

PROGRAMME SPECIFICATION

1. General information

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|--|--|
| Awarding body / institution | Leeds Trinity University |
| Teaching institution (Main provider) | Leeds Trinity University |
| Sub-contracted provider | N/A |
| 'Parent' Faculty (<i>ICE / SAC / SSHS</i>) | BCDI |
| Academic Group 'Parent' School | CAWBLS |
| Professional accreditation body (if applicable) | N/A |
| IfATE Apprenticeship Standard | Senior Leader Apprenticeship with external End-point Assessment (underpinning the Postgraduate Diploma) |
| Final award (<i>eg. BA Hons</i>) | Postgraduate Diploma MBA |
| Title of programme(s) | Postgraduate Diploma in Executive Leadership Master of Business Administration (Top-up) |
| Subsidiary award(s) (<i>if any</i>) | Postgraduate Certificate in Executive Leadership |
| Honours type (<i>Single / Joint / Combined</i>) | N/A |
| Duration and mode(s) of study | <ul style="list-style-type: none"> PG Diploma: part-time apprenticeship, typically 17 months on-programme, followed by preparation period and Gateway, typically 4 months External End-point assessment, typically 5 months Optional MBA top-up: typically 6-9 months (part-time, self-funded) |
| Month/year of approval of programme | November 2021 |
| Start date (this version) (<i>month and year</i>) | September 2024 (applicable from PG Diploma Cohort 2) |
| Periodic review next due (<i>academic year</i>) | 2025 |
| HECoS subject code(s) | 50% 100088 Leadership 50% 100078 Business and management |
| UCAS course code (available from Admissions) | N/A |
| SITS codes (<i>Course / Pathway / Route</i>) (available from Student Administration) | EXCLSHP |
| Delivery venue(s) | Leeds Trinity University+ place of work Horsforth Campus.....No City Campus.....Yes |

2. Aims of the programme

Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)

Senior Leader Apprenticeship programme is a management study course designed to provide graduates with the necessary knowledge, understanding, skills and strategic thinking required for successful performance in a variety of management and business contexts.

The programme is designed to offer students the opportunity to access the most recent research and scholarship directly related to core business management and administration specialisms. It is suitable for those who are already in mid-level management or looking at a career advancement or change as a means of supporting professional and career development. It is also appropriate if a student is an experienced manager who wants to develop a more theoretical understanding of the wide range of knowledge, skills and abilities which underpin the modern management environment and obtain a qualification which would help enhance career development.

The purpose of the Senior Leader Apprenticeship programme is to educate participants as managers and business specialists and, thus, to improve the quality of management as a profession.

The aims of the programme are:

- the development of advanced knowledge of organisations, their management and the changing external context in which they operate;
- the development of abilities (skills) to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve management and business practices;
- the development and enhancement of employability through the development of professional skills;
- the enhancement of lifelong learning skills and personal development to enable students to work with self-direction and originality and to contribute to society and economy at large.

There is a particular focus on professional and personal development which helps students in strategic career planning and developing leadership capabilities. This encourages students to reflect on their own career and study plans.

The programme takes an integrative approach to developing students' analytical skills and ability to address complex management and business problems and implement appropriate solutions and adopts international perspectives to ensure relevance in today's global economy.

The programme modules are integrated by a number of themes, as follows:

- Strategic Leadership
- Business Ethics and Corporate Social Responsibility

Module content is carefully designed to include internationally relevant and applicable theory, drawing on a range of UK and international case studies and research from across the globe.

At the end of the programme, students will be able to demonstrate a broad knowledge and understanding of organisations, the external context in which they operate and how they are

managed. Students will be able to understand, respond to and lead change and be able to demonstrate intellectual breadth by making integrative links across functional areas of business.

The programme is delivered to meet the knowledge, skills and behaviours of the Senior Leader apprenticeship standard, full details can be found here [Senior Leader Apprenticeship](#) and the KSBs are listed in section three. The apprentice must meet the requirements of the apprenticeship in three areas. Firstly, they must complete the on-programme modules. Secondly, they must meet the requirements of the Gateway which are that the employer must be content that the apprentice is working at or above the occupational standard and that apprentices must have achieved English and mathematics at Level 2. Once the requirements of Gateway have been achieved, the third and final area is the end point assessment. The EPA period typically lasts for 5 months. The EPA consists of 2 discrete assessment methods. Assessment 1 consists of a strategic business proposal, presentation with questioning. Assessment two consists of a professional discussion underpinned by a portfolio of evidence.

There will be an option to top up to an MBA by undertaking a 60-credit module entitled; 'Business Improvement Plan.' There may be a cost associated with the top-up as the apprenticeship levy funding will not be used for this part of the delivery. The levy funding will cover the 120 credit Postgraduate Diploma in Executive Leadership. At the end of the Postgraduate Diploma delivery, the apprentices will enter Gateway towards End Point Assessment. Once they have met the requirements of Gateway (submission of certificates in maths and English at level 2; confirmation from their employer that they are competent in the Knowledge, Skills and Behaviours associated with the Senior Leader Apprenticeship and evidence that they have met the 20% of the job training requirements) they can progress to end point assessment.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme, students will have *demonstrated*

- | | |
|----|---|
| K1 | coherent and detailed subject and/or professional knowledge and understanding, including reference to recent scholarly resources and evidence and the accurate use of scholarly conventions in so doing; |
| K2 | competence in all apprenticeship knowledge, skills and behaviours; |
| K3 | competence in all end point assessment areas; |
| I1 | secure use of analytical techniques appropriate to the discipline; |
| I2 | critical evaluation of approaches to solving problems in a disciplinary context; |
| I3 | effective and sustained communication of results and arguments; |
| I4 | understanding of the limits of their knowledge and the consequent influence on their analysis; |
| I5 | Collect, order, analyse and evaluate quantitative and qualitative information and data; collect relevant information across a range of areas pertaining to a current situation, analyse that information and synthesise it into an appropriate form in order to evaluate decision alternatives; |

- I2 Use critical thinking, analysis and synthesis to identify assumptions, evaluate financial statements and economic events, question logic and reasoning and identify implicit values;
- I3 Make informed choices in areas of financial analyses, ethical behaviour, social responsibility and equal opportunities practice as they apply to business and people management;
- I4 Demonstrate effective cognitive and decision-making abilities using appropriate quantitative and qualitative skills.

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the learning outcomes for subsidiary awards set out in section 4 below.

In addition, the following knowledge, skills and behaviours will be met:

Knowledge

- K1: How to shape organisational mission, culture and values.
- K2: Organisation structures; business modelling; diversity; global and horizon scanning perspectives; governance and accountability; technological and policy implications.
- K3: New market strategies, changing customer demands and trend analysis.
- K4: Innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability.
- K5: Systems thinking, knowledge/data management, research methodologies and programme management.
- K6: Ethics and values-based leadership theories and principles.
- K7: Competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change.
- K8: Financial strategies, for example scenarios, modelling and identifying trends, application of economic theory to decision-making, and how to evaluate financial and non- financial information.
- K9: Financial governance and legal requirements, and procurement strategies.
- K10: Organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures.
- K11: Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion.
- K12: Influencing and negotiating strategies both upwards and outwards.
- K13: The external social and political environment and use of diplomacy with diverse groups of internal and external stakeholders.
- K14: Working with board and other company leadership structures.
- K15: Brand and reputation management.
- K16: Working with corporate leadership structures, for example, the markets it operates in, roles and responsibilities, who its stakeholders are and what they require from the organisation and the sustainability agenda.
- K17: Crisis and risk management strategies.
- K18: Coaching and mentoring techniques.
- K19: Approaches to developing a Corporate Social Responsibility programme.
- K20: The organisation's developing communications strategy and its link to their area of responsibility.

Skills

- S1: Use horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes.
- S2: Set strategic direction and gain support for it from key stakeholders.
- S3: Undertake research, and critically analyse and integrate complex information.
- S4: Lead change in their area of responsibility, create an environment for innovation and creativity, establishing the value of ideas and change initiatives and driving continuous improvement.
- S5: Lead and respond in a crisis situation using risk management techniques.
- S6: Act as a Sponsor/Ambassador, championing projects and transformation of services across organisational boundaries.

- S7: Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management.
- S8: Apply principles relating to Corporate Social Responsibility, Governance and Regulatory compliance.
- S9: Drive a culture of resilience and support development of new enterprise and opportunities.
- S10: Oversee development and monitoring of financial strategies and setting of organisational budgets based on Key Performance Indicators (KPIs), and challenge financial assumptions underpinning strategies.
- S11: Uses financial data to allocate resources.
- S12: Oversee procurement, supply chain management and contracts.
- S13: Use personal presence and "storytelling" to articulate and translate vision into operational strategies, demonstrating clarity in thinking.
- S14: Create an inclusive culture, encouraging diversity and difference and promoting well-being.
- S15: Give and receive feedback at all levels, building confidence and developing trust, and enable people to take risks and challenge where appropriate.
- S16: Enable an open culture and high-performance working environment and set goals and accountabilities for teams and individuals in their area.
- S17: Lead and influence people, building constructive working relationships across teams, using matrix management where required.
- S18: Optimise skills of the workforce, balancing people and technical skills and encouraging continual development.
- S19: Manage relationships across multiple and diverse stakeholders.
- S20: Lead within their area of control/authority, influencing both upwards and outwards, negotiating and using advocacy skills to build reputation and effective collaboration.
- S21: Shape and manage the communications strategy for their area of responsibility.

Behaviours

- B1: Work collaboratively enabling empowerment and delegation.
- B2: Take personal accountability aligned to clear values.
- B3: Curious and innovative - exploring areas of ambiguity and complexity and finding creative solutions.
- B4: Value difference and champion diversity.
- B5: Seek continuous professional development opportunities for self and wider team

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements

(including appropriate references to any PSRB, employer or legislative requirements)

All Leeds Trinity University programmes are congruent with the Framework for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) / National Qualification and Credit Framework (NQF).

This programme is fully aligned with the Institute for Apprenticeships and Technical Education's Senior Leader Apprenticeship Standard (2021) and the QAA Subject Benchmark Statement for Master's Degrees in Business and Management (2015).

4. Learning outcomes for subsidiary awards

Award of Postgraduate Certificate in Executive Leadership (PgCert)

The PgCert will be awarded in those circumstances where a student successfully completes 60 credits and leaves the programme. Students will have had specific opportunities to display transferable, employable skills relevant to a management / business career

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The senior leader apprenticeship programme offers the essential knowledge and understanding, skills and experience required for students to operate effectively and successfully in a business environment. Core areas of the programme focus on contemporary management concepts, the understanding of business and management functions, operations, the external context and the development of transferable/employability skills – communication/presentation, teamwork, leadership, problem-solving, analysis and business decision-making.

The core of the programme is generalist, providing a broad, analytical and integrated study of business and management. The Postgraduate Diploma / Senior Leader Apprenticeship covers all the following key functional areas of business and management, as described in the QAA Subject benchmark statement for Master's Degrees in Business and Management with the exception of marketing which is not required for the award of the Apprenticeship and is covered in detail in the Business Improvement Plan module for the MBA (top-up):

- o markets - the development and operation of markets for resources, goods and services
- o marketing and sales - different approaches for segmentation, targeting, positioning, generating sales, and the need for innovation in product and service design.
- o customers and stakeholders - customer expectations, service and orientation
- o finance - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications
- o people - strategic and operational HRM, meeting future organisational requirements, people development, HR systems
- o operations - the management of resources and operations including the supply chain, procurement, logistics, quality systems, and project management
- o information systems and business intelligence - the development, management, application and implementation of information systems and their impact upon organisations; tools and techniques for transforming (big) data into useful
- o information for business analysis and decision support
- o communications - the comprehension and use of relevant communications for
- o application in business and management, including the use of digital tools

- o digital business - the development of strategic priorities to deliver business at speed in an environment where digital technology is reshaping traditional revenue and
- o business models, associated risk management
- o business innovation - creativity, intrapreneurial - and entrepreneurial behaviour and enterprise development, and the management and exploitation of intellectual property
- o globalisation - growth of international business, inter-cultural perspectives
- o strategic management - the development and implementation of appropriate strategies within a changing environment, strategic risk management and issues of compliance leadership and management of people within organisations - leadership, organisational behaviour and motivation.

Students will develop the knowledge and skills to produce a strategic business proposal for the award of the Senior Leader Apprenticeship, which will be presented to an external assessor.

Students who decide to progress to the MBA top-up will undertake a substantive business improvement plan, which will involve the development of research skills and methodology.

6. Structure

Postgraduate Diploma in Executive Leadership and Senior Leader Apprenticeship

Year 1

| Module | Apprentices are required to take: | | |
|---------|--|--------|------------|
| MBE7001 | Introduction to the Senior Leader Apprenticeship | Term 1 | 10 credits |
| MBE7012 | Organisational values | Term 1 | 20 credits |
| MBE7022 | Finance, workforce, planning and procurement | Term 2 | 20 credits |
| MBE7042 | Driving change and risk management | Term 3 | 20 credits |
| MBE7052 | Team working and development | Term 3 | 20 credits |

Year 2

| Module | Apprentices are required to take: | | |
|---------|-------------------------------------|--------|------------|
| MBE7082 | Developing a business proposal: | Term 1 | 20 credits |
| MBE7011 | Senior leader portfolio development | Term 1 | 10 credits |

Total credits for the Postgraduate Diploma 120 credits

Gateway for End Point Assessment (EPA) for the Apprenticeship occurs after the final module for the Postgraduate Diploma. The EPA is a 5-month period in Year 2, Term 2.

To pass through the Gateway requires agreement between the workplace supervisors, typically the Apprentice's line manager although in the case of CEO's this responsibility might lie with an HR Director/Shareholder, and a representative from LTU that all necessary requirements are met for EPA. The EPA and Gateway work is not credit bearing and does not contribute to the University award.

MBA top-up (optional progression and registration)

| Module | Apprentices are required to take: | | |
|---------|---|--------|------------|
| MBA7016 | Negotiated Learning: Business Improvement plan for a work-based project | Term 3 | 60 credits |

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

The programme has been mapped against the Senior Leader Apprenticeship Professional Standard and the QAA Subject Benchmark Statement for Master's Degrees in Business and Management. It also meets the requirements of the University's Strategic Plan and Learning, Teaching and Assessment Strategy. The key goals of the LTA Strategy are that we:

- a. Adopt a pedagogical approach that emphasises active enquiry and collaboration, allowing students to both shape and be responsible for their learning;
- b. Provide and support relevant technologies and learning spaces that give opportunities for flexible approaches to provision, enabling students to exercise choice in relation to where, when and how they manage their learning;
- c. Provide an educational experience that is student-centred and responsive to the needs and attributes of individuals;
- d. Retain a key role for applied learning through placements and volunteering opportunities, developing a range of employability skills;
- e. Develop critical thinking and analytical skills, enabling our graduates to make sense of an increasingly data rich world;
- f. Ensure that ethical practice, social responsibility and sustainability are central to what we do.

The entrants to the programme come from a broad mix of disciplines and backgrounds, which facilitates a multi-perspective, interactive, learning process. The programme attempts to maximise available opportunities for participants to reflect on their knowledge, experience and practice, particularly through a process of peer interaction and team work. The integration of UK and international case studies in each module brings an international and cross-cultural dimension into the learning. This leads participants to be more self-aware and to be able to modify and develop their own and others' business practices, as well as to work in diverse teams and an international business context. There will be a focus on inviting qualified and active management and business practitioners as guest speakers to deliver masterclasses.

As students' progress through the programme, they will be required to demonstrate appropriate levels of subject knowledge, subject specific skills, intellectual skills and behaviours expected of a senior leader, as articulated in the IfATE's Apprenticeship Standard.

The learning and teaching process develops knowledge of a range of subject areas and the ability to handle a breadth of material. Students are expected to develop mastery as a whole through an explicit process of integrating these subjects to give a holistic understanding of the broad field of business and management. A blended approach combines academic and practical learning in the workplace to develop occupational competence, whilst tutor-led sessions have a strong conceptual and theoretical emphasis, going further and faster than at undergraduate level.

Assessment includes assessing the rigour of academic arguments as well as the application of theory. Assessment also requires participants to demonstrate a practical and integrative approach to a problem area or issue. A range of assessment methods is deployed to facilitate this and includes essays, case study and market analysis reports, individual and team presentations, a research project proposal, a business/marketing/project plan, a personal portfolio and, for the MBA, a substantive business improvement plan.

Each student will have an academic tutor to receive advice on their programme of study and how to make it relevant to their individual interests and career aspirations. Because these students are all employed apprentices, they will also be supported by a quarterly progress review meeting involving the apprentice, their line-manager from work and their LTU academic progress tutor. Each apprentice will be expected to track their learning and progress through the on-going use of an e-portfolio. This will be accessible by LTU tutors to ensure that sufficient progress is being made against the Apprenticeship Standard knowledge, skills and behaviours in advance of, and in between, each quarterly progress review. The review meeting provides an opportunity for any areas needing attention to be picked up and dealt with and the involvement of the line-manager enables them to facilitate opportunities in the workplace for the apprentice to develop the KSBs. The assigned CAWBLS Relationship Manager will also conduct regular reviews with the employer.

It is important to articulate the role of e-portfolio, which is used to collect the evidence of all apprentices' learning and activities through their programme - in every module and assessment; these evidences should be also discussed during progress reviews in terms of their match against professional standard requirements and in preparation for EPA Gateway and End Point Assessment .

7b) Programme learning outcomes covered

| | Assessed learning outcomes of the programme | | | | | | | | | | | Skills development | | | | | | | | |
|--|---|---------------------------------------|----------------------------------|-------------------------------------|---------------------|---------------|----------------------|--------------|------------|-----------------------|--------------------|--------------------|-------------|-----------------------------|-----------------|---------------|-------------------------|-------------------|-------------------------------|------------------------------------|
| <i>Adjust LO codes as necessary. ↓</i> | K1 | K2 | K3 | I1 | I2 | I3 | I4 | I5 | I6 | I7 | I8 | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 |
| Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these. | Coherent and detailed knowledge | Competence in all apprenticeship KSBs | Competence in all EPA assessment | secure use of analytical techniques | critical evaluation | communication | Understanding limits | Collect data | Synthesize | Make informed choices | Demonstrate skills | Self-management | Teamworking | Business & sector awareness | Problem-solving | Communication | Application of numeracy | Application of IT | Entrepreneurship / enterprise | Social, cultural & civic awareness |
| Introduction to the senior leader apprenticeship | ✓ | | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Organisational values | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Finance, workforce, planning and procurement | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Driving change and risk management | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Team working and development | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Developing a business proposal | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Senior leader portfolio development | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Business Improvement Plan | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

8. Entry requirements

Postgraduate programmes

The University's standard Admissions Policy applies. In summary: all apprenticeship applicants are required to have GCSEs in English language or Literature and maths at grade 4/C or above, or level 2 functional skills in these subjects (or accepted equivalent qualification) prior to the start of the programme.

In order to perform well on this demanding postgraduate programme applicants should normally hold a second-class honours degree or equivalent. Additional entry requirements for the Senior Leader programme may be identified by the applicant's employer.

Prior to acceptance onto the programme the Centre for Apprenticeships and Work-Based Learning and Skills will conduct an initial assessment to determine suitability for the programme and so that any relevant prior learning and experience can be recognised.

Successful completion of the University's Postgraduate Diploma and Senior Leader Apprenticeship confers eligibility to enter the MBA top-up.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

There is a statutory requirement to manage and monitor students' progression during their apprenticeship programme. In order to satisfy such a requirement, Progress Reviews should be normally conducted every 3 months (7 in total) to track the achievements and evidence of fulfilling the requirements of the professional standard (SLDA), which is recoded with the help of an e-portfolio system.

The following University Taught Programme Academic Regulations apply:

- General Academic Regulations
- Programme Regulations for Taught Postgraduate Degrees
- Additional Regulations for Higher and Degree Apprenticeships

The postgraduate diploma will be awarded upon successful completion of 120 credits. The award will be classified as Pass, Merit or Distinction.

In order to complete the apprenticeship the 120-credit Postgraduate Diploma must be completed. Learners who are unable to complete the programme may be eligible for a fallback award of Postgraduate Certificate, under University regulations, subject to successful completion of 60-credits.

The Senior Leader Apprenticeship will be graded Pass or Distinction by the End-Point Assessment Organisation, in accordance with the criteria described in the IfATE Apprenticeship Standard Assessment Plan.

Learners who go on to complete the MBA top-up will be graded as Pass, Merit or Distinction, in accordance with the Programme Regulations for Taught Postgraduate Degrees.

10. Prerequisites

Details of modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award

None

11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.