

Programme Title: BSc Business Management (Social Change)



Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	Bachelor of Science (BSc) Business Management (Social Change)
Name of interim award(s):	N/A
Duration of study / period of registration:	4 Years
QMUL programme code / UCAS code(s):	
QAA Benchmark Group:	Business and Management
FHEQ Level of Award :	Level 6
Programme accredited by:	Chartered Management Institute - November 2018
Date Programme Specification approved:	
Responsible School / Institute:	School of Business and Management

Schools / Institutes which will also be involved in teaching part of the programme:

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

This Degree Apprenticeship will enable you to study a BSc Business Management (Social Change) qualification specifically tailored for those seeking to build a career in the voluntary and nonprofit sector. The voluntary and nonprofit sector comprises charitable and community organisations which deliver public benefit and meet the needs of service users and beneficiaries. You will work towards taking responsibility for people, projects, operations and/or services to deliver long-term organisational success and become professionally recognised in your ability to deliver impact. Through engagement with leading practitioners in the sector, you will build a deeper understanding of the unique governance and regulatory environment, of social impact and evaluation, fundraising, finance and project management.

You will study at Queen Mary University of London two days per week during term time and work the remaining three per days with your sponsoring employer. Out of term-time, you will work full-time for your employer.

Our BSc in Business Management (Social Change) is designed to develop your understanding of management techniques. You will build on your creative thinking, communication and analytical skills while learning about key business practices like accounting, marketing, human resources and organisational innovation.

The first and second year will provide you with a solid foundation in business and management theory and practice. In your third

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and fourth years, you can tailor your studies through a range of option modules and work-based projects, allowing you to build expertise in the charitable/ voluntary sectors.

On completion of the programme including a successful 'end-point assessment' you will become a member of the Chartered Management Institute (CMI) and will be granted Chartered Manager status and membership.

Aims of the programme

The BSc Business Management (Social Change) is centred on a real job within industry that extends the learning beyond the classroom and into the workplace. The principal aim is to integrate academic learning at degree level and on-the-job practical training to provide a holistic programme of education and training to meet the skills needs of employers now and into the future.

More specifically, this programme aims to:

- Give the degree apprentices the opportunity to gain experience in the workplace with top employers while earning their degree
- Help the degree apprentices to grow practical expertise with project management, interpersonal and business skills
- Help degree apprentices to kick-start their position in the jobs market by earning the relevant experience that leading employers are looking for, meaning that they are fully equipped with the academic knowledge and work experience needed to get ahead when they graduate
- Help degree apprentices who are already employed find new opportunities for career progression
- Widen participation and relieve fees pressure on students
- Help address the skills shortages in the charity/voluntary sectors and poor BAME and female representation in managerial positions within the sector

Apprentices that complete the CMDA (Social Change) will stand out from students following a standard degree route by achieving not only a degree but also gaining work-based management experience and achieving Chartered Manager Status.

The CMDA is suitable for those who are, or wish to become, professional managers, i.e. people that take lead responsibility for projects, people, operations and/ or services to deliver long term organisational success. It is applicable to professional managers from all sectors - the private, public or third sector - and all sizes of organisation.

What will you be expected to achieve?

A Chartered Manager is someone who can take responsibility for people, projects, operations and/or services to deliver long term organisational success, with the professional recognition of their ability to deliver impact, behave ethically and demonstrate their commitment to continual learning and development.

The BSc Business Management (Social Change) has been mapped to the requirements for the Chartered Manager standard - <https://www.instituteforapprenticeships.org/apprenticeship-standards/chartered-manager-degree/>.

This means that Apprentices are able, through their degree and work-based learning activities, to acquire the knowledge, skills and behaviours that a Chartered Manager should have. During the CMI End-point Assessment, the Independent Assessor will assess the Apprentices' evidence to determine if they have acquired the skills and knowledge to become a Chartered Manager. On completion of the Standard, including successful end-point assessment for the CMDA, the Apprentice will become a member of the Chartered Management Institute (CMI) and will be granted the CMgr designation which will remain valid as long as they continue their professional registration and maintain CPD.

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:	
A 1	Operational Strategy - Understand 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.
A2	Project Management - Know how a project moves through planning, design, development, deployment and evaluation. Understand risk management models and reporting, risk benefit analysis and H&S implications.
A3	Business Finance - Understand financial strategies, including budgets, financial management and accounting, and how to provide financial reports. Understand approaches to procurement and contracting, and legal requirements. Understand commercial context in an organisational setting and how this changes over time.
A4	Sales and Marketing - Know how to create marketing and sales strategies. Know how to segment and target relevant markets and customers (global and local), analysis of opportunities and ways to market. Understand the need for innovation in product and service design.
A5	Digital business & new technologies - Understand approaches to innovation and digital technologies and their impact on organisations, and how their application can be used for organisational improvement and development. Understand innovation and digital technology's impact on data and knowledge management for analysing business decision-making.
A6	Communication - Understand different forms of communication (written, verbal non-verbal, digital) and how to apply them. Know how to maintain personal presence and present to large groups. Awareness of interpersonal skills of effective listening, influencing techniques, negotiating and persuasion.
A7	Leading People - Understand different inclusive leadership styles and models, how to develop teams and support people using coaching and mentoring approaches. Understand organisational culture and diversity management.
A8	Managing People - Know how to recruit, manage and develop people, using inclusive talent management approaches. How to use HR systems and processes to ensure legal requirements, H&S, and well-being needs. Know how to set goals and manage performance.
A9	Developing Collaborative Relationships - Understand approaches to stakeholder, customer and supplier management, developing engagement, facilitating cross functional working and negotiation. Know how to shape common purpose, as well as approaches to conflict management and dispute resolution.
A10	Awareness of self and others - Know how to be self-aware and recognise different learning styles. Know how to use emotional and social intelligence, and active listening and open questioning to work effectively with others.
A11	Management of Self - Know how to manage time, set goals, prioritise activities and undertake forward planning in a business environment with a focus on outcomes.

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A 12	Decision Making - Know how to undertake research, data analysis, problem solving and decision-making techniques, and understand the values, ethics and governance of your organisation.
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Disciplinary Skills - able to:	
B 1	Operational Strategy - 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.
B 2	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.
B 3	Business Finance - Managing budgets, controlling expenditure and production of financial reports.
B 4	Sales and Marketing - 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.
B 5	Digital business & 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.
B 6	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.
B 7	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.
B 8	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.
B 9	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.
B 10	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.
B 11	Management of Self - Able to create 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.
B 12	Decision Making - Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making.

Attributes:	
C 1	Takes responsibility - Drive to achieve in all aspects of work. Demonstrates resilience and determination when managing difficult situations. Seeks new opportunities underpinned by commercial acumen and sound judgement.
C 2	Inclusive - Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity internally and externally.

C3	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.
C4	Professionalism - Sets an example, and is ethical, fair, consistent and impartial. Operates within organisational values and adheres to the requirements of relevant professional bodies.

How will you learn?

The programme contains a mixture of campus-based and work-based modules. Degree apprentices will study their campus-based modules alongside degree apprentices from other employers and students from related campus-based programmes, to ensure that they experience academic life more broadly, and avoid isolation. The teaching and learning strategies are tailored to the learning outcomes of the different modules.

For campus-based modules, strategies include lectures and tutorial sessions, practical and library-based research, presentations and group work. Lectures are used to introduce principles and methods and also to illustrate how they can be applied in practice, e.g. through examples and case studies. Tutorial sessions will allow students to put these theoretical principles and methods into practice. Practical and library-based research will allow them to develop skills in review, investigative methods and critical analysis. Presentations and group work will enhance their team-working and communication skills. Learning materials will be hosted on Queen Mary's tailored virtual learning environment, QMPlus. This will also provide access to announcement and discussion forums used for asynchronous support. The overall profile of teaching and learning strategies is designed to foster the development of (i) Graduate Attributes, as captured in Queen Mary's Statement of Graduate Attributes and (ii) key skills, as captured in the approved Chartered Manager Degree Apprenticeship standard.

For work-based modules, learning materials comparable to those for the equivalent campus-based module are provided, along with appropriate additional study guidance. Supplementary tailored individual support is provided through supervision by the employer and the module lecturer. Asynchronous and synchronous support may be provided, as appropriate.

The degree apprentices are also assigned an academic adviser / tutor, who is responsible for determining any additional individual / small group academic support needs, in conjunction with the relevant employer(s). Support is tailored and flexible as far as possible, e.g. through measures such as Skype sessions with TAs, "online office hours" for key staff, and employability-linked support to help the degree apprentices understand the links between their study and employment, as well as implications for their personal and professional development.

How will you be assessed?

The formative On-Programme Assessment methods will include an appropriate mix of assignments, reports, practical exercises, projects, and feedback on behaviours via 360 degree feedback or equivalent mechanisms. In addition to summative assessment (exams), the programme provides regular opportunities for formative feedback, e.g. through the submission of a draft report for project-based modules. The School has a feedback policy, which stipulates standard requirements for acceptable types and timing of feedback. The School also uses the TurnItIn plagiarism detection system, and students will have the opportunity to submit some formative assignments to TurnItIn for feedback on the correctness and effectiveness of their referencing.

Assessment for work-based modules is project-based, with QMUL and the employer each contributing 45% to the assessment profile, and the remaining 10% consisting of an oral presentation to both QMUL and employer. QMUL applies standardised project marking criteria.

In addition the apprentice will create a portfolio of evidence, which will demonstrate how learning has been applied, their achievements and capabilities. It is a collection of evidence which demonstrates evidence of the skills, knowledge and behaviours an apprentice has acquired against the standard, and supports application for professional recognition on achievement of the apprenticeship once the apprentice has passed their end-point assessment. There will be regular reviews (at least semesterly between employer and QMUL with a formal annual on-programme assessment of progress. Towards the end of the programme, the apprentice will undertake a synoptic work-based project, which will bring together elements of their learning from different parts of the programme and show their accumulated knowledge and understanding of management and its application in their organisation.

The End Point Assessment is by a robust panel interview, which will include a presentation on the synoptic work based project,

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review of portfolio evidence, and a question and answer session. This combination will fully test that the apprentice meets all the requirements of the standard.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The BSc Business Management (Social Change) is a four year degree studied over two days a week during term-time. The four year module diet consists of 6 work-based modules tailored to specific aspects of the charity / voluntary sector with the remaining modules coming from the standard SBM UG catalogue. The full list of modules is outlined below; each has been mapped against the CMI accreditation matrix so that any resultant combination satisfies both CMI accreditation and the requirements of the Chartered Manager Degree Apprenticeship standard. Upon completing the Degree qualification, degree apprentices will be expected to complete a separate end point assessment in order to collect their apprenticeship certificate. This will be completed in the summer of year 4.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Introduction to Marketing and Communications	BUS101	15	4	Compulsory	1	Semester 1
Business and Society	BUS107	15	4	Compulsory	1	Semester 1
Business and Law	BUS142	15	4	Compulsory	1	Semester 1
Organisational Behaviour	BUS127	15	4	Compulsory	1	Semester 2
Fundamentals of Management Studies & Skills	BUS141	15	4	Compulsory	1	Semester 2
Introduction to Management Accounting	BUS140	15	4	Compulsory	1	Semester 2

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Business Ethics	BUS212	15	5	Compulsory	2	Semester 1

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Principles of Financial Accounting	BUS138	15	4	Compulsory	2	Semester 1
Work-based Module: Sector and Organisational Understanding	BUS???	15	5	Compulsory	2	Semester 1
Politics, Advocacy and Influencing Change	BUS???	15	5	Compulsory	2	Semester 2
Corporations and Social Responsibility	BUS237	15	5	Compulsory	2	Semester 2
Work-based Module: Governance and Regulatory Environment	BUS???	15	5	Compulsory	2	Semester 2

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Project Management	BUS027	15	5	Compulsory	3	Semester 1
Work-based Module: Volunteering and Social Action: Theory and Learning	BUS???	15	5	Compulsory	3	Semester 1
Evidence-based Management	BUS242	15	5	Elective	3	Semester 1
Operations Management	BUS002	15	5	Elective	3	Semester 1
Responsible Leadership	BUS243	15	5	Compulsory	3	Semester 2
Work-based Module: Volunteering: Practical Social Action	BUS???	15	6	Compulsory	3	Semester 2
Corporate Law and Governance	BUS329	15	6	Elective	3	Semester 2
Business and Social Approaches to Social Media	BUS321	15	6	Elective	3	Semester 2

Academic Year of Study FT - Year 4

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Managing Public Services	BUS328	15	6	Compulsory	4	Semester 1
Integrative Work-based Project	BUS???	15	6	Compulsory	4	Semester 1
Work-based Module: Social Impact and Evaluation	BUS???	15	6	Compulsory	4	Semester 1
Business Computing	BUS337	15	6	Compulsory	4	Semester 2
Work-based Module: Fundraising Management	BUS???	15	6	Compulsory	4	Semester 2
Business Incubators and Start-ups	BUS342	15	6	Elective	4	Semester 2
Gender at Work	BUS349	15	6	Elective	4	Semester 2
Mentoring & Coaching	BUS344	15	6	Elective	4	Semester 2

What are the entry requirements?

A-Level Grades AAA at A-Level. Excludes General Studies, Critical Thinking and Use of Mathematics.

IB International Baccalaureate Diploma with a minimum of 36 points overall, including 6,6,6 from three Higher Level subjects. This must include a minimum of 4 in Standard Level Mathematics.

BTEC D*DD

GCSE Minimum five GCSE passes including English and Maths at grade B or 5.

Given a substantive portion of a Degree Apprenticeship is work-based learning, those with relevant professional experience will also be considered.

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

The Employer Liaison committee will also have representatives from the SBM Teaching and Learning Committee. This in itself will be a forum for feedback to be issued and acted upon by senior academics within the school where the programme is not currently meeting employer skills needs or where it requires periodic updating.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools and their students. The committee consists of student representatives from each year in the school together with appropriate representation from staff within the school. It is designed to respond to the needs of students, as well as act as a forum for

discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership and consideration of student surveys.

Tripartite reviews between academics, line managers and apprentices are a regular touch point in terms of feedback, employer satisfaction surveys will be issued annually and will naturally include feedback from Degree Apprentices themselves. We also intend to host an annual employer day in which one of the scheduled sessions will include a focus on what has worked well and what not over the past year.

What academic support is available?

Personal Tutor

All students are allocated a personal tutor for each academic year. Tutors are members of academic staff who provide advice and support to students. They have two main roles: academic and pastoral. First year students will meet their tutor for a weekly tutorial. In their academic capacity, tutors advise on, and approve, programmes of study. Any academic-related concerns, e.g. general academic progress, should be discussed with their tutor in the first instance.

In their pastoral capacity, tutors are the first point of contact in case of personal problems or concerns. Tutors recognise that personal problems can severely affect a student's academic performance, and they will provide a sympathetic and non judgmental ear, as well as practical help. They can also direct students to other QMUL support services, where appropriate. Discussions with students will always be treated in confidence. However, in cases where academic performance is affected by personal problems, the School must be officially informed, and tutors can also guide students through the correct procedures for doing this.

Tutors can be asked to provide academic references for students for job and other applications after leaving university, and this is another good reason for building and maintaining a good student/tutor relationship.

PASS

PASS is a course-based mentoring scheme, run for students by students. It gives first-years the opportunity to discuss study-related problems and get general advice from higher-year undergraduates in their subject. The scheme is firmly established in SBM and with 75% of the programme coming from the standard UG catalogue, Degree Apprentices can readily make use of this service.

Programme-specific rules and facts

The programme is structured around a "professional pathway" model, in which the degree apprentices take 90 credits per academic year, in order to accommodate their work commitments. In their first year Degree Apprentices will study 90 credits of standard campus-based modules. In each academic year thereafter, students take 60 credits of campus-based modules and 30 credits of work-based modules.

The final stage of this Degree Apprenticeship is a non-integrated, external End Point Assessment. Directly after your degree qualification in the Summer of the final year, you will have to present a short integrated report and do an interview with an external panel in order to achieve your apprenticeship certificate and Chartered Manager status. While the End Point Assessment does not form part of your formal module diet and award of the BSc Business Management (Social Change), it is compulsory in order to complete the Chartered Manager Degree Apprenticeship. As such, the expectation from both Queen Mary and your sponsoring employer is that this End Point Assessment is completed straight away following the confirmation of passing your degree. Advice on completing this assessment will be provided by both the Chartered Management Institute and your academic tutor at Queen Mary.

Specific support for disabled students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

The CMDA (Social Change) has been devised with a group of 10 employers from the Charity/ Voluntary sector (The Scout Association, Mind, Age UK, Red Cross, National Union of Students, Action on Hearing Loss, Girlguiding, Loreo Ltd, Northamptonshire Carers, Volunteering Matters) and 8 other employers also expressing an interest in recruiting apprentices to the programme (NSPCC, National Council for Voluntary Organisations, British Asian River Trust, Canal River Trust, National Childbirth trust, National Citizen Service, Samaritans and Water Aid). As such, the curriculum development process has been iterative in order to ensure that the programme meets the skills needs of the sector. Degree Apprenticeship programmes necessitate strong employer engagement given the students will for the majority of their time be employees of their sponsoring organisations. Work-based modules allow the degree apprentices to apply the theoretical concepts they are learning at university in the workplace and provide academics with an insight into current industry practice. Employers have already indicated that they are also happy to host traditional undergraduate students as part of these work-based modules and to allow traditional UG students to attend masterclass sessions with sector leaders.

The key learning outcomes of this programme are predicated on a series of knowledge, skills and behaviours which are highly relevant to industry, contribute to the achievement of QMUL Graduate Attributes and are therefore highly transferable on completion of the programme.

As part of the oversight arrangements for the programme we intend to establish a Employer Liaison Committee which will provide a forum for monitoring the strategic effectiveness of the programme in addressing sector specific skills shortages. This forum will also allow for the effective cross-selling of QMUL's wider services including Careers and Enterprise, Widening Participation and Research Services.

Programme Specification Approval

Person completing Programme Specification:

Jamie Hilder

Person responsible for management of programme:

Dr Patrick McGurk

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:

7 Nov 2018

Date Programme Specification approved by Taught Programmes Board: