QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION FOR APPRENTICESHIPS

1. **Programme Code**	TBC with suffix "Care"	
2. **Programme Title**	Senior Leader Apprenticeship (SLA) (Health and Care) plus Executive Master of Business Administration	
3. **Linked Arden University Award**	Executive Master of Business Administration See: https://go.arden.ac.uk/programmespecification/executivemba	
4. **School**	Corporate Learning / School of Health and Care Management	
5. **Programme Team Leader(s)**	Lou Wells	
6. **Programme Type**	Generalist	
7. **End Point Assessment Organisation (EPAO)**	CMI (recommended)	

8. **Delivery Model**	DL F/T		BL F/T		Apprenticeship	X
	DL P/T		BL P/T		Other	

Where delivery model identified as 'Other' please provide details	N/A	
9. **Location of delivery**	DL	
10. **Proposed Start date**	April 2023	
11. **Apprenticeship Standard**	Senior Leader: https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-leader-degree/	
12. **Reference points**	QAA benchmarks for Masters' Degrees (N100) in Business and Management (2019), the Masters' Degrees General Characteristics: type 3 (Sept 2019). FHEQ, L7. Quality Code 2019 (QAA)	
13. **Professional, Statutory & Regulatory Bodies (PSRB)**	Chartered Management Institute (CMI): dual accreditation Skills for Care: Endorsed Provider (also applicable to the contextualised module delivery) Skills for Health: Quality Mark (also applicable to the contextualised module delivery)	

14. Programme aims

The Senior Leader Apprenticeship (SLA) provides current and future leaders with core knowledge, high-level leadership and management skills and desired behaviours to become more effective leaders, while delivering a professional pathway to Chartered Manager or Chartered Fellow status.

In particular, the purpose of the programme is to provide apprentices with:

- The opportunity to demonstrate competence and professional growth, benchmarked against the Knowledge, Skills and Behaviours from the Senior Leader Apprenticeship Standard.
- A sound platform from which to successfully progress to Apprenticeship End Point Assessment
- The skills to set the overall strategic direction of their area of responsibility, encouraging employees to buy into the organisation's vision.
- The opportunity to lead and influence agreed projects to deliver organisational strategy such as change and agile transformation programmes, diversification, new product implementation, and customer experience improvement.
- The knowledge to make decisions about organisational resource requirements based on strategic insight and reliable evidence.
- Those critical skills which best support the growth of enterprise and the creation of new businesses.
- A stimulating and flexible online learning environment, which is based upon the values of openness, ownership, and professional development.

Both during and on completion of the SLA apprentices bring back tangible benefits for their organisation including their ability to:

- Manage complex business challenges
- Develop creative solutions for contemporary business issues
- Lead innovative change programmes to capitalise on new opportunities
- Become an effective leader of people

The SLA is designed to stretch participants and equip them to apply management theory in practice, adapt to new scenarios and implement effective solutions.

The SLA is scaffolded by the Arden University Executive MBA, which aims to provide a unique, inter-disciplinary and integrative educational programme for individuals seeking to develop and consolidate their managerial achievements. The Executive MBA is designed to expose apprentices to current thinking and practice across a wide range of management disciplines, delivered using a cross-cutting approach. A higher level of criticality is expected across the master's programmes, and this will allow students to consider more deeply the various functions of Management.

Online teaching materials are derived from established academic research to develop critical powers of analysis, reflection, and further development of interpersonal skills in preparation for key positions in industry, commerce and the public sector.

Apprentices will build on their existing understanding management and organisations within a framework that enables them to relate their experience to contemporary ideas and practice within a global context. This is achieved through critical thinking, creativity, and personal development.

The Executive MBA consists of 6 core modules and a transformation capstone project.

Programme Structure

Apprentices following the Senior Leader Apprenticeship (Health and Care) plus Executive MBA pathway will complete 120 taught credits before Gateway and End Point Assessment. Then, after completing End Point Assessment, the apprentices will continue onto the 'Business Transformation Project' module to complete the final requirements of the Executive MBA degree. Alternatively, if apprentices no longer wish to complete the final requirements of the Executive MBA degree and they have accrued sufficient credits, they may choose not to complete the Transformation Capstone Project and exit with a Postgraduate Diploma instead.

SLA plus Exec MBA: 180 Credits
Total = up to 36 months, inclusive of EPA (learners could submit 60cr BTP early if they wished to)

Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	
M1 Competitive Strategy 20 Credits			M2 Leading Global Teams and Organisations 20 Credits			M3 Financial Management 20 Credits			M4 Contemporary Marketing Communications Planning 20 Credits			Credits achieved pre-EPA: 120 **PG Dip**

Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	
						EPA						
M5 Managing Digital Transformation and 20 Credits			M6 Project Analytics 20 Credits			Up to 5 months					Learners decide: exit with PG Dip or cont. to complete final req'ts of EMBA	

Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	
M7 Transformation Project 60 Credits												Credits achieved post-EPA: 60 **EMBA**

15. Programme Entry Requirements

All apprenticeships are subject to standardised apprenticeship entry criteria.

In addition, apprentices enrolling on this apprenticeship must meet the following criteria:

- Employed in a job with responsibilities aligned with the apprenticeship standard.
- Have evidence of funding eligibility from their employer.
- Have a degree equivalent to UK second class honours standard and at least two years of relevant management and leadership experience.
- For those who have not previously achieved a degree equivalent to UK second class honours standard: 5+ years management and leadership experience.
- Proficiency in the English language if any prior learning has not previously been taught in English (IELTS 6.5 (no less than 6.0 in any element); or TOEFL iBT 90 or equivalent).
- Be a UK/EU/EAA resident for at least three years prior to starting the apprenticeship.

At application, prospective applicants complete a skills scan based on the Knowledge, Skills and Behaviours of the apprenticeship standard. This ensures apprentices are enrolling onto the correct programme of study and also underpins any recognition of prior learning. It also informs the apprentice's individual learning plan.

16. Learning, teaching and assessment methods and strategies

Learning and Teaching

At Arden, our mission is to provide opportunities for individuals to access higher education in a way that suits their personal circumstances and ambitions and equips them for employment in the 21st Century.

Teaching is designed to engage and inspire students via a range of activities, retaining an apprenticeship aligned "real world" focus using interventions such as contemporary case studies and industry data sets which can be contextualised to each apprentice's organisation.

Teaching is largely student led; learners are expected to take ownership of their own learning journeys, reflect upon the teaching interventions, datasets, case and study materials and act upon tutor feedback as they develop their knowledge of and skills in business management.

Teaching activities may require students to work both collaboratively and individually, analyse case studies, participate in simulation exercises, devise solutions to "real world" problems by producing "work products", exchange peer to peer feedback and reflect upon their own work experiences (where applicable).

Distance Learning

Acquisition of programme outcomes is via engagement with the online module learning material and the online tutoring and programme participant support mechanisms, both of which are delivered via Arden University's ilearn platform (a Moodle-based system). The learning material comprises purpose-written self-contained lessons with frequent activities and feedback to generate learning and reinforce the knowledge acquisition through frequent application of learning to specific examples.

Embedded within the text are links to further reading and appropriate websites. Feedback within the learning material is provided to allow programme participants to check their understanding with that of the tutor. Additionally, group learning activities direct programme participants to the tutor-facilitated discussion forums where they engage in discussion with their peers and receive formative feedback from the module tutor.

Each of the modules provide programme participants with an understanding of key theoretical and practical management issues, debates and academic informed literatures.

Teaching/learning methods adopted are transferrable across modules, are similar across modules and include online class discussions, exercises/case studies and group discussions.

For each subject being taught a programme of structured online learning activities using both formative and summative assessment is applied. The emphasis is on action learning through the mediation of the module leader for each module.

Learning and Teaching activities are:

Asynchronous:
- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our Virtual Learning Environment (iLearn).
- Guided group / project-based work.
- Research tasks.

Synchronous:
- A-synchronous learning will be supported by live online seminars, masterclasses and workshops, taking place regularly throughout the programme and covering areas such as knowledge, skills, behaviours, career development and assessment guidance. These learning interventions also

- Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves.
- Podcasts and narrated PowerPoints.

provide opportunity to acquire evidence towards the apprenticeship portfolio that demonstrates the attainment of the Knowledge, Skills and Behaviours as required by the apprenticeship standard.
- Formative opportunities will be available in class and also via seminars hosted using Zoom.
- Live chats.
- Based upon the profile of our typical student body, our strategy enables apprentices to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Independent study is the cornerstone of the learner experience, supported by subject specialist engagement with the tutor and peer engagement.

On Programme Assessment

In line with the apprenticeship standard, the assessment strategy similarly centres on a strong alignment with real world organisational and business practice and embraces a range of assessment methods including work related products, presentations, portfolios, reflections and report writing.

Apprentices are expected to apply knowledge and theory explored in the modules and produce assessments that simultaneously focus on real business situations in their respective organisation's while indicating the requisite level of academic rigour required at Level 7. As such, and while all apprentices work to the same degree assessment briefs, the opportunity for individually contextualised work-based assessment is well recognised, which will also enable the systematic evidencing of the apprenticeship knowledge, skills and behaviours.

In evidencing the apprenticeship Knowledge Skills and Behaviours, BUD activity will be minimized while continuing to run alongside the programme to enable apprentices to compile their portfolio of evidence, required by the apprenticeship and to be submitted at End Point Assessment.

End Point Assessment

The SLA End Point Assessment (EPA) is not undertaken by Arden University, but by an external independent EPAO (End Point Assessment Organisation). The Chartered Management Institute (CMI) is the recommended EPAO for this programme.

SLA Gateway requirements are:

- The employer must be content that the apprentice is working at or above the level of the occupational standard.

- Apprentices must have achieved English and mathematics Level 2.
- Apprentices must submit a portfolio of evidence.
- The EPAO must sign-off the strategic business proposal title and scope, at the gateway, to confirm its suitability prior to the work commencing.

End Point Assessment consists of:

- Assessment method 1: Strategic business proposal, presentation with questioning.
- Assessment method 2: Professional discussion underpinned by a portfolio of evidence.

<u>Post-End Point Assessment</u>

After apprentices complete their End Point Assessment on the Senior Leader Apprenticeship, they will progress onto the final module of the Executive MBA programme, the 60-credit 'Transformation Capstone Project'. Apprentices may choose to base their final project on their 4,000-word strategic business proposal from the End Point Assessment.

Alternatively, if apprentices no longer wish to complete the final requirements of the Executive MBA degree and they have accrued sufficient credits, they may choose not to complete the Transformation Capstone Project and exit with a Postgraduate Diploma instead.

17. Methods and strategies for the management and oversight of Apprenticeship elements of this programme
Degree Integration: The Senior Leader Apprenticeship (SLA) is a non-degree apprenticeship standard, meaning the Executive MBA is not mandated by the SLA and is not a requirement of programme completion (Gateway to End Point Assessment). The apprenticeship can be completed without achieving a master's degree. We have taken the strategic decision to include the Executive MBA within the apprenticeship offering, ensuring market attractiveness. The degree, therefore, is an integral element of the programme, providing a scaffolding which is mapped to the SLA standard. Should an apprentice fall behind on the Executive MBA, they are required to continue their apprenticeship, following their learner plan, studying scheduled modules and evidencing the KSBs at milestone intervals. Coaches will support these students to maintain focus on the apprenticeship, facilitating completion of the Executive MBA at a later date if required.   **Knowledge, Skills and Behaviours (KSBs):** The KSBs are mapped into each module (see Section 18). This demonstrate where each KBS will be taught and assessed. The assessment of the module organically presents evidence for the apprentice's portfolio.   **Portfolio and E-Portfolio System:** The apprenticeship will be assessed, in part, by a portfolio of evidence. This evidences how the apprentice has met the requirements of the Individual Learning Plan and the apprenticeship standard, which lists all the required KSB outcomes. Apprentices will have access to Arden's online E-portfolio system (BUD) to help build the portfolio.   **Evidence gathering (BUD activities):** BUD activities will be reduced to solely evidencing a percentage of the KSBs by set programme milestones. For example, 15% of KSBs must be evidenced by the end of module 1, with a further 15% evidenced by the end of module 2, and so on. This allows for a guided, yet individualised programme. Coaches will highlight the KSBs mapped to each module, yet if the apprentice's role prevents them from generating robust,

current, valid and reliable evidence against these KSBs at that point in the programme they will work with their coach to agree which KSBs to focus on by each milestone. This cyclic process then continues, organically developing a clear plan of which KSBs to target throughout the duration of the programme. 100% of the KSBs must be evidenced in preparation for Gateway. Evidence will be generated in a number of ways:

- o Via the completion of degree assignments (where KSB mapping has taken place).
- o Via coach led activity (via the production of work-based product evidence).
- o Via the apprentice's self-directed on the job learning and development (via the production of work based product evidence).

- **Off the Job Time:** Apprentices receive off the job training throughout the duration of the programme, during their paid hours, for the purpose of achieving their apprenticeship. As such, the programme is scheduled to allow apprentices to study alongside work commitments, with employer support. Each apprentice is provided with a Learner Plan which details all synchronous teaching sessions, activity submission deadlines and milestones from induction through to the final Gateway meeting and End Point Assessment. The e-portfolio system (BUD) records all off the job activities, and the Coaches meet with the apprentices to ensure that all activities are completed by the submission date.

- **Coaching:** At the start of the programme each apprentice is assigned a Coach, who will provide support throughout the duration of the programme. The Coach will support with the E-Portfolio, building evidence against the KSBs and preparing for End Point Assessment. Coaches meet with apprentices regularly throughout the programme to review progress, discuss stretch and challenge activities and provide pastoral support as required.

- **Employer Support & Liaison**: Once per quarter, employers join coaching meetings to review the apprentice's performance on the apprenticeship and address any areas of concern the employer may have. This tri-partite meeting also confirms that the apprentice continues to receive the required off the job time.

- **Fundamental British Values**: We promote Fundamental British Values through academic workshops and masterclasses and via the Coach reviews. These sessions seek to create opportunities for apprentices to apply their understanding of fundamental British values to relevant situations and contexts, and to encourage apprentices to respect each other and their differences, including with regard to protected characteristics outlined in the Equality Act 2010

- **Functional Skills: English and Maths:** To begin the apprenticeship, funding rules require all apprentices to undertake a Functional Skills Initial Assessment and to subsequently achieve level 2 competencies in English and Maths.
  - o To be eligible for exemptions, apprentices must submit evidence of relevant qualification certificates (GCSE, AS- or A-levels (or equivalents) in grades A-C in English/English Language/English Literature and Maths) prior to starting the programme.
  - o Those apprentices who cannot provide certificate evidence must complete diagnostic assessments before starting the programme. They will then complete level 2 Functional Skills qualifications alongside the apprenticeship.

- **Development of English and maths:** The Functional Skills Initial Assessment will act as baseline for all apprentice from which to develop English and maths skills. This will be enabled in a number of ways:
  - o The starting points will be used by coaches and lecturers to inform the planning of teaching and development activities.
  - o English and maths will be discussed in every coach review meeting, exploring their impact and application in the workplace.

- On-programme assessments will have a varied assessment diet, making use of speaking, listening, reading, writing and maths as appropriate to the individual module.
- Coaches and lecturers will identify and exploit naturally occurring opportunities which develop learners' skills in speaking and listening, reading and writing and maths.
- All Coach and lecturer feedback will highlight spelling, punctuation and grammatical errors.

- **Arden Achieve:** Arden Achieve is an enrichment programme with several different events, guest lectures and workshops to support the academic, personal and professional development of apprentices while at Arden University. There are three pillars: academic development, personal development, and professional development, all of which facilitate further opportunities for learning, application and evidence gathering.

- **Safeguarding.** Arden University's role in terms of Safeguarding is to:
  - Ensure all staff involved in the delivery of apprenticeship provision, either directly or indirectly, are enhanced DBS checked prior to engaging with the apprentices.
  - Ensure that the Safeguarding policy in applied to all learning settings.
  - Ensure that apprentices understand the aims of Safeguarding how it protects them and how they can access support.
  - Promote a culture which promotes safeguarding, reducing the potential for harm to be caused or threatened.
  - To work with employers to ensure that they are aware of their obligations, as well as the University's so that apprentices are protected in all cases.
  - To work with employers when concerns are raised, ensuring that outcomes are reached and implemented to protect the apprentice(s) involved.
  - Be available for apprentices to ensure they feel they can always raise concerns that they have.
  - Ensure that any external speakers are approved.

- **Prevent.** The University's role is to:
  - Ensure that all colleague are aware of the Prevent duty and the obligations they are required to meet to enable this.
  - Have rigorous processes and procedures to ensure that they meet statutory requirements and government guidance.
  - Provide clear channels for apprentices to discuss and raise concerns, so that these can be considered in a non-discriminatory, open environment.
  - Ensure prompt response to any concerns raised.

#	Module on the Executive MBA	Knowledge	Skills	Behaviours
1	Competitive Strategy BUS7014HAC	K7: Competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change K2: Organisation structures; business modelling; diversity; global and horizon scanning perspectives; governance and accountability; technological and policy implications K4: Innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability. K6: Ethics and values-based leadership theories and principles K13: The external social and political environment and use of diplomacy with	S1: Use horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes S2: Set Strategic direction and gain support for it from key stakeholders S7: Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management S19: Manage relationships across multiple and diverse stakeholders	B1: Work collaboratively enabling empowerment and delegation B4: Value difference and champion diversity

#	Module on the Executive MBA	Knowledge	Skills	Behaviours
		diverse groups of internal and external stakeholders K14: Working with board and other company leadership structures K16: Working with corporate leadership structures, for example, the markets it operates in, roles and responsibilities, who its stakeholders are and what they require from the organisation and the sustainability agenda		
2	Financial Management BUS7015HAC	K5: Systems thinking, knowledge/data management, research methodologies and programme management K8: Financial strategies, for example scenarios, modelling and identifying trends, application of economic theory to decision-making, and how to evaluate financial and non- financial information K9: Financial governance and legal requirements, and procurement strategies. K12: Influencing and negotiating strategies both upwards and outwards	S3: Undertake research, and critically analyse and integrate complex information S5: Lead and respond in a crisis situation using risk management techniques S10: Oversee development and monitoring of financial strategies and setting of organisational budgets based on Key Performance Indicators (KPIs), and challenge financial assumptions underpinning strategies. S11: Uses financial data to allocate resources	

#	Module on the Executive MBA	Knowledge	Skills	Behaviours
		K17: Crisis and risk management strategies	S12: Oversee procurement, supply chain management and contracts	
3	Leading Global Teams and Organisations BUS7020HAC	K2: Organisation structures; business modelling; diversity; global and horizon scanning perspectives; governance and accountability; technological and policy implications K4: Innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability. K10: Organisational /team dynamics and how to build engagement and develop high performance, agile and collaborative cultures K11: Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion. K14: Working with board and other company leadership structures.	S1: Use horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes S2: Set Strategic direction and gain support for it from key stakeholders S7: Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management S13: Use personal presence and "storytelling" to articulate and translate vision into operational strategies, demonstrating clarity in thinking S19: Manage relationships across multiple and diverse stakeholders	B1: Work collaboratively enabling empowerment and delegation B4: Value difference and champion diversity

#	Module on the Executive MBA	Knowledge	Skills	Behaviours
		K16: Working with corporate leadership structures, for example, the markets it operates in, roles and responsibilities, who its stakeholders are and what they require from the organisation and the sustainability agenda K18: Coaching and mentoring techniques		
4	Contemporary Marketing Communications Planning MKT7009HAC	K12: Influencing and negotiating strategies both upwards and outwards K15: Brand and reputation management K20: The organisation's developing communications strategy and its link to their area of responsibility	S4.1: Lead change in their area of responsibility, create an environment for innovation and creativity S4.2: Establish the value of ideas and change initiatives and driving continuous improvement.	B2: Take personal accountability aligned to clear values
5	Project Analytics PRM7007HAC	K4: Innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability. K5: Systems thinking, knowledge/data management, research methodologies and programme management	S3 Undertake research, and critically analyse and integrate complex information S6: Act as a Sponsor/Ambassador, championing projects and transformation of services across organisational boundaries S7: Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management	

#	Module on the Executive MBA	Knowledge	Skills	Behaviours
		K7: Competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change S3 Undertake research, and critically analyse and integrate complex information S6: Act as a Sponsor/Ambassador, championing projects and transformation of services across organisational boundaries S7: Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management		
6	Managing Digital Transformation and Innovation BUS7025HAC	K1: How to shape organisational mission, culture and values. K3: New market strategies, changing customer demands and trend analysis K4: Innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure,	S4.1: Lead change in their area of responsibility, create an environment for innovation and creativity S4.2: Establish the value of ideas and change initiatives and driving continuous improvement S6: Act as a Sponsor/Ambassador, championing projects and transformation	B3: Curious and innovative - exploring areas of ambiguity and complexity and finding creative solutions B4: Value difference and champion diversity

#	Module on the Executive MBA	Knowledge	Skills	Behaviours
		processes, people and culture and sustainability. K7: Competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change	of services across organisational boundaries S9: Drive a culture of resilience and support development of new enterprise and opportunities S18: Optimise skills of the workforce, balancing people and technical skills and encouraging continual development S20: Lead within their area of control/authority, influencing both upwards and outwards, negotiating and using advocacy skills to build reputation and effective collaboration S21: Shape and manage the communications strategy for their area of responsibility	
7	BUS7030 Transformation Capstone Project		. S20: Lead within their area of control/authority, influencing both upwards and outwards, negotiating and using advocacy skills to build reputation and effective collaboration.	

#	Module on the Executive MBA	Knowledge	Skills	Behaviours

Assessment Methods Mapping Apprenticeship Standard

	Knowledge/Skill/Behaviour	Covered as part of	Primary Assessment Method
K1	How to shape organisational mission, culture and values.	Managing Digital Transformation and Innovation BUS7025HAC	Portfolio evidence
K2	Organisation structures; business modelling; diversity; global and horizon scanning perspectives; governance and accountability; technological and policy implications.	Leading Global Teams and Organisations BUS7020HAC	Portfolio evidence
K3	New market strategies, changing customer demands and trend analysis.	Managing Digital Transformation and Innovation BUS7025HAC	Portfolio evidence
K4	Innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability.	Managing Digital Transformation and Innovation BUS7025HAC	Portfolio evidence
K5	Systems thinking, knowledge/data management, research methodologies and programme management	Financial Management BUS7015HAC	Portfolio evidence
K6	Ethics and values-based leadership theories and principles.	Competitive Strategy BUS7014HAC	Portfolio evidence
K7	Competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change.	Competitive Strategy BUS7014HAC	Portfolio evidence
K8	Financial strategies, for example scenarios, modelling and identifying trends, application of economic theory to decision-making, and how to evaluate financial and non- financial information such as the implications of sustainable approaches	Financial Management BUS7015HAC	Portfolio evidence
K9	Financial governance and legal requirements, and procurement strategies.	Financial Management BUS7015HAC	Portfolio evidence

	Knowledge/Skill/Behaviour	Covered as part of	Primary Assessment Method
K10	Organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures.	Leading Global Teams and Organisations BUS7020HAC	Portfolio evidence
K11	Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion.	Leading Global Teams and Organisations BUS7020HAC	Portfolio evidence
K12	Influencing and negotiating strategies both upwards and outwards.	Contemporary Marketing Communications Planning MKT7009HAC	Portfolio evidence
K13	The external social and political environment and use of diplomacy with diverse groups of internal and external stakeholders.	Competitive Strategy BUS7014HAC	Portfolio evidence
K14	Working with board and other company leadership structures.	Competitive Strategy BUS7014HAC	Portfolio evidence
K15	Brand and reputation management.	Contemporary Marketing Communications Planning MKT7009HAC	Portfolio evidence
K16	Working with corporate leadership structures, for example, the markets it operates in, roles and responsibilities, who its stakeholders are and what they require from the organisation and the sustainability agenda.	Competitive Strategy BUS7014HAC	Portfolio evidence
K17	Crisis and risk management strategies.	Financial Management BUS7015HAC	Portfolio evidence
K18	Coaching and mentoring techniques.	Leading Global Teams and Organisations BUS7020HAC	Portfolio evidence
K19	Approaches to developing a Corporate Social Responsibility programme.	Competitive Strategy BUS7014HAC	Portfolio evidence
K20	The organisation's developing communications strategy and its link to their area of responsibility.	Contemporary Marketing Communications Planning MKT7009HAC	Portfolio evidence

	Knowledge/Skill/Behaviour	Covered as part of	Primary Assessment Method
S1	Use horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes.	Competitive Strategy BUS7014HAC	Portfolio evidence
S2	Set strategic direction and gain support for it from key stakeholders.	Competitive Strategy BUS7014HAC	Portfolio evidence
S3	Undertake research, and critically analyse and integrate complex information.	Financial Management BUS7015HAC	Portfolio evidence
S4	Lead change in their area of responsibility, create an environment for innovation and creativity, establishing the value of ideas and change initiatives and driving continuous improvement.	Competitive Strategy BUS7014HAC	Portfolio evidence
S5	Lead and respond in a crisis situation using risk management techniques.	Financial Management BUS7015HAC	Portfolio evidence
S6	Act as a Sponsor/Ambassador, championing projects and transformation of services across organisational boundaries such as those impacted by sustainability and the UK Net Carbon Zero by 2050 target.	Project Analytics PRM7007HAC	Portfolio evidence
S7	Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management.	Project Analytics PRM7007HAC	Portfolio evidence
S8	Apply principles relating to Corporate Social Responsibility, Governance and Regulatory compliance.	Competitive Strategy BUS7014HAC	Portfolio evidence
S9	Drive a culture of resilience and support development of new enterprise and opportunities	Managing Digital Transformation and Innovation BUS7025HAC	Portfolio evidence
S10	Oversee development and monitoring of financial strategies and setting of organisational budgets based on Key Performance Indicators (KPIs), and challenge financial assumptions underpinning strategies.	Financial Management BUS7015HAC	Portfolio evidence
S11	Uses financial data to allocate resources	Financial Management BUS7015HAC	Portfolio evidence
S12	Oversee procurement, supply chain management and contracts.	Financial Management BUS7015HAC	Portfolio evidence

	Knowledge/Skill/Behaviour	Covered as part of	Primary Assessment Method
S13	Use personal presence and "storytelling" to articulate and translate vision into operational strategies, demonstrating clarity in thinking such as consideration of sustainable approaches.	Leading Global Teams and Organisations BUS7020HAC	Portfolio evidence
S14	Create an inclusive culture, encouraging diversity and difference and promoting well-being.	Leading Global Teams and Organisations BUS7020HAC	Portfolio evidence
S15	Give and receive feedback at all levels, building confidence and developing trust, and enable people to take risks and challenge where appropriate.	Leading Global Teams and Organisations BUS7020HAC	Portfolio evidence
S16	Enable an open culture and high-performance working environment and set goals and accountabilities for teams and individuals in their area.	Leading Global Teams and Organisations BUS7020HAC	Portfolio evidence
S17	Lead and influence people, building constructive working relationships across teams, using matrix management where required.	Leading Global Teams and Organisations BUS7020HAC	Portfolio evidence
S18	Optimise skills of the workforce, balancing people and technical skills and encouraging continual development.	Managing Digital Transformation and Innovation BUS7025HAC	Portfolio evidence
S19	Manage relationships across multiple and diverse stakeholders.	Leading Global Teams and Organisations BUS7020HAC	Portfolio evidence
S20	Lead within their area of control/authority, influencing both upwards and outwards, negotiating and using advocacy skills to build reputation and effective collaboration.	Managing Digital Transformation and Innovation BUS7025HAC	Portfolio evidence
S21	Shape and manage the communications strategy for their area of responsibility.	Managing Digital Transformation and Innovation BUS7025HAC	Portfolio evidence
B1	Work collaboratively enabling empowerment and delegation.	Leading Global Teams and Organisations BUS7020HAC	Portfolio evidence

	Knowledge/Skill/Behaviour	Covered as part of	Primary Assessment Method
B2	Take personal accountability aligned to clear values.	Contemporary Marketing Communications Planning MKT7009HAC	Portfolio evidence
B3	Curious and innovative - exploring areas of ambiguity and complexity and finding creative solutions	Managing Digital Transformation and Innovation BUS7025HAC	Portfolio evidence
B4	Value difference and champion diversity.	Leading Global Teams and Organisations BUS7020HAC	Portfolio evidence
B5	Seek continuous professional development opportunities for self and wider team.	Leading Global Teams and Organisations BUS7020HAC	Portfolio evidence

19. End-Point Assessment

The SLA End Point Assessment (EPA) is not undertaken by Arden University, but by an external independent EPA Organisation (EPAO). The CMI is the recommended EPAO for this programme.

SLA Gateway requirements are:

- The employer must be content that the apprentice is working at or above the level of the occupational standard

- Apprentices must have achieved English and mathematics Level 2

- Apprentices must submit a portfolio of evidence

- The EPAO must sign-off the strategic business proposal title and scope, at the gateway, to confirm its suitability prior to the work commencing.

End Point Assessment consists of:

- Assessment method 1: Strategic business proposal, presentation with questioning

- Assessment method 2: Professional discussion underpinned by a portfolio of evidence

SLA EPA mapping of Knowledge, Skills and Behaviours (KSBs):

End-Point Assessment method 1: Strategic business proposal, presentation with questioning

K3	New market strategies, changing customer demands and trend analysis.
K5	Systems thinking, knowledge/data management, research methodologies and programme management.
K8	Financial strategies, for example scenarios, modelling and identifying trends, application of economic theory to decision-making, and how to evaluate financial and non- financial information such as the implications of sustainable approaches
K9	Financial governance and legal requirements, and procurement strategies.
K12	Influencing and negotiating strategies both upwards and outwards.
K14	Working with board and other company leadership structures.
K15	Brand and reputation management.
K16	Working with corporate leadership structures, for example, the markets it operates in, roles and responsibilities, who its stakeholders are and what they require from the organisation and the sustainability agenda.
S2	Set strategic direction and gain support for it from key stakeholders.
S3	Undertake research, and critically analyse and integrate complex information.
S11	Uses financial data to allocate resources.
S13	Use personal presence and "storytelling" to articulate and translate vision into operational strategies, demonstrating clarity in thinking
S19	Manage relationships across multiple and diverse stakeholders.
S20	Lead within their area of control/authority, influencing both upwards and outwards, negotiating and using advocacy skills to build reputation and effective collaboration.

| B3 | Curious and innovative - exploring areas of ambiguity and complexity and finding creative solutions. |

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

K1	How to shape organisational mission, culture and values.
K2	Organisation structures; business modelling; diversity; global and horizon scanning perspectives; governance and accountability; technological and policy implications.
K4	Innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability.
K6	Ethics and values-based leadership theories and principles.
K7	Competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change.
K10	Organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures
K11	Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion.
K13	The external social and political environment and use of diplomacy with diverse groups of internal and external stakeholders
K17	Crisis and risk management strategies.
K18	Coaching and mentoring techniques.
K19	Approaches to developing a Corporate Social Responsibility programme.
K12	The organisation's developing communications strategy and its link to their area of responsibility.
S1	Use horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes.
S4	Lead change in their area of responsibility, create an environment for innovation and creativity, establish the value of ideas and change initiatives and driving continuous improvement.
S5	Lead and respond in a crisis situation using risk management techniques.
S6	Act as a Sponsor/Ambassador, championing projects and transformation of services across organisational boundaries such as those impacted by sustainability and the UK Net Carbon Zero by 2050 target.
S7	Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management.
S8	Apply principles relating to Corporate Social Responsibility, Governance and Regulatory compliance.
S9	Drive a culture of resilience and support development of new enterprise and opportunities.
S10	Oversee development and monitoring of financial strategies and setting of organisational budgets based on Key Performance Indicators (KPIs), and challenge financial assumptions underpinning strategies.
B1	Work collaboratively enabling empowerment and delegation

B2	Take personal accountability aligned to clear values.
B4	Value difference and champion diversity.
B5	Seek continuous professional development opportunities for self and wider team.

SLA EPA Grade Descriptors

End-Point Assessment method 1: Strategic business proposal, presentation with questioning

KSBs	Fail	Pass The apprentice must meet all of the pass descriptors below	Distinction The apprentice must meet all of the pass descriptors and all of the
Research K3 K14 K16 S2 S19	Does not meet the pass criteria	Creates a high-performance strategy, focussing on improving efficiency, changing customer demands and trend analysis and which has support from a range of stakeholders. (K3, S2) Evaluates how the strategic business proposal takes full account of the leadership structures within the organisation and of key stakeholders and manages relationships across stakeholders. (K14, K16, S19)	Critically evaluates the need for improving brand management and reputation, and explains how this would reduce risks to the organisation's brand
Methodologies and analysis K5 K8 K9 S3 S11 B3	Does not meet the pass criteria	Justifies how they selected and used an approach that is underpinned by research using a range of methodologies, critically analysing and synthesising the outcomes and producing creative solutions to areas of ambiguity or complexity. (K5, S3, B3) Applies economic theories and financial modelling to develop strategies and allocate resources in line with legal, governance and procurement requirements (K8, K9, S11)	Critically evaluates the financial strategies used and justifies recommendations made
Communication K12 K15 S13 S20	Does not meet the pass criteria	Justifies how they use influencing and negotiating strategies to collaborate with stakeholders and build their organisation's brand and reputation in	Persuasive and engaging in articulating strategies that maximise opportunities for sustainable growth

		developing the strategic business proposal (K12, K15, S20) Delivers a strategic business proposal and presentation that demonstrates a clear vision for the organisation and translates this into operational strategies (S13)	based on synthesising complex information including changing customer demand and robust research, critically analysing and justifying proposed solutions and their alternatives

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

KSBs	Fail	Pass The apprentice must meet all of the pass descriptors below	Distinction The apprentice must meet all of the pass descriptors and all of the
Organisational values K2 K6 K13 K19 K20 S1 S7 S8 S10 S21	Does not meet the pass criteria	Interprets ethics and value-based leadership theories and principles in order to challenge strategies, operations and financial assumptions and defines their responsibility for resource allocation and overseeing development and monitoring of financial strategies based on KPIs that maintain sustainability and business continuity/risk management (K6, S7, S10) Summarises how the communications strategy links to their area of responsibility and justifies the approaches taken to shape and manage it, taking account of the external social and political environment and the diverse needs of internal and external stakeholders (K13, K20, S21) Implements a high-performance strategy, focussing on growth and improving efficiency, synthesising outcomes from modelling and horizon scanning (K2, S1)	Evaluates the effectiveness of the communications strategy for their area of responsibility, explaining how they have acted on analysis and feedback to make recommendations for continuous improvement to the organisation's overall strategy.

		Applies the approaches and principles to developing a corporate social responsibility programme and justifies how they apply these principles to ensure the organisation's compliance to governance and regulations (K19, S8)	
Finance, workforce, planning and procurement K11 S9 S12 S14 B4	Does not meet the pass criteria	Analyses their approach to workforce planning, evaluating its effectiveness in developing a diverse, inclusive, resilient and valued workforce that optimises their skills to the benefit of the organisation (K11, S9, S14, B4) Justifies their approach to overseeing procurement, supply chain management and contracts S12)	Evaluates the effectiveness of the communications strategy for their area of responsibility, explaining how they have acted on analysis and feedback to make recommendations for continuous improvement to the organisation's overall strategy.
Driving change and risk management K1 K4 K7 K17 S4.1 S5 S6 B1	Does not meet the pass criteria	Evaluates how they shape their organisation's mission, culture and values by championing projects as an ambassador that transform services across the organisation (K1, S6) Justifies how they have worked collaboratively in driving change and implementing new ways of working to improve the sustainability of the organisation and how they have established a creative and innovative environment (K4, S4.1, B1) Critically analyses approaches to decision making and the use of big data when developing competitive strategies to implement and manage change (K7) Justifies the risk management techniques they have used to lead and respond to a crisis situation (K17, S5)	Drives transformative change with tangible benefits for the organisation Analyses and evaluates a crisis situation that they have managed explaining and justifying changes to policy and procedure that they recommended as a result of the experience
Team working and development		Justifies how they use and encourage continued professional development opportunities for themself	Evaluates where they have used coaching and mentoring techniques to improve the performance

| K10 K18 S4.2 S15 S16 S17 S18 B2 B5 | | and others, as well as coaching and mentoring techniques, to build engagement in their team and develop an agile and collaborative culture of high performance (K10, K18, S18, B5)

Evaluates how they have led and influenced people, building constructive and trustful teams confident to take risks when appropriate and able to respond to and provide constructive feedback and challenge (S15, S17)

Justifies how they have taken responsibility for driving continuous improvement through establishing an open and high-performing working environment with clear goals and accountabilities (S4.2, S16, B2) | of an individual or a team with a positive impact for the organisation |

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1 – Strategic business proposal, presentation with questioning	Assessment method 2 - Professional discussion underpinned by a portfolio of evidence	Overall grading
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Distinction	Fail	Fail
Fail	Distinction	Fail

Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction