

BSc (Hons.) Professional Practice in Business to Business Sales

Background

Rationale for revised agreement

1. This proposal follows the successful introduction of the BSc Professional Practice in Business to Business (B2B) Sales at Leeds Trinity University (LTU) in 2018. The programme was developed in response to a growing demand across a range of industries, with the initial two cohorts being delivered in conjunction with a partner provider, Consalia Ltd (as apprenticeship 'sub-contractor').
2. By mutual agreement, Consalia Ltd will not continue to deliver on the programme as a sub-contractor, although the Collaborative Partnership in place will not be immediately dissolved.
3. This proposal therefore covers a change to the delivery model, with LTU delivering all content from 2021.

Industry relevance

4. To date, Sales as an occupation has not had an industry-wide approach to working standards, ethics or training and consequently has remained fragmented and left very much up to its own devices. This has resulted in some highly publicised cases of mis-selling and non-ethical practices. This Apprenticeship Standard seeks to address this issue.
5. The industry has transformed over the last 20 years with globalisation, the speed of market change, explosion of new technology and emergence of digital sales markets and this has made both the "art and the science of selling" more complex, challenging and competitive. This rapid pace of change will continue with Brexit and further advances in technology.
6. These factors combined require sales professionals to have a much broader and deeper knowledge of their customers and a wide range of new sales skills if they are to practice ethical sales with the appropriate behaviours and values.
7. Students will be members of the APS (Association of Professional Sales) for the duration of their apprenticeship. The APS was formed with the aim of establishing professional standards and an ethical sales code of conduct and to raise the profile of sales as a profession of choice. The APS has set up several Special Interest Groups, one dedicated to Education in Sales to promote sales as a profession and a career of choice, working with training partners to ensure the required professional values and behaviours are instilled from the onset.

Apprenticeship Standard

8. The key objectives in defining the Business-to-Business Sales Professional Standard are to:
 - Set an industry standard with ethics at the core that meets the needs and requirements of today's businesses and the expectations of tomorrow's markets and customers.
 - Further the industry's ambition to professionalise those who work in a business-to-business selling environment.
 - Open access to a profession that has not really existed before, that supports greater social mobility and one that provides an attractive option to school leavers.
 - Set a benchmark in the level of sales skills, knowledge and behaviours used by sales professionals, demonstrating the value they bring through the promotion of ethical selling practices.

1) Programme Overview and Context

Since the introduction of the Business to Business Sales Professional Degree Apprenticeship programme in 2018, the practical application of the WBLF has been reviewed and new modules which better support apprenticeship learning have been developed and added to the approved WBLF framework. This has resulted in a standard structure of WBLF modules that can be used for a number of degree apprenticeships (the structure is now in place for other Degree Apprenticeships including the Chartered Manager and Supply Chain Leadership Professional). What is now proposed is that this enhanced structure is utilised to satisfy the requirements of the Business-to-Business Sales Professional Degree Apprenticeship (B2BSPDA).

The WBLF offers a range of modules at Levels 4 to 7 and is an ideal route for Degree Apprenticeships (DA) due to its flexibility and empty shell construction. The Framework programme is already validated and therefore speeds up the approval process; this is employer responsive and especially valuable for business clients. The format of the Framework mentioned above is by no means the only way in which the Framework can be utilised, but it provides a particularly efficient way in which to satisfy a Degree Apprenticeship because:

- It ties the module and programme outcomes directly to the Apprenticeship Standard's Knowledges, Skills and Behaviours (KSBs) (*see Mapping Document*).
- It uses modules specifically created for this purpose to facilitate an Apprentice's critical reflection upon their learning achievements, map them against the Apprenticeship Standard and collate evidence within an electronic portfolio.
- The creation of the module 'Learning Skills for Apprentices' and 'Starting Your Apprenticeship Portfolio' firmly route the importance of the overall context for learning in the apprenticeship standard, and provide the learning required to enable apprentices to develop the KSBs as identified in the Apprenticeship Standard.
- This close scrutiny of the Apprenticeship Standard facilitates individuals to take ownership of their own learning and evidence this learning using their eportfolio throughout the entire programme. Learners will use a bespoke moodle tool, developed for apprentices, to support the creation of their learning journals, as part of the eportfolio.

- Every level commences with a formalised ‘review of learning’ style module.
- The formalised revisiting of the above process, at each of the levels studied, also allows for the tracking and evidencing of progression within ALL of the DA’s KSBs (something that a more traditional degree would be less efficient at, but the Education & Skills Funding Council demands).
- The Negotiated Learning modules and Work-based Projects allow the Apprentices to achieve an extremely relevant qualification – tied firmly to their real job and workplace activities. The creation of the module ‘Projects in the Workplace’ at Level 4, and work-based projects at Level 5 and 6 allows for a gradual development of independent research skills.
- The creation and formalised re-visiting of an individual ‘Learning Agreement’ means that the Apprentices take responsibility for their own learning and understand the importance of evidencing this.
- Contact time is reduced making the programme cost efficient

LTU tTaught Programme Academic Regulations apply to this programme.

Admission/selection criteria and processes

Admission to the Degree Apprenticeships will be in line with LTU’s established processes. The current WBLF guidelines state that:

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. The amount of RPL credit that may be claimed and the process for doing so will be in compliance with the University’s current Recognition of Prior learning Principles and Guidelines (*see section 4 below, ‘Programme Design & Construction’ for further discussion on RPL*).

And that:

Students must be in a position to undertake at least one work-based (paid or unpaid work) project.

Eligibility for this programme will be determined by a number of factors including the occupation and role of the candidate, their hours of work and, country of domicile. Entry requirements will include 2 A Levels, or equivalent experience. Employers will also have their own selection and recruitment priorities and LTU will liaise with key stakeholders to ensure that apprentices fulfil all necessary criteria. All apprentices will be expected to hold Level 2 in English and maths prior to enrolment. This will be submitted as part of the gateway process before moving to end-point assessment. The Centre for Apprenticeships, Work-based Learning & Skills (CAWBLS) will work with employers to ensure that all candidates are suitably prepared for degree level study in this area; this will be through an interview/skills assessment, and diagnostic tests in numeracy and literacy.

2) Programme Aims

The stated aims of the WBLF programme (quoted below) are used to ensure that apprentices meet the Business-to-Business Sales Professional Degree Apprenticeship (B2BSPDA) standard supported by the use of the WBLF (approved 2015).

- 1. Enables the learner and their organisation/other stakeholder to agree work-based learning activity which contributes to the goals of the organisation and the aspirations of the individual;** *The Degree Apprenticeship standard has been created by*

the employers of this sector – the tailored nature of the programme, with negotiated learning modules and individual Learning Agreements facilitates the above programme aim.

2. **Recognises and develops the workplace as a source of learning (e.g. through recognition of formal training courses and learning gained from experience, especially through work); this aim is fulfilled through the use of WBL projects at each level of study.**
3. **Is learner centred and develops the individual, as an effective work-based learner able to undertake research and development activity of direct relevance to work; this programme aim is achieved via the use of individual Learning Agreements and Negotiated Learning modules which allow for an element of personalisation within the required areas of learning.**
4. **Encourages and enables individuals to take responsibility for their own continuing development; this aim is achieved by the on-going completion of an e-portfolio of evidence of learning, including a learning journal and a mapping process against the apprenticeship standard, as well as the creation and maintenance of an individual Learning Agreement and the proposal (and undertaking) of several individual WB projects.**
5. **Provides a structured approach to “real” work based projects which enhances their potential to contribute to the development of the organisation (at levels from local operational to strategic); a substantial Work-Based Project is undertaken at each level and project proposals are created as pieces of assessed work for every project**
6. **Focuses on the importance of knowledge as a key resource of the organisation this aim is foregrounded in the initial ‘review’ style modules and re-enforced throughout the Negotiated Learning Modules which cover the knowledge elements of the DA in increasing depth.**

3) Proposed Award Title

BSc (Hons.) Professional Practice in Business to Business Sales

LTU was one of the first universities to introduce this programme. This is still a relatively small area of the degree apprenticeship market with only two other providers nationally:

- BSc (Hons.) Professional Practice in B2B Sales - Middlesex University
- BA (Hons) Business to Business Sales Professional – Bishop Grosseteste University

The LTU degree has been designated as a BSc due to the high level of technical and science based content demanded by the Apprenticeship Standard, such as:

- Creating and building sales pipelines
- Responding to commercial strategies and imperatives
- Professional financial action planning; demonstrating in-depth knowledge of financial principles; articulating the financial value of solutions
- Creating and maintaining workplace systems
- Compiling and managing account, territory, new business and channel plans
- Analysing market dynamics
- Developing an in-depth portfolio knowledge re: varied products and services
- Developing commercial tenders
- Meeting regulatory and legal requirements
- Analysing the inter-relationships of customer, competitor and market intelligence

- Using psychological models to respond to customer need, based on organisational context

4) Programme Design & Construction

Whilst the WBLF programmes always focus on reflective practice and supporting the participants to plan their own learning this model goes one step further by formalising this reflection into 2 new modules that launch in Levels 4 and 5.

At Level 4 the new module is called: Starting your Apprenticeship Learning Portfolio (20 Credits).

At Level 5 this new module is called: Apprentice Portfolio Review (20 Credits)

These modules have been created with the intention of closely mapping the Knowledges, Skills and Behaviours (KSBs) of a DA – in order to assure that these are all being fulfilled and progressed via the programme’s HE aims and outcomes.

The modules also provide a much needed, but previously much less explicit, tool to map and evidence student progression throughout all of the KSBs of the DA (this is a Government requirement, and these are Government funded programmes).

Learning Skills for Apprentices has been introduced at Level 4 in the WBLF. It was recognised that the apprentices required an opportunity early in the programme to develop their academic skills which will allow them to undertake studying at a Higher Education level. This module has been beneficial to apprentices on other programmes and has enabled them to be full prepared for all aspects of academic study.

Any arising claims for RPL credit would be dealt with in accordance with the current institutional policy and regulations for RPL. However, this is extremely unlikely to occur on this programme as the Government have clearly stated that learning within an apprenticeship must be ‘New learning’, therefore allowing for too much credit to be claimed on a retrospective basis would not fulfil the ethos of the apprenticeship agenda. There is also a strong argument to say that to be an apprentice, by definition, the candidate needs to undertake the learning and training underpinning the whole programme, not request advanced standing for considerable sections of it. The work-based programme’s strong connection with RPL means that it facilitates Apprentices to focus closely on the required KSBs of the Apprenticeship Standard and ensures that all KSBs are covered in the appropriate depth for their individual profile.

Apprentices will have access to Moodle, which has a dedicated Work-based Learning site. This will allow access to core module information including reading lists and assessment information, as well as on-line tasks, blogs, and lecture recordings via Panopto.

Each apprentice will be expected to track their learning and progress through the on-going use of an e-portfolio which is embedded into the Work-based Learning Moodle platform. This will be accessible by LTU Tutors to ensure that sufficient progress is being made against the KSBs in advance of, and in between, each quarterly progress review.

Each candidate will be subject to a skills assessment upon application where their existing experience, knowledge, skills and behaviours will be mapped to the programme in order to gauge their suitability for the apprenticeship and identify KSBs which need development; in the cases of new recruits, this might be 100% of KSBs whereas more experienced employees may wish to focus more on particular areas. Each skills assessment will also include a review of the candidates’ application, their current job description, and a discussion regarding the opportunities that exist within their job role to enable them to complete the required projects. This discussion results in a draft Learning Plan which is agreed and signed off by the apprentice, the employer and LTU (a Government requirement), and creates the basis for the Learning Agreement to be developed in greater detail as part of the Starting Your Apprenticeship Learning Portfolio module, which in turn allows for each apprentice to plan their future modules. A quarterly monitoring visit (progress

review), which includes the apprentice and the employer, will provide a further opportunity to review the progress of the apprentices and provide an opportunity for feedback.

(See *Programme Structure and Assessment Matrix Gantt Chart; B2BSP Degree Apprenticeship Standard and Assessment Plan; Learning Agreement*).

5) Description of Negotiated Programme Learning Outcomes

The programme learning outcomes reflect the previously approved WBL Framework Descriptors at Level 4-6 as highlighted in Form NP3 Programme Spec, approved in 2019.

The Negotiated Learning modules will provide the underpinning subject knowledge for the B2BSPDA Standard, commencing at Level 4 and building and progressing on this through Levels 5 and 6.

Summary of programme learning outcomes:

Level 4 - Module Titles	Summary contents of Module
Starting Your Apprenticeship Learning Portfolio (20 Credits)	Apprentices evaluate current position of their own knowledge and skills and develop a plan for their own professional development for the year ahead using a Learning Agreement and E-portfolio.
Learning Skills for Apprentices (20 Credits)	Apprentices will develop their academic writing skills within this module which are required for successful progression on the programme. It will introduce them to the concept of academic writing, as well as research and referencing skills required at a HE level. Apprentices will be encouraged to reflect upon their time management skills to develop strategies to enable them to learn effectively on the programme.
Negotiated Learning: Developing Business to Business Sales Practice (40 credits)	Apprentices will be introduced to key aspects of the B2BSPDA subject areas: <ol style="list-style-type: none"> 1. Prospecting and Qualification 2. Sales Planning 3. Solution Development 4. Developing Proposals 5. Commercial Acumen 6. Post Sales Delivery 7. Applied Insights 8. Working with Others 9. Pitching 10. Negotiation and Closing 11. Leveraging Digital Business
Projects in the Workplace (40 credits)	The rationale, aims and objectives of WB Projects are drawn up by the Apprentice within their Learning Agreement as well as

	<p>the justification for chosen research methodologies being within the project proposal. The project proposal is a component of the Level 4 Projects in the Workplace module. The proposal for the Level 5 Project is covered in the Designing Practitioner Projects module and at Level 6 is covered in Advancing Your Portfolio Towards EPA module.</p> <p>The project proposal must also address ethical considerations.</p> <p>WB Projects are a major vehicle for addressing the requirements of the Apprenticeship Standard</p>
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[Clarified delivery sequence July 2022]

Level 5 - Module Titles	Summary content of Module
Apprentice Portfolio Review (20 Credits)	In this module, apprentices will review their progression in evidencing the KSB's from the B2B Sales apprenticeship standards. A gap analysis will be undertaken and apprentices will use this information to update their Learning Agreement to plan their learning opportunities at Level 5 and 6.
Negotiated Learning: Advancing Sales Strategies (40 credits)	<p>Apprentices progress and build upon their understanding of the B2BSPDA subject areas:</p> <ol style="list-style-type: none"> 1. Prospecting and Qualification 2. Sales Planning 3. Solution Development 4. Developing Proposals 5. Commercial Acumen 6. Post Sales Delivery 7. Applied Insights 8. Working with Others 9. Consultative Selling 10. Pitching 11. Negotiation and Closing 12. Psychology of Sales 13. Leveraging Digital Business

Designing Practitioner Research (20 Credits)	Apprentices will create a project proposal within this module which will plan for their Level 5 Work-based project module. The apprentices are required to scope the purpose of the project and the KSB's that it will evidence. Apprentices are required to justify their intended project methodologies and research approaches. They are also expected to analyse the ethical considerations linked to their project idea and proposed methodologies.
Work-Based Project (40 credits)	<p>The rationale, aims and objectives of WB Projects are drawn up by the Apprentice within their Learning Agreement as well as the justification for chosen research methodologies being within the project proposal completed via the Designing Practitioner Research module.</p> <p>The project proposal must also address ethical considerations.</p> <p>WB Projects are a major vehicle for addressing the requirements of the Apprenticeship Standard</p>

Level 6 - Module Titles	Summary content of Module
Advancing your Portfolio Towards End Point Assessment (20 credits)	<p>Apprentices map this module's learning outcomes against the Knowledges, Skills and Behaviours (KSBs) stipulated in their Apprenticeship Standard. They will collate evidence of this learning within their E-Portfolio and make connections between the apprenticeship, the degree and their job role; ensuring that the apprenticeship standard is being fully addressed.</p> <p>The Individual Learning Agreement written at Level 4, and reviewed at Level 5, will be revisited.</p> <p>A project proposal will be created, and will need to pass the module's assessment criteria, in order for the apprentice to undertake the L6 WB project module</p>

<p>Negotiated Learning: Business to Business Sales Professional (40 credits)</p>	<p>Apprentices Consolidate and critically evaluate an understanding of all of the B2BSPDA subject areas:</p> <ol style="list-style-type: none"> 1. Prospecting and Qualification 2. Sales Planning 3. Solution Development 4. Developing Proposals 5. Commercial Acumen 6. Post Sales Delivery 7. Applied Insights 8. Working with Others 9. Consultative Selling 10. Pitching 11. Negotiation and Closing 12. Psychology of Sales 13. Leveraging Digital Business
<p>Work-Based Project for Apprentices: B2B Sales Professional (60 credits)</p>	<p>The rationale, aims and objectives of WB Projects are drawn up by the Apprentice within their Learning Agreement as well as the justification for chosen research methodologies being within the project proposal which will be completed in the Advancing Your Portfolio Towards EPA module.</p> <p>The project proposal must also address ethical considerations.</p> <p>WB Projects are a major vehicle for addressing the requirements of the Apprenticeship Standard, with the assessment components contributing to the apprenticeship EPA.</p>

6) Teaching, Learning and Assessment Strategies

The programme will be organised by the Centre for Apprenticeships, Work-based Learning & Skills (CAWBLS), in conjunction with the Department of Business, Computing & Law. Visiting Lecturers and guest speakers will contribute specialist commercial input to the delivery, including the Negotiated Learning modules. WBLF modules will be delivered by CAWBLS tutors. Staff development for all tutors involved in the delivery of the programme will be available, in order to share and embed best practice.

Delivery

Delivery will be in line with the B2BSPDA Programme Structure and Assessment Matrix Gantt Chart, that is, modules will be delivered over a 12 month year with face-to-face delivery being provided in several days of blocked delivery to commence modules, with Virtual Tutorial Cafes throughout the duration of the module to provide a follow-up delivery and confirmation of

understanding. Learners will use independent learning time to engage via online materials and support (Moodle e-learning platform) and e-mail tutor support including formative feedback. Some connected modules will overlap in delivery.

All modules of the programme will be subject to the LTU standard monitoring procedures. The programme coordinator will ensure that all students will be asked to complete a feedback exercise upon module completion, the Module Evaluation Questionnaire, leading to a Student Experience Survey at the end of each academic level and completion of the National Student Survey in their final year. LTU are committed to responding to student feedback and by using the standard questionnaires tutors will ensure that this is captured and where necessary acted upon. External examining, programme annual review and periodic review will be dealt with using existing WBL Framework regulations.

Students will submit their module assignments using the Moodle e-learning platform and Turnitin, like all other LTU students. Students on this programme will also use Moodle and other online opportunities for many of their learning activities. The ongoing completion of their e-portfolio will be via the Work-based Learning Moodle platform. This concentrated use of online and distance learning allows us to electronically monitor student engagement with the programme, and its learning materials, and will give us an early indicator of any student disengagement that can be promptly followed up, with support offered. The eportfolio is where the apprentices collect evidence of their learning and this evidence trail also allows tutors to clearly see their student's development - including any areas where they might need extra help and support.

Because these students are all employed apprentices they will also be supported by a progress review – conducted approximately every 12 weeks by LTU staff. This review gives the opportunity for any areas needing attention to be picked up and dealt with. An LTU Relationship Manager, or other members of the CAWBLS team, will also conduct regular reviews with the employer.

20% 'Off-the-job' rule

All Apprenticeship Standards require that apprentices have a minimum of 20% 'off-the-job learning'. The face-to-face; online support/study; workplace visits and assessment preparation will count toward this and will be monitored through registers, Moodle analytics and e-portfolio records. Additionally, learners undertaking work-based shadowing, mentoring, in-house training of relevance, conference attendance/presentations and designated employer study time will count such activities toward this requirement.

Assessment

Each module of the degree will be assessed in accordance with the assessment details specified on the module descriptors at each level. The timing of assessments are provided on an annexe to the B2BSPDA Programme Structure and Assessment Matrix Gantt Chart.

End Point Assessment and End Point Assessment Panel

The B2BSPDA is an integrated degree apprenticeship; this means that the requirements for the End Point Assessment (EPA) will be met by the components of the Honours degree. In accordance with the requirements of the B2BSPDA Assessment Plan specified as part of the Apprenticeship Standard, the EPA will comprise of the following two components:

- (i) A Work-Based Project (Level 6 *NP4*): with a presentation. The project is completed over a period of 6 months.
- (ii) A Panel Interview comprising a Sales Pitch followed by an interview that will be supported by the Learning Journal.

The combination of the Work-Based Project and Presentation and a Sales Pitch and Panel Interview will fully test that the Apprentice meets all requirements of the standard.

There will be two independent assessors involved in the Sales Pitch and Panel Interview component of the EPA:

- (i) An independent assessor from LTU who has not been involved in the on-programme delivery
- (ii) An independent B2B Sales Professional, from a third-party organization, providing expertise on sales pitches given by sales professionals.

The University is responsible for selecting and convening the panel. The University will be responsible for co-ordinating the EPA panel process and will invite the independent assessor to act as chair. The independent assessor will have the final decision as to the outcome of the panel and the award of the apprenticeship and grading. The EPA will be graded in accordance with LTU academic regulations.

Each apprenticeship standard has a 'gateway' that sets criteria for progression. Each apprentice must meet the gateway in order to proceed to EPA. Each apprentice must have the following gateway requirements before moving to EPA:

- Successful completion of the module assessments totalling 300 credits
- Completion of the Learning Journal (e-portfolio)
- Achievement of English and mathematics at level 2 if not achieved prior to the apprenticeship.
- Pitching to a customer will be observed by the apprentice's line manager and review of the apprentice's pitching skills will be part of their EPA gateway decision, thereby confirming their competence at pitching and converting a sale. As it is part of the gateway process it is a component of the on-programme assessment.
- Confirmation from the employer that the apprentice is ready. It is recommended that the HEI is consulted by the employer to validate the decision.

In order to meet the requirements of the B2BSPDA, the full 360 credits must be passed (300 credits are required to have been achieved by the gateway). As stated in Section 8.1 of the assessment plan, the degree will be graded in accordance with the HEI academic regulations, based on the full profile of marks. The mark awarded for the EPA will determine the apprenticeship grade as shown in table 1, and will contribute to the overall LTU degree classification.

Mark Achieved	Degree Classification	Apprenticeship Grade
70+	1st Class Honours	Distinction
60-69	Second Class Honours (Upper)	Merit
50-59	Second Class Honours (Lower)	Pass

40-49	Third Class Honours and Pass	
39 or less	Fail	Fail

If the final work-based project is not passed, the student will not be able to complete the apprenticeship, nor will they will eligible for the LTU award of BSc (Hons) degree, but may be eligible for the LTU award of Ordinary Degree if they have achieved sufficient credits.

7) Negotiated Learning (NL) Modules and Work-Based Projects

Negotiated Learning Modules

Within the B2BSPDA Programme Structure and Assessment Matrix Gantt Chart, there are three new proposed uses of some of the framework's Negotiated Learning (NL) modules. These already validated modules are personalised to cover the requirements of the DA standard in question, in this case the B2BSPDA:

- Negotiated Learning: Developing Business to Business Sales Practice L4 – 40 credits
- Negotiated Learning: Advancing Sales Strategies L5 – 40 credits
- Negotiated Learning: Business Sales Professional L6 – 40 credits

The Level 4 NL module is introductory and establishes the core areas of the apprenticeship standard; Level 5 builds upon these in greater depth, as well as adding further areas and focusing on consultative skills and techniques, Level 6 covers the complete standard in the required depth for Level 6. Although all of the KSBs of the DA must be covered, using NL modules in this way allows for this coverage to be personalised to each Apprentice's personal and professional learning situation.

Using NL modules in this way enables us to evidence progression throughout the apprenticeship (a Government requirement of all apprenticeships) in a way that a more traditionally designed degree, with finite modules, does not. A DA is designated as 'Level 6', so, for example, if a KSB was covered at Level 4 in a defined module and never re-visited the Apprentice is in danger of not meeting the DA standard. The Government approved DA standards read somewhat like a 'person specification' for a job role and they are pitched at the programme conclusion, so although progression is demanded throughout, separate levels for particular KSBs are not given; the expectation is that ALL KSBs will be held at Level 6 by the end of the apprenticeship.

The strategic use of the NL modules, in conjunction with the 2 new portfolio reviewing modules, as well as facilitating clear evidence of progression also contributes significantly to the apprenticeship progress reviews (required every 12 weeks as a minimum).

The range of the NL modules provides the underpinning knowledge and analysis of B2B disciplines whilst the WB Project modules provide the framework in which to monopolise upon naturally occurring opportunities that can demonstrate the use and application of these theories and models in operational practice within a B2B Sales Professional role.

The Work-Based Projects

Apprentices are work-based learners and they undertake complex real-world projects within their workplaces, which offer naturally occurring opportunities to evidence their learning. It is anticipated that WB projects will vary considerably in nature due to the range of relevant work tasks these

apprentices will be involved in. All WB projects will be negotiated and agreed with both the University and the Employer and will be focused upon providing a positive impact on operational practice.

The large WB projects at each level of study facilitate a closer alignment to the expectations of Apprenticeship models, in that a work-based project enables the Apprentice to evidence use of real learning towards agreed HE level outcomes. The Negotiated Learning (NL) modules (named above) enable core timetabled input at the start of the academic level (for example 2/3 days) and withhold 1-2 days for later delivery to refresh understanding and address any issues that apprentices might be facing within their projects. The assessment deadline for the NL module could be prior to that of the WB project, and would comprise of coverage of the theoretical underpinnings, thereby assuring HE standards. The modules run in conjunction with, and mutually support, each other.

Employer Dialogue

Once the project proposals are assessed and agreed they become part of the apprentice's Learning Agreement, which is checked and signed by LTU, the apprentice and the employer. The Learning Agreement includes a clear statement to the employer asking them to confirm that the proposed content of the programme fits with their business objectives, challenges and opportunities (within the context for the apprenticeship standard). The requirement to work on projects which are of value to the business is made clear to each apprentice throughout the programme, including on application, within the programme and module handbooks.

In addition to the initial Learning Agreement, each NL Module and Work-Based Project is agreed through review meetings and formalised through the requirement of an employer signature for subsequent modules at Level 5 Apprentice Portfolio Review and Level 6 'Advancing your Portfolio Towards End Point Assessment'.

Feedback will be gathered from employers via regular review meetings, held with both the employer and the apprentice, conducted every 12 weeks. In addition, each employer will have a 'key account manager' (usually a member for the KEBD team) assigned to them for the duration of the apprenticeship. Feedback will be discussed as appropriate with the Programme team, Head of School and members of the Apprenticeship Operations Group; the Apprenticeships Manager will be responsible for executing resultant actions.

Ethical considerations involved could include issues of:

Confidentiality of product and service developments undertaken by the Apprentice and use of named individuals used within written reports, recorded presentations and other artefacts associated with work based learning. This will be mitigated via clear articulation of the need for anonymity and protection of identities through induction; Projects in the workplace and Designing Practitioner Research modules and periodic reminders throughout the programme

Any potential problems/difficulties raised by the Apprentice with University staff concerning their employer will be handled sensitively and in confidence, unless permission and request is made by the learner to approach the employer to discuss the issue. Wherever an issue required reporting to legal authorities (e.g. where criminal activity was disclosed and thereby requiring reporting to the police) the programme coordinator would be informed and the necessary reporting carried out.

8) Support Arrangements (including employer role in delivery and support)

Membership and roles of programme team; how they will work with employers including collecting and processing assessment outputs

Apprentices will be supported by a team of work-based learning tutors and subject specialist lecturers. Teaching will be undertaken solely by LTU staff.

Teaching will take place on the LTU campus or virtually using LTU Work-based Learning Moodle platform and Microsoft Teams. This model will allow for a more flexible approach to delivering this degree apprenticeship programme, therefore utilising a richer pool of expertise and creating opportunities for employers nationwide to engage.

Employers will support the apprentice through the allocation of time (at least 20% off the job), equipment and resources, such as study space as outlined in the Employer Agreement.

Employers will also nominate mentors who will support the apprentices in the workplace to: identify opportunities to meet the KSBs of the apprenticeship standard, including relevant WB projects; support the apprentice in setting goals relevant to the organisational structure; supervising progress towards goals where these relate to work-based activities (e.g. job shadowing) and dealing with workplace barriers to learning. Mentors are required to be named on the apprenticeship application form. Each mentor and line manager will be invited to attend training from LTU throughout the programme.

LTU will provide all apprentices a comprehensive programme handbook.

9) Professional Requirements (as appropriate)

The B2BSPDA has been developed by the sector-led employer Trailblazer Group, chaired by The Association of Professional Sales (APS), a UK membership organisation working towards creating a Chartered Institute (see: Degree Apprenticeship Standard and Assessment Plan, mapping of programme to Standard and the summary of the interrelationship between the DA and the proposed Programme in sections 1-7 above).

Evidence of market demand

The target audience for this degree apprenticeship (and therefore this new degree programme) is employers who have B2B Sales as a core function of their business. The apprentices who are employed by these organisations can be new or existing staff. The Association of Professional Sales has conducted some initial research to estimate the size of the UK market for the degree apprenticeship. This indicates that the size of the 'total addressable market' for the B2B Sales Professional Degree Apprenticeship is 698,265 and the number of new entrants each year is 34,913.