OXFORD
BROOKES
UNIVERSITY

PROGRAMME SPECIFICATION

for

PGASSO-NAMED-DA
Senior Leader

Managed and delivered by Oxford Brookes Business School

Date approved:	13 January 2021 at validation event
Applies to students commencing study in:	From September 2021

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University
Language of study:	English
Final award/s:	Senior Leader Apprenticeship awarded by the Institute for Apprenticeships and Technical Education
Programme title:	PGASSO-NAMED-DA Major: Senior Leader
Interim exit awards and award titles available:	N/A
Brookes course code:	PGASSO- NAMED-DA
UCAS code:	N/A
JACS code:	N/A
HECoS code:	N/A
Mode of delivery: (Mode of study is 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:	Typical programme length to gateway 24 months. Additional 5 months for EPA.
Subject benchmark statement/s which apply to the programme:	Masters degrees in Business and Management (2015)
Professional accreditation attached to the programme:	N/A
Apprenticeship Standard:	Senior Leader ST0481 V1.1
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?

The broad purpose of the occupation is to provide clear, inclusive and strategic leadership and direction relating to the apprentice's area of responsibility within an organisation. Typically, this involves setting, managing and monitoring achievement of core objectives that are aligned to the overall strategic objectives of their organisation's Board (or equivalent). In a smaller organisation they are also likely to contribute to the execution and achievement of these strategic objectives. A Senior Leader influences at a higher organisational level, including sometimes at Board (or equivalent) level, and sets the culture and tone across their area of responsibility. They may work in varied environments including in an office, onsite, or remotely and demonstrate a high level of flexibility and adaptability to meet the needs of the organisation.

In their daily work, an employee in this occupation interacts with internal stakeholders such as members of their team, other senior leaders/managers, support services (for example: finance, marketing, HR) and project groups and, in larger organisations, they may be part of a wider specialist team. Depending on the size of their organisation, a Senior Leader may be responsible for reporting results relating to their area of responsibility to a Board, trustees, shareholders, executive team or to other senior management

within the organisation. Externally, a Senior Leader acts as an ambassador for their organisation with wide-ranging networks typically involving customers/clients, supply chains and statutory/regulatory bodies. An employee in this occupation will be responsible for:

• Setting direction, vision, governance and providing a clear sense of purpose for their area of responsibility.

• Providing clear and inclusive leadership.

• Identifying longer-term opportunities and risks using data from internal intelligence sources and external influences.

• Developing ethical, innovative and supportive cultures that get the best from people and enable the delivery of results.

• Resources that may include budgets, people, assets and facilities.

• Staying up to date with innovation and championing its adoption.

• Keeping pace with and responding to change by leading agile transformation.

• Leading and promoting sustainable business practices.

• Responding and managing crisis situations.

(Taken directly from the Senior Leader apprenticeship standard)

Whilst this is a national apprenticeship standard, the benefit of studying as a senior leader apprentice with Oxford Brookes is the use of MBA module content to achieve the knowledge, skills and behaviours of the standard. Apprentices benefit from the same overarching approach to learning as the MBA. Through 80 credits of MBA modules, this apprenticeship is designed to equip students with a creative approach to applying holistic business knowledge required to manage organisations in a complex world. The emphasis is on leadership and strategic management and is concerned not only with developing strategic thinking but also its implementation.

Firstly, delivery of the apprenticeship by Oxford Brookes has 4 cornerstones: collaboration, connections, commercial practice and creativity, which when combined facilitate rapid career progression, and thereby relate directly to the key behaviours expected of senior leaders. Secondly the holistic and experiential nature enables students to develop a wider, and very practical, understanding of organisations. Thirdly the multi-mode design of the programme enables students to fit studies into a busy executive working context in line with apprenticeship funding rules.

2.1.1   The programme cornerstones

Delivery of the senior leader apprenticeship 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 Senior Leader 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.

Connections

Successful outcomes are rarely achieved by individuals working in isolation. As apprentices study modules from the MBA, they have the opportunity to network with peers from a wide variety of businesses, institutions and other organisations around the world. The Senior Leader 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 apprenticeship 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 and opportunities to be solved at all levels of organisations. The Senior Leader Apprenticeship delivered by Oxford Brookes recognises the importance of managers knowing how to think and behave in an entrepreneurial and creative way, and how to manage teams to come up with innovative solutions.

2.1.2 A holistic approach

Apprentices will undertake a programme of Personal and Professional Development (PPD) through a 0 credit module. PPD begins at the point of Induction and has a touch point within the Residential Workshop. Delivery 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 modules. The themes are:

- Internal organisational perspectives
- External environment perspective
- Strategic information and insight
- Ethical, responsible and CSR related issues.

The global nature of the MBA modules studied by apprentices means that throughout this holistic journey international perspectives are embedded in the curriculum.

2.1.3 Access to the MBA's strong global community

Apprenticeship training is delivered through modules from the Oxford Brookes Global MBA. The modules can be studied through both online distance-learning and on-campus intensive week block study. Overall the apprenticeship should be considered as blended learning and there is a requirement that all students participate in both face to face and online seminars. The compulsory face-to-face elements of the programme are

- three day Residential Workshop plus
- at least one on-campus intensive week block module 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 not only benefits from a networking perspective, but also replicates the real working world where project groups form and disband for different purposes. Apprentices will benefit from experience shared by the diversity of our apprentices, and more widely MBA students, from the perspectives of physical global location, culture and industry. We aim to find a mix of apprentices 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.

2.2 Aims of the programme

The programme aims to develop career progression and leadership effectiveness. It is intended that a Senior Leader 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.

SECTION 3: PROGRAMME LEARNING OUTCOMES

Programme Learning Outcomes for this programme are the knowledge, skills and behaviours taken directly from the Senior Leader apprenticeship standard.

Knowledge

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.

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, processes, people and culture and sustainability.

K5 Systems thinking, knowledge/data management, research methodologies and programme management.

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.

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.

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.

K12 Influencing and negotiating strategies both upwards and outwards.

K13 The external social and political environment and use of diplomacy with diverse groups of internal and external stakeholders

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.

K17 Crisis and risk management strategies.

K18 Coaching and mentoring techniques.

K19 Approaches to developing a Corporate Social Responsibility programme.

K20: The organisation's developing communications strategy and its link to their area of responsibility.

Skills

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.

S3 Undertake research, and critically analyse and integrate complex information.

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.

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

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.

S11 Uses financial data to allocate resources.

S12 Oversee procurement, supply chain management and contracts.

S13 Use personal presence and "storytelling" to articulate and translate vision into operational strategies, demonstrating clarity in thinking

S14 Create an inclusive culture, encouraging diversity and difference and promoting well-being.

S15 Give and receive feedback at all levels, building confidence and developing trust, and enable people to take risks and challenge where appropriate.

S16 Enable an open culture and high-performance working environment and set goals and accountabilities for teams and individuals in their area.

S17 Lead and influence people, building constructive working relationships across teams, using matrix management where required.

S18 Optimise skills of the workforce, balancing people and technical skills and encouraging continual development.

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.

S21 Shape and manage the communications strategy for their area of responsibility.

Behaviours

B1 Work collaboratively enabling empowerment and delegation

B2 Take personal accountability aligned to clear values.

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

B4 Value difference and champion diversity.

B5 Seek continuous professional development opportunities for self and wider team.

In apprenticeship provision, behaviours are more readily observed and identified in the workplace. However, mapping of the behaviours to the Cornerstones, Brookes Attributes and Themes can be viewed here.

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-70XX	Collaborative Learning and Engagement for SL Apprentices	0	7	Comp	Distance- learning	Pass/Fail
BMGT-7011	International Business in Practice: Study Trip	0	7	Optional at additional cost	On –campus (Study Trip)	100% coursework

Code	End Point Assessment - title and description	Integrated	Non integrated
STO481 V1.1	**EPA Descriptor** **Senior Leader non-integrated 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 by the Institute for Apprenticeships and Technical Education.

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 workshop:
The Programme includes one compulsory Residential Workshop, which is recorded as part of the Collaborative Learning and Engagement for SL Apprentices module.

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.
- In addition to the Residential Workshop, at least 1 on campus module must be taken from the range of modules delivered on campus.
- An additional charge outside of the apprenticeship levy would be payable if the 0 credit study trip opportunity is added to the programme.

4.3 PROFESSIONAL REQUIREMENTS

The modules studied for the apprenticeship form part of the Oxford Brookes Global MBA. The MBA is accredited by the Association of MBA (AMBA) and has been mapped against AMBA required content and study hours. The MBA also achieved European Foundation for Management Development (EFMD) accreditation.

SECTION 5: TEACHING AND ASSESSMENT

5.1 Teaching Philosophy
The programme has been designed to be adaptable with a multi-mode offering, so 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 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 rather than where they are ranked in comparison with other participants. 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 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 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 taught sessions, out of class group challenges and informal evening networking and group work 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 regularly as part of their planned off-the-job training hours, 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 Workshop

The Residential Workshop is completed by all students and is 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 wider MBA cohort's geographical composition. Travel costs are payable by all students, and will therefore be an additional charge outside of the apprenticeship.

Some face to face assessment will also take place during the workshop. The workshop also plays an important role as a 'touch-point' for the Personal and Professional Development module and make a major contribution to the development of a portfolio required for the End Point Assessment. Work completed during the workshop is also strongly linked to the four holistic themes that transcend the apprenticeship.

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 Student Information and the Module Moodle sites.

Given the flexible nature of the apprenticeship delivery, apprentices can, to some degree, choose the balance of distance and on campus modules to suit their planned off-the-job training time as agreed with their employer. However, there is a requirement that all apprentices participate in a minimum amount of synchronous face-to-face learning (tutor and group learning) which is achieved by studying the residential workshop and one compulsory module on campus.

5.6 Postgraduate Attributes

The programme cornerstones (collaboration, creativity, commercial practice and connections) are designed to work alongside the University Postgraduate Attributes. Given the holistic nature of the curriculum most modules will incorporate most, if not all, of the postgraduate attributes.

The development of Academic Literacy is embedded within the subject area and focuses on the learning synthesis of the theories and critique of organisational practices. The holistic nature of the curriculum enables the apprentice 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 level 7. Global Business Environment is used as an opportunity to launch a number of the business models that are used throughout the apprenticeship and therefore core theoretical frameworks are central to this module and are subsequently developed in the remaining modules. Research Literacy also underpins every module as apprentices evaluate the robustness and credibility of the research and evidence base. The ability to complete research from within the apprentice's own organisation or in a live context is offered through every module, which provides valuable opportunities to build evidence for their apprenticeship portfolio.

Given the managerial experience required to be eligible for this apprenticeship, Critical Self-Awareness and Personal Literacy is a central focus for the Programme and is key to developing all of the behaviours required by the apprenticeship standard. The Personal and Professional Development Module forms a zero credit umbrella which begins at the point of Induction and is a key part of the process by which apprentices construct their apprenticeship portfolio. Digital and Information Literacy is also developed throughout the programme. Apprentices will develop core skills in being able 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.

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 Citizenship therefore becomes part of the culture of the programme and gives opportunity for apprentices to demonstrate that they value difference and champion diversity. 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 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, which is particularly important to demonstrate the apprentice's progress and will inform tripartite discussions linking academic progress to impact in the workplace. 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 apprentice's work. Assessors will provide written and or verbal feedback to apprentices 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 apprentices 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 the Residential Workshop.

5.7.2 Coursework assignments
These are designed to develop apprentices' 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. They also provide opportunity to develop presentation skills ahead of the End Point Assessment. Assessment of presentations may be via electronic means such as podcasts or conducted during the Residential Workshop.

5.8 Assessment regulations
The programme conforms to the University Regulations: http://www.brookes.ac.uk/regulations/

In line with the University, the 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.

https://www.brookes.ac.uk/documents/ocsld/brookes-assessment-compact/

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 non-integrated Degree Apprenticeship End Point Assessment Plan

SECTION 6: ADMISSION TO THE PROGRAMME
6.1 ENTRY REQUIREMENTS

Entrants will normally need:
* a minimum of three years' relevant managerial or professional experience, together with:
* 1. a good degree (or GPA equivalent); or
* 2. a relevant postgraduate/post-experience qualification from a recognised university or college; or
* 3. 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 if no relevant qualification is held.
* 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

Not applicable.

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

According to the senior leader apprenticeship standard, this occupation is found in small, medium and large organisations in the public, private or third sectors and in all areas of the economy including health, finance, engineering, manufacturing, business and professional services, education, retail, leisure, technology and construction. Senior Leaders are a key component of all types of business model where there is a workforce to lead, manage and support.

SECTION 7: PREPARATION FOR EMPLOYMENT

Apprentices are already employed in, or aspiring to, senior leader roles. It is expected that by the end of the apprenticeship apprentices will be consistently working at or above the occupational competence level of a senior leader as expected by the standard.