

APPRENTICESHIP SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Main provider	Leeds Trinity University
Sub-contracted provider	N/A
‘Parent’ Faculty (<i>BCDI / HW&LS / SSE</i>)	BCDI
‘Parent’ School	Business
Professional accreditation body (<i>if applicable</i>)	N/A
IfATE Apprenticeship Standard	Level 6 Digital Marketer (integrated) Digital marketer (integrated degree) / Institute for Apprenticeships and Technical Education
Final University award (<i>eg. BA Hons</i>)	BA (Hons) Professional Practice in Digital Marketing
Title of apprenticeship programme(s)	Professional Practice in Digital Marketing
Subsidiary award(s) (<i>if any</i>)	Ordinary Degree Diploma in Higher Education Certificate of Higher Education
Honours type (<i>Single / Joint / Combined</i>)	Single
Typical Duration	Practical period – 34 Months Gateway – Month 34 EPA – 2 Months
Month/year of approval of programme	August 2024
Start date (<i>this version</i>) (<i>month and year</i>)	September 2024 (Cohort 4)
Periodic review next due (<i>academic year</i>)	2028/29
HECoS subject code(s)	100075
UCAS course code	N/A
SITS route code	TBC
Delivery venue(s)	Leeds Trinity University + place of work Horsforth Campus: Yes City Campus: Yes Partner organisations: No

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 Digital Marketer Degree Apprenticeship gives apprentices the opportunity to achieve not only a Level 6 Apprenticeship but also a bachelor's degree in BA (Hons) Professional Practice in Digital Marketing. Degree apprenticeships combine both higher and vocational education, meaning apprentices can develop and test both wider occupational competence and academic learning.

The Digital Marketer Degree Apprenticeship is offered by several HEIs however the uniqueness of Leeds Trinity University provides an intimate close-knit community. At LTU our aim is for our graduates to contribute as active citizens of our region and the wider world.

The Digital Marketer 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 Digital Marketer 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), Level 4 provides an insight into Digital marketing, 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 digital marketing professional is covered across e-commerce, digital experience and emerging technologies covering digital innovation and technology. Level 6 modules ensure that learning undertaken is situated in a strategic focus, identifying placing digital marketing campaign management context to strategy.

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) Completed and passed all elements within their degree programme;
- iii) Completed portfolio of evidence to demonstrate the relevant knowledge, skills and behaviours from the apprenticeship standard;
- iv) completed the gateway review with the employer and Leeds Trinity University;
- v) Completed the work-based project.

Once the requirements of Gateway have been achieved, the third and final area is the end point assessment. The EPA period typically lasts for 2 months. The EPA consists of 2 discrete assessment methods. Assessment method one is a Work Based Project report plus a live project presentation. Assessment method 2 is an interview.

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 Digital Marketing;
- K3 Theoretical knowledge: knowledge of processes, concepts and theories for communication, influence and design as relevant to a variety of Digital Marketing 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 Digital Marketing 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 digital marketing knowledge, skills and behaviours as they move through the programme and their organisation.

Within the QAA characteristics statement for Apprenticeships [higher-education-in-apprenticeships-characteristics-statement.pdf \(qaa.ac.uk\)](https://www.qaa.ac.uk/quality-assurance/standards-and-requirements/apprenticeships-characteristics-statement) 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 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115444/apprenticeship-funding-rules-2023-to-2024.pdf) 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	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p>Learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of 120 credits at Level 4, apprentices will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the digital marketing; ii) make sound judgements in accordance with basic digital marketing theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within digital marketing; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills and behaviours relevant to the Apprenticeship Standard and employment.</p>

<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</p>	<p>Learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of 240 credits, including 120 at Level 5, apprentices will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> i) critical understanding of digital marketing principles; ii) application of concepts outside their initial context; iii) use of a range of digital marketing techniques; iv) proficient communication of the results of their work; <p>and will have had the opportunity to develop transferable skills and behaviours relevant to the Apprenticeship Standard and employment .</p> <p>Learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>On successful completion of 300 credits, including 60 at Level 6, apprentices will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> i) an ability to make flexible use of digital marketing concepts and techniques; ii) critical evaluation of approaches to solving problems in a digital marketing 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; <p>and will have had the opportunity to develop transferable skills and behaviours relevant to the Apprenticeship Standard and employment.</p>
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7. Content

<p>Summary of content by theme (providing a 'vertical' view through the programme)</p>
<p>The programme is designed in line with the Digital Marketing (Level 6) apprenticeship standard to ensure that apprentices have the knowledge, skills and behaviours required to operate effectively and successfully in a digital marketing 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 digital marketing and develop contemporary approaches to challenges in digital marketing within their own organisation. In addition to the Digital marketing 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.</p> <p>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 <i>relational pedagogy</i> throughout. The work-based learning framework enables apprentices to <i>co-create</i> how their learning is assessed and the implementation of a work-based project at every level of study enables the apprentices to become an <i>autonomous</i></p>

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 Digital Marketing roles as it provides a solid foundation in all key areas of marketing, as well as an integral strategic view. It also enables the performance of a broad range of roles.

Apprentices will benefit from the focus on the challenges of a changing digital marketing landscape and will develop a better understanding of how to become an ethical and strategic professional. It will provide apprentices with the knowledge and skills to become a fully rounded Digital Marketing professional.

The programme starts at Level 4 where apprentices build the foundations of becoming a professional digital marketer 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 digital marketing through the *Negotiated Learning: Principles and theory of digital marketing* module. This module will have a specific focus on developing fundamental skills and knowledge to become a proficient digital marketing professional. The introduction to the *Negotiated Learning: Content Creation module* at Level 4, will enable the apprentices to develop the principles of creating a digital marketing campaign for their organisation to enable the apprentice to work in a fast-paced digital marketing environment.

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: Digital Experience (UI and UX)* will introduce learners to the fundamental concepts and practice of user experience and designing user interfaces that are easy to navigate and encourage engagement. The module will also introduce customer insight, strategic relationships, acquisition and focus of customers, considering the customer experience and retention/loyalty. This knowledge will aid the apprentice in the *Negotiated Learning: Disruptive Digital Environment and Emerging Technologies* module where the apprentice can use this information to explore and reflect on the disruptive digital environment and emerging technologies that are impacting current practice in Digital marketing. In addition to this, the *Negotiated Learning: E-commerce* module will introduce apprentices to explore and reflect on the theories and practice of e-commerce, such as page layout and effective product placement to leverage the most effective ways to sell products online

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 – Digital Marketing* module.

Content delivered in the *Negotiated Learning: Digital Marketing – Analytics, planning and strategy* and *Negotiated Learning: Omni Channel management and marketing* modules enables apprentices to develop their knowledge at a strategic level preparing the apprentices for the next stage in their career in digital marketing. 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 – Digital Marketing* module. The end point assessment is assessed by a panel with an Independent HEI assessor and Independent Moderator in line with the requirements set out by the Institute of Apprenticeships and Technical Education (IfATE).

8. Structure

BA (Hons) Professional Practice in Digital Marketing

Duration: 3-year degree apprenticeship

Total credit rating: 360 (180 ECTS)

Level 4 – with effect from September 2024

Core: Apprentices are required to take:

Delivery sequence	Module code	Module title	Credits
1	MFC4603	Introduction to your Professional Degree Apprenticeship	30
2	MFC4623	Negotiated Learning: Principles and Theory of Digital Marketing	30
3	MFC4633	Negotiated Learning: Content Creation	30
4	MFC4613	Negotiated Learning: Projects in the Workplace	30

Level 5 – with effect from September 2025

Delivery sequence	Module code	Module title	Credits
1	MFC5611	Apprentice Portfolio Review	10
2	MFC5613	Negotiated Learning: Digital Experience (UI and UX)	30
3	MFC5643	Negotiated Learning: Disruptive Digital Environment and Emerging Technologies	20
4	MFC5633	Negotiated Learning: E-Commerce	30
5	MFC5743	Negotiated Learning: Level 5 Work-based Project	30

Level 6 – with effect from September 2026

Delivery sequence	Module code	Module title	Credits
1	MFC6621	Advancing your Portfolio Towards EPA	10
2	MFC6603	Negotiated Learning: Omni-channel Management and Marketing	30
3	MFC6613	Negotiated Learning: Digital Marketing - Analytics, Planning and Strategy	30
4	MFC6631	Gateway Preparation	10
5	MFC6614	Work-based Project for Apprentices – Digital Marketing	40

9. Core Apprenticeship Curriculum

Safeguarding	<p>The Level 4 Content Creation module will assist in developing knowledge associated with British Values, Prevent and Safeguarding as a basis for appropriate digital content creation.</p> <p>The Level 5 E-Commerce module will revisit British Values, Prevent and Safeguarding as they are key aspects of digital ethics and understanding how human behaviour shapes and influences the nature of online behaviour. Safeguarding is discussed at the start of every progress review to ensure that there are no current issues.</p> <p>Safeguarding and Health, Safety, Welfare and LTU belong are discussed as the theme for progress review 2.</p>
Prevent	<p>The Level 4 Content Creation module will assist in developing knowledge associated with British Values, Prevent and Safeguarding as a basis for appropriate digital content creation.</p> <p>The Level 5 E-Commerce module will revisit British Values, Prevent and Safeguarding as they are key aspects of online image,</p>

	<p>representation and organisational behaviour as well as, understanding how human behaviour shapes and influences the nature and culture of an online experience.</p> <p>British Values, Prevent and LTU belong are discussed within the theme of progress review 10.</p>
Equality, diversity and inclusivity (EDI)	<p>EDI and LTU belong are discussed as the theme for progress review 6.</p> <p>The Level 4 Content Creation module will assist in developing knowledge associated with British Values, Prevent and Safeguarding as a basis for appropriate online messages and content.</p>
Personal Development, eg careers guidance and supporting readiness to succeed	<p>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).</p>
British Values of 1) democracy, 2) individual liberty, 3) the rule of law and 4) mutual respect and tolerance	<p>The Level 4 Content Creation module will assist in developing knowledge associated with British Values, Prevent and Safeguarding as a basis for appropriate digital content creation.</p> <p>The Level 5 E-Commerce module will revisit British Values, Prevent and Safeguarding as they are key aspects of online image, representation and organisational behaviour as well as, understanding how human behaviour shapes and influences the nature and culture of an online experience.</p> <p>British Values, Prevent and LTU belong are discussed within the theme of progress review 10.</p>
Behaviour and attitudes	<p>These are developed throughout the apprenticeship through engaging with the modules increasing their knowledge, and through their work place activity developing their skills and behaviours.</p> <p>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 e-portfolio of evidence is regularly checked by the progress reviewers (when preparing the progress review form).</p>

	KSB mapping document shows how the KSBs are mapped across the modules for the Digital Marketer 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 MFC4613 Negotiated Learning: Projects in the Workplace, MFC5692 Level 5 Work-based Project and MFC6614 WBP Project DM modules identify which UN Sustainability Goals are addressed through the completion of the work-based projects
Knowledge, Skills and Behaviours	<p>These are developed throughout the apprenticeship through engaging with the modules increasing their knowledge, and through their workplace activity developing their skills and behaviours.</p> <p>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 e-portfolio of evidence is regularly checked by the progress reviewers (when preparing the progress review form).</p> <p>KSB mapping document shows how the KSBs are mapped across the modules for the Digital Marketer Apprenticeship.</p>

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, Digital Marketer 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: Disruptive Digital Environment and Emerging Technologies

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 digital marketing 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 marketing campaigns.

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 the digital marketing 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.

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 similar to those which will occur in the end point assessment process. This enables the apprentices to develop confidence with these assessment methods prior to reaching the end point assessment. In addition to this, assessment methods have been selected and designed in accordance with professional standards.

11. Programme learning outcomes covered

Level 4	Assessed learning outcomes of the programme								Skills development								
<i>Adjust LO codes as necessary. ↓</i>	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	Professional ethics & regulation	Theoretical 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
MFC4603 Introduction to your Professional Degree Apprenticeship	✓		✓		✓		✓		✓	✓	✓		✓	✓	✓		✓
MFC4623 Negotiated Learning: Principles and Theory of Digital Marketing	✓	✓	✓	✓	✓		✓		✓	✓	✓			✓			
MFC4633 Negotiated Learning: Content Creation	✓	✓	✓		✓	✓			✓	✓		✓		✓		✓	
MFC4613 Negotiated Learning: Projects in the Workplace	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Level 5	Assessed learning outcomes of the programme								Skills development								
<i>Adjust LO codes as necessary. ↓</i>	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	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
MFC5611 Apprentice Portfolio Review	✓						✓		✓				✓	✓			
MFC5613 Negotiated Learning: Digital Experience		✓	✓	✓			✓	✓	✓	✓	✓	✓		✓		✓	✓
MFC5643 Negotiated Learning: Disruptive Environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MFC5633 Negotiated Learning: E-Commerce	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
MFC5743 Negotiated Learning: Level 5 Work-based Project	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Level 6	Assessed learning outcomes of the programme								Skills development								
<i>Adjust LO codes as necessary. ↓</i>	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	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
MFC6621 Advancing Your Portfolio Towards End Point Assessment	✓						✓		✓				✓	✓			
MFC6603 Negotiated Learning: Omni-channel Management and Marketing	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	
MFC6613 Negotiated Learning: Digital Marketing – Analytics, Planning and Strategy	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓		✓	✓
MFC6631 Gateway Preparation	✓	✓	✓		✓	✓			✓	✓				✓		✓	✓
MFC6614 Work-based Project for Apprentices – Digital Marketing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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 <u>must</u> 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)
<p>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 to track the achievements and evidence of fulfilling the requirements of the Digital Marketer professional standard, which is recorded with the help of an e-portfolio system.</p> <p>The following University Taught Programme Academic Regulations apply:</p> <ul style="list-style-type: none">• General Academic Regulations• Undergraduate Taught Academic Regulations (Programme Regulations for Bachelor's Degrees and Additional Regulations for Undergraduate Higher and Degree Apprenticeships) <p>The BA (Honours) degree and apprenticeship will be awarded upon successful completion of 360 credits. 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.</p> <p>The Digital Marketer Degree Apprenticeship will be graded Pass, Merit or Distinction, in accordance with the criteria described in the IfATE Apprenticeship Standard Assessment Plan.</p>

14. Prerequisites

Details of modules apprentices <u>must</u> 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 leader 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 relationship manager to discuss their apprentices. Progress reports are completed for the employer by the programme lead as requested.
- To minimise the requests for breaks in learning the above support is provided. Programme leads also conduct regularly fortnightly catch 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 Digital Marketing programme and are utilised as another apprentice welfare checkpoint.