APPRENTICESHIP SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Main provider	Leeds Trinity University
Sub-contracted provider	N/A
'Parent' Faculty *(BCDI / HW&LS / SSE)*	BCDI
'Parent' School	Business
Professional accreditation body *(if applicable)*	N/A
IfATE Apprenticeship Standard	Level 6 Chartered Manager (non-integrated) [Chartered manager (degree) / Institute for Apprenticeships and Technical Education](#)
Final University award *(eg. BA Hons)*	BA (Hons)
Title of apprenticeship programme(s)	**Professional Practice in Management and Leadership**
Subsidiary award(s) *(if any)*	Ordinary Degree Diploma in Higher Education Certificate of Higher Education
Honours type *(Single / Joint / Combined)*	Single
Typical Duration	Practical period[1] – 36 Months Gateway period[2] – Month 36 EPA period[3] – 6 Months
Month/year of approval of programme	August 2024
Start date (this version) *(month and year)*	September 2024 (Cohort 7)
Periodic review next due *(academic year)*	2028/29
HECoS subject code(s)	100088
UCAS course code	N/A
SITS route code	**TBC**
Delivery venue(s)	Leeds Trinity University + place of work Horsforth Campus: No City Campus: Yes Partner organisation: No

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[1] the period in which an apprentice is expected to work and receive training under an approved apprenticeship agreement – this normally relates to the period between the first date and last date of active off-the-job learning (in months)

[2] period of time between an apprentice completing their training and commencing their end-point assessment (in months)

[3] period defined for completion of EPA, in line with the Apprenticeship Standard

2. Aims of the programme

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

The Chartered Manager Degree Apprenticeship (CMDA) gives apprentices the opportunity to achieve not only a Level 6 Apprenticeship but also a bachelor's degree in professional practice in Management and Leadership. Degree apprenticeships combine both higher and vocational education, meaning apprentices are able to develop and test both wider occupational competence and academic learning. British SMEs continue to underinvest in their management and leadership capabilities (13%) with SMEs employing two thirds of the UK's workforce (Levelling up the UK's management capability 2022, cmi-levelling-up-the-uks-management-capability-infographic.pdf (managers.org.uk)).We currently have public sector organisations working with us (NHS Trusts, Leeds City Council, Bradford City Council, School Trusts, but are focused on also promoting our programme offer to attract small and medium sized organisations who will utilise us for repeat business.

The Chartered Manager Degree Apprenticeship is offered by several HEIs however the uniqueness of Leeds Trinity University provides an intimate close-knit community which lends itself well to the professional values our Chartered Manager Apprentices value. At LTU our aim is for our graduates to contribute as active citizens of our region and the wider world.
The Chartered Manager Degree Apprenticeship supports those in employment to fulfil their current management career or aspirations. Employers are fully involved in the educational journey ensuring a committed partnership between Leeds Trinity University, employers and employees.

The aim of the programme will be:

To ensure that apprentices meet the Chartered Manager Degree Apprenticeship standards.
The programme delivery is flexible and delivered via block delivery study methods which suitably fits employer requirements and the learner's work commitments. The apprenticeship business programmes within CAWBLS utilise a work-based learning framework which is unique to Leeds Trinity University, which includes work-based learning modules which ensure that the programme integrates the needs of the apprenticeship as well as the required subject specific content for the taught degree aspects and development of knowledge for the KSBs.
Work-Based Learning (WBL) at higher education level draws on adult learning theories and highlights the importance of the context in which learning takes place, and the work purposes for which the learning is undertaken. Work-based learning programmes value and acknowledge learning that is happening in the workplace when apprentices are carrying out their job roles. These students are always employed.

The LTU WBL Framework:

- Enables employee and employer to agree Work-based learning activity which contributes to the goals and aspirations of both, as well as the requirements of the apprenticeship.
- Recognises and develops the workplace as a source of learning.
- Is learner centered and develops apprentices, as effective work-based learners, able to undertake research and development activity of direct relevance to their work.
- Encourages and enables apprentices to take responsibility for their own continuing development.
- Facilitates evidenced progression of learning with the on-going completion of an e-portfolio.
- Provides a structured approach to "real" work-based projects; this enhances the apprentice's potential to contribute to the development of the organisation where they work.
- Focuses on the importance of knowledge as a key resource for organisations.

Work based learning modules are provided at the start of a new level to assist learners with identifying the KSB gaps and to enable a developed plan to be created (Introduction to your professional degree apprenticeship, Apprentice portfolio review and Advancing your portfolio towards EPA). A work-based project module is included at the end of each academic level to enable the learners to engage with a significant live work-based project, working on areas of the KSBs that they need to achieve. The final year project will be utilised as evidence for their EPA documentation. To ensure that learners from both integrated and non-integrated apprenticeships are fully supported in achieving their EPA at the end of their studies a gateway preparation module has been included within the work-based learning modules at the end of the final year. The subject specific modules that have been created ensure a scaffolded approach through level 4 to level 6 (Ofsted's Quality of Education: Intent), utilising the subject areas of the apprenticeship ([Chartered manager (degree) / Institute for Apprenticeships and Technical Education](#)) and core subject areas of management and leadership (QAA Subject Benchmark Statement (2023) Business and Management.p.13 [Subject Benchmark Statement: Business and Management (qaa.ac.uk)](#)). Level 4 provides an insight into organisations, and providing an insight into project management in readiness for the workplace projects across the programme. Level 5 and 6 ensure that required knowledge for a manager is covered across sales and marketing, managing people and self and digital innovation and technology. Level 6 modules ensure that learning undertaken is situated in a strategic focus, identifying placing organisational context to strategy, providing a leadership focus, managing change and financial management.

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:

  i)   a minimum level 2 English and Maths as per the standard and general apprenticeship requirements;
  ii)   attained 360 credits of the bachelor degree;
  iii)   completed portfolio of evidence to demonstrate the relevant knowledge, skills and behaviours from the apprenticeship standard;
  iv)   Work-based project undertaken at the end of Level 6

Once the requirements of Gateway have been achieved, the third and final area is the end point assessment. The EPA period typically lasts for 6 months. The EPA consists of 3 discrete assessment methods – paper review of the work-based project, 15-minute presentation on the work-based project and an interview to assess KSBs in more depth.

3.   Apprenticeship KSB mapping – please see appendix

4.   Apprenticeship learning outcomes

Learning outcomes in terms of:
  – **knowledge and understanding (K)**
  – **intellectual / cognitive / 'thinking' skills (I)**
  – **employability skills (postgraduate) (E) or attributes and skills (undergraduate) (AS)**
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, apprentices 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	Professional ethics and regulation: knowledge of the social, regulatory and ethical aspects of Management;

K3	Theoretical knowledge: knowledge of processes, concepts and theories for communication, influence and design as relevant to a variety of Leadership and Management contexts;

K4	Knowledge and understanding of the **external environment**'s pervasive issues – these would include sustainability, globalisation, business ethics, diversity and risk management in a business context.

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.

Attributes and Skills Outcomes

AS1	**Working Independently** - prioritising workload, anticipating and troubleshooting potential problems, and achieving this without requiring continual oversight from a supervisor or manager;

AS2	**Research & Thinking Critically** - systematic investigation of resources to identify relevant information. Critical thinking refers to a process of independent scrutiny, allowing formation of a well-reasoned opinion for application of the research to decision-making and action;

AS3	**Digital Confidence** - identifying, learning and confident adoption of digital tools, applications, and software to improve existing processes, meet emerging challenges or develop innovative approaches;

AS4	**Adaptability** - the ability to make the most of changing circumstances and adapt to new conditions;

AS5	**Resilience** - the ability to recognise that you will be exposed to adversity but that you will be able to respond positively and ultimately adapt and grow from challenging events;

AS6	**Professional Outlook** - preparing yourself to successfully research, plan and apply for opportunities through effectively articulating your skills and attributes whilst understanding how to present yourself in professional working environments to achieve your career goals;

AS7	**Effective Communication** - the ability to work cooperatively with others to achieve a group objective and the recognition that good leadership empowers achievement of collective goals through combined efforts;

AS8	**Ethics, Diversity, Sustainability** - making a positive impact on society and the environment as a whole;

	AS9	**Enterprise and Entrepreneurship** - entrepreneurship is the application of enterprise behaviours, attributes, and competencies into the creation of cultural, social, or economic value. Enterprise is generating and applying ideas that are practical when undertaking a new venture or project.

5   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 Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)). In section 2 it was identified that the relevant IfATE Apprenticeship Standard has been utilised to determine the programme structure across levels 4 -6 ensuring that the subject specific modules have been scaffolded succinctly (Ofsted's Quality of Education: Intent), to allow the learners to develop their management and leadership knowledge, skills and behaviours as they move through the programme and their organisation. These areas of knowledge also map succinctly to the QAA subject benchmarks for Business and Management (QAA Subject Benchmark Statement (2023) Business and Management.p.13 Subject Benchmark Statement: Business and Management (qaa.ac.uk). Within the QAA characteristics statement for Apprenticeships higher-education-in-apprenticeships-characteristics-statement.pdf (qaa.ac.uk) the importance of work based learning is focused upon and this has been evidenced in section 2 identifying that a work based learning framework is integral to the programme structure allowing for structured opportunities for learning to be achieved in the workplace and the ability to integrate areas of subject and professional knowledge, skills and behaviour to enable learners to meet the programme learning outcomes. ESFA funding rules Apprenticeship funding rules 2023 to 2024 (publishing.service.gov.uk) are followed across all LTU apprenticeship programmes, this is supported by our Compliance Manager and Apprenticeships Operations Manager. Training plans are created by the Apprenticeships Operations Manager to ensure that detail is provided regarding off the job hours, programme duration and content, employment hours and the end point assessment. These are signed by the employer, apprentice and Dean of External Engagement and Impact. All apprentices prior to starting an apprenticeship at Leeds Trinity University have to have achieved a L2 pass in Maths and English. An initial assessment is completed prior to their enrolment to ensure that the apprentice can achieve the range of KSBs of the apprenticeship within their job role and that they don't have too much experience. It is at this stage in enrolment and onboarding that the programme leader would be involved in assessing any RPL and RPEL and funding altered accordingly.

6. Learning outcomes for subsidiary awards

Guidance	
	Learning outcomes for the award of <u>Certificate of Higher Education</u>:

The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	On successful completion of 120 credits at Level 4, apprentices will have demonstrated an ability to: i) interpret and evaluate data appropriate to the management and leadership; ii) make sound judgements in accordance with basic management and leadership theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within management and leadership; iv) communicate the results of their work coherently; and will have had specific opportunities to display transferable skills and behaviours relevant to the Apprenticeship Standard and employment. **Learning outcomes for the award of <u>Diploma of Higher Education</u>:**
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.	On successful completion of 240 credits, including 120 at Level 5, apprentices will have demonstrated, **in addition to the outcomes for a Certificate**: i) critical understanding of management and leadership principles; ii) application of concepts outside their initial context; iii) use of a range of management and leadership techniques; iv) proficient communication of the results of their work; and will have had the opportunity to develop transferable skills and behaviours relevant to the Apprenticeship Standard and employment. **Learning outcomes for the award of an <u>Ordinary Degree</u>:**
The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.	On successful completion of 300 credits, including 60 at Level 6, apprentices will have demonstrated, **in addition to the outcomes for a Diploma:** i) an ability to make flexible use of management and leadership concepts and techniques; ii) critical evaluation of approaches to solving problems in a management and leadership context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; and will have had the opportunity to develop transferable skills and behaviours relevant to the Apprenticeship Standard and employment.

7. Content

Summary of content by theme (providing a 'vertical' view through the programme)

The programme is designed in line with the Chartered Manager (Level 6) apprenticeship standard to ensure that apprentices have the knowledge, skills and behaviours required to operate effectively and successfully in a supply chain environment. Core areas of the programme focus on the development of the apprentice's knowledge and skills to enable them to understand all aspects of management and develop contemporary approaches to challenges in the operation of their own organisation. In addition to the Chartered Manager content, the curriculum will be underpinned by Leeds Trinity University's Work-based Learning Framework which is used to frame apprenticeship programmes. The framework values and acknowledge learning that this happening both in a workplace and educational context.

Leeds Trinity University's curriculum for social justice is a framework which is applied to this apprenticeship. Apprenticeships are key to addressing social injustice and address the skills gap whilst boosting economic productivity of apprentices. This has been embedded into the programme by including *relational pedagogy* throughout. The work-based learning framework enables apprentices to *co-create* how their learning is assessed and the implementation of a work-based project at every level of study enables the apprentices to become an *autonomous learner* whilst developing *employability and enterprise*. Apprentices are introduced to equality, diversity and inclusion (EDI) throughout the curriculum but particularly in the *Introduction to your Professional Degree Apprenticeship* module where apprentices are introduced to EDI in the workplace.

Integrated within the study of the subject material is the development of digital and intellectual skills related to the analysis of information, critical thinking and problem solving. Whilst apprentices may have some employability skills already developed, these will be accelerated and practised through the modules. Employability skills which will be developed include effective communication, numerical proficiency, IT skills, self-management, team working and independent learning.

This provision correlates with requirements for management roles as it provides a solid foundation in all key areas of being a manager or leader in industry, as well as an integral strategic view. It also enables the performance of a broad range of roles and is in line with the professional external requirements of such recognised professional organisations as the CMI.

Apprentices will benefit from the focus on the challenges of a changing business landscape and will develop a better understanding of how to become an ethical and strategic professional. Together, with a focus on the impact of all stages of being a leader or manager within a business throughout the modules, it will provide apprentices with the knowledge and skills to become a fully rounded professional.

The programme starts at Level 4 where apprentices build the foundations of becoming a professional sales practitioner and an apprentice. The programme starts with *Introduction to your Professional Degree Apprenticeship module*. The aim of this module is to support apprentices by providing them with the vital study skills they will need to successfully negotiate HE. It also aims to introduce some reflective models and theories in order that Apprentices are supported to review and reflect on experiential learning – especially learning from work. The module will also focus on the importance of the apprentices mapping their workplace activities to the knowledge, skills, and behaviours (KSBs) of their apprenticeship standard. The focus of their portfolio entry will be to reflect upon the knowledge gained in the workplace and how these maps to the apprenticeship standard. This will lead to the creation of a Learning Journal, part of the apprentice's Portfolio of Evidence that they will complete throughout their entire apprenticeship programme.

The apprentices will then be introduced to the fundamental aspects of being a manager through the *Negotiated Learning: organisations in context* module. This module explores the nature and complexity of organisations. The variety of organisational governance, values, purpose and culture (including ethical and responsible management) will be investigated. The introduction of the *Negotiated Learning: Tools and Techniques of Project Management module* at Level 4, will

enable the apprentices to develop the principles of project management, including a range of tools/techniques/methodologies required for professional planning and implementing projects, evaluating associated benefits/costs, and managing risk and uncertainty

Level 4 concludes with *Negotiated Learning: Projects in the Workplace* module to enable the apprentices to apply the knowledge and skills they have gained throughout Level 4, in a small-scale work-based project.

Integrated within the study of the subject material of core modules at Level 5 is further development and practice of appropriate subject specific, intellectual and transferable skills already introduced at Level 4. Thus, for example, *Level 5 work-based project* will further develop ICT skills, research, analytical, quantitative skills and problem-solving skills. Modules such as *Apprentice portfolio review* enable the apprentices to reflect on their professional and academic performance to date and identify how gaps in learning will be addressed throughout Level 5, thus developing the apprentice's employability skills.

Modules such as *Negotiated Learning: Sales and Marketing* will enable apprentices to understand fundamental concepts and practice of marketing, including the application of marketing research, market analysis, segmentation, targeting and positioning. Knowledge gained in the *Negotiated Learning: Management of People and Self* module the apprentice can develop knowledge linked to the key aspects of theoretical people management and the application of these in practice in the business environment. In addition to this, the *Negotiated Learning: Digital Technology and Innovation* module will introduce apprentices to how digital technologies are changing the way business is conducted and considers key issues including how growth of various digital platforms supports business decision making based on data.

At Level 6, the programme aims to prepare the apprentice for the End Point Assessment. The *Advancing your portfolio towards end point assessment module* enables apprentices to track and plan their workplace and academic activities for the next stage of the programme. Gap analysis techniques are used to facilitate this, and the Individual Learning Agreement written at Level 5 will be revisited. The *Gateway Preparation* module enables apprentices to prepare their project proposal which will be delivered through the *Work-based Project for Apprentices – Chartered Manager module*.

Content delivered in the *Negotiated Learning: Strategy, Leadership and Change and Negotiated Learning: Business Finance* modules enables apprentices to develop their knowledge at a strategic level preparing the apprentices for the next stage in their career. All of these advanced studies at Level 6 enhance the development of transferable skills embodying an appropriate degree of self-awareness, planning and autonomous learning. These skills will be demonstrated in the End Point Assessment which the apprentices will complete through the *Work-based Project for Apprentices – Chartered Manager module*. The end point assessment is assessed by an external end point assessment organisation in line with the requirements set out by the Institute of Apprenticeships and Technical Education (IfATE).

8. Structure

BA (Hons) Professional Practice in Management and Leadership

Total credit rating: 360 (180 ECTS)

<u>Level 4</u> – with effect from September 2024

Delivery sequence	Module code	Module title	Credits

1	BMM4603	Introduction to your Professional Degree Apprenticeship	30
2	BMM4623	Negotiated Learning: Organisations in Context	30
3	BMM4633	Negotiated Learning: Tools and Techniques of Project Management	30
4	BMM4613	Negotiated Learning: Projects in the Workplace	30

Level 5 – with effect from September 2025

Delivery sequence	Module code	Module title	Credits
1	BMM5611	Apprentice Portfolio Review (core)	10
2	BMM5712	Negotiated Learning: Sales and Marketing	20
3	BMM5213	Negotiated Learning: Managing People and Self	30
4	BMM5733	Negotiated Learning: Digital Technology and Innovation	30
5	BMM5603	Negotiated Learning: Level 5 Work-based Project	30

Level 6 – with effect from September 2026

Delivery sequence	Module code	Module title	Credits
1	BMM6621	Advancing your Portfolio Towards End Point Assessment	10
2	BMM6702	Negotiated Learning: Business Finance	30
3	BMM6713	Negotiated Learning: Strategy, Leadership and Change	30
4	BMM6631	Gateway Preparation Module	10
5	BMM6774	Work-based Project for Apprentices – Chartered Manager	40

9. Core Apprenticeship Curriculum

Safeguarding	The Level 4 Organisations in Context module will assist in developing knowledge associated with British Values, Prevent and Safeguarding as a basis for appropriate organisational behaviour within an organisation. The Level 5 Management of People and Self will revisit British Values, Prevent and Safeguarding as they are key aspects of organisational behaviour and managing people, understanding how human behaviour shapes and influences the nature and culture of organisational life. Safeguarding is discussed at the start of every progress review to ensure that there are no current issues.

	Safeguarding and Health, Safety, Welfare and LTU belong are discussed as the theme for progress review 2.
Prevent	The Level 4 Organisations in Context module will assist in developing knowledge associated with British Values, Prevent and Safeguarding as a basis for appropriate organisational behaviour within an organisation. The Level 5 Management of People and Self will revisit British Values, Prevent and Safeguarding as they are key aspects of organisational behaviour and managing people, understanding how human behaviour shapes and influences the nature and culture of organisational life. British Values, Prevent and LTU belong are discussed within the theme of progress review 10.
Equality, diversity and inclusivity (EDI)	EDI and LTU belong are discussed as the theme for progress review 6. The Level 4 Organisations in Context module will assist in developing knowledge associated with British Values, Prevent and Safeguarding as a basis for appropriate organisational behaviour within an organisation.
Personal Development, eg careers guidance and supporting readiness to succeed	Personal Development is provided by the progress reviewer role. Theme around career development is discussed in progress review 4, 8 and 12 (end of each academic year).
British Values of 1) democracy, 2) individual liberty, 3) the rule of law and 4) mutual respect and tolerance	The Level 4 Organisations in Context module will assist in developing knowledge associated with British Values, Prevent and Safeguarding as a basis for appropriate organisational behaviour within an organisation. The Level 5 Management of People and Self will revisit British Values, Prevent and Safeguarding as they are key aspects of organisational behaviour and managing people, understanding how human behaviour shapes and influences the nature and culture of organisational life. British Values, Prevent and LTU belong are discussed within the theme of progress review 10.

Behaviour and attitudes	These are developed throughout the apprenticeship through engaging with the modules increasing their knowledge, and through their workplace activity developing their skills and behaviours. As well as the taught delivery KSB development is discussed in each progress review and a detailed focus provided in progress review 3,5,7,9 and 11. Development of the eportfolio of evidence is regularly checked by the progress reviewers (when preparing the progress review form). KSB mapping document shows how the KSBs are mapped across the modules for the Chartered Manager Apprenticeship.
English, Maths and Digital Literacy	Across the module NP4s English, Maths and Digital Literacy has been identified signposting where it will be developed and/or assessed. Maths and English are part of the progress review themes for progress reviews 3,5,7,9 and 11
Sustainability Goals	The NP4 documents for BMM4613 Negotiated Learning: Projects in the Workplace, BMM5603 Level 5 Work-based Project modules identify which UN Sustainability Goals are addressed through the completion of the work-based projects.
Knowledge, Skills and Behaviours	These are developed throughout the apprenticeship through engaging with the modules increasing their knowledge, and through their workplace activity developing their skills and behaviours. As well as the taught delivery KSB development is discussed in each progress review and a detailed focus provided in progress review 3,5,7,9 and 11. Development of the eportfolio of evidence is regularly checked by the progress reviewers (when preparing the progress review form). KSB mapping document shows how the KSBs are mapped across the modules for the Chartered Manager Apprenticeship.

10.   Learning, teaching and assessment

Statement of the strategy for learning, teaching and academic experience for the programme

The programme meets the requirements of relevant policy documents, particularly the QAA Framework for HE Qualifications, relevant QAA Subject Benchmark Statement, Chartered Manager Apprenticeship Professional Standard, as well as the University's Strategic Plan and Learning, Teaching and Academic Experience (LTAE) Strategy 2022-2026.

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 teamwork.

As apprentices progress through the programme, they will be required to demonstrate appropriate levels of subject knowledge and understanding, subject specific skills, intellectual skills and the effective use of transferable skills. To achieve this the LTAE strategy has been embedded via the following principles:

Objective 1: Co-creation
Student co-creation is at the heart of all of our development, delivery and reflection. The work-based learning framework enables apprentices the flexibility to negotiate the assessment approach in modules as well as the direction and approach to the content allowing opportunities for student co-creation. Employers are consulted about work-based projects through tripartite and gateway reviews to ensure that apprentices are supported, and project topics are agreed.

Objective 2: Curriculum Framework
The programme aims to provide an anti-discriminatory, appealing career-led curriculum for apprentices. To achieve this, the curriculum of social justice is embedded (see page 7). Apprentices are introduced to the importance of equality, diversity and inclusion through the Introduction to your Professional Degree Apprenticeship. This then underpins all aspects of the apprenticeship and is discussed in tripartite reviews. The topics of globalisation and sustainability are also embedded into the Negotiated Learning: Organisations in context.

Apprentices will be exposed to project-based approaches to teaching and learning across all three levels of the programme to enable apprentices to develop transferrable skills. Apprentices will participate in regular tripartite reviews with Progress Coaches who will focus on individual academic progress as well as personal and professional development. 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; this evidence 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.

The knowledge, skills and behaviours (KSBs) from the apprenticeship standard are embedded throughout all modules. The apprentices will have multiple opportunities to evidence the KSBs through the modules and develop these further through workplace activities

Objective 3: Teaching Model
Teaching will be centred around a three-phase model which includes a pre, live and post approach to teaching. Apprentices will engage with a multi modal approach to learning which ensure that this includes the use of digital tools and platforms, such as a VLE and eportfolio system, to provide access to engaging and developmental teaching. All apprentices will have a training plan which outlines the learning linked to each module and includes the application of the three-phase model.

Tutors will offer hands-on training, demonstrations, and practical exercises to help apprentices develop their technical skills and proficiency in a supply chain context enabling the application of knowledge and theory to real-world scenarios from their own work context. This has been reflected in the assessment strategy and assessment methods have been designed to include real work activities such as professional discussions, presentations and reports.

The work-based learning framework encourages apprentices to reflect on their own professional practice. Therefore, tutors will support apprentices in developing reflective practice skills, encouraging them to critically analyse their own learning experiences and identify areas for growth and development.

Tutors will serve as mentors, providing technical guidance and support to apprentices in navigating their learning around the KSBs and in ensuring they identify and use the correct terms to map their own learning to the KSBs. Reviewers will ensure this learning continues in the workplace and reflect the sort of activities apprentices are exposed to that are crucially relevant to industry. This will include advice on professional development, networking opportunities, and industry insights.

Learning has been articulated in the NP4's to demonstrate the amount of time the apprentice should allocate for each module for planned off the job delivery learning hours, planned off the job learning hours and self-directed off the job learning hours. This will be further broken down in the apprentices training plan which is distributed at the start of the apprenticeship and is personalised to the apprentices needs based on the outcome of their Initial assessment. This ensures that apprentices are clear on what is required and what activities can be classed as off the job activity. The training plan will provide opportunities for the apprentices to acquire new knowledge linked to the knowledge, skills, and behaviours (KSBs) and will provide stretch. It is expected that apprentices will revisit the skills scan at the end of every level to enable an opportunity to assess what learning has occurred and identify opportunities for further development during progress reviews.
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Objective 4 – Career-led approach
The programme aims to enhance learner academic experience through applied real-world learning and enterprise. Apprentices will be expected to apply learning to their own work-practice in delivery sessions and assessments throughout the programme. Tutors delivering on the programme have industry experience and use this knowledge to articulate the application of the knowledge being delivered. As apprentices are already working in industry, tripartite reviews will be used to stretch and challenge the knowledge to ensure that apprentices are demonstrating the impact of their learning in the workplace. The impact of this learning will also be demonstrated in the KSB portfolio which is required.

Objective 5 – Research Approach
Research informed key lectures will introduce the content of the module identifying theories/principles/concepts enabling apprentices to develop knowledge and skills. The lecture content will be supported by seminars enabling smaller group discussion where apprentices will consolidate their knowledge and critically engage with best evidence to support their professional development and to apply their learning to practice, activities will include, problem-based learning, and practice-based scenario exploration.

Objective 6 – Staff Development
Tutors delivering on the programme will be expected to engage in academic and industry CPD to ensure that sector leading pedagogic practice and professional practice impacts positively on student experience and outcomes. .

Each apprentice has mandatory 12 weekly progress reviews with their dedicated progress reviewer. This allows apprentices to have that triangulation of support between Leeds Trinity University and their employers. All line managers and mentors are invited to a mentor training session at the start of the programme to enable them to understand their role in the apprentice's development.

The assessment strategy has been designed to enable the apprentice to undertake assessments like those which will occur in the end point assessment process. This enables the apprentices to develop confidence with these assessment methods before reaching the end

point assessment. In addition to this, assessment methods have been selected and designed in accordance with professional standards. For example, in the Level 6 Work Based Project module currently BMM6006 one other assessment methods is a presentation that follows the same format as the EPA The presentation lasts 15 minutes with 15 minutes of allotted time for questions associated with the project.

11. Programme learning outcomes covered

Level 4 / *Adjust LO codes as necessary.* ↓	Assessed learning outcomes of the programme									Skills development								
	K1	K2	K3	K4	I1	I2	I3	I4		AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading should be used to indicate modules that are not core, ie. not all apprentices on this programme will undertake these.	Professional Knowledge and Understanding	Professional ethics & regulation	Theroetical knowledge	External Environment	Analytical techniques	Critical Evaluation	Effective Communication	Understand limits		Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
BMM4603 Introduction to your Professional Degree Apprenticeship	√		√		√		√			√	√	√		√	√	√		√
BMM4623 Negotiated Learning:Organisations in Context	√		√	√			√	√		√	√	√			√	√	√	
BMM4633 Negotiated Learning: Tools and Techniques of Project Management	√		√					√		√		√	√				√	
BMM4613 Negotiated Learning: Projects in the Workplace	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√

Level 5 — Adjust LO codes as necessary.	Assessed learning outcomes of the programme									Skills development								
Lighter or hatched shading should be used to indicate modules that are not core, ie. not all apprentices on this programme will undertake these.	K1 Professional Knowledge and Understanding	K2 Professional ethics & regulation	K3 Theroetical knowledge	K4 External Environment	I1 Analytical techniques	I2 Critical Evaluation	I3 Effective Communication	I4 Understand limits		AS1 Working Independently	AS2 Research & Thinking Critically	AS3 Digital Confidence	AS4 Adaptability	AS5 Resilience	AS6 Professional Outlook	AS7 Effective Communication	AS8 Ethics, Diversity, Sustainability	AS9 Enterprise and Entrepreneurship
BMM5611 Apprentice Portfolio Review	√						√			√				√	√			
BMM5712 Negoatiated Learning:Sales and Marketing	√		√	√		√	√			√	√	√	√			√		√
BMM5213 Negoatiated Learning: Managing People and Self	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	
BMM5733 Negotiated Learning: Digital Technology and Innovation	√		√		√	√		√		√	√	√	√	√	√	√		√
BMM5603 Negotiated Learning: Level 5 Work-based Project	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√

Level 6	Assessed learning outcomes of the programme									Skills development								
Adjust LO codes as necessary. ↓	K1	K2	K3	K4	I1	I2	I3	I4		AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading should be used to indicate modules that are not core, ie. not all apprentices on this programme will undertake these.	Professional Knowledge and Understanding	Professional ethics & regulation	Theroetical knowledge	External Environment	Analytical techniques	Critical Evaluation	Effective Communication	Understand limits		Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
BMM6621 Advancing Your Portfolio Towards End Point Assessment	√						√			√				√	√			
BMM6702 Negoatiated Learning: Business Finance	√	√	√	√	√	√				√	√	√			√	√		
BMM6713 Negotiated Learning: Strategy, Leadership and Change	√		√	√		√	√	√		√	√	√	√	√	√	√	√	
BMM6631 Gateway Preparation Module	√	√	√		√	√				√	√				√		√	√
BMM6774 Work-based Project for Apprentices – Chartered Manager	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√

12. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Yes
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	Apprentices are not required to have a specific number of UCAS points to come on the programme. They must adhere to the requirements outlined in the apprenticeship standard.

13. Progression, classification and award requirements

Details of requirements for apprentice 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. To satisfy such a requirement, Progress Reviews should be normally conducted every 3 months to track the achievements and evidence of fulfilling the requirements of the Chartered Manager professional standard, which is recorded with the help of an e-portfolio system.

The following University Taught Programme Academic Regulations apply:
- General Academic Regulations
- Undergraduate Taught Academic Regulations (Programme Regulations for Bachelor's Degrees and Additional Regulations for Undergraduate Higher and Degree Apprenticeships)

The BA (Honours) degree will be awarded upon successful completion of 360 credits with the apprenticeship being awarded once the EPA has occurred and passed with the EPAO. The Honours degree will be classified in accordance with the above University regulations. Apprentices who are unable to complete the programme may be eligible for a fallback award by virtue of the number of credits accumulated under university regulations.

The Chartered Manager Degree Apprenticeship will be graded Pass, Merit or Distinction, in accordance with the criteria described in the IfATE Apprenticeship Standard Assessment Plan.

14. Prerequisites

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

None.

15. Additional support needs

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

Apprentices 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 apprentices with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.

- Specific support regarding the well being of apprentices is provided by progress reviewers through progress reviews. Apprentices of concern are also discussed in the weekly checkpoint meeting and interventions are discussed and actioned by either the programme ledaer or the programme progress reviewer. Apprentices are also supported academically by signposting to the learning hub at LTU who supply 1-2-1 support to the apprentices with drafting of their assessments. Programme leads also provide additional support to individuals and small groups where a need is identified in order to assist them with understanding an area of knowledge or supporting with assessment requirements.
- Assessment Plan Reasonable Adjustments are considered where the apprentice has a support plan in place. The programme lead will discuss with the module leader a suitable assessment alternative, ensuring that other apprentices are not disadvantaged.
- Mentoring sessions with employers occur at the start of the programme to provide them with an understanding of how they can best support the apprentice. Where an employer has several apprentices on the programme they can request a progress meeting with the programme lead and business realtionship maanger to discuss their apprentices. Progress reports are completed for the employer by the programme lead as requested.
- To minmise the requests for breaks in learning the above support is provided. Programme leads also conduct regularly fortnightly actch up sessions with each cohort and action any current issues. A close working relationship between the progress reviewer and programme lead ensures that any apprentice issues are dealt with swiftly and ad hoc catch up meetings scheduled with the apprentice to effectively support (e.g mitigating circumstances, extensions). Programme meetings occur once every 3 weeks on the CMDA programme and are utilised as another apprentice welfare checkpoint.