

## Programme Specification

### 1. Overview / Factual Information

Programme / award title(s)	FD Business Management
Teaching institution	The University Centre Peterborough (UCP)
Awarding institution	The Open University (OU)
Date of first OU validation	Nov 2020
Date of latest OU (re)validation	N/A
Next revalidation	
Credit points for the award	240
UCAS Code	N280
HECoS Code	(Institution code: P56 UCP)
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Business and Management
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Chartered Management Institute (CMI)  Local Enterprise Partnership or equivalent: Cambridgeshire & Peterborough Independent Economic Review.
Professional / statutory recognition	L5 - Certificate in Management and Leadership
For apprenticeships fully or partially integrated assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT
Duration of the programme for each mode of study	2 years in full time mode
Dual accreditation (if applicable)	N/A
Date of production / revision of this specification	May/July 2021

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 they take 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 student's 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

- To provide a comprehensive foundation in business management practice, based on QAA benchmarks and professional standards, for students wishing to pursue a career in specialised or general business careers.
- To meet local, and national need for skills in business management.
- Support students in developing a range of transferable skills and competencies needed to cope with a rapidly changing environment.
- Encourage a systematic approach to problem solving.
- Develop the student as an independent learner capable of sustaining project work both individually and in team settings.
- Provide the student with a knowledge-base that will enable them to develop a career within business and management.
- To promote access to further progression within Higher Education.

### 2.2 Relationship to Other Programmes and Awards

The proposal contains a proposal for a Foundation Degree and a full degree with pathways. The Foundation Degree provides a progression route to the full degree. It is anticipated that the Foundation Degree will be delivered at our Stamford Campus which currently offers a HND in Business Management. The Foundation Degree will replace the HND course.

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

Level 4 – 30 credit module in semester 2 entitled “Work-based Practice”

Level 5 – 30 credit module in semester 2 entitled “Work-based Project”

### 2.4 List of all Exit Awards

- Certificate of Higher Education (CertHE) in Business Management upon successful completion of a minimum of 120 credits at Level 4

3. Programme Structure and Learning Outcomes					
Programme Structure – Level 4 Full Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Academic and Professional Skills	15			Yes	Sem 1
Global Business Context	30			No	Sem 1
Accounting for Managers	15			Yes	Sem 1
Insight into Economics	15			Yes	Sem 2
Work-based Practice	30			No	Sem 2
Insight into Marketing	15			No	Sem 2
Programme Structure – Level 4 Part Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Academic and Professional Skills	15			Yes	Y1 S1
Global Business Context	30			No	Y1 S1
Accounting for Managers	15			Yes	Y2 S1
Insight into Economics	15			Yes	Y1 S2
Work-based Practice	30			No	Y1 S2
Insight into Marketing	15			No	Y2 S2

Certificate of Higher Education (CertHE) upon successful completion of 120 credits at Level 4

Intended learning outcomes at Level 4 Are Listed Below:

Learning Outcomes – Level 4	
3a. Knowledge and Understanding	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
A1 Describe and explain organisations in terms of their internal functions and processes and diverse nature, size, structure, markets within which they operate and the external factors that influence and exert influence upon them.	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include:</p> <ul style="list-style-type: none"> <li>• Traditional methods of lectures supported with seminars.</li> <li>• Practical workshops.</li> </ul> <p>Lectures provide the guiding theme for subject areas within the discipline, directing and coordinating learning as well as responding to student needs for detailed explanation and demonstration. Lectures also provide an opportunity for students to develop a sense of community and establish the learning culture of the cohort.</p> <p>Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject.</p> <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These will include traditional assessment methods like course work essays, presentations, and exams; to forms of assessment that align with or simulate, those found in industry e.g. reports, product demonstrations and group assessments/appraisals.</p> <p>The programme also utilises formative assessment with a view to supporting students take responsibility for their learning.</p>
A2 Describe and explain the principles of marketing in order to influence stakeholders.	
A3 Demonstrate competency in and understand a broad range of industry-standard business skills theories and tools.	
A4 Explain management and leadership theories, models and frameworks and recognise that these are knowledge bases that are open to ongoing debate and reformulation.	
A5 Reflect on their own career aspirations through a widening knowledge of differing business career options.	

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p><b>B1</b> Integrate resilient business strategies into a holistic and cohesive understanding of the blueprints for the businesses that they will manage in the future.</p>	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the intellectual learning outcomes of this level. These include traditional lectures and seminars but also practical workshops.</p> <p>Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject.</p>
<p><b>B2</b> Identify the concepts and principles underlying the business theoretical framework and strengths and weaknesses to solve business related problems.</p>	<p>Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies.</p>
<p><b>B3</b> Research business topics and design appropriate reports based on evidence.</p>	<p>A broad range of assessment methods are utilised at this level to assess cognitive learning outcomes. These include traditional assessment methods like course work essays, presentations, and exams; to forms of assessment that align with or simulate, those found in industry e.g. product demonstrations, group evaluations. Exams and in-class tests are utilised for testing and developing students' problem-solving abilities under pressure. Formative assessment methods are used to enable learners to reflect on their academic progress and their career aspirations.</p>

3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>C1 Select information from a variety of authoritative sources. Analyse and evaluate data, sources of information and methodologies for evidenced-based decision making.</p>	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to practical workshops and group learning environments. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies.</p> <p>A broad range of assessment methods are utilised in this course to assess practical and professional skills, from traditional essays and exams to reports and product demonstrations. Technical areas such as analysis, design and networking are assessed within modules through a variety of techniques that are appropriate to the subject area and provide feedback on subject specific skills.</p>
<p>C2 Work collaboratively with others to create effective teams and recognise the factors that affect team performance.</p>	
<p>C3 Can communicate effectively including the ability to produce clear, structured business communications in a variety of media.</p>	

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>D1 Work independently, acting on their own initiative on a project where they are responsible for setting realistic goals, meeting deadlines, responding to feedback, and taking appropriate remedial action where necessary.</p> <p>D2 Digest feedback and criticism and reflect on their own career aspirations through a widening knowledge of business career options.</p> <p>D3 Use interpersonal and communication skills to clarify tasks and identify issues in a range of contexts.</p>	<p>A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course.</p> <p>All modules are supported by a VLE which helps to disseminate material and encourages feedback through discussion groups. This also helps to establish a wider sense of audience and the skills needed for interaction in a virtual environment. Students of different abilities can gain from taking different paths through material and can get instant feedback through online tests and peer review.</p> <p>A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include demonstrations, presentations and group assessments.</p>

Certificate of Higher Education (CertHE) in Business Management upon successful completion of a minimum of 120 credits at Level 4

Programme Structure – Level 5 Full-Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Career Management & Employability Skills	15			Yes	Sem 1
Project & Operations Management	15			No	Sem 1
Management & Leadership Today	30			No	Sem 1
Managing People	15			Yes	Sem 2
Data Interpretation for Managers	15			Yes	Sem 2
Work-based Project	30			No	Sem 2

Programme Structure – Level 5 Part-Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Career Management & Employability Skills	15			Yes	Y2 S1
Project & Operations Management	15			No	Y1 S1
Management & Leadership Today	30			No	Y3 S1
Managing People	15			Yes	Y2 S2
Data Interpretation for Managers	15			Yes	Y2 S2
Work-based Project	30			No	Y3 S2



Intended learning outcomes at level 5 are listed below:

Learning Outcomes – Level 5	
3a. Knowledge and Understanding	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
A1 Describe and explain organisations in terms of their internal functions and processes and diverse nature, size, structure, markets within which they operate and the external factors that influence and exert influence upon them.	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include:</p> <ul style="list-style-type: none"> <li>● Traditional methods of lectures supported with seminars.</li> <li>● Practical workshops.</li> </ul> <p>Lectures provide the guiding theme for subject areas within the discipline, directing and coordinating learning as well as responding to student needs for detailed explanation and demonstration. Lectures also provide an opportunity for students to develop a sense of community and establish the learning culture of the cohort.</p> <p>Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject.</p> <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These will include traditional assessment methods like course work essays, presentations, and exams; to forms of assessment that align with or simulate, those found in industry e.g. reports, product demonstrations and group assessments / appraisals.</p> <p>The programme also utilises formative assessment with a view to supporting students to take responsibility for their learning.</p>
A2 Describe and explain the principles of marketing in order to influence stakeholders.	
A3 Demonstrate competency in and understand a broad range of industry-standard business skills theories and tools.	
A4 Explain management and leadership theories, models and frameworks and recognise that these are knowledge bases that are open to ongoing debate and reformulation.	
A5 Reflect on their own career aspirations through a widening knowledge of differing business career options.	
A6 Evidence a broad understanding of Human Resource Management, the management and development of people in order to meet organisational goals and the legal implications in HR management.	

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p><b>B1</b> Integrate resilient business strategies into a holistic and cohesive understanding of the blueprints for the businesses that they will manage in the future.</p>	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level. These include traditional lectures and seminars but also practical workshops.</p> <p>Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject.</p> <p>Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies.</p> <p>A broad range of assessment methods are utilised at this level to assess cognitive learning outcomes. These include traditional assessment methods like course work essays, presentations, and exams; to forms of assessment that align with or simulate, those found in industry e.g. product demonstrations, group evaluations. Exams and in-class tests are utilised for testing and developing students' problem-solving abilities under pressure. Formative assessment methods are used to enable learners to reflect on their academic progress and their career aspirations.</p>
<p><b>B2</b> Can identify the concepts and principles underlying the business theoretical framework and strengths and weaknesses to solve business related problems.</p>	
<p><b>B3</b> Research business topics, making critical judgements based on a sound knowledge base, and design appropriate reports from the analysed and synthesised data.</p>	

3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>C1 Select information from a variety of authoritative sources. Analyse and evaluate data, sources of information and methodologies for evidenced-based decision making.</p> <p>C2 Work collaboratively with others to create effective teams and recognise the factors that affect team performance.</p> <p>C3 Can communicate effectively including the ability to produce clear, structured business communications in a variety of media.</p>	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to practical workshops and group learning environments. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well specified problems that allow a greater range of solution strategies.</p> <p>A broad range of assessment methods are utilised in this course to assess practical and professional skills from traditional essays and exams to reports and product demonstrations. Technical areas such as analysis, design and networking are assessed within modules through a variety of techniques that are appropriate to the subject area and provide feedback on subject specific skills.</p>

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>D1 Work independently, acting on their own initiative on a project where they are responsible for setting realistic goals, meeting deadlines, responding to feedback, and taking appropriate remedial action where necessary.</p> <p>D2 Work effectively in a team, fulfilling a variety of roles.</p> <p>D3 Communicate clearly and appropriately, demonstrating a sense of audience.</p>	<p>A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course.</p> <p>All modules are supported by a VLE which helps to disseminate material and encourages feedback through discussion groups. This also helps to establish a wider sense of audience and the skills needed for interaction in a virtual environment. Students of different abilities can gain from taking different paths through material and can get instant feedback through online tests and peer review.</p> <p>A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include demonstrations, presentations and group assessments</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.

Tuition fees for FD Business Management include membership of the Chartered Management Institute (CMI), which gives access to the ManagementDirect portal throughout the course, as well as a range of guest speakers. Seven modules have been mapped to CMI, meaning that on successful completion of the FD, students become eligible for the L5 Certificate in Management and Leadership. The modules are:

- Academic and Business Skills
- Insight into Marketing
- Research and Employability Skills
- Management and Leadership Today
- Project Management Fundamentals
- Managing People
- Data Interpretation for Managers

On completion of level 5, students may choose to 'top-up' by applying for the BSc (Hons) Business Management programme. The application process includes submission of a proposal for their undergraduate major project, and students are given support in preparing for this through a series of workshops held during their final foundation semester.

The work-based learning component of the programme consists of Work-Based Practice at level 4 and Work-based Project at level 5. Students undertake a 45-hour placement and a 112-hour placement respectively.

## 5. Support for Students and their Learning.

Whilst studying at UCP, students are provided with academic support through a variety of mechanisms. Regular tutorial sessions are built into all courses delivered at UCP to provide students with the opportunity to access specialist support from their lecturers. Sessions provide both group and one to one assessment support for students, allowing them to gain formative feedback on work and discuss their overall performance on the course and address any welfare concerns.

Each tutorial scheme has learning partnership as its core theme, with the level 4 tutorial scheme focussing on preparing to study and academic skills, level 5 on developing skills and autonomy and level 6 on progression and transferrable skills. Tutors have an open office policy and the HE Managers host a daily student surgery so that concerns can be addressed promptly.

UCP also offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills. A series of optional lunch-time sessions covers issues such as developing academic writing techniques, undertaking effective academic research to support dissertations, and forming coherent and well-structured arguments.

To further underline the importance that UCP places on the development of these skills, the institution used the revalidation of the ARU provision to introduce a new approach to developing Academic Skills into each year of the revised courses, either as stand-alone modules or through embedding the content into other relevant modules. The module aims to formalise the topics delivered within the Study Excellence programme, providing students with academic credit for completing the modules. Commencing for all new entrants in 2019, modules at Level 4 introduce and develop the underpinning skills required for Higher Education study, with each year that follows providing a more contextual focus on the academic skills required in the discipline. An example of a distinct module which has been developed to achieve this is the Academic and Professional Skills for Social Scientists which is a core module for all students on social science degrees.

UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. In common with Study Excellence, these sessions are available to any student who wishes to improve their grades; not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP has adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance. The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, level 6 students mentored level 4 students over lunch times. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to levels 4, 5 and 6.

Qualitative feedback revealed improved engagement in activities on and off campus. Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme was introduced into a variety of other undergraduate courses in 2019 and has been formally recognised as an area of focus within the UCP Teaching and Student Outcomes Strategy.

A dedicated Student Support Team ensures that there is easy access to a variety of services which can support students throughout their studies at UCP. The Student Support Officer and Student Advisor have ensured that the evolving needs of students in academic, pastoral and professional contexts can be supported. The team, working closely with the Student Officer, provides information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management, via a range of activities from one to one advice sessions to large scale organised events. Issues surrounding the support of students are carefully considered at a number of institutional committee meetings, with updates and statistical reporting (on elements such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, an Employer and Community Consultative Group was established in March 2019. The group, which evolved from the HE Steering Group, provides crucial input into how the curriculum will develop to ensure that UCP is producing employment-ready students, in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the senior authority at UCP, ensuring that the voice of employers is carefully considered when planning new courses or initiatives.

## 6. Criteria for Admission

48 UCAS points in any subject:

- A-levels (DD)
- BTEC (PPP)
- Cambridge Technicals (PPP)
- Access to HE (45 credits)

GCSE English Language and Mathematics at a minimum of grade C or grade 4.

If English is not your first language you will require a recognised level 2 English Language qualification or an IELTS score of 6.0 (with 5.5 minimum in each skill) or an equivalent English Language qualification.

Admission to the programme is also possible for mature students without formal qualifications but with equivalent professional experience. This is called Accreditation of Prior Experiential Learning and it is demonstrated through the production of a portfolio of your experiential learning. Full details are available at the following link;

<https://www.ucp.ac.uk/policies/>

## 7. Language of Study

English

## 8. Information About Non-OU Standard Assessment Regulations (Including PSRB Requirements)

The FD Business Management is accredited by the Chartered Management Institute (CMI). CMI requirements are articulated through 11 modules. Typically, a student must complete 8 of the 11 modules according to CMI's rules of combination (below).

Programme Name	CMI Qualification	CMI Units
FD Business Management	CMI L5 Certificate in Management and Leadership 5C30	501 or 526 (rules of combination), 513, 521, 523, 525

## 9. For Apprenticeships in England End Point Assessment (EPA).

N/A



#### 10. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning.

The University Centre Peterborough has 25 years' experience of delivering HE courses. Where the delivery team are not appropriately qualified at the level they will be teaching, they have many years of previous professional experience in their specialist field and some work part time as consultants.

Each member of staff has consistently been graded in observations as good or better by the UCP Quality Department over the last 5 years. The department performs annual inspections for all subjects and also offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision.

When a module is delivered across two campuses there will be an identified Module Leader. This will ensure quality assurance processes are robust and any issues identified by the External Examiner can be managed effectively. The identified Module Leader will then convey any updates changes to any other delivery staff linked / responsible for the same module at the other campus.

The Module Leader will ensure marking and feedback is of the same standard by the internal moderation processes. The Module Leader will share creation of learning resources etc with the other tutor delivering the same module at the other campus and they will collectively write assessments which will be the same across campuses. There may be a separate VLE page due to timetabling etc. Library resources are purchased for all on the programme so this will ensure consistency of the student experience. The course team will also have regular planning meetings and ensure that any issues, training needs, quality matters and student feedback is responded to in a timely and documented manner. This will be closely monitored by the Academic Office and HE Managers. Student feedback is also monitored via our committee structures.

Staff development is available at UCP at least three times a year and staff actively take part in training events (e.g. ethics, scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice.

UCP has a Learning and Teaching Lead for Higher Education to oversee the training needs of staff and to mentor and support applications for Higher Education Academy fellowship.

All the team attend the annual UCP HE Learning and Teaching Conference which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester, however the team regularly ask for feedback on modules in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way modules can be constantly adapted to student feedback if appropriate.

#### 11. Changes Made to the Programme Since Last (Re)Validation

N/A

## Annexe 1 - Curriculum Map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study Module / Unit	Programme Outcomes													
		A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	D1	D2	D3
4	Academic and Professional Skills	✓							✓			✓		✓	
	Accounting for Managers	✓		✓			✓			✓			✓		
	Global Business Context	✓			✓				✓			✓			✓
	Insight into Economics	✓					✓		✓	✓			✓		
	Insight into Marketing	✓	✓					✓			✓				✓
	Work-based Practice	✓		✓		✓		✓		✓	✓	✓		✓	✓

Level	Study Module / Unit	Programme Outcomes														
		A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	D1	D2	D3	
5	Career Management and Employability Skills	✓						✓				✓	✓			
	Management and Leadership Today		✓			✓	✓						✓			
	Project & Operations Management				✓		✓			✓				✓		
	Managing People			✓			✓	✓		✓				✓		
	Data Interpretation for Managers					✓		✓		✓					✓	
	Work-based Project	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	