

Course record information

Name and level of final award	<ul style="list-style-type: none"> Bachelor of Science with Honours - Applied Management <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> Bachelor of Science (BSc) - Applied Management Diploma of Higher Education (Dip HE) - Applied Management Certificate of Higher Education (CertHE) - Applied Management
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Business and Management
Professional statutory or regulatory body	N/A
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> Applied Management (Chartered Manager Degree Apprenticeship), Part-time day, September start - 4 years standard length
Valid for cohorts	From 2022/3

Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/study/undergraduate/how-to-apply>

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

<https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning>

Aims of the programme

The BSc Applied Management (Chartered Manager Degree Apprenticeship) prepares apprentices for managerial roles in a wide variety of commercial settings. The apprenticeship has been created by a trailblazer group including employers from both the public and private sector, thereby ensuring it is employer led in its aims and objectives. It is suitable for private, public or third sector positions. It looks to develop professional managers capable of managing complexity and delivering an organisation's objectives through a wide range of functions. The course seeks to prepare apprentices to be able to communicate, manage and lead people and develop collaborative relationships. The course aims to develop managers with the broad range of skills to manage, adapt and grow their business. It seeks to give the apprentices the

ability to organise and build an efficient and effective workforce.

Chartered managers need well-developed technical and soft skills, in what is described as a combination of science and art. Therefore, chartered managers need to have excellent communication skills, including diplomacy and assertiveness, strong analytical, numerical and organisation skills combined with leadership competencies. Thus, the teaching of this course covers knowledge, skills and behaviours to enable apprentices to fulfil their role in leading organisations towards success.

In fulfilling this purpose, the course aims to:

- Prepare professionally trained business managers able to develop and implement organisational strategy and plans.
- Develop managers capable of managing complexity and delivering impact at a strategic and/or operational level.
- Develop cognitive skills which apprentices will be able to apply in reaching professional judgements, solving problems, and making decisions.
- Develop transferable skills which apprentices will be able to apply both within an academic context and in their professional careers.
- Foster an environment in which apprentices have a sound awareness of interpersonal skills including effective listening, influencing techniques, negotiating and diversity management.
- Develop the ability to manage time, set goals, prioritise activities and undertake forward planning to achieve organisational goals.
- Understand the use of customer insight and analysis of data to determine and drive customer service outcomes.
- Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making.
- Demonstrate resilience and determination when managing difficult situations.
- Promote a culture of intellectual enquiry such that apprentices will recognise the importance of lifelong learning for both personal and professional development to become resilient professional leaders and engaged global citizens.
- Promote social, ethical, and environmental awareness.

Inclusive Curriculum

The course has been designed to include a blend of traditional classroom activities, preparation of professional reports, site visits, presentations, videos and field work. Through this blend the apprentices will need to draw upon a wide selection of example case studies to highlight the diversity of the sector. The nature of the Work Based Learning (WBL) module delivery reflects the opportunity for engagement through enquiry and experiential learning which is available to apprentices.

The backgrounds of typical apprentices require the course to anticipate their inevitably varied education, workplace, social and cultural backgrounds. The School of Applied Management (SAM) look at their apprenticeship offerings as a means to widen participation, and in doing so allow the apprentices personal and work experiences to inform their studies. Apprentices will engage in role play, debates, simulated business meetings, and external site visits as part of different modules at all levels (e.g. L4 CSR and Sustainability, L5 Customers and Marketplace, L6 Applied Management).

Sufficient time is given for the apprentices to ask questions of the teaching team and receive formative feedback. This will be timetabled to happen on a number of occasions during a module and is described in more detail within the module handbooks. Through this formative feedback the apprentices will receive guidance which will inform their eventual submissions. In some modules (e.g. L6 Project) apprentices are allocated tutorials or supervision meetings to show their drafts and receive one-to-one formative feedback. All modules provide formative feedback in one form or another and apprentices are encouraged to share their drafts with tutors to receive formative feedback.

The course will take advantage of technology to facilitate a more inclusive curriculum including using the university VLE to allow the apprentices to engage with the materials in both synchronous and asynchronous ways. Senior management are keen to support the use of technology within the curriculum and encourage colleagues to explore how this can be adopted across the programmes in SAM, including the introduction of new, industry standard, software packages (see innovation section for more details).

When designing learning activities which require the apprentices to engage with their place of work, sufficient time will be given for the apprentices to ask questions of the teaching team and receive formative feedback. This will be timetabled to happen on a number of occasions during a module and is described in more detail within the WBL module descriptors.

Through this formative feedback the apprentices will receive guidance which will inform their eventual submissions.

The degree contributes towards the Chartered Manager Level 6 Degree Apprenticeship (standard ST0272).

The course will produce apprentices who are capable of achieving Chartered Manager status.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

The course aims to create graduates who are prepared for managerial and professional life, responsible in their practice, resilient and adaptable and globally engaged.

Businesses typically operate with teams of specialists, often from diverse cultures and backgrounds. The need is for people who can communicate effectively and work productively in a team recognising and supporting leadership, being proactive in leading, negotiating, and managing conflict. Increasingly needed are people who can work independently and remotely, using technology to overcome the traditional constraints of location, time and national boundaries. Graduates of the BSc Applied Management (Chartered Manager Degree Apprenticeship) will be well equipped to meet these challenges and progress to more senior management positions and potentially higher levels of academic study.

Employers of our apprentices expect skills of critical thinking, analysis evaluation and creativity; effective communication using varied technology and media; data analysis and effective problem solving; reflective, adaptive and collaborative learning; motivation and initiative. Employability and enterprise are strongly embedded in all the core modules and assessed at all levels of the course.

What will you be expected to achieve?

Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall knowledge and understanding you will gain from your course (KU)
- Graduate attributes are characteristics that you will have developed during the duration of your course (GA)
- Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)
- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 4 course learning outcomes: upon completion of Level 4 you will be able to:

- 01 Appreciate the key aspects and elements of organisations. (KU GA) (KU GA)
- 02 Recognise the role of managers in making decisions to respond to changes and developments in local, national and international environments. (KU GA) (KU PPP)
- 03 Understand how the process of human resource management and its development contribute to the success of an organisation. (KU PPP) (KU KTS)
- 04 Develop knowledge to manage and lead people within the organisational context. (KU) (GA KTS)
- 05 Understand the principles of corporate finance (KU) (KU)
- 06 Evaluate the role of accounting and finance principles in synthesising and supporting managers' decision-making process (KU) (KU)
- 07 Show a good understanding of texts and apply research methods in areas of management including marketing, project management and sustainable business (GA KTS) (KU GA)

Level 5 course learning outcomes: upon completion of Level 5 you will be able to:

- 01 Demonstrate how to manage the effective running of the organisation (KU) (KU KTS)
- 02 Develop transferable and critical thinking skills for both business and academic life (KTS) (GA CS)
- 03 Explain and justify how organisations secure and deploy operational resources both in the traditional and digital environment (GA CS) (KTS CS)
- 04 Develop the capacity to perform management decision making using suitable tools and techniques. (GA CS) (KU GA KTS)
- 05 Identify business environmental challenges, evaluate problem solving strategies and provide suitable customer focused solutions through the use of business cases. (KTS CS) (KU CS)
- 06 Analyse the significance of interrelationships and network building in organisations strategic decisions using theories and applied practices. (KU KTS)
- 07 Appraise customer requirements and the operations marketplace (KU CS) (KU CS)

Level 6 course learning outcomes: upon completion of Level 6 you will be able to:

- 01 Evaluate the macro and micro business environment at a local and global level , using the findings to develop an organisation and sustainability strategy (KU) (KU)
- 02 Critically examine a variety of process and tools to promote effective management through the use of project management techniques and innovative technologies. (KU PPP KTS)
- 03 Reflect upon information and knowledge in order to suggest and justify purchase decisions within organisations (KU PPP) (KU PPP)
- 04 Analyse and debate how international business markets operate and effects local organisations (KU GA) (KU GA)
- 05 Identify and analyse the skills and knowledge required to develop relationship management with suppliers (GA PPP KTS) (GA PPP KTS)
- 06 Analyse and discuss contemporary issues relating to apprentice's field of work (GA PPP KTS) (GA PPP KTS)
- 07 Perform research, which critically analyses data and presenting the findings in standard format. (GA PPP KTS) (GA PPP KTS)

How will you learn?

Learning methods

The course will be taught by full time academics and visiting lecturers, many of whom have considerable high-level industry experience, together with professional body membership, and academics who are involved in research in the field of business management alongside their teaching roles. Industry and professional experience and research are brought into the teaching to create a rich and exciting learning environment for apprentices.

The teaching and learning are reflective of the practical and technical nature of business management. Apprentices will learn from real life examples, work-based learning, practical sessions, site visits, guest speakers from industry and other teaching methods which bring the learning to life to enhance the apprentice experience.

Apprentices are expected to take part in group activities such as problem-based projects, research, presentations, discussions and debate to enhance learning and represent the collaborative nature of the profession apprentices will eventually be part of.

There is an emphasis throughout the course on problem-based learning and the complexity of these problems will increase at each level of the course thus promoting a proactive learning environment. The aim of this is to promote autonomous learning and greater responsibility to equip apprentices with the appropriate skill set to take up employment within their chosen career path.

Our approach to learning places an emphasis on inclusivity, supporting all apprentices in achieving excellence and enabling apprentices to develop key transferable skills for their future professional life and life-long learning.

Apprentices will be introduced to higher education convention in a number of modules at Level 4, acknowledging the fact that some may not have been in education for a significant period of time. This is to help them appreciate what is expected of them as an undergraduate and avoid them feeling overwhelmed by the transition into higher education. In the

module L4 CSR and Sustainability, apprentices are formally introduced to report writing and research skills and are equipped with materials that help in developing data collection, analysis, synthesis, and writing skills (academic and for business). This occurs again at all levels including modules L5 Customers and Marketplace and L6 Applied Management. The Project module at L6 covers advanced research and academic writing skills as well as presentation skills which will be needed for one of the EPA assessment points.

Equality, Diversity and Inclusion

The curriculum will be inclusive, accessible and promote decolonisation and diversification through using multiple case studies from across the globe, highlighting the importance of responsible management and the challenges faced in working across different sectors, industries, and cultures. An example at level 5 is the Customers and Marketplace module which requires apprentices to consider interpersonal communication and cultural factors. At level 6, the module Purchasing Management requires apprentices to understand the impact of culture and country context on management methodologies.

Equality, diversity and inclusion of apprentices is central to the learning and teaching on this course, encouraging all apprentices to engage and fulfil their potential. In line with QA guidance and the University's commitment to equality and diversity, the course has adopted an inclusivity strategy with the objective of removing arbitrary and unnecessary barriers to learning, facilitating a learning experience accessible for all apprentices. This is irrespective of the group or groups to which they belong, raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. Through this, all apprentices will feel like they belong, and have the opportunity to engage, not made to feel isolated. Access to learning opportunities will be provided to disabled and non-disabled apprentices through inclusive design, with reasonable individual adjustments being provided wherever necessary.

Teaching methods

We will provide a stimulating learning environment which links theory to practice. Our curriculum is informed by our own teaching expertise, our research and industry links. There are many opportunities to have practical experience of the workplace through simulations, guest speakers and company visits and field trips. We work closely with a range of employers through our School Employer Advisory Board and work with the alumni that support our programme. Our teaching is informed by both research and practice. Many staff on the teaching team are active researchers or have substantial business experience which informs teaching and learning activities.

The teaching of the course takes the form of lectures, seminars, workshops, one to one tutorials, and the online materials using Blackboard, the University's virtual learning environment. In addition to on campus learning, the course will also use a blended learning approach in some modules where sessions are delivered asynchronously, and exercises are undertaken remotely, and online using Discussion Boards and other platforms. This has the advantage of simulating the reality of the practice of a Chartered Manager in recent and coming years, where teams work remotely.

Apprentices are expected to undertake their own study and will be guided and supported to enable them to study effectively.

As this course is a degree apprenticeship, apprentices will be in relevant work, in a management position within an organisation. Teaching will focus on the apprentices' experiences and develop these further, requiring apprentices to reflect on their learning and recognise the additional skills and knowledge gained from study. Key to this are Work Based Learning (WBL) modules, one at each level of study. WBL in this context is the application of theory and academic content to real-world experiences within the workplace. The WBL modules require apprentices to engage in the experience activity and reflect upon their learning, how their skills learned through their academic studies can be applied beyond the classroom.

Our approach to teaching places an emphasis on inclusivity, supporting all apprentices in achieving excellence and enabling apprentices to develop key transferable skills for their future professional life and life-long learning. Our teaching strategy focuses on developing apprentices' capacity to work independently as well as in teams, to enable apprentices to make use of a full range of resources and techniques in developing graduate level skills.

Innovation

The course makes use of multiple industry software packages during the timetabled seminars and workshops. For example, the use of MS Project in L5 Project Management, and the use of different Microsoft Office products (Excel in specific) in other modules. The module L6 Project Management Methodologies: Agile and Hybrid Methodologies discusses different Agile frameworks and introduces a number of software packages such as Scrum and Kanban. The course also includes gamification by employing simulation games to show real world scenarios within the modules on Supply Chain Operations Management and Applied Management Decision Making.

The apprentices have an opportunity, through the WBL modules, to develop their professional skills and competencies

through experiential learning whilst in their work place. The WBL's are a distinctive innovation within SAM.

Assessment methods

Assessments have been designed to promote understanding of theory and the application in a real-world context. The course offers a variety of assessments to develop your knowledge and critical thinking alongside key transferrable professional skills. The variety of assessments for apprentices aims to develop apprentices with sound commercial awareness who are open to critical thinking, effective at communication, self-motivated and resilient and responsible in their global outlook.

Varying assessment activities can help to motivate apprentices with an increasingly diverse range of experiences, learning styles and competences. We have adopted a mixture of assessment types with the aim of reducing over-assessment and ensuring apprentices develop a wider range of skills for professional success than that developed by more traditional assessment methods. These include the use of authentic assessments related to real business challenges that apprentices will come across in the workplace.

Our Policy for assessments using team work ensures that apprentice individual contributions are recognised and communicated through module documentation. This should outline the process of team formation, the strategies for non-participation of team members, the responsibility for management of the team including the role of the academic tutor, provision for communication between team members for example, supporting technology, guidance on how individual contributions should be recorded and guidance on reassessment in the event of a apprentice being referred or deferred in the assessment.

Formative assessment is a key element of your learning and has been embedded into all modules to help you achieve your full potential and to support reflection on feedback and develop strategies for improvement. 'Summative' assessment measures individual learning and achievement.

As a teaching team, there is collaboration between the course leader and all module leaders before the start of each academic year, to ensure currency of the syllabus, to avoid assessment bunching and to stagger assessments in a logical way, for the benefit of the apprentices. For example, the first piece of coursework in the module L4 Management and Leadership for Business, is an Essay (1000 words) in which apprentices have a first attempt at this style of writing, and this happens in semester one, prior to any other coursework submission.

A variety of assessment methods are used and modules are assessed generally using more than one means of assessment which could include:

In-Class Tests: These will comprise tasks based on a problem or argument which requires knowledge of the subject and the reference material as appropriate. This is in line with the overarching assessment strategy. These can be written, multiple choice or combination of both.

Reports & Essays: These will be discrete elements of assessment based on a case study or scenario relating to business and management. These will require investigation and research into a specific area and the formulation of an objective conclusion, which is supported by appropriate academic referencing. Apprentices will also be required to generate professional reports providing an authentic assessment within a specific setting.

Projects: These will be based on a scenario that relates directly to the apprentices own sector of industry and will require an objective solution to the problem that has been set. This assessment is particularly seen in WBL modules.

Presentations: These will be on an individual basis that addresses concepts of a particular scenario. These will also include a question and answer element. Presentations range from face-to-face, recorded video presentations, podcasts and posters.

Portfolios: Some assessments are based upon the production of a number of individual elements of work that collectively develop a solution to a particular problem or situation. The portfolios will include artefacts, models, and/or drawings.

Electronic Diary: a diary in which apprentices document their experiences and reflect on these, used especially for Work-Based Learning.

Viva voce: is part of the final project (work-based learning) module, which provides an opportunity to discuss their project in a professional setting. This experience also prepares a apprentice for the endpoint assessment.

The Degree Apprenticeship

The Chartered Manager Apprenticeship consists of more than just the 360 credit BSc (Hons) Applied Management academic qualification. The Apprenticeship places additional responsibility on the employers and the University to deliver and test both academic learning and off the job training.

The Apprenticeship includes an end-point assessment (EPA) which commences upon successful completion of the 360 on-programme credits. Passing the EPA marks the end of the apprenticeship.

Prior to the start of the End Point Assessment (EPA) period the University of Westminster will contract with a registered end-point assessment organisation. Discussions will be held with professional services regarding this, and a contract will be entered into with an assessing organisation from the list on the Register of End Point Assessment Organisations (RoEPAO) prior to commencement of the first cohort's EPA period.

The Gateway and End Point Assessment

The EPA is preceded by the apprentices passing through the apprenticeship gateway for which there are a number of pre-requisites. The apprentice's employer, must confirm that the apprentice is eligible to enter EPA. To successfully pass the EPA Gateway, the apprentice must meet the following criteria:

- achieved a minimum level 2 English and Maths as per the standard and general apprenticeship requirements
- successfully completed the formal academic learning as defined by the HEI, equating to 360 on programme credits towards a Bachelors honours degree
- receive confirmation from the employer that they are satisfied that the apprentice is consistently working at or above the level set out in the standard
- have completed their portfolio of evidence as agreed with their academic supervisor and workplace representative.

On the Chartered Manager (Degree) Apprenticeship, the 360 credits will be completed prior to the commencement of semester 3 in the apprentice's final (fourth) year of study. The EPA will then commence and the assessment required to be undertaken is as prescribed within the Apprentice Standards and uses the following assessment methods.:

- Paper review of the portfolio of evidence completed pre-gateway.
- Work-based project.
- Presentation and interview

The University will be responsible for coordinating the assessment panel process and will invite the independent assessor from the organisation approved on the Register of Apprentice Assessment Organisations to act as chair. The independent assessor will have the final decision as to the outcome of the panel and the award of the apprenticeship and grading.

- The panel will be comprised of:
- an independent assessor (chair)
- a representative from the business school/academic institution
- a representative from their employer

The End Point Assessment comprises a range of assessment methods, to build in rigour and ensure that all components of the standard have been fully tested and met, as set out in the Apprenticeship Standards [Annex 3: Learning Outcomes and Assessment Criteria](#).

The final assessment and grading

The final assessment and grading will be undertaken by the Panel, with the final decision made by the independent assessor. Marks will be allocated across the areas being assessed, with a maximum possible mark of 100. The panel will award marks based on their assessment of the portfolio, work-based project, presentation and the panel interview. The marks will be based on how the evidence presented to the panel contributes to:

- What the apprentice has shown they can do against the requirements of their job role
- How the apprentice has approached and the way they have completed the task(s)
- Who the apprentice has worked with demonstrating personal and interpersonal qualities they have brought to all their work relationships

End Point Assessments (Maximum Mark):

- Portfolio: 55
- Project: 25
- Presentation & Interview: 20.

The marks will then be combined to give the final grading. Grade (total mark):

- Distinction 70+
- Merit 60+
- Pass 50+
- Fail Less than 50

When applying the grades, the independent assessor hosting the panel interview will act as the final arbiter.

This will not have any impact on the final degree classification that the University of Westminster awards.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	01, 04, 04, 05, 05, 06, 07
Literate and effective communicator	05, 06
Entrepreneurial	02, 06
Global in outlook and engaged in communities	01, 01, 03, 04
Socially, ethically and environmentally aware	04, 05, 07

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.
- Additional information may also be included above each level for example where you must choose one of two specific modules.

Modules

Level 4

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
4SUEV001W	CSR and Sustainability	Core	1	20	10
4MNST002W	Management and Leadership for Business	Core	1	20	10
4BUSS012W	Organisational Structures (Work Based Learning)	Core	1	40	20
4MARK018W	Principles of Marketing	Core	1	20	10
4ACCN011W	Accounting and Finance for Managers	Core	2	20	10

Level 5

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
5BUSS019W	Customers and Marketplace	Core	2	20	10
5MNTC001W	Managing Change (Work Based Learning)	Core	2	40	20
5BDIN003W	Web-enabled Business	Core	2	20	10
5BDIN002W	Project Management	Core	3	20	10
5DIBU002W	Supply Chain, Operations Management and Digital Business	Core	3	20	10

Level 6

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
6PJMN006W	Agile and Hybrid Methodologies	Core	3	20	10
6MNTC001W	Applied Management	Core	3	20	10
6MNST012W	Purchasing Management	Core	3	20	10
6MNTC002W	Project (Work Based Learning)	Core	4	40	20
6MNST009W	Strategic Perspectives for Managers	Core	4	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

None.

Course management

The BSc Applied Management (Chartered Manager Degree Apprenticeship) has a Course Leader who will manage the course. The Course is located within the School of Applied Management, which is part of Westminster Business School, based on the Marylebone campus of the University of Westminster.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>.

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.

- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2021©

Additional Details

Academic Support

Prior to arrival, and as part of the admissions process, apprentices will engage with a Training Needs Analysis (TNA). The TNA is a self-assessment form and is used as part of the University's processes for evaluating apprenticeship programme suitability and fees. It is important that we confirm any training which has already been completed and an apprentice's responses here will be used in conjunction with their application to ensure the correct modules and fee have been assigned to their programme. Following submission of the form it will be reviewed by an Academic who will confirm if any accredited prior learning can be taken into account and the programme adapted accordingly.

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All apprentices have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where apprentices access their course materials, and can communicate and collaborate with staff and other apprentices. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-apprentices/studies/your-apprentice-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports apprentices in developing the skills required for higher education. As well as online resources in Blackboard, apprentices have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Apprentices¹ can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Apprentices can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services.

They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Apprentices can also securely connect their own laptops and mobile devices to the University wireless network.

Apprentices will receive a comprehensive induction when they join the University, including sessions delivered by professional services which are specific to the fact they are apprentices and not full or part-time students. During the orientation week we invite both existing apprentices and alumni to speak with the new apprentices about their experiences at both Westminster and as apprentices. As part of the induction, there will be sessions where apprentices do mini presentations about themselves and their respective companies. In week 1 they will take part in practical activities in an effort to begin the formation of learning groups amongst the cohort and to familiarise them with the facilities we have available which they will use on their course. For example, in the modules L4 Principles of Marketing, and L4 Management and Leadership for Business, the first seminars will involve group activities and educational games to bring the apprentices together as learning groups and act as ice-breaking exercises. Throughout their studies apprentices will receive support from their personal tutor and course leader.

In addition to academic support, each apprentice is assigned to an apprenticeship co-ordinator to guide them through the degree apprenticeship programme. The co-ordinator acts as a link between apprentice, employer and the University.

They work with the apprentice to monitor progress and also act as a conduit through which apprentices can be made aware of and connected to the many services and events across the University. Tripartite review meetings, which include a representative of the University with industry management expertise, are an important aspect of the apprenticeship and are used to provide assurances that all parties are meeting their obligation to provide excellent training. They also give the apprentice or employer a chance to voice any concerns regarding the apprenticeship programme. The meetings will usually take place every 12 weeks and can be conducted in person or remotely, and will require input and feedback from the University, the Apprentice and the Workplace Mentor. Each apprentice is also provided with a OneFile account; this is an online apprenticeships platform on which the apprentice can record training received through the University and workplace. The co-ordinator at the University and workplace mentor will have access to the OneFile portfolio and will use this to monitor the apprentice's progress.

Support Services

The University of Westminster Apprentice and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international apprentices and the chaplaincy providing multi-faith guidance. Further information on the advice available to apprentices can be found at <https://www.westminster.ac.uk/apprentice-advice>.

The University of Westminster Students' Union also provides a range of facilities to support apprentices during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/apprentices-union>.