



BISHOP
GROSSETESTE
UNIVERSITY

Applied Social Sciences

Senior Leader Apprenticeship Postgraduate Diploma (Strategic Leadership)

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	BGU approval – date and outcome of last approval	14 July 2021
2	Next Scheduled Review Date: [Month/Year]	July 2026
3	Programme Specification - Effective date: [Day/Month/Year]	1 September 2021
4	Version Number	1.0

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.



Programme Specification

The information in this document is organised into the following sections:

Section A – Administrative and Regulatory Information

Section B – Outcomes

Section C – Structure

Section D – Teaching, Learning and Assessment

Section E – Programme Management

Section F – Mapping

Section G – Graduate Attributes

Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
Postgraduate Diploma (Strategic Leadership)	
1a	Programme Code
PDSTL01F21	
2	Brief Summary (for Marketing Purposes)
<p>Businesses and organisations are facing new and emerging challenges in a volatile, uncertain, complex, and ambiguous (VUCA) world and leaders must be equipped to respond. This programme equips you with the requisite knowledge and skills to respond.</p> <p>This programme is an innovative alternative to a traditional master's level programme in Business. This programme places you and your organisation at its core. You will have the power to shape your learning journey and associated experiences through your work within your organisation as part of your role and through the experiences, skills, and knowledge that you develop through the academic aspect of the apprenticeship programme.</p> <p>This apprenticeship is for those who are either new to a senior management role or have progressed within their organisation and require development as a senior manager. This programme is suitable for aspiring leaders and current managers in any type or size of organisation. Typical roles held by Senior Leader apprentices are Section Leader, Head of Department, Chief Officer, Director or Executive. You will study via a blended strategy, undertaking your study in two two-day blocks equal to four days per module. There will</p>	

be two further days per module allocated for assignment workshops, writing retreats, academic skills development sessions and tutorials. Furthermore, you will be supported by designated module tutors and will become an integral part of the BGU Business community through your attendance at bespoke business breakfasts, guest lectures and through your attendance at CMI events. Through joining the Business community at BGU you are joining a community that cares about how they do business and who they do business with. In addition, you are immersed into the wider university community and will be challenged to make a positive impact on the societies in which we live and work.

Senior Leader Apprentices (SLAs) will be supported by the Programme Team and the Centre for Enhancement in Learning and Teaching (CELT) to develop the requisite study and academic skills needed for success. Furthermore, SLAs will be encouraged to take advantage of the business facilities and services offered by Lincolnshire Open Research and Innovation Centre (LORIC) and BG Futures, BGU's onsite Business and Enterprise Centre and Careers, Employability and Enterprise Team.

3	Awarding institution	Bishop Grosseteste University (BGU) Chartered Management Institute (CMI)		
3a	Programme Length	Full-Time 2	Part-Time N/A	
3b	Mode(s) of Study	Full-time		
4	Home Academic School	Applied Social Sciences		
5	HECoS/UTT/UCAS code(s)	HECoS 10078	UTT/ITT N/A	UCAS code N/A
6	Framework for HE Qualifications position of final award(s)	Masters (Level 7)		
7	Alignment with University Credit Framework	Postgraduate		
8	Compliance with University Assessment Regulations	Taught Postgraduate		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

Awards

10	Final Award title(s)	Postgraduate Diploma (Strategic Leadership)
10a	Exit or Fall-back Award title(s)	Postgraduate Certificate (Strategic Leadership) (60 credits) Learners exiting the programme early may be eligible to gain CMI credit, such as an individual Award. Individuals will be required to liaise with the CMI directly regarding this and will be personally liable for any fees associated with this.
10b	Pathway	Senior Leader Apprenticeship (SLA)
11	(i) Combined Honours Awards available eg: <ul style="list-style-type: none"> • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY • BSc/BA (Hons) XX with YY 	None.

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		N/A	

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	CMI Level 7 Diploma in Strategic Management and Leadership Practice (Ref: 7D30 603/4837/9)
15	Date and outcome of last PSRB approval/accreditation	Awaiting Approval
16	Expiry Date of PSRB approval	

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)
	<p>Subject Benchmark statement for Business and Management (QAA, 2019) QAA Benchmark statements and the FHEQ levels have been used in designing the Module and Programme Outcomes.</p> <p>https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf</p> <p>https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-and-management15.pdf?sfvrsn=1997f681_16</p> <p>The Higher Education in Apprenticeships Characteristics Statement, written by the Higher Education in Apprenticeships Advisory Group and published by the QAA in 2019 has also been used as a reference point for developing this programme.</p> <p>https://www.qaa.ac.uk/docs/qaa/quality-code/characteristics-statement-apprenticeships.pdf</p> <p>There is an expectation that degree programmes covered by the master's degree in Business and Management Subject Benchmark Statement should educate individuals as managers and business specialists, and thus equip them to improve the quality of management as a profession.</p> <p>The SLA is a forward-thinking apprenticeship standard, developed and recently reviewed by a group of employers led by Serco, in liaison with the Chartered Management Institute (CMI). As this programme has been written specifically to map to this standard, the programme has been designed to develop authentic leadership and management skills, financial fluency, strategic agility, and a thorough understanding of risk and opportunity management, essential skills for future fit leaders.</p>
18	Programme Aim
	<p>The main purpose of the Postgraduate Diploma (Strategic Leadership) is to provide senior leaders with a work-based route to developing professional competence as senior managers and leaders. This programme through its work based and academic components seeks to assist Senior Leader Apprentices (SLAs) to acquire the knowledge, skills, and behaviours (KSBs) required to progress towards Gateway and End Point Assessment (EPA) as a Senior Leader Apprentice.</p> <p>The Postgraduate Diploma (Strategic Leadership) aims to provide learners with the requisite knowledge, skills, and behaviours to fulfil the following duties:</p>

Duty 1 Set the overall strategic direction of their area of responsibility in partnership with the Board (or equivalent), encouraging employees to buy into the organisation's vision.

Duty 2 Lead on the development and critical review of operational policies and practices within their area of responsibility, to ensure they are aligned to the needs of the organisation and remain fit for purpose and sustainable.

Duty 3 Lead and influence agreed projects to deliver organisational strategy such as change and agile transformation programmes, diversification, new product implementation, and customer experience improvement.

Duty 4 Make decisions about organisational resource requirements (budgets, people, technology) based on strategic insight and reliable evidence.

Duty 5 Lead and respond to crisis management, assessing the risks and opportunities which could affect business/department performance, and finding solutions that meet the needs of both the organisation and its customers/stakeholders in a responsible and ethical way.

Duty 6 Lead people development including talent management, succession planning, workforce design, and coaching, and mentoring arrangements for people within their area of responsibility.

Duty 7 Promote an ethical, inclusive, innovative, and supportive culture that generates continuous business improvement.

Duty 8 Report to the Board (or relevant governance/management structure) on the progress of their operational activities towards achieving business goals.

Duty 9 Cultivate and maintain collaborative relationships with key senior internal and external stakeholders to influence key decision makers as appropriate.

Duty 10 Shape the approach to external communications for their area of responsibility and ensure it aligns with any wider organisational communications strategy.

Duty 11 Proactively keep up to date with social, economic, and technological trends and developments relevant to their area of responsibility and wider organisation and promote innovation to address changing requirements and to take advantage of new opportunities.

Duty 12 Ensure that their area of responsibility is compliant with internal governance, such as any assurance framework requirements, and with external governance, such as any regulatory and statutory requirements.

These 'duties' are the 'Occupation Duties' that SLAs are required to demonstrate prior to progressing to Gateway. These are detailed on the mapped apprenticeship standard (Reference ST0480: Version 1.1) The standard for 'Senior Leader' can be accessed on the Institute for Apprenticeships and Technical Education website here: <https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-leader-v1-1>

19	Programme Specific Outcomes
(a) <u>Final Award Learning Outcomes</u>	
On successful completion of Postgraduate Diploma (Strategic Leadership) students will be able to:	
Knowledge and Understanding [KU]	
<ul style="list-style-type: none"> • KU1 Demonstrate knowledge and a critical awareness of current problems and/or new insights referencing leading academic research within a relevant setting in relation to Business/ organisations, Leadership and Management. • KU2 Demonstrate a comprehensive understanding of techniques applicable to their own research or advanced scholarship and consider a range of methodologies to use in critical analysis of practice. • KU3 Show originality in the application of knowledge of Business, Leadership and Management, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline and place of work. • KU4 Demonstrate an applied knowledge and critical understanding of risk and opportunity management, finance and governance and high-performance leadership in order to lead, develop and influence organisational strategy. 	
Subject Professional Skills [SPS]	
<ul style="list-style-type: none"> • SPS1 Develop knowledge, understanding, and modes of analysis and critique in relation to professional issues in Business/ organisations, Leadership and Management. • SPS2 Articulate and synthesise ideas, concepts and knowledge from research and advanced scholarship in relation to their impact on practice. • SPS3 Critically examine changing and emerging theoretical models, policies, and macro environmental factors by systematically analysing their impact on practice as well as their potential to drive or instigate organisational change. 	
Intellectual skills [IS]	
<ul style="list-style-type: none"> • IS1 Critically examine and analyse concepts surrounding their professional practice as problematic categories that might be understood in relation to established and emerging theories. 	

- IS2 Critically analyse and evaluate an evidence base for organisational improvement within local, national, and global perspectives.

Transferable Skills [TS]

- TS1 Deal with complex issues both systematically and creatively, and communicate their conclusions clearly to specialist and non-specialist audiences.
- TS2 Demonstrate initiative, personal responsibility and self-direction.
- TS3 Act autonomously in planning and implementing tasks at a professional level.
- TS4 Advance their knowledge and understanding, and develop new skills to a high level.

20	Exit Award Learning Outcomes
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On successful completion of a Level 7 Postgraduate Certificate (Strategic Leadership) (at least 60 credits) students will be able to:

Knowledge and Understanding [KU]

- KU1 Demonstrate knowledge and a critical awareness of current problems and/or new insights referencing leading academic research within a relevant setting in relation to Business/ organisations, Leadership and Management.
- KU2 Demonstrate a comprehensive understanding of techniques applicable to their own research or advanced scholarship and consider a range of methodologies to use in critical analysis of practice.
- KU3 Show critical application of knowledge to practical understandings.

Subject Professional Skills [SPS]

- SPS1 Develop knowledge, understanding, and modes of analysis and critique in relation to professional issues in Business/ organisations, Leadership and Management.
- SPS2 Articulate and synthesise ideas, concepts and knowledge from research and advanced scholarship in relation to their impact on practice.
- SPS3 Critically examine changing and emerging theoretical models, policies and macro environmental factors and assess their implications on organisations and organisational change.

Intellectual skills [IS]

- IS1 Critically examine and analyse concepts surrounding their professional practice as problematic categories that might be understood in relation to established and emerging theories.
- IS2 Critically analyse and evaluate an evidence base for organisational improvement within local, national, and global perspectives.

Transferable Skills [TS]

- TS1 Deal with complex issues both systematically and creatively and communicate their conclusions clearly to specialist and non-specialist audiences.
- TS2 Demonstrate initiative, personal responsibility and self-direction.
- TS3 Act autonomously in planning and implementing tasks at a professional level.
- TS4 Advance their knowledge and understanding, and develop new skills to a high level.

SECTION C – STRUCTURE

21a	Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirement
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This diagram summarises the various milestones within the apprenticeship journey.



Level 7

Individuals joining the programme in Trimester 1 (September) will complete the modules in the following order:

Year 1: September	January	May
BUS71121 (30 credits) High Performance Leadership and Developing Talent	BUS71221 (30 credits) Risk and Opportunity Management	BUS71321 (30 credits) Finance and Governance for Strategic Leaders
Year 2: September		
BUS71421 (30 credits)		

Leading, Developing and Influencing Organisational Strategy	
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Individuals joining the programme in Trimester 2 (January) will complete the modules in the following order:

Year 1: January	May	September
BUS71221 (30 credits) Risk and Opportunity Management	BUS71321 (30 credits) Finance and Governance for Strategic Leaders	BUS71121 (30 credits) High Performance Leadership and Developing Talent
Year 2: January		
BUS71421 (30 credits) Leading, Developing and Influencing Organisational Strategy		

Individuals joining the programme in Trimester 3 (May) will complete the modules in the following order:

Year 1: May	September	January
BUS71321 (30 credits) Finance and Governance for Strategic Leaders	BUS71121 (30 credits) High Performance Leadership and Developing Talent	BUS71221 (30 credits) Risk and Opportunity Management
Year 2: May		
BUS71421 (30 credits) Leading, Developing and Influencing Organisational Strategy		

Please note: Senior Leader Apprentices (SLAs) will typically take up to 24 months to complete the apprenticeship as they will not progress to gateway and End Point Assessment (EPA) until they are deemed to be working at or above the occupational standard, have compiled a portfolio of evidence and have achieved English and Mathematics at Level 2.

Throughout the apprenticeship the designated ASO will contact the SLA on a regular basis to review the e-portfolio evidence that the SLA is collating against the standard for the portfolio of evidence.

21b	Module Structure
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POSTGRADUATE

Level 7 (Year 1)

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
BUS71121	Mandatory	High Performance Leadership and Developing Talent	1/2/3	30
BUS71221	Mandatory	Risk and Opportunity Management	1/2/3	30
BUS71321	Mandatory	Finance and Governance for Strategic Leaders	1/2/3	30

Level 7 (Year 2)

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
BUS71421	Mandatory	Leading, Developing and Influencing Organisational Strategy	1/2/3	30

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
	<p>This programme has been designed to equip Senior Leader Apprentices (SLAs) with the knowledge and skills that will empower them to improve their leadership and managerial abilities, lives and futures. SLAs are a key component of all types of business model where there is a workforce to lead, manage and support. The broad purpose of this programme, in line with the standard, is to equip SLAs to provide clear, inclusive, and strategic leadership and direction relating to their area of responsibility within an organisation.</p> <p>The curriculum has been designed in line with the Subject Benchmark Statement for Business and aims to develop enquiring, critical and reflective Senior Leaders who respond well to challenge, enabling them to contribute proactively to the world of private business, public or 'third' sector organisations, the main business-related professions, self-employment, and the wider society within which businesses operate. The programme embeds functional skills and actively promotes the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.</p> <p>There are four distinct modules that comprise the programme and each one has been specifically created to develop SLAs knowledge, skills and behaviours that comprise the SLA Standard. The four modules are equally weighted at 30 credits. Three modules will run in the first year of the programme and the final module that comprises the programme 'Leading, Developing and Influencing Organisational Strategy' runs in the second year. In the first year, SLAs can join the programme at any of the three entry points in September, January, or May. This course design provides SLAs with a rich peer networking opportunity as the group and its associated dynamics changes and evolves with each first-year module. In the final module, SLAs benefit from a smaller group as they complete the programme with the cohort that they commenced their studies with. This approach lends itself well to building a strong community of practice as learners push forward with their apprenticeship journey towards Gateway and End Point Assessment (EPA).</p> <p>The core knowledge elements for the four modules are delivered across two fifteen-hour blocks per module. Each block comprises two days. One block will be delivered on site at BGU and the other will be delivered online. Learners will undertake a block of learning at the module commencement and at a mid-point within the module. In addition, throughout the remainder of the trimester in which a module runs, learners are supported through the VLE and through one-to-one tutorials in addition to the support provided by their workplace mentor. The blended strategy has been developed in response to learner and employer feedback, in addition to the findings of the Greater Lincolnshire LEP Employment and Skills Advisory Panel Local Skills Report</p>

(2021) (please see section 3.29)

https://www.greaterlincolnshirelep.co.uk/assets/documents/Greater_Lincolnshire_Local_Skills_Report_April_2021.pdf. BGU is predominantly a regional training provider and the factors cited in the report, such as digital poverty and rurality, have influenced the decision to create a programme that meets with regional needs and expectations whilst addressing the skills gaps noted by the Greater Lincolnshire LEP Employment and Skills Advisory Panel. Ensuring that apprentices can access this SLA via a blended strategy therefore opens up the opportunities to access this programme regardless of geographical challenges. Furthermore, work with employers to address digital poverty will prevail as employers will be required to demonstrate a commitment to supporting SLAs to access the programme remotely whether that be through providing the technical resources for them to access this from a place of work or home, or the opportunity to come on to site at BGU to access this programme via the study spaces available such as the library.

In the workplace, SLAs will develop their knowledge, skills and behaviours in line with the SLA Standard and their Individual Learning Plan (ILP). Workplace mentors will be required to understand the SLA Standards requirements, and to support the SLA's learning and development needs through 'on the job' and 'off the job' training. An apprenticeship requires 20% of an employee's time to be allocated for 'off the job' study.

Please note:

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship referenced in the apprenticeship agreement. By normal working hours we mean paid hours excluding overtime. "It is not on-the-job training which is training received by the apprentice for the sole purpose of enabling the apprentice to perform the work for which they have been employed. By this we mean training that does not specifically link to the knowledge, skills and behaviours set out in the apprenticeship."

Off-the-job training must be directly relevant to the apprenticeship. It can include the following:

- the teaching of theory (for example, lectures, role playing, simulation exercises, online learning, and manufacturer training).
- practical training, shadowing, mentoring, industry visits, and participation in competitions; or
- learning support and time spent writing assessments/assignments.

Off-the-job training does not include:

- training to acquire knowledge, skills and behaviours that are not required in the standard or framework.

- progress reviews or on-programme assessment required for an apprenticeship
- framework standard; or
- training which takes place outside the apprentice's normal working hours.
- Please see <https://www.gov.uk/guidance/apprenticeship-funding-rules> for more information.

At the end of each month, on programme apprentices will be required to submit a log of their off the job hours to the apprenticeship team who will monitor and log their commitment (20% of their working time over the duration of the apprenticeship.)

In line with the requirements of the apprenticeship programme, SLAs are required to produce a portfolio of evidence to capture the requisite knowledge, skills and behaviours of a SLA, as defined by the apprenticeship standard, in order to demonstrate the level of competence required for EPA. Throughout the duration of the programme, SLAs will be encouraged to populate their e-portfolio of evidence to evidence their development by module tutors and their designated Apprenticeship Support Officer (ASO).

All SLAs are assigned an ASO prior to the commencement of their programme. The ASO will be the main point of contact for the SLA and their employer, alongside the Programme Leader, throughout the duration of the programme. The ASO will provide guidance and support relating to the apprenticeship as a whole throughout the duration of the programme. The ASO will support SLAs to refine their e-portfolios in preparation for Gateway and will liaise with employers to determine when SLAs can progress forward for EPA.

As the Postgraduate Diploma powers the apprenticeship, the curriculum is action centred and challenges SLAs 'to do'. Core to the notion of 'doing' and acting is the spirit in which this activity should be 'done'. SLAs on the programme will be challenged to act in line with the ethos of the UN Sustainable Development Goals. The Sustainable Development Goals (SDGs) are a collection of 17 global goals designed to be a "blueprint to achieve a better and more sustainable future for all". Individual modules embed this ethos in addition to the BGU Graduate Attributes. The curriculum is also reinforced by its commitment to uphold the United Nations Global Compact (UNGC). The ten principles focus on key global challenges in the areas of human rights, labour, the environment and anti-corruption. As global citizens, SLAs will develop a global mindset to understand, appreciate and take appropriate local or international action in response to these global challenges.

The curriculum provides SLAs with the opportunity to achieve Level 7 Chartered Management Institute (CMI) credits and is accredited by the CMI. The curriculum has been mapped to the CMI Level 7 syllabus in Management and Leadership and as a result, students who successfully complete the programme will also receive the CMI Level 7 Diploma in Strategic Management and Leadership Practice.

All SLAs will become studying members with the CMI upon their enrolment onto the programme and will therefore have the added benefit of accessing Management Direct resources and CMI events.

The CMI requires its members to abide by its code of conduct and practice:

1. Behave in an open, honest, and trustworthy manner.
2. Act in the best interests of your organisation, customers, clients and / or partners.
3. Continually develop and maintain professional knowledge and competence.
4. Respect the people with whom you work.
5. Uphold the reputation of the profession and the Institute.
6. Create a positive impact on society.

As CMI members, SLAs are expected to adhere to this code during their time on the programme and the programme has been designed in such a way that it promotes this ethos. The registration and certification fees payable to the CMI are included within the apprenticeship fee. No additional fee will be payable by the SLA or their employer.

As there is no pre-requisite to have studied Business previously, or to have acquired higher level qualifications, SLAs will be supported to develop a wide range of study skills through engaging in a series of development activities hosted by the Centre for Enhancement in Learning and Teaching (CELT). CELT work closely with the programme team to support students to develop and enhance their digital and academic literacy throughout the programme. Students who require additional support for English and Maths Functional Skills development or additional needs will also receive a bespoke support package, as determined by their ASO and detailed in their Individual Learning Plan (ILP).

Throughout the duration of the apprenticeship, due consideration will be given to ethical guidelines, specifically concerning preserving anonymity of business sensitive data and information presented as part of the assessment strategies and within the classroom environment. Full engagement with BGU's professional research community is expected and learners will seek appropriate ethical clearance where necessary through the ethics approval process in line with BGU's research ethics and integrity statement and BGU's Research Ethics Policy, which is available on the University website:

<https://www.bishopg.ac.uk/about-bgu/policies-and-procedures>.

The programme structure aligns to the development of BGU Graduate Attributes as follows:

1: Academic Literacies – SLAs are enabled to develop academic literacy through engagement with critically analysing and systematically evaluating and synthesizing original empirical research in their assignments. These skills are developed from the start of their programme and SLAs are expected to develop their academic literacies throughout the duration of the programme. Additionally, assessments are specifically designed to support students in developing their academic competency.

2: Global Citizenship – SLAs will develop a global perspective of Business through specific modules and activities, for example through engaging with environmental scanning and reviewing legislative and global governance requirements. Furthermore, as mentioned previously, the curriculum is reinforced by its commitment to uphold the United Nations Global Compact (UNGC).

3: Information Literacy – Information literacy will be developed throughout the programme and SLAs will be required to independently search for academic sources through, for example Worldcat and Google Scholar. Engagement with the BGU Library and CELT will support SLAs to develop these skills.

4: Digital Fluency – Assessments are designed to support SLAs in developing digital fluency through a range of assessments including a narrated PowerPoint, digital poster, and VLOG. In addition, students will be encouraged through their studies to engage in online forums and discussion groups, Management Direct and CMI Webinars. The teaching team and ASO will also model the use of technology through session delivery as appropriate.

5: Employability – Employability is a key focus of the course and a balance has been sought between creating a vocational course while meeting the demands of level 7 study. As graduate attributes are embedded into all modules, it is anticipated that all SLAs will further enhance their employability skills and as leaders, will model this within the workplace.

6: Being Enterprising – the course discipline coupled with the practical nature and characteristics of the course means that SLAs are challenged to develop creative problem-solving skills through directed independent learning. Throughout the programme students will be challenged to develop intrapreneurial and entrepreneurial competency.

23	Learning and Teaching Strategies
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Learning and teaching throughout the Programme, and across the Business subject area more generally, is aligned with BGU's 'Learning, Teaching and Assessment Strategy' which supports the University's aim 'to enable all students to achieve at the highest possible standard in their chosen field of study' with a commitment to 'support active and accessible learning'.

Teaching within the programme is delivered through a range of styles and methods including face to-face lectures, workshops, seminars, and tutorials and through the dynamic use of the University's VLE and other relevant digital tools such as MS Teams. Individual support is offered to all SLAs on all modules through one-to-one tutorials, often focused on reinforcing understanding of topics and ensuring appropriate preparation is being made for assignment tasks. SLAs develop specific subject knowledge and understanding linked to the SLA Standard through a diverse range of contemporary teaching and learning approaches. During seminar and workshop activities, SLAs are encouraged to develop their subject knowledge and understanding, and to build subject specific and intellect skills by assembling evidence, presenting ideas, concepts and findings, and constructing and defending arguments.

Interactive lectures and workshops sit at the core of Business teaching at BGU. Whenever possible opportunities are taken to enhance learning and teaching using innovative practices and approaches, such as 'flipped' curricula, storyboarding, role-play, and group-based activities. In addition, as apprentices, SLAs engage with project based and experiential learning through their work in the workplace in addition to specialist teaching and guest lectures.

Mapping of the apprenticeship standard, Functional Skills, British Values, Equality and Diversity, Prevent Duty and Safeguarding is incorporated into the design and delivery of the apprenticeship. SLAs will become familiar with a mapping key (illustrated below) that is used across the programme in order to identify where there is an opportunity to develop their Knowledge, Skills and Behaviours or to develop their Portfolio of evidence, etc.



Apprentices will receive a Programme Handbook that will provide the mapping for every module. The map below is a worked example of a mapped knowledge component for another standard:

SLMDA Standard Criteria	Apprenticeship Outcomes	CMI Ref / KSB Stamp	Maths English Digital Skills	BV E&D PD SG	Modules					EPA Method
					BUS70120	BUS70220	BUS70320	BUS70420	BUS70520	
Knowledge										
Strategy (Knowledge)	Know how to shape organisational vision, culture and values.	A1			✓		✓	✓		POE
	Understands organisational structures; business modelling; diversity; global perspectives; governance and accountability; the external environment, social, technological and policy implications.	A2 - A7			✓	✓	✓	✓	✓	POE
	Understands new market strategies, changing customer demands and trend analysis.	A8				✓		✓		POE

Reflective Practice is encouraged and embedded throughout the programme and is core to a SLAs professional development. Reflective practice encourages SLAs to make sense and meaning from their experiences and transforms insights into practical strategies for personal growth and future impact. In line with the Chartered Institute of Personnel and Development (CIPD) definition on reflective practice, this approach deepens learning. Reflective practice throughout the duration of the programme may be captured and expressed in a variety of forms such as written spoken, or pictorial. Such reflections may be captured for formative or summative purposes and used as part of the portfolio for EPA purposes.

24 Assessment Strategies

Module assessments provide opportunities for SLAs to acquire, develop and demonstrate knowledge and understanding, subject specific, intellectual and transferable skills. A range of assessments are used which are relevant to the individual demands of the subject matter and enable SLAs to participate in a varied and engaging educational and personal development experience. Assessments are used to appropriately test and encourage SLAs to apply different areas of knowledge and demonstrate a wide range of skills. Innovative assessments that cater for an array of learning styles and preferences are a key feature of this programme.

Multi-method weighted assessments form a key feature of the 30-credit modules (70:30 coursework: practical). Across the programme, the workload for students is also carefully managed through the effective

scheduling of assessments and the use of a consistent rubric. For written work at Level 7, a rubric of 6,000 / 60 minutes (Practical) words per 30-credits is applied. There is an allowance of +/-10% on submitted work, across all assessment types.

Where practical assessment takes place, students are supported with skills development during taught sessions prior to delivery. This may include specialist digital input from the Centre for Enhancement in Learning and Teaching (CELT). CELT work closely with the programme team to support SLAs to develop and enhance their digital and academic literacy throughout the programme. Group work is not used as a summative assessment strategy, although SLAs can expect to work with their peers throughout the duration of their programme.

SLAs knowledge, skills and critical understanding of the subject will be assessed by a variety of methods as follows:

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
BUS71121	High Performance Leadership and Developing Talent	30	1		30%	70%
BUS71221	Risk and Opportunity Management	30	1		30%	70%
BUS71321	Finance & Governance for Strategic Leaders	30	1		30%	70%
BUS71421	Leading, Developing and Influencing Organisational Strategy	30	2		30%	70%

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
BUS71121	High Performance Leadership and Developing Talent	30	Portfolio incorporating leadership and talent development strategy	4200 words	70%

			Vlog	18 minutes	30%
BUS71221	Risk and Opportunity Management	30	Portfolio incorporating report and academic poster	4200 words	70%
			Podcast	18 minutes	30%
BUS71321	Finance & Governance for Strategic Leaders	30	Report	4200 words	70%
			Live presentation	18 minutes	30%
BUS71421	Leading, Developing and Influencing Organisational Strategy	30	Report incorporating strategy and implementation plan	4200 words	70%
			Narrated PPT	18 minutes	30%

Work will be marked in accordance with the Guidance on Marking and Moderation of Student work.
[file:///bgc.local/staff-area/files/rgoodman/Downloads/Guidance-on-Marking-and-Moderation%20\(2\).pdf](file:///bgc.local/staff-area/files/rgoodman/Downloads/Guidance-on-Marking-and-Moderation%20(2).pdf).

The programme team undertake regular standardisation activities to ensure a consistent approach to marking and moderation. Less experienced members of the programme team will be supported to develop their skills by the Programme Leader for Business in addition to the designated module leader / senior members of the programme team. The Programme team have also developed a feedback bank in order to ensure a consistent approach to feedback and feed forward across the range of marks and boundaries.

Once SLAs have completed their 'on-programme' activity, they can progress to the End-point Assessment Gateway (EPA). The 'on-programme' assessment strategies will support SLAs to prepare for EPA and may provide opportunities to demonstrate the Knowledge, Skills and Behaviours of the occupational standard for the portfolio of evidence. SLAs are therefore encouraged to map each assessment to the distinct Knowledge, Skills and Behaviours of the occupational standard where appropriate.

Details of the Senior Leader Assessment Plan can be accessed here:

https://www.instituteforapprenticeships.org/media/5018/st0480_senior-leader_17_epa-plan-for-publication_29032021.pdf

A summary of the EPA process is detailed overleaf.

EPA summary table

On-programme (typically 24 months)	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and mathematics Level 2, if required.</p> <p>Compiling a portfolio of evidence.</p>
End-point assessment gateway	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>Apprentices must have achieved English and mathematics Level 2.</p> <p>Apprentices must submit:</p> <ul style="list-style-type: none"> • A portfolio of evidence <p>The EPAO must sign-off the strategic business proposal title and scope, at the gateway, to confirm its suitability prior to the work commencing.</p>
End-point assessment (typically 5 months)	<p>Assessment method 1: Strategic business proposal, presentation with questioning</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Assessment method 2: Professional discussion underpinned by a portfolio of evidence</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Performance in these assessment methods will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction
Professional recognition	<p>Aligns with recognition by:</p> <ul style="list-style-type: none"> • Chartered Management Institute – Chartered Manager or Chartered Fellow • The Institute of Leadership and Management - Fellow

25

Inclusive Practice and Personal Development Planning

BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination. The University provides a Student Advice service that assists students who have declared personal access needs or a known disability. The Student Advice team work closely with the Business and Enterprise Programme

Leader and wider team including the Apprenticeship Support Officer (ASO) to identify specific actions to support effective learning and development for individuals who have declared personal access needs. The Student Advice Team will refer apprentices to additional external services where appropriate. This may include a referral for a 'needs assessment'. Further details on needs assessments and Help for students with a learning difficulty, health problem or disability can be found here: <https://www.gov.uk/disabled-students-allowance-dsa>

BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination. Students will be supported throughout their programme through the full access to the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services. In accordance with BGU's Diversity and Equality Policy, the SLA strives to reflect and value the diverse experiences which students bring to the course, and a diverse and inclusive curriculum.

All SLAs are assigned an ASO for the duration of their programme. In addition, Module Tutors strive to support individual learners' needs and to make any reasonable adjustments that learners may require. The Business and Enterprise team are confident in escalating concerns where required and with supporting learners in accessing additional support, whether academic or welfare related.

The subject area takes an inclusive approach to all learning and teaching activities. Effective use is made of the VLE for learning and communication purposes. In addition, where appropriate, agreed alternative assessment tasks and time-limits are provided according to individual access needs. (See: Code of Practice for the Assessment of Students, and Code of Practice for Students with Access Needs).

The University provides all students with access to a personalised on-line 'Development and Career Plan' (DCP). This enables individuals to identify career goals and construct actions plans to achieve them. In collaboration with their ASO and BG Futures (BGUs Careers, Employability and Enterprise service) students can reflect on their academic progress and assessment results, engage with the BGU Graduate Attributes framework and the Graduate Attributes Excellence Award, and evidence additional academic and professional achievements. As CMI studying members, learners are encouraged to engage with ongoing professional development activities and to log their commitment to this in their Individual Learning Plan (ILP).

26	Technology Enhanced Learning
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The University's virtual learning environment (VLE) is used throughout the programme with every module having a relevant course area. The course areas are used to provide information on the schedule of teaching,

announcements, and an extensive volume of supporting materials. These include reading materials that are continually reviewed and enhanced by module leaders in conjunction with the business subject librarian. Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules. Links to on-line digital resources podcasts and videos are also provided through the VLE. In addition, learners also have access to CMI Management Direct resources through their student membership.

Lectures, seminars, and workshops use technology to support and enhance learning, and learners can expect to use a variety of digital applications. Learners may also benefit from the digital expertise and resources of Lincolnshire Open Research and Innovation Centre (LORIC). Visiting speakers may make virtual guest appearances and learners will benefit from online workshops, seminars, and lectures due to the nature of the programme. In addition, tutorials may be facilitated virtually through online applications. Learners will use technology to compile their portfolio as part of the EPA process.

27	Work-related Learning and/or Placement
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This programme is a professional development programme that has been designed to equip Senior Leader Apprentices (SLAs) with the knowledge and skills that will empower them to improve their leadership and managerial abilities, lives, and futures. SLAs are a key component of all types of business model where there is a workforce to lead, manage and support.

Owing to the nature of this programme, opportunities for work-related learning arise at all levels within the programme through the core curriculum design. As apprentices, Senior Leaders are work based for the duration of their programme and must have a contract of employment that is long enough for them to complete their apprenticeship (this is typically at least 30 hours although where an apprentice works part-time BGU will work with the employer and the apprentice to determine the extended apprenticeship duration). Where apprentices work part-time they will typically undertake the Postgraduate Diploma Modules in line with the timeline set out in section 21 but will be granted additional time to complete their off-the-job training prior to progressing to the EPA Gateway. Employers must support apprentices to spend 20% of their contracted hours off the job engaged on training, assessment, or associated activities. All applications will be considered on a case-by-case basis in line with the Apprenticeship Funding Rules. The Apprenticeship funding rules and guidance for employers can be accessed here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/975792/2021_Employer_Rules_Version_5v1.0_FINAL_002_.pdf

Before the start of the apprenticeship, BGU will outline and agree a commitment statement with the employer and apprentice that outlines the specific commitments to the programme

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Employability

The Senior Leader Apprenticeship at BGU is powered by a Postgraduate Diploma that is mapped to a CMI level 7 Diploma in Strategic Management and Leadership. The programme also provides SLAs with the opportunity to achieve Chartered Manager or Chartered Fellow status at EPA.

The Apprenticeship Standard has been designed by employers, working with CMI, to develop the strategic leadership skills of those responsible for the overall performance and long-term sustainability of their organisations. A unique feature of the apprenticeship is the blend of employer-defined skills, knowledge and behaviour outcomes that are integrated and assessed as part of the academic programme and broader EPA.

As such, the Postgraduate Diploma (Strategic Leadership) has been designed to reflect the needs and views of employers as it maps to the apprenticeship standard. The programme delivery pattern has also been designed following employer consultation.

As this programme is a professional development programme for individuals in existing employment, it has been designed to enhance their employability by preparing them for transitioning into more senior management roles and formalising their knowledge and skills within a qualification framework. Employability is therefore seen as an intrinsic aspect of the programme.

A commitment to levelling up and engaging with organisations to drive social mobility has been made by the programme team, and this approach and ethos will be core to developing the Business and Enterprise provision and a wider network of engaged, committed, and connected stakeholders. It is therefore anticipated that SLAs may in the future become mentors and sponsors for undergraduates or apprentices on other programmes within the Business and Enterprise Portfolio at BGU.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
	<p>Applicants for this programme will need to be resident in the UK and in employment.</p> <p>Entry requirements are outlined by the Institute for Apprenticeships and Technical Education. However, individual employers will set the selection criteria for their SLAs. This will involve previous management experience, having previously undertaken an apprenticeship or qualifications. There are no upper age restrictions, although apprentices on the SLA must be aged over 18 as a minimum.</p> <p>Potential apprentices should also have achieved qualifications in English and Mathematics at a minimum of level 2 or equivalent (GCSE grade A*/9 - C/4), and also demonstrate Information Communication Technology (ICT) skills at this level. Evidence of this must be collated by BGU. Where this is not the case, apprentices must complete these by the end of the SLA, and this evidence must be provided to the End-Point assessment body (copies of certificates will suffice). The designated ASO will support apprentices with Functional skills development.</p> <p>Applications for this programme can only be made with the consent of the sponsoring employer, and the employer will be engaged from the outset. In instances where employers may wish to secure multiple places on the programme, they may be the initial enquirer as opposed to the proposed apprentice(s) and thus, all relevant information will be shared with the employers for them to determine whether to proceed with their initial enquiry. In all instances, employers must be engaged in the application process.</p> <p>Eligibility requirements surrounding funding for apprentices can be located here: https://www.gov.uk/guidance/apprenticeship-funding-rules</p> <p>Each employer must:</p> <ul style="list-style-type: none"> • Identify apprentices that may be suitable for the SLA. • Ensure the apprentice is undertaking real work which is productive and gives apprentices opportunities to access develop, practice, and evidence knowledge and skills to meet the Standard. • Allow the apprentice to attend external off-the-job training and assessment as part of their paid working hours. • Take part in quarterly reviews and a formal annual review with BGU to review the apprentice's progress. • Liaise with BGU regarding the end-point assessment and ensure employer participation in the panel. • Be expected to employ an apprentice for the full duration of their apprenticeship.

- (In most cases) be expected to employ an apprentice for at least 30 hours per week.

Prior to start, the Student Recruitment office will undertake eligibility checks and a member of the programme team will meet with the prospective apprentice to undertake a skills scan /diagnostic to determine entry to study at the appropriate level.

All prospective students are required to have an interview with the Programme Leader or a member of the academic team before commencing the course (this includes a telephone interview if required) to determine their suitability and to assess whether the apprenticeship is a suitable route for them. Furthermore, prospective students may be asked to undertake a short piece of academic writing before commencing the programme to determine their academic suitability if they have not undertaken study at level 6 previously.

After this point, a decision on the application will be made in conjunction with the apprenticeship team. The apprenticeship team (in conjunction with the recruitment team) will confirm whether the individual (if made an offer to join the programme) can join the programme and the arrangements for this, including whether the potential apprentice can claim Recognition of Prior Certificated Learning (RCPL) or Recognition of Prior Experiential Learning (RPEL) upon entry to the programme.

All courses within BGU are committed to widening participation in Higher Education.

30	Programme Specific Management Arrangements
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General

The programme is managed through the Faculty, led by the Programme Leader for Business and Enterprise, and supported by Module Leaders and lecturers, in addition to the Apprenticeship Support Officer (ASO). Programme Leaders report to the Head Programmes and are supported by the staff of the Faculty Administration Office. An additional level of oversight and line-management is provided by the Pro Vice-Chancellor (Students).

The quality of the programme is overseen by the Academic Enhancement Committee, which institutionally reports to the University's Senate. Yearly reviews of programme quality and delivery are conducted by Programme Leaders (Annual Monitoring Reports) which are informed by module evaluations, student and staff feedback, External Examiners comments and the BGU Learning and Teaching Strategy. Targets for year-on-year development are set and effected to enhance programme delivery.

This programme is also subject to monitoring and review by Ofsted, and this process therefore ensures that every employer and apprentice can have confidence that apprenticeship training is subject to a consistent and

rigorous approach to quality assurance. The handbook provided on the link below describes the main activities that Ofsted inspectors carry out when they inspect further education and skills providers in England under part 8 of the Education and Inspections Act 2006. It sets out the evaluation criteria that inspectors use to make their judgements and on which they report: <https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif/further-education-and-skills-handbook>

Professional, Regulatory & Statutory Bodies

The Programme Leader for Business and Enterprise is the Centre Lead for all CMI courses at BGU. SLAs will be registered with the CMI upon commencing the programme. SLAs will then become active CMI members and will have the opportunity to benefit from membership of the professional body.

SLAs will also be registered onto the relevant mapped professional qualification. The CMI will be notified via the CMI Hub once learners have completed their Postgraduate Diploma (Strategic Leadership) and at that point external examination will proceed. Once the CMI External confers the qualification upon the learner, the certificates will be sent to BGU. The Faculty Administration Office will record the achievement of each learner and distribute the certificates to learners.

An independent organisation will be involved in the EPA of each apprentice so that all apprentices following the same standard are assessed consistently.

Only organisations on the register of end-point assessment organisations (EPAOs) are eligible to conduct the independent EPA of apprentices. The end-point assessment organisation will be independent from the training provider (BGU) although in line with the government guidance employers can ask their training provider to help them find an end-point assessment organisation.

Employers can search for an EPAO here: <https://find-epao.apprenticeships.education.gov.uk/courses>

31	Staff Responsibilities
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General

All staff delivering within the subject area are suitably qualified to teach the modules that comprise the programme, although staff specialise in their areas of interest and expertise. The delivery team are committed to developing, maintaining, and documenting their professional skills through ongoing CPD.

Permanent members of the BGU Business and Enterprise Team will act as designated module leaders and personal tutors, whilst visiting tutors are employed to support module delivery. Module Tutors develop a teaching schedule based on the requirements of the related-module specification. Prior to the start of the semester of delivery, Module Tutors devise assessment tasks and draw-up Assignment Briefs that align with the module's Learning Outcomes and approved assessment type(s) and weighting(s). These are reviewed by the Programme Leader, Head of Programmes and External Examiner, and are made available through the VLE. Marking is undertaken in line with the University's Code of Practice for the Assessment of Students and the Guidance on Marking and Moderation.

All SLAs are assigned an Apprenticeship Support Officer (ASO) prior to the commencement of their programme. The ASO will be the main point of contact for the SLA and their employer alongside the Programme Leader throughout the duration of the programme. The ASO will provide guidance and support relating to the apprenticeship throughout the duration of the programme, this may include but will not be limited to; drawing up tripartite agreements and commitment statements, providing learners with opportunities to undertake skills gap analysis and undertaking tripartite reviews. The ASO will support SLAs to build and develop their e-portfolios in preparation for gateway and will liaise with employers to determine when SLAs can progress forward for EPA.

The University is committed to maintaining the highest standards to protect and safeguard those individuals for whom it has responsibility. All members of the BGU community are responsible for Safeguarding. The Safeguarding Children and at-risk Adults Policy is designed to protect both those in a position of trust, and those for whom they have responsibility. It provides procedures to follow where there is concern for a child or an at-risk adult's welfare, including where an allegation is made about a member of the University. It also provides information to ensure that members of the University do not put children or at-risk adults in a vulnerable position. The policy is located on the University website: <https://www.bishopg.ac.uk/about-bgu/policies-and-procedures>.

BGU will be inspected by Ofsted in line with the Guidance for inspectors carrying out inspections under the education inspection framework:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828763/inspecting_safeguarding_in_early_years_education_and_skills.pdf

Professional, Regulatory & Statutory Bodies

All permanent staff are expected to have teaching qualifications or to have recognition as Fellows or Senior Fellows of the Higher Education Academy (HEA).

All permanent members of the BGU Business and Enterprise Team have corporate CMI membership and are personally responsible for keeping their details up to date with the CMI. Staff will be responsible for becoming familiar with the mapped CMI programme and for ensuring that BGU module assignments map to the apprenticeship standards, as defined by the mapping document for the CMI unit.

32 Programme Specific Academic Student Support

Active engagement with the wider professional services is key to an excellent student experience.

All students within the subject area are assigned a ASO for the duration of their course. This is in addition to the support provided by the Module Leaders and course tutors. Apprentices will also benefit from peer support through active engagement with their cohort and others from the wider BGU Business portfolio. Students are closely monitored and supported during the first trimester of their programme.

The ASO will be the main point of contact for the SLA and their employer alongside the Programme Leader throughout the duration of the programme. The ASO will provide guidance and support relating to the apprenticeship throughout the duration of the programme, this may include but will not be limited to; drawing up tripartite agreements and commitment statements, providing learners with opportunities to undertake skills gap analysis and undertaking tripartite reviews. The ASO will support SLAs to build and develop their e-portfolios in preparation for gateway and will liaise with employers to determine when SLAs can progress forward for EPA.

In addition to the ASO apprentices will have an allocated personal tutor as part of the Development and Career Plan process. This will be a member of the academic team delivering the programme. The Business and Enterprise Team take steps to ensure students are appropriately academically equipped to pursue the programme of study. This is delivered through several subject-embedded study skills development sessions, as well as University level enhancement sessions supported by staff of the Centre for Enhancement in Learning and Teaching (CELT) and the Library.

If subject area academic staff feel it is necessary, they signpost students towards additional support, whether academic or welfare related. BGU Student Advice team will offer students advice and guidance to students in areas such as accessibility and disability support, funding, welfare and counselling, alongside access to a 24-hour online peer and professional support service.

BG Futures will support students in terms of career education, guidance and information, supporting Apprentices to continue their broader professional development and enhance their employability prospects.

33 Programme Specific Student Evaluation

The Programme complies with current institutional evaluation policies. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative.

Learners' views and ideas for improvements are important to us and there are a number of opportunities for learners to contribute feedback and ideas to BGU to help to improve the learning experience. These opportunities include:

- ✓ Informal discussions with personal and module tutors
- ✓ Cohort representative representation
- ✓ Module feedback surveys
- ✓ BGUSS
- ✓ FE Choices survey
- ✓ ILP Reviews – feedback can be provided direct to the assessor
- ✓ Employer surveys

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Postgraduate Diploma (Strategic Leadership)

Module Name													
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	IS1	IS2	TS1	TS2	TS3	TS4
High Performance Leadership and Developing Talent	X	x	x		x	x	x	x	x	x	x	x	X
Risk and Opportunity Management	X	x	x		x	x	x	x	x	x	X	x	x
Finance & Governance for Strategic Leaders	X	x	x		x	x	x	x	x	x	x	x	x
Leading, Developing and Influencing Organisational Strategy	x	x	x	x	x	x	x	x	x	x	x	x	x

Postgraduate Certificate (Strategic Leadership)

Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	TS1	TS2	TS3	TS4
High Performance Leadership and Developing Talent	x	x	x	x	x	x	x	x	x	x	x	X
Risk and Opportunity Management	x	x	x	x	x	x	x	x	x	x	X	x
Finance & Governance for Strategic Leaders	x	x	x	x	x	x	x	x	x	x	x	x
Leading, Developing and Influencing Organisational												

SECTION G

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	Programme Learning Outcomes												
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2		TS1	TS2	TS3	TS4
Academic Literacies	X	X	X	X	X	X	X	X		X	X	X	X
Global Citizenship	X		X		X	X		X		X	X		
Information Literacy	X	X	X	X	X	X	X	X		X	X	X	X
Digital Fluency	X	X	X	X	X	X	X	X		X	X	X	X
Employability	X	X	X	X	X	X	X	X		X	X	X	X
Being Enterprising	X	X	X	X	X	X	X	X		x	x	X	X

Graduate Attributes

- GA1. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. [Global Citizenship](#) This is about understanding the global context in which you live, study and work
- GA3. [Information Literacy](#) This is about being able to search for, locate, utilise and manage information effectively and ethically
- GA4. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. [Employability](#) This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. [Being Enterprising](#) This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level & title of modules & a brief description of modification)</i> <i>(Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(e.g., students entering Level 5 from September 2016 onward)</i>

SECTION I

MAP 4

Mapping of PSRB requirements against the Programme

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard:					
	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						

Please see following CMI mapping document.

<u>Organisation name:</u>	Bishop Grosseteste University			
<u>Mapping Specialist</u>	Abby Nelson			
<u>Date of Mapping</u>	27/05/2021			
<u>HEI Programme name:</u>	Senior Leader Apprenticeship Postgraduate Diploma (Strategic Leadership)			
<u>HEI Partner contact details:</u>	Becky Goodman rebecca.goodman@bishopg.ac.uk			
<u>Mapping outcome:</u>	<p>From the evidence provided, the Senior Leader Apprenticeship Postgraduate Diploma at Bishop Grosseteste University maps to a CMI L7 Level 7 Diploma in Strategic Management and Leadership Practice 7D30.</p> <p>The CMI units mapped are as follows: 701, 702, 704, 706</p>			
<u>Programme duration and mode of study:</u>	<p>FT 12 months face to face</p> <p>PT 24 months face to face</p>			
<u>Core Programme Modules</u>	Module number	Module name	Credits	Level
	BUS71121	High Performance Leadership and Developing Talent	30	7
	BUS71221	Risk and Opportunity Management	30	7
	BUS71321	Finance and Governance for Senior Leaders	30	7
	BUS71421	Leading, Developing and Influencing Organisational Strategy	30	7
<u>Mapping Guidance</u>	Please refer to Table 4			
<u>Mapping Purpose</u>	Purpose		Y or X	
	New programme mapping		Y	
	Remapping to new CMI qualification		X	
	Remapping following changes to the programme and, or module(s)		X	
<u>Opportunities to enhance mapping outcome</u>	All explored			

<u>Mapping Centre Visit Notes</u>	-
<u>Additional Comments</u>	Completed module leader checklists received.
<u>Any holistic Type 2 mapping decisions notes</u>	-

TABLE 1 Overall Mapping Matrix for Senior Leader Apprenticeship Postgraduate Diploma at Bishop Grosseteste University

I am fairly confident, taking account of all possible coverage, that the following CMI units will have all of the LO's covered by either summative assessments (highlighted below in green) or a mix of evidence with a holistic type 2 decision (highlighted below in amber). Where more than one module has been mapped to one unit, it is noted, that moderation may confirm all evidence can be obtained from just one single module.

There are minimum requirements to achieve each qualification within this suite. The minimum requirements are based on the boundaries outlined in Ofqual's Guidance to the General Conditions of Recognition, namely Condition E2. A minimum of 1 CMI unit at the same level needs to be achieved for a CMI qualification to be awarded i.e. a L5 Award/Certificate/Diploma cannot be awarded from ONLY Level 4 modules.

Award - minimum of 70 TUT hours selected from units 701-716, Group A only Certificate - any combination of units to a minimum of 140 TUT hours to achieve this qualification, the recommendation is for learners to complete a minimum of two units from 701—716, Group A only. The minimum guided hours is 36. Diploma - a combination to a minimum of 370 TUT hours to achieve this qualification. Learners must achieve a minimum of 300 TUT hours from Group A only and 70 TUT hours from either Group A or B. The minimum guided learning hours is 106.			University modules mapped <i>(only modules which fully map – summative evidence highlighted green, Type 2 decisions Amber)</i> 1. BUS71121 High Performance Leadership and Developing Talent 2. BUS71221 Risk and Opportunity Management 3. BUS71321 Finance and Governance for Senior Leaders 4. BUS71421 Leading, Developing and Influencing Organisational Strategy															
CMI unit numbers	CMI unit names	CMI TUT																
			1	2	3	4												
GROUP A																		
701	Strategic leadership	110		YES														
702	Leading and developing people to optimise performance	100	YES															
703	Collaboration and partnerships	70																
704	Developing organisational strategy	90				YES												
705	Leading Strategic Change	80																
706	Finance for Strategic Leaders	90			YES													

<p>Award - minimum of 70 TUT hours selected from units 701-716, Group A only</p> <p>Certificate - any combination of units to a minimum of 140 TUT hours to achieve this qualification, the recommendation is for learners to complete a minimum of two units from 701—716, Group A only. The minimum guided hours is 36.</p> <p>Diploma - a combination to a minimum of 370 TUT hours to achieve this qualification. Learners must achieve a minimum of 300 TUT hours from Group A only and 70 TUT hours from either Group A or B. The minimum guided learning hours is 106.</p>			<p>University modules mapped</p> <p><i>(only modules which fully map – summative evidence highlighted green, Type 2 decisions Amber)</i></p> <p>1. BUS71121 High Performance Leadership and Developing Talent</p> <p>2. BUS71221 Risk and Opportunity Management</p> <p>3. BUS71321 Finance and Governance for Senior Leaders</p> <p>4. BUS71421 Leading, Developing and Influencing Organisational Strategy</p>															
CMI unit numbers	CMI unit names	CMI TUT																
			1	2	3	4												
707	Organisational Design and Development	80																
708	Strategic Risk Management	80																
709	Strategic Management of Data and Information	80																
710	Marketing Strategy	80																
711	Entrepreneurial Practice	90																
712	Strategic Management Project	100																
713	Applied Research for Strategic Leaders	70																
714	Personal and Professional Development for Strategic Leaders	90																
715	Strategic Approaches to Equality and Diversity and Inclusion	80																
716	Strategic Approaches to Mental Health and Wellbeing	70																
GROUP B (Diploma only)																		
607	Procurement, Purchasing and Contracting	60																
608	Strategic Corporate Social Responsibility and Sustainability	60																
609	Leading Quality Management	70																

Award - minimum of 70 TUT hours selected from units 701-716, Group A only Certificate - any combination of units to a minimum of 140 TUT hours to achieve this qualification, the recommendation is for learners to complete a minimum of two units from 701—716, Group A only. The minimum guided hours is 36. Diploma - a combination to a minimum of 370 TUT hours to achieve this qualification. Learners must achieve a minimum of 300 TUT hours from Group A only and 70 TUT hours from either Group A or B. The minimum guided learning hours is 106.			University modules mapped <i>(only modules which fully map – summative evidence highlighted green, Type 2 decisions Amber)</i> <ol style="list-style-type: none"> BUS71121 High Performance Leadership and Developing Talent BUS71221 Risk and Opportunity Management BUS71321 Finance and Governance for Senior Leaders BUS71421 Leading, Developing and Influencing Organisational Strategy 														
CMI unit numbers	CMI unit names	CMI TUT															
			1	2	3	4											
610	Principles and Practices of Policy Development	60															
612	Coaching Skills for Leaders	50															
614	Principles and Practices of Ethical Decision Making	60															
MAPPING RESULT		390	CMI Level 7 Diploma in Strategic Management and Leadership Practice 7D30														

DISCLAIMER

Please note that the mapping exercise is based on the information supplied at the time of mapping. Subsequent minor modifications to units may change the mapping outcome. It is the Centre's responsibility to ensure that mapping is reviewed annually to ensure that any changes have not altered mapping outcomes. Major changes such as revalidation will require remapping activity.

Students who achieve lower grades on University modules mapped to CMI units may struggle to demonstrate full achievement of the CMI criteria. The Centre IQA process should ensure that the CMI criteria are met in full by all students for whom qualifications are being claimed.

TABLE 2 RAG Summary Table

CMI unit numbers	CMI unit names	CMI TUT	Total LOs	No. Red LOs	No. Type 1 LOs	No. Type 2 LOs	No. Green LOs
701	Strategic leadership	110	2				2
702	Leading and developing people to optimise performance	100	2				2
703	Collaboration and partnerships	70	2				
704	Developing organisational strategy	90	2				2
705	Leading Strategic Change	80	2				
706	Finance for Strategic Leaders	90	2				2
707	Organisational Design and Development	80	2				
708	Strategic Risk Management	80	2				
709	Strategic Management of Data and Information	80	1				
710	Marketing Strategy	80	2				
711	Entrepreneurial Practice	90	2				
712	Strategic Management Project	100	2				
713	Applied Research for Strategic Leaders	70	2				
714	Personal and Professional Development for Strategic Leaders	90	2				
715	Strategic Approaches to Equality and Diversity and Inclusion	80	2				
716	Strategic Approaches to Mental Health and Wellbeing	70	2				
607	Procurement, Purchasing and Contracting	60	2				
608	Strategic Corporate Social Responsibility and Sustainability	60	2				
609	Leading Quality Management	70	2				
610	Principles and Practices of Policy Development	60	2				
612	Coaching Skills for Leaders	50	2				
614	Principles and Practices of Ethical Decision Making	60	2				

TABLE 3 RAG Detailed Coverage Table			
CMI Unit	Unit LO	Full (F), Partial (P) or No (N) coverage	Notes on coverage of CMI LOs by University assessments (University module name and LO number and assessment type) <u>Please note the module learning outcomes may have been numbered sequentially for mapping purposes only</u>
701 Strategic Leadership	1. Understand the role and context for strategic leadership	F	The University assessment is highly likely to provide sufficient evidence for this CMI LO BUS71221 Risk and Opportunity Management LO1, LO2 Portfolio inc. Report and academic poster 70% 4200 words
	2. Understand the behaviours and skills for strategic leadership	F	The University assessment is highly likely to provide sufficient evidence for this CMI LO BUS71221 Risk and Opportunity Management LO3, LO4 Podcast 30% 18 minutes
702 Leading and Developing People to Optimise Performance	1. Understand the principles for leading and developing people	F	The University assessment is highly likely to provide sufficient evidence for this CMI LO CMI LO BUS71121 High Performance Leadership and Developing Talent LO1, LO2 Portfolio inc. leadership and talent development strategy 70% 4200 words
	2. Understand leadership and development strategy	F	The University assessment is highly likely to provide sufficient evidence for this CMI LO CMI LO BUS71121 High Performance Leadership and Developing Talent LO3, LO3 Vlog, 30% 18 minutes

703 Collaboration and Partnerships	1. Understand the role of collaboration and partnerships	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
	2. Know how collaboration and partnerships further organisational success	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
704 Developing Organisational Strategy	1. Understand how to develop strategy	F	The University assessment is highly likely to provide sufficient evidence for this CMI LO BUS71421 Leading, Developing and Influencing Organisational Strategy LO1, LO2, LO3 Report inc. strategy and implementation plan 70% 4200 words
	2. Know how to develop strategy	F	The University assessment is highly likely to provide sufficient evidence for this CMI LO BUS71421 Leading, Developing and Influencing Organisational Strategy LO4, LO5 Narrated Powerpoint 30% 18 minutes
705 Leading Strategic Change	1. Understand the scope and context of strategic change	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
	2. Know how to propose a strategy for leading strategic change	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
706 Finance for Strategic Leaders	1. Understand the scope of the Finance function within an organisational context	F	The University assessment is highly likely to provide sufficient evidence for this CMI LO BUS71321 Finance and Governance for Senior Leaders LO1, LO2 Report 70% 4200 words
	2. Understand the role of Finance in strategic decision making	F	The University assessment is highly likely to provide sufficient evidence for this CMI LO BUS71321 Finance and Governance for Senior Leaders LO3, LO4 Live presentation 30% 18 minutes

707 Organisational Design and Development	1. Understand organisational design and development	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
	2. Understand how to apply the principles of organisational design and development	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
708 Strategic Risk Management	1. Understand strategies for managing risk	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
	2. Know how to develop risk management strategies	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
709 Strategic Management of Data and Information	1. Understand the strategic management of data and information	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
710 Marketing Strategy	1. Understand the context in which a marketing strategy is developed	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
	2. Know how to develop a marketing strategy	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
711 Entrepreneurial Practice	1. Understand entrepreneurship in strategic contexts	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
	2. Understand the principles of entrepreneurial practice	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
712 Strategic Management Project	1. Know how to develop a strategic management project	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
	2. Know how to conduct a strategic management project	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
713 Applied Research for Strategic Leaders	1. Understand the research process	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO

	2. Know how to develop a research proposal of strategic benefit	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
714 Personal and Professional Development for Strategic Leaders	1. Understand approaches for personal and professional development	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
	2. Know how to develop as a strategic leader through personal and professional development	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
715 Strategic Approaches to Equality, Diversity and Inclusion	1. Understand equality, diversity and inclusion at a strategic level	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
	2. Know how to develop strategic priorities for equality, diversity and inclusion	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
716 Strategic Approaches to Mental Health and Wellbeing	1. Understand the impact of managing mental health and wellbeing on organisational performance	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
	2. Know how to develop a culture of mental health and wellbeing	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
607 Procurement, Purchasing and Contracting	1. Understand the principles of procurement, purchasing and contracting within organisational contexts	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
	2. Know how to apply the principles of procurement, purchasing and contracting to achieve an operational requirement	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
608 Strategic Corporate Social Responsibility and Sustainability	1. Understand corporate social responsibility and sustainability in organisational contexts	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
	2. Know how corporate social responsibility and sustainability is applied in an organisational setting	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO

609 Leading Quality Management	1. Understand the factors which influence organisational approaches to quality management	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
	2. Know how to lead quality management to achieve strategic objectives	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
610 Principles and Practices of Policy Development	1. Understand the context in which a policy is developed	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
	2. Know how to develop, implement and evaluate policy	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
612 Coaching Skills for Leaders	1. Understand the benefits, types and application of coaching used by leaders	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
	2. Know the skills, techniques and approaches required by leaders to coach	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
614 Principles and Practices of Ethical Decision Making	1. Understand ethical decision making within organisational contexts	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO
	2. Know how to make an ethical decision	N	The University evidence does not demonstrate that sufficient evidence will be provided for this CMI LO

Table 4 – Mapping Guidance

This guidance is intended to provide information and clarity as to how mapping judgements have been made. The CMI assigned mapping specialist will work with your centre, to support and guide as to how any evidence gaps can be closed, to enable the mapping outcome to be finalised where possible.

This mapping is NOT a value judgement of the University programme. This mapping activity matches University learning outcomes and assessment methods to CMI units. A University programme which maps to a CMI Award is not considered 'worse' than a programme which maps to a Diploma, it is only a measure of how many learning outcomes and modules can be aligned. In many cases, following discussion between the mapper and module leaders, it is possible to amend the mapping outcome. When programmes are revalidated, universities will often consider CMI units to enable a greater alignment and therefore students may be eligible for further accreditation. The CMI assigned mapper can work with the module leaders to assist in this process if so wished.

General Guidance

- 'Unit' refers to the CMI unit. 'Module' refers to the centre's programme module.
- Generally, undergraduate programmes levels 5 & 6 are likely to be mapped to a Level 5 Management and Leadership qualification aimed at operational managers, with postgraduate mapped to Level 7 Strategic Management and Leadership, aimed at senior managers and leaders.
- Only core/compulsory modules are mapped to ensure all students will provide the required evidence.
- Unit learning outcomes are mapped to module learning outcomes as this ensures they will be assessed.
- Summative assessments are therefore included in the mapping. The assigned Mapping Specialist will be able to offer advice and guidance for any remaining evidence gaps.
- Where possible, one unit is mapped to one module:
 - There may be occasions when one unit can only be evidenced by more than one module.
 - It may be possible to map more than one unit to one module depending on the credit values of the units and module, in terms of whether the evidence will be sufficient.
- Evidence judgements are also based on the module assessment method(s) (unless a holistic type 2) and whether these are likely to generate the required evidence to meet the mapped unit LO's, however:
 - It is usual for further assessment information to be requested to confirm mapping decisions
 - The weighting (% of marks allocated) for each method and word count are also taken into consideration
- Only learner work (evidence) that has passed (met the module learning outcomes) is accepted towards the mapped CMI qualification (unless a holistic type 2 decision)

Examinations and Group Work

Specific criteria need to be met to enable mapping against examination/test based OR Group work assessment methods due to CMI's regulatory requirements which prescribe that all learning outcomes

are covered by the individual student. You are advised to discuss mapping opportunities with your designated mapper for modules where examinations or group work are considered to map to CMI learning outcomes.

RAG rules

RAG Table 3, highlights the extent of coverage provided by the programme evidence, against the CMI unit(s) and learning outcomes.

Those units fully highlighted **green** are included in the mapping outcome, as sufficient coverage from the summative assessment(s) has been confirmed.

Those units/LOs highlighted in **amber**, are either an holistic Type 1 or 2 decision:

- **An holistic Type 1 decision**

This holistic **Type 1** decision is noted as Amber on the RAG table 3, which notes that further work is required on evidencing the CMI learning outcome(s) at an individual student level, in order for the CMI unit to be awarded. Your mapping specialist will be able to explore options with you that may provide full coverage.

- **An holistic Type 2 decision**

This holistic **Type 2** decision is noted as Amber on the RAG Table 3 and is based on the signed MLCs (Module Leader Checklists) required by CMI for the unit(s), that they are likely to be met elsewhere in the programme. Evidence is provided from the university where any gaps are likely to be met in the programme, through the use of a mix of summative, formative and other types of evidence (course-related activities completed while on programme). Type 2 decisions can be included in the *mapping outcome, providing the MLC's have been signed by the programme director. The mapping specialist will be able to explore opportunities with you for an holistic type 2 decision and provide the MLCs for signing.

* There are conditions to using holistic Type 2 decisions as follows:

An Award is judged to be the likely outcome when a minimum of 1 HE module maps to a minimum of 1 CMI unit and the required TUT is met.
Condition - For an Award to be agreed, all CMI LOs must be met with summative evidence for at least 1 unit i.e. they must be classed as green.
A Certificate is judged to be the likely outcome when 2 or more HE modules map to 2 or more CMI units and the required TUT is met.
Condition - For a Certificate to be agreed, all CMI LOs must be met with summative evidence for at least 2 units i.e. they must be classed as green.
A Diploma is judged to be the likely outcome when 5 or more HE modules map to 6 or more CMI units and the required TUT is met.
Condition - For a Diploma to be agreed, a maximum of 2 of a required 6 units can include Amber Type 2 decisions or a maximum of 3 of a required 7 or 7+ units can include Amber Type 2 decisions. The remainder must be classed as green.

- * The rules of combination for each qualification type is also noted at the top of Table 1:

Those units/LOs highlighted **red** on the RAG Table 3, are not able to be evidenced if it is not clear from the university evidence provided that any CMI unit/LOs highlighted **red** are covered, therefore have not been included in the mapping decisions/outcome.

Post Mapping

The university will be notified once the mapping has been finalised and signed off by CMI. Following this, it is **imperative** that the university reviews the mapping ensuring that the CMI evidence is monitored and tracked, through their own IQA. To aid this, the assigned mapping specialist will send module leader checklists which are agreements that the assessments will cover the specified unit learning outcomes that have been mapped for that module. These module leader agreements are to remain as part of the university's IQA, ensuring any evidence concerns are raised with the mapping specialist.

Please note that the mapping exercise is based on the information supplied at the time of mapping. Subsequent minor modifications to units may change the mapping outcome. It is the Centre's responsibility to ensure that mapping is reviewed annually to ensure that any changes have not altered mapping outcomes. Major changes such as revalidation will require remapping activity.

Moderation

Once the mapping has been finalised, the university will be assigned a moderator, who will be in contact to arrange moderation (usually annually depending on the structure of the programme). The role of the moderation is similar to that of an External Examiner (although they will not attend any programme review boards) as they will:

- Sample student work (including marker feedback) of those modules mapped, to ensure they have been assessed in a fair and consistent manner and that the mapped unit/LO's are evidenced.
- Review assessment briefs/module handbooks to review the samples against the work set
- Review re-signed MLCs for any Type 2 decisions – the programme director is required to check formative and other evidence has indeed provided coverage against the Type 2 mapped unit/LOs and re-sign the MLCs as verification.
- Review internal quality assurance that supports the CMI internal verification process such as:
 - Second marking and the process to agree marks
 - Internal moderation of assessment materials such as briefs Module review (external examiner reports, student evaluations, module leader reports)
- Review feedback to the student and assessor, to ensure it provides strengths and areas of development

Moderation is completed online through the CMI HUB (web-based database). It is possible to provide samples through a shared cloud such as Dropbox, One File or virtual access can be arranged to the university VLE or it may be possible for a site-visit, which your moderator will be able to advise.

Moderation dates (online or visit) are to be agreed well in advance with the moderator, and the university is to arrange access for the moderator to any university system required.