



# BSc (Hons) Professional Practice in Supply Chain Leadership

[EPA and project updated March 2019]

## 1) Programme Overview and Context

At the last meeting of the Work-Based Learning Framework (WBLF) Programme Approval Panel (03/07/18) the use of a new format of the WBLF for the fulfilment of Degree Apprenticeships (DAs) was approved.

This followed the delivery of the initial modules of the Chartered Manager Degree Apprenticeship (CMDA), using a different model of the WBLF. When the Programme Leader reflected on the practice and practical application of the WBLF to support apprenticeship programmes he was able to suggest enhancements and, in collaboration with the WBL Lead and AQO, revise the format.

What is now proposed is that this enhanced format is utilised to create a WBL degree programme to satisfy the requirements of the Supply Chain Leadership Professional Degree Apprenticeship (SCLPDA).

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
- This close scrutiny of the Apprenticeship Standard facilitates individuals to take ownership of their own learning and evidence this learning using their E-portfolio throughout the entire programme (currently LTU is using OneFile but discussions are underway as to whether different software, connectable to Moodle, would be more appropriate going forward)
- 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 Government 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 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
- A transparent evidence trail is created which will satisfy Government funding body audits
- Contact time is reduced making the programme cost efficient
- The flexible style of the programme makes it ideal for partnership delivery

LTU taught course 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. The KEBD team 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. The Programme Lead is required to sign off all applications before apprentices can be enrolled.

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 at gateway, before moving to end-point assessment; if this level cannot be evidenced on application, apprentices will gain qualifications by attending an additional programme (delivered by a partner college) alongside the apprenticeship and must complete this before progressing to EPA

## **2) Programme Aims**

The stated aims of the WBLF programme (quoted below) are used to ensure that apprentices meet the Supply Chain Leadership Professional Degree Apprenticeship (SCLPDA) standard supported by the use of the University's WBL Framework (NP3 Programme Specification attached).

1. **Enables the learner and their organisation/other stakeholder to agree work-based learning activity which contributes to the goals of the organization 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 organization (at levels from local operational to strategic);** *a substantial Work-Based Project is undertaken at each level, only after studying the module ‘Planning Practitioner Projects’ and creating project proposals as pieces of assessed work for every project*
6. **Focuses on the importance of knowledge as a key resource of the organization** *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 Supply Chain Leadership**

Similar awards with this title are being offered at other institutions, for September 2018, including:

- BSc (Hons) Logistics with Supply Chain Management – Aston University
- BSc (Hons) Supply Chain Management - University of Huddersfield
- BSc (Hons) Logistics and Supply Chain Management – University of Bolton
- BSc (Hons) Logistics and Supply Chain Management – University of Derby
- BSc (Hons) International Supply Chain and Shipping Management – Plymouth University
- BSc (Hons) Business Management (Operations & Supply) – Swansea University
- BSc (Hons) Business and Supply Chain Management – University of Portsmouth
- BSc (Hons) Logistics and Supply Chain Management – University of Wales Trinity St David
- BSc (Hons) Business and Management with Logistics and Supply Chain Management - Edgehill University

The programme focuses on designing and running the supply chain and this includes:

- Forecasting and scheduling methodologies
- Analysing and integrating data
- Determining benefits of insourcing, outsourcing, off shoring
- Budgeting, profit and loss, ensuring cost-efficiency
- Procurement processes
- Mitigation of risk
- Managing cost, quality, service and time
- Leveraging and capitalising on assets
- Supply chain technologies

- Project management

#### 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 Levels 5 and 6.

At Level 5 this new module is called: 'Reviewing and Planning Portfolio Enhancements – 20 credits'

And at Level 6 it is called: 'Advancing your Portfolio Towards End Point Assessment – 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).

At Level 4 the apprentices will commence their review of their own learning by using the WBLF modules 'Learning Review' and 'Planning Personal and Professional Development' (PPPD); both of these modules are 10 credits. The PPPD module facilitates the creation of an individual Learning Agreement that is revisited throughout the programme to check fulfilment of both the degree and the apprenticeship standard's requirements by outlining all subsequent Negotiated Learning and Work Based Project modules across the levels to be completed.

A new version of the Learning Review module has been created for apprentices at Level 4 that does not cover the claiming of credits for the Recognition of Prior Learning (RPL). RPL is facilitated in the standard 'Learning Review' module, which was designed for individual WBLF students, but is not appropriate when covering an apprenticeship standard and its initial use for the first cohort of Chartered Manager Degree Apprentices resulted in student apprentices being confused by the module's guidelines and handbook. The new module is called 'Learning Review for Apprentices' and has been validated through the WBLF programme approval panel 03/07/18.

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 Apprenticeship Section (established for the Chartered Manager Degree Apprentices). 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 (One File). This will be accessible by University staff and the employer in order to ensure that sufficient progress is being made against the KSBs in advance of, and in between, each quarterly monitoring visit. Partner tutors will be provided with LTU IT accounts and email addresses, with an associate status, to facilitate this.

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 PPPD module, which in turn allows for each apprentice to plan their future modules. A quarterly monitoring visit, which includes the apprentice and the employer, will review the progress of the apprentices and provide an opportunity for feedback.

*(See the Programme Structure and Assessment Matrix Gantt Chart; SCLP Degree Apprenticeship Standard and Assessment Plan).*

## 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.

Apprentices draw up the rationale, aims and objectives of the three Negotiated Learning modules used in this programme in their Learning Agreements; it follows that each Negotiated Learning module is unique in terms of its aims. However, the Negotiated Learning modules will provide the underpinning subject knowledge for the SCLPDA Standard, commencing at Level 4 and building and progressing on this through Levels 5 and 6.

Summary of programme learning outcomes:

<b>Level 4 - Module Titles</b>	<b>Summary contents of Module</b>
Learning Review for Apprentices (10 credits)	Apprentices reflect upon their experience in order to identify and select knowledge gained from formal and informal learning, especially learning from and for work; analyse personal work based learning to date and commence reflective practice using the E-portfolio journaling function. Apprentices will receive guidance on appropriate study skills.
Planning Personal & Professional Development (10 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. Apprentices will receive guidance on appropriate study skills.
Planning Practitioner Projects (20 credits)	Apprentices develop an understanding of planning WB projects and create a WB project proposal which reflects an awareness of ethical considerations and a selectivity amongst suitable research methodologies
<b>Negotiated Learning: Principles of Supply and Operations (40 credits)</b>	Apprentices demonstrate an understanding of the SCLP DA subject areas. They will be

	<p>introduced to all areas of the apprenticeship standard, but will focus on:</p> <ol style="list-style-type: none"> <li>1. Capacity Planning and Forecasting</li> <li>2. Supply Network Design</li> <li>3. Finance and Procurement</li> <li>5. Operational Design</li> </ol>
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 (assessment method for Planning Practitioner Projects at Level 4, Reviewing and Planning Portfolio Enhancements Level 5, and Advancing your Portfolio Towards End Point Assessment Level 6).</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 5 - Module Titles	Summary content of Module
Reviewing and Planning Portfolio Enhancements (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 (One File or equivalent) 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 will be revisited and a project proposal created for the L5 WBL project module.</p>
<b>Negotiated Learning:</b> Logistics and External Supply Chain Environment (60 credits)	<p>Apprentices progress and build upon their understanding of the SCLPDA subject areas. With particular emphasis on:</p> <ol style="list-style-type: none"> <li>4. Inventory</li> <li>6. External Environment</li> <li>7. Technology</li> <li>8. Law</li> <li>9. Reverse Logistics</li> </ol>

<p>Work-Based Project (40 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 (assessment method for Planning Practitioner Projects at Level 4, Reviewing and Planning Portfolio Enhancements Level 5, and Advancing your Portfolio Towards End Point Assessment Level 6).</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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<p><b>Level 6 - Module Titles</b></p>	<p><b>Summary content of Module</b></p>
<p>Advancing your Portfolio Towards End Point Assessment (20 credits)</p>	<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 (One File or equivalent) 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 referred to 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><b>Negotiated Learning:</b>, Leadership, Strategy &amp; Financial Management (40 credits)</p>	<p>Apprentices Consolidate and critically evaluate an understanding of the SCLPDA subject areas:</p> <ol style="list-style-type: none"> <li>1. Capacity Planning and Forecasting</li> <li>2. Supply Network Design</li> <li>3. Finance and Procurement</li> <li>4. Inventory</li> <li>5. Operational Design</li> <li>6. External Environment</li> <li>7. Technology</li> <li>8. Law</li> <li>9. Reverse Logistics</li> <li>10. Leadership</li> </ol>

Work-Based Project (60 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 (assessment method for Planning Practitioner Projects at Level 4, Reviewing and Planning Portfolio Enhancements Level 5, and Advancing your Portfolio Towards End Point Assessment Level 6).</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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## 6) Teaching, Learning and Assessment Strategies

The programme will be supported by a multi-disciplinary skilled partnership of lecturers, tutors, mentors, practitioners and workplace trainers, including academic researchers in pertinent topics.

The apprenticeship will commence with a facilitation of the Learning Review for Apprentices and PPPD modules by a Work-based learning tutor.

### Delivery

Delivery will be in line with the SCLPDA Programme Structure and Assessment 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 one day being held back for 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.

The academic quality assurance of delivery by colleagues not directly employed by LTU will be maintained by regular contact between the mixed teaching team, and sampling of module assignments (this will be undertaken in line with existing LTU processes, by the Head of the WBL Framework and a WBL tutor, and with subject experts involved as necessary). For the first year of delivery all submitted student work, where the first marker is a non-LTU employee, will be double-marked by LTU staff. A subject specialist will supervise the WB projects, with input from LTU staff where appropriate and delivery shared between LTU and the delivery partner for the L6 WB project.

If delivery takes place on the partner's premises then these premises are adequately appraised in advance by LTU staff; where due diligence procedures are necessary then these are covered in the partnership agreement, along with asking the partner delivery tutor's to provide CVs which focus on this particular partnership and specifically their ability to deliver learning at HE level.

LTU staff will periodically assess the partner's delivery; in this case the Head of WBL or SSHS representative will attend modules of the programme in an observational capacity. This will be in addition to delivery partner review visits as specified by the ESFA. Going forward a representative of the LTU programme team will attend in this way at least once per calendar year. As well as this



observational visit a representative of the LTU programme team will also meet with members of the partner delivery team at least once per year to discuss the overall progress of the programme and to address any issues. Members of partner delivery teams will also attend some work-based learning module sessions to observe. Staff development for all tutors involved in the delivery of the programme will be available, in order to share and embed best practice.

All modules of the programme will be subject to the LTU standard monitoring procedures. The programme coordinator who 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 One-file. 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 E-portfolio 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 – made approximately every 12 weeks by our delivery partner with findings reported back to LTU. This review gives the opportunity for any areas needing attention to be picked up and dealt with. The LTU Apprenticeship Manager, or other members of the LTU KEBD 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 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 annex to the SCLPDA Programme Structure and Assessment Gantt Chart.

### **End Point Assessment and End Point Assessment Panel**

The SCLPDA 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 SCLPDA Assessment Plan specified as part of the Apprenticeship Standard, the EPA has three parts that comprise the assessment for the Work based project at Level 6:

1. Substantial work-based project (typically covering an 8 month period)
2. Oral presentation of the work-based report
3. Viva examination

A panel, made up of the following individuals, will examine the above:

- a) An independent academic assessor (Professor, Reader or Lecturer – this can be an LTU employee who has not been involved with the Apprentice’s programme)
- b) A senior employer representative (from the Apprentice’s employer)
- c) An independent professional or technical expert in supply chain

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. An independent external assessor moderates the project report.

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:

- 300 credits of a bachelor’s degree
- Minimum Level 2 English and maths
- Complete individual learning plan for the Apprenticeship (agreed with employer at the beginning of the programme)
- Up-to-date portfolio which demonstrates competence across KSBs
- Final work-based project theme, agreed with employer and academic support tutor
- Gateway review meeting with mentor and academic support tutor completed

In order to meet the requirements of the SCLDA, the full 360 credits must be passed (300 credits are required to have been achieved by the gateway). The mark awarded for the EPA will determine the apprenticeship grade as shown in the table below. The table also shows how the apprenticeship grade will be converted into the University’s categorical marking scheme for the purposes of degree classification, which will be calculated in accordance with the University’s Programme Regulations for Taught Undergraduate Degrees.

Work based project and Oral presentation (50%)	Live questioning session (viva) (50%)	Overall Apprenticeship grading	LTU categorical marking scheme
Fail	Fail	Fail	10, 20, 25
Fail	Pass	Fail	32, 35, 38
Pass	Fail	Fail	32, 35, 38
Pass	Pass	Pass	42, 45, 48
Pass	Merit	Pass	52, 55, 58

Merit	Pass	Pass	52, 55, 58
Merit	Merit	Merit	62
Distinction	Merit	Merit	65, 68
Merit	Distinction	Merit	65, 68
Distinction	Distinction	Distinction	72 and above (wef 2020/21)

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 SCLPDA Programme Structure and Assessment 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 SCLPDA:

- Negotiated Learning: Principles of Supply and Operations Management L4 – 40 credits
- Negotiated Learning: Logistics and External Supply Chain Environment L5 – 60 credits
- Negotiated Learning: Leadership, Strategy and Financial Management L6 – 40 credits

The Level 4 NL module is introductory and establishes the 10 core areas of apprenticeship standard; Level 5 builds upon these in greater depth and 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 SCLP 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 supply chain leadership.

## 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 and through the Level 4 modules 'Learning Review for Apprentices' and 'Planning Personal & Professional Development'.

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 'Reviewing and Planning Portfolio Enhancements' 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 pre-enrolment information; Learning Review for Apprentices; Planning Personal & Professional Development and Planning Practitioner Projects 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 Team Leader would be informed and the necessary reporting carried out.

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

## **The Supply Chain Academy**

The apprentices will receive support throughout their apprenticeship studies from an established partnership relationship between LTU and the Supply Chain Academy (SCA).

The SCA (part of the Uniserve group) is a business-led education provider dedicated to delivering supply chain excellence. The SCA was established to enhance global supply chain capacity and to enable the sharing of best practice within their sector; achieved via the provision of training, CPD and Master classes. The SCA has partnered with LTU for a number of years, offering joint training and consultancy to companies such as Florette and BAE systems, therefore this partnership (detailed further in CP documents) builds on an existing relationship.

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

LTU teaching will be supplemented by the SCA as part of the proposed sub-contracting arrangement (the relevant partnership papers, including CVs are a separate item at this panel). LTU will be responsible for teaching on the following modules: Learning Review for Apprentices L4 10 credits; Planning Personal & Professional Development L4 10 credits; Planning Practitioner Projects L4 20 credits; Reviewing and Planning Portfolio Enhancements L5 20 credits; Advancing your Portfolio Towards End Point Assessment Level 6 20 credits and for joint supervision of the final Work-Based Project L6 60 credits which covers the EPA.

However, the above module teaching split will not in any way fragment the apprentice's experience of learning as the team of tutors from both LTU and the SCA will work together at all times to coordinate a seamless delivery of the modules; as the team have already been working closely together to develop the programme this will be a natural transition and progression of the working relationship. Overall guidance will come from the joint programme co-ordinators – one from LTU and one from the delivery partner organisation.

The SCA employs teaching staff and trainers who have professional experience gained through a number of industries relevant to logistics and supply chain leadership. Their background, skills and knowledge equip them to offer specialist input into the Negotiated Learning Modules at Levels 4, 5 and 6, and provide co-supervision of the work-based project which will contribute to the SCLPDA End Point Assessment.

Teaching will take place on the LTU campus, at SCA's premises in Essex and in the employer's workplace. 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)**

CBI reported in 2014 that UK supply chains, were confronted by a growing skills crisis and that the breadth and depth of knowledge required, and the ability to apply the occupationally relevant skills within a cross-function, complex, fast-moving, global environment make supply chain leadership as a professional career path very distinctive and necessary.

The Supply Chain Leadership Professional Degree Apprenticeship standard was developed by supply chain companies across the UK in response to this skills crisis and has resulted in LTU having the opportunity to collaborate with the SCA to develop a future recruitment pipeline.

The SCLPDA has been developed by the sector led employer Trailblazer Group, chaired by Uniserve, the UK's largest privately owned logistics and global trade management company, and supported by LTU as part of a prestigious HEFCE Degree Apprenticeship Development Fund project (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**

Through the Trailblazer process, LTU has built a reputation for apprenticeship development and delivery, and has raised the profile of the University's offer to a growing list of over 100 companies interested in the SCLPDA. Building on this, and linking to Uniserve and its subsidiary, the SCA, provides LTU with access to a range of companies, many of which are large, well-known names and levy payers. The SCA currently works with many commercial clients including Royal Mail, DHL Ltd, Boots, Thornton's Chocolates, Florette Salad and BAE Systems. Work already undertaken by SCA, as part of the Supply Chain Professional Trailblazer, and through other business engagement activities, has laid the groundwork for producing both a sustainable number of apprentices and relationships with high profile employers that LTU can share.

There is a high level of demand for Supply Chain professionals in the market at the moment. The Chartered Institute of Purchase and Supply are the main accreditation body for public sector procurement managers and also undertake a lot of research on the issue. The following three links are based on their research into the subject.

<https://procurementandsupply.com/2018/01/hays-report-procurement-skills-demand-2018/Procurement Salary Guide and Insights 2016 - Hays>

<https://www.robertwalters.co.uk/hiring/hiring-advice/Half-of-employers-anticipate-a-shortage-of-procurement-and-supply-chain-professionals.html>

This research reports on the increasing salary of supply chain professionals, linking this to both the scarcity of qualified staff, along with the increasing recognition of the need for staff in this area. The demographics of the industry have also had a major impact on the numbers of individuals that recruitment companies like Hays are being asked to locate.

Finally, there are a tranche of management consultancy jobs in the sector appearing for companies such as KPMG, PWC and (in construction) Turner & Townsend. These advertisements again point to the business case that their clients are making for an increasing level of demand for supply chain proficiency.