OXFORD
BROOKES
UNIVERSITY

PROGRAMME SPECIFICATION

for the award of

Master of Business Administration
Senior Leader Degree Apprenticeship

Managed by the Faculty of Business

delivered by Oxford Brookes Business School

Date approved:	04.12.2018 Major Change Panel
Applies to students commencing study in:	All students joining the programme from March 2020 who are funded by a degree apprenticeship

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**
12 February 2019	6.1 Entry Criteria	To allow acceptable level 2 Maths and English qualifications to be studied alongside apprenticeship in exceptional circumstances if supported by employer.
21 January 2020	1. General information: update link to apprenticeship standard 4.1 Curriculum Content and Structure: remove residential workshops 1 and 2 and replace with Collaborative Learning and Engagement module, update link to apprenticeship standard 6.1 Entry Criteria: clarify requirement for level 2 Maths and English qualifications.	To ensure reference to latest apprenticeship standard and reflect the fact that the University is now able to arrange level 2 Maths and English qualifications.

Updated January 2018

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University
Language of study:	English
Final award/s:	● Master of Business Administration ● Senior Leader Degree Apprenticeship awarded by IFA
Programme title:	Master of Business Administration Senior Leader Degree Apprenticeship
Interim exit awards and award titles available:	Postgraduate Certificate in Business Administration Postgraduate Diploma in Business Administration
Brookes course code:	OI71 APP MBA-DA
UCAS code:	N/A
JACS code:	J200
HECoS code:	*(See guidance note G2.2, section 1)*
Mode of delivery: (Mode of Study given in brackets)	Part time Blended Distance learning (combination of online and face to face/on-campus) Mode of Study options are Part Time and Distance Learning
Duration of study:	Programme length determined between employer and apprentice, with a minimum of 2 years and a maximum duration of 6 years to achieve MBA, followed by EPA
Subject benchmark statement/s which apply to the programme:	Masters degrees in Business and Management (2015)
Professional accreditation attached to the programme:	AMBA; EPAS
Apprenticeship Standard:	Senior Leader Masters Degree Apprenticeship STO480
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

2.1 Rationale for/distinctiveness of the programme
MBA Senior Leader Degree Apprenticeship

A leader is someone who has senior management responsibility, and this can include formal governance/director responsibilities. They are responsible for direction and vision, providing a clear sense of purpose and driving strategic intent. They take into account market trends and environmental influences, identifying longer-term opportunities and risks. Through inclusive leadership, they are responsible for developing ethical, innovative and supportive cultures with the ability to deliver results. They are a role model, with responsibility for those in senior positions/significant organisational budgets.

The Master's degree around which this Senior Leader Apprenticeship is built on the Oxford Brookes MBA which is a programme designed to equip students with a creative approach to applying holistic business knowledge required to manage organisations in a complex world. It is a generalist degree which develops the students' careers by building on existing professional and managerial experience. The emphasis is on leadership and strategic management and is concerned not only with developing strategic thinking but also its implementation. The programme has three distinctive features.

Firstly the programme has four cornerstones: collaboration, creativity, commercial practice and connection which when combined facilitate rapid career progression. Secondly the holistic and experiential nature of the programme enables students to develop a wider understanding of organisations and the opportunity to experience a number of real life contexts while studying. Thirdly the multi-mode design of the programme enables students to fit MBA studies into a busy executive working context.

2.1.1   The programme cornerstones

The programme has four cornerstones which embody the entire philosophy these are:

- Collaboration
- Connections
- Commercial Practice
- Creativity

Collaboration

Developing appropriate collaborative strategies enables participants to be effective in working with a diverse range of other executives from different business functions, geographic areas and social and cultural backgrounds. The MBA Senior Leader Degree Apprenticeship places the ability to work collaboratively at the heart of its approach to developing future leaders. This notion is embedded in teaching, learning and assessment for the programme.

Connections

Successful outcomes are rarely achieved by individuals working in isolation. The programme is networked with a wide variety of businesses, institutions and other organisations around the world and has a large multi-national alumni membership. The MBA Senior Leader Degree Apprenticeship is designed to enhance skills at developing and working with a wide range of professional contacts across different industries, institutions and geographies.

Commercial practice

Every taught module has an explicit practitioner input so students can see how things can work in practice. The programme includes in-company consultancy and a variety of real world multi-geographic opportunities to enable students to experience first-hand how things may work differently in varying contexts. The programme emphasises the practical ability to implement solutions in real and complex business situations.

Creativity

Creativity is an essential technique for addressing a rapidly changing global environment that continuously throws up new problems to be solved at all levels of organisations. The Oxford Brookes Global MBA recognises the importance of managers knowing how to think creatively and how to manage teams to come up with innovative solutions.

2.1.2   A holistic approach

Alongside core and elective modules a programme of Personal and Professional Development (PPD) is embedded within the programme. PPD begins at the point of Induction, has touch points within the two Residential Workshops and culminates with an assessed Action Plan at the end of the MBA. The programme has also been designed to enable a holistic view of organisations to be developed. Four key themes travel throughout the programme and are developed further in each of the core modules. The themes are:

- Strategic management of information for decision making
- Internal perspectives
- External perspectives
- Social and ethical issues.

The global nature of the programme means that throughout this holistic MBA journey international perspectives are embedded in the curriculum.

2.1.3 An accessible MBA with a strong global community

The programme modules are delivered through both online Distance-learning and On-campus Intensive Week block study. Overall the programme should be considered as blended learning and there is a requirement that all students participate in both face to face and online seminars during their MBA. The compulsory face to face elements of the programme are

- the two three day Residential Workshops plus
- the student must take at least 4 On Campus Intensive Week Block Modules of 6 days duration chosen from the range of modules offered on campus.

We know that the benefits of being able to work with a wider range of peers throughout the programme not only benefits from a networking perspective but also replicates the real working world where project groups form and disband for different purposes. We pride ourselves on the diversity of our students from the perspectives of physical global location, cultural and industry experience and endeavour to maintain an appropriate balance of students on the course. We aim to find a mix of students with professional and/or managerial backgrounds within the private and/or public sector. Some bring the experience and knowledge of large international organisations whilst others bring the entrepreneurial insight gained in much smaller organisations.

Participants on the programme will develop their leadership and team working skills amongst an internationally and culturally diverse group of peers. We believe this to be one of the key strengths of our MBA programme. Irrespective of whether participants elect to study with us in Oxford for the majority of their programme we have designed the programme to enable everyone to reach our global community from wherever they are in the world.

2.2 Aims of the programme

The programme aims to develop employability and leadership effectiveness within graduates. It is intended that a MBA Senior Leader Degree Apprenticeship graduate will be somebody who has a 'can do', 'why not?' attitude. They will display self-confidence with regard to their knowledge, abilities and professional values, and operate as an intelligent, informed and responsible leader. Through the experience of collaborating in an experiential learning context within the MBA Community they will become critical, rounded and creative in their application of advanced holistic business knowledge. As a result they will be in a position to create value within global business environments and effectively shape strategic direction.

https://www.brookes.ac.uk/business/mba/

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

Academic literacy

- Critically engage with academic, practitioner and peer communities to effectively utilise integrated, holistic advanced business knowledge within a range of organisational contexts.
- Synthesise and challenge a range of theories and concepts to solve organisational problems and shape strategic direction for sustainable competitive advantage.

Research literacy

- Critically evaluate a spectrum of advanced research approaches to meet the requirements of a variety of business and organisational contexts through collaboration with diverse knowledge communities.
- Create and implement an appropriate programme of research to address a strategic level problem.

Critical self-awareness and personal literacy

- Demonstrate commitment to continuous self-development and critical self-awareness drawing on a range of contemporary concepts and formulating action plans.
- Creatively employ appropriate leadership behaviours in dynamic contexts in order to shape and influence the achievement of desired outcomes.

Digital and information literacy

- Demonstrate ability to strategically manage and adapt to digital information, resources and emerging technologies to improve performance and decision making.
- Contribute to and build global virtual communities and teams as a sustainable professional resource.

Active citizenship

- Demonstrate cross cultural awareness by collaborating to solve business and leadership problems within a global context.
- Critically engage with ethical judgements and decision making as a senior professional manager operating in dynamic contexts.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 Programme structure and requirements:

Module Code	Module Title	Credits	Level	Status	Mode	Coursework: Exam ratio
MBA-7001	Personal and Professional Development Part 1	0	7	Comp	Distance Learning	100% coursework
MBA-7002	Global Business Environment	20	7	Comp	Distance-learning	100% coursework
MBA-7003	Market and Supply Analysis	10	7	Comp	On-campus or Distance-learning	100% coursework
MBA-7004	Entrepreneurial Behaviours and Practices	10	7	Comp	On-campus or Distance-learning	100% coursework
MBA-7005	Developing Leadership Capability	10	7	Comp	On-campus or Distance-learning	100% coursework
MBA-7006	Accounting and Finance for Managers	10	7	Comp	On-campus or Distance-learning	100% coursework
MBA-7013	Global Strategy and Innovation	20	7	Comp	On-campus or Distance-learning	100% coursework
MBA-7014	Critical Approaches to Business (incorporating research methods)	10	7	Comp	Distance learning	100% coursework
MBA-7021	MBA Capstone Project: Individual Consultancy Project	50	7	Comp	Supervision conducted face to face on campus and by video.	100% coursework
MBA-7030	Personal and Professional Development Part 2	0	7	Comp	Distance learning	100% coursework
MBA-7034	Collaborative Learning and Engagement	0	7	Comp	Distance-learning	Pass/Fail
MBA-7007	Entrepreneurship and Enterprise Development	20	7	Opt	On campus (Study Trip)	100% coursework
MBA-7008	Global Marketing Strategy	20	7	Opt	On-campus or Distance-learning	100% coursework
MBA-7010	Digital Strategy and Leadership	20	7	Opt	Distance-learning and On-line	100% coursework
MBA-7011	Project and Contract Management	20	7	Opt	Distance-learning	100% coursework
MBA-7012	Strategic Accounting and Finance	20	7	Opt	Distance-learning	100% coursework
MBA-7016	Service Marketing and Management	20	7	Opt	Distance-learning	100% coursework
MBA-7017	Planning for New Business Ventures	20	7	Opt	On-campus or Distance-learning	100% coursework

MBA-7018	Independent Study A	10	7	Opt	Distance-learning	100% coursework
MBA-7019	Independent Study B	20	7	Opt	Distance-learning	100% coursework
MBA-7031	International Business Perspectives	20	7	NA	On –campus (Study Trip)	100% coursework
BMGT-7011	International Business in Practice: Study Trip	0	7	NA	On –campus (Study Trip)	100% coursework

Key: Comp = Compulsory Module, Alt Comp = Alternate Compulsory Module, Opt = Optional Module, NA = Not Applicable

For Degree Apprenticeships only:

Code	End Point Assessment - title and description	Integrated	Non integrated
STO480/APO1	**EPA Descriptor** **Senior Leader Master's non-integrated Degree Apprenticeship** **End Point Assessment Plan**	**N**	**Y**

4.2 Progression and award requirements

The End Point Assessment must be completed following successful completion of gateway requirements in order for the Apprenticeship to be awarded.

The programme can be structured to meet the needs of participants to enable both On-campus and Distance-learning modules to be combined in order to tailor the pace and delivery location selected to study.

Modules can be selected as either On-campus or Distance-learning where specified.

Residential workshops:
The Programme includes two compulsory Residential Workshops (RW1 and RW2).

The programme is designed to be as flexible as possible; however, the following requirements apply:
● Global Business Environment is studied during the first academic session.
● Although they may be studied in the same six month academic session, Residential Workshop 1 must be completed before Residential Workshop 2.
● In order to move onto the Capstone Project both Residential Workshops must be completed. Critical Approaches to Business must be studied before The Capstone.
● In addition to the Residential Workshops, at least 4 on campus modules must be taken from the range of modules delivered on campus.
● The 2 International Business Electives with Study Trips offered to MBA students are not being offered to Senior Leader Degree Apprentice Students on advice of the UK Recruitment and Partnerships Team at Oxford Brookes University who have confirmed that these trips would not comply with the funding regulations.

Elective modules:
Electives are an important element of MBA studies. Students can select modules available within the MBA programme in order to total 180 credits for the whole programme. This normally would mean that any two 20 credit modules would be selected.

Interim Awards (only for those exiting the programme):
PG Certificate (any 60 Credits) and PG Diploma (any 120 credits)

4.3 Professional requirements

The MBA has been mapped against Association of MBA (AMBA) required content and study hours and has achieved EPAS accreditation.

SECTION 5: TEACHING AND ASSESSMENT

5.1 Teaching Philosophy

As the MBA has been designed to be adaptable with a multi-mode offering the congruence between both On-campus and Distance-learning teaching is of significant importance and specific teaching and learning activities will differ as is appropriate depending on the mode of delivery however a consistently high level of teaching quality and familiar approach for those mixing both On-campus and Distance-learning modules is important. The aim of the MBA programme team is to provide a learning environment where participants are able to readily engage in the learning process. Our emphasis is on collaborative rather than competitive learning. We are concerned with an individual participant's personal progress through the programme rather than where they are ranked in comparison with other participants on the programme. Participants are actively involved with, and contribute to, their own learning through structured activities and discussions led by tutors and fellow students. Emphasis is placed upon an applied approach to resolving environmental, managerial and individual issues informed by theoretical models and acquired practice, utilising the accumulated knowledge within the community of practice of which participants are members. In keeping with the programme cornerstone of commercial practice, the ability to make the most of live 'client' case studies and activities embedded in the participant's own organisation from both for and not for profit, public and private organisations.

These activities, plus the opportunity to work in groups with other programme members from different backgrounds and experiences provides the opportunity for a rich and collaborative experience.

5.2 On-campus Teaching

On-campus delivery of the MBA is based on an Intensive Week Block format. Having participated in an online seminar to introduce the module, participants will begin classroom seminars (typically starting on a Sunday working through to the next Friday) with both taught sessions, out of class group challenges and informal evening networking activities to attend.

Taught sessions are interactive in nature with activities such as analysis of case studies, problem-solving activities, team challenges, business games and simulations, presentation of papers, poster development, analysis of data for decision making and directed reading and research. Participants are encouraged to contribute through both individual and group activities during seminars. Equally important are group challenges where participants are expected to undertake group research activities, directed reading, prepare presentations, posters and reports, analyse case studies and where appropriate prepare themselves for group assessment.

Following the Intensive Week and before the summative module assessment participants are expected to participate in a further online seminar.

5.3 Distance-learning Teaching

Distance-learning delivery is designed with dialogue in the online seminars as central to the learning experience. Each module has a series of online asynchronous seminars and typically two hours of synchronous online activities such as group chats or video conferencing. The timeframe for an online seminar is normally the same across modules to provide structure and clarity for students. Seminars are mainly asynchronous to allow student participation across time zones, at times which are convenient. Tutors typically open seminars with an introduction on Friday and normally close them on Monday week, eleven days later. It is expected that while an online seminar is open participants access it daily and ensure that active rather than passive presence is evident throughout.

Seminars may vary in their format, but the duration normally remains the same. Students are required to carry out pre-seminar work. This can take a variety of forms but could include, for example, reading the textbook and accessing and reading articles from the Virtual Library, independently researching information, discussing issues in

the workplace, working within a virtual group or recording podcasts for sharing with peers. Preparation is guided by the tutor but independent research is encouraged. Tutors will facilitate rather than respond to each individual contribution. The dialogue and interaction in the online seminars stimulates debates, expects and encourages evaluation of theories and models and reflection on practice and the linking of theory to practice.

Where podcasts and other non-written media is used these are developed specifically by the tutor for the tutor group rather than being pooled from a large set of video recorded campus based lectures. The philosophy behind this approach is to emphasise the interactive and real faculty behind the programme rather than pre-recorded mass media style content.

5.4 Residential Workshops
The two Residential Workshops, each of 3 days, are completed by all students and are residential, usually delivered at a hotel or other suitable conference type location. Workshops are offered in Oxford and overseas where locations are adjusted according to the cohort geographical composition.

Some face to face assessment will also take place during the workshop. It is a prerequisite that Workshop 1 is successfully completed before Workshop 2. The workshops also play an important role as 'touch-points' for the Personal and Professional Development within the MBA and make a major contribution to the development of a portfolio required for the End Point Assessment. Work completed during the workshops is also strongly linked to the four holistic themes that transcend the programme.

5.5 Teaching and Study Hours
Self-managed or 'guided independent' study time is comprised as follows:
- Class preparation including reading, reflection and research to allow an interchange of ideas, examples and experiences
- Guided and supported reading to enhance learning and understanding
- Preparation for assessment, individually and in groups
- Planning and co-ordination of a variety of tasks including team based activities

Taught/ Active learning hours or 'scheduled learning and teaching' are comprised as follows:
Timetabled and supervised hours of study where designated teaching facilities are provided with access to the tutor either face to face or via online seminars.

The break-down of teaching and study hours by module is shown within each module descriptor which can be found on PIP and the Module Moodle sites.

Given the flexible nature of the programme where beyond the compulsory number of synchronous face-to-face learning students can to some degree choose the balance of distance and on campus modules, the number and nature of taught/active learning and self-managed study time will vary. However, there is a requirement that all students participate in a minimum of synchronous face-to-face learning (tutor and group learning) which is achieved by studying the two residential workshops and 4 compulsory modules on campus.

5.6 Postgraduate Attributes
The MBA programme cornerstones (collaboration, creativity, commercial practice and connections) are designed to work alongside the University Postgraduate Attributes. As such, the programme learning outcomes were developed with both the programme cornerstones and postgraduate attributes in mind. Given the holistic nature of the MBA curriculum most modules will incorporate most if not all of the postgraduate attributes.

The development of Academic Literacy is embedded within the subject area of the degree and focuses on the learning synthesis of the theories and critique of organisational practices. The holistic nature of the curriculum enables the student to draw from this broad range of academic disciplines and from the four themes that transcend the programme, and are featured in every module, allowing for linkages between concepts to be critically evaluated. Starting with the Personal and Professional Development module, participants are introduced to what it means to study at 'Masters Level'. Global Business Environment is used as an opportunity to launch a number of the business models that are used throughout the MBA and therefore core theoretical frameworks are central to

this module and are subsequently developed in the remaining modules. The development of academic skills and competencies are also specifically developed in the module Critical Approaches to Business which also builds Research Literacy.

Research Literacy also underpins every module as students evaluate the robustness and credibility of the research and evidence base. It is also explicitly addressed in the Critical Approaches to Business module and within the capstone project options enabling these research skills to be exercised. The ability to complete research from within one's own organisation or in a live context is offered through every module.

Given the managerial experience required to begin an MBA and the requirement for MBAs to 'enhance careers' and provide transformational learning opportunities Critical Self -Awareness and Personal Literacy is a central focus for the Programme. The Personal and Professional Development Modules form a zero credit umbrella which begins at the point of Induction, is developed at the Integrated Workshops which act as critical 'touch-points' and culminates in a reflective action plan at the end of the programme. This umbrella delivers also a key part the process by which apprentices construct the portfolio required to be presented at the End Point Assessment. Digital and Information Literacy is also developed throughout the programme. Students will develop core skills in being about to identify and evaluate key digital resources as well as develop some technological skills in the communication and presentation of information. Importantly because of the requirement that everyone participates in some online seminars and group work, the ability to develop virtual team working skills is enhanced. The Personal and Professional Development module will be used in order to ensure that the most relevant skills in this area are captured within the personal development journal and are applied and then reflected on in the final action plan.

With the programme titled 'The Global MBA' the Active Citizenship postgraduate attribute is naturally important. Throughout the programme students are working with peers who are studying from an average of 70 countries. The real-time, real-world nature of studying while in employment with peers from a range of industries leads to a truly diverse cohort. Active Global Citizenship therefore becomes part of the culture of the programme. Furthermore globally relevant ethical and sustainability issues feature as one of the four holistic themes that transcend the curriculum and therefore are relevant to each of the core modules.

5.7 Assessment

Assessment methods are designed to support the teaching and learning process and will test the application of learning to workplace activities. The Programme will prepare students for the assessment process through structured activities with both peer and tutor feedback.

Assessment criteria set out within the assessment activity will assist internal and external assessors to reach a decision regarding the student's work. Assessors will provide written and or verbal feedback to students regarding the strengths and weaknesses of the work, and make suggestions of how the work could be improved.

Each module has a set of clearly defined learning outcomes. It is the extent to which the students are able to demonstrate that they have achieved these learning outcomes which is assessed. The module site will clearly explain what is expected in terms of assessment. On some modules students will be required to pass all elements of assessment to pass a module.

Research for assessment activities may take a variety of forms, that may include the following:
- Study of academic articles
- Topical press articles exploring issues and themes
- Analysis of case study materials followed by presentation
- Business simulations

These activities may be undertaken as individuals or in groups.

Assessments will also include Online Time Controlled Assessments (TCA) - classified as coursework by the University, Coursework Assignments and Presentations.

5.7.1 Time Controlled Assessments (TCA)

TCA's are online 'examination style' assessments. These are deemed necessary to ensure that students are given the opportunity to demonstrate their knowledge, skill and ability to apply theory to practice in a controlled environment under strict deadlines. Market and Supply Analysis and Accounting and Finance for Managers are normally assessed by TCA early on in the programme.

Face to face time controlled assessment will also happen during Residential Workshops.

5.7.2 Coursework assignments
These are designed to develop students' research skills and allow them to reflect on theory and practice in the workplace.

5.7.3 Presentations
These are considered to be important as they act as a vehicle for students to improve their communication skills and help in the sharing of knowledge with other students. Assessment of presentations may be via electronic means such as podcasts or conducted during Integrated Workshops.

5.7.4 Capstone Project
The capstone project is a self-managed activity organised by the student, and supported by a tutor in the role of Supervisor who will provide regular feedback on progress. The project is conceived as a consultancy project on behalf of your employer and is the Work Based Project required by the Senior Leader Assessment Plan on which the apprentice will have to report at the End Point Assessment

5.8 Assessment regulations
The programme conforms to the University Regulations: section B4 Regulations for Postgraduate Taught Programme http://www.brookes.ac.uk/regulations/current/specific/b4/

In line with the University, the MBA assessment policy is directed by the Brookes Assessment Compact. The Assessment Compact refers to all judgements made about the work of students and the provision of feedback. The five fundamental tenets behind the Compact are:
- Effective assessment is central to learning.
- To be effective the relational nature of the assessment and feedback process needs to be emphasised, particularly in terms of the need for active dialogue between students and staff.
- To be effective, assessment must be recognised as a joint responsibility between staff and students.
- The ability to assess, the work of both self and others, is an essential skill for all graduates.
- For the above tenets to be met in full, students and staff need to be 'assessment literate' and actively participate in disciplinary communities of assessment practice.

http://www.brookes.ac.uk/aske/documents/BrookesAssessmentCompact09.pdf

In accordance with the OBU Assessment Compact, assessments are carefully designed to contribute to formative developmental feedback and can incorporate peer feedback throughout the programme. All module areas within the virtual campus include specific assessment criteria and an assessment calendar outlining submission deadlines and when to expect the results to be released.

5.8.1 Senior Leader Assessment Regulations
Regulations relating to the Assessment Gateway and the End Point Assessment are set out in the Senior Leader Master's non-integrated Degree Apprenticeship End Point Assessment Plan

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 Entry Criteria
Entrants will normally need:
- a minimum of three years' relevant managerial or professional experience, together with a good degree (or GPA equivalent); or
- a relevant postgraduate/post-experience qualification from a recognised university or college; or
- a professional qualification that is regarded as equivalent to a degree, from an approved and recognised body; or
- at least seven years' relevant managerial or professional experience.
- It is a requirement that two written references (normally one academic) are provided.

- Qualifications in English and Mathematics at level 2 or higher Approved Level 2 qualifications in English and Mathematics (e.g. GCSE grade C/4 or above, Functional Skills Level 2) see [Education and Skills Funding Agency Guidance](#)
- In exceptional circumstances, if an apprentice does not hold acceptable evidence of relevant level 2 English and Mathematics qualifications prior to the start of the apprenticeship programme the University can arrange for the apprentice to undertake the appropriate qualification(s). The location of delivery and timetable for these qualification(s) will be detailed in the apprentices' commitment statement. The apprentice must complete the Level 2 English and/or Mathematics qualifications alongside the programme as successful achievement is a requirement for the apprenticeship award.

English language requirements:
- If English is not your first language you will need to satisfy the university's English language requirements. The following (or equivalent) qualification is required.
- IELTS minimum level 6.5 overall with at least 6.0 in the reading and writing components.
- Please also see the university's standard [English language requirements.](#)

Please note that these English Language requirements are for entry to the academic programme and may not satisfy the ESFA apprenticeship requirements for evidence of level 2 English qualifications as stated above.

6.2 DBS and other pre-course checks required

N/A

6.3 JOB ROLE/EMPLOYER PROFILE (DEGREE AND HIGHER APPRENTICESHIPS)

Occupation /Profile: Professional strategic leaders in the private, public or third sector and all sizes of organisation, who lead, manage and direct organisations. Specific job roles may include: Senior Leader, Section Leader, Executive, Director, Chief Operating Officer, Chief Financial Officer, Chief Executive Officer, Chief Information Officer, senior military officer.

SECTION 7: PREPARATION FOR EMPLOYMENT

Apprentices are already employed in or aspiring to roles such as those set out at 6.3 above.