learning undertaken on the FdA Leadership and Management course seek to integrate new knowledge into the student's world via their work context. This provides students with an evidence base of enhancement and personal development, which they can present for career progression. The cognate focus of this award in the area of Leadership and Management inherently demonstrates a student's ambition and preparation for moving into (more senior) leadership and management positions.

Links with employers

- Worcester Business School aims to promote closer **links with employers** through the work of its Business and Professional Development Team. The team is currently working with key decision makers in a variety of private, public and third sector organisations, and is supported by the School's Employers' Advisory Group, which meets on a regular basis. An Employer Forum will be established with this degree award.
- The School works closely with a number of **professional organisations** including the Chartered Management Institute, Institute of Chartered Accountants in England and Wales, Association of Certified Chartered Accountants, Chartered Institute of Management Accountants, Institute of Commercial Management, Chartered Institute of Marketing, Chartered Institute of Personnel and Development, Chartered Institute of Public Relations, Institute of Financial Accountants, Chartered Institute of Payroll Professionals, and British Computer Society.
- The School has worked with a number of **business clients** in developing and delivering its programmes. These include – The NHS (a range of Primary Care and Acute Trusts); Local Government (a range of County, District and Unitary Authorities); West Mercia, Warwickshire, Gloucestershire and Staffordshire Constabularies; Ministry of Defence and The Royal Air Force; Her Majesty's Prison Service; Royal Mail; Financial Services Organisations (e.g. Lloyds TSB, HBOS Plc, Clerical Medical, NFU Mutual and Virgin Money); Housing Associations, Southco, Malvern Instruments, Allpay Limited, G4S Secure Solutions, Hereford & Worcester Fire and Rescue Service and Hitachi Capital.
- These professional and business networks also involve **external events**, many of which are open to students, as well as employers.
- The Business School's specialist **research centre**, CPW (Centre for People at Work), has a wide range of contract-funded consultancy and research projects and provides further opportunities for students to link with employers.
- The School liaises with **external agencies**, such as the Institute of Directors, Federation of Small Businesses, Chamber of Commerce and Confederation of British Industry.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and the course handbook.

AWARD MAP FOR A HIGHER NATIONAL OR FOUNDATION DEGREE AWARD

Course Title: FdA Leadership and Management N202

LEVEL 4					
Module Code	Module Title	Credits (Number)	Status Mandatory (M)	Prerequisites (Code of Module required)	Exclusions
BUSM1130	Introduction to Professional Leadership and Personal Management	15	M	None	BUSM1136
BUSM1131	Managing Communications in the Workplace	15	M	None	None
BUSM1132	Managing Professional Development	15	M	None	None
BUSM1133	Organisational Culture and Change	15	M	None	None
BUSM1134	Work Based Investigation and Appraisal	30	M	None	None
BUSM1135	Work Based Project	30	M	None	None
BUSM1136	Professional Leadership and Personal Management	30	M ¹	None	BUSM1130

Requirements at level 4

Students must take all six mandatory modules listed above. Students must successfully complete 120 credits in total at level 4.

¹ BUSM1136 is mandatory for students on the RPL route progressing from UDLM.

LEVEL 5				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
BUSM2130	Applied Leadership and Management	15	M	None
BUSM2131	Finance for Non Finance Managers	15	M	None
BUSM2132	Work Based Initiative (Management)	60	M	None
BUSM2133	Leading and Managing Teams and Individuals	15	O	None
BUSM2134	Mentoring and Coaching	15	O	None
BUSM2135	Sales Management and Selling	15	O	None

Requirements at level 5

Students must take the three mandatory modules, i.e. BUSM2132, BUSM2131 **and** BUSM2132 **plus** two optional modules from those listed above. Students must successfully complete 120 credits in total at level 5.