

## Specification for the Higher Apprenticeship [Operations and Departmental Manager]

**The Specification for Higher Level Apprenticeships should be read as a companion document to the Programme Specification for the academic award linked to the apprenticeship.**

<b>1.</b>	<b>Apprenticeship title</b>	Higher Apprenticeship Operations and Departmental Manager (HAODM)
<b>2.</b>	<b>Qualifications</b>	University Diploma in Leadership and Management (Level 2 Maths and English where required)
<b>3.</b>	<b>Level</b>	This Higher Apprenticeship Standard is at Level 5.
<b>4.</b>	<b>Professional registration</b>	On completion, apprentices can register as full members of the Chartered Management Institute and/or the Institute of Leadership & Management, and those with 3 years' of management experience can apply for Chartered Manager status through the CMI.
<b>5.</b>	<b>Duration</b>	18-24 months
<b>6.</b>	<b>Managing institution</b>	University of Worcester
<b>7.</b>	<b>Teaching institution(s)</b>	University of Worcester
<b>8.</b>	<b>Apprenticeship Standard</b>	Apprenticeship Standard for Operations/Departmental Manager (ST0385/01 and ST0385/AP02)
<b>9.</b>	<b>Date of Specification for Apprenticeship preparation/ revision</b>	March 2018

### 10. Distinguishing features of the apprenticeship

Higher Apprenticeships combine higher education study and work-based learning to enable apprentices to achieve a higher level award whilst in work. The provision of an academic award is integrated with experience, practice and learning in the workplace where the apprentice has paid employment status. Higher Apprenticeships are co-designed by training providers and employers to ensure that apprentices are equipped with the skills employers need and to develop their own careers.

The Higher Apprenticeship was designed by a Trailblazer group of employers led by Serco and CSL, in liaison with providers and other organisations e.g. CMI, for Middle Managers, Operations Managers, Regional Managers, Divisional Managers, Store Managers, Heads of Department and a variety of specialist managers. An operations/departmental manager is someone who manages teams and/or projects, and achieving operational or departmental goals and objectives, as part of the delivery of the organisations strategy. They are accountable to a more senior manager or business owner (CMI, 2017).

Those at whom the Higher Apprenticeship is aimed will be working in the private, public or third sector and in all sizes of organisation. Specific responsibilities and job titles will vary, but the knowledge, skills and behaviours needed will be the same. Key responsibilities may include creating and delivering operational plans, managing projects, leading and managing teams, managing change, financial and resource management, talent management, coaching and mentoring.

The Higher Apprenticeship is based upon a tailored version of the University Diploma in Leadership & Management (UDLM) (60-credits at Level 5), which delivers the knowledge and skills component of the apprenticeship. This UDLM has been delivered successfully

for a number of years at the University and to a range of organisations, in both open and closed formats.

The UDLM component of the Higher Apprenticeship programme provides the theories, tools and techniques to support the apprentices in their management of people and activities in an organisational setting, and helps them to make the most efficient use of financial resources and information.

The programme has been designed for delivery in a work based learning context, where assessments for each module of the programme require the student to apply the learning from the module back into their workplace context.

The programme delivers the knowledge and skills elements of the Higher Apprenticeship relating to organisational performance, interpersonal excellence, and personal effectiveness, as well as supporting the development of the behaviours of inclusivity, agility, taking of responsibility and professionalism. A full mapping of the UDLM award against the Higher Apprenticeship components is provided in section 14.

The apprenticeship includes business education, work-based learning and professional development. It is based upon the published [Apprenticeship Standard](#) and [Assessment Plan](#) as developed by employers, who will ensure that these remain relevant and current.

Therefore, the Higher Apprenticeship Operations and Departmental Manager (HAODM) incorporates the delivery of the 60-credit version of the UDLM. In addition to this, the apprentice can expect to receive the guidance and support of an Apprenticeship Tutor (AT), who will work with the apprentice to develop their individual learning plan (ILP), in collaboration with a line manager/mentor from within the apprentice's organisation. The AT will then have regular updates with the apprentice to ensure that the 'off the job' learning is captured and, along with a review of the 80% on-the-job learning, is reflectively journaled against the 14 components of the Apprenticeship Standard, in order to ensure that the intended learning objectives contained within the ILP have been achieved and that the apprentice is suitably prepared for the End Point Assessment. In addition, either the AT or the Programme Leader will meet at least four times a year with the apprentice and the workplace representative to assess progress and ensure continued alignment with the overall objectives of the apprenticeship. The AT will also be on hand to provide further guidance with study skills (such as academic writing, referencing, and critical thinking skills). These may be achieved through 1:1 tutorials and/or by group action learning sets.

The completion and achievement of the CMI L5 Diploma is achieved through the UDLM. To assist in this process, CMI has mapped the content of the Standard to the CMI Level 5 Diploma in Management and Leadership. A separate mapping exercise has been completed through the CMI for mapping the UDLM award to the apprenticeship standard.

During the end-point assessment process which is common to all apprenticeship standards, the independent apprenticeship assessor e.g. CMI, will assess the apprentices' evidence to determine if the skills, knowledge and behaviours acquired is sufficient to become a Chartered Manager. In the case of CMI acting as end-point assessor, on completion of the Standard, the Apprentice will become a member of the Chartered Management Institute (MCMI) and will be granted the CMgr designation which will remain valid as long as they continue their professional registration and maintain CPD. Chartered Manager (CMgr) is the highest status that can be achieved in the managerial profession. Most managers agree it offers benefits well beyond typical management qualifications, and list it as one of the three most effective ways to develop their abilities.

To comply with regulations set out in the Higher Apprenticeship Standard, English and Maths will be required to be demonstrated at a minimum of Level 2 prior to completion of the Standard.

## **11. Occupational Profile**

A Chartered Manager is someone who can take responsibility for people, projects, operations and/or services to deliver long term organisational success, with the professional recognition of their ability to deliver impact, behave ethically and demonstrate their commitment to continual learning and development.

Occupation /Profile: Professional managers in the private, public or third sector and all sizes of organisation. Key responsibilities may include creating and delivering operational plans, managing projects, leading and managing teams, managing change, financial and resource management, talent management, coaching and mentoring. The target market includes individuals who are at the start of their career as well as those aspiring or existing managers who may already have developed practical experience but who wish to develop their theoretical understanding of management skills further.

## **12. Admission Requirements**

### **Work-related entry requirements**

Under UK Government requirements, Higher Apprentices must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK. A Higher Level Apprentice cannot be self-employed.

All candidates must be employed in a role related to the subject matter of the apprenticeship and be sponsored by their employer. The support of the employer is articulated in an Apprenticeship Agreement. Applications can only be made through the sponsoring employer.

### **Academic and Work-related entry requirements**

The academic entry requirements are as stipulated in the approved Programme Specification for the academic award. These are as follows:

Eligible candidates from within an organisation will be selected for suitability for the programme as part of the registration process, by the University in consultation with the employer. Most candidates will have A levels (or equivalent), and English, Maths and ICT at Level 2. Other relevant or prior experience may also be considered as an alternative.

It is essential to demonstrate that all applicants are in paid employment in order to utilise a work-based setting for the undertaking of work based learning activities. Apprentices will be required to demonstrate agreement from their organisation to enable work based activities to be undertaken in relation to the programme. This will be negotiated with their employer through contractual commitments that are required by the apprenticeship.

Prior experience will be reviewed, along with knowledge and learning to ensure that they are in a position to successfully enrol onto and complete the apprenticeship.

Apprentices without level 2 English and Mathematics will need to achieve this level prior to taking the end-point assessment. Evidence of this will be collated by the University and provided to the end-point assessment organisation (e.g. CMI) as part of the Gateway process. The apprentice will also be supported to become digitally literate where this is important to their role.

## Admissions procedures

When an employer contacts the University with a view to enrolling someone to this Higher Apprenticeship, a member of the Business School's External Engagement Team will arrange to visit the employer and the potential apprentice. They will discuss entry criteria for the apprenticeship and ensure the potential candidate is employed in a suitable role. The employer will complete a contract in agreement with the University and costs will be agreed between the employer and the member of the Engagement team. Once this has all been completed and contracts have been exchanged, a member of the team will then visit the employer and apprentice to complete the enrolment documents.

### 13. Structure of the apprenticeship

Higher Apprenticeships involve both paid employment, work based learning and academic study. The Education and Skills Funding Agency (ESFA) specify that at least 20 per cent of an apprenticeship must involve 'off-the-job' learning, while the remaining proportion takes place 'on the job'. The 20 per cent off-the-job learning is typically covered by the taught academic course and associated activities and learning. Apprentices follow the approved academic programme as articulated in the programme's award map, but to a pattern which reflects the work based element. An example of the modular delivery pattern for the apprenticeship is available at Annexe 1. It is important to note that there is also an expectation for learning through on-the-job activities, some of which will inform module assignments. In this way, module assignments are valuable as both an assessment of learning and an assessment for learning. Apprentices will be expected to set aside time each week to conduct independent work and study activities in support of their apprenticeship, in addition to the off-the-job, in-class activities. Annexe 3 provides a summary of the types of activities that constitute 20% off-the-job training and how these will be captured by the Apprentice in collaboration with the Apprenticeship Tutor.

### 14. Knowledge, skills and behaviours

Higher Apprenticeships support apprentices in progressively developing the knowledge, skills and behaviours (KSBs) required to meet the relevant Apprenticeship Standard.

The knowledge, skills and behaviours required by the Higher Apprenticeship (Operations/ Departmental Manager) are mapped below. There are 14 requirements in the Standard in total, 10 relating to *knowledge* and *skills* and 4 related to *behaviours*, which are listed and coded as follows:

#### KNOWLEDGE AND SKILLS

OS	Operational Management
PM	Project Management
F	Finance
LP	Leading People
MP	Managing People
BR	Building Relationships
CM	Communication
SA	Self-awareness
MoS	Management of Self
DM	Decision Making

#### BEHAVIOURS

TR	Takes responsibility
IN	Inclusive
AG	Agile
PR	Professionalism

Each of these 14 requirements have been mapped to the intended learning outcomes (ILO's) of the 6 modules of the UDLM by the CMI. These requirements will be developed and assessed through completion of the modules and associated on-the-job learning.

The matrix below demonstrates which modules have been mapped against which UDLM requirement.

For example, in '*Knowledge*,' the requirement relating to '*Operational Management - Understand operational management approaches and models*' has been mapped to LO1 and LO2 of BUSM2902 Effective Decision Making and LO3 of BUSM2904 Managing Financial resources.

This means that all of the Learning Outcomes and Assessment Criteria for the 14 knowledge, skills and behaviour components of the Higher Apprenticeship (Operations/Departmental Manager) Assessment Plan have been reflected in the details of the six UDLM Module Specifications.

Similarly, all four of the behaviours from the standard can be mapped to the BUSM2911 Leading a Project Module, and are also likely to be reflected in other modules.

The full mapping of the 14 Higher Apprenticeship Standard benchmark requirements against the 6 UDLM modules is demonstrated in the matrix below:

MAPPING TO HIGHER APPRENTICESHIP STANDARD		Professional Managerial Development	Effective Decision Making	Managing and Leading Teams and Individuals	Managing Financial resources	Managing Change Through Projects	Leading a Project
	BUSM	2908	2902	2900	2904	2906	2911
<b>APPRENTICESHIP STANDARD</b>							
<b>Operational Management</b>							
Knowledge	Understand operational management approaches and models		LO1/LO2		LO3		
	Understand how to create plans to deliver objectives and setting KPIs	LO4			LO2	LO3	
	Understand business development tools (e.g. SWOT), and approaches to continuous improvement			LO1			
	Understand operational business planning techniques, including how to manage resources, development of sales and marketing plans	LO2/LO4		LO3	LO3	LO3	LO4
	Understand how to set targets and monitor performance			LO1/LO3/LO5	LO2		LO4
	Knowledge of management systems, processes and contingency planning			LO2	LO1/LO2	LO3/LO4	
	Understand how to initiate and manage change by identifying barriers and know how to overcome them					LO1	
	Understand data security and management, and the effective use of technology in an organisation		LO2/LO3				
<b>Skills</b>	Able to input to strategic planning	LO4		LO3		LO1	

	Able to create plans in line with organisational objectives	LO4		LO2		LO1/LO2/LO3	LO3
	Setting KPIs	LO4		LO1/LO2		LO3	LO4
	Creation and delivery of operational plans	LO4		LO1/LO3	LO2/LO3		
	Identify barriers and overcoming them					LO1	LO4
	Demonstrate commercial awareness		LO3				LO3
	Monitoring performance against plans		LO1/LO3	LO3/LO5	LO2		LO4
	Producing reports and providing management information based on the collation		LO2			LO3	
	Providing management information based on the analysis and interpretation of data		LO2/LO3	LO1/LO4	LO2	LO3	
	Identify and shape new opportunities		LO4	LO1		LO1	
<b>Project Management</b>							
Knowledge	Know how to set up and manage a project					LO1/LO2/LO3/LO4	
	Understand approaches to risk management					LO4	
	Know how to use relevant tools and techniques					LO1/LO2/LO3/LO4	
	Understand process management					LO2/LO3	

Skills	Plan, organise and manage resources to deliver required outcomes	LO1/LO2/LO4	LO2	LO1/LO3	LO3/LO4	LO2/LO3	LO3/LO4
	Monitor progress	LO2	LO3/LO4	LO2			LO4
	Identify risk and their mitigation					LO4	
	Able to use relevant project management tools					LO1/LO2/LO3	
<b>Finance</b>							
Knowledge	Understand business finance				LO1/LO2/LO3/LO5		
	Understand how to manage budgets				LO3		
	Understand financial forecasting				LO2/LO3/LO4		
Skills	Able to monitor budgets				LO2		
	Able to consider financial implications of decisions		LO2				LO4
	Able to provide reports				LO1/LO4		
	Able to adjust approach/ recommendations accordingly				LO2/LO3		
<b>Leading People</b>							
Knowledge	Understand different leadership styles						LO2
	Understand how to lead multiple and remote teams			LO4			
	Support people using coaching and mentoring approaches			LO5			
	Know how to motivate and improve performance			LO5			

	Understand organisational cultures and diversity and their impact on leading and managing change					LO1	LO1/LO3
	Know how to delegate effectively			LO5			LO3
Skills	Able to communicate organisational vision and goals and how these to apply to teams	LO2		LO4			LO1/LO3
	Support high performance working	LO2		LO5			
	Support development through coaching and mentoring	LO2		LO3/LO5			
	Able to support the management of change within the organisation			LO5			
<b>Managing People</b>							
Knowledge	Understand how to recruit and develop people			LO1			
	Understand talent management models			LO3			
	Know how to manage multiple teams			LO4			LO3
	Know how to develop high performing teams	LO2		LO1/LO4			LO3
	Understand performance management techniques			LO1/LO2			
Skills	Develop, build and motivate teams by identifying their strengths and enabling development within the workplace			LO1			LO2/LO3
	Able to manage talent and performance			LO1/LO5			

	Able to delegate and enable delivery through others			LO5			
<b>Building Relationships</b>							
Knowledge	Understand approaches to partner, stakeholder and supplier relationship management			LO2			
	Understand approaches to negotiation, influencing, and effective networking		LO1/LO2	LO2/LO3			
	Knowledge of collaborative working techniques to enable delivery through others	LO2		LO2/LO3/LO4			
	Know how to share best practice		LO2/LO4	LO5			
	Know how to manage conflict at all levels			LO1			
Skills	Able to build trust			LO2			
	Able to identify and share good practice		LO4	LO1/LO3/LO5			
	Able to use effective negotiation and influencing skills	LO2	LO2/LO4	LO4/LO5			LO4
<b>Communication</b>							
Knowledge	Understand interpersonal skills	LO1	LO2			LO3	LO3
	Understand different forms of communication and techniques (verbal, written, non-verbal, digital)	LO1/LO2	LO2	LO2			LO3
	Understand how to apply them appropriately	LO4	LO3	LO2/LO3/LO4			LO3/LO4
Skills	Able to challenge and give constructive feedback		LO2	LO5			LO3/LO4

	Able to communicate effectively (verbal, non - verbal, written, digital)	LO4	LO2/LO4	LO2/LO3/LO5			LO3/LO4
	Able to be flexible in communication style	LO4	LO2/LO4	LO2/LO3/LO5			LO3/LO4
	Able to chair meetings and present using a range of media	LO4	LO2/LO4	LO2/LO3/LO5			LO1/LO2/LO3/LO4
	Use of active listening	LO4	LO2/LO4	LO2/LO3/LO5			LO1/LO2/LO3
<b>Awareness of self and others</b>							
Knowledge	Understand different and learning and behaviour styles	LO1/LO2		LO1			
	Understand own impact and emotional intelligence	LO2		LO5			
Skills	Able to reflect on own performance	LO1/LO2/LO3					
	Able to reflect on working style and its impact on others	LO1/LO2/LO3		LO3			
<b>Management of self</b>							
Knowledge	Understand time management techniques and tools	LO2					
	Understand how to prioritise activities	LO1/LO2		LO2/LO3			
	Understand how to the use of different approaches to planning, including managing multiple tasks.					LO3/LO4	
Skills	Able to create personal development plan	LO1/LO2/LO3/LO4					
	Use of time management and prioritisation techniques	LO2		LO1			
<b>Decision Making</b>							
Knowledge	Understand data analysis		LO2/LO3				

	Understand problem solving and decision making techniques		LO1/LO2/LO3/LO4			LO1	LO3/LO4
	Understand organisational values and ethics and their impact on decision making						LO1
Skills	Able to undertake critical analysis and evaluation to support decision making		LO1/LO2				
	Use of effective problem solving techniques		LO2		LO2		

Similarly, the Intended Learning Outcomes (ILOs) of the six modules of the UDLM have been mapped against ILOs of 6 Professional Modules of the Chartered Management Institute (CMI), which enables the UDLM to be dual accredited against the CMI's Level 5 Professional Diploma in Leadership and Management. A summary of the mapping of these modules (which has been externally verified by the CMI) is presented below:

### OVERVIEW - MAPPING TO CMI LEVEL 5 DIPLOMA

	BUSM	2900	2902	2904	2906	2908	2911
CMI module (total level 5 credits):		Managing and Leading Teams and Individuals	Effective Decision Making	Managing Financial resources	Managing Change Through Projects	Professional Managerial Development	Leading a Project
5001v1 (6)	Professional Development as a manager and leader						
5002v1 (7)	information based decision making						
5007v1 (9)	Organisational Financial Management						
5009v1 (6)	Project Development and Control						
5012v1 (7)	Being a Leader						
5013v1 (7)	Leadership practice						

total = 42 CMI credits

## 15. Learning and teaching

The Higher Apprenticeship enables learners to develop the knowledge, skills and behaviours to support professional development in their chosen occupational role. Apprentices will study a range of modules including effective decision making, managing and leading teams and individuals, managing financial resources, and managing change through projects.

They will also undertake a work-based module, namely 'Leading a Project', where they will have the opportunity to undertake a work-based initiative to make a visible difference to their organisation and to their own CV. This will be tied into their workplace responsibilities and role. Further details are provided in the Module Specification.

Individualized SMART targets are set for each apprentice to ensure differentiation in progress, taking account for different personal and professional development needs, goals, employer expectations, and progress in meeting targets. These are then incorporated into their Individual Learning Plan (ILP).

Continuous monitoring through quarterly performance reviews are also completed with the apprentice and employer.

Individual learning plans are tracked and reviewed to record targets, achievements and to set action plans for the next review period. ILP's will not only capture the development of knowledge, skills and behaviours, but will also provide a context to review and explore the degree to which the apprenticeship provides stretch and challenge for the apprentice. Apprentices, teaching staff, line managers/in-work mentors and employers will be kept informed on apprentice performance at each stage.

Mentors in the workplace will support and guide the apprentice. These are required to support personal and professional development and to be directly involved with progress monitoring – for both 'on the job' and 'off the job' learning - alongside the delivery team.

Each apprentice has a Worcester Business School Work Apprenticeship Tutor (AT) who will be their main contact and lead for supporting the apprentice through the programme, regularly liaising with the delivery team, programme leader and employer, and to provide support for on-the-job learning. Further details about the roles and responsibilities of the programme team can be found in Section 4 of the Apprentice Handbook.

Annexe 2 provides a proforma for an example of the breakdown of hours allocated to aspects of the apprenticeship.

## 16. Assessment

Higher Apprenticeships incorporate a set of assessment points in relation to assessment of achievement of the apprenticeship. These involve the following stages:

- **On-programme knowledge and skills:** through the academic programme, the learning and assessment within the Individual Learning Plan, reflective practice, typically through a development portfolio and/or learning log and the work based project.

**Gateway to end point assessment:** through confirmation that the final work based project meets degree/academic award requirements and meets any EPA assessor requirements.

**End point assessment:** through consideration of the portfolio, project (paper-based), and followed by a presentation on the work based project. This will be conducted externally in collaboration with the end point assessor (for example the Chartered Management Institute).

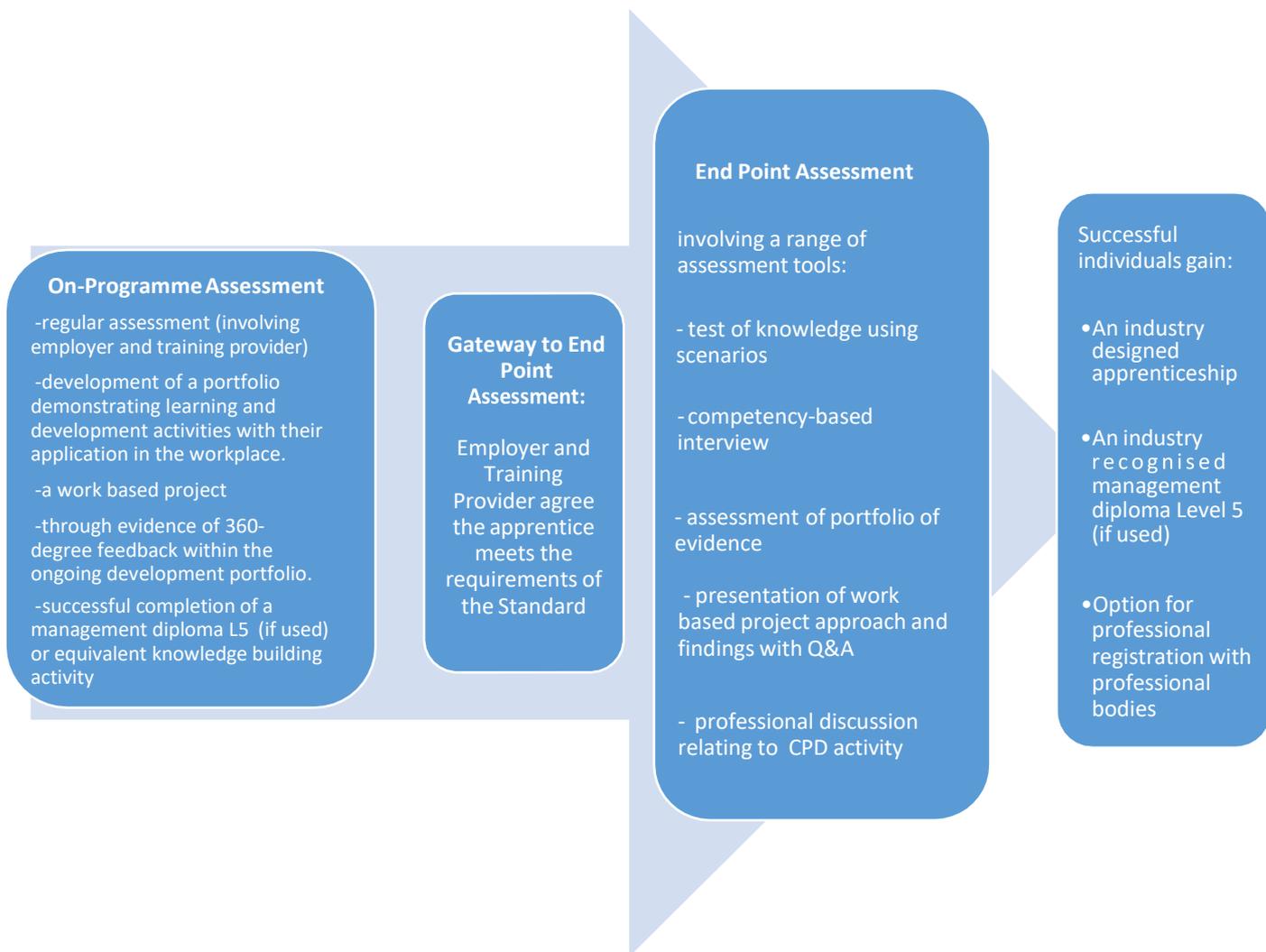
The Higher Apprenticeship: Operations/ Departmental Manager provides an integrated approach to developing and assessing skills, knowledge and behaviours across a range of modules within the programme. Each individual module is mapped to the outcomes in the standard. Individual modules contribute to the on-programme assessment of knowledge, skills and behaviour outcomes en-route to the final synoptic end point assessment. A portfolio of evidence will be created to support this and will be assessed as part of the end point assessment.

Achievement of the Higher Apprenticeship will depend on apprentices being required to successfully complete a number of assessment activities. The methods used will ensure that the apprentice is assessed across all of the required knowledge, skills and behaviours of the published Standard.

The apprentice needs to have met the requirements of the Standard and associated Assessment Plan in order to satisfy the Gateway process. The employer (in consultation with the University), will then put the apprentice forward for the end-point assessment when they believe they are ready.

The independent End-Point Assessor (e.g. CMI) then receives a copy of the candidates' portfolio and work based project, for assessment using a set of specific criteria (as outlined in the Higher Apprenticeship Assessment Plan) ahead of competency based questioning as part of the final panel interview. The final panel integrates the process for reviewing all submissions and assessing whether candidates meet the Apprenticeship Standard. At this End Point Assessment, the candidate's full portfolio, work-based project and presentation will be assessed against the Standard, to ensure that the apprentice has demonstrated the full range of skills, knowledge and behaviours detailed in the Standard.

The relationship between the On-Programme activity, Gateway process and End Point Assessment is demonstrated in diagram below:



Source: CMI

Apprentices are introduced to a range of assessment styles on their programme, including individual learning activities (to develop and encourage independent learning) as well as group-based activities to develop teamwork skills. This is detailed in the section 10 of the Apprentice Handbook. One important function of the work-based learning approach to assessment is the opportunity for assessment presentations to showcase progress and good practice to employers, which broadens scope for wider employer engagement. These assessment points largely fall at the end of the delivery of component modules, though formative assessment is used within modules to allow the apprentices to learn 'from' the assessment process.

Essentially, the programme uses assessment for learning as well as assessment of learning. Opportunities for formative assessment are provided in each module – including, for example, preparation of discussion papers, briefings for clients, multiple choice tests, and online quizzes through the VLE or through self/peer evaluation in seminar groups.

## 17. Reference points

The following reference points were used in designing the apprenticeship:

Higher Apprenticeship (Operations/ Departmental Manager) Standard, at

[http://www.managers.org.uk/~media/Files/Apprenticeships/Operations\\_Departmental\\_Manager\\_Apprenticeship\\_Standard.pdf](http://www.managers.org.uk/~media/Files/Apprenticeships/Operations_Departmental_Manager_Apprenticeship_Standard.pdf) 2016

Higher Apprenticeship (Operations/ Departmental Manager) Assessment Plan, at

[http://www.managers.org.uk/~media/Files/Apprenticeships/Operations\\_Departmental\\_Manager\\_Assessment\\_Plan.pdf](http://www.managers.org.uk/~media/Files/Apprenticeships/Operations_Departmental_Manager_Assessment_Plan.pdf) 2016

Programme Specifications:

UDLM at <https://www.worc.ac.uk/aqu/715.htm>

## Annexe 1 An Example of a typical delivery pattern for the apprenticeship

Year 1 Semester 1		
Module Code	Module title (and credit value) 'off the job'	Work based activities 'on the job'
BUSM2900	Managing and Leading Teams and Individuals (10cr)	Reflective practice Learning log Product evidence gathering Mentoring
BUSM2902	Effective Decision Making (10cr)	Reflective practice Learning log Product evidence gathering Mentoring

Year 1 Semester 2		
Module Code	Module title (and credit value) 'off the job'	Work based activities 'on the job'
BUSM2904	Managing Financial Resources (10cr)	Reflective practice Learning log Product evidence gathering Mentoring
BUSM2906	Managing Change Through Projects (10cr)	Reflective practice Learning log Product evidence gathering Mentoring

<b>Year 1 Summer</b>
Work based activities continuing outside modules e.g. portfolio work

Year 2 Semester 1		
Module Code	Module title (and credit value) 'off the job'	Work based activities 'on the job'
BUSM2908	Professional Managerial Development (10cr)	Reflective practice Learning log Product evidence gathering Mentoring
BUSM2911	Leading a Project (10cr)	Reflective practice Learning log Product evidence gathering Mentoring

Year 2 Semester 2		
Module Code	Module title (and credit value) 'off the job'	Work based activities 'on the job'
BUSM2911	continued	Reflective practice Learning log Product evidence gathering Mentoring
<b>End Point Assessment requirements</b>		Indicative date for completion

## Annexe 2 Breakdown of hours allocated to aspects of the apprenticeship

Year of programme	Taught and scheduled Learning and Teaching Activities (off the job)	Work based learning (on the job)	Directed learning activities (Portfolio, ILP)	Total
Year One	20% of contracted hours: Taught sessions Self-directed study Shadowing Mentoring (away from normal day to day duties)	80 % of contracted hours: Reflective Practice Gathering of work products/ evidence	ILP, E-portfolio Workplace observations	
Year Two	20% of contracted hours: Taught sessions Self-directed study Shadowing Mentoring (away from normal day to day duties)	80 % of contracted hours: Reflective Practice Gathering of work products/ evidence	ILP, E-portfolio Workplace observations	

## Annexe 3 - 20% Off-the-job – Apprenticeship Weekly Review and Audit Sheet

# Higher Apprenticeship (HA) – Operations and Department Manager incorporating the University Diploma in Leadership & Management (UDLM); and the CMI L5 Diploma in Leadership and Management

Cohort commencing April 2018

As part of your apprenticeship, you are required to demonstrate how you are using the 20% of your time which is counted as “off-the-job” time to be used for learning and development. The attendance and participation in class sessions will clearly take up some of this time, but there are a number of other ways in which you can capture this time too. Many of these are listed below. Please review your “off-the-job” time for the past week and complete the details below

Type of 'Off-the-job' activity	When completed	No. of hours
In-class lecture/tutorial/workshop		
Tutorial with Apprenticeship Tutor		
Attending Employer events relevant to the programme		
Workplace or external meeting (e.g. Attend meeting with another department to understand how this aspect of the business operates (new knowledge obtained)		
Professional Discussion (e.g. Held professional discussion with colleague which informed an assignment/reflection (or new knowledge was obtained)		
Research (e.g. time researching material for a subject on the programme)		
Shadowing (e.g. spending time shadowing a colleague in a different department from which I learnt new knowledge or consolidated my learning)		
Mentoring (e.g. Met with my workplace mentor to discuss my learning)		
Assignment planning and completion		
Updating a learning log and/or capturing the reflections on my learning		
Collaborating with my group (e.g. spending time with my group on WhatsApp, planning for a group assignment)		
Learning through the VLE (e.g. Spent time completing my details for my module/individual learning pathway)		
Other (Please specify)		

### Signed off by:

Name & Role	Signature	Date