Template C4

Programme Specification

Title of Course: *PgDip Leadership in Health & Social Care (Apprenticeship)*

Date first produced	31/07/2021
Date last revised	21/09/2023
Date of implementation of current version	01/09/2023
Version number	1
Faculty	Faculty of Health, Science, Social Care & Education
School	School of Nursing
Department	Public Health and Children's, Learning Disabilities and Mental Health Nursing
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1:   GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	PgDip Leadership in Health & Social Care (Apprenticeship)
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	PG Cert Leadership in Health & Social Care (exit award)
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	Not applicable

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston Hill Campus
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	Full field
Minimum period of registration:	Full-time - 12 months
Maximum period of registration:	Full-time - 4 years
Entry Requirements:	The minimum entry qualifications for the programme are: • English (normally English language) and mathematics GCSE grades 4-9, or equivalent qualifications (e.g. Functional Skills level 2 in numeracy and literacy) and • Honour's degree 2:2 or above, or equivalent overseas qualification. Non-standard applicants will be considered if they hold: • English (normally English language) and mathematics GCSE grades 4-9, or equivalent qualification (e.g. Functional Skills level 2 in numeracy and literacy). AND either of the following:

	- a recent diploma (HE) and free-standing L6 credit (minimum 30 credits B grade or above) or - third class or ordinary degree which includes evidence of a minimum of 30 credits at L6, B grade or above. Non-standard applicants may also be required to write a short academic essay. A minimum IELTS overall score of 6.5 and a minimum of 5.5 in each section (or equivalent) is required for those for whom English is not their first language and where most of their education has not been in English. All applicants must have a minimum of 2 years recent experience in a leadership role within a health, social work or social care setting.
Programme Accredited by:	Not Applicable
QAA Subject Benchmark Statements:	Business and Management (2015)
Approved Variants:	None
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	Senior Leader ST0480
Recruitment, Selection and Admission process:	Applicants must be employed for a minimum of 30 hours per week in a health or social care setting and have full sponsorship from their employer. where applicable, evidence of a valid 'Right to Work' visa covering the full length of the course and end point assessment (22 months).completion of an individual needs assessment to identify whether the applicant has undertaken previous certificated learning that matches learning offered by the apprenticeship. This declaration is required for all apprenticeship applicants, as duplication of learning or assessment previously undertaken is not eligible for apprenticeship funding under the Education and Skills Funding Agency rules (ESFA, 2021). Where prior learning is confirmed, the length of the programme will be adjusted to reflect this. Applicants who present with prior learning which would reduce the length of study to less than one year are not eligible for apprenticeship funding. CRB clearance is not required.

End Point Assessment Organisation(s):	ILM/ City & Guilds tbc

SECTION 2: THE COURSE

A. Aims of the Course

The overall aim of the course is to develop apprentices' capabilities so that they can lead at a senior level within the health care, social care, and social work sectors. The course will:

- Provide apprentices with an in-depth knowledge of the operation and management of health and social care systems, markets, organisations and work-forces;
- Equip apprentices with the conceptual knowledge and interpersonal skills to lead effectively at a senior level;
- Provide apprentices with knowledge of operational issues in accounting and finance within health and social care;
- Enable apprentices to work with organisational change, culture, systems, and complexity at a senior leader level.

B. Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA subject benchmarks for Master's Degrees in Business and Management, the ST0480 Senior Leader Apprenticeship Standard (revised) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical apprentice. The course provides opportunities for apprentices to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
A6	An applied understanding of the main paradigms and methodologies of organisational research	B6	Critically analyse and evaluate selected issues their workplace using appropriate research methods.	C6	Demonstrate critical awareness of, and apply research to, leadership practice
A5	In-depth knowledge of systems and complexity-based approaches to organisation theory	B5	Critically examine issues of causation, attribution, inclusion, race, and gender within the workplace	C5	Identify and manage organisational uncertainty and risk
A4	A deep, systematic understanding of theories of organisational change and culture	B1	Critically analyse theories of leadership and management	C4	Critically evaluate team resources, including self, and demonstrate critical awareness of development
A2	A deep, systematic understanding of theories of leadership, communication, emotions, and group processes	B3	Critically apply financial and non-financial theories to make allocation decisions	C3	Critically evaluate and develop a strategic business proposal
A1	A detailed understanding of management and functioning of care systems, markets, organisations, and workforces	B2	Critically apply psychological and sociological theories to leadership and management	C2	Critically reflect on their leadership practice
A3	An applied, detailed understanding of issues in accounting and finance relevant to health and social care management	B4	Critically analyse and apply theories of organisational change and culture to leadership practice	C1	Work collaboratively to lead and influence others

Programme Learning Outcomes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

The Postgraduate Diploma Leadership in Health and Social Care is a full-time level 7 non-integrated apprenticeship. It is offered through day release, normally over a 17-month period. Apprentices will undertake a minimum of 20% blended off-the-job (OTJ) learning, some of which is undertaken in the university setting and some will be completed in the workplace. The gateway and end-point assessment take place after the final assessment board and completion of the taught programme.

Full details of each module will be provided in module descriptors and apprentice module guides.

PgDip Leadership in Health & Social Care (Apprenticeship)

Level 6							
PgDip Leadership in Health & Social Care (Apprenticeship)							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Governance and service management in health and social care	NU6001	30	6	2			
Optional Modules							

Level 7							
PgDip Leadership in Health & Social Care (Apprenticeship)							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Governance and service management in health and social care	NU7001	30	7	2			

Leadership in health and social care	NU7002	30	7	3			
Risk, innovation and organisational change	NU7003	30	7	1			
Strategic planning and management accounting	BA7004	30	7	2			
Optional Modules							

Level 7 information

Apprentices who exit the programme with 60 level 7 credits will be considered for the award of PG Cert in Leadership in Health and Social Care.

Apprentices who complete the full programme with 120 credits, of which 90 credits must be at level 7 and the remaining 30 credits at level 6 (or level 7), are eligible for the award of PG Dip in Leadership in Health and Social Care.

D. Principles of Teaching, Learning and Assessment

The programme is offered as a full-time apprenticeship and has been designed in partnership with health and social care employers, ensuring currency and relevance to the workplace. It provides an integrated programme of university-based and workplace learning consisting of a minimum of 488 hours of OTJ learning, normally delivered over 17 months. The programme will develop the skills and knowledge required for senior leadership roles within the health care, social care, and social work sectors. To complete their apprenticeship, apprentices will take an 'End Point Assessment' (EPA). This is distinct and separate from the academic award and occurs after the apprentice has completed all course requirements.
Programme design embraces the principles outlined in the Kingston University Revised Academic Framework and Inclusive Curriculum Framework. Our apprentices come from diverse backgrounds, with different learning styles and educational experiences. This diversity is valued as it not only enriches the learning for all apprentices, but also reflects the diversity of the people they lead and aspire to lead in the workplace. Inclusivity bridges curriculum design and the assessment strategy to ensure that apprentices are   not unduly advantaged or disadvantaged due to their prior, or lack of prior, educational or leadership experience. Curriculum content and outcomes have been built around the knowledge, skills and behaviours (KSBs) specified in the Senior Leader apprenticeship standard. The KSBs have been grouped to provide four main curriculum themes and these underpin the four modules which form the on-programme learning.

The curriculum will offer a continuous learning process, where theory and workplace learning are interlinked. All progress is assessed through activities which are directly work related. The integration of theory and practice is achieved through a variety of learning, teaching and assessment strategies which require apprentices to critically evaluate and reflect on their leadership experiences in the workplace. Modules and the assessment of apprentices' learning will be sequenced throughout the academic year to ensure an even, manageable apprentice workload and to support the progressive development, practical application and integration of academic learning. Assessment submission dates for formative and

summative assessments will be published at the start of each academic year to allow for forward planning of coursework.

Each of the four modules and their assessment tasks will prepare apprentices for different aspects of their progression into senior leadership roles and their EPA. The first three modules facilitate understanding around the majority of the KSBs and help apprentices articulate their contextualisation to their own area of work in readiness for the second element of the EPA (the professional discussion). Governance and service management in health and social care will enable apprentices to understand and communicate the historical, political, demographic, and organisational context of their service and the principles which underpin its operation. This is followed by Leadership in health and social care, which enables students to develop and communicate the core knowledge, skills, and behaviours required to lead others in an emotionally sophisticated way. Risk, innovation and organisational change allows apprentices to progress and present an innovative work-based project around the management of risk or change. The final module, Strategic planning and management accounting, will equip apprentices with the knowledge and skills required to prepare and present a strategic plan, and will provide an assessed opportunity to rehearse, in full, the first element of the EPA, ensuring that learning from the programme as a whole is embedded.

Stakeholder engagement in programme design and delivery
Kingston University has well established partnerships with employers from health and social care services and collaboration between employers and the course team has been central to the co-creation and validation of the Senior Leader Degree Apprenticeship (SLDA). During curriculum design, a series of online consultation meetings were held with employers to inform the development of the curriculum. These built on previous engagement with local employers and included individual employer consultation, employer needs analysis and employer group curriculum consultations. The employer engagement meetings also incorporated the service user voice, captured through regular service user feedback to health and care providers. These contributions have shaped and directed programme design, module development and the module descriptors. There will be ongoing review at engagement meetings, to ensure the programme remains fit-for-purpose and continues to reflect stakeholder needs. Tripartite reviews and end-of-module evaluations will also contribute feedback to inform programme delivery and enhancement.

Learning and teaching
Teaching and learning will be delivered through the integration of face-to-face activities, technology enhanced learning, supported by the University's Virtual Learning Environment (Canvas) and work-based learning. Canvas provides apprentices with information about the programme, modules and teaching/learning materials and enables synchronous and asynchronous module delivery, virtual discussions or collaboration on learning activities. Those with mobile devices, such as smart phones, can download the Canvas App and E-learning resources are made available to apprentices via the VLE and learning resources centre, to enable flexible apprentice access.
Teaching and learning strategies will adopt an active learning, apprentice centred approach, with theory and workplace learning tightly interwoven throughout, alongside opportunities for iterative improvement of critical and reflective analysis. The first module is offered at levels 6 and 7, to support individual academic development needs. Pedagogical strengths of the programme include:
- Problem-based learning rooted in apprentices' actual workplace experiences rather than static case studies.

- Learning sets which promote the development of a community of enquiry able to support learners in tackling challenging leadership problems.
- The use of reflective assessment, informed by pragmatist research and supported by groupwork and supervision, which develops apprentices as reflective leaders.
- Teaching, learning, and assessment activities explicitly designed to prepare apprentices for their end point assessment and future leadership careers.
- Interprofessional learning opportunities through shared classroom learning between apprentices from a range of backgrounds, and with students on a related Master's courses.

Academic success

The programme design aims to support apprentices from a wide range of academic backgrounds and incorporates various academic support strategies to enable all apprentices maximise their full potential. Examples include:

- An orientation to the University's learning resources, database searching and VLE will be introduced at the start of the programme.

- The option to study the first module, Governance and Service Management in Health and Social Care, at level 6, providing support to apprentices during the initial phase of their learning journey whilst they refresh and hone academic skills.

- An early low-stakes assessment in module 1, which carries a low assessment weighting. It aims to ease apprentices into the assessment process and provide early feedback and guidance on performance.

- Academic skills development will be embedded throughout the programme, alongside the theory content and assessment tutorials. The 'Critical Thinking Skills Toolkit' will be introduced at the outset of the course and will be used throughout the programme to develop critical thinking.

- Learning activities will be used which foster reflection, critical appraisal, and analytic thinking skills, for example, through journal clubs, learning sets and the design of assessments.

- Dedicated academic skills lecturers able to provide small group   and one-to-one support.

See also section E below for further information on academic skill and apprentice support provision.

Assessment strategy

The PG Dip Leadership in Health and Social Care assessment strategy offers a broad variety of assessments. All assessments are mapped to the module learning outcomes and Senior Leader KSBs and have been planned to ensure parity of apprentice effort between modules. Word limits for written assignments have been standardised.

Assessment tasks are designed to be authentic to the workplace, commonly drawing upon workplace events or activities as materials through which the apprentice demonstrates application of theory, reflective analysis and evaluation skills. The range of assessments tasks used offers choice and scope for meaningful contextualisation to the apprentice's own workplace and assists with accommodating differing learning styles. Examples include a work-based project, a strategic business proposal and classroom presentations.

All summative assessments will be preceded by a formative assessment, related to the summative submission, which allows apprentices to develop their ideas, seek feedback and maximise success at the summative point. Apprentices also receive feed-forward at the summative points, which clarifies what actions are needed to develop their future assignments and achieve their full potential.

Pattern of delivery
The programme will be offered through day release. The first three modules (Governance and service management in health and social care; Leadership in health and social care; Risk, innovation and organisational change), will be delivered through a one day per week release mode, using a blended learning approach which combines on-campus teaching days, with days of directed learning. Directed learning may include online and/or workplace activities. As part of their OTJ learning apprentices will also participate in a facilitated learning set during their second module (Leadership in health and social care) which will focus on their practical leadership problems in the workplace. Through these sessions apprentices will:
- Learn to apply theory directly to current, real-time leadership problems
- Be supported in sharing emotionally challenging workplace experiences
- Become more mindful of group processes and dynamics within groups.

The final module, Strategic planning and management accounting, will be delivered in a block format. This module is designed to enable learners to evaluate financial and non-financial information and to learn to produce strategic proposals (the unsupported production of a strategic business proposal is a requirement of the endpoint assessment).

The flexibly scheduled directed learning activities will take place following and/or interspersed with the on-campus elements. These activities include:

- Directed and self-directed reading
- Structured personal and group reflection on leadership practice
- Coursework and assessment preparation
- Online learning set meetings
- Organisational and policy research
- Group projects
- Online tutorials
- Assessment activities which link directly to the module being studied.

Directed off-the-job learning will be recorded in the logbook (see below) and audited through the tripartite review system.

Workplace learning
Within the workplace it is anticipated that there will be a range of opportunities available to apprentices through which to supplement learning and contextualise theory already learnt to their own workplace. In conjunction with their workplace supervisor, each apprentice will be asked to identify additional relevant learning opportunities which support their identified learning needs, such as outreach visits, shadowing and observing. These practical learning activities will support the development of skills related to the apprenticeship standard and can be tailored to apprentice's particular needs. There will be time within the tripartite reviews for the apprentice and supervisor/line manager to discuss workplace learning opportunities with the course team representative.

Portfolio
Apprentices will prepare a portfolio of evidence derived from workplace activities during the on-programme element. The portfolio will contain approximately eighteen items of evidence

from a range of workplace leadership activities, cross referenced to the apprenticeship standard KSBs, which will collectively demonstrate that the apprentice has learnt, and is able to apply in practice, the requirements of each standard. The portfolio is an on-programme requirement of the apprenticeship standard and end point assessment plan. It will be reviewed by the end point assessor and will be used to inform the professional discussion, a component of the end point assessment. It is not formally assessed and does not contribute to the final academic mark of the PG Diploma.

Preparation of the portfolio will allow learners to gain valuable workplace experiential learning, supported by regular discussion, monitoring and oversight by the personal tutor and workplace supervisor. Regular review by the personal tutor will ensure that the evidence within the portfolio evidence covers the relevant standards and complies with usual professional portfolio conventions, i.e. the evidence:

- is Valid, Authentic, Current, Sufficient and Reliable (VACSR), and is confirmed appropriately, using verifiable signatures and dates;
- has detailed annotation describing how it has been produced and applied in practice;
- is referenced to the specific criteria being claimed;
- is anonymised.

The apprentice will present their portfolio for review prior to each tri-partite meeting, to facilitate discussion of progress.

Student feedback from past programmes using professional portfolios is that these provide an invaluable source of learning and help develop insight and professional maturity. The portfolio will also support career progression by providing a tool through which to showcase occupational competence to current and future employers.

Logbook

All apprentices will maintain a logbook of off-the-job (OTJ) activities, which will formally record all workplace learning activities and associated hours. The logbook contributes to compliance monitoring, to ensure a minimum of 20% OTJ learning is achieved by the end of the programme. Activities and the time taken to complete each activity will be confirmed and signed by the apprentice and workplace supervisor on the record sheets supplied for this purpose. The logbook will be reviewed at the tripartite meetings to ensure the apprentice is on target to complete the programme on time. In due course, it is anticipated that apprentices will be able to use Aptem, the new end-to-end apprenticeship IT system, to centrally record their OTJ hours.

E. Support for Students and their Learning

The course team recognises that the PG Dip Leadership in Health and Social Care apprenticeship is a demanding course both personally and academically. Our apprentice population is diverse; many are mid-career, and returning to study after a break is commonplace. In recognition of this a strong emphasis is placed on apprentice support. In addition to the curriculum design features outlined in section D, apprentices have a range of support resources upon which to draw, which includes the following:

- Course leader: The course leader helps apprentices to understand the structure and requirements of the course, in association with the course team. The course leader is responsible for the organisation and management of the programme and overall monitoring of apprentice progression.
- Module leader and teaching team: The module team are the primary source for academic support and assignment supervision. They coordinate tutorial support for the formative and summative submissions and ensure appropriate feedback and feed

forward is provided. The module team will refer apprentices in need of additional support.

- Apprentice workplace supervisor: Each apprentice will be supported within their employment setting by a workplace supervisor. At the start of the apprenticeship, employers will be asked to identify an appropriate individual within their organisation who can act as a positive role model, facilitate learning opportunities, act as a critical friend to discuss and challenge ideas and performance, and offer constructive feedback. The supervisor has an important role in supporting and guiding the apprentice through their learning journey to ensure effective learning. This includes facilitating learning opportunities, including any reasonable adjustments the apprentice may need to get maximum benefit from the OTJ learning in the workplace. Some employers may adopt a team-based approach to provide a broad range of support matched to the development needs of their apprentice. Preparation for the supervisor role will be offered by the programme team in collaboration with the employer. Additional support may also be available from line managers and other senior workplace colleagues.
- KU Personal Tutor Scheme: Pastoral care is a strong feature of the programme. It is recognised that the combination of work, study and personal family commitments can be challenging. Every apprentice is allocated a named personal tutor, normally a member of the course team, who provides a constant presence and continuity of support throughout the programme, encouraging and motivating their tutees. Regular personal tutor group tutorials are timetabled to facilitate group support at key points and apprentices have regular one-to-one meetings with their personal tutor to monitor their progression and development, and to support the development of the portfolio, as described in Section D. Apprentices are also able to contact their personal tutor for further academic and pastoral support, as required. Where appropriate, the personal tutor will refer tutees to the school's dedicated specialist lecturer for academic support who can provide one-to-one assistance with academic skill development or other university support services, as required.
- Tripartite review meetings: These meetings are an important requirement of the apprenticeship learning process. They provide opportunities for participants to raise issues and jointly review apprentice progress against the apprenticeship standard and commitment statement. Tripartite review meetings will normally be held once per semester, between the apprentice, employer (normally workplace supervisor or line manager) and university representative (normally personal tutor) to review the apprentice's progress and support needs. The frequency of the meetings is confirmed in the apprenticeship commitment statement which is issued at the start of the course and signed by the employer, the apprentice and university. It summarises the schedule, roles, responsibilities and funding to support the successful completion of the apprenticeship. Tripartite reviews will continue until the apprentice is ready for their EPA. This approach ensures the university remains aware of employer delivery towards the apprenticeship standard during this period.
- Specialist lecturer with a remit for academic support: Apprentices can self-refer or be referred by any member of academic staff for one-to-one tutoring to support writing/academic skills; English language development; learning difference needs (e.g., dyslexia).
- Student Hub: Centralised online university information and support covering a wide range of resources such as campus information, student accommodation, library services, academic regulations and procedures, student support and achievement, finance, wellbeing, student activities and participation, information for international students and on studying abroad.
- Academic Success Centres: Self-referral drop-in centres staffed by specialist academic support lecturers who provide small group and one-to-one support.

- Canvas: The University uses Canvas as its virtual learning environment which provides a versatile, interactive learning platform.
- IT support: Canvas has its own dedicated 24-hour support available to apprentices. Additional IT support can be accessed via 'My Kingston'.
- Faculty Student Achievement Officer: This is a non-academic role which provides pastoral support and advice. Apprentices can arrange a one-to-one meeting or attend drop-in appointments. The Student Achievement Officer is able to sign-post apprentices to the wide range of services offered by the University. These include finance, accommodation, disability and dyslexia, health and wellbeing, counselling, faith and spirituality, Union of Kingston University Students.
- Access to high quality learning resource centres (LRC), online learning facilities and other learning support. LRC staff support the provision of academic skills development, both within the LRC and integrated into module delivery.
- Qualified disability advisor who gives guidance on reasonable adjustments and support to the apprentice and advises academic staff.
- Confidential counselling and pastoral support, including mental health support services.
- Comprehensive occupational health services if required, beyond the employing organisation's own provision.
- Student support facilities provide advice on issues such as finance, health and wellbeing (including counselling), faith and spirituality, regulations, legal matters, accommodation, international student support and are available to all apprentices.
- The Students' Union.
- Dyslexia and disability support (including support for mental health concerns).

In addition, there are other key non-academic roles which provide support for apprentices, such as professionals support staff and the Admissions Team.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:
- External examiners
- Boards of study with apprentice representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Staff /Apprentice Consultative Committee
- Apprentice evaluation including Module Evaluation Questionnaire (MEQs) and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

In addition, for apprenticeship programmes:
- Apprenticeship employer senior level engagement/contract meetings
- Central university monitoring of the apprentice's journey and achievement of the programme via the Aptem IT system
- Apprenticeship Monitoring Committee (part of University's quality assurance and enhancement processes. The committee's functions include monitoring OTJ training requirements and preparation for EPA).

G. Employability and work-based learning

All course participants will be employed in senior health or social work/social care roles as a condition of entry to the programme and will be sponsored by their employer to undertake the apprenticeship with a view to career advancement within their organisation. The programme has been designed to fulfil the requirements of the Senior Leader Apprenticeship Standard ST0480 which develops advanced leadership knowledge, skills and behaviours directly applied to the workplace. The close partnership with local employers during programme development, and the ongoing review and feedback from employers and apprentices will ensure   the course is, and remains, well aligned to senior leader roles and organisational leadership needs across the local sector. The workplace portfolio of evidence complied during the programme will provide apprentices with a valuable source of evidence to demonstrate to employers how the KSBs have been developed and applied at level 7.

Work-based learning, including sandwich courses and higher or degree apprenticeships

Outreach placements, visits and shadowing activities within the apprentice's employment setting are actively encouraged – although it is the responsibility of individual apprentices to arrange such activities with their line manager and workplace supervisor. This type of activity allows apprentices to access new learning opportunities which may not be available within their usual work base, and which will enhance practical application of theoretical learning. Outreach activities and associated hours are recorded in the apprentice's logbook and mapped to the KSBs

H. Other sources of information that you may wish to consult

Quality Assurance Agency level 7 subject benchmark statement for Business and Management (2015):
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-and-management-15.pdf?sfvrsn=1997f681_16
The Senior Leader Apprenticeship Standard (2018; updated March 2021):
https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-leader-v1-1
Education and Skills Funding Agency (2021) Apprenticeship funding rules for main providers. August 2020 – July 2021
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/975795/2021_Provider_Rules_Version_5_v_1.0_FINAL.pdf

I.   Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 6	Level 7

		NU6001	NU7002	NU7001	BA7004	NU7003
Knowledge & Understanding	A6	S		S	S	
	A5	S	S	S	S	S
	A4	S	S	S		S
	A2	S	S	S		S
	A1	S		S	S	S
	A3	S		S	S	
Intellectual Skills	B6	S	S	S	S	S
	B5	S	S	S		S
	B1	S	S	S		S
	B3	S		S	S	
	B2	S	S	S		S
	B4		S			S
Practical Skills	C6	S	S	S		S
	C5	S		S	S	S
	C4	S	S	S	S	
	C3				S	
	C2					S
	C1	S	S	S	S	

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.