# BA (Hons) Professional Practice in Digital Marketing

## 1) Programme Overview and Context

Leeds Trinity Apprenticeships draw upon its Work-Based Learning Framework (WBLF) for the fulfilment of Degree Apprenticeships (DAs). 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 designed to be employer responsive and especially valuable for professional clients. The format of the Framework 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

- 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 EFSA 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 regulatory and 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.

The specific requirements of the Digital Marketer Professional Integrated Degree standards are addressed through the bespoke 40-credit negotiated learning module at each level. Many of the standards will also be addressed through work-based learning modules, where the content will vary according to the specific needs of the apprentice and his/her employer.

**Admission/selection criteria and processes**

Admission to the Degree Apprenticeships will be in line with LTU's established processes. Eligibility will be determined through:

- An assessment of the suitability of the candidate's job role, in order to confirm that they will have access to opportunities to develop K/S/B in work-based contexts (this will be accessed through job descriptions, contracts of employment and discussions with the candidate and their employer/line manager).
- An assessment of the current level of K/S/B via a 'skills scan' which identifies the new learning which is required.
- Literacy and numeracy initial assessment (via online assessment tool)
- Evidence of a Level 3 Maths qualification.
- Evidence of Level 3 English qualification.
- Confirmation of support from employer.

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 Recognition of Prior Learning Principles and Guidelines (*see section 4 below, 'Programme Design & Construction' for further discussion on RPL*).

The CAWBLS 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 as outlined above. The Programme Co-ordinator 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.

## 2) Programme Aims

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

- **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.*

- **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.*

- **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.*

- **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.*

- **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*

- **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

## BA (Hons) Professional Practice in Digital Marketing

The programme focuses on designing, managing and leading strategic digital marketing campaigns within the disruptive modern business context. This includes:

- Developing experience and understanding of the organisational and professional aspects of digital marketing and its component skills, behaviours and technologies, including an understanding of specific roles, activities, and processes and practices within digital marketing;
- Enabling a systematic examination of the role of marketing in developing solutions to a variety of business and organizational problems, including operational and financial;
- Developing the intellectual skills of critical analysis, evaluation, planning, strategising, testing and problem solving, customer management, budgeting and critical review;
- Developing and enhancing communication skills – oral, visual, and written (including academic, professional; creative and technical writing) and the ability to use these individually and as part of a team;
- Raising critical awareness of ethical debates and issues in relation to media/cultural production and consumption;
- Developing a range of skills and to create an awareness of their vocational, personal and cultural value;
- Supporting the development of creative, technical and vocational skills and to enable the critical and theoretical frameworks to that work;
- Developing the ability to innovate, creative, and disruptive and to develop the leadership and management experiences and skills to realise those plans effectively and efficiently.


## 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 modules at Level 4 that launch Levels 5 and 6. At Level 4 apprentices will commence a review of their own learning by using the WBLF modules MFC4662 *Starting Your Learning Portfolio* and MFC4672 *Learning Skills for Apprentices*. The first of these, MFC4662 *Starting Your Learning Portfolio*, 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.

At Level 5 and 6 modules have been created with the intention of closely mapping the Knowledge, 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. These are:

At Level 5: MFC5662 *Apprentice Portfolio Review* – (20 credits)

And at Level 6: MFC6672 *Advancing your Portfolio Towards End Point Assessment* – (20 credits)

These modules also provide a much-needed tool to map and evidence student progression throughout all of the KSBs of the DA (this is a ESFA requirement).

Apprentices will have access to the work-based learning Moodle 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.

A quarterly progress review meeting, which includes the apprentice and the employer, will review the progress of the apprentices and provide an opportunity for feedback. 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 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 (via the Commitment Statement), and creates the basis for the Learning Agreement to be developed in greater detail as part of the initial module, which in turn allows for each apprentice to plan their future modules.

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

## 5) Description of Negotiated Programme Learning Outcomes

The programme learning outcomes reflect the University's WBL Framework Descriptors at Level 4-6 as highlighted in Form NP3 Programme Specification for the WBLF*.*

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 Digital Marketer 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 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**: Principles of Content Creation and Channel Management (40 credits) | Apprentices demonstrate an understanding of the Digital Marketer DA core skills and knowledge areas. They will be introduced to these in all areas of the apprenticeship, but this module will focus on: <br><br> 1. The principles, theories and concepts of digital marketing. <br> 2. Application of the 4 marketing principles (product, price, place, promotion) and considerations of the business / marketing campaign. <br> 3. Writing and creation of content for the different audiences, online channels and creation of clear "Call to Actions" and user journeys <br> 4. Management of appropriate media channels, relationship management systems and communication platforms consistent with specified branding and culture. |
| Negotiated Learning: 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 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. <br><br> The project proposal must also address ethical considerations. <br><br> WB Projects are a major vehicle for addressing the requirements of the Apprenticeship Standard |

| Level 5 - Module Titles | Summary content of Module |
|---|---|
| Apprentice Portfolio Review (20 credits) | Apprentices map this module's learning outcomes against the Knowledge, 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. <br><br> The Individual Learning Agreement will be revisited and a project proposal created for the L5 WBL project module. |
| 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. |
| **Negotiated Learning**: Customer Relationship Management (40 credits) | Apprentices progress and build upon their understanding of the Digital Marketer Degree Apprenticeship core skills and knowledge areas. They will be introduced to these in all areas of the apprenticeship, but this module will focus on: <br><br> 1. Planning, specification, running and reporting on digital marketing projects. <br> 2. Management and optimisation of key channels and content within a digital marketing plan. <br> 3. Management of interfaces and the supply network of the organisation and customer by applying the appropriate E-commerce strategies and models available and whenever appropriate taking global engagements into account. <br> 4. Application of a marketing mix / digital marketing mix to meet customer expectations. <br> 5. Accurate observation, recording and drawing of conclusions from all types statistical analysis of campaign performance, recognising inherent uncertainties and limitations with financial and budgetary requirements to demonstrate Return on Investment (ROI). <br> 6. Engagement of communities through Email Marketing and Social Media to stimulate and encourage communication through positive discussion and engagement. |
| Work-Based Project (40 credits) | 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 |

6

| | |
|---|---|
| | Research module. The project proposal must also address ethical considerations.<br><br>WB Projects are a major vehicle for addressing the requirements of the Apprenticeship Standard |

| Level 6 - Module Titles | Summary content of Module |
|---|---|
| Advancing your Portfolio Towards End Point Assessment (20 credits) | 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.<br><br>The Individual Learning Agreement written at Level 4, and reviewed at Level 5, will be revisited.<br><br>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 |
| **Negotiated Learning**:, Digital Marketing Strategies (40 credits) | Apprentices Consolidate and critically evaluate an understanding of the Digital Marketer Degree Apprenticeship core skills and knowledge areas. They will be introduced to these in all areas of the apprenticeship, but this module will focus on:<br><br>1. Application of the appropriate tools for a data-led approach to analyse marketing information and platforms, data and social media and recognise what is actually important for insights and optimisation to provide solutions for marketing decisions.<br>2. Contribution to business, planning and marketing strategies to recognise and respond quickly to opportunities and customer requirements whilst embracing change.<br>3. Identification, recognition and understanding of internal and external business intelligence and factors that may impact future operations.<br>4. Interpretation, communication and briefing of internal or external stakeholders on digital business requirements. |

| Work-Based Project for Digital Marketer Apprentices (60 credits) | 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. The project proposal must also address ethical considerations. |
|---|---|
| | WB Projects are a major vehicle for addressing the requirements of the Apprenticeship Standard, with the assessment components contributing to the apprenticeship EPA. |

## 6) Teaching, Learning and Assessment Strategies

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

The apprenticeship will commence with a facilitation of the Starting Your Apprenticeship Learning Portfolio module by a Work-based learning tutor.

**Delivery**

Delivery will be in line with the Digital Marketer 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, including the Learning Skills for Apprentices 'support' module.

All modules of the programme will be subject to the LTU standard monitoring procedures. The Programme Coordinator (based in CAWBLS) will ensure that all students are 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, including the ongoing completion of their e-portfolio. This concentrated use of online and distance learning allows us to 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 via CAWBLS and the Student Liaison & Engagement Officers. 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 meeting – held approximately every 12 weeks. This review gives the opportunity for any areas needing attention to be picked up and dealt with. The assigned CAWBLS Relationship Manager 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 Digital Marketer Programme Structure and Assessment Gantt Chart.

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

The Digital Marketer Degree Apprenticeship 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 Digital Marketer Degree Apprenticeship Assessment Plan specified as part of the Apprenticeship Standard, the EPA period will last 6 months and has two parts, which contribute to the Honours degree in the form of the Work based project module at Level 6. The project assessment comprises:

1. Part 1: Report on the work-based project (2,000 words, normally completed within 3 months) and a presentation of the report (30 minutes). The presentation may include up to 30 PowerPoint slides, or equivalent other method and will be conducted within a month of the report being submitted
2. Part 2: An interview (1 hour and 15 minutes), completed on the same day as the oral presentation, which assesses the apprentice against the KSBs of the Apprenticeship Standard, evidenced in their e-portfolio

Prior to starting the work based project the apprentice will present an overview and plan for agreement to the employer and their LTU project supervisor.

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

a) An independent academic assessor. This may be a Professor, Reader or Lecturer from an HEI who is listed on the Register of End-Point Assessment Organisations and who has not been involved in the delivery of the programme or an employee of LTU who has not been involved in the delivery of the Apprentice's programme
b) A senior employer representative (from the Apprentice's employer, although this is not a requirement of the Apprenticeship Standard)
c) An independent professional or technical expert in digital marketing.

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 achieved the following gateway requirements before moving to EPA:

- Passed 300 credits of the bachelor's degree
- Minimum Level 2 English and maths
- Complete individual learning plan for the Apprenticeship (embedded within the Commitment Statement, signed by LTU, the student and the employer at the beginning of the programme)
- Up-to-date portfolio which demonstrates competence across KSBs
- Completed the work-based project, which should be started no earlier than 3 months prior to the EPA gateway
- Gateway review meeting with mentor and academic support tutor completed

In order to meet the requirements of the Digital Marketer Degree Apprenticeship, the full 360 credits must be passed (300 credits are required to have been achieved by the gateway). The WBL Project, Project Report and Presentation will be marked using 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.

In addition, the Project Report, Presentation and Interview will receive a grade of fail, pass, merit or distinction according to the grading criteria in the Apprenticeship Standard Assessment Plan. The overall grade for the apprenticeship is calculated by converting the assessment of each method into grades according the following table. This takes into account that Part 1: the report and presentation is given a higher weighting.

| Part 1 Grade<br><br>Report and Presentation | Part 2 Grade<br><br>Interview | Overall Grade |
| --- | --- | --- |
| Fail | Fail | Fail |
| Fail | Pass | Fail |
| Fail | Merit | Fail |
| Fail | Distinction | Fail |
| Pass | Fail | Fail |
| Pass | Pass | Pass |
| Pass | Merit | Merit |
| Pass | Distinction | Merit |
| Merit | Fail | Fail |
| Merit | Pass | Merit |
| Merit | Merit | Merit |
| Merit | Distinction | Merit |
| Distinction | Fail | Fail |
| Distinction | Pass | Merit |
| Distinction | Merit | Distinction |
| Distinction | Distinction | Distinction |

**Failed assessments**

If any individual component of the EPA is failed the apprentice may re-sit the component of assessment and complete the EPA during the 6-month period following the Gateway for a maximum of a pass grade. Where re-assessment is permitted beyond the 6-month period the entire module must be repeated.

If the final work-based project is not passed, by the permitted number of attempts (determined in the University's Programme Regulations for Taught Undergraduate Degrees), the student will not be able to complete the apprenticeship, nor will they be eligible for the LTU award of Honours 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 Digital Marketer Degree Apprenticeship 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 Digital Marketer Degree Apprenticeship:

- Negotiated Learning: Content Creation and Channel Management L4 – 40 credits
- Negotiated Learning: Customer Relationship Management L5 – 40 credits
- Negotiated Learning: Digital Marketing Strategies L6 – 40 credits

The Level 4 NL module is introductory and establishes the core skills and knowledge domains of the 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 digital marketing 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 digital marketing.

**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 review modules at the beginning of each level.

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' (CAWBLS Relationship Manager) assigned to them for the duration of the apprenticeship. Feedback will be discussed as appropriate with the Programme team and/or Head of Dept.

**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; review modules at the beginning of each level 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)

Apprentices will be supported by a team of work-based learning tutors and subject specialist lecturers. 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 with a comprehensive programme handbook, an apprentice 'Get Going Guide', and an apprentice handbook.

## 9) Professional Registration

Accreditation with the Digital Marketing Institute is provided only for validated programmes. Accreditation will be sought once the Apprenticeship Integrated Degree Programme is validated.

On completion of the programme, the apprentice will be eligible to apply for professional registration at associate grade for the Chartered Institute of Marketing or Institute of Direct and Digital Marketing and BCS, The Chartered Institute for IT, who will also recognise this apprenticeship for entry onto the Register of IT Technicians confirming SFIA level 3 professional competence.