Specification for the Senior Leaders Masters Degree Apprenticeship [SLMDA]

This document applies to Academic Year 2019/20 onwards

1.	Apprenticeship title	Senior Leaders Masters Degree Apprenticeship [SLMDA]
2.	Qualifications	MBA in Executive Leadership and Management (Level 2 Maths and English where required)
3.	Level	This Degree Apprenticeship Standard is at Level 7.
4.	Professional registration	On completion, apprentices can register as full members of the Chartered Management Institute and/or the Institute of Leadership & Management, and those with 3 years' of management experience can apply for Chartered Manager status through the CMI.
5.	Duration	30-36 months
6.	Managing institution	University of Worcester
7.	Teaching institution(s)	University of Worcester
8.	Apprenticeship Standard	Apprenticeship Standard for Senior Leaders Masters Degree Apprenticeship (ST0480)
9.	Date of Specification for Apprenticeship preparation/ revision	September 2018 February 2019 – AQU amendments

10. Distinguishing features of the apprenticeship

All Degree Apprenticeships (including Master's Degree apprenticeships) combine higher education study and work-based learning to enable apprentices to achieve a higher-level award whilst in work. The provision of an academic award is integrated with experience, practice and learning in the workplace where the apprentice has paid employment status. Degree Apprenticeships are co-designed by training providers and employers to ensure that apprentices are equipped with the skills employers need and to develop their own careers.

The Senior Leaders Masters Degree Apprenticeship (SLMDA) was designed by a Trailblazer group of employers led by Serco and CSL, in liaison with providers and other organisations e.g. CMI.

Those at whom the SLMDA is aimed will be working in the private, public or third sector and in all sizes of organisation. Specific responsibilities and job titles will vary, but the knowledge, skills and behaviours needed will be the same. Key responsibilities may include formal governance/director responsibilities, setting strategy, direction and vision, for providing a clear sense of purpose and driving strategic intent.

The SLMDA is based upon a tailored version of the MBA in Executive Leadership and Management (eMBA) (180-credits at Level 7), which delivers the knowledge and skills component of the apprenticeship. This eMBA has been delivered successfully for a number of years at the University and to a range of organisations, in both open and closed formats.

Each module of the eMBA component of the SLMDA programme aims to develop business leadership, management skills, and understanding. Collectively the

programme builds a critical appreciation of the theories, tools, techniques and applications of leading and managing the contemporary organisation.

The programme has been designed for delivery in a work based learning context, where assessments for each module of the programme provide opportunities for the student to apply the learning from the module back into their workplace context.

The programme delivers the knowledge and skills elements of the SLMDA relating to organisational performance, interpersonal excellence, and personal effectiveness, as well as supporting the development of the behaviours of inclusivity, agility, taking of responsibility and professionalism. A full mapping of the eMBA award against the SLMDA components is provided in section 14.

The apprenticeship includes business education, work-based learning and professional development. It is based upon the published Apprenticeship Standard and Assessment Plan as developed by employers, who will ensure that these remain relevant and current.

So, the SLMDA incorporates the delivery of the 180-credit version of the eMBA. In addition to this, the apprentice can expect to receive the guidance and support of an apprenticeship coach (AC), who will work with the apprentice to develop their individual learning plan (ILP), in collaboration with a line manager/mentor (normally from within the apprentice's organisation). In the event that the candidate is the owner of the organisation and/or it is therefore inappropriate to allocate a mentor from within the workplace, then the University will work with the applicant to determine the best option for mentoring support. The AC will then have regular updates with the apprentice to ensure that the 'off the job' learning is captured and, along with a review of the 80% on-the-job learning, is reflectively journaled against all the components of the Apprenticeship Standard, in order to ensure that the intended learning objectives contained within the ILP have been achieved and that the apprentice is suitably prepared for the End Point Assessment. In addition, either the AC or the Programme Leader will meet at least four times a year with the apprentice and the workplace representative/mentor to assess progress and ensure continued alignment with the overall objectives of the apprenticeship. The AC will also be on hand to provide further guidance with study skills (such as academic writing, referencing, and critical thinking skills). These may be achieved through 1:1 tutorials and/or by group action learning sets.

The completion and achievement of the CMI L7 Diploma is achieved through the eMBA. To assist in this process, CMI has mapped the content of the Standard to the CMI Level 7 Diploma in Management and Leadership. A separate mapping exercise has been completed through the CMI for mapping the eMBA award to the apprenticeship standard.

During the end-point assessment process which is common to all apprenticeship standards, the independent apprenticeship assessor e.g. CMI, will assess the apprentices' evidence to determine if the skills, knowledge and behaviours acquired is sufficient to become a Chartered Manager. In the case of CMI acting as end-point assessor, on completion of the Standard, the Apprentice will become a member of the Chartered Management Institute (MCMI) and will be granted the CMgr designation which will remain valid as long as they continue their professional registration and maintain CPD. Chartered Manager (CMgr) is the highest status that can be achieved in the managerial profession. Most managers agree it offers benefits well beyond typical management qualifications, and list it as one of the three most effective ways to develop their abilities.

To comply with regulations set out in the SLMDA Standard, English and Maths will be required to be demonstrated at a minimum of Level 2 prior to completion of the Standard.

11.   Occupational Profile

A Chartered Manager is someone who can take responsibility for people, projects, operations and/or services to deliver long term organisational success, with the professional recognition of their ability to deliver impact, behave ethically and demonstrate their commitment to continual learning and development.

Occupation /Profile: For Senior Leaders, Section Leaders, Executives, Directors, Chief Operating Officers, Chief Financial Officers, Chief Executive Officers, Chief Information Officers, and senior military officers. A Senior Leader is someone who has senior management responsibility, and this can include formal governance/director responsibilities. They are responsible for direction and vision, providing a clear sense of purpose and driving strategic intent. (CMI, 2017)

12.   Admission Requirements

Work-related entry requirements
Under UK Government requirements, Degree Apprentices must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK. A Degree Level Apprentice cannot be self-employed.

All candidates must be employed in a role related to the subject matter of the apprenticeship and be sponsored by their employer. The support of the employer is articulated in an Apprenticeship Agreement. Applications can only be made through the sponsoring employer.

Academic and Work-related entry requirements
The academic entry requirements are as stipulated in the approved Programme Specification for the academic award. These are as follows:

- Candidates will not necessarily have had previous exposure to studies in business, leadership or management, but will normally have a first or second-class Honours Degree or equivalent in any subject and at least two years of business/management experience at a senior level.
- The IELTS score for international applicants is 6.5 (with no less than 5.5 in each component). Other English Language qualifications will be considered.

It is essential to demonstrate that all applicants are in paid employment in order to utilise a work-based setting for the undertaking of work based learning activities. Apprentices will be required to demonstrate agreement from their organisation to enable work based activities to be undertaken in relation to the programme. This will be negotiated with their employer through contractual commitments that are required by the apprenticeship.

Prior experience will be reviewed, along with knowledge and learning to ensure that they are in a position to successfully enrol onto and complete the apprenticeship.

Apprentices without level 2 English and Mathematics will need to achieve this level prior to taking the end-point assessment. Evidence of this will be collated by the University and provided to the end-point assessment organisation (e.g. CMI) as part of the Gateway process. The apprentice will also be supported to become digitally literate where this is important to their role.

Admissions procedures

When an employer contacts the University with a view to enrolling someone to this Degree Apprenticeship, a member of the Business School's External Engagement Team will arrange to visit the employer and the potential apprentice. They will discuss entry criteria for the apprenticeship and ensure the potential candidate is employed in a suitable role. The employer will complete a contract in agreement with the University and costs will be agreed between the employer and the member of the Engagement team. Once this has all been completed and contracts have been exchanged, a member of the team will then visit the employer and apprentice to complete the enrolment documents.

13.   **Structure of the apprenticeship**

Degree Apprenticeships involve both paid employment, work based learning and academic study. The Education and Skills Funding Agency (ESFA) specify that at least 20 per cent of an apprenticeship must involve 'off-the-job' learning, while the remaining proportion takes place 'on the job'. The 20 per cent off-the-job learning is typically covered by the taught academic course and associated activities and learning. Apprentices follow the approved academic programme as articulated in the programme's award map, but to a pattern which reflects the work based element. An example of the modular delivery pattern for the apprenticeship is available at Annexe 1. It is important to note that there is also an expectation for learning through on-the-job activities, some of which will inform module assignments. In this way, module assignments are valuable as both an assessment of learning and an assessment for learning. Apprentices will be expected to set aside time each week to conduct independent work and study activities in support of their apprenticeship, in addition to the off-the-job, in-class activities. Annexe 3 provides a summary of the types of activities that constitute 20% off-the-job training and how these will be captured by the Apprentice in collaboration with the Apprenticeship Coach.

14.   **Knowledge, skills and behaviours**

Degree Apprenticeships support apprentices in progressively developing the knowledge, skills and behaviours (KSBs) required to meet the relevant Apprenticeship Standard.

The knowledge, skills and behaviours required by the SLMDA are mapped below. There are 11 requirements in the Standard in total, 7 relating to *knowledge* and *skills* and 4 related to *behaviours*, which are listed as follows:

KNOWLEDGE AND SKILLS

Strategy
Enterprise and Risk
Innovation and Change
Finance
Engaging Employees
Leading and Developing People
Developing Collaborative
Relationships

BEHAVIOURS

Takes responsibility
Inclusive
Agile
Professionalism

Each of these 11 requirements have been mapped to the intended learning outcomes (ILO's) and indicative of 13 modules of the eMBA (including all compulsory modules) by the CMI. These requirements will be developed and assessed through completion of the modules and associated on-the-job learning. The matrix in appendix 1 demonstrates which modules have been mapped against which component of the SLMDA Standard.

For example, in '*Knowledge,*' the requirement relating to '*Strategy - How to shape organisational vision, culture and values'* has been mapped to BUSM4215 Operational Strategy and BUSM4214 Corporate Strategy.

This means that all of the Learning Outcomes and Assessment Criteria for the 11 knowledge, skills and behaviour components of the SLMDA Assessment Plan have been reflected in the details of the 13 eMBA Module Specifications, as demonstrated in Appendix 1.

Similarly, all four of the behaviours from the standard can be mapped to the BUSM4206 Dissertation, and are also likely to be reflected in other modules.

Similarly, the Intended Learning Outcomes (ILOs) of the same 13 modules of the eMBA have been mapped against ILOs of five Professional Modules of the Chartered Management Institute (CMI), which enables the eMBA to be dual accredited against the CMI's Level 7 Professional Diploma in Leadership and Management. A summary of the mapping of these modules (which has been externally verified by the CMI) is presented in appendix 2.

15.   **Learning and teaching**

The Degree Apprenticeship enables learners to develop the knowledge, skills and behaviours to support professional development in their chosen occupational role. Apprentices will study a range of modules including Marketing Strategy, Finance for non-financial Managers, Corporate Strategy, Operational Strategy, Performance Leadership, and Research Methods

They will also undertake a work-based module, namely 'Dissertation,' where they will have the opportunity to undertake a work-based initiative to make a visible difference to their organisation and to their own CV. This will be tied into their workplace responsibilities and role. Further details are provided in the Module Specification.

Individualized SMART targets are agreed with each apprentice to ensure differentiation in progress, taking account for different personal and professional development needs, goals, employer expectations, and progress in meeting targets.   These are then incorporated into their Individual Learning Plan (ILP). An Apprenticeship Coach from the university will coordinate continuous monitoring through quarterly performance reviews which will be completed with the apprentice and employer/mentor.

Individual learning plans are tracked and reviewed to record targets, achievements and to set action plans for the next review period.   ILP's will not only capture the development of knowledge, skills and behaviours, but will also provide a context to review and explore the degree to which the apprenticeship provides stretch and challenge for the apprentice.

Apprentices, teaching staff, line managers/mentors and employers will be kept informed on apprentice performance at each stage.

A mentor in the workplace (or if appropriate outside of the workplace) will normally support and guide the apprentice. These are required to support personal and professional development and to be directly involved with progress monitoring – for both 'on the job' and 'off the job' learning - alongside the delivery team.

Each apprentice has a Worcester Business School apprenticeship coach (AC) who will be their main contact and lead for supporting the apprentice through the programme, regularly liaising with the delivery team, programme leader and employer, and to provide support for on-the-job learning. Further details about the roles and responsibilities of the programme team can be found in Section 4 of the Apprentice Handbook.

Annexe 2 provides a proforma for an example of the breakdown of hours allocated to aspects of the apprenticeship. Further details specific to the breakdown of hours will be included in the Commitment Statement.

16. Assessment

Degree Apprenticeships incorporate a set of assessment points in relation to assessment of achievement of the apprenticeship. These involve the following stages:

- **On-programme knowledge and skills**: through the academic programme, the learning and assessment within the Individual Learning Plan, reflective practice, typically through a development portfolio and/or learning log and the work based project.
- **Gateway to end point assessment:** through confirmation that the final work based project meets degree/academic award requirements and meets any EPA assessor requirements.
- **End point assessment:** through consideration of the portfolio, project (paper-based), and followed by a presentation on the work based project. This will be conducted externally in collaboration with the end point assessor (for example the Chartered Management Institute).

The SLMDA provides an integrated approach to developing and assessing skills, knowledge and behaviours across a range of modules within the programme. Each individual module is mapped to the outcomes in the standard. Individual modules contribute to the on-programme assessment of knowledge, skills and behaviour outcomes en-route to the final synoptic end point assessment. A portfolio of evidence will be created to support this and will be assessed as part of the end point assessment.
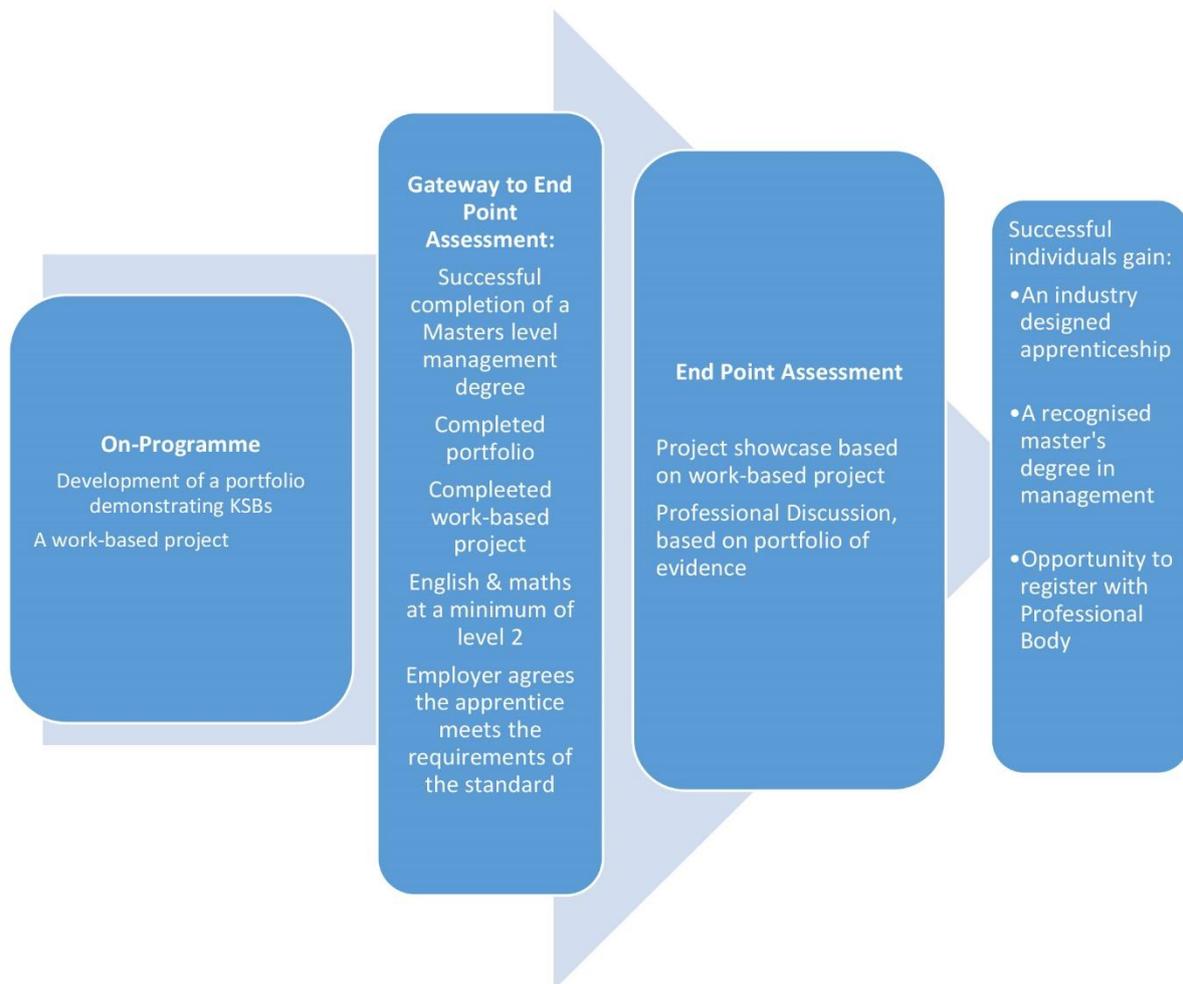
Achievement of the Degree Apprenticeship will depend on apprentices being required to successfully complete a number of assessment activities. The methods used will ensure that the apprentice is assessed across all of the required knowledge, skills and behaviours of the published Standard.

The apprentice needs to have met the requirements of the Standard and associated Assessment Plan in order to satisfy the Gateway process. The employer (in consultation with the University), will then put the apprentice forward for the end-point assessment when they believe they are ready.

The independent End-Point Assessor (e.g. CMI) then receives a copy of the candidates' portfolio and work based project, for assessment using a set of specific criteria (as outlined in the Degree Apprenticeship Assessment Plan) ahead of competency based questioning as part of the final panel interview. The final panel integrates the process for reviewing all submissions and assessing whether candidates meet the Apprenticeship Standard. At this End Point Assessment, the candidate's full portfolio, work-based

project and presentation will be assessed against the Standard, to ensure that the apprentice has demonstrated the full range of skills, knowledge and behaviours detailed in the Standard.

The relationship between the On-Programme activity, Gateway process and End Point Assessment is demonstrated in diagram below:

On-Programme

Development of a portfolio demonstrating KSBs

A work-based project

Gateway to End Point Assessment:

Successful completion of a Masters level management degree

Completed portfolio

Compleeted work-based project

English & maths at a minimum of level 2

Employer agrees the apprentice meets the requirements of the standard

End Point Assessment

Project showcase based on work-based project

Professional Discussion, based on portfolio of evidence

Successful individuals gain:

• An industry designed apprenticeship

• A recognised master's degree in management

• Opportunity to register with Professional Body

Diagram 1. End point assessment model

Source: CMI

Apprentices are introduced to a range of assessment styles on their programme, including individual learning activities (to develop and encourage independent learning) as well as group-based activities to develop teamwork skills. This is detailed in the section 9 of the Apprentice Handbook. One important function of the work-based learning approach to assessment is the opportunity for assessment presentations to showcase progress and good practice to employers and other employees, which broadens scope for wider organisational engagement. These assessment points largely fall at the end of the delivery of component modules, though formative assessment is used within modules to allow the apprentices to learn 'from' the assessment process.

Essentially, the programme uses assessment for learning as well as assessment of learning. Opportunities for formative assessment are provided in each module – including, for example, preparation of discussion papers, briefings for clients, multiple choice tests, and online quizzes through the VLE or through self/peer evaluation in seminar groups.

17.   Reference points

The following reference points were used in designing the apprenticeship:
Senior Leader Master's Degree Apprenticeship Standard, at
https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-leader-masters-degree-apprenticeship-degree/
Senior Leader Master's Degree Apprenticeship Assessment Plan, at
https://www.instituteforapprenticeships.org/media/1491/senior_leader_end_point__assessment.pdf

Programme Specifications:
EMBA at https://www.worc.ac.uk/aqu/716.htm

Annexe 1 An Example of a typical delivery pattern for the apprenticeship

Year 1 Semester 1		
Module Code	Module title (and credit value) 'off the job'	Work based activities 'on the job'
BUSM4210	Marketing Strategy (10cr)	Reflective practice Learning log Product evidence gathering Mentoring
BUSM4215	Operational Strategy (10cr)	Reflective practice Learning log Product evidence gathering Mentoring
BUSM4246	Performance Leadership (20cr)	Reflective practice Learning log Product evidence gathering Mentoring

Year 1 Semester 2		
Module Code	Module title (and credit value) 'off the job'	Work based activities 'on the job'
BUSM4219	Finance for Non-financial Managers (10cr)	Reflective practice Learning log Product evidence gathering Mentoring
BUSM4217	Attracting, Recruiting and Retaining Talent (10cr)	Reflective practice Learning log Product evidence gathering Mentoring

Year 1 Summer
Work based activities continuing outside modules e.g. portfolio work

Year 2 Semester 1		
Module Code	Module title (and credit value) 'off the job'	Work based activities 'on the job'
BUSM4247	Leading and Managing Change (10cr)	Reflective practice Learning log Product evidence gathering Mentoring
BUSM4248	Coaching and Mentoring (10cr)	Reflective practice Learning log Product evidence gathering Mentoring
BUSM4249	Managing Corporate Reputation (10cr)	Reflective practice Learning log Product evidence gathering Mentoring

Year 2 Semester 2		
Module Code	Module title (and credit value) 'off the job'	Work based activities 'on the job'
BUSM4218	Strategic Approach to Finance (10cr)	Reflective practice Learning log Product evidence gathering Mentoring
BUSM4214	Corporate Strategy (10cr)	Reflective practice Learning log Product evidence gathering Mentoring
BUSM4221	Innovate to Win (10cr)	Reflective practice Learning log Product evidence gathering Mentoring

Year 3 Semester 1		
Module Code	Module title (and credit value) 'off the job'	Work based activities 'on the job'
BUSM4205	Research Methods (20cr)	Reflective practice Learning log Product evidence gathering Mentoring
BUSM4206	Dissertation (40cr)	Reflective practice Learning log Product evidence gathering Mentoring
End Point Assessment requirements		Indicative date for completion

Annexe 2: Proforma for an example of the breakdown of hours allocated to aspects of the apprenticeship (based on the assumption that a worker is employed for 30hrs per week and registered on the programme to be completed in 30 months).

Year of programme	Taught and scheduled Learning and Teaching Activities (off the job)	Work based learning (on the job)	Directed learning activities (Portfolio, ILP)	Total
Year One	20% of contracted hours (0.2 x 30hrs x 52 weeks = 312hrs): Taught sessions Self-directed study Shadowing Mentoring (away from normal day to day duties)	80 % of contracted hours (0.8 x 30hrs x 52 weeks = 1248hrs): Reflective Practice Gathering of work products/ evidence	ILP, E-portfolio Workplace observations	1560 hrs
Year Two	20% of contracted hours (0.2 x 30hrs	80 % of contracted hours	ILP, E-portfolio	1560 hrs

	x 52 weeks = 312hrs): Taught sessions Self directed study Shadowing Mentoring (away from normal day to day duties)	(0.8 x 30hrs x 52 weeks = 1248hrs): Reflective Practice Gathering of work products/ evidence	Workplace observations	

Year Three	20% of contracted hours (0.2 x 30hrs x 26 weeks = 156hrs): Taught sessions Self directed study Shadowing Mentoring (away from normal day to day duties)	80 % of contracted hours (0.8 x 30hrs x 26 weeks = 624hrs): Reflective Practice Gathering of work products/ evidence	ILP, E-portfolio Workplace observations	780hrs

Annexe 3 - 20% Off-the-job – Apprenticeship Weekly Review and Audit Sheet

Senior Leaders Masters Degree Apprenticeship (SLMDA) – incorporating the MBA in Executive Leadership and Management; and the CMI L7 Diploma in Leadership and Management

Cohort commencing September 2018

As part of your apprenticeship, you are required to demonstrate how you are using the 20% of your time which is counted as "off-the-job" time to be used for learning and development. The attendance and participation in class sessions will clearly take up some of this time, but there are a number of other ways in which you can capture this time too. Many of these are listed below. Please review your "off-the-job" time for the past week and complete the details below

Type of 'Off-the-job' activity	When completed	No. of hours
In-class lecture/tutorial/workshop		
Tutorial with Apprenticeship Coach		
Attending Employer events relevant to the programme		
Workplace or external meeting (e.g. Attend meeting with another department to understand how this aspect of the business operates (new knowledge obtained)		
Professional Discussion (e.g. Held professional discussion with colleague which informed an assignment/reflection (or new knowledge was obtained)		
Research (e.g. time researching material for a subject on the programme)		
Shadowing (e.g. spending time shadowing a colleague in a different department from which new knowledge or consolidated learning took place)		
Mentoring (e.g. Meeting with workplace mentor to discuss learning)		
Assignment planning and completion		
Updating a learning log and/or capturing the reflections on learning		
Collaborating with MBA group (e.g. spending time with the group on Whatsapp, planning for a group assignment)		
Learning through the VLE (e.g. Spent time completing details for a module/individual learning pathway)		
Other (Please specify)		

Signed off by:

Name & Role	Signature	Date