UNIVERSITY OF HULL

INTRODUCTION

Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way.   Please note that part-time variants should always be given a separate identifier.

Examples of programme variants include:

a. BSc Computer Science (full-time) – *single honours degree*
b. BSc Computer Science (Part-time) – *single honours variant*
c. BSc Computer Science with a Year in Industry – *single honours variant*
d. BSc Computer Science with a Year Abroad – *single honours variant*
e. BSc Computer Science with a Foundation Year – *single honours variant*
f. BSc Computer Science (Games Development) – *single honours with pathway*
g. BSc Computer Science (Games Development) with a Foundation Year – *single honours with pathway with variant*
h. MEng Computer Science – *integrated masters*
i. MEng Computer Science (Games Development) – *integrated masters with pathway*
j. Diploma Computer Studies – *named exit award*
k. Diploma Computer Studies – *named exit award*
l. BSc Computer Science (Apprenticeship) – *apprenticeship variant to existing approved programme or new academic award created specifically for an apprenticeship*

A	GENERAL INFORMATION
1	**Partner institution** *Please state the name of the partner institution.*
	Barnsley College
2	**Programme awards and titles** *State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title, then please include details of this here.* *Note that for an Apprenticeship, this form relates specifically to the approval of the underpinning award only. You will be required to complete Annexe 1 in addition to details the overall Apprenticeship 'programme'.*
	a) BA (Hons) Leadership & Management (top-up) - (part-time)
3	**Cluster to which the programmes and their variants belong** *If new, please state NEW. For existing clusters please state the rationale for inclusion.*
	NEW
4	**Type of programmes** *Please place the relevant programme identifiers (a, b, c etc.) against each programme type below.*

UG Single honours	
Integrated Masters	
PG Cert	

PG Dip			
Taught Masters			
Apprenticeship/Work Based Learning			
Dual Award			
Foundation Degree		*Please indicate articulation routes:*	
Honours Stage (Top-up)	a		
Other		*Please detail:*	
Is this programme being used to underpin a Higher/Degree Apprenticeship	Y	*Please ensure that Annexe 1 is completed* Level 6 Chartered Manager (L4 & L5 outcomes covered by FdA Organisational Leadership & Management)	

5   **Validation category**
Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.

Franchised	
Consortium	
Validated	☒

6   **UCAS codes**
If known, please include the UCAS code for these programmes.

Not known

7   **HECoS codes**
If known, please include the appropriate HECoS codes for the programmes.

Level 6		
Ethics and Social Responsibility	100793	
Developing Sales and Marketing Strategies	100075	
Organisational Strategy	100810	
International Business	100080	
Work Based Project	101277	

8   **Awarding Institution**

University of Hull

9   **Locations within Partner Institution**
State the academic units/ subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.

Barnsley College - Business, Warehousing & Logistics Department
Barnsley College - Higher Education Quality & Registry Department

10   **Partner Institution Programme Leader's name and email**
Please identify one lead person per programme.

Name: Susan Myles (Top-up degree)
Email: s.myles@barnsley.ac.uk
Job Title: Programme Manager, Class Based Learning, Business, Warehousing and Logistics

	Name: Abby Holmes (Apprenticeship) Email: a.holmes@barnsley.ac.uk Job Title: Programme Manager, Work Based Learning, Business, Warehousing and Logistics	
11	**University Link Faculty and Academic Unit** *Please state the primary link faculty and academic unit at the University of Hull*	
	Faculty of Business, Law and Politics	
12	**University Link Faculty Academic Contact** *Please provide a contact name, title, address, email and telephone number*	
	Name: Dr. David Harness Email: david.harness@hull.ac.uk Senior Lecturer – Marketing and Business Strategy Subject Group, Academic Contact for collaborative provision; Faculty of Business, Law and Politics	
13	**Locations of delivery** *Using the relevant programme identifiers (a, b, c etc.), please indicate the locations of delivery of each programme.*	

Hull	
Off campus UK	
Off campus overseas	
Online	
Other (please specify) Barnsley College, Church Street Campus	a

14	**Types of Study** *Please place the relevant programme identifiers (a, b, c etc.) against each type of study.*	

Full-time	
Part-time	a

15	**Modes of study** *Please place the relevant programme identifiers (a, b, c etc.) against each mode of study.*

On campus/blended	
Blended (face-to-face & online)	a
Distance-taught (online only)	
Distance-taught (flying faculty)	
Off-campus delivery	
Other (please specify)	

16	**Duration** *Using the relevant programme identifiers (a, b, c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.* *For apprenticeships, please also indicate the total apprenticeship programme duration for clarity – e.g. 36 months for underpinning award, total programme duration of 40 months including End Point Assessment (EPA)*

	a) BA (Hons) Leadership & Management with CMDA (part-time)- 3.5 years (18 months for underpinning award (top up), total programme duration of 24 months including End Point Assessment (EPA).
17	**Trimesters** *Please place the relevant programme identifiers (a, b, c etc.) against each trimester to be used.*
	<table><tr><td>Trimester 1 – T1</td><td>☒</td></tr><tr><td>Trimester 2 – T2</td><td>☒</td></tr><tr><td>Trimester 3 – T3</td><td></td></tr></table>
18	**Number of weeks per academic year** *Using the relevant programme identifiers (a, b, c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.*
	Trimester 1: 15 weeks Trimester 2: 15 weeks Total number of weeks per academic year: 30 weeks
19	**Balance of credits across trimesters** *Using the relevant programme identifiers (a, b, c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.*
	a 80 credits per trimester
20	**Classification weighting** *Using the relevant programme identifiers (a, b, c etc.), please indicate the classification weighting for each programme and variant, e.g. 30:70 (Diploma:Honours).*
	a 0:100 (Honours)
21	**Progression arrangements for Integrated Masters and/or Preliminary Stage** *Using the relevant programme identifiers (a, b, c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).*
	N/A
22	**Professional, Statutory or Regulatory Bodies** *Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.*
	For students completing the degree apprenticeship there is the option to apply for professional recognition as Chartered Manager and Members of the Chartered Management Institute (CMgr MCMI) and/or as a member of the Institute for Leadership & Management.
23	**Relevant Subject Benchmark Statements** *State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give*

details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.

Business & Management Subject Benchmark Statement (November 2019)
The QAA subject benchmark for Business and Management states "preparation for business should be taken to mean the development of a range of specific business knowledge and skills, together with the improved self-awareness and personal development appropriate to graduate careers in business with the potential for management positions and to employability in general. This includes the encouragement of positive and critical attitudes towards change and enterprise, to reflect the dynamism and vibrancy of the business environment" (**SBS 2.3**).

The programme aims to develop students' skills in these areas. The management thread provides the necessary underpinning knowledge and understanding of how businesses are operated and managed. Upon completion of the programme, students will have developed the skills necessary to pursue management careers in business, start-up a business or demonstrate and further develop their skills and knowledge in a management role.

The business environment encompasses a fast pace of change within a wide range of factors, including economic, environmental, cultural, ethical, 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. (**SBS 3.5**). The inclusion of the Business Environment module seeks to inform students of the fast-paced nature of the sector and the inclusion of a digital technologies in business module seeks to consider the increasing use of technology within business.

The suite of modules seeks to develop knowledge and understanding of the various processes of management, which encompass various processes, procedures and practices to enable the effective management of organisations. It also includes theories, models, frameworks, tasks and roles of management, including the management of people and corporate social responsibility, together with rational analysis and other processes of decision-making within different organisations (**SBS 3.6**). The inclusion of modules which develop awareness of ethical business practices and corporate social responsibility, people management and decision making continue to provide an effective span of learning to provide a high quality programme.

The QAA Benchmark Statement for Business and Management (November 2019) outlines the generic skill and attributes relevant to Business and Management:
- Ability to work collaboratively both internally and with external customers and an awareness of mutual interdependence.
- Ability to work with people from a range of cultures.
- Articulating and effectively explaining information.
- Building and maintaining relationships.
- Communication and listening, including the ability to produce clear, structured business communications in a variety of media.
- Emotional intelligence and empathy.
- Conceptual and critical thinking, analysis, synthesis and evaluation.
- Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time.
- Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. This includes a continuing appetite for development.

	The proposed modules within the programme are mapped to these generic skill sets with the aim of developing graduates to become effective leaders and managers within the business sector. The following QAA Characteristics Statements have also been incorporated into the programme design: • _Apprenticeships Characteristics Statement_ (July 2019) – especially with the focus on the integration of off and on-the job training.
24	**Other references used in designing the programmes** _e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc._
	A range of employers from sectors which include legal, export and manufacturing have provided input with regards to the skills and knowledge they consider essential for managers within their respective industries which has assisted module design: _Jai Stern (LLP) Solicitors_ – _Saba Hasan (Senior Partner)_ Saba Hasan has identified a need for management and case working skills within the legal sector. There is a clear requirement for management training within the sector and, as an employer, this is an area that requires training and development both personally and within the team. Interpersonal skills are essential to the organisation and engaging in CMI endorsed development programmes would enhance the overall performance of staff. Knowledge of operational strategy would allow staff to generate income and increase efficiencies of running the organisation and increase organisational performance through the development of sales and marketing campaigns which would be extremely useful for business development within the organisation. _Premdor_- _Gavin Daye (UK Organisational Development Manager)_ A management programme such as the one proposed provides opportunity to develop personal skills as a manager and general overall development for their role. The proposed modules are all useful and consider different perspectives which will provide up to date knowledge, skills and experiences to benefit both the business and staff in management roles. _GEBAY Ltd_ – _Hakim Al-Bedri (Managing Director)_ A management programme which provides the opportunity for managers and aspiring managers to expand their knowledge across several areas will be extremely beneficial, notably negotiation and organisational strategy, which are extremely important for managers to understand. It is also important managers understand how to develop plans strategically. Hakim would consider supporting staff within the organisation to join this programme to develop management skills.

25	**Anticipated student numbers**
	Please indicate using the relevant programme identifiers (a, b, c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.

Identifiers	First intake		Second intake		Third intake	
	Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas
a	10	0	10	0	10	0
b						
c						
d						
e						

26	**Minimum number of students**
	Please indicate the minimum number of students required for this programme(s) in order to allow for the use of optional modules within the programme design.
	10

27	**Programme cohort start dates**
	Using the relevant programme identifiers (a, b, c etc.), please indicate the cohort start dates for each programme and variant.

T1 – 2021	a
T2 – 2021	
T3 – 2021	
T1 – 2022	a
T2 – 2022	
T3 – 2022	
T1 – 2023	a
T2 – 2023	
T3 – 2023	

B	**PROGRAMME DESIGN**
	Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a, b, c etc.) allocated in section A2 of this form.

28	**Programme Rationale and Overview**
	Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the 'big ideas' that thread through their design. Please identify three to five high level 'big ideas' articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?
	This programme has been proposed with a view to offering an exciting, contemporary and sector appropriate product which will replace our existing, traditional HE provision.

The programme is offered part-time only, and can be studied as a standalone Top-up Degree or as part of a Degree Apprenticeship (Chartered Manager). It provides an internal progression opportunity for |

students who have successfully completed the Foundation Degree or the Higher Level Apprenticeship Operation/Department Manager .

The programme is designed for aspiring managers who are seeking leadership careers within business management. Higher and Degree apprenticeships offer the potential for a significant increase in the number of people accessing higher level skills via the work-based route. This route offers advantages, enabling the individual to learn while they earn without incurring learner debt, whilst for the employer the option of 'growing their own' skilled workers provides opportunity to address specific skills challenges. The advantage of this range of programmes will also students to share experiences and apply developing knowledge to real life examples or share other's experiences to gain real context to management theory, we aim to foster a collaborative learning culture to offer higher-level learning opportunities rich in context and experiences.

The LEP's Employment and Skills Strategy (2014-2020) makes it explicit that in order for the Yorkshire and Humber region to improve productivity it needs a higher performing workforce and a commitment from employers to invest in skill development. Across Yorkshire and the Humber, jobs requiring higher level qualifications (i.e. managers, directors, senior officials and professional occupations) are set to grow by 1.5% over the next 5 years. This equates to over 9,000 additional jobs at that level (EMSI June 2020. By enhancing employer links, extensive innovation in teaching, learning and assessment can be developed through a collaborative approach to deliver work-based learning that supports the strategy to widen participation.

This 'people-orientated' programme will actively support and empower individuals to develop their employability skills by enhancing and nurturing the skills, knowledge and behaviours needed to be successful in employment, characteristic of a University of Hull Graduate. The proposed FdA offers a perfect blend of an internationally recognised qualification (CMI) with the benefit of relevant work experience. The programme is tailored to meet employers' needs and best practice management which, according to CMI, can result in a 23% increase in organisational performance and a 32% increase in people performance.

The introduction of Apprenticeship-based degree level provision will enable the College to provide access to vocational, skills-based assessment in addition to traditional academic methods of assessment. The inclusion of a level 5 Chartered Management Institute qualification within this foundation degree adds value to the programme and provides students with a unique selling point that will enhance candidate profiles within the job market. Offering a top-up progression option (BA Leadership & Management linked to a Chartered Manager degree apprenticeship) will provide a Higher Education offer that meets a range of student needs, and allow students remain in employment whilst studying and an apprenticeship route for learners to pursue a work-based pathway.

The Business, Warehousing and Logistics Department at Barnsley College has been offering professional qualifications for a number of years, including a successful Level 7 CMI programme. This is used by the local authority as part of their commitment to work force development. The Department also already offers the Level 5 CMI Operations / Department Manager Apprenticeship which currently facilitates part of the College's middle management development programme. There is evidence with the success of these current programmes that there is an appetite for this type of contemporary hands on approach to leadership and management development.

Our traditional HE Business programmes, which were offered on a full-time basis, have been declining in numbers over the last three years, and it is evident that our apprenticeship provision at the College is growing. There is a real opportunity to develop our offer with a (part-time Foundation Degree) and top-up programme to expand our offer. This will enable the College to meet the needs of employers within the

	area, by providing programmes that are accessible to students who wish to remain in employment and access qualifications to improve their professional practice and career prospects.
	The development this top up degree, along with a Foundation Degree offers flexibility in our HE offer. The proposal to introduce the FdA Organisational Leadership & Management option offers students the choice of studying on a foundation degree programme with the option of a top-up to offer the flexibility of a 2+1 model and provide an opportunity for FdA graduates to gain a level 5 CMI Diploma qualification (Level 5 Diploma in Leadership & Management). We believe that by offering this range of flexibility, the College is providing choice to students who wish to follow a work-based apprenticeship pathway in addition to providing a progression route for existing students and apprentices.
29	**Programme Aims** *As a guide, you should have four to six programme aims.* *Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.*
	1. To foster knowledge and critical understanding of the principles of leadership in business and management and the environment in which it operates and enable learners to demonstrate techniques specific to business and management. (**SBS 2.3**) 2. To meet professional body requirements for the Chartered Management Institute at level 6 through a broad, analytical and integrated study of business together with a specialist knowledge of management. (**SBS 3.1**) 3. To encourage active, confident and purposeful attitudes to enable learners to be better able to innovate, communicate, take risks and develop business and enterprise skills necessary for the future. 4. To develop a critical insight into business leadership and management,and to develop the knowledge and skills to strategically manage within a business context. 5. Provide experiences which encourage students to take responsibility, become effective communicators, negotiators, planners and organisers and foster attitudes of self-reliance, teamwork and co-operation.
30	**Programme Outcomes** *As a guide you should have six to eight programme outcomes.* *Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a, b, c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.* *Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.* *Reference: University of Hull Learning Outcomes Tool*
	On successful completion of this programme, students will be able to:

POs	Programme Outcome Text	Programme/ Variant Identifier
PO1	Apply business leadership and management theory and developing personal skills to practical experiences within the workplace.	a
PO2	Analyse business leadership and management in a strategic context.	a
PO3	Reflect on personal and professional development and assess personal strengths and areas for development in leadership.	a
PO4	Demonstrate active, confident and purposeful attitudes so that learners are better able to innovate, communicate, and develop lifelong learning skills to support a career in leadership and management.	a
PO5	Interpret opportunities within the sector that support career aspiration development in leadership.	a
PO6	Demonstrate awareness of sales and marketing strategies to include international perspectives.	a
PO7	Critically analyse the application of knowledge and skills relating to strategic organisational performance for long-term purpose from a leadership perspective.	a
PO8	Demonstrate interpersonal excellence which supports leadership, management and the ability to develop and support collaborative working relationships.	a
PO9	Critically analyse the ethical and social responsibility of business leadership and management in the 21st Century.	a

The programme offers students the opportunity to experience a combination of classroom-based lectures and skill building development workshops where knowledge will be applied to real world scenarios. Approaches to learning and teaching are based on case studies, personal experiences in the workplace, reflections and in-class exercises. Debates will be encouraged to demonstrate developing communication skills.

This will be achieved through:
- Applying theory and concepts to real life examples through case study and workplace experiences.
- Identifying problems, reviewing literature and collation of data to promote and develop analytical and critical thinking and skills.
- Participating in group work and constructively and critically evaluating work through self-reflection.

To achieve these outcomes the programme adopts an interdisciplinary approach to developing knowledge holistically through a range of literature and theory in the mainstream of Business Leadership and Management.

| 31 | **Learning and Teaching Approach**
Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should |
|---|---|

> *also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.*

The programme will impart the necessary leadership and management principles and concepts, as well as technical principles and concepts of different sectors. There is an emphasis towards practical work based learning and application in all modules, which underpin both context and industry relevant topics, allowing practical application of leadership and management skills. Every programme module will carry the expectation of work-based application of theory and the use of work-related / experienced examples in class discussion and module assessments. Learning and teaching methods are orientated to a strategic and problem solving approach, requiring a progressive integration of learning from more than one module. Seminars and tutorial support, as well as on-line support and additional resources, will impart contextualisation to a chosen pathway sector.

Programme content will be covered through a thematic approach providing an overview of contemporary issues within the business management sector to allow students to formulate a critical understanding of the theoretical approaches to business management. The pedagogic approach of experiential learning will equip students in a range of skills which will manifest in the delivery style and relation to workplace experiences wherever possible. The teaching team are experienced in business management delivery and have industry related backgrounds to further facilitate the links to workplace experiences. Guest speakers from local businesses will also seek to strengthen links to the workplace and promote active engagement from students which aligns to the programme's keys aims.

Practical sessions will provide students with opportunities to develop industry specific skills and qualities held in high regard by organisations in the business and management sector. A holistic approach to learning and the development of sector specific skills are a key theme of the programme and integrated throughout. Lectures will include activities to encourage students to explore new topics for themselves, as well as team-working opportunities. This will be facilitated by small independent research tasks carried out within the session, as well as problem-solving. Where appropriate, sessions will take a seminar approach, with question and answer sessions or research and feedback sessions. Small class sizes will also allow a more student-centred approach and opportunities for independent study will be provided. Lectures will enable students will acquire knowledge of indicative content with opportunity to consolidate and expand learning in seminar workshops. Students will apply knowledge and improve their understanding through enquiry-based learning. Learning will be supported by guest speakers from within the business management sector.

Key principles for effective pedagogical approaches will encompass motivation and will help promote enthusiasm and active learning. This includes the promotion of blended and e-learning opportunities. Staff are encouraged to embed ILT where relevant and appropriate. Microsoft Teams will be used as a VLE to enrich students' learning such as online additional lectures. Staff within delivery team meet regularly to discuss student progress and course planning. This supports quality assurance processes.

Study skills will be embedded within the research modules and will include support on referencing, critical reflection and academic writing. Barnsley College Higher Education Learning and Resources Centre also provides study support for all HE students.

There is also opportunity to integrate a range of lectures and workshop sessions in liaison with the Resource Centre staff:
• Introduction to the Resource Centre Library
• Getting started with online information and research databases
• Referencing
• Evaluating websites

	• Finding and using academic journal articles • Strategic search strategy for projects Students can enhance study skills support through one to one tutorial sessions with Learning Resource Centre staff.
32	**Assessment Approach** *Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.*
	The intentions for the programme are to incorporate a range of assessment methods, for example, oral presentations, essays, reports, practical assessments, projects, professional discussions, video blogs and End Point Assessment. To enable a student-centred educational experience, assessment will be created in line with University of Hull Assessment Guidance with careful attention towards creating opportunities for students to shape their curriculum through evaluation exercises and student voice activities. Reliability and validity will be key to the assessment approach, with a combination of formative and summative assessments to allow students to reflect on their learning and development. A variety of assessment methods will be used to encompass a range of student learning styles, to ensure inclusivity and to give students the opportunity to demonstrate their learning in a variety of ways. Assessments and marking criteria will constructively align to the learning criteria to provide clarity and transparency. **Practical assessments** will be used to assess the practical elements. Photographic and/or video evidence will be used to give authenticity, together with witness statements by assessing staff. This will fulfil the "learning by doing" aspect of the programme and give students the opportunity to put theory into practice in order to deepen their learning. **Written assessments** will be used to assess knowledge and understanding, to ensure that students are given sufficient opportunities to demonstrate higher-level thinking skills. Written assessments will be given with appropriate timescales to allow students to research in depth and present their findings in a range of styles and formats. These methods will encourage research skills as well as develop written skills. **Individual / Group oral only presentations** will be used to assess some aspects of the programme, which will develop the student's communication skills as well as continuing to develop research skills. This skill will be useful for public service employment prospects and preparation for end point assessment (for students undertaking the degree apprenticeship).
33	**Key Areas of Study** *Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.*
	Level 6 – Ethics and Social Responsibility The aim of the module is to introduce the fundamental concepts and principles of operating ethically and to provide students with an understanding of the different ethical approaches and how ethics can impact organisational direction. Students will explore and analyse current ethical issues impacting upon the business sector.

Level 6 – Developing Effective Sales and Marketing Strategies

This module will enable students to understand sales and marketing theories and be enable students to create sales and marketing strategies from a leadership perspective . Segmentation and targeting of relevant markets will be a key feature within the module from both local and global perspectives. Creative approaches will be explored to develop solutions to meet customer needs.

Level 6 - Organisational Strategy

This module supports the development of organisational strategies and delivery of operational plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risks, monitoring and evaluation and quality assurance.

Level 6 - International Business

In today's global environment, organisations are constantly looking at new ways to expand internationally. In this module, students will explore how organisations are able to move into international markets, critically analysing the opportunities and threats of expansion into global markets.

Level 6 - Work Based Project (40 credits)

The work-based project allows students the opportunity to plan and/or initiate, lead and drive change within an organisation. This final project will give students experience of leading and managing a large project and utilise project management skills, whilst demonstrating critical analysis, evaluation, problem solving, decision making and synthesis. The project will be linked to leadership and management within an organisation and will be managed by a supervisor. Students should consider their professional development alongside the project and review their professional skills development.

34	**Curriculum Structure**

In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:

- *Progression: how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;*
- *Coherence and Integrity: the overall coherence and intellectual integrity of the programmes and student experience.*

Note: A diagrammatic structure is often helpful to establish the composition of a programme.

Level 6	Credits
Ethics and Social Responsibility	20
Developing Sales and Marketing Strategies	20
Organisational Strategy	20
International Business	20
Work Based Project (40 credits)	40

The programme has been designed with student experience at the fore, with emphasis on developing management skills with vocational relevance and an applied approach to promote effective progression.

Students joining or progressing on to this programme have the opportunity to explore modules which continue to develop aspiring managers by enabling consideration of business ethics and Corporate Social Responsibility. Students can then apply their developing knowledge in areas which examine the 'Development of Sales and Marketing Strategies' and the consideration of trading internationally through the 'International Business' module. The strategic theme continues to explore 'Organisational Strategy' at

	a higher level and provide opportunity for students to critically analyse themes and topics therein. The final 'Work Based Project' provides the opportunity for students as leaders in an organisation – to initiate, lead and drive a project within the company by undertaking a project based on an agreed business issues/challenge which relates to their role within the organisation. The project enables students to meet personal and professional objectives, also demonstrating their ability to use critical analysis, evaluation, problem solving, decision making and synthesis in addition to managing a large project.
35	**Compensation/Condonement rules** *Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are core for each programme and variant (i.e. modules defined as core in the curriculum map).*
	a) N/A
36	**Internationalisation** *'Internationalisation is a key feature of the UK HE agenda [and…] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society' (HEA, 2014). Please outline the programmes' approaches to internationalising the curriculum.*
	Throughout the programme internationalism will be supported using international business case studies. Students will be encouraged to think in global context and will be introduced to the concept of 'born global' and consider the international marketplace and global focus on their interpretation of modes of study and ideas as students develop their management skills and knowledge.
37	**Inclusivity** *Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.* *All University of Hull programmes should be inclusive by design. Inclusive teaching learning and assessment design facilitates the successful practice and application of the specific competencies of the module/programme, irrespective of a students' background or individual characteristics (as they are defined in the Equality Act). This is integral to our anticipatory duty to break down barriers to learning for students with protected characteristics and our obligation as a publicly funded institution to the Single Equality Act (2011)* *Inclusive curriculum attempts to break down structural inequality, it is decolonised (note decolonising curriculum works to the benefit of all students, including those underrepresented in HE), physically accessible, and allows for student feedback and opportunity to co-design curricula content and models of delivery. Where there is a part time pathway, please ensure the programme design is accessible, equal and inclusive for both full time and part time students.*
	The programme is delivered within the parameters of the Equality Act 2010 and the Disability Discrimination Act 1995 and is designed to provide accessibility to students irrespective of personal characteristics. Institutional policies support all aspects. All students are interviewed prior to offer as per our standard HE enrolment practice to ensure support plans and reasonable adjustments are made in advance. Teaching materials and resources developed for use within the programme will be available in alternative formats; the programme aims reflect the ethos of inclusivity and support aspirations for all learners in their business objectives, large or small and nature of business including social and charitable

enterprises.

The induction period for new students is vital in welcoming and establishing the student's presence in the department. Induction workshops are designed to be inclusive, experimental and fun whilst identifying and establishing a range of learning needs and expectations. Student mentor programmes are being explored to help establish student identities in unfamiliar environments.

Assignments are designed to reference broad cultural sources to promote a multicultural and inclusive response as part of the broader interdisciplinary ethos of the programme. Professionals from all backgrounds, genders, sexualities and social circumstances are included to diversify and pollinate constructive discussion. The underpinning quality of the department and the ethos of the programme is to establish an open, transparent and embracing community of industry professionals. All sessions are accessible to all students.

Assessment opportunities are varied and inclusive and opportunities to raise issues such as diversity within the Boardroom, gender pay gap will be supported through interactive discussion during delivery sessions. Peer partnership observations address issues relating to unconscious bias through direct delivery and the varied delivery team seeks to address any such occurrences.

Barnsley College ensures all staff undertake mandatory training on equality and diversity and attend safeguarding workshops. Equality and diversity are supported by an Advanced Practitioner designing and delivering bespoke training with the College. The Single Equality Scheme provides parity and inclusivity across all provision and ensures that all those who form the community at Barnsley College (governors, staff, learners, visitors and contractors) have a right to be valued equally and to have equality of opportunity. The College promotes shared values that include equality and diversity, valuing and involving our community, showing care and respect for others and demonstrating honesty and fairness in everything we do. The delivery and promotion of equal opportunities underpins the College's Vision and Development Plan. The College aims to go beyond legislation to actively promote equality and value diversity across all areas of our community.

| 38 | **Employability** |
| | *Please outline the approach taken by the programmes to engage students in gaining employability skills.* |

The course has been designed to ensure that personal development and professional practice is a key theme embedded not only as core modules but also across modular delivery. In designing the modules and the wider programme, feedback, advice and guidance has been garnered from a range of employers. Employability skills will be developed and supported throughout each level of study which will encourage students to self-reflect and continue a journey to respective employability and future outcomes. QAA Subject Benchmark 3.8 outlines 'business and management degrees are strongly related to practice and therefore provide a clear link between the development of relevant skills and employability of graduates'. The delivery team have their own range of experiences working within the business sector and will integrate and model professional behaviours to enable the development of skills and qualities required for effective business management. The proposed suite of qualifications will allow students to develop further employability skills by applying innovative approaches that develop and enhance personal leadership skills business management acumen.

This programme is designed for aspiring graduates who are either seeking careers or developing their professional knowledge and skills within a management role. Engagement with employers has also led to agreements in principles for guest speakers to provide industry relevant advice and guidance to students. It is our hope that this continues to develop and grow within the department.

Professional development is a key focus of this programme. Students are encouraged to recognise that personal and professional development, alongside academic development, is the key to a successful and rewarding career and positive personal progression. Graduates in this subject will have wide employment prospects. Employability will be a key feature embedded throughout the programme.

| 39 | **Student engagement in curriculum and pedagogic design** |
| | *Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.* |

In line with the University of Hull's strategic priority, Barnsley College places high emphasis on empowering staff and students and placing students at the heart of what we do. This fits in with plans in place to further extend our provision and achieve a sustainable future. By facilitating this collaborative approach, we have solidified the relationship with students, enhanced their experience and allowed students to become invested in the qualification they receive.

| 40 | **Ethical issues and risk** |
| | *Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).* |

Delivery of the programme will encourage debate regarding ethical issues as they arise through materials used i.e. case studies. Integrity in business will be upheld throughout module delivery and sustainability will be a key theme throughout the programme and students will be encouraged to consider sustainability as first nature, both for the longevity of organisations but also on their use of resources. All materials used by visiting speakers will be pre-examined by the course leader and teaching staff will be present in all contact sessions. Professional integrity will be upheld throughout and the importance of confidentiality around the sharing of ideas and experiences from individual places of work and integrity regarding intellectual property. The delivery team will be considerate at all times of their role model obligation and ensure representation of absent identities during delivery of the module content. This includes representation of minority identities in the Boardroom, business world and network.

| 41 | **Sensitive issues and safeguarding** |
| | *Universities develop and deliver programmes which deal with issues that may be sensitive or require students to explore issues which may be potentially controversial, for example relating to child abuse, sexual violence, radicalisation and terrorism. As with research, our institutional duty of care extends to all involved in learning and teaching and all related activities which staff and students may engage with. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed to ensure a safe environment is maintained for all concerned.* |

There are no particular relevant issues that relate to content, teaching methods and assessment on this programme.
The College has a number of robust policies and procedures such as:
- Work Placement/Experience Safety and Vetting Policy and Procedure
- Safeguarding Policy and Procedure
- Trips and Visits Policy
- Whistleblowing Policy
- PREVENT Policy

| 42 | **Other information/programme special features** |

	Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.
	Student experience within the department is acknowledged as a key driver for success and priority area. As a smaller institution, we offer a higher staff-student ratio than typical providers. Staff operate a relatively 'open-door' policy. Each student is assigned a personal tutor (typically the HE Pathway Leader) they also have a tutorial member of staff assigned to the course who oversees their personal, professional and pastoral journey whilst at the College. Each student group will have access to weekly tutorials incorporated into their timetable (integrated curriculum approach); sessions may take the form of whole-group, small-group, 1-1s or guest speakers. Students also have access to a Tutorial Team Leader and Learning Mentors from the department on a weekly basis.
C	**RECRUITMENT AND ADMISSIONS INFORMATION**
43	**Proposed marketing strategies** *Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.*
	Internal marketing will put forward a social media campaign, broader indexation within Google search and adverts within a range of regional newspapers and magazines. We produce a prospectus and provide support to attend a range of regional and national UCAS and institution open days. Established Adult Access and Foundation programmes will provide an internal feed to the programmes. We believe that it is vital, particularly as a smaller institution to build awareness of our business programmes based on a reputation of practice that can complement the traditional mechanisms of institutional advertising. The College's Business Development Team manage a network of employer links and strive to promote the College's Apprenticeship programmes throughout existing networks and beyond. The College currently offers Management Apprenticeships at Level 5 which provides progression route to the proposed new programme.
44	**Academic entry requirements** *Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.*
	Students wishing to undertake the degree-only route will need to complete a formal application via UCAS and attend an informal interview to ensure that the course meets their needs and interests. Students must be able to demonstrate a commitment to pursuing a career within a relevant field and be committed to personal and professional development. Applicants will be expected to have completed a relevant level 5 qualification, will be required to hold a Foundation Degree, HND or equivalent qualification in Business, or 240 credits with a mark of 55 percent or above in business. Students without formal qualifications are encouraged to apply, particularly applicants who can demonstrate commitment and 'work-related' experience that is appropriate. The College is also proposing a FdA Organisational Leadership & Management which can, if required, provide a starting point to the proposed programmes.

	Degree Apprentice applicants will be required to be in a relevant management or aspiring management role with the support of their employer and will be expected to attend an interview upon application to the programme.
45	**Other entry requirements** *e.g. relevant IELTS score, Disclosure and Barring Service etc.*
	IELTS score of 6.0 (minimum 5.5 in all elements) required for non-native English language speakers.
D	**IMPLEMENTATION STRATEGY**
46	**Implications for other areas of the Partner Institution** *Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.*

The proposed BA top up progamme would replace existing provision at the College.

Estates:	N/A	
Library:	N/A	
Admissions:	N/A	
Careers:	N/A	
Visa Compliance:	N/A	
Other (*Please specify*):	N/A	

47	**Existing programmes/students affected by this proposal** *Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.*
	None

E	**POST PROGRAMME OPPORTUNITIES**
48	**Progression opportunities to further academic or professional programmes** *Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?*
	Students could progress to a Level 7 CMI Strategic Management programme within the College or to MA Business programmes with a HEI of choice.
49	**Employment opportunities** *Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELHE) data.*

According to the latest Graduate Outcomes data (2107/18) 62% of graduates completing a Business & administrative studies programme progressed into full time employment and 7% into part time employment. This 'people-orientated' programme actively supports and empowers individuals to develop their employability skills by enhancing and nurturing the skills, knowledge and behaviours needed to be successful in employment, characteristic of a University of Hull Graduate.

The Chartered Manager Degree Apprenticeship offers a perfect blend of internationally recognised qualifications and valuable work experience. The programme is tailored to meet employer needs and best practice management which, according to CMI, can result in a 23% increase in organisational performance and a 32% increase in people performance.

F	**CURRICULUM MAPS**
	Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.
	Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.
	*In **Columns 1-3**, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.*
	*In **Column 4**, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.*
	*In **Column 5**, please indicate against each of the programmes and pathways listed on this form which modules are Core (Co), Compulsory (Cm)or Optional (Op) ** *In **Column 6**, please identify which modules contribute to the achievement of programme learning outcomes*
	Definitions: *CORE module - this is a module that is fundamental to the degree programme and must be studied. It cannot be compensated or condoned.*
	COMPULSORY module - this is a module which must be studied to successfully complete a particular degree programme. It can be compensated or condoned, subject to regulations.
	OPTIONAL module - this is a module that a student may choose to study as part of their degree programme.
	ELECTIVE module – this is a module that a student may choose to study as part of their degree programme. It cannot be compensated or condoned.
	Note: • *There should be no optional modules at Level 4 (unless an exemption request has been approved by EPC).* • *Optionality should be minimised throughout the programme.* • *Faculty Education and Student Experience Committee (FESEC) is the final arbitrator of any disagreements regarding the level of optionality in a programme.* • *Levels of optionality should be clearly linked to the number of students taking the module.*

KEY:	
P/V= Programme or Variant	PO = Programme Outcome
PW = Pathway	T1,2,3 = Trimester 1,2,3
Co = Core Module	Cm = Compulsory Module
Op = Optional Module	El = Elective Module

F1   UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS

Programme/Variant Titles and Identifiers:

a) BA (hons) top up Leadership & Management (part-time)

1	2	3	4	5				6								
Module Title	Level	Credit	Assessment Method (e.g. exam, essay, presentation)	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Honours Stage																
T1																
Ethics and Social Responsibility	6	20	Blog Investigation	a	Cm				x						x	x
Developing Sales and Marketing Strategies	6	20	Essay Presentation (individual)	a	Cm				x				x	x		x
Organisational Strategy	6	20	Report Presentation (group)	a	Cm			x	x				x	x	x	x
T2																
International Business	6	20	Essay Presentation (individual)	a	Cm				x				x	x	x	x

Work-Based Project	6	40	Project Initiation Documents Report	a	Cm			x	x	x	x	x	x	x	x	x
T3																

F2 UNDERGRADUATE CURRICULUM MAP FOR PRELIMINARY STAGE VARIANTS

Programme/Variant Titles and Identifiers:

1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method (e.g. exam, essay, presentation)	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Preliminary Stage															
T1															
T2															
T3															

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F3	UNDERGRADUATE CURRICULUM MAP FOR YEAR IN INDUSTRY VARIANTS

Programme/Variant Titles and Identifiers:

1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method (e.g. exam, essay, presentation)	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Post-Diploma Stage															
T1															
T2															
T3															

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F4	UNDERGRADUATE CURRICULUM MAP FOR YEAR ABROAD VARIANTS

Programme/Variant Titles and Identifiers:

1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method *(e.g. exam, essay, presentation)*	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Post-Diploma Stage															
T1															
T2															
T3															

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F5	UNDERGRADUATE CURRICULUM MAP FOR INTEGRATED MASTERS VARIANTS

Programme/Variant Titles and Identifiers:

1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method (e.g. exam, essay, presentation)	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Honours															
T1															
T2															
T3															
Masters															
T1															

T2																			
T3																			

F6   POSTGRADUATE TAUGHT CURRICULUM MAP

Programme/Variant Titles and Identifiers:

1	2	3	4	5				6							
Module Title	Level	Credit	Assessment Method (e.g. exam, essay, presentation)	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
PGCert															
T1															
PGDip															
T2															
Masters															
T3															

Apprenticeship Approval Annexe 1

A	**GENERAL INFORMATION**
	Please submit with this paperwork:
	• a copy of the applicable Apprenticeship Standard and Assessment Plan,
	• a detailed mapping document that compares this programme with the nationally published Apprenticeship Standard,
	• where any significant changes to the approved Development Consent (DC) have been noted, a tracked changes version of the DC document.
A1	**Apprenticeship Standard title.** *State the name of the Apprenticeship Standard that this programme(s) relates to.* *Please note that in this document, the term 'programme' will refer to the overall Apprenticeship Programme, the term 'award' will refer to the underpinning award.* *Please confirm whether the Standard, Assessment Plan and Funding Cap have been signed off by the Institute for Apprenticeships.*
	Chartered Manager Degree Apprenticeship
A2	**Apprenticeship Funding Cap** *Please detail the funding cap associated with this programme and confirm any changes to this since development consent approval.*
	£22,000
A3	**Apprenticeship Programme title** *Please state the name of the Apprenticeship programme that you are seeking approval for – this is the name under which the programme will be marketed (e.g. the Standard title is fixed nationally as 'Supply Chain Professional', but we may wish to title our programme as 'Supply Chain Leader').* *This is the name of the programme that will be considered by Programme Management Committee.*
	Chartered Manager Degree Apprenticeship
A4	**Title of underpinning award(s)** *For clarity, please provide the title of the underpinning award(s) that relate to this programme.*
	FdA Organisational Leadership and Management BA (Hons) Leadership & Management (top up)
A5	**Evidence of demand** *Please state the apprenticeship start numbers used in the development consent each year (from section 18).* *Since development consent approval, please detail any further evidence of demand that you have identified. If demand has declined, describe the implications for this development.*
	10 students, based on progression figures from Level 5 management apprenticeship.

B	**PROGRAMME DESIGN**
	Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.).
B1	**Programme Overview**
	Provide a brief introduction to the apprenticeship programme proposed, identifying the distinctive/salient features of the 'programme' (not just the award).
	Please refer to 'Getting Started Guide' and 'Employers Expectation Guide' (tbc by AG)
	Describe the key constituent parts to the apprenticeship and how they relate to produce a coherent programme (e.g. include reference to the portfolio and End Point Assessment (EPA))
	This apprenticeship has been designed to provide access to development opportunities for as wide a range of individuals as possible. This includes individuals who are at the start of their career and who wish to become professional managers and achieve professional recognition on achievement of the apprenticeship, as well as students who may already have developed practical experience but wish to further develop their theoretical understanding of management skills. The assessment approach ensures apprentices meet the relevant skills, knowledge and behaviour outcomes as defined in the Standard:
	On-Programme - Knowledge and Skills Assessment • Regular assessment (involving employer and HE provider) • Development of portfolio demonstrating learning and development activities with application in the workplace.
	On-Programme – Behavioural Assessment • Through evidence of 360-degree feedback with the ongoing development portfolio
	Gateway • Submission of portfolio and work-based project • Successful completion of management degree
	End Point Assessment Involving a range of assessment tools: • Review of portfolio of evidence • Review of work-based project • Presentation and interview
B2	**Programme Mapping** *Using the submitted mapping document, please identify how the proposed underpinning award meets the knowledge, skills, behaviours, competencies and specified qualifications within the apprenticeship standard. Where there are gaps, please describe below what these are and how they will be addressed as part of a coherent programme.*
	The mapping document below gives details of all identified gaps and proposals to achieve coverage. The main delivery of the knowledge element is underpinned through the award; however, this will stretch into the workplace and be supported by the employer and the workplace trainer. The College uses OneFile as the e-portfolio system, this will be used for the Chartered Manager Degree Apprenticeship Learning and development plans will be created to operate alongside the apprenticeship and link the

apprenticeship standards to the award which will provide students with opportunities to develop further and evidence their knowledge, skills and behaviours.

B3	**Employer involvement in curriculum and pedagogic design** *Please outline how employers have articulated their requirements to inform the design of the apprenticeship programme and how they have directly supported the development.*
	A range of employers from sectors which include legal, export and manufacturing have provided input with regards to the skills and knowledge they consider essential for managers within their respective industries which has assisted module design: *Jai Stern (LLP) Solicitors – Saba Hasan (Senior Partner)* Saba Hasan has identified a need for management and case working skills within the legal sector. There is a clear requirement for management training within the sector and, as an employer, this is an area that requires training and development both personally and within the team. Interpersonal skills are essential to the organisation and engaging in CMI endorsed development programmes would enhance the overall performance of staff. Knowledge of operational strategy would allow staff to generate income and increase efficiencies of running the organisation and increase organisational performance through the development of sales and marketing campaigns which would be extremely useful for business development within the organisation. *Premdor- Gavin Daye (UK Organisational Development Manager)* A management programme such as the one proposed provides opportunity to develop personal skills as a manager and general overall development for their role. The proposed modules are all useful and consider different perspectives which will provide up to date knowledge, skills and experiences to benefit both the business and staff in management roles. *GEBAY Ltd – Hakim Al-Bedri (Managing Director)* A management programme which provides the opportunity for managers and aspiring managers to expand their knowledge across several areas will be extremely beneficial, notably negotiation and organisational strategy, which are extremely important for managers to understand. It is also important managers understand how to develop plans strategically. Hakim would consider supporting staff within the organisation to join this programme to develop management skills.
B4	**Employer involvement in the delivery of the apprenticeship programme** *Please outline how employers will be actively involved in the delivery of the programme and how you plan to monitor, review and evaluate delivery on an ongoing basis with employer involvement.*
	Each employer will be involved from the start of the apprenticeship. The employer will be present during the pre-enrolment stage, a skills analysis will be completed assessing student's existing, knowledge, skills and behaviours. At this point, the delivery plan will be reviewed, additions and agreement will be made at this point to ensure individualised planning meets the student's and employer's needs. In addition, the employer/line manager will have full access to the student portfolio to enable a review of work, learning and development plans and student progress. The employer will also be involved in the progress review (every 8 – 10 weeks), where the student, employer and trainer will review progress, set targets and discuss any changes that may need to be made to the original delivery plan.
B5	**Delivery Model** *Please describe how an individual's apprenticeship programme will planned with the employer and how it will be delivered including how the 20% off the job training requirement will be achieved; the mix of online, day release, block or other methods; and, if appropriate, how the experience of apprentices that are co-taught with other students will be managed.*
	The delivery of the award will support the main underpinning of knowledge linked to the standard

outcome for knowledge. The student will also complete learning, development and assessment activities through the e-portfolio which links the underpinning knowledge to the workplace which will also support development of skills and behaviours.

The student will attend taught delivery of the award, which will support around 50% of the required hours of the 20% off the job training time. In addition to this, face to face and live streamed workshops will be facilitated. Workshops will comprise of a structured session on a key topic required for the apprenticeship standard, for example, mental health, wellbeing, study skills, and in other instances will be a space for students to work on their modules and submissions, in addition to collaborative and individual activities assigned through the e-portfolio.

On a student by student basis, additional duties may be required outside of their usual role to support skills development in other areas. This could also include industry visits, coaching and mentoring activities led by the employer.

| B6 | **Learning and Teaching Approach** |
| | *Please outline your proposed approach to learning and teaching and specifically how your pedagogic approach is appropriate for apprenticeship delivery. Outline how you have you drawn on existing practise in delivering to work-based learners and how you will ensure that the prior learning that apprentices have will be recognised and incorporated into the programme.* |

The content of the course will be covered through a thematic approach. This provides an overview of contemporary issues within the business management sector permitting students to formulate critical understanding of theoretical approaches. The pedagogic approach of learning by doing and equipping students in a range of skills will manifest in the delivery style. This will be undertaken by staff and external speakers who are experienced in business management delivery. Effective pedagogy will promote active engagement from students and aligns to the programmes keys aims.

Practical sessions will provide students with opportunities to develop industry specific skills and qualities held in high regard by relevant organisations in the business and management sector. A holistic approach to learning and the development of sector specific skills are a key theme of the programme and integrated throughout. Lectures will include activities to encourage students to explore new topics for themselves, as well as team-working opportunities. This will be by small independent research tasks carried out within the session, as well as problem-solving tasks to be solved in small groups of 3 or 4 students. Due to the relatively small group size, many sessions would take a seminar approach, with question and answer sessions or research and feedback sessions. Small class sizes will also allow a more student-centred approach and opportunities for independent study will be provided. In lectures, students will acquire knowledge of indicative content. In the workshops, students will apply knowledge and improve their understanding through enquiry-based learning. Learning will be supported by relevant guest speakers from within industry.

Key principles for effective pedagogical approaches will encompass motivation and will help promote enthusiasm and active learning. This includes the promotion of e-learning opportunities. Staff are encouraged to embed ILT where relevant and appropriate. Moodle and Microsoft Teams will be used as a VLE to enrich students' learning such as online additional lectures. Staff within delivery team meet regularly to discuss student progress and course planning. This supports quality assurance processes.

Study skills will be embedded within the research modules and will include support on referencing, critical reflection and academic writing. Barnsley College Higher Education Learning and Resources Centre also provides study support for all HE students. Courses can integrate a range of lectures and workshops within their classes in liaison with the Resource Centre staff:

	• Introductions to Resource Centre Library • Getting started with online information via ATHENS • Referencing • Evaluating websites • Finding and using academic journal articles • Strategic search strategy for projects Students can enhance this up with 1-to-1 study skills support (for an hour per week, every week of the academic year).
B7	**Assessment Approach** *Please outline your proposed approach to the assessment of apprentices in line with the nationally published 'Assessment Plan' for the Standard. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.* *Please be clear how the assessment approach is structured to deliver the requirements set out in the Assessment Plan, including details of the End Point Assessment (EPA).*
	The intentions for the programme are to incorporate a range of assessments, for example, oral presentations, essays, reports, practical assessments, projects, exams, professional discussions, Vlogs. With respect to of student-centred educational experience, assessment will be created in line with practice at the University of Hull; careful attention will be paid towards creating opportunities for students to shape their curriculum. Reliability and validity will be key to our assessment approach with a combination of formative and summative assessments to allow for students to reflect on practice. A variety of assessment methods will be used to encompass a range of student learning styles, to ensure inclusivity and to give students the opportunity to demonstrate their learning in a variety of ways. Assessments and marking criteria will constructively align to the learning outcomes for clarity to students. **Practical assessments** will be used to assess the practical elements. Photographic and/or video evidence will be used to give authenticity, together with witness statements by assessing staff. This will fulfil the "learning by doing" aspect of the programme and give students the opportunity to put theory into practice in order to deepen their learning. **Written assessments** will be used to assess knowledge and understanding, to ensure that students are given sufficient opportunities to demonstrate higher-level thinking skills. Written assessments will be given an appropriate timescale to allow students to research in depth and present their findings in a range of written styles. Students will be given time-constrained assignments where they have been given notification of the topic to be covered. These methods will encourage research skills as well as develop written skills. **Individual oral presentations** will be used to assess some aspects of the programme, which will develop the student's communication skills as well as continuing to develop their research skills. This skill will be useful for public service employment prospects and preparation for end point assessment. **Progress Reviews** will be held at regular intervals (at least quarterly) between apprentice, employer and trainer with a formal annual on-programme assessment of progress. It is expected that an apprentice on a 4 year programme will be considered on track if 5% Off the Job is recorded each year

alongside successful completion of the Top-up degree modules linked to the trimesters of study.

On-Programme behavioural assessment through evidence of 360 feedback within the ongoing development portfolio using OneFile

OneFile E-portfolio will provide a blended learning approach to encompass different learning styles and paces. The OneFile platform will provide learning and development plans aligned to the Top-up degree and apprenticeship standards. The learning and development plans include a combination of activities (to fulfill 20% Off the Job requirements) and assessments. The collection of evidence using OneFile will demonstrate evidence of the skills, knowledge and behaviours an apprentice will acquire against the standard and supports application for professional recognition on achievement of the apprenticeship once the apprentice has passed their end-point assessment.

Panel interviews in preparation for gateway and EPA the IQA will hold mock panel interviews with apprentices individually to assess behaviour and skills competences. This will prepare apprentices for the panel interview with the EPAO - CMI.

B8	**Impact on Productivity** *Please outline how you will know that apprentices are more productive as a result of involvement with this programme. Please detail the measures that you will have in place that evaluate the effectiveness of the programme.*
	The student, employer and trainer will take part in regular progress reviews. This will review the student 's ongoing progress and will look at the impact the student 's development is having upon their role, their team and the organisation. Included in the evidence for End Point Assessment, the student is required to evidence the collection of 360-degree feedback. This will be facilitated at different stages of the apprenticeship programme, as a minimum at the start and completion of the programme. This will form an element of the student's final portfolio. The College collates regular student feedback from initial, mid and end of programme surveys. The College also gains feedback from employers on an annual basis. The work-based project allows students to lead a project, this will demonstrate cohesion of the different elements of the programme and will demonstrate the added value the apprentice and their development has had on the organisation.
B9	**Other information and apprenticeship programme special features** *Please provide any other information about the programme not included above. This may include information about value added elements of the programme or any special arrangements for the programme.*
	Student experience within the department is acknowledged as a key driver for success and priority area. As a smaller institution, we offer a higher staff-student ratio than typical providers. Staff operate a relatively 'open-door' policy. Each student is assigned a personal tutor (typically the HE Pathway Leader) they also have a tutorial member of staff assigned to the course who oversees their personal, professional and pastoral journey whilst at the College. Each student group will have

access to weekly tutorials incorporated into their timetable (integrated curriculum approach); sessions may take the form of whole-group, small-group, 1-1s or guest speakers.

Students also have access to a Tutorial Team Leader and Learning Mentors from the department on a weekly basis, in addition to weekly slots available with our Graduate Teacher to support study skills.

Apprentices will produce a portfolio of evidence through the use of an online learning platform, OneFile. This platform allows tracking of the entire learning journey including the application of learning and management concepts together with evidence of 20% off the job training. Additional assessment through observation, witness testimonies, professional discussions and written accounts will evidence the development of key skills, knowledge and behaviours throughout the duration of the course to prepare students for end point assessment (EPA). Selected evidence produced by students throughout the duration of the programme will be used as showcase evidence to meet the requirements of the EPA. The expected duration of the Chartered Manager (degree) is 48 months plus 3 months EPA. The actual duration will be determined through a skills analysis to review prior knowledge and experience and reduced accordingly. For an apprentice with contracted hours of 37.5 per week the expected off the job training hours would be 1392 over the duration of the programme.

MAPPING DOCUMENT FOR APPRENTICESHIP PROGRAMMES

This document is intended to identify how an underpinning award delivered by the University of Hull maps to the requirements of a nationally published Apprenticeship Standard and Assessment Plan.

Name of Apprenticeship Standard: Chartered Manager Degree Apprenticeship

Published standards are available from the Institute for Apprenticeships and it is expected that a thorough mapping exercise, ideally with external input, takes place before programmes progress to a University Validation Panel meeting.

Please give an overview of the assessment process from the 'Assessment Plan' (e.g. on programme, gateway, EPA stages)
On-Programme - Knowledge and Skills Assessment • Regular assessment (involving employer and HEI) • Development of portfolio demonstrating learning and development activities with application in the workplace. **On-Programme** – Behavioural Assessment • Through evidence of 360-degree feedback with the ongoing development portfolio. **Gateway** • Submission of portfolio and work-based project. • Successful completion of management degree. **End Point Assessment** Involving a range of assessment tools: • Review of portfolio of evidence. • Review of work-based project.

- Presentation and interview.

Successful individuals gain an industry designed apprenticeship programme and an approved management degree.

Describe the Assessment Tasks specified in the 'Assessment Plan'
Learner must achieve an approved degree in the relevant area before progressing through gateway.
Learner must build a showcase portfolio to demonstrate all knowledge, skills and behaviours.
Learner must complete and pass EPA with chosen EPAO.
Learner must complete OneFile learning and development plans including evidence of work-based project.

Confirm how you will ensure that the apprentice's prior knowledge is considered on entry to the programme
(to ensure that funds are not used for training for skills, knowledge and behaviours already attained by the apprentice)
The apprentice will be required to take part in a pre-enrolment meeting with a Barnsley College representative and their employer. During this meeting the learner's prior knowledge and skills will be assessed through a detailed skills analysis. This skills analysis will break down each of the standards individually and the learner and employer will score themselves on a scale of 1 – 5, giving additional information against each as to why they have scored themselves in this way. Prior qualifications and work experience will also be considered at this stage, within the skills analysis.

Requirements of Standard	"What is required?" (taken from the standard)	Module Learning Outcomes (from Underpinning award that address the requirement)	Red - no coverage Amber - partial coverage Green - full coverage	Gaps identified	How will gaps be mitigated?
Operational Strategy - Knowledge	1.1 How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance.	Operational Management Module LOs will form a base for vision, mission, values and strategic linkage. Main coverage in Organisational Strategy and Project Management Modules.		N/A - Complete coverage	N/A - Complete coverage
	1.2 How to manage change in the organisation.	Managing Change Module		N/A - Complete coverage	N/A - Complete coverage
Operational Strategy - Skills	1.3 Support the development of organisational strategies and plans.	Organisational Strategy Module		The implementation will need to be supported in the workplace by the Trainer and employer.	Employer to support. Learner to provide evidence, trainer to mark and monitor evidence that is submitted from workplace activities.
	1.4 Develop and deliver operational plans; being able to set targets and KPIs, manage resources, and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence.	Operational Management Module LO2 and LO3 will ensure learner has knowledge and understanding of how to do this.		Module will not fully provide learner with the opportunity to demonstrate these skills and linked all behaviours.	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement

			🟧		these skills.
	1.5 Produce reports that clearly present information and data, using a range of interpretation and analytical processes.	Decision-making Module will provide learners with a good understanding of data and information gathering, interpretation and analytics.	🟧	Learners will begin to develop skills but this will go into more depth in the workplace when it can be applied to their own roles.	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement these skills.
	1.6 Gain wide support to deliver successful outcomes.	Managing Change Module	🟩	Module will not fully provide learner with the opportunity to demonstrate these skills and linked all behaviours.	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement these skills.
Project Management - Knowledge	2.1 Know how a project moves through planning, design, development, deployment and evaluation.	Project Management and Work-based Project Modules	🟩	N/A - Complete coverage	N/A - Complete coverage
	2.2 Risk management models and reporting, risk benefit analysis and H&S implications	Project Management and Work-based Project Modules	🟩	N/A - Complete coverage	N/A - Complete coverage
Project Management -	2.3 Plan, organise and manage resources in order to achieve organisational	Work-based Project Module	🟩	N/A - Complete coverage	N/A - Complete coverage

Skills					
	2.4 Identify key outcomes, develop and implement plans and monitor progress, and provide reports as required.	Work-based Project Module		N/A - Complete coverage	N/A - Complete coverage
	2.5 Proactively identify risk and create plans for their mitigation.	Work-based Project Module		N/A - Complete coverage	N/A - Complete coverage
	2.6 Initiate, lead and drive change within the organisation, identifying barriers/challenges and how to overcome them.	Work-based Project Module		N/A - Complete coverage	N/A - Complete coverage
	2.7 Use widely recognised project management tools.	Work-based Project Module		N/A - Complete coverage	N/A - Complete coverage
Business Finance - Knowledge	3.1 Financial strategies, including budgets, financial management and accounting, and how to provide financial reports.	Management of Finance		Stretch understanding in some aspect of business. There will be business specific finance that may need to be addressed by a specialist within the learner's organisation. Mentoring/Coaching may need to be arranged.	This will also be built on in more depth and will be job role and business specific. OneFile learning and development plan to be designed to support development of all areas of finance at this level.
	3.2 Approaches to procurement and contracting, and legal requirements.	Management of Finance		N/A - Complete coverage	N/A - Complete coverage

Business Finance - Skills	3.4 Managing budgets, controlling expenditure and production of financial reports.	Work-based Project Module		The work-based project should provide significant opportunity to demonstrate forecasting and budget control.	This will also be built on in more depth and will be job role and business specific. OneFile learning and development plan to be designed to support development of all areas of finance at this level.
Sales and Marketing - Knowledge	4.1 How to create marketing and sales strategies.	Develop Sales and Marketing Strategies Module		N/A - Complete coverage	N/A - Complete coverage
	4.2 How to segment and target relevant markets and customers (global and local), analysis of opportunities and ways to market.	Develop Sales and Marketing Strategies Module		N/A - Complete coverage	N/A - Complete coverage
	4.3 The need for innovation in product and service design.	Develop Sales and Marketing Strategies Module		N/A - Complete coverage	N/A - Complete coverage
Sales and Marketing - Skills	4.4 Use customer insight and analysis of data to determine and drive customer service outcomes and improve customer relationships.	Develop Sales and Marketing Strategies Module		Implementation of strategies and their success	Linked form the presentation the learner will bring their learning into the workplace and monitor and report on the strategy they are delivering. This will be supported through OneFile learning, employer input and 1-1 support from the work-based trainer, as required.

	4.5 Use creative approaches to developing solutions to meet customer need	Develop Sales and Marketing Strategies Module		Implementation of strategies and their success	Linked form the presentation the learner will bring their learning into the workplace and monitor and report on the strategy they are delivering. This will be supported through OneFile learning, employer input and 1-1 support from the work-based trainer, as required.
Digital business & new technologies - Knowledge	5.1 Approaches to innovation and digital technologies and their impact on organisations, and how their application can be used for organisational improvement and development.	Digital Business and New Technologies Module		N/A - Complete coverage	N/A - Complete coverage
	5.2 Innovation and digital technology's impact on data and knowledge management for analysing business decision-making.	Digital Business and New Technologies Module		N/A - Complete coverage	N/A - Complete coverage
Digital business & new technologies - Skills	5.3 Identify service/organisational improvements and opportunities for innovation and growth, using qualitative and quantitative analysis of information and data and benchmarking against others.	Decision-making Module will provide learners with a good understanding of data and information gathering, interpretation and analytics. Digital Business and New Technologies Module.		Module will not fully provide learner with the opportunity to demonstrate these skills and linked all behaviours.	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement these skills.

Communication - Knowledge	6.1 Different forms of communication (written, verbal non-verbal, digital) and how to apply them.	Leading, Managing and Developing People Module and Project management and Work-based project modules through communication planning, other modules where presentation delivery is required.		In different contexts could be vague depending on project delivered.	Trainer to determine gaps on a learner by learner basis and development plans to be assigned accordingly with support of learner and employer.
	6.2 How to maintain personal presence and present to large groups.	Leading, Managing and Developing People Module and Project management and Work-based project modules through communication planning, other modules where presentation delivery is required.		In different contexts could be vague depending on project delivered.	Trainer to determine gaps on a learner by learner basis and development plans to be assigned accordingly with support of learner and employer.
	6.3 Interpersonal skills awareness including effective listening, influencing techniques, negotiating and persuasion	Leading, Managing and Developing People Module and Project management and Work-based project modules through communication planning, other modules where presentation delivery is		In different contexts could be vague depending on project delivered.	Trainer to determine gaps on a learner by learner basis and development plans to be assigned accordingly with support of learner and employer.

		required.	■		
Communication - Skills	6.4 Communicate clearly, effectively and regularly using oral, written and digital channels and platforms.	Leading, Managing and Developing People Module and Project management and Work-based project modules through communication planning, other modules where presentation delivery is required.	■	Opportunities to use a range of communication, in a range of settings with different individuals.	Skills and behaviour evidence will be naturally occurring and Trainer will plan to capture this and plan individual development depending on the learner and the business they work for.
	6.5 Use active listening and open questioning to structure conversations and discussions, and able to challenge when appropriate.	Developing Collaborative Relationships Module	■	Needs to be stretched to level and workplace appropriate.	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement these skills. OneFile development and delivery.
	6.6 Manage and chair meetings and clearly present actions and outcomes.	Leading, Managing and Developing People Module and Project management and Work-based project modules through communication	■	In different contexts could be vague depending on project delivered.	Trainer to determine gaps on a learner by learner basis and development plans to be assigned accordingly with support of learner and employer.

		planning, other modules where presentation delivery is required.			
	6.7 Apply influencing and persuading skills, to the dynamics and politics of personal interactions.	Leading, Managing and Developing People Module and Project management and Work-based project modules through communication planning, other modules where presentation delivery is required.		In different contexts could be vague depending on project delivered.	Trainer to determine gaps on a learner by learner basis and development plans to be assigned accordingly with support of learner and employer.
Leading People - Knowledge	7.1 Different inclusive leadership styles and models, how to develop teams and support people using coaching and mentoring approaches.	Leading, Managing and Developing People Module		N/A - Complete coverage	N/A - Complete coverage
	7.2 Organisational culture and diversity management.	Leading, Managing and Developing People Module		N/A - Complete coverage	N/A - Complete coverage
Leading People - Skills	7.3 Articulate organisational purpose and values.	Operational Management and Leading, Managing and Developing People Modules will provide understanding and knowledge foundations.		Opportunities to develop related skills and behaviours in a workplace environment with other individuals and teams.	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement

					these skills.
	7.4 Support the creation of an inclusive, high performance work culture.	Operational Management and Leading, Managing and Developing People Modules will provide understanding and knowledge foundations.		Opportunities to develop related skills and behaviours in a workplace environment with other individuals and teams.	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement these skills.
	7.5 Enable others to achieve by developing and supporting them through coaching and mentoring.	Operational Management and Leading, Managing and Developing People Modules will provide understanding and knowledge foundations.		Opportunities to develop related skills and behaviours in a workplace environment with other individuals and teams.	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement these skills.
Managing People - Knowledge	8.1 How to recruit, manage and develop people, using inclusive talent management approaches.	Leading, Managing and Developing People Module		N/A - Complete coverage	N/A - Complete coverage

	8.2 How to use HR systems and processes to ensure legal requirements, H&S, and well-being needs.	Leading, Managing and Developing People Module		Opportunities to develop related skills and behaviours in a workplace environment with other individuals and teams.	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement these skills. Need to make business specific and link to workplace policies and procedures.
	8.3 How to set goals and manage performance.	Leading, Managing and Developing People Module		N/A - Complete coverage	N/A - Complete coverage
Managing People - Skills	8.4 Build teams, empower and motivate others to improve performance or achieve outcomes.	Leading, Managing and Developing People Module - underpinning knowledge and opportunity to develop skills but not fully in this environment.		Opportunities to develop related skills and behaviours in a workplace environment with other individuals and teams.	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement these skills.
	8.5 Delegate to others, provide clear guidance and monitor progress.	Leading, Managing and Developing People Module - underpinning knowledge and opportunity to develop skills but not fully in this environment.		Opportunities to develop related skills and behaviours in a workplace environment with other individuals and teams.	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement

					these skills.
	8.6 Set goals and accountabilities.	Leading, Managing and Developing People Module - underpinning knowledge and opportunity to develop skills but not fully in this environment.		Opportunities to develop related skills and behaviours in a workplace environment with other individuals and teams.	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement these skills.
Developing Collaborative Relationships - Knowledge	9.1 Understand approaches to stakeholder, customer and supplier management, developing engagement, facilitating cross functional working and negotiation.	Developing Collaborative Relationships Module		N/A - Complete coverage	N/A - Complete coverage
	9.2 How to shape common purpose, as well as approaches to conflict management and dispute resolution.	Developing Collaborative Relationships Module		N/A - Complete coverage	N/A - Complete coverage
Developing Collaborative Relationships - Skills	9.3 Build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels.	Developing Collaborative Relationships Module		Opportunities to develop related skills and behaviours in a workplace environment, within role.	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to

					fully develop and implement these skills.
	9.4 Contribute within a team environment.	Developing Collaborative Relationships Module		Opportunities to develop related skills and behaviours in a workplace environment, within role.	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement these skills.
	9.5 Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback.	Developing Collaborative Relationships Module		Opportunities to develop related skills and behaviours in a workplace environment, within role.	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement these skills.
	9.6 Work collaboratively with internal and external customers and suppliers	Developing Collaborative Relationships Module		Opportunities to develop related skills and behaviours in a workplace environment, within role.	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to fully develop and implement

					these skills.
Awareness of self and others - Knowledge	10.1 How to be self–aware and recognise different learning styles.	Personal Effectiveness Module		N/A - Complete coverage	N/A - Complete coverage
	10.2 How to use emotional and social intelligence, and active listening and open questioning to work effectively with others	Personal Effectiveness Module		Active Listening and questioning.	
Awareness of self and others - Skills	10.3 Reflect on own performance, identifying and acting on learning and development needs.	Personal Effectiveness Module		Revisiting personal and professional development plans and CPD.	Log to revisit at different stages throughout the apprenticeship. Pre-planned dates to be set on OneFile to reflect on PDP and update CPD log.
	10.4 Understand impact on others.	Personal Effectiveness Module		N/A - Complete coverage	N/A - Complete coverage
	10.5 Manage stress and personal well-being, and confident in knowing core values and drivers	Bespoke L&D plan created on OneFile to incorporate all these knowledge and skills.		A follow-on L&D Plan on OneFile to cover these odds from management of self and awareness of self. Could incorporate critical thinking and academic skills too?	A follow-on L&D Plan on OneFile to cover these odds from management of self and awareness of self. Could incorporate critical thinking and academic skills too? Stress Management and Wellbeing Guest speaker.
Management of self - Knowledge	11.1 How to manage time, set goals, prioritise activities and undertake forward	Bespoke L&D plan created on OneFile to incorporate all these		A follow-on L&D Plan on OneFile to cover these odds from management	A follow-on L&D Plan on OneFile to cover these odds from management of self

	planning in a business environment with a focus on outcomes	knowledge and skills.	<td style="background:red"></td>	of self and awareness of self. Could incorporate critical thinking and academic skills too?	and awareness of self. Could incorporate critical thinking and academic skills too?
Management of Self - Skills	11.2 Create personal development plan, and use widely recognised tools and techniques to ensure the management of time and pressure effectively, and prioritisation and strategic alignment of activities.	Personal Effectiveness Module	<td style="background:green"></td>	Revisiting personal and professional development plans and CPD.	Log to revisit at different stages throughout the apprenticeship. Pre-planned dates to be set on OneFile to reflect back on PDP and update CPD log.
Decision making - Knowledge	12.1 How to undertake research, data analysis, problem solving and decision-making techniques.	L4 Operational Management Module will introduce decision-making and problem-solving techniques. Decision-making module will go into much more depth in relation to this topic.	<td style="background:green"></td>	N/A - Complete coverage	N/A - Complete coverage
	12.2 Values, ethics and governance of your organisation	Decision-making module will go into depth in relation to this topic in the final outcome.	<td style="background:green"></td>	N/A - Complete coverage	N/A - Complete coverage
Decision Making - Skills	12.3 Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making.	L4 Operational Management Module will introduce decision-making and problem-solving techniques. Decision-making module will go into much more depth in	<td style="background:orange"></td>	Implementation and use in a work environment	Further activities and development will be assigned to the learner on an individual basis, that links to their needs and the needs of the organisation that they work for, that will allow them to

		relation to this topic.			fully develop and implement these skills.
Takes Responsibility - Behaviours	Drive to achieve in all aspects of work	Underpinning knowledge covered throughout in different contexts.		Approaches to take will be learned but development will happen in the workplace	Trainer, employer and learner to determine how this will be best developed and individual activities to be set and completed via OneFile learning and development plans.
	Demonstrate resilience and accountability when managing difficult situations	Leading, Managing and Developing People and Developing Collaborative Relationships Module		Approaches to take will be learned but development will happen in the workplace	Trainer, employer and learner to determine how this will be best developed and individual activities to be set and completed via OneFile learning and development plans.
	Seeks new opportunities, underpinned by commercial acumen and sound judgement	Personal Effectiveness Module and Decision Making Module		Opportunities to develop behaviours in the workplace.	1-1 with employer support, assessed and demonstrated through work based portfolio.
Inclusive- Behaviours	Open, approachable, authentic, and able to build trust with others	Leading, Managing and Developing People Module		Opportunities to develop behaviours in the workplace with own staff.	1-1 with employer support, assessed and demonstrated through work based portfolio.
	Seeks the views of others and values diversity internally and externally	Leading, Managing and Developing People and Developing Collaborative		Opportunities to develop behaviours in the workplace.	1-1 with employer support, assessed and demonstrated through work based portfolio.

		Relationships Module			
Agile - Behaviours	Flexible to the needs of the organisation	Operational and Organisational Management Modules as well as Project Management and Managing Changing		N/A - Complete coverage	N/A - Complete coverage
	Is creative, innovative and enterprising when seeking solutions to business needs.	Operational and Organisational Management Modules as well as Project Management and Managing Changing		N/A - Complete coverage	N/A - Complete coverage
	Positive, adaptable, responding well to feedback and the need for change.	Personal Effectiveness Module		Approaches to take will be learned but development will happen in the workplace	Trainer, employer and learner to determine how this will be best developed and individual activities to be set and completed via OneFile learning and development plans.
	Open to new ways of working and new management theory	Operational and Organisational Management Modules as well as Project Management and Managing Changing		N/A - Complete coverage	N/A - Complete coverage
Professionalism - Behaviours	Sets and example, and is ethical, fair, consistent and impartial.	L4 Operational Management Module will introduce decision-making and problem-solving techniques. Decision-making		Approaches to take will be learned but development will happen in the workplace	Trainer, employer and learner to determine how this will be best developed and individual activities to be set and completed via OneFile

		module will go into much more depth in relation to this topic.			learning and development plans.
	Operates within organisation values and adheres to the requirements of relevant professional bodies.	Operational and Organisational Management Modules		Approaches to take will be learned but development will happen in the workplace	Trainer, employer and learner to determine how this will be best developed and individual activities to be set and completed via OneFile learning and development plans.