

Programme Specification

1. Key Information

Programme Title:	Senior Leader Apprenticeship
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Business
Award Title (including separate Pathway Award Titles where offered):	Postgraduate Diploma Strategic Leadership and Management IFATE Certificate for Senior Leader Degree Apprenticeship
Pathways (if applicable)	N/A
FHEQ level of final award:	7
Other award titles available (exit qualifications):	Postgraduate Certificate Strategic Leadership and Management
Accreditation details:	N/A
Length of programme:	14 months plus 6months EPA
Mode(s) of Study:	Part Time
Mode of Delivery:	Work-based learning
Language of study:	English
QAA Subject Benchmark(s):	Master's Degrees in Business and Management (March 2023)
Other external reference points (e.g., Apprenticeship Standard):	ST0480 Senior Leader Apprenticeship Charter Manager Status (CMI)
Course Code(s):	PDSLMBAP
UCAS Code(s):	N/A
Approval date:	July 2023
Date of last update:	February 2024

2. Programme Summary

The potential learners for this degree level programme will be practitioners or professionals, who are seeking continued professional development at any stage in their career. The key aim of this programme is to develop professional skills of the learners so that they can achieve their desired professional goals. Learners will normally be employed throughout the duration of the course and have previous appropriate qualifications from Buckinghamshire New University or other equivalent institution.

This is a flexible programme of study offered to business and management professionals with relevant work-based experience. The Senior Leader Apprenticeship (SLA) programme learning strategy for inclusive learning fosters an atmosphere where learners feel comfortable to engage, add to the discussion, voice their own thoughts and ideas and feel comfortable to ask a variety of questions in support of their learning. The programme will promote inclusion by adopting a learner-centred approach, providing opportunities for learners to collaborate and learn from peers, exchange experience and perspectives, providing a supportive and inclusive learning environment. Learners will be encouraged to actively engage in their learning process and take ownership of their learning.

The academics and or practioners delivering this programme are highly experienced and able to meet the learners' expectations. To this end, we will employ a variety of techniques to cater to diverse learning styles, including visual aids, hands-on activities, and interactive sessions. Apprentices will receive guidance and support throughout their learning journey from the Apprenticeship Hub through regular Tripartite Progress reviews and contact.

To ensure that learning is taking place for all learners, differentiated support will be provided that meets the individual educational needs of each learner. We will use a variety of methods to differentiate instruction, including personalised learning plans where appropriate, scaffolding and the use of assistive technology. Learners will have the opportunity to upgrade their degree to an MBA on completion of the degree apprenticeship programme.

3. Programme Aims and Learning Outcomes

Programme Aims

1. Develop senior leaders' skills by creating practical skills which are equipped to meet business challenges and support change in the company. Modules such as strategic development and ethical leadership will aid this development.
2. Facilitate professionalism, originality and problem-solving in the application of knowledge and skills to produce presentations, coursework, and portfolios. Apprentices will also have the opportunity to choose their modules according to their career goals and aspirations.
3. Enable apprentices to conduct work-based research, with depth, critical evaluation, and analysis of their respective working environments.
4. Provide opportunities to apprentices to gain high level of professional skills and to balance self-direction, vision and communication when working professionally within a team or independently.

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
K1	Demonstrate understanding to reflect critically on personal and professional values, personal approach to working with and leading others and ongoing professional development plans.
K2	Evaluate approaches to the development and implementation of organisational plans and strategy, including risk management.
K3	Show awareness and understanding of the drivers for business success and change and the relevance of organisational strategies.
K4	Demonstrate technical competence to think conceptually and to evaluate and synthesise information for decision-making.

Analysis and Criticality (C)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
C1	Exhibit a critical understanding of the impact of individual and organisational values, ethics, and governance through learning about business organisation behaviours and strategies.
C2	Demonstrate a critical understanding of approaches to managing organisational change through new innovations, marketing, finance, and other internal and external issues.
C3	Create close critical analysis of on the role and changing nature of work in modern society, including the challenges of managing a diverse workforce, the impact of technological change and the need to manage the organisation of work activity and improve performance efficiently and effectively.
C4	Deploy work-based research, enquiry and critical analysis of the nature and significance of self-review and conducting business research

Application and Practice (P)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
P1	Create innovative business strategies by conducting business, problem and context-appropriate research and data analysis to inform evidence-based decision-making.
P2	Execute effective skills by acting as an authentic, fair, consistent, and inclusive leader, valuing others and building trust
P3	Apply underlying concepts and principles by taking responsibility and a resilience and adaptability when faced with difficulties
P4	Exhibit professionalism in collaboration, working productively, reflexively, inclusively and ethically with effective communication both in a group and when leading a team by demonstrating a positive approach to responding to feedback,

	acknowledging the need for change when appropriate, and an openness to new theories and relevant evidence
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Transferable skills and other attributes (T)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
T1	Demonstrate effective interpersonal skills, including communication and the development of collaborative relationships.
T2	Demonstrate leadership and influencing skills while behaving responsibly.
T3	Demonstrate critical thinking, business research, analysis, synthesis and evaluation skills
T4	Reflect critically on personal and professional values, personal approach to working with and leading others and ongoing professional development plans.

Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st century labour market and make a positive impact as global citizens.

This programme develops senior leaders' attributes through the study of a range of technical, conceptual and professional skills. Industry-relevant knowledge and understanding are gained by studying key professional skills such as negotiations, communication, presentation, writing and research (C3), self-reflection (T4), self-development and responsibility for one's own learning, which are enabled through many areas of the programme. Senior Leaders Apprenticeships combine higher education study and work-based learning to enable apprentices to achieve a higher-level award whilst in work. The provision of an academic award is integrated with experience, practice and learning in the workplace where the apprentice has paid employment status. Senior Leaders Apprenticeships are co-designed by training providers and employers to ensure that apprentices are equipped with the skills employers need and to develop their own careers. To bring business success by applying innovative strategies (K3) is the relevant learning outcome for the apprentices and the employer hence utmost importance has been given to the modules learning, teaching and assessment strategies. Apprentices will be able to develop professional (K1-K4), critical (C1-C5), application and Practice (P1-P4) and transferrable attributes (T1-T4) through the programme.

4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- Individual employers will set the selection criteria for their Apprenticeships. Most candidates will have A levels (or equivalent) or existing relevant Level 3 qualifications, and English, Maths and ICT at GCSE grade 4/C or above or functional skills Level 2 or equivalent. Applicants must provide evidence of above or be asked to re-sit English and Maths functional skills level 2. Due to the intense nature of study, it is strongly recommended that the achievement of English & maths is completed prior to the start of the programme.

- All learners take an online initial assessment- Basic Key Skills Builder (BKSB) to assess and develop skills in English and maths to support functional skills requirements. Something all apprentices must achieve before taking their End Point Assessment (EPA).

Apprentices without level 2 English & maths should aim to achieve this level by the end of the first year, BNU can help to organise this with our functional skills partner if you meet the required level on the maths & English assessment.

The entry requirements will include:

- assessment of literacy, numeracy and basic computer skills
- evidence of achievement and/or ability to study at the required academic level
- must be in a role appropriate to the training programme
- must have evidence of right to work in England
- must be resident in UK for a minimum of three years

At interview, applicants will be expected to demonstrate:

- the appropriateness of the programme for their career aspirations
- their awareness of the nature of the role they are set to be trained for
- their awareness of the academic, practice and professional requirements of the programme

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

5. Programme Structure

Delivered as part of the Senior Leader Apprenticeship programme with End Point Assessment (EPA)

Level	Modules (Code, Title, and Credits)	Exit Awards
Level 7	Core modules: BAM7015 Leading and Developing Collaborative Working Teams (20 credits) BAM7011 Strategic Project and Crisis Management (20 credits) BAM7017 Business Operations, Resources, and Governance (20 credits) BAM7016 Digital Business Reporting and Security (20 credits) BAM7012 Financial Business Decision Making (20 credits) BAM7014 Independent Work Based Research Proposal (20 credits)	Post Graduate Certificate awarded on completion of 60 credits at Level 7

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

6. Learning, Teaching and Assessment

Learning and teaching

This programme utilises the learning, teaching and assessment methods that demonstrate learning and assessment in the workplace. The programme is developed to:

- Enable apprentices to negotiate the focus of their learning (self-review)
- Relate theory to practice through (critical) reflection
- Require learners to focus on a specific 'occupational' role (normally their own but may be an aspirational role) and the workplace or professional field as the context of their learning.
- Promote innovative teaching, learning and assessment strategies applicable to the workplace and apprenticeship standard
- Promote professional and personal development of learner (functional skills)

A comprehensive induction programme will be held within the first month to ensure learner apprentices have the necessary base and study skills to benefit fully from the course. During the induction, learners are made aware of opportunities/resources to support their learning including, but not limited to library resources, the Learning and Development Unit, and disability services. Learner apprentices will also be assigned a work-based mentor who will provide weekly one-on-one sessions. This mentor will help prepare the learner for the professional conversation that forms part of the end-point assessment. This mentor will also help the learner apprentice navigate his or her organisation to help find resources needed for work-based learning activities that form part of the programme, such as job shadowing and visits to other areas of the organisation.

The use and application of theories, concepts, models, practical scenarios, and the learning pathway will provide a suitable framework for learning and allow all learners to demonstrate the application of theory to practice and vice versa, which is essential in a professional oriented and work-based programme such as SLA. Formative assessment will provide learners with development advice and feedback to enable them to prepare for their summative work. It is important to ensure that learners receive appropriate support throughout the learning process. To this end, we will employ a variety of techniques to cater to diverse learning styles, including visual aids, hands-on activities, and interactive sessions.

Assessment

The assessment tasks include individual assignments, case study analysis, job shadowing, reflective portfolio creation, personal presentations, and postings to online discussion forums in a combination designed to assess and meet the stated aims and the required learning outcomes of the apprenticeship standard.

The assessment strategy is designed to ensure that learning outcomes from the apprenticeship standard are achieved. Independent learning as it relates to the apprentices' places of work is embedded within the programme and learners develop a depth of understanding via synthesis, critical analysis, reflection, and evaluation. The assessment strategy includes the use of coursework and or presentation with some modules being assessed by coursework only. Coursework takes several forms such as individual report or reflective portfolio. The importance of the notion of learning from personal reflection is emphasised by the inclusion of the need for personal reflection in many of the assessments; even though not necessarily contributing to the mark awarded, the team believe that such reflective skills are an important habit to develop. Such assessment tasks help to prepare learner apprentices for similar challenges in their careers – with managers at all levels and in

all types of organisations increasingly needing to be able to communicate ideas in different ways: face-to-face or remotely, with or without planning time, solo or with colleagues.

Formative assessment is provided in each module – learners learn from feed forward as well as feedback. Such support is provided in a number of different ways such as: online forums, job shadowing, learner discussions with tutors or peers, formative assessments, tutor guidance and comment on draft assessments etc.

More detailed teaching and learning strategies for each module can be found in the individual module descriptors.

End Point Assessment

Once programme activities within the Senior Leader Apprenticeship are complete, a tripartite meeting will be arranged to determine if the apprentice is ready to begin the End Point Assessment (EPA) with the approved End Point Assessment Organisation (EPAO).

The EPA will begin only when the apprentice can demonstrate consistent achievement at or above the level specified in the occupational standard AND once all pre-requisites are met and evidenced.

The Senior Leader Apprenticeship is awarded by the EPAO. Buckinghamshire New University will award the PGDip Strategic Leadership and Management to learners who meet all academic and University requirements.

Programme Structure (including Gateway and EPA):

1. On-Programme Activity (typically 24-months)	2. End-point Assessment Gateway	3. End Point Assessment (typically 5-months)
<p>Academic modules and assessment to achieve PGDip Strategic Leadership and Management including:</p> <ul style="list-style-type: none"> - A range of modules to develop Knowledge, Skills and Behaviours per the occupational standard (to the value of 120 credits) - Level 2 English and Maths, if required. - Portfolio of evidence. 	<p>Employer is in agreement that the apprentice is working at or above the level of the occupational standard.</p> <p>Apprentice must have achieved Level 2 English and Maths.</p> <p>Submission of a portfolio of evidence.</p> <p>N.B. The EPAO must sign-off the strategic business proposal title and scope, at the gateway, to confirm suitability before the project commences.</p>	<p><u>Assessment Method 1</u></p> <p>Strategic business proposal and presentation (with questioning).</p> <p><u>Assessment Method 2</u></p> <p>Professional discussion underpinned by a portfolio of evidence.</p> <p>Overall performance determined by combined grade in Method 1 and Method 2.</p>

The Senior Leader Apprenticeship must be assessed by an approved EPAO. The education provider (BNU) will ensure that the apprentice meets the requirements of the Knowledge, Skills and Behaviours as detailed in the occupational standard.

EPAs are a synoptic assessment of the knowledge, skills and behaviours that have been acquired throughout the apprenticeship. The purpose of the EPA is to make sure the apprentice meets the standard set by employers and is fully competent in the occupation.

Assessment details:

Method 1: Strategic Business Proposal and Presentation with Questioning

A 4,000-word (+/- 10%) strategic business proposal.

Presentation with questioning – 60-minute total duration (typically a presentation lasting 20 minutes and questioning lasting 40 minutes).

The proposal and presentation are to be submitted at the same time (12-weeks after the gateway).

Method 2: Professional Discussion underpinned by a Portfolio of Evidence

A 60-minute professional discussion (with a minimum of 8 questions). The purpose of the questions will be to give the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The independent assessor should have a minimum of 2 weeks to review the contents of the portfolio prior to the professional discussion to generate appropriate questions. The apprentice should have at least 4 weeks' notice of the professional discussion.

Further information and grading criteria for the EPA are described in the Assessment Plan associated with the standard.

7. Programme Regulations

This programme will be subject to the *Regulations for Taught Degree Programmes (2023)*.

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- Allocation of an Apprenticeship Partner Manager (APM) or the Apprenticeship Reviewer (AR) who will carry out tripartite progress reviews with you and your employer to support your journey and progression. The APM/AR will work as a mentor/coach to develop your knowledge, skills and behaviours that will be evidenced in your online reflective journal (Aptem). Additionally, these tripartite reviews will support the creation of evidence for the portfolio required for the End Point Assessment, as they will demonstrate the learning of the apprentice throughout the programme.
- Information, Advice and Guidance (IAG) will be provided through; a Programme handbook, Induction, access to Library resources, includes access to books, journals, and databases - many of which are available in electronic format – and support from trained library staff to support your apprenticeship throughout your course.
- IAG will also be provided for career progression purposes
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device

- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of learners and course administration
- Central student services, including teams supporting academic skills development, career success, learner finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed learner representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The QAA Higher Education in Apprenticeships Characteristics Statement
- The Apprenticeship Standard – see detailed mapping below
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy Thrive 28
- Taught Degree programmes (2023)

Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

4.4 On graduating with a master's degrees in the Business and Management field, students will have demonstrated:

Knowledge and understanding

- A systematic and deep understanding of relevant knowledge about organisations, their external context, how they are managed and the detailed relationship between these and their application to practice.
- Comprehensive understanding of appropriate techniques sufficient to allow detailed investigation, research or advanced scholarship into relevant business and management issues or specialism within business and management.

Skills

- An excellent command of subject-specific academic and professional skills relevant to the appropriate field of business and management as well as consistent proficiency in generic skills and attributes.

Critical perspective

- A critical awareness of current issues in business and management which is informed by leading edge research and practice in the field as well as by a proactive and independent approach to learning.
- Conceptual understanding that enables students to evaluate critically current research and advanced scholarship in the field of business and management or a specialism within it.

Application

- Application of relevant knowledge to a range of complex situations, taking account of its relationship and interaction with other areas of the business or organisation.
- Originality and creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in business and management, or in a specialist field within it.
- Ability to evaluate and integrate theory and practice in a wide range of situations.
- An understanding of how the boundaries of knowledge are advanced through research.

Values

- A commitment to championing the values of global social responsibility, ethical values and behaving with integrity.

- An ability to take an international perspective, including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications.
- An ability to manage and lead with a strong sense of global social responsibility, appreciating the contradictory challenges this presents in complex business and management environments.

Subject Benchmark Statement:	Knowledge and Understanding (K)				Analysis and Criticality (C)				Application and Practice (P)				Transferable skills and other attributes (T)			
QAA Subject Benchmark Standard Business & Management (2023)																
Benchmark / Standard Requirement	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4
Subject Knowledge and understanding																
Graduates of taught master's courses will be able to demonstrate relevant knowledge and understanding of organisations, the wider business context (including environmental and regulatory) in which they operate and their management. Courses emphasise understanding, responding to and shaping the dynamic and changing nature of business, and the consideration of the future of organisations within the global sustainable business environment, including the management of risk, and their impact on society.	X	X		X		X		X	X	X				X	X	
The interrelationships among, and the integration between, these areas are very important within the overall student learning experience and will be demonstrated in the capabilities of successful master's graduates from all modes of learning.	X	X	X	X		X		X	X	X				X	X	

<p>The business environment: this encompasses the fast-changing context of organisations at a local, national and international level. It includes a wide range of factors including economic, environmental and ecological, cultural diversity, ethical and social responsibility, legal and regulatory, political, sociological, digital and technological, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations and their environment.</p>	X	X	X	X		X	X	X	X			X	X	X	X	
<p>Organisations: this includes internal aspects, functions and processes, their diverse nature, values, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence on the external environment</p>	X	X	X	X		X	X	X	X	X	X		X	X	X	X

<p>Responsible leadership and management: this embraces the various processes, procedures and practices for effective and responsible leadership and management of organisations. It includes theories, models, frameworks, tasks and roles of leadership and management together with rational analysis and other processes of ethical decision-making within organisations and in relation to the external context. It also includes the critical application of theory to the advancement of management practice.</p>	X	X	X			X	X	X	X	X	X		X	X	X	X
<p>Within the framework of the business environment, organisations and responsible leadership and management master's graduates are typically able to demonstrate a broad knowledge and deep understanding of organisations, the external context in which they operate and how they are managed. They will understand and be able to respond to change. They will have intellectual breadth and be able to make integrative links across the various areas of organisations, even in specialist master's courses.</p>	X	X	X		X	X	X	X	X	X	X	X		X	X	X

ethics, responsibility and sustainability: managing responsibly and behaving as ethical leaders, particularly in relation to social, cultural, legal, economic and environmental issues	X	X	X	X	X	X	X	X		X	X	X		X	X	X
markets and economies: the development, access and operation of markets for resources, goods and services - this includes market failure, externalities and fair trade	X	X	X	X	X	X	X	X	X	X	X		X	X	X	
marketing, sales, negotiation and customers: management of customer relationships, consumer behaviour, different approaches for segmentation, targeting, positioning, generating sales and the need for innovation in product and service design	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
finance and accounting: the sources, uses and management of finance and the use of accounting and other information systems for planning, control, decision-making and managing financial risk	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X

people and organisational behaviour: responsible, inclusive and ethical leadership, strategic management and development of people and organisations, including employee engagement and the implications of the legal context - this requires recognition of the design and development of organisations, grounded in an understanding of cross-cultural issues, equality, diversity and inclusion and meeting future requirements	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Operations and business innovation: the management of resources, the supply chain, procurement, logistics, outsourcing, quality systems, development of service excellence and project management; tools and techniques for transforming (big) data into useful information for business analysis and decision support	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
data analytics, statistics, digital business, information systems and business intelligence: the development of strategic priorities to deliver business at speed through the management, application and implementation of information systems and their impact upon organisations, and to	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

enable data-driven and informed decision-making																
business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk and crisis management techniques, business continuity planning and communication techniques and tools to help maximise achievement of strategic objectives	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
public and non-profit strategic management: the distinct roles and practices of public service organisations and the voluntary and community sector, including approaches to governance, financial management, public leadership, community empowerment, coproduction, public values and ethics	X	X	X	X	X	X	X	X	X	X	X		X	X	X	

entrepreneurship and enterprise development: taking innovative business ideas to create or co-create new products, services or organisations that will generate a return on investment - this includes, but is not limited to, the identification of intellectual property and appreciation of its value	X	X	X	X	X	X	X	X	X	X	X		X	X	X	
Subject Specific Skills																
People management: team building, resilience and well-being, leadership and motivating others; selecting the appropriate leadership style for different situations; nurturing equality, diversity and inclusion; performance management; setting objectives, coaching and mentoring.	X		X	X				X	X		X	X	X	X	X	

<p>Problem-solving and critical analysis: collecting relevant information relating to a current situation, analysing facts and circumstances to determine the cause of a problem, identifying and evaluating possible solutions; decision-making and selecting appropriate, sustainable solutions; being able to think critically and be creative; managing the creative processes in self and others; organising thoughts, analysing, synthesising and critically appraising; the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately; the ability to implement and review decisions.</p>		X		X		X	X	X	X	X		X	X	X		X
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<p>Research: the ability to conduct research and enquiry into business and management issues either individually or as part of a team through research design, the collection and analysis of qualitative and quantitative data, synthesis and reporting; analysing and evaluating a range of data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based, responsible and ethical decision-making; an ability to evaluate the rigour and validity of published research in business and management and assess its relevance to new situations.</p>				X	X			X		X	X	X			X	X
<p>Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty in sustainable ways.</p>	X	X				X	X		X			X	X	X		
<p>Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support and deliver successful and sustainable outcomes.</p>		X		X	X	X	X			X	X	X				

Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.			X			X				X						X
Managing complexity: the ability to challenge preconceptions and to remove subject and functional boundaries so as to handle complex situations in business and management holistically; analysing, synthesising and solving complex unstructured business problems systematically and creatively.				X	X				X			X	X			X
Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in cultivating business contacts.	X		X					X	X	X	X		X		X	X
Effective business communication: verbal and/or non-verbal communication of complex ideas and arguments, using a range of media (for example, digital media) and technology, including the preparation of business reports.	X			X					X	X	X				X	X
Current issues: awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the relevant field of the business and management academic discipline, specialism within it or similar area of professional practice.	X			X	X				X		X		X			X

Teamwork: to operate effectively in a variety of team roles; performance within team environments and the ability to recognise and use individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management.			X	X			X	X	X			X	X			
Relationship-building and influencing: across private, public and non-profit organisations.	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Leadership and managing change: take on leadership roles and carry them out responsibly and effectively. This includes having the capacity to recognise the need for change, the ability and proactivity to initiate change, as well as managing change.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Other generic skills																
ability to work collaboratively and inclusively with both internal and external stakeholders with professional integrity			X	X			X	X	X				X			
verbal, non-verbal and digital communication			X	X			X	X	X				X			
digital literacy and etiquette				X								X		X	X	
conceptual, systemic and critical thinking, analysis, synthesis and evaluation				X	X	X	X	X	X	X	X	X	X			X
conflict resolution				X				X				X	X	X		

self-management: a readiness to accept responsibility, flexibility and adaptability, to tolerate uncertainty, challenge assumptions, handle complexity, be resilient, self-starting and appropriately assertive				X				X		X		X	X	X	X	X
self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures - this includes a continuing appetite for development and critical reflective abilities, a responsibility for continuing to develop their own new skills at a higher level				X				X		X		X	X	X	X	X
interpersonal skills: understanding the needs of others and empathy towards them; sensitivity to diversity in people and inclusivity in different situations				X				X		X		X	X	X	X	X
initiative: the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility				X				X		X		X	X	X	X	X
independent learning: the learning ability required for continuing professional development and ability to act independently in planning and implementing projects at professional level.				X				X		X		X	X		X	X

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)					
	Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Level 7																					
Leading and Developing Collaborative Working Teams	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Strategic Project and Crisis Management		X	X	X		X	X	X			X	X	X			X	X			X	
Business Operations, Resources, and Governance	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Digital Business Reporting and Security	X	X	X		X	X		X	X	X	X		X	X	X	X	X	X	X	X	X
Financial Business Decision Making	X	X		X	X	X		X	X		X	X	X	X	X	X			X	X	X
Work based research proposal	X	X	X	X			X	X		X		X		X		X	X			X	

Apprenticeship Standard:	Year 1/2					
Standard/Module Code	BAM7015	BAM7011	BAM7017	BAM7016	BAM7012	BAM7014
Professional Practice						
Learners will be able to:						
Duty 1 - Set the overall strategic direction of their area of responsibility in partnership with the Board (or equivalent), encouraging employees to buy into the organisation's vision. K1, K2, K6, K13, K14. S1, S2, S10, S11. B2	X	X	X		X	
Duty 2 - Lead on the development and critical review of operational policies and practices within their area of responsibility, to ensure they are aligned to the needs of the organisation and remain fit for purpose and sustainable. K2, K6, K16, K19. S2, S7, S10, S11. B2	X		X	X	X	X
Duty 3 - Lead and influence agreed projects to deliver organisational strategy such as change and agile transformation programmes, diversification, new product implementation, and customer experience improvement. K3, K5, K6, K7, K14, K15. S2, S3, S4. B2, B3.	X	X		X	X	X

<p>Duty 4 - Make decisions about organisational resource requirements (budgets, people, technology) based on strategic insight and reliable evidence. <i>K4, K6, K7, K8, K9. S5, S7, S10, S11, S12. B2</i></p>			X	X	X	X
<p>Duty 5 - Lead and respond to crisis management, assessing the risks and opportunities which could affect business/department performance, and finding solutions that meet the needs of both the organisation and its customers/stakeholders in a responsible and ethical way. <i>K5, K6, K17, K19. S4, S5, S8. B1</i></p>	X	X	X		X	
<p>Duty 6 - Lead people development including talent management, succession planning, workforce design, and coaching, and mentoring arrangements for people within their area of responsibility. <i>K6, 10, K11, K18. S2, S9, S13, S14, S15, S16, S18. B1, B4, B5</i></p>	X		X	X		X
<p>Duty 7 - Promote an ethical, inclusive, innovative and supportive culture that generates continuous business improvement. <i>K6, K10, K11. S4, S9, S13, S14, S15, S16, S17, S18. B1, B4, B5</i></p>	X	X	X		X	

Duty 8 - Report to the Board (or relevant governance/management structure) on the progress of their operational activities towards achieving business goals. <i>K12, K13, S19, S20. B1</i>		X		X	X	X
Duty 9 - Cultivate and maintain collaborative relationships with key senior internal and external stakeholders to influence key decision makers as appropriate. <i>K4, K7, K12, K13. S2, S6, S19. B1</i>	X		X	X		X
Duty 10 - Shape the approach to external communications for their area of responsibility and ensure it aligns with any wider organisational communications strategy. <i>K15, K20. S2, S21. B1</i>	X	X		X	X	
Duty 11 - Proactively keep up to date with social, economic and technological trends and developments relevant to their area of responsibility and wider organisation, and promote innovation to address changing requirements and to take advantage of new opportunities. <i>K3, K4, K7, K19. S3, S4, S7, S9, S13. B3</i>	X	X		X	X	X

Duty 12 - Ensure that their area of responsibility is compliant with internal governance, such as any assurance framework requirements, and with external governance, such as any regulatory and statutory requirements. K2, K9, S3, S8, S12, B3	X	X	X	X	X	
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Inclusive learning and support strategy for all educational needs and learning styles:

The Senior Leader Apprenticeship (SLA) programme learning strategy for inclusive learning fosters an atmosphere where learners feel comfortable to engage, add to the discussion, voice their own thoughts and ideas, and feel comfortable to ask a variety of questions in support of their learning.

The use and application of theories, concepts, models, practical scenarios, and the learning pathway will provide a suitable framework for learning and allow all learners to demonstrate the application of theory to practice and vice versa, which is essential in a professional oriented and work-based programme such as SLA. Formative assessment will provide learners with development advice and feedback to enable them to prepare for their summative work. It is important to ensure that learners receive appropriate support throughout the learning process. To this end, we will employ a variety of techniques to cater to diverse learning styles, including visual aids, hands-on activities, and interactive sessions.

The SLA programme will also incorporate formative assessments that will be used to monitor the progress of all learners in each session. The use of a range of formative assessment techniques, including observation, questioning, feedback and feedforward will ensure that learners are making progress towards meeting the objectives of each session.

To ensure that learning is taking place for all learners, differentiated support will be provided to meet the individual educational needs of each learner. We will use a variety of methods to differentiate instruction, including personalised learning plans where appropriate, scaffolding, and the use of assistive technology.

The programme will promote inclusion by adopting a learner-centred approach, providing opportunities for learners to collaborate and learn from peers, exchange experience and perspectives, providing a supportive and inclusive learning environment. Learners will be encouraged to actively engage in their learning process and taking ownership of their learning.

Education Inspection Framework- Embedded method:

1. Continuous development of English and Mathematics		
English and mathematics are embedded throughout the SLA programme with several key areas related to the learning outcomes, support and assessment related to these elements.		
Module Code	Module Title	Evidence
BAM7012	Financial and Business Decision Making	This module is aimed at stimulating debate and thus understanding of the impact of globalisation and internationalisation on organisations from a financial management perspective and their responsibility to stakeholders. With financial statements as a reference point, this module will provide an overview of an acquisition, financing, and management of business assets. The summative assessment requires students to critically evaluate international business issues from a financial management perspective.
BAM7014	Independent Work Based Research Proposal	A major emphasis will be on the practical aspects of workplace research and the skills associated with planning and conducting research in applied settings. This module will introduce learner to some of the main concepts associated with carrying out research in the workplace, from planning and designing research to evaluating the outcomes of their work. A key learning outcome of this modules requires learners to communicate research intentions effectively to a range of stakeholders within the workplace.
2. Embedding of Safeguarding		
The embedding of safeguarding is an important element of this programme and are supported in academic delivery and assessment strategy.		

Module Code	Module Title	Evidence
BAM7015	Leading and Developing Collaborative Working Teams	The aim of this module is to critically analyse the inter-relationship between strategic partnerships and community engagement. The summative assessment requires learners to critically evaluate the leadership responsibilities such as workforce design, coaching, mentoring and talent management. An essential requirement to achieve these is ensure safeguarding is embed in these responsibilities.
BAM7017	Business Operations, Resources, and Governance	The module is intended to provide learners with a solid foundation of knowledge and awareness concerning business operations, application of right resources including people, technology etc. and responsible leadership issues related to business. An important element of the summative assessment requires learners to critically evaluate and apply the knowledge and understanding of internal and external governance requirements, such as any regulatory and statutory requirements such as safeguarding.
3. Embedding of Prevent		
Prevent will be delivered as part of the mandatory training for all staff teaching on this programme and reviewed within the Tripartite progress review meetings which are held throughout the programme.		
Module Code	Module Title	Evidence
BAM7016	Digital Business Reporting and Security	The module is intended to provide learners with knowledge and awareness concerning business operations, effective digital communications with stakeholders, data security, market, and customer research by using digital resources. These are fundamental in any prevent strategy.
BAM7015	Leading and Developing Collaborative Working Teams	This module will ensure all learners can identify, influence, mobilise, manage, maintain, embed, and evaluate appropriate community engagement thereby enforcing the notion of prevent.

4. Understanding of British Values		
Module Code	Module Title	Evidence
BAM7014	Independent Work Based Research Proposal	This module is designed to guide learners through a cycle of activity: identifying a relevant area for investigation and a consideration of ethics appropriate to workplace investigations. Learners are required to investigate and address a particular area for research in the workplace through ethical, inclusive, innovative, and supportive culture.
BAM7015	Leading and Developing Collaborative Working Teams	An element of the summative assessment requires learners to evaluate collaborative relationships with internal and external stakeholders to influence key decision makers as appropriate. Collaborative relationships is an important British value.
BAM7017	Business Operations, Resources, and Governance	The summative assessment requires learners to critically explore issues of ethics, governance and responsible leadership in the private, public, and social enterprise sectors including corporate social responsibility, sustainability, professionalism, responsible leadership, statutory regulations and values. These are all integral part of British values
5. Inclusion and Diversity		
Both Inclusion and Diversity are embedded throughout the programme and are supported within the academic delivery and assessment.		
Module Code	Module Title	Evidence
BAM7011	Strategic Project and Crisis Management	The module will enable learners to analyse the business strategic environment and suggest how organisations might manage the strategy process. This includes structure, processes, systems, culture, operations, HRM and communications needed to create and maintain competitive advantage. HRM and culture in particular are crucial in the developing an inclusive and diverse workforce.

BAM7014	Independent Work Based Research Proposal	This module is designed to guide learners through a cycle of activity: identifying a relevant area for investigation and a consideration of ethics appropriate to workplace investigations. Learners are required to investigate and address a particular area for research in the workplace through ethical, inclusive, diverse, and supportive culture.
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