

Programme/award title(s)	MA in Applied Management
Teaching Institution	NESCOT
Awarding Institution	The Open University (OU)
Date of first OU validation	2021/22
Date of latest OU (re)validation	
Next revalidation	2026/27
Credit points for the award	180 credits at Level 7
UCAS Code	TBC
HECoS Code	TBC
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	<p>Subject Benchmark Statement: Master's Degree in Business and Management : https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-and-management-15.pdf?sfvrsn=1997f681_16</p> <p>The Quality Code, available at www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code</p> <p>Standards and Guidelines for Quality Assurance in the European Higher Education Area, available at: www.enqa.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf. Part A: Setting and Maintaining Academic Standards, available at: www.qaa.ac.uk/assuring-standards-andquality/the-quality-code/quality-code-part-a</p>

	Individual Chapters are available at: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/qualitycode-part-b .
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	N/A
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full time and part time
Duration of the programme for each mode of study	2 years part time
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	25 November 2021

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information



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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 student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

Aims to:

1. Simplify complex situations and develop appropriate management strategies to resolve them.
2. Examine effective methods used to support the overall performance of organisations and their ability to achieve key institutional outcomes.
3. Apply critical thinking to responsible management approaches for the sustainable management of both people and resources ethically
4. Evaluate how changing environments and the presence of external influences can impact on current working practice and organisational stability.
5. Critically evaluate available information to envision and formulate management strategy that enhances current practice.
6. Demonstrate recognition of innovative thinking to create and capture opportunities in constantly changing contexts and environments.
7. Evaluate and integrate theory and practice in a wider range of situations
8. Demonstrate ability to act autonomously in planning and implementing projects at professional level

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The Master's Degree in applied Management is a generic course designed to develop master's level knowledge and skills, in strategic management subjects, to either enhance current job role and career prospects or to increase the possibility of employment in positions that require this knowledge.

The course intends to deepen conceptual understanding of strategic management and involves setting objectives, analysing the competitive environment, analysing the internal organization environment and resources to facilitate change. To ensure that

strategic remits are adhered to, evaluating current strategies and to determine strategic direction and effective delivery. Ethical approaches to the management of both people and resources will be embedded.

The course aims to produce postgraduates who display a strong sense of self as a strategist who is both curious and confident in the pursuit of creative, ethical, timely, productive and just solutions when applying strategic management principles to affect change.

2.3 For Foundation Degrees, please list where the 60-credits work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

On successful completion of all the Level 7 modules students will have achieved a master's degree in Applied Management

Students who achieve the modules totalling 120 credits at level 7 will get an exit award of Postgraduate Diploma in (PGDip) Applied Management.

Students who achieve 60 credits will be awarded a Post graduate Certificate (PGCert) in Applied Management



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3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

The programme will be delivered in a part-time mode over four semesters (two years). It is anticipated that most participants on this programme will have already be working hence the delivering will be twilight sessions and two Saturdays per month to accommodate students work commitments. The dissertation will be run as a long thin module from the second semester of the programme till semester four (the final semester). The research methods module will be taught in first semester to prepare them for the dissertation. It will also afford them the opportunity to write up and present their research proposals to the College's Research Ethics Committee for approval before commencement to collect primary data. The remaining 30 credit modules will be delivered as short fat modules within the four semesters.

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
1. Principles of Strategic management	30	N/A		Yes	1
2. Research methods	15	N/A		Yes	1
3. Leadership and strategic decision making	30	N/A		Yes	3
4. Contemporary business environment	30	N/A		Yes	2
5. Resources management	30	N/A		Yes	4
6. Dissertation	45	N/A		Yes	2, 3 & 4

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Develop a critical awareness of current issues in business and management which is informed by leading edge research and practice in the field.</p> <p>A2 Develop an understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues</p> <p>A3 Synthesise a range of information in the context of new situations and evaluate their relevance and validity to business management</p> <p>A4 Critically evaluate research and theoretical concepts in applied management</p> <p>A5 Demonstrate the ability to acquire and analyse data and information to evaluate their relevant validity and rigour to new situations</p>	<p>The teaching and learning methods employed will provide students with a range of opportunities to further develop the pedagogical skills necessary to support learners to flourish.</p> <p>Active and Experiential Learning: To enhance and improve practice, and encourage transformational education, there is an emphasis on learning from others via peer review, group work, individual and group presentations, recorded footage, ICT and social media. Students will be encouraged to share experiences and exchange exemplars of good practice.</p> <p>There are opportunities to engage with role play, presentations, case studies, project work, practical activities, problem – based scenarios, practice – based case studies, quizzes, and workshops. All of these will build upon the practical experience of students and provide opportunities for self – reflection leading to personal and professional development.</p> <p>Formal Approaches & Assessment: More formal methods of teaching will include a combination of lectures, seminars & tutorials. Students’ theoretical input will be through lectures and seminars. The modules contain formative assessments to support the summative submission.</p>

A6 Ability to communicate effectively using a range of media to operate effectively in a variety of team roles and take leadership roles where appropriate.

Feedback to feedforward will be utilized to facilitate and promote the skills and dispositions necessary to develop independent study skills. The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports, case studies, data interpretation exercises. Where appropriate alumni from other courses and guest speakers will be invited.

Assessment strategies specific to these learning outcomes:

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Engage in reflective thinking, learning and action to support personal development as an advanced, critically reflective professional with a current and informed understanding of holistic in business and management</p> <p>B2 Design and carry out research in an ethical way overcoming barriers and reporting in an appropriate professional manner in the business and management environment.</p> <p>B3 Use investigative skills to innovatively explore and define complex problems, within their own area of work, using creative methods to solve them.</p> <p>B4 Critically analyse, debate, and synthesise contemporary issues in research, theory and international perspective that relates to business environment, recognising the complexity and diverse nature of effective engagement to support their staff health, education, wellbeing and welfare.</p> <p>B5 To be able to critically challenge and debate contradictory information to inform professional practice, including ethical principles.</p>	<p>The teaching and learning methods employed will provide students with a range of opportunities to further develop the pedagogical skills necessary to support students.</p> <p>Active and Experiential Learning: To enhance and improve current working practice, and encourage transformational education, there is an emphasis on learning from others via peer review, group work, individual and group presentations, recorded footage, ICT and social media. Students will be encouraged to share experiences and exchange exemplars of good practice.</p> <p>There are opportunities to engage with role play, presentations, case studies, project work, practical activities, problem – based scenarios, practice – based case studies, quizzes, and workshops. All of these will build upon the practical experience of students and provide opportunities for self – reflection leading to personal and professional development.</p> <p>Formal Approaches & Assessment: More formal methods of teaching will include a combination of lectures, seminars & tutorials. Students’ theoretical input will be through lectures and seminars. The modules contain formative assessments to support the summative submission.</p>

3B. Cognitive skills	
<p>B6 Create opportunities for the development of effective, enabling, inclusive and anti-discriminatory environments taking into consideration legislation, theory and current research within interdisciplinary and multiagency contexts of business and management.</p>	<p>Feedback to feedforward will be utilized to facilitate and promote the skills and dispositions necessary to develop independent study skills. The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports, case studies, data interpretation exercises</p> <p>All assignments are practice focused emphasizing workplace skills to support the development of the personal dispositions and professionalism needed to remain student centered.</p> <p>Assessment strategies specific to these learning outcomes:</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Identify and evaluate appropriate techniques to critically analyse interdisciplinary professional practice in the contemporary business environment</p> <p>C2 Conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies.</p> <p>C3 Challenge perceptions and take personal responsibility for professional judgement and decision making.</p> <p>C4 Debate, practise, reflect upon and apply effective professional skills such as ethics, communication, ICT, problem-solving, decision-making, teamwork, interpersonal relationships.</p> <p>C5 Critically apply theoretical / conceptual frameworks to business and management practices.</p>	<p>The teaching and learning methods employed will provide students with a range of opportunities to further develop the pedagogical skills necessary to support them and engage with both the content learning outcomes of the programme.</p> <p>Active and Experiential Learning: To enhance and improve current working practice, and encourage transformational education, there is an emphasis on learning from others via peer review, group work, individual and group presentations, recorded footage, ICT and social media. Students will be encouraged to share experiences and exchange exemplars of good practice.</p> <p>There are opportunities to engage with role play, presentations, case studies, project work, practical activities, problem – based scenarios, practice – based case studies, quizzes, and workshops. All of these will build upon the practical experience of students and provide opportunities for self – reflection leading to personal and professional development.</p> <p>Formal Approaches & Assessment: More formal methods of teaching will include a combination of lectures, seminars & tutorials. Students’ theoretical input will be through lectures</p>

3C. Practical and professional skills	
<p>C6 Establish techniques of research and enquiry used to develop and interpret knowledge in business and management.</p> <p>C7 Apply consistently their knowledge and subject specific and wider intellectual skills</p> <p>C8 Deal with complex issues both systematically and creatively to make sound judgement in the absence of complete data and communicate their conclusions clearly to a range of audience.</p>	<p>and seminars. The modules contain formative assessments to support the summative submission.</p> <p>Feedback to feedforward will be utilized to facilitate and promote the skills and dispositions necessary to develop independent study skills. The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports, case studies, data interpretation exercises. Where appropriate alumni from other courses and guest speakers will be invited.</p> <p>All assignments are practice focused emphasizing workplace skills to support the development of the personal dispositions and professionalism needed to remain student centered.</p> <p>Assessment strategies specific to these learning outcomes:</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Use investigative skills to innovatively explore, define and solve complex problems within management in education and business environment</p> <p>D2 Critically challenge and debate contradictory information to inform professional practice, including ethical principles within the global perspectives</p> <p>D3 Plan in-depth, present and deliver information critically through a variety of media (written, spoken and digital) following effective and relevant independent research to a range of audiences and through various media.</p>	<p>The teaching and learning methods employed will provide students with a range of opportunities to further develop the knowledge required support and develop the business environment</p> <p>Active and Experiential Learning: To enhance and improve current working practice, and encourage transformational education, there is an emphasis on learning from others via peer review, group work, individual and group presentations, recorded footage, ICT and social media. Students will be encouraged to share experiences and exchange exemplars of good practice.</p> <p>There are opportunities to engage with role play, presentations, case studies, project work, practical activities, problem – based scenarios, practice – based case studies, quizzes, and workshops. All of these will build upon the practical experience of students and provide opportunities for self – reflection leading to personal and professional development.</p>

3D. Key/transferrable skills	
<p>D4 Demonstrate how business can operate effectively in a variety of team roles and take leadership roles, where appropriate.</p> <p>D5 Take international perspective including understanding the impact of globalisation on business, societies and the environment and ethical implications.</p>	<p>Formal Approaches & Assessment: More formal methods of teaching will include a combination of lectures, seminars & tutorials. Students' theoretical input will be through lectures and seminars. The modules contain formative assessments to support the summative submission.</p> <p>Feedback to feedforward will be utilized to facilitate and promote the skills and dispositions necessary to develop independent study skills. The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports, case studies, data interpretation exercises. Where appropriate alumni from other courses and guest speakers will be invited.</p> <p>All assignments are practice focused emphasizing workplace skills to support the development of the personal dispositions and professionalism needed to remain student centered.</p> <p>Assessment strategies specific to these learning outcomes:</p>

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The distinctive feature of this course is that there is a focus on the translation of academic theory around strategy into professional practice in the contemporary business environment. It acknowledges challenges of applied management in an increasingly complex business environment. This programme builds students' critical thinking, evaluation, resilience, and knowledge base to prepare and motivate students to carry out strategic management roles. All modules are combined theory and practice focused to enable students to appreciate the praxis of informed decision-making process.

The delivery programme accommodates those already playing the role as managers and those aspiring to management roles. The programme adopts the blended learning approach to accommodate majority of the students are likely to be in work hence the part time mode. To reduce travel time some elements of the modules will be delivered remotely via google classroom. The face-to-face sessions will be in evenings and weekends to accommodate the business schedule of managers who are usually working on full time basis. The full-time option is included to accommodate those who are able to complete the course within one year instead of two years on the part-time mode. Students will then be in situ to access the learning resource centre library and learning support and to take advantage of a quiet study space after class, away from the distraction of family commitments which can present as a barrier to study and successful transition to Level 7

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the workplace)

In a formal sense, students are supported as outlined below:

- Clear and accurate information about programmes, qualifications, and entry requirements
- Advice on Finance available before and during the course
- A dedicated online HE Student Hub to aid in all aspects of the student lifecycle (support and well-being services, policies & procedures, academic writing support and PDP opportunities).
- Referral to additional advice and guidance services whenever appropriate
- Opportunity to see the College(s) and the facilities available for the student prior to committing to a programme of study i.e., library, computer suites.
- Feedback is given for both summative and formative assessment.
- Opportunity to have one to one appointment with the academic staff and obtain more details about their subject specialism.
- Disability and learning difficulties support tailored to students' needs.
- Mental Health 1st Aider
- Counselling and safeguarding team support
- Personal tutor allocated to support with pastoral care.
- Programme Handbooks that will provide detailed information about the programme and the college regulations
- A multi-faith prayer room

Pre-Induction (transitional support) and Induction:

The two most critical elements of these processes are ensuring students feel settled and initial and/or appropriate diagnostic assessments are carried out to put support in place as quickly as possible where needed. All students will be assessed by the team and materials and resources to support their entry to the course provided at pre-course preparation.

Where there are late starters, their enrolment is carried out as quickly as possible to ensure they are given access to college facilities as early as possible, and tutorials are scheduled to compensate for any missed induction activities.

Induction:

Over the first few weeks the induction aims to welcome and orientate students to both the college (e.g., key policies such as assessment, student engagement and safeguarding) and the programme itself. It introduces them to the team who will be teaching and tutoring them; the college environment and resources (such as the

Learning Resource Centre, HE Study zone, HE common room, the programme and placement handbooks and the VLE); and the relevant policies, procedures, and protocols of the college. Programme expectations are set, and a series of information literacy skills' sessions are started. Various significant documents are examined to prepare students for the programme, for example, The Work Based Learner Handbook and Reflective Log aspects of the course.

Learning support:

The Learning Support Team have designated HE tutors who can assist with DSA Applications; liaise with Needs Assessors and recommended providers and ensure that college recommendations are put in place and to monitor student support.

For those who do not qualify for DSA students can book individual sessions to receive academic, study skills or assignment support. There is access to assistive technology to support learners such as Inspiration, Read Write Gold, Cpens and Dragon. Dyslexia screening tests are available as is ESOL support.

Teaching accommodation:

Throughout the college, there is purpose-built and comfortable teaching accommodation available with full internet access and interactive whiteboards. A wide range of software are also accessible to all.

The Virtual Learning Environment is delivered through Google Classrooms. There is access to online LRC teaching and learning resources. A blended learning approach will be applied.

For refreshments, Starbucks is open for Adult and Higher Education students until 20:00 (Monday to Thursday) and 16:00 (on Fridays). The Undercroft is open 12:00 until 15:00 on Weekends.

Personal tutoring and staff/employer availability:

The College operates a tutorial programme to provide the opportunities for students to develop their potential academically, socially, and personally whilst they go through their journey at Nescot. The support offered is personalised for each student, and effective tutoring encourages students to become more responsible for their own learning. The tutoring programme complements and underpins the students' learning experience and their PDP (Personal Development Planning)

Tutorials are designed to fulfil a range of purposes. They will provide opportunities to support delivery of module content, to provide support in the workplace for students and for one-to one academic or pastoral support.

As each student commences their programme, they will be allocated a personal tutor from the teaching team. The tutor will be responsible for:

- Identifying student needs and initiating support where necessary.

- Assessing and monitoring progress and achievement of academic and work-based learning and providing feedback.
- Conducting tutorials to advise and guide students academically, socially, and personally.
- Discussing issues and concerns arising.
- Keeping records of tutorials and other meetings.
- Observing and assessing
- Referring students to internal and/or external bodies, as appropriate.
- Maintaining confidentiality and disclosing information where necessary.
- Attending team meetings to share current issues and developments.

Tutorials are time tabled 3 times a year (one per Term) with drop-in sessions before and after class. Additional sessions can occur, dependent on Student's needs identified as stated in the PDP Policy.

Assignment focused support is embedded within the Schemes of Work as a Meeting the Learning Outcome session or via tutorials.

The Learning Resource Centre has a dedicated area for Higher Education students and this facility is available to students 7 days a week during the academic year and 5 days a week during the College's vacation. Within Higher Education, course teams liaise with the LRC team to ensure resources are up to date and copies are available either electronically or as hard copies.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

To be considered for entry to the course applicants will be required to meet the following criteria:

Academic Requirements:

Bachelor's Degree classification at least second-class honours degree from a recognised UK Higher Education sector. Or a minimum of two years' experience in a relevant field. This will most commonly be in a management position, but each application will be considered on a case-by-case basis according to Nescot RPL policy.

Evidence of level 2 Literacy will also be required, for example key skills or functional skills at level 2 or GCSE English language at Grade C/4 or above. If applicants do not have evidence of Literacy at level 2, it will be necessary to complete a piece of writing to demonstrate competence in written English

IELTS (academic): A minimum score of 7.0 with minimum scores of 6.5 in all elements. The IELTS indicator test will be accepted for admissions

7. Language of study

English Language.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

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

The College has a variety of means to assess the quality of teaching, learning and assessment (TLA).

These include:

- Making full use of the student's voice (Student Consultative Committees, Student Council, internal and external surveys)

- Formal and informal assessments of TLA using the College observation process and supplementing this with regular learner walks.
- Internal audits
- External Examiner and HEI/Awarding body feedback
- Annual programme review

Outcomes from the observation processes feed into staff development and appraisal; informing the themes and targets. Running alongside this is a scheme being piloted this year, which involves Peer Observation framework. The outcome of this is professional discussion and dialogue leading to developing practice and reflection, this being supported using digital technology (IRIS) to allow for recording of sessions/clips and easy sharing with peers. As a result of the use of digital technology many of the logistical problems around mutually available times to visit/deliver lessons, are overcome.

Academic staff continue to develop their knowledge in their subject areas by frequently attending conferences, seminars, networking events and research dissemination events. This allows staff to build relationships with other academics and local employers, which can assist when planning field trips for students and shaping curriculum and assessment. Staff provide detailed reports to their peer for each conference or networking event attended and during weekly meetings discuss how these can be adopted into developing their pedagogy further. These reports feed into the cross-college Teaching and Learning Group which meets half termly to share and develop practice at practitioner level.

Final commentary/report from External Examiners from current programmes feed into the development of assessment practice and provides useful feedback both positive areas and to develop.

10. Changes made to the programme since last (re)validation
N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template



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Annexe 1 - Curriculum map

1	Study module/unit	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6
7	1. Principles of strategic management	X	X	X	X			X	X	X				X	X	X	X					X	X			X	
	2. Research methods in Strategic management	X	X	X	X	X		X	X	X	X	X	X	X	X	X			X		X	X	X	X			
	3. Contemporary business environment	X	X	X	X	X		X	X	X	X				X	X	X	X		X			X	X		X	X
	4. Resources management	X	X	X	X			X	X	X	X				X	X	X	X	X		X	X	X	X	X	X	
	5. Leadership and Management	X	X	X	X	X		X	X	X	X			X	X	X	X	X					X	X	X		
	6. Dissertation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X			

Annexe 2: Notes on completing programme specification template

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g., CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.