

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University		Faculty responsible for the programme Business School	
Apprenticeship Standard Senior Leader (Level 7)		Assessment Plan	
End Point Assessment type Non-integrated.	Main training provider Bournemouth University	Approved sub-contractors N/A	
Apprenticeship model Senior Leader (Level 7) Apprenticeship			
Final award(s), title(s) and credits			
1. Level 7 Senior Leader Apprenticeship: completed at Bournemouth University and assessed by an End Point Assessment Organisation (EPAO). Apprentices will undertake the required 'on programme' activities to meet the Level 7 Senior Leader Apprenticeship Standard .			
BU Awards			
1. Postgraduate Certificate in Business Administration (PT) [60 Credits / 30 ECTS]			
2. Postgraduate Diploma in Business Administration (PT) [120 credits / 60 ECTS]			
3. Master of Business Administration (PT) [180 credits / 90 ECTS]			
UCAS Programme Code(s) (where applicable and if known):	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load: 100079	LARS (Learning Aims Reference) code: 00306852	
External reference points			
<ul style="list-style-type: none"> • Level 7 Senior Leader Apprenticeship Standard • Institute for Apprenticeships: Degree Apprenticeship Standards and Assessments • Ofsted/Education Inspection Framework (https://www.gov.uk/government/publications/education-inspection-framework) • QAA Higher Education in Apprenticeships characteristics statement (https://www.qaa.ac.uk/the-quality-code/characteristics-statements/higher-education-in-Apprenticeships-characteristics-statement) • IfATE Apprenticeships quality statement (https://www.instituteforApprenticeships.org/quality/what-is-a-quality-Apprenticeship/) • Apprenticeship funding rules (https://www.gov.uk/guidance/Apprenticeship-funding-rules) • The UK Quality Code for Higher Education (May 2018), including: <ul style="list-style-type: none"> ○ Expectations and practices for standards and for quality; ○ Themed advice and guidance documents; ○ Qualifications Frameworks (incorporating the FHEQ) (Feb 2024); ○ Characteristics Statements; ○ Credit Frameworks; ○ Business and Management QAA subject benchmark (March 2023) • AACSB International, Business Standard (2020) • Chartered Management Institute • JISC Digital Capabilities Framework • UN Sustainable Development Goals • Principles for Responsible Management Education (PRME) • Institute of Directors • World Economic Forum • National occupational standards, Sector Skills Councils standards • The Federation for Industry Sector Skills and Standards 			

Professional, Statutory and Regulatory Body (PSRB) links Chartered Management Institute (CMI) The Association to Advance Collegiate Schools of Business (AACSB International)	
Locations of off-the-job training delivery Bournemouth University Business School, Talbot Campus	
Mode(s) of delivery Part-time blended learning	Language of delivery English
Duration of Programmes	
Typical duration (SLA) 22 months for the Senior Leader Apprenticeship (SLA), plus 12 weeks for the End Point Assessment (EPA)	
Typical duration (BU Awards) 1. 12 months for the taught part-time Postgraduate Certificate in Business Administration 2. 22 months for the taught part-time Postgraduate Diploma in Business Administration 3. 9 months for the taught part-time Master of Business Administration	
Date of first intake September 2022	Expected start dates Autumn / Spring
Maximum Apprentice numbers N/A	
Partner(s) None	Partnership model N/A
Date of this Programme Specification July 2024	
Version number 1.3-0925	
Approval, review or modification reference numbers E212223 EC2122 46, approved 30/05/2022 EC 2223 41, approved 25/05/23 BUBS 2324 03, approved 28/04/23 BUBS 2324 11, approved 23/01/2024, previously v1.1 BUBS 2425 01 approved 02/10/2024, previously v1.2	
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PROGRAMME STRUCTURE

Distinctive Characteristics of the Level 7 Senior Leader Apprenticeship

An Apprenticeship is “a job with a formal programme of training” (Department of Education 2019, p.5), which allows individuals to gain a higher qualification whilst still in the workplace. The Level 7 Senior Leader Apprenticeship (SLA) differs from many other Apprenticeships, as it is classed by the Institute of Apprentices as a 'non-degree qualification'. Apprentices therefore complete their training with one organisation, such as Bournemouth University (known as the training provider) and are then assessed on the Apprenticeship Standards by an End Point Assessment Organisation (EPAO). Training Providers can offer their own additional qualifications and therefore successful Apprentices will also be awarded a Postgraduate Diploma in Business Administration from Bournemouth University, with the opportunity to continue their studies (at an additional cost) to gain the full Master of Business Administration (MBA) qualification.

Programme Awards and Titles:								
1. Senior Leader Apprenticeship								
2. Postgraduate Diploma (PGDip) in Business Administration								
Stage 1/Level 7 (Year 1 and Year 2)								
Unit Name	Core/Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Leading and Managing Change (SLA)	Core	20		100		40	V1.1	100088
Organisational Environment and Sustainability (SLA)	Core	20		100		40	V1.1	100088
Managing Organisational and Individual Performance (SLA)	Core	20		40	60	40	V1.1	100604 (60%) 100085 (40%)
Financial Decision Making (SLA)	Core	20		100		40	V1.1	100107
Strategic Management (SLA)	Core	20		100		40	V1.1	100810 (75%) 100107 (25%)
Shaping the Future of Work (SLA)	Core	20		50	50	40	V1.1	100089 (60%) 100359 (40%)
Senior Leader Personal and Professional Development (SLA)	Core	0		100		10	V1.1	100088
Senior Leader Apprenticeship: End Point Assessment								
This Award is a non-integrated Apprenticeship and includes an end-point assessment (EPA), carried out by an external End Point Assessment Organisation (EPAO)								
The Apprentice must pass the EPA to complete the Apprenticeship and be eligible for the award of Senior Leader Apprenticeship, as well as any additional qualifications awarded by the EPAO.								
Postgraduate Diploma in Business Administration								
Apprentices who successfully complete all required units and assessments are also awarded a Postgraduate Diploma (PGDip) in Business Administration.								
Progression requirements:								
Any individual who successfully completes the Senior Leader Apprenticeship, passing the EPA, as well as the Postgraduate Diploma (PGDip) in Business Administration, is permitted to progress onto the Master of Business Administration (MBA) (Top-Up), at an additional charge, and usually at the first available opportunity.								
Exit qualifications:								

1. Level 7 Senior Leader Apprenticeship (plus any additional, associated EPAO qualifications(s))**2. Postgraduate Certificate in Business Administration (PT) [60 Credits / 30 ECTS]****3. Postgraduate Diploma in Business Administration (PT) [120 credits / 60 ECTS]**

Following the completion of the 'on programme' activities within the Senior Leader Apprenticeship, a 'Gateway Review' meeting between the Apprentice, their employer and the training provider will ascertain the Apprentice's readiness for the End Point Assessment (EPA) with the approved EPAO.

The EPA period only starts, and the EPA arranged, once both the Training Provider and the employer are satisfied that the Apprentice is consistently working at or above the level set out in the occupational standard, and all pre-requisite Gateway requirements for EPA have been met and evidenced.

Master of Business Administration (MBA)

Following the successful completion of the Senior Leader Apprenticeship and the Postgraduate Diploma in Business Administration, there is an opportunity for individuals to 'top up' to a full MBA qualification, at an additional charge and usually at the first available opportunity.

Stage 2/Level 7 (Year 3)

Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Research Methods (MBA)	Core	20		100		20	V1.0	100078 (100%)
Project (MBA)	Core	40		100		40	V1.0	100078 (100%)

Exit qualification: Master of Business Administration requires [180 credits / 90 ECTS]

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- articulate how the programme will enable Apprentices to demonstrate the Knowledge, Skills and Behaviours (KSB's) of the Apprenticeship standard;
- identify programme learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The Level 7 Senior Leader Apprenticeship (SLA) is designed to provide individuals with “inclusive and strategic leadership and direction relating to their area of responsibility within an organisation” (Institute of Apprentices 2021).

Organisations, including their leaders, are facing an array of unprecedented challenges and change. Disruption, in all its forms, along with a societal call for greater inclusivity and responsibility relating to the management and practices of organisations, means that there is a greater need for universities and training providers to develop individuals to lead and manage change by deploying a more responsible form of leadership and management.

This document provides an overview of the Level 7 Senior Leader Apprenticeship programme, which aims to develop critically informed, agile, and resourceful Apprentices, who have the required knowledge, skills, and behaviours (KSB's) of the Level 7 Senior Leader Apprenticeship standards, enabling them to:

1. set the vision and direction of the organisations adopting a responsible, inclusive and value led approach;
2. evidence a broad appreciation and critical understanding of the principles, concepts and interrelatedness of management disciplines;
3. integrate functional knowledge and data analysis to identify long term opportunities and risks applying innovative, creative responses;
4. develop well-argued recommendations, integrating appropriate theoretical and conceptual frameworks to address complex organisational and leadership issues.
5. be future senior leaders in an ever changing global and volatile environment, able to respond and manage crisis or risky situations.
6. communicate ideas effectively using the most appropriate media whilst demonstrating a capacity for logical and coherent thinking;
7. develop sustainable and ethical business cultures inviting different perspectives and championing diversity.
8. have a commitment to independent and active life-long learning for themselves and their teams.

The programme allows Apprentices an opportunity to explore, critically evaluate and design viable solutions to address complex organisation problems and help facilitate the conjunction required to successfully navigate organisational change, whilst sustaining a responsible and inclusive approach.

Apprenticeship Programme Structure

The L7 SLA delivery structure consists of 6 core units that align with the KSB's for the Level 7 SLA standard.

The programme is completed over a period of 22 months prior to Gateway and the End Point Assessment.

Programme Diagram: SLA / PGDip



Figure One

As mentioned above, after successful completion of the SLA and the PGDip, there is an opportunity, at an additional cost, for those individuals who wish to continue their studies to progress to the MBA (Top-Up). This consists of a 20-credit, online Research Methods unit, followed by a 40-credit Project unit.

SLA / PGDip, followed by MBA (Top-Up)

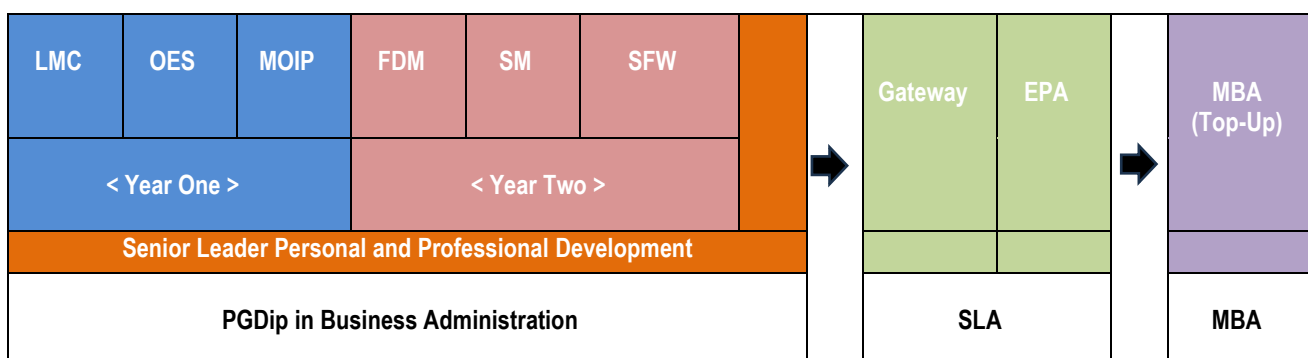


Figure Two

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

BU's vision and strategic priorities

BU's vision is: *"to be recognised worldwide as a leading university for inspiring learning, advancing knowledge and enriching society through the Fusion of education, research and practice."* (BU 2025).

The L7 SLA fully aligns with BU's values of excellence, inclusivity, creativity, and responsibility:

- fusion of relevant and contemporary curricula, with the research expertise of the teaching team, and engagement with industry practitioners (both within and beyond the university's campus) (Strategic outcomes A1; A2; B3; C1-C3: D1-D3);
- enriching society with a curriculum which emphasises ethical, sustainable, responsible, and inclusive leadership and management (Strategic outcomes A2; B3; C2; C3:D1; D2)
- informed teaching, with the current research interests of the teaching team and their desire to inspire learning, seek excellence and advance knowledge (Strategic outcomes A2; B1; B2; D1; D2);
- equipping our students with the intellectual, practical, and transferable skills for future leadership and employment (Strategic outcomes A3; B1; C1; C2; D1; D2);
- teaching and learning that values the creative process and inspires lifelong learning in their students and alumni (Strategic outcomes A3; B1; B3; C1; D2)

Other University priorities

This programme aligns with other BU priorities as follows:

- aligns with BU's sustainability agenda by linking our curriculum to have an ethical, inclusive, and responsible framework.
- Programme delivery makes full use of BU's e-learning environment through which students can remotely access programme-related materials and additional information/support. The VLE is also the portal through which coursework is submitted (via Turnitin);
- Delivery is informed by the aims of the University's Fusion Learning, Innovation and Excellence (FLIE) which are to inspire improvements and innovation in learning and teaching practice. In particular, the validation of this programme has been informed by the University's policy on Technology Enhanced Learning (TEL) which emphasises co-creation, flipped learning, blended learning, student engagement and feedback including feedforward.

L7 Senior Leader Programme Alignment with BU2025

- A clear emphasis on the fusing of education, research, and professional practice. All units include opportunities to engage with industry with many opportunities to fuse research, education, and professional practice via the case study approach.
- The programme links with BU's commitment to sustainability and values of inclusivity offers student's multiple opportunities to consider an organisation's approach as well as their own personal approach to sustainable goals and inclusivity for all.
- The programme links to the BU value of responsibility by offering student's the opportunity to reflect on the impact of their actions throughout the Apprenticeships and consider the contribution that they have made to developing themselves, their organisation, BU, and the local community.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the Apprentice, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection, practice).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Level 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

Level 7 Senior Leader Apprenticeship Learning and Assessment

The 'on programme' learning for the L7 SLA lasts for a period of 22 months before reaching the Gateway and the 12-week End Point Assessment period. Learning hours for the Level 7 Senior Leader Apprenticeship are calculated according to the Department of Education.

Before the start of the programme, the Apprentice, their organisation, and the training provider (BU) meet to complete an initial assessment and skills scan, documenting any relevant prior experience or accredited, prior, relevant qualifications (see the RPL section for further details about prior learning). The non-taught 'Off-the-Job' (OTJ) learning hours may be adjusted according to the outcome of this meeting. Nevertheless, there is a minimum requirement of 12 months duration for the Apprenticeship and a minimum of 279 OTJ hours per year on programme, so those individuals with previous Management Master's qualifications or significant experience as a senior leader may not qualify for the programme.

Delivery takes the form of a blended learning programme with a combination of face-to-face lectures and seminars and live, scheduled, online sessions, which may be in the form of seminars, guest lectures or one-to-one tutorials. There will also be course material provided online via our Virtual Learning Environment, Brightspace, including recorded lectures, discussion boards, online quizzes, etc. We also understand that learning with others can be important, and these opportunities will take the form of study groups and action learning sets. Within the workplace we also encourage Apprentices to seek opportunities for work shadowing and mentoring (where appropriate). Apprentices also have the opportunity to meet and work with MBA students and attend guest lectures or workshops within the wider BUBS and BU communities.

End Point Assessment (EPA)

Whilst the L7 SLA is required to be assessed by an external EPAO, the training provider has responsibility to ensure that the Apprentice meets all of the KSB requirements before they enter the EPA period. When the Apprentice has completed their 'on programme' activities, a meeting between the Apprentice, their employer and the training provider will ascertain the Apprentice's readiness for the EPA. When this is confirmed, there is a 'gateway' process that includes the employer alerting the EPA assessor to Apprentice readiness (uploading portfolio and ESFA-approved English / Maths qualifications). The training provider organises an assessment date/time.

There is a set assessment for all individuals undertaking a Level 7 SLA. Apprentices with additional learning needs may apply for reasonable adjustments with the EPAO.

EPA Method 1: Strategic Business Proposal and Presentation with Questioning

A 4,000-word strategic business proposal which has real business benefit. This might be in the form of a change plan proposal and implementation, a plan for a significant company investment or plans regarding making savings or increasing profitability. This plan must include evidence that senior leaders or the organisation's board have agreed to this proposal. It does not require actual facilitation of the proposal as it may be long term and thus cannot be completed within 12 weeks, nevertheless the proposal must demonstrate that it has real organisational benefit. The Apprentice will present the proposal and be questioned about it from an appointed assessor from the EPAO.

EPA Method 2: Professional Discussion, underpinned by a Portfolio of Evidence

Apprentices submit a portfolio of evidence demonstrating they have met the required KSB's and will lead a discussion with an appointed assessor from the EPAO.

Postgraduate Diploma in Business Administration and MBA (Top-Up) Assessments

Whilst the assessments to gain the L7 SLA are completed at the end of the programme, Apprentices complete relevant assignments during their PGDip programme, to develop learning and evidence their development of the required KSB's. There will be a range of different assessment methods throughout the programme, including individual and group work, presentations, case studies, posters, reflective accounts, and reports.

There are formative assessments on every unit which are linked to the overall unit strategy. These reflect the diversity of assessments as mentioned above and may include presentations, quizzes, practice case study and a one-to-one appointment with unit tutors to discuss their work.

Special arrangements may be made for students with individual learning needs on the advice of their Additional Learning Needs tutor. These may include longer deadlines, a scribe for exams and in some rare cases a change in assessment.

If an individual continues onto the MBA (Top-Up), they will complete two additional units. The Research Methods (MBA) unit will include a new online 20-credit unit designed to develop students' awareness of the philosophies, methodologies, and techniques of key research methods in preparation for their final project unit. The final Project (MBA) unit is a self-managed Project which may either be a traditional dissertation research project or a consultancy project with their employer. Students will be assigned a supervisor for the Project (MBA) unit who provides students with direction and support.

STAFF DELIVERING THE PROGRAMME

Apprentices will usually be taught by a combination of senior academic staff and others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research Apprentices.

APPRENTICESHIP KNOWLEDGE, SKILLS AND BEHAVIOURS

The knowledge, skills and behaviours (KSB's) of the Apprenticeship Standard are evaluated and assessed at the final level of the Apprenticeship (Level 7). This applies to all judgements made on the KSB's from the Skills Scan at the start of the Apprenticeship to the End Point Assessment.

Since many SLA KSB's are complex and broad ranging, and in order to systematically build Apprentices' understanding and confidence, KSB's are introduced and reinforced across at least 2 units. This means that specific sub-elements of some KSB's may be addressed in different units.

Knowledge	Programme Unit	Programme ILOs	Workplace Learning
K1: How to shape organisational mission, culture and values.	<ul style="list-style-type: none"> Leading and Managing Change Strategic Management Senior Leader Personal and Professional Development 	A1; A4 B2 C4; C5 D1; D2; D3; D4; D5	<p>All KSB's will be achieved by the combination of classroom learning and workplace learning and application.</p> <p>The balance of classroom and workplace learning will depend on the Apprentice's role and individual training plan.</p>
K2: Organisation structures; business modelling; diversity; global and horizon scanning perspectives; governance and accountability; technological and policy implications.	<ul style="list-style-type: none"> Shaping the Future of Work Strategic Management Senior Leader Personal and Professional Development 	A1; A2; A4 B1; B4 C2; C3; C4 D3	
K3: New market strategies, changing customer demands and trend analysis.	<ul style="list-style-type: none"> Shaping the Future of Work Strategic Management Senior Leader Personal and Professional Development 	A1; A3; A4 B1; B3 C2; C3 D5	
K4: Innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability.	<ul style="list-style-type: none"> Organisational Environment and Sustainability Shaping the Future of Work Senior Leader Personal and Professional Development 	A1; A3; A4 B3 C6 D1; D2; D3; D4; D5	
K5: Systems thinking, knowledge/data management, research methodologies and programme management.	<ul style="list-style-type: none"> Organisational Environment and Sustainability Managing Organisational and Individual Performance Shaping the Future of Work 	A5 B1; B3 C1 D2	

	<ul style="list-style-type: none"> Senior Leader Personal and Professional Development 		
K6: Ethics and values-based leadership theories and principles.	<ul style="list-style-type: none"> Leading and Managing Change Organisational Environment and Sustainability Shaping the Future of Work Senior Leader Personal and Professional Development 	A1; A2; A6; A7 B2 C4; C5 D1; D2; D3; D4	
K7: Competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change.	<ul style="list-style-type: none"> Leading and Managing Change Managing Organisational and Individual Performance Strategic Management Senior Leader Personal and Professional Development 	A1; A3; A5 B1; B2 C1; C6 D1; D2; D3; D4; D5	
K8: Financial strategies, for example scenarios, modelling and identifying trends, application of economic theory to decision-making, and how to evaluate financial and non- financial information.	<ul style="list-style-type: none"> Financial Decision Making Strategic Management Senior Leader Personal and Professional Development 	A1; A3 B1; B3 C1	
K9: Financial governance and legal requirements, and procurement strategies.	<ul style="list-style-type: none"> Financial Decision Making Strategic Management Senior Leader Personal and Professional Development 	A1; A3 B1; B3 C1	
K10: Organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures.	<ul style="list-style-type: none"> Leading and Managing Change Managing Organisational and Individual Performance Senior Leader Personal and Professional Development 	A3 B4 C2; C7 D2; D4	
K11: Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion.	<ul style="list-style-type: none"> Leading and Managing Change Organisational Environment and Sustainability Managing Organisational and Individual Performance Shaping the Future of Work Senior Leader Personal and Professional Development 	A1; A2; A4; A6 B2; B4 C4 D3; D4	

K12: Influencing and negotiating strategies both upwards and outwards.	<ul style="list-style-type: none"> • Leading and Managing Change • Shaping the Future of Work • Senior Leader Personal and Professional Development 	A1 D2	
K13: The external social and political environment and use of diplomacy with diverse groups of internal and external stakeholders.	<ul style="list-style-type: none"> • Strategic Management • Shaping the Future of Work • Senior Leader Personal and Professional Development 	A1 B1; B3 C3; C4 D2	
K14: Working with board and other company leadership structures.	<ul style="list-style-type: none"> • Leading and Managing Change • Financial Decision Making • Senior Leader Personal and Professional Development 	A1; A6 C4 D1; D2	
K15: Brand and reputation management.	<ul style="list-style-type: none"> • Leading and Managing Change • Strategic Management • Senior Leader Personal and Professional Development 	A1; A6 C2; C4; C5 D2	
K16: Working with corporate leadership structures, for example, the markets it operates in, roles and responsibilities, who its stakeholders are and what they require from the organisation and the sustainability agenda.	<ul style="list-style-type: none"> • Leading and Managing Change • Organisational Environment and Sustainability • Senior Leader Personal and Professional Development 	A1; A6 C4 D1; D2	
K17: Crisis and risk management strategies.	<ul style="list-style-type: none"> • Managing Organisational and Individual Performance • Financial Decision Making • Senior Leader Personal and Professional Development 	A1; A7 C2	
K18: Coaching and mentoring techniques.	<ul style="list-style-type: none"> • Leading and Managing Change • Shaping the Future of Work • Senior Leader Personal and Professional Development 	A1; A6 B4 C7 D1; D2; D3; D4	
K19: Approaches to developing a Corporate Social Responsibility programme.	<ul style="list-style-type: none"> • Organisational Environment and Sustainability • Strategic Management • Senior Leader Personal and Professional Development 	A1; A2 B2 C5	

K20: The organisation's developing communications strategy and its link to their area of responsibility.	<ul style="list-style-type: none"> Organisational Environment and Sustainability Strategic Management Senior Leader Personal and Professional Development 	A1; A6 C2; C4; C5 D2	
Skills	Programme Unit	Programme ILOs	Workplace / Placement Learning
S1: Use horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes.	<ul style="list-style-type: none"> Organisational Environment and Sustainability Managing Organisational and Individual Performance Strategic Management Senior Leader Personal and Professional Development 	A1; A3 B3 C3	<p>All KSB's will be achieved by the combination of classroom learning and workplace learning and application.</p> <p>The balance of classroom and workplace learning will depend on the Apprentice's role and individual training plan.</p>
S2: Set strategic direction and gain support for it from key stakeholders.	<ul style="list-style-type: none"> Leading and Managing Change Strategic Management Senior Leader Personal and Professional Development 	A1 B3 C3; C4 D2	
S3: Undertake research, and critically analyse and integrate complex information.	<ul style="list-style-type: none"> Leading and Managing Change Organisational Environment and Sustainability Managing Organisational and Individual Performance Financial Decision Making Strategic Management Shaping the Future of Work Senior Leader Personal and Professional Development 	A1; A3; A5 B1; B3 C1	
S4: Lead change in their area of responsibility, create an environment for innovation and creativity. Establish the value of ideas and change initiatives and driving continuous improvement.	<ul style="list-style-type: none"> Leading and Managing Change Managing Organisational and Individual Performance Shaping the Future of Work Senior Leader Personal and Professional Development 	A1; A4; A6 B1; B2; B4 C2; C4; C6; C7 D1; D2; D5	
S5: Lead and respond in a crisis situation using risk management techniques.	<ul style="list-style-type: none"> Leading and Managing Change Managing Organisational and Individual Performance 	A1; A7 D2; D5	

	<ul style="list-style-type: none"> Senior Leader Personal and Professional Development 		
S6: Act as a Sponsor/Ambassador, championing projects and transformation of services across organisational boundaries.	<ul style="list-style-type: none"> Leading and Managing Change Managing Organisational and Individual Performance Senior Leader Personal and Professional Development 	A1; A2; A3; A6 B1; B2 C2; C3; C4; C6 D1; D2; D3; D4; D5	
S7: Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management.	<ul style="list-style-type: none"> Organisational Environment and Sustainability Managing Organisational and Individual Performance Senior Leader Personal and Professional Development 	A1; A2; A3; A4; A6 B1; B2; B4 C2; C4; C6; C7 D1; D2; D5	
S8: Apply principles relating to Corporate Social Responsibility, Governance and Regulatory compliance.	<ul style="list-style-type: none"> Organisational Environment and Sustainability Financial Decision Making Senior Leader Personal and Professional Development 	A1; A2 C4; C5	
S9: Drive a culture of resilience and support development of new enterprise and opportunities.	<ul style="list-style-type: none"> Leading and Managing Change Shaping the Future of Work Strategic Management Senior Leader Personal and Professional Development 	A1; A2; A3; A4; A6 B1; B2; B4 C1; C2; C3; C4; C6; C7 D1; D2; D4; D5	
S10: Oversee development and monitoring of financial strategies and setting of organisational budgets based on Key Performance Indicators (KPIs), and challenge financial assumptions underpinning strategies.	<ul style="list-style-type: none"> Managing Organisational and Individual Performance Financial Decision Making Senior Leader Personal and Professional Development 	A1; A3; A4 B1; B3 C1; C3 D2	
S11: Uses financial data to allocate resources.	<ul style="list-style-type: none"> Managing Organisational and Individual Performance Financial Decision Making Senior Leader Personal and Professional Development 	A1; A3; A4 B1; B3 C1; C3 D2	

S12: Oversee procurement, supply chain management and contracts.	<ul style="list-style-type: none"> Financial Decision Making Strategic Management Senior Leader Personal and Professional Development 	A1; A4 C2; C6 D1; D2	
S13: Use personal presence and “storytelling” to articulate and translate vision into operational strategies, demonstrating clarity in thinking.	<ul style="list-style-type: none"> Leading and Managing Change Shaping the Future of Work Senior Leader Personal and Professional Development 	A1; A6 B2; B4 C4; C5; C6 D2; D4	
S14: Create an inclusive culture, encouraging diversity and difference and promoting well-being.	<ul style="list-style-type: none"> Leading and Managing Change Organisational Environment and Sustainability Senior Leader Personal and Professional Development 	A1; A2; A4; A6 B2; B4 C5; C7 D1; D2; D3; D4	
S15: Give and receive feedback at all levels, building confidence and developing trust, and enable people to take risks and challenge where appropriate.	<ul style="list-style-type: none"> Leading and Managing Change Shaping the Future of Work Senior Leader Personal and Professional Development 	A1; A2; A6 B2; B4 C4; C5; C6; C7 D1; D2; D3; D4; D5	
S16: Enable an open culture and high-performance working environment and set goals and accountabilities for teams and individuals in their area.	<ul style="list-style-type: none"> Leading and Managing Change Managing Organisational and Individual Performance Senior Leader Personal and Professional Development 	A1; A2; A6 B2; B4 C4; C5; C6; C7 D1; D2; D3; D4; D5	
S17: Lead and influence people, building constructive working relationships across teams, using matrix management where required.	<ul style="list-style-type: none"> Leading and Managing Change Shaping the Future of Work Senior Leader Personal and Professional Development 	A1; A2; A6 B2; B4 C4; C5; C6; C7 D1; D2; D3; D4; D5	
S18: Optimise skills of the workforce, balancing people and technical skills and encouraging continual development.	<ul style="list-style-type: none"> Leading and Managing Change Managing Organisational and Individual Performance Shaping the Future of Work Senior Leader Personal and Professional Development 	A1; A2; A6 B2; B4 C5; C6; C7 D1; D2; D3; D4; D5	
S19: Manage relationships across multiple and diverse stakeholders.	<ul style="list-style-type: none"> Organisational Environment and Sustainability 	A1; A2; A6 B2; B4	

	<ul style="list-style-type: none"> Strategic Management Senior Leader Personal and Professional Development 	C4 D1; D2; D3; D4; D5	
S20: Lead within their area of control/authority, influencing both upwards and outwards, negotiating and using advocacy skills to build reputation and effective collaboration.	<ul style="list-style-type: none"> Leading and Managing Change Shaping the Future of Work Senior Leader Personal and Professional Development 	A1; A2; A6 B2; B4 C4; C5; C6; C7 D1; D2; D3; D4; D5	
S21: Shape and manage the communications strategy for their area of responsibility.	<ul style="list-style-type: none"> Organisational Environment and Sustainability Strategic Management Senior Leader Personal and Professional Development 	A1; A2; A6 B2 C4; C5 D2; D3	
Behaviours	Programme Unit	Programme ILOs	Workplace / Placement Learning
B1: Work collaboratively enabling empowerment and delegation.	ALL	A1; A6 B2; B4 C4; C7 D1; D2; D3; D4	All KSB's will be achieved by the combination of classroom learning and workplace learning and application. The balance of classroom and workplace learning will depend on the Apprentice's role and individual training plan.
B2: Take personal accountability aligned to clear values.	ALL	A2; A4 B4 C5 D4	
B3: Curious and innovative - exploring areas of ambiguity and complexity and finding creative solutions.	ALL	A1; A2 B2 C6 D5	
B4: Value difference and champion diversity.	ALL	A1; A2; A6 B2; B4 C5; C7 D1; D2; D3; D4	
B5: Seek continuous professional development opportunities for self and wider team.	ALL	A1; A2; A4; A6 B2; B4 C2; C7 D3; D4	

ENGLISH, MATHS AND BRITISH VALUES

Unit	English	Maths	British values
Leading and Managing Change		N/A	<p>British Values – Democracy, Rule of Law, Respect and Tolerance, and Individual Liberty – are explicitly assessed in every assignment, with particular emphasis on:</p> <ul style="list-style-type: none"> • appropriate conduct when interacting on contentious issues. • reaching shared understanding of topics explored and driving shared decision making. • protecting space in discussions for those with conflicting views. • embracing diverse perspectives on what leadership means. • ethical leadership in respect of diversity, equality and inclusion. • respect for autonomy and accommodating individuals' preferences in various work-based scenarios. • understanding legal, professional, governance- and compliance-related obligations. • avoidance or restriction of bias / assumption when considering the perspectives of others. • understanding how to drive and evaluate personalised. professional development. • respecting the need to balance conflicting interests.
Organisational Environment and Sustainability		N/A	
Managing Organisational and Individual Performance	Throughout the programme, written and spoken English language skills will be enhanced through group discussions, guided independent learning, assessment-related activities and critical reflection.	Numerical (Maths) skills will be enhanced through in-class activities, guided independent learning and assessment-related activities, with a particular focus on data analysis.	
Financial Decision Making	Via the above activities, Apprentices will enhance their use of technical and subject-specific English, as well as their control of register and tone.	Numerical (Maths) skills will be enhanced through in-class activities, guided independent learning and assessment-related activities, with a particular focus on the numerical skills required to carry out financial analyses, including ratios.	
Strategic Management	Through formative and summative assessment activities, Apprentices will develop high-level written communication skills, enabling them to produce professional, curated, industry-standard outputs.	Numerical (Maths) skills will be enhanced through in-class activities, guided independent learning and assessment-related activities, with a particular focus on understanding economic data, financial-related KPI's and budgeting.	
Shaping the Future of Work		N/A	

SAFEGUARDING, PREVENT AND CAREERS SUPPORT

Unit	Safeguarding and Prevent	Careers support
Leading and Managing Change	Safeguarding and Prevent are embedded throughout the Programme, with particular emphasis on:	Careers support is promoted to Apprentices throughout the programme, with Apprentices having opportunities to:
Organisational Environment and Sustainability	<ul style="list-style-type: none"> appreciating the challenges, perspectives and needs of marginalised stakeholder groups and individuals. developing Apprentices' understanding of their role and responsibilities in advocacy, empowerment, delegation and decision-making, including the requirement for informed and meaningful consent. understanding the importance of promoting humanising practices, including psychological safety, within organisational bureaucracies. 	<ul style="list-style-type: none"> access bespoke professional development support. receive individual, personalised career advice. assess and discuss their development needs and wants. access MyCareerHub, BU's online career portal. engage in the BU Graduate Skills+ Programme. attend Professional Development sessions offered as part of the Business School Employability Programme. engage with senior industry practitioners invited as Guest Speakers. reflect on their career journey to date and where they wish to go in the future. seek out opportunities to spend time in other areas away from their usual workplace to further develop their KSB's and gain exposure to other disciplines and potential career opportunities.
Managing Organisational and Individual Performance		
Financial Decision Making		
Strategic Management		
Shaping the Future of Work		

INDICATIVE TIMELINE FOR DEMONSTRATING KNOWLEDGE, SKILLS AND BEHAVIOURS

This is an indicative timeline of when Apprentices might typically be able to demonstrate each element of the KSB's described in the Apprenticeship Standard. This is intended only as a guideline – the actual timeline will vary for each Apprentice, based on prior learning and individual rates of progress.

Year 1

Month	Week1	Week 2	Week 3	Week 4
1	Induction Session 1	Induction Session 2		Unit 1 - Start
2				
3				
4	Progress Review		Unit 1 - End	
5	Portfolio Development	Unit 2 - Start		
6		Progress Review		
7				Unit 2 - End
8	Portfolio Development	Progress Review		Unit 3 - Start
9				
10			Progress Review	
11				
12	Unit 3 - End	Portfolio Development		

Year 2

Month	Week1	Week 2	Week 3	Week 4
1				Unit 4 - Start
2	Progress Review			
3				
4			Unit 4 - End	Progress Review
5	Progress Review	Unit 5 - Start	Portfolio Development	
6		Innovation Day		Progress Review
7	Progress Review			Unit 5 - End
8				Unit 6 - Start
9	Progress Review			
10				
11		Unit 6 - End	Mock Professional Discussion	Progress / Gateway Review
12	Portfolio Development		Progress / Gateway Review	

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES APPRENTICES TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME / LEVEL 7 INTENDED PROGRAMME OUTCOMES

<p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for Apprentices to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable Apprentices to achieve and to demonstrate the programme learning outcomes:</p>
<p>A1 critical knowledge and understanding of theoretical approaches and their relevance to practice in the core functional areas relating to the senior leadership of organisations, their resources, finances, operations, and strategy;</p> <p>A2 in-depth knowledge of a variety of responsible, ethical, and inclusive practices relating to the management of self, other individuals, and groups within an increasingly complex, changing, and international context;</p> <p>A3 the critical comprehension and responsible strategic use of financial resources, business analytics and performance metrics in developing high performance</p> <p>A4 the critical understanding and evaluation of contemporary trends and best practice in managing organisations</p> <p>A5 a systematic understanding of business research design, evaluation, and application;</p> <p>A6 critical understanding of the management of people and their development including workplace design, talent management, successful communications, and coaching/mentoring.</p> <p>A7 Evaluation and leadership of crisis management plans and outcomes.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (A1 – A7); • Synchronous live activities (A1 – A7); • directed reading (A1 – A7); • use of the VLE (A1-A7); • Study Groups (A1-A7) • Independent research (A1-A7) • Research Project (A5) <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Coursework such as report writing (A1-A7); • Case Studies (A1 – A6); • Presentations (A1, A2, A4, A6) • Strategic Business Proposal and Presentation (A1-A7) • Professional Discussion and Portfolio (A1-A7)
<p>B: Intellectual skills</p> <p>This programme provides opportunities for Apprentices to:</p>	<p>The following learning and teaching and assessment strategies and methods enable Apprentices to achieve and to demonstrate the programme outcomes:</p>
<p>B1 acquire, summarise, and synthesise information/data from a range of appropriate sources in order to abstract meaning to share information and develop knowledge within your workplace.</p> <p>B2 critically evaluate of competing organisational and leadership perspectives using appropriate concepts, theories, and evidence, to develop viable, responsible, contemporary workplace solutions;</p> <p>B3 to conduct systematic research into business and management challenges to produce reasoned arguments and justifying conclusions;</p> <p>B4 critically reflect upon the relationship between the theory and practice of business management to develop workplace skills and an open, reflective mindset in yourself and your team.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • Lectures (B1 – B4); • Synchronous live activities (B1 – B4); • Directed reading (B1 – B4); • Use of the VLE (B1 – B4); • Study Groups (B1 – B4) • Independent research (B1 – B4) • Workplace skill development (B1 – B4) <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Coursework such as report writing (B1-B4); • Case Studies (B1-B4); • Presentations (B2-B4)

	<ul style="list-style-type: none"> • <i>Strategic Business Proposal and Presentation (B1-B4)</i> • <i>Professional Discussion and Portfolio (B4)</i>
<p>C: Practical skills</p> <p>This programme provides opportunities for Apprentices to:</p>	<p>The following learning and teaching and assessment strategies and methods enable Apprentices to achieve and to demonstrate the programme learning outcomes:</p>
<p>C1 explore the techniques used in the critical evaluation of financial and other business-related quantitative or qualitative data;</p> <p>C2 critically analyse of the internal characteristics of an organisation in order to identify actions for improvement where appropriate;</p> <p>C3 appraise the selection of appropriate tools (such as horizon scanning) to assess the external environment in order to understand its impact on organisations</p> <p>C4 demonstrate leadership in addressing organisational and management issues, gaining support from key stakeholders</p> <p>C5 communicate an organisation's vision and values as well as championing diversity and corporate responsibility.</p> <p>C6 drive organisational change and innovation establishing an environment of resilience and desire for continuous improvement and transformation.</p> <p>C7 demonstrate a growth mindset implementing development opportunities for self and team.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • <i>Lectures (C1 – C6);</i> • <i>Synchronous live activities (C1, C2, C3, C6, C7)</i> • <i>directed reading (C1 – C7);</i> • <i>use of the VLE (C1 – C6);</i> • <i>Study Groups ((C1 – C7)</i> • <i>Independent research (C1 – C7)</i> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • <i>Coursework such as report writing (C1-C3, C7);</i> • <i>Case Studies (C4-C6);</i> • <i>Presentations (C4-C7)</i> • <i>Strategic Business Proposal and Presentation (C1-C6)</i> • <i>Professional Discussion and Portfolio (C1-C7)</i>
<p>D: Transferable skills</p> <p>This programme provides opportunities for Apprentices to:</p>	<p>The following learning and teaching and assessment strategies and methods enable Apprentices to achieve and to demonstrate the programme learning outcomes:</p>
<p>D1 perform effectively when working in collaboration with others enabling empowerment and delegation;</p> <p>D2 deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation, skillfully communicating to team and stakeholders;</p> <p>D3 demonstrate openness and sensitivity to diversity in terms of other people, cultures and business and management issues, valuing differences;</p> <p>D4 manage their own motivation, tasks, and behaviour in seeking out continuous professional development for self and team;</p> <p>D5 demonstrate curiosity and innovation finding creative solutions</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • <i>Lectures (D3-D4);</i> • <i>Synchronous live activities (D1, D1-D6);</i> • <i>Directed reading (D3-D5);</i> • <i>Use of the VLE (D2-D5);</i> • <i>Study Groups ((D1 -D5)</i> • <i>Independent research (D2, D4, D5)</i> <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • <i>Coursework such as report writing (D1-D6);</i> • <i>Case Studies (D1-D6);</i> • <i>Presentations (D2-D6)</i> • <i>Strategic Business Proposal and Presentation (D1-D6)</i> • <i>Professional Discussion and Portfolio (D1-D6)</i>

Programme Skills Matrix: SLA / PGDip

Programme Intended Learning Outcomes		A 1	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4	D 5
L7	Leading and Managing Change (SLA)	X	X				X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X
L7	Organisational Environment and Sustainability (SLA)	X	X				X			X		X	X		X	X	X	X	X	X	X	X	X	X
L7	Managing Organisational and Individual Performance (SLA)	X	X	X		X	X		X		X			X	X			X	X	X		X	X	X
L7	Financial Decision Making (SLA)	X		X					X									X	X				X	X
L7	Strategic Management (SLA)	X		X	X	X			X		X			X			X			X		X	X	X
L7	Shaping the Future of Work (SLA)		X		X			X	X	X		X	X		X	X	X	X		X	X	X		
L7	Senior Leader Personal and Professional Development (SLA)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Programme Skills Matrix: MBA (Top-Up)

Programme Intended Learning Outcomes		A 1	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4	D 5
L7	Research Methods (MBA)	X				X					X									X		X	X	X
L7	Project (MBA)	X				X					X			X				X		X		X	X	X

ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Admission Regulations with the following exceptions:

- Level 2 Maths and English GCSE grade 4/C or above (or ESFA approved equivalent) are required by the time the Apprentice reaches the Gateway. However, some employers may require Apprentices to hold these qualifications prior to registration.
- Where employers require Apprentices to hold these qualifications prior to registration, the qualifications must meet the acceptable qualifications for English and maths requirements for Apprenticeships defined by the Education and Skills Funding Agency (ESFA) at level 2 and above.

The guidance from the [Department for Education](#) is clear regarding an individual's eligibility to Apprenticeship funding, stipulating that funds may not be used for any KSB already attained. Therefore, prior learning must be considered to ensure that the individual can demonstrate 'distance travelled' in the attainment of these skills. Consequently, the following must be considered to assess eligibility for the Apprenticeship:

- Work experience
- Relevant prior education and training
- Any previous Apprenticeships

There is a minimum training duration of 12 months for this Level 7 SLA and therefore individuals who have recently completed a business-related master's programme may not be eligible for this type of programme. For those individuals with prior relevant accreditations which equates to less than 12 months of prior learning, the cost of the SLA will be reduced, and it may be possible to reduce the duration of the programme.

IELTS

Whilst IELTS is not required by the ESFA as a pre-requisite for undertaking the SLA, it is a requirement for entry onto BU's Postgraduate Diploma in Business Administration.

Applicants whose first language is not English must offer evidence of qualifications in written and spoken English. Acceptable qualifications are: IELTS (academic) 6.5 (with a minimum of 6.0 in writing and 5.5 in all other components), or direct equivalent.

Recognition of Prior Learning (RPL)

All applicants for RPL will be individually assessed and must also meet the entry requirements of the programme. A student may be admitted to the programme with specific credit provided that they can demonstrate that they have met the intended learning outcomes of the relevant unit(s) at the required level. The total RPL permitted will not exceed a maximum of 50% of the programme, provided that all requirements are met in full.

PROGRESSION ROUTES

Students who have successfully completed the Level 7 Senior Leadership Apprenticeship and the Postgraduate Diploma in Business Administration will be eligible to apply for Entry with Advanced Standing to the Master of Business Administration (Top-Up) and credited with 120 credits (60 ECTS) at Level 7. Entry onto the MBA (Top-Up) may be subject to an additional cost, dependent upon agreements in place.

ASSESSMENT REGULATIONS

The regulations for the PG Diploma in Business Administration and the Master of Business Administration (MBA) programmes are the University's Standard Postgraduate Assessment Regulations.

The regulations for the [Level 7 Senior Leader Apprenticeship End Point Assessment](#) sit with the Office for Students (OfS) and require an end point assessor organisation (EPAO) to assess the Apprenticeship against the KSB's related to the standard.

Apprentices must have a Maths and English level 2 qualification (or ESFA approved equivalent) prior to entering the Gateway stage of the End Point Assessment.

BU OFF-THE-JOB TRAINING DELIVERY

Off-the-Job (OTJ) training is delivered via a combination of scheduled taught content (using a blended learning model) and within the workplace. KSBs are introduced and reinforced across units to provide Apprentices with a clear developmental structure and then discussed and personalised during Progress Reviews.

OTJ hours are individualised and are set following the Apprentice's Initial Assessment. The Apprenticeship must last for at least one year and contain at least 278 OTJ hours per 12 months on programme. OTJ hours are based on the recording of at least 6 hours on average per week, and Apprentices are required to record their OTJ hours, with specific deadlines, through the Apprenticeship compliance software, [Bud](#).

It is the Apprentice's responsibility to record and maintain evidence of OTJ hours completed. Failure to log OTJ hours within the mandated timeframes could potentially result in an Apprentice being suspended from the Programme, due to non-engagement. Therefore, the recording of OTJ hours is monitored closely, and any Apprentices not recording their OTJ hours correctly are contacted and supported, as needed.

At defined milestones, typically ahead of each Progress Review and prior to entering the 'Gateway', each Apprentice's logged OTJ hours will be checked against the expected amount by that point of the programme. Those Apprentices not achieving this expected amount will be contacted and supported.

CAREERS SUPPORT

In order to support Apprentices' professional development and career progression, [CareersBU](#) provides both general and tailored support to Apprentices throughout the Programme, via a range of channels and activities.

Bournemouth University Careers Team support Apprentices with bespoke cohort professional development sessions and individual career advice (if desired). All Apprentices have access to MyCareerHub, the BU online career portal as well as face to face professional development sessions from our Graduate Skills Programme. The Business School host additional Professional Development sessions as part of the BUBS Employability Programme. In addition, senior industry practitioners are invited as Guest Speakers, to share their personal journeys, as well as tips and advice, to help guide Apprentices in respect of career planning.

Apprentices are supported to reflect on their transition from predominantly operationally focused managers to senior leaders, their career journey thus far, and where they want to go in the future. Apprentices are encouraged, particularly at Progress Reviews, to seek out opportunities to spend time in other areas away from their usual workplace to further develop their KSB's and gain exposure to other disciplines and potential career opportunities.