

# BA (Hons) Professional Practice in Management and Leadership

## 1. *Programme overview and context*

In 2015 the government announced the roll out of the new industry designed Higher and Degree Level Apprenticeship scheme- an innovative new model bringing together the best of higher and vocational education. Given Leeds Trinity University's long established history of vocationally focused degree study via our vocationally related degrees and inherent professional work placements the University is now developing our involvement in this exciting new area.

The School of Social and Health Sciences' Business, Management and Marketing Team includes academics with theoretical and practice based capabilities suited to the development, delivery and assessment of Degree Level Apprentices.

Only 1 in 5 Managers in the United Kingdom have a recognised management qualification<sup>1</sup>. British managers tend to be less well qualified than in other developed countries such as Japan, Sweden, Germany and the United States<sup>2</sup>. Although no direct evidence exists, it is implied that this correlates to the UK's lower level of productivity in comparison to other developed nations. Employers reported that over 146,000 managers had gaps in skills in 2013<sup>3</sup>.

Our Apprenticeship Development Group includes Carlton Cooke (Head of the School of Health and Social Sciences), Ian Rowe (Director of Business Development and Growth), Claire Newhouse (Business Engagement Officer), Denis Kobzev (Professor of Business Education), Andrew Gilliland (Academic Group Lead for Business), Ian McGregor Brown (Project Coordinator). Our Team already enjoys a strong existing relationship with professionals and employers across the Yorkshire region and has recently secured, in partnership with other local providers, a contract with the Leeds Teaching Hospitals to deliver Management and Leadership apprentices across levels 3 to 7.

The University will deliver the Chartered Manager Degree Level Apprenticeship which incorporates the University Degree. Subsequent to the degree award being confirmed and subject to agreement with the employer (Gateway Assessment) an End Point Assessment process will be undertaken to confirm award of the Apprenticeship. An option exists for an assessment of each apprentice's individual portfolio of work conducted by the Chartered Management Institute (CMI) to confer Chartered Manager (Cmgr) status.

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<sup>1</sup> Chartered Management Institute, <https://www.managers.org.uk/individuals/qualifications>, last accessed 10/03/2017

<sup>2</sup> Roomkin, MJ, Managers as Employers, An International Comparison of the Changing Character of Managerial Employment, OU Press, Oxford.

<sup>3</sup> UKCES, UK Commission's Employer Skills Survey 2013: UK Results, Evidence Report 81, January 2014

## **2. Programme aims**

The aims of the programme will be to ensure that apprentices meet the Chartered Manager Degree Apprenticeship standards ([Appendix 1](#)) and they will be supported to do so by use of the Work Based Learning Framework (WBLF), approved in April 2016.

The WBLF offers a range of modules at levels 4 to 6. The framework affords learners the opportunity to reflect upon their learning to date and consider claims for credit based upon their prior certificated and experiential learning. For this proposal all Degree Apprentices will commence their programme by completion of the Learning Review and Recognition of Prior Learning (LR&RPL) module at level 4 with the aim to ensure the apprentice captures past and current learning and understanding against the standard. Any claims for credit resulting from the LR&RPL module will be dealt with in accordance with institutional policy and regulations for RPL and any necessary adjustments in financial arrangements resulting from this advised to the employer (Levy payers) or SFA (non-Levy payers).

Degree Apprentices will then complete Planning Personal and Professional Development (PPPD) module at level 4 which will support them to produce a unique Individual Learning Plan (ILP) which will present the specific programme that each individual apprentice will need to follow. The ILP will comprise of the subject content to be studied and an outline programme of subsequent Negotiated Learning and Work Based Project modules across the levels to be completed.

The apprenticeship standard does not provide consideration of what learning is attributed to each academic level (4-6) and is simply classified as a L6 Degree Level standard. As part of this approval process, the Team has considered the appropriate levels for subject content and assigned this to programme specific Negotiated Learning Module NP4s ([Appendix 2](#)).

Ethical considerations involved could include issues of:

- Values and Behaviour according to the Apprenticeship Standards and those of Chartered Manager if students are not appropriately evidencing these. This will be mitigated by monitoring of workplace practice at visits and the nature of evidence in their e-portfolio. When standards are not being met both the learner and employer will be consulted and advised on the necessary requirements.
- Confidentiality of product and service developments undertaken by the apprentice and use of named individuals used within written reports, recorded presentations and other artefacts associated with work based learning. This will be mitigated via clear articulation of the need for anonymity and protection of identities through induction; Learning Review & Recognition of Prior Learning and Planning Personal & professional Development modules and periodic reminders throughout the programme.
- Any potential problems/ difficulties raised by the apprentice with university staff concerning their employer. This will be handled sensitively and in confidence unless express 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.

### **3. Proposed award title**

BA (Hons) Professional Practice in Management and Leadership

### **4. Programme design and construction**

A successful apprentice will have the required skills, knowledge and behaviours to undertake the role of a Chartered Manager.

To show that they have learned their craft they will need to demonstrate that they can competently negotiate their way around a relationship-based environment that doesn't have easy answers or immediate solutions, recognising that leadership and management is situational and takes place in ever changing circumstances. Degree Apprentices are likely to come from a range of sectors and with a wide range of experiences, challenges and complexity. There won't always be a 'right' answer to complex problems, but we would expect Degree Apprentices to make a reasoned argument and provide professional judgement based on assessment, professional analysis and a regard for sustainable and ethical business practice.

The Chartered Manager Degree Apprenticeship Assessment Plan ([Appendix 3](#)) details the requirements that employers and learning providers must meet to ensure that all Degree Apprentices, irrespective of their employer or location are assessed in a rigorous, robust, consistent and affordable manner. This will require the University to assess, in accordance with normal practice and procedure, the WBLF modules undertaken. Subsequent to confirmation of the award of the degree and in agreement with the Degree Apprentice's employer (Gateway Assessment) arrangements will be made for the End Point Assessment. The option for securing Chartered Manager Status is available and would require an additional assessment by the Chartered Management Institute of the student's portfolio.

This Degree Apprenticeship will take 48 months to complete. It is proposed to deliver over a 52 week year but to schedule modules, assessments, resits and exam boards to meet as closely as possible standard institutional timeframes.

The apprenticeship will provide a route for the development of existing talent to produce competent practitioners who will perform a vital role in managing and leading in any sector.

The CMDA Programme Structure & Assessment Matrix ([Appendix 4](#)) provides an overview of the Degree structure with use of approved Work Based Learning Framework Modules:-

- Learning Review and Recognition of Prior Learning;
- Planning Personal and Professional Development (provided at each level of study to support progress, portfolio review and to accommodate any adjustments to the ILP);
- Designing Practitioner Research and
- Work Based Projects.

Programme specific Negotiated Learning modules ([Appendix 2](#)) have been created to address the requirements of the CMDA Standard and to provide a clear structure for the learner journey.

The University will invest in an e-portfolio system, most likely OneFile, which will provide each learner with a dedicated online portfolio. The e-portfolio will be accessible by the learner, tutors and the learner's employer enabling a visible and transparent view of progress toward achievement on the overall Degree Apprenticeship. It will provide a permanent record of the assignments completed and which elements of the standards these cover (these being

confirmed by subject tutors); evidence collected to demonstrate knowledge, skills and behaviours and their application in the workplace (confirmed by Personal Tutors) and thereby also support the opportunity for assessment by the Chartered Management Institute in relation to securing Chartered Manager status. A matrix of all CMDA Learning Outcomes and Assessment Criteria has been mapped against the WBLF modules to demonstrate coverage of all knowledge and skills ([Appendix 5](#)) and will be utilised to develop the e-portfolio set-up such that learners, tutors and employers can assess progress at all times.

## **5. Description of negotiated programme learning outcomes**

The programme learning objectives reflect the previously approved WBL Framework Descriptors at Level 4-6 as highlighted in Form NP3 Programme Specification, approved April 2016 ([Appendix 6](#)).

Summary of negotiated programme content:

### **Level 4**

Module Title	Summary Content of Module
1. *BMM4601 Learning Review (10 Credits)	Understanding of learning styles and behaviours; developing self-awareness and reflective practice and recognising personal learning to date. Includes Recognition of Prior Learning
2. *BMM4611 Planning Personal & Professional Development (10 Credits)	Understanding current position of own knowledge and skills and development of a plan for their own professional development for the year ahead.
3. BMM4632 Managing People (20 credits)	Understanding and evaluation of organisational behaviour and culture; human resource management processes, from recruitment, through selection, appointment, induction and establishment of team performance.
4. BMM4642 Marketing Fundamentals (20 credits)	Understanding of the range of sales and marketing theories, techniques and applications.
5. BMM4612 Finance (20 credits)	Understanding of budget management, financial forecasting and evaluation of budgets and accounts. Consideration of financial risks and organisational sustainability.
6. BMM4602 Customer & Supplier Relations (20 credits)	Understanding of approaches to establishing and developing stakeholder, customer and supplier relationships and shaping common purpose.
7. BMM4622 Fundamentals of Supply Chain Management (20 credits)	Understanding how to utilise supplier relationships to inform supply chain procurement and contracting within legal and ethical parameters. Consideration of associated risks, assuring quality and evaluating outcomes.

### Level 5

Module Title	Summary Content of Module
1. *BMM5631 Planning Personal & Professional Development (10 credits)	Evaluating current position of own knowledge and skills and development of a plan for their own professional development for the year ahead.
2. BMM5601 Communications (10 credits)	Evaluation of personal communication skills and approaches and development of interpersonal skills; taking account the specific nature of the organisational culture.
3. BMM5602 Digital Business, Innovation & Technology (20 credits)	Understanding of approaches to innovation and digital technologies in business. Analysis of the impact of these on own and other organisations.
4. BMM5612 Decision Making (20 credits)	Understand a range of research approaches and be able to demonstrate the ability to undertake analysis of research to inform decisions.
5. BMM5622 Project & Risk Management (20 credits)	Know the processes and phases involved in the development of; initiation, management and evaluation of projects including an understanding of risk management, and health and safety implications.
6. *BMM5632 Designing Practitioner Research (20 credits)	Demonstrate the ability to develop a research proposal taking due account of approaches to research and ethical considerations.
7. *BMM5642 20 credits WBL Project	Work Based project- Case Studies

### Level 6

Module Title	Summary Content of Module
1. *BMM6601 Advanced Planning Personal & Professional Development (10 credits)	Critically evaluating current position of own knowledge and skills and development of a plan for their own professional development for the year ahead.
2. BMM6611 Change Management (10 credits)	Critically evaluate the need for change in business and methods and models for change management.
3. BMM6603 Leadership (30 credits)	Understand organisational culture and critically analyse theories and styles of leadership and demonstrate the ability to apply suitable styles to own organisational situation.
4. BMM6613 Operations Strategy (30 credits)	Demonstrate the ability to contribute to strategic development and planning. Analysing strategic and operational planning approaches.
5. *BMM6614 40 credits WBL Project	Work Based project- Case Studies

## **6. Teaching, learning and assessment strategies**

The programme will be supported by a multi-disciplinary skilled group of lecturers, including academic researchers in business, management and marketing and Personal Tutors.

All CMDA will commence with a substantial induction programme to include initial support for the LR&RPL module.

Delivery will be in line with the CMDA Programme Structure & Assessment Matrix (Appendix 4), that is, modules will be delivered over a ten week period with face-to-face delivery being provided either as one day per week for the first five weeks or as a one week block of five days<sup>4</sup>. The subsequent four (or eight if a one week block delivery is provided) weeks would expect learners to engage in one day per week via online materials and support (Moodle) and e-mail tutor support including formative feedback. The tenth week will provide assessment submission support and advice where a face-to-face tutorial will be provided.

Additional to this, all apprentices will have periodic work placed visits to assess progress in the workplace and assessment of evidence relating to the skills and behaviours elements of the Standard.

The study commitments for all Apprenticeship Standards requires apprentices to 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.

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 the Programme Structure and Assessment Plan (Appendix 4).

In accordance with the requirements of the Chartered Manager Degree Apprenticeship Assessment Plan ([Appendix 3](#)) each Degree Apprentice will need to complete and successfully pass the degree. Upon confirmation of the degree and subject to agreement with the Degree Apprentice's employer (Gateway Assessment) the University will proceed to make arrangements for the 'End Point Assessment' and for which the University intends to utilise the Chartered Management Institute (CMI).

The End Point Assessment which has been designed by the CMDA Trailblazer group is set, carried out and marked by an independent assessor.

The University will be responsible for co-ordinating the End Point Assessment 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.

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<sup>4</sup> Subject to agreement with employers requirements.

The panel will be comprised of:

- an independent assessor (chair)
- a representative from the business, management and marketing Academic Team
- a representative from the apprentice's employer

The End Point Assessment comprises a range of assessment methods, to build in rigour and ensure that all components of the standard have been fully tested and met. This will include assessment of work based projects, assessment of the e-portfolio of evidence, a presentation by the apprentice of a substantive (likely to be their final level 6) work based project, and interview with the panel that will involve question and answers to assure depth and breadth of knowledge, understanding and competence.

It is most likely that Leeds Trinity University will contract with the Chartered Management Institute to carry out the End Point Assessment.

There is an option<sup>5</sup> for an assessment of a portfolio of evidence by the Chartered Management Institute in order to confer Chartered Manager (Cmgr) status. The portfolio to be assessed will be selected content from the Degree Apprentice's e-portfolio which demonstrates that they meet the CMI Code of Conduct and Practice (Appendix 7).

## **7. *Negotiated Module(s) / Work-based Project(s)***

Negotiated Learning modules align to coverage of the CMDA Standard. The development of evidence of learning and therefore the exact nature of the assessment process will be negotiated to accommodate each individual Degree Apprentices specific operational and organisational position. Each NP4 for the Negotiated Learning modules provides an indicative concept of assessment which will be predominantly in the form of a written artefact but with options on a number of modules for an oral presentation/viva.

It is anticipated that Work Based Projects will vary considerably in nature due to the range of operational management and leadership learners will be involved in. Both WBP will be negotiated and agreed with both the University and the Employer and will aim to provide a positive impact on operational practice.

The range of Negotiated Learning modules will provide the underpinning knowledge and analysis of management and leadership disciplines and the Work Based Project modules will provide opportunity to demonstrate the use of these theories and models into operational practice in management and leadership.

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<sup>5</sup> Leeds Teaching Hospital Trust require their apprentices to obtain Chartered Manager status as part of the contract with the consortium.

**8. Professional requirements (as appropriate)**

The Chartered Manager Degree Apprenticeship standard has been designed such that apprentices who successfully complete the degree and End Point Assessment have the option to present a portfolio of evidence for assessment by the Chartered Management Institute, a successful assessment of which would result in securing Chartered Manager status. To successfully achieve Chartered status the apprentice's portfolio must demonstrate that they are meeting the CMI Code of Conduct and Practice, known as [The Code](#) (Appendix 7)