

1SLA23 Senior Leader Apprenticeship Apprentice Handbook: September 2023



Use the icon on the lower right-hand side of the screen to navigate to the handbook's contents page. Use the arrows to scroll through the contents page and click on a section to view the information.

This handbook provides useful information for apprentices about the University procedures and processes as well as the relevant programme information.

It is presented in two sections, the first containing general information relevant to every apprentice and the second programme information specific for your programme of study.



Welcome



The University of Exeter

<https://www.exeter.ac.uk/about/facts/profile/>

The University has over 25,000 students from 130 countries and over 125,000 alumni in 183 countries providing our academic community of staff, students and visiting researchers with a truly global experience and a diverse, inclusive environment. Our strategic partnerships across the world bring together leading academics and the resources of outstanding universities to deliver transformative impact in key global challenges such as global sustainability and wellbeing.

The University of Exeter combines world-class research with excellent student satisfaction, from our campuses in the South West of England, in Exeter and Cornwall. We are one of the very few universities to be both a member of the Russell Group¹ and have a Gold award from the Teaching Excellence Framework (TEF), evidence of our established international reputation for excellence in both teaching and research. Our success is built on a strong partnership with our students and a clear focus on high performance.

1.1 Key Information

Your first point of contact for any programme enquiries is your Education Student Support Team - business.apprenticeships.support@exeter.ac.uk². If your Education Student Support Team are unable to answer your query your email will be signposted to the appropriate person to respond.

¹<https://www.exeter.ac.uk/about/facts/russellgroup/>

²<mailto:business.apprenticeships.support@exeter.ac.uk>

For any general queries about University study, e.g. IT account password, lost property, printing, please contact the Student Information Desk (SID³): via the SID Portal. A full guide to logging enquiries including a handy video can be found here.⁴ or call 0300 555 0444.

If you are having IT issues, please first check with your employer to establish if their firewall etc is responsible then contact the SID desk.

Communication

Email: You will be registered with a university email address when you activate your IT account. It is very important that you check this on a regular basis as important information about your studies will be sent to you. We will no longer communicate to you via your work or personal email unless you are on a Break in Learning.

When sending an email to us please make sure that you include both your full name, student number and programme title in the subject line.

Teaching Quality Assurance Manual (TQA)

The TQA manual is a resource for staff and students which underpin the quality of learning and teaching at the University of Exeter. It can be found here⁵.

The TQA will be referenced several times throughout this handbook as it contains important information about assessments, award classifications, mitigation and lots more. You can access the relevant sections by following the links in the handbook. It is advised that you familiarise yourself with the information within the TQA to give yourself a better understanding about how the University works.

If you have any questions about the TQA, or specific procedures within it, please contact your education student support team

Library

Library: The University library is accessible online. The Pre-arrival Library Guide⁶ provides a brief introduction to library services and how they can help you during your time at the University. Learn about the range of academic resources and how you can access materials and specialist support for your subject area. It is also advisable to complete the library's induction⁷ before you begin your studies, but you will be able to access this induction at any point during the programme.

³<http://www.exeter.ac.uk/sid/>

⁴<https://universityofexeteruk.sharepoint.com/sites/TheDigitalHub/SitePages/SID-online-guide.aspx?e=4:bba895ddd564476fbe99d2c6674a4907&at=9>

⁵<https://as.exeter.ac.uk/academic-policy-standards/tqa-manual/taughtstudent/>

⁶<https://libguides.exeter.ac.uk/prearrival>

⁷<http://libguides.exeter.ac.uk/libraryinduction>

University Student Card

Once you have activated your IT account and enrolled, you will be able to apply for your university card. Instructions will be issued in your welcome email from admissions.

Once you have applied, your card will be distributed to you at your Induction week in person, any applications received late means your card may not be ready for Induction Week and so it will be posted out to your home address that we have on record for you in the next 2 - 4 weeks.

This is to be used as your ID. Please keep your card safe as it is used to access University buildings, the library and online resources. If you lose your card, please contact the Student Information Desk (SID): via the SID Portal ⁸A full guide to logging enquiries including a handy video can be found here.⁹ or call 0300 555 0444.

Accessing SID through your iExeter

Please contact your Education Student Support Team in the first instance for any non academic enquiries business.apprenticeships.support@exeter.ac.uk¹⁰

Log into iExeter either through your smartphone via the iExeter app or on your laptop/desktop PC with your usual University username and password and tap/click 'Help & Advice' tab.

For quick enquiries - choose the 'Create new enquiry' and pick the category that best suits your question.

For more detailed enquiries - if you're enquiry is more detailed, or you need to access a specific form, select 'Access SID' to take you to the SID Online login page to log your enquiry.

View your open enquiries - Want to see the current status of your enquiry? Select 'view open enquiries', or if you require an update, please contact us

iExeter¹¹: iExeter is a free app that provides all current, new and prospective students with personalised information and services to help you make the most of your life and studies at the University of Exeter. You will be able to view your timetable and results through the app. Please download the iExeter app via the iTunes App Store¹² or Google Play¹³.

Student Candidate Number

Your candidate number is assigned by the University and can be found on the Student Record System within iExeter. This number should be used on each coursework submission rather than your name (coursework is marked anonymously).

⁸<http://www.exeter.ac.uk/sid/>

⁹<https://universityofexeteruk.sharepoint.com/sites/TheDigitalHub/SitePages/SID-online-guide.aspx?e=4:bba895ddd564476f99d2c6674a4907&at=9>

¹⁰<mailto:business.apprenticeships.support@exeter.ac.uk>

¹¹<https://as.exeter.ac.uk/it/software/office/>

¹²<https://apps.apple.com/us/genre/ios/id36>

¹³https://play.google.com/store?gl=GB&utm_source=emea_Med&utm_medium=hasem&utm_content=May2021&utm_campaign=Evergreen&pcampaignid=MKT-EDR-emea-gb-1001280-Med-hasem-py-Evergreen-May2021-Text_Search_BKWS-test_ctrl_cta_RSA|ONSEM_kwid_43700007015697573&gclid=EAlalQobChMI36_hk7Lr9gIVAmHmCh2GEgZvEAAYASAAEglor_D_BwE&gclidsrc=aw.ds

Your candidate number will change on a yearly basis so please check it at the beginning of each academic year.

Registration

You will need to register with the University at the start of the programme. Every academic year you will need to re-register. You will be sent information from the student records team when registration opens and you must complete registration before the closing date or you will lose all access to your IT account.

Health and Safety: The University takes the health and safety of its students very seriously.

You will find specific paragraphs within your Training Plan which refer to the health and safety policies of your company and will highlight any health and safety issues relevant to this specific apprenticeship.

All staff involved with your programme are trained, skilled, and competent and informed about all the relevant rules, procedures and statutory and regulatory requirements concerning health and safety and safety at work.

Can't find what you are looking for? Let us know¹⁴.

1.2 Support throughout your Apprenticeship

Outlined below are the different types of support available to you as an apprentice at the University of Exeter.

Academic Mentor

You will be assigned an Academic Mentor in your induction week, who should be a first point of contact for advice and support relating to your apprenticeship and progression.

You will meet with your Academic Mentor throughout the year to review your progress. This is known as a progress review. Your Academic Mentor will be able to provide guidance and support for academic and administrative matters including (but not exclusive to) the following:

- *Agreeing the content of your work-based learning/reflective projects*
- *Being in contact with you regularly to discuss progress in your apprenticeship*
- *Provision of pastoral support (support for non-academic matters)*
- *Liaising with your employer for other purposes*

¹⁴<mailto:business.apprenticeships.support@exeter.ac.uk>

Education Student Support Team

Your Education Student Support Team can be contacted at business.apprenticeships.support@exeter.ac.uk¹⁵ they will be your first point of call for all questions non academic related.

Office Hours: Monday - Friday 8.30am – 4.45pm

When sending an email to the Education Student Support Team, please ensure to add your student number and programme title in the subject line, so that the team can respond to your enquiry efficiently. We try to ensure that you receive a response within 48hrs however, during busy periods there may be a longer delay in getting back to you.

If the team are unable to answer your questions your email will be signposted to the appropriate person for a response.

Workplace Mentor

You will also have a nominated Workplace Mentor, who may be your line manager or another individual working for your employer. They will meet with you regularly to discuss progress in your apprenticeship and may take steps on your behalf if need be.

Your Workplace Mentor will be the main point of contact between your employer and the University when discussing your learning and assessment.

Both of your Mentors are able to assist you if you have any concerns regarding workplace health and safety, the challenges and opportunities associated with an apprenticeship or your work-based learning assessments.

Programme Director and Module Leads

Your Programme Director is Sarah Bailey business.apprenticeships.support@exeter.ac.uk¹⁶

Your Deputy Programme Director is Jade Phillips business.apprenticeships.support@exeter.ac.uk¹⁷

Your module leads will vary throughout the programme duration and their contact details will be made available to you on the modules' ELE pages.¹⁸

Academic Development Support

Throughout your studies you will have access to many resources and workshops to support you in developing your academic skills.

*You can access these resources online through Study Zone Digital.*¹⁹

¹⁵<mailto:business.apprenticeships.support@exeter.ac.uk>

¹⁶<mailto:business.apprenticeships.support@exeter.ac.uk>

¹⁷<mailto:business.apprenticeships.support@exeter.ac.uk>

¹⁸<https://vle.exeter.ac.uk/>

¹⁹<https://www.exeter.ac.uk/students/studyzone/>

All other enquiries:

(e.g., reporting absences, checking dates, change of personal details/circumstance), mitigation, welfare support, please contact your Education Student Support Administrator.

Progress Review

The Progress Review is a meeting (through e-conferencing or in person) which will take place at least every 12 weeks and will include both your Academic Mentor and Workplace Mentor. The purpose of these meetings is to review your progress against the knowledge, skills, and behaviours of the Apprenticeship Standard and to monitor your progress towards completing them.

You should feel able to contact your Mentors outside of these sessions, but the reviews provide a formal record of progression through the programme.

You should prepare for these meetings by updating your e-portfolio and completing any review forms your Mentor provides. These give shape to the meeting, but you should also feel free to discuss any other concerns you have with your Mentors. You will be able to review your e-Portfolio at these meetings which will allow your Academic Mentor and Workplace Mentor to share their thoughts and offer suggestions and support.

These meetings will take place at your place of work (restrictions permitting), or can also be conducted via e-conferencing, provided that on at least one occasion, all three parties are co-located.

1.3 Wellbeing, AccessAbility and Prevent

Wellbeing Services

Wellbeing Services at the University of Exeter offer a range of workshops, talking therapies, self-help resources and support for students and apprentices with mental health and physical disabilities.

For advice about managing your health and wellbeing alongside your studies, please contact the relevant Welfare Advisor (please see the section 2.1 Key Contacts).

Disability Support

As part of our Wellbeing Service, the AccessAbility²⁰ and Mental Health²¹ teams ensure that students and apprentices with disabilities are able to participate fully in university life. Although you can contact the teams at any point in the year, we recommend getting in touch as early as possible so that any provisions can be put in place for the start of your studies.

AccessAbility

AccessAbility²² provides support to students and apprentices with disabilities or specific learning difficulties such as:

- Dyslexia and dyspraxia

²⁰<https://www.exeter.ac.uk/students/wellbeing/talk/welfare/>

²¹<https://www.exeter.ac.uk/students/wellbeing/talk/welfare/>

²²<https://www.exeter.ac.uk/students/wellbeing/talk/welfare/>

- Asperger Syndrome or Autism Spectrum Conditions
- Physical disabilities
- Blind or a visual impairment
- Deaf or a hearing impairment
- Long term medical conditions such as epilepsy, diabetes or arthritis.

AccessAbility offer information and advice on support for study via telephone appointments. They can also offer screening tests for specific learning difficulties and can signpost students and apprentices to other support services.

The Mental Health team provide advice and support to students and apprentices with a range of mental health difficulties.

If you wish to request reasonable adjustments for teaching sessions, or for your assessment submissions, then **AccessAbility** can also explore your eligibility for an Individual Learning Plan (ILP)²³ which documents any recommendations throughout your time at university.

To arrange an appointment with the AccessAbility team please contact the Student Information Desk by phone: 0300 555 0444 or email accessability@exeter.ac.uk²⁴.

Mental Health Team

The Mental Health team provide advice and support to students and apprentices with a range of mental health difficulties. The team offer information and advice on support for study via face-to-face or telephone appointments. They also provide comprehensive, ongoing advice and guidance to students with mental health difficulties. With consent, we liaise with relevant others such as GPs, other mental health professionals, and members of staff within the University to facilitate appropriate support.

If you wish to request reasonable adjustments for teaching sessions, or for your assignment submissions, then the Mental Health team can also explore your eligibility for an Individual Learning Plan (ILP) which documents any recommendations throughout your time at university.

To arrange an appointment with the Mental Health team, please complete the online appointment request form.²⁶ If you have any queries or would like to speak to a member of staff in the Mental Health team before completing this form please phone 01392 724381 or email wellbeing@exeter.ac.uk²⁷

²³<https://www.exeter.ac.uk/students/wellbeing/resources-and-services/exams-and-ilps/>

²⁴<mailto:accessability@exeter.ac.uk>

²⁵<https://www.exeter.ac.uk/students/wellbeing/resources-and-services/exams-and-ilps/>

²⁶<https://www.exeter.ac.uk/students/wellbeing/resources-and-services/exams-and-ilps/>

²⁷<http://www.exeter.ac.uk/wellbeing/accessability/>

Multi-faith Chaplaincy & Wider University Community

As a community, the student and staff facing services for support against bullying, harassment and discrimination work closely together. Exeter Speaks Out²⁸ takes Student suggestions to the Provost Advisory Group, offers a reporting service and signposts students to other support services such as Dignity and Respect Advisors²⁹ (trained volunteers from across the University) and the University Multifaith Chaplaincy³⁰.

This brings together 15 chaplains of different faiths who work in the wider Exeter community and work together to serve the whole University community and are here to listen to students of all Faiths and none, provide a safe space to talk, and offer you discreet and confidential listening.

University Values & Expectations

In accordance with the general regulations for students, apprentices are expected to conform to a reasonable standard of behaviour and may be subject to disciplinary action by the University where they fail to do so including where such failure brings the name of the University into disrepute.

We are committed to developing an environment which promotes equality of opportunity, values diversity and where students and staff can work and study free from discrimination and harassment.

The University of Exeter aims to create a working and learning environment that respects the dignity and rights of all staff and students and where individuals have the opportunity to realise their full potential.

The University will not tolerate any form of harassment or bullying and is committed to ensuring that staff and students are able to work and study without fear of harassment, bullying or victimisation, recognising its duty of care to staff, students and visitors under health and safety, equality and employment legislation.

Prevent

Joint statement from the Provost and Registrar and Secretary: Academic freedom and freedom of speech are fundamental to our nature as a global University. In the pursuit of new knowledge, free and open debate is crucial. The Prevent Duty introduced in 2015 requires us to have “due regard to the need to prevent individuals from being drawn into terrorism”. However, in doing so our challenge is to not infringe upon academic freedoms but to ensure the welfare of our staff and students. The Exeter ethos towards this dual challenge is to implement the Prevent Duty with the due consideration, consultation and care to allow both academic freedom and the protection of staff and students to sit together side by side.

Read more about the University's duty in relation to Prevent³¹

Prevent: The university of Exeter is committed to promoting the welfare, safety and personal development of all our students and staff. As apprentices, it is important that you know how to report

²⁸<mailto:sid@exeter.ac.uk>

²⁹<https://as.exeter.ac.uk/it/onenote/>

³⁰<http://www.exeter.ac.uk/wellbeing/>

³¹<https://www.exeter.ac.uk/cgr/prevent/>

1. *Universal or British Values*
2. *Prevent*
3. *Safeguarding*

Prevent Video³²



Each module will have a mix of formative and summative assessment. Formative assessments will not count toward your final grade but will be a chance to receive feedback to help you and your tutors track your progress. Summative assessments will be detailed in the module handbook and will count toward your final grade in the ratios specified (e.g., 60% Assignment 1 and 40% Assignment 2). These component marks make up your module grade and each module contribute to your overall grade for the year (based on the credit worth of the module).

³²<https://recapexeter.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=8f0684ff-1997-459c-80bf-ad2f007b60b1>

Assessment Methods

Assessment uses a variety of approaches, which could include:

- *Assignments throughout the year including practical exercises, research, essays, etc., which you complete remotely, working individually and in groups. Remote group work and collaboration is facilitated using online tools.*
- *In-class exercises (Masterclasses and remote webinars).*
- *Workplace projects, assessed through report, reflective diary, presentation, supervisor's report, employer's report.*

Assignment Submissions

*When your module tutor releases an assignment, the submission link will be shown on the module's ELE homepage as a **Submission Link**. You will also be emailed a set of Assignment Submission instructions.*

Your deadline for submission of all assignments will be 12 midday on the date stated, please do not leave your submission until the last minute! IT issues will not be accepted for reasons of late submission so give yourself plenty of time when submitting.

Please ensure you submit each assignment under the correct link.

*Submissions should be anonymous. You should title each submission with your **Candidate Number** then the assignment title but do not include your name in any part of the document.*

Your candidate number can be located on your SRS Tile in your iexeter app, please note that your candidate number will change every academic year.

*If, after submission on ELE but still **before** the deadline, you need to resubmit your assignment, you will be able to do so in the same way as the initial submission and it will rewrite the original submission. **On the deadline, the latest upload will be used as your submission.***

Deadlines: *The submission deadline varies depending on your programme of study.*

*Please check section **2.2 Programme Overview** for your exact submission deadline.*

Assignment Submissions cannot be excepted by email under any circumstances and must always be submitted via ELE.

Late Submissions

- *Work submitted within one hour of the deadline, and which has reached the standard of the module pass mark or above, will be awarded a penalty of 5% of the total available marks for the coursework.*
- *Work submitted more than one hour after a submission deadline and up to 24 hours beyond a submission deadline will receive a mark capped at the module pass mark, unless an application for mitigation is approved.*
- *First submissions submitted later than 24 hours after the deadline will receive a mark of zero, unless an application for mitigation is approved.*

Group Work:

If/When required to complete group work, it is your responsibility to manage your group and communicate effectively. It is important you adhere to the **group work guidelines**³³ when working with peers. Please note, extensions made for mitigation or due to an Individual Learner Plan are not applied to group work. If you feel this will be a problem, you should speak to the module lead at the time the groups are being formed.

Assignment Feedback: The University has strict **marking criteria**³⁴ to adhere to for marking all assignments. The University aims to offer all coursework feedback within 3 working weeks of the submission date. Your mark and feedback will be provided to you electronically through the submission on the ELE course homepage.

Extenuating Circumstances

If there are personal problems, or illness which affects your ability to submit your work to the deadline, see section **1.10 Mitigation, Extensions and Changing Circumstances** for more information.

<https://www.exeter.ac.uk/students/infopoints/yourinfopointservices/mitigation/>

If you miss an assessment submission or have circumstances that mean you are unable to submit, please make your Education Student Support Team aware and request advice as to whether your situation means the assessment will be referred or deferred.

Referencing Guidance

Referencing correctly is an essential academic skill. You are required to refer to the sources you use when producing written assignments at university. There are several reasons for this.

- It gives acknowledgment to another person or organisation's ideas and research.
- It demonstrates your reading and provides evidence for the argument you are making.
- It helps the reader find the source of the information and ideas in your writing.
- It helps you to avoid plagiarism. Plagiarism means presenting another person's words or ideas as your own or modifying another person's words and ideas without proper acknowledgment. Plagiarism, whether deliberate or accidental, is not tolerated within the academic community at the University of Exeter. For more information on how to study with academic integrity, look for the 'Academic honesty and plagiarism' module for your discipline on ELE.

For guidance on all the referencing styles currently in use at the University, including examples and where to get further help, please see <https://libguides.exeter.ac.uk/referencing>³⁵

1.5 Attendance

This section provides information about the University policy on attendance and how you report any absence.

³³<https://as.exeter.ac.uk/it/skypeforbusinessync/>

³⁴http://vle.exeter.ac.uk/pluginfile.php/1794/course/section/27399/Marking_Criteria.docx

³⁵<https://eur03.safelinks.protection.outlook.com/?url=https:%2F%2Flibguides.exeter.ac.uk%2Freferencing&data=02|01|E.Y.Cordy%40exeter.ac.uk|848000cf6aa046cbd7c808d72fa9e4aa|912a5d77fb984eeef321334d8f04a53|0|0|637030279050660226&sdata=4S%2FWFg1NDpGdse2yJNY9mhCRLAi8GB7sYUmd5fSalJA%3D&reserved=0>

General

Students have to attend regularly and this is set down in the **General Regulations for Students**³⁶ and the **Taught Student Attendance Procedure**³⁷. We keep an eye on attendance and contact individual students where necessary for two reasons; to ensure their welfare & wellbeing and to support their academic success.

The General Regulations for students requires all students to be in attendance from the first day of term until the last day of term. Students following Apprenticeship programmes must engage with their studies throughout the programme duration as detailed on your cohort calendar. If for any reason this is not possible you must contact your Education Student Support Administrator or Academic Mentor to discuss.

Attendance at Masterclasses and Webinars, for apprentices taking a fully online programme, will be recorded via a participant list downloaded by the module lead, to be sent to the ESS Team for recording on One File.

Do not record your attendance at a Masterclass or Webinar on One File, as this will be completed for you by your Education Student Support Team,

How attendance data will be used

The University records attendance to confirm you are still studying and fulfilling the requirements of your programme. Where there are regular instances of non-attendance, it helps us provide academic and/or welfare support.

The Education, Skills and Funding Agency (ESFA) requires the University to monitor the attendance of all its apprentices to ensure they are meeting the minimum 20% off-the-job training.

Module leaders and Education Student Support teams will also have access to the attendance database and will periodically review student engagement.

You may receive attendance warning emails for poor attendance, and you will be required to take action as specified in the email. Failure to demonstrate a satisfactory level of attendance may result in referral to the **Health Wellbeing and Support for Study**³⁸ procedure or Unsatisfactory Student Progress and Engagement Code of Good Practice.³⁹

Swapping webinar groups

You should not swap webinar or masterclass sessions without the agreement of your ESS Team **Unless you confirm the change with the Education Student Support Team, this will show as a missed session in your attendance data.**

Sickness reporting

If you are unable to attend a timetabled teaching session through sickness or other reasons, you must inform your Education Student Support Team. The only times when permission for absence might be granted are:

1. Medical reasons.

³⁶<http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/>

³⁷<https://as.exeter.ac.uk/academic-policy-standards/tqa-manual/its/attendance/>

³⁸<https://www.exeter.ac.uk/study/life/wellbeing/>

³⁹<https://as.exeter.ac.uk/academic-policy-standards/tqa-manual/its/unsatisfactoryprogress/>

2. *Short absences on compassionate grounds.*
3. *Approved University visits, courses and exchanges.*
4. *Jury service.*

If you miss a scheduled academic session without an approved absence, you will be recorded as absent, and this will be visible on your OneFile Dashboard.

Annual Leave

The university cannot prevent you from taking Annual Leave at any particular time, however we ask you to be mindful of the above attendance policy. Annual leave is not a reason for missing assignments or weekly learning, and this must be caught up within your working hours.

1.6 Off the Job Training

Off-the-job (OTJ) training is training received by an apprentice, during your normal working hours, for the purpose of achieving your apprenticeship. It can include training that is delivered at your normal place of work and can include the following:

- *The teaching of theory (e.g., lectures, role playing, online learning, manufacturer training).*
- *Practical training, shadowing, mentoring, industry visits, attendance at competitions.*
- *Learning support and time spent writing assessments/assignments.*

Off-the-job training does not include:

- *training to acquire knowledge, skills and behaviours that are not required in the standard or framework.*
- *progress reviews or on-programme assessment required for an apprenticeship framework or standard.*
- *training which takes place outside your paid working hours*

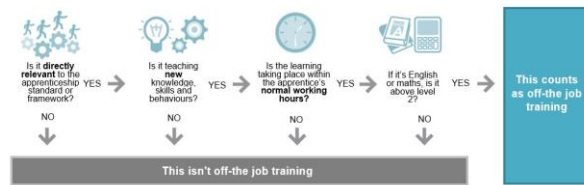
*All off-the-job training must take **place during paid hours**. You may choose to spend additional time on training outside your paid hours, but this is not required to complete the apprenticeship and must not be recorded as off the job training on One File.*

Full-time apprentices: (those that work 30 hours per week or more) to be eligible for government funding at least 20% of the apprentice's normal working hours, capped at 30 hours per week (for funding purposes only), over the planned duration of the apprenticeship practical period, must be spent on off-the-job training

This means that the minimum requirement, for apprentices working 30 hours or more per week is an average of 6 hours of off-the-job training per week (i.e., 20% of 30 hours) over the planned duration of the programme.

When recording Off-the-job time for attendance at Masterclasses and Webinars you must only record time for new learning, this will exclude breaks, lunch and travel time etc. Audits of your timesheet will take place regularly and any time incorrectly recorded will be removed from off the job.

Off-the-job training: steps to help you determine whether an activity counts as off-the-job training



Key facts

- 1 Off-the-job training must make up at least 20% of the apprentice's normal working hours (working hours capped at 35 hours a week for funding purposes only). For a full-time apprentice, this is an average of 6 hours a week over the planned duration of the apprenticeship.
- 2 You can deliver off-the-job training in the apprentices' normal workplaces or at an external location.
- 3 Time spent on initial assessment, onboarding, progress reviews, on-programme assessments and English and maths up to level 2 does not count towards off-the-job training.



Off-the-job training



MYTH vs FACT

<p>"My apprentice will spend a lot of time away from the workplace"</p>	<ul style="list-style-type: none"> - Apprenticeships are about upskilling an individual. Reaching occupational competency takes time; for full-time apprentices this is an average of 6 hours per week for the duration of the programme. - Many employers and apprentices have praised the positive effect that off-the-job training has on their productivity and apprentices feel valued by the significant investment in their training. - Off-the-job training must be away from the apprentice's productive job role and must teach new knowledge, skills and behaviours relevant to the specific apprenticeship. It can be delivered flexibly, for example, as a part of each day, one day per week, or in blocks.
<p>"Off-the-job training must be delivered by a provider in a classroom, at an external location"</p>	<ul style="list-style-type: none"> - This is not true. Off-the-job training can be delivered in a flexible way. This can be at the apprentice's usual place of work or at an external location. It can include for example, the teaching of theory, practical training and writing assignments. - Providers have developed a range of delivery styles to suit employer and apprentice needs. Employers should work with them to decide when and where off-the-job training should take place and who is best placed to deliver it.
<p>"I need to document all of the apprentice's off-the-job training"</p>	<ul style="list-style-type: none"> - A training plan must be in place from the beginning of the apprenticeship, setting out the training content an apprentice will receive and which elements count towards the off-the-job training. The apprentice's evidence pack needs to demonstrate what training has been delivered against the training plan.
<p>"English and maths counts towards the minimum requirement for off-the-job training"</p>	<ul style="list-style-type: none"> - This is not true. English and maths (at level 2 or below) does not count towards the minimum off-the-job training requirement. - Apprenticeships are about developing occupational competency and they are designed on the basis that the apprentice already has the required level of English and maths. Training for English and maths must be on top of occupational off-the-job training.
<p>"Off-the-job training can be done in the apprentice's own time"</p>	<ul style="list-style-type: none"> - An apprenticeship is a work-based programme so all off-the-job training must take place within the apprentice's normal working hours*. If planned off-the-job training is unable to take place, it must be rearranged. <p><small>*Excluding overtime</small></p>



1.7 E Learning and OneFile

E Learning

Material and resources are offered through the E Learning Environment (ELE). This a resource owned by the University of Exeter. The ELE resources are controlled by the module leads and each have a slightly different style. Where recordings of lectures are enabled, these will be available through ELE as well as lecture notes/slides. The assignment details will also be displayed on ELE; you can view the assessment detail in the module handbook

ELE is also a quick way to access other online resources. If you go to the student resources tab in the top menu, you can access StudyZone⁴⁰ support material, the Wellbeing Toolkit, and library online

⁴⁰<https://www.exeter.ac.uk/students/studyzone/>

resources, including the past exam papers archive. The Careers tab in this top menu will take you to the CareerZone⁴¹ with details of advice, support and events to aid in more general career development.

OneFile

OneFile is an 'all-in-one' learning software which will track and manage all types of work-based training in an ePortfolio. Your ePortfolio is a place you can store documents throughout your apprenticeship that evidence the achievement of Knowledge, Skills and Behaviours (KSBs) that the Apprenticeship Standard requires. As you add in evidence throughout the duration of your apprenticeship, there will be a dashboard to show your progress. Your Tripartite reviews will be scheduled through this software.

The ePortfolio is part of your End Point Assessment, see sections **1.8** and **2.4** for more information.

You will receive your **OneFile log in**⁴² details prior to your Induction Week,

1.8 End Point Assessment

Each apprentice is required to take an **end-point assessment** (EPA) to complete their apprenticeship. The assessment will be delivered by a registered end-point assessment organisation, in the last 6 months of the apprenticeship. The EPA is the culmination of all the knowledge skills and behaviours learnt on the programme and recorded in your portfolio and is the measure of your professional competence in your apprenticeship subject. For full details of how your EPA will be processed, please refer to **Section 2 Programme Information** in this handbook and/or the Assessment Plan on the **Institute for Apprenticeships and Technical Education website**⁴³.

The EPA will be completed by a third party such as a professional body and is entirely independent of the training you receive at the University of Exeter. The University will support your employer in facilitating the arrangements for the EPA.

Note: Assessment Plans are updated from time to time. The assessment plan in place at the start of your programme is the one you will complete during your EPA.

1.9 e-Portfolio Guidance

Your e-Portfolio will contain evidence used to demonstrate that you have met the **Knowledge, Skills and Behaviours (KSBs)** of the standard (see appendix). e-Portfolios are facilitated by OneFile, where you'll be able to share it with both of your Mentors ahead of your Tripartite Reviews to receive their support and comments.

The elements of the e-Portfolio are:

1. **Online Apprentice journal:** You should record experiences gained through the learning journey and reflect on your development over the apprenticeship period
2. **Examples of Work Based Evidence:** This should include a range of evidence types the following:

⁴¹<http://www.exeter.ac.uk/careers/>

⁴²<https://login.onefile.co.uk/>

⁴³<https://www.instituteforapprenticeships.org/>

- *Assessments and feedback*
- *Reports*
- *Minutes*
- *Emails*
- *Stakeholder/customer comments*
- *Performance reviews*
- *Presentations*
- *Reflective practice*

It is expected that you will provide a diversity of evidence types to support your demonstration of competence. The list above is not exhaustive, and you may find other appropriate forms of evidence, such as video or audio.

*Your e-Portfolio must contain at least 10-15 discrete pieces of evidence and it must be demonstrable that you have met each of the **KSBs** relating to the standard. You should have at least one piece of evidence against each criteria but one document could be used against multiple criteria, and you can have more than one piece against a single criterion.*

It is your responsibility to upload evidence into your e-Portfolio regularly and it is also important to be mindful that some evidence may contain information about your company which will need to be redacted before you present your e-Portfolio to the Independent Assessor. If you are unsure if you should include evidence which contains company intellectual property, please discuss with your Employer/Workplace Mentor who can support you in making redaction's.

1.10 Mitigation, Extensions and Changing Circumstances

Do not suffer in silence!

Remember support is available to you throughout your apprenticeship from the University and your employer/workplace mentor.

- *Talk to your Academic Mentor or contact your Education Student Support Team.*
- *There are many sources of **support and help**^{44 45} available at the University. Whether you are experiencing illness, injury, depression, anxiety, disability, financial difficulties, emotional trauma or anything else, there is always someone who can help.*
- *Speak to your Workplace Mentor about the support available at your company.*

*For guidance and advice on how to apply for **mitigation**⁴⁶ ⁴⁷u⁴⁸sing the online form, please visit the University's **Welfare webpage**^{49 50} and click on the **mitigation link**.*

⁴⁴<http://www.exeter.ac.uk/students/az-services/>

⁴⁵<http://www.exeter.ac.uk/students/az-services/>

⁴⁶<http://www.exeter.ac.uk/students/infopoints/yourinfopointservices/mitigation/>

⁴⁷<http://www.exeter.ac.uk/speakout/helpandadvice/dignityandrespectadvisors/>

⁴⁸<http://www.exeter.ac.uk/speakout/helpandadvice/dignityandrespectadvisors/>

Evidence Free Extensions - Applications for mitigation for up to 72hrs can be added through the ELE 2 Portal up to 24hrs after the submission deadline.

This option is available once per assessment. You can use it up to **four times** over a rolling 12 month period; any further extensions required after this must be applied for through the evidence-based process detailed below.

To apply for mitigation over 72 hours, you will need to complete the form on the University's Welfare web page which contains useful information about our Welfare policies and procedures, as well as full guidance on the **mitigation process**^{51, 52}. Be sure to read the guidance carefully before submitting a form and send the form for processing to **business.apprenticeships.support@exeter.ac.uk**

It is useful to also email the Education Student Support Team for information or support, but requests will only be considered when the online form is completed and supported by evidence if your request is for more than 72hours (3 days), such as a doctor's note or signed statement from your employer. Please see here examples of appropriate evidence⁵³. You may also want to discuss mitigating circumstances with either or both of your Mentors who can point out any support facilities available.

The mitigation form should be submitted no later than 24 hours after your assignment submission deadline. Please note that applications for mitigation over 72 hours (3days) will not be considered until supporting evidence is provided. Supporting evidence must be provided with your application or no later than 10 working days of the assessment deadline. We aim to acknowledge all mitigation claims in a timely manner (5 working days).

As apprenticeships are defined as study alongside a full-time job, the demands of your job will be considered alongside assessment submission. However, your day-to-day work commitments should be prepared for and factored into your time management for assessments. We will provide you and your employer with assessment dates in advance so employers can plan workloads/ highlight any clashes before submission.

By submitting an application for mitigation, you are **agreeing** that the decision made by the committee is **final** and should your application be successful, you must abide by the recommended outcome (either a deferral or extension). There will be no opportunity to change your mind and reject the committee's decision, at no point will you get the opportunity to review or reinstate any mark you have received for the current assessment, so think carefully about whether this is what you want.

Deferrals: A deferred assessment is when you take a second or later attempt at an assessment, but it is treated as your first attempt. Deferrals can be made for both coursework and exams. Please contact your Education Student Support Team in the first instance to discuss a deferral.

Extensions: Please note that coursework extensions are granted for a maximum of 72 hours (3 days) unless further evidence is supplied*. Please also be aware that if we do not receive your supporting evidence within 10 working days of the original assessment deadline, late submissions will be capped at the pass mark. *Please ensure to read any updates regarding mitigation **here**^{54, 55}

⁴⁹<https://www.exeter.ac.uk/students/wellbeing/talk/welfare/>

⁵⁰<https://www.exeter.ac.uk/students/wellbeing/talk/welfare/>

⁵¹<https://www.exeter.ac.uk/students/infopoints/yourinfopointservices/mitigation/>

⁵²<https://www.exeter.ac.uk/students/infopoints/yourinfopointservices/mitigation/>

⁵³<https://as.exeter.ac.uk/academic-policy-standards/tqa-manual/aph/annex-f/>

⁵⁴<https://www.exeter.ac.uk/students/infopoints/yourinfopointservices/mitigation/>

⁵⁵<https://www.exeter.ac.uk/students/infopoints/yourinfopointservices/mitigation/>

Changing Circumstances

The university understands and will support any change in circumstances whilst on programme.

You must ensure throughout the programme to report any change of circumstances to your Education Student Support Administrator, such circumstances can include change of job role, changes in employment, changes requiring a break in learning.

Changes to personal details: You must ensure that any changes in personal details i.e., address, are recorded through your iexeter⁵⁶ app.

Break in Learning

If you are unable to work/study e.g., due to maternity/paternity leave, illness, secondment opportunity, which lasts for more than four weeks, you can apply to take a break from your studies for a period of 4 weeks up to one academic year. You must in the first instance speak with your employer about the need for a break and get their approval.

You will be sent a Break in Learning form and asked to agree to the information it contains. Your employer should be aware of your request and will be asked to send in writing support for the break.

Once you have approved the form, it will then be submitted for approval by your Programme Director. Once the break in learning is processed, you will lose access to all University resources, except your e-mail account.

Eight weeks before your expected return date, you will be contacted by the Education Student Support team to confirm you will be returning. We ask that you also confirm this with your Mentors so we can plan any additional support measures.

Upon return you may need to re-register and instructions of how to do this will be emailed to you.

Withdrawals

If you have no wish to continue with the programme, you can withdraw. You should discuss your intentions with your employer as a withdrawal may affect your employment status.

*Once you and your employer have confirmed that you wish to withdraw from the programme **you will need to contact the Education Student Support Team. You will be sent a withdrawal form for you to read and approve within 7 days.***

Confirmation of the withdrawal form is vital, as this is used to calculate funding between the university and your employer.

This form will also need to be approved by the Programme Director/Deputy Programme Director once it has been submitted and you may be contacted to have a discussion regarding your decision to withdraw,

Change of Personal details

If you have a change of personal details during the programme you must inform your Education Student Support Team and send in proof of details of change to business.apprenticeships.support@exeter.ac.uk⁵⁷

⁵⁶<https://www.exeter.ac.uk/students/iexeter/>

⁵⁷<mailto:business.apprenticeships.support@exeter.ac.uk>

We are unable to update your personal records and so if you have any change in your personal details including name or address you must update these in your iexeter on the SRS Tile.



iexeter

<https://www.exeter.ac.uk/students/iexeter/>

iExeter is a free app that provides all students with personalised information and services to help you make the most of your life and studies at the University of Exeter.

1.11 The Guild and Academic Representation

The Students' Guild

*As University of Exeter Students, you are automatically a member of the Students' Guild. The Guild play an important role not just in the social aspect of university life but in shaping the academic experience and University wide policy. The Guild is run by elected representatives known as Sabbatical Officers (Sabs) and hosts the various social groups and societies on campus. **Click here to see the Guild societies and events**⁵⁸ you may wish to get involved in but please consider that your employer is not obliged to accommodate social activities within your work schedule.*

*The Guild have a range of services designed to help students, such as the **Guild Advice Centre**⁵⁹ who offer advice and support on a range of issues from academic support to money or wellbeing.*

Student Staff Liaison Committee (SSLC)

"A place where staff and students meet and discuss ways that we can improve your educational experience."

SSLC stands for Student Staff Liaison Committee. This means that we do exactly that – it is a place where staff and students meet and discuss ways that we can improve your educational experience. The SSLC ensures good communication between staff and students enabling your views and suggestions to be received and acted upon. Putting yourself forward as a 'rep' for your programme is a great way to get involved and will enhance your CV and your experience on this programme.

⁵⁸<https://www.exeterguild.org/>

⁵⁹<https://www.exeterguild.org/advice/>

Elections will take place at the beginning of term for first year positions (and in March for other positions) so if you are interested in becoming a rep then please contact your Programme Administrator to find out more.

*Students who are not directly involved in SSLCs can still be involved in the process. You are able to provide feedback which your reps will discuss in the committee meetings. Therefore, if you have a concern or an idea your SSLC rep for your course is a good point of contact. A list of SSLC reps by year and programme will be available on the **Postgraduate SSLC ELE**⁶⁰ page. If the position is vacant, and you would like to become a rep yourself then please contact the SSLC Team.*

Education Enhancement Projects: *The SSLC is not all about problems and issues. Reps will be invited to suggest ideas for enhancement and improvement. We want you to work with us to improve your experience at the Business School and so we run enhancement projects and Students as Change Agents projects. This is not exclusive to SSLC representatives and so anyone with a project idea should contact the SSLC Team.*

Module Feedback:

At the end of each module, apprentices are asked to complete a short survey on ELE, reflecting on their experience of the module and its delivery. The results of these surveys are taken very seriously, every anonymous response is analysed by the Programme Director and any areas of serious improvement identified are escalated to college senior management to implement solutions.

Additional Feedback/ Comments: *This feedback is extremely valuable as it is your chance to affect change whilst the programme is happening. This could involve short surveys on a particular aspect of programme delivery, such as ELE design. You may also wish to discuss comments and ideas with module tutors, the Programme Director or your Academic Mentor.*



1.12 Complaints and Appeals

Complaints

*In the first instance, you should speak to your **Education Student Support Team** regarding a complaint. If your complaint cannot be addressed informally, the University has a Student Complaints **procedure**⁶¹ for issues with:*

- *failing in a university service, academic or non-academic*
- *misinformation about academic programmes*

⁶⁰<https://universityofexeteruk.sharepoint.com/sites/StudentVoice>

⁶¹<https://www.exeter.ac.uk/departments/cgr/student-cases-and-conduct/studentcomplaints/>

- *poor teaching or supervision*
- *insufficient facilities*

Advice from the Students' Guild: *Please remember that a complaint should be submitted as soon as possible after a problem occurs and, in any event, must be whilst you are a current student or within 30 days of ceasing to be registered with the University.*

*We recommend that you draft your complaint, including your preferred resolution and sent it to us at **advice@exeterguild.com**⁶². We can assist you by explaining how the complaints process works and what you need to do. We will read over documents and may accompany you to meetings. However, we cannot represent you or write documents for you.*

Appeals

If you disagree with an academic judgement, for example a formal assessment result, you can appeal the decision. In the first instance please contact the Education Student Support Team with your disagreement or your Programme Director,

*Before lodging an appeal against academic results, students should be aware the grounds for an appeal are strictly limited (Section 3.1). They do not permit appeals that dispute the academic judgement of internal and external examiners. Before applying for an appeal, carefully read the **University grounds for appeal**.⁶³*

Advice from the Students' Guild: *Please remember that an appeal must be submitted within 10 working days of notification of the decision you wish to appeal, and you cannot appeal against academic judgement.*

*We recommend that you draft your statement of appeal and the grounds for your appeal and send it to us by email to **advice@exeterguild.com**⁶⁴ and we can then advise on the clarity of your case.*

For further information please visit the Guild Academic Support webpages.⁶⁵

You can also contact the Apprenticeship Helpline for advice from the National Apprenticeship Service:

Apprenticeship Helpline

nationalhelpdesk@apprenticeships.gov.uk⁶⁶

Telephone: 0800 015 0400

8am to 10pm, 7 days a week.

⁶²<mailto:advice@exeterguild.com>

⁶³<https://www.exeter.ac.uk/students/administration/complaintsandappeals/academicappeals/>

⁶⁴<mailto:advice@exeterguild.com>

⁶⁵<https://www.exeterguild.org/advice/portal/>

⁶⁶<http://www.exeter.ac.uk/wellbeing/support/individuallearningplans/>

Section 2 Programme Information

2.1 Key Contacts

Your main contact will be with your **Education Student Support Team** for all non academic related queries.

Education Support Team

Email: business.apprenticeships.support@exeter.ac.uk⁶⁷

Programme Director

Sarah Bailey

Deputy Programme Director

Jade Phillips business.apprenticeships.support@exeter.ac.uk⁶⁸

Welfare Advisor

Senior Leader: welfare.buildingone@exeter.ac.uk⁶⁹

Module Leads

Module dependant - see module page on ELE for details. ele.exeter.ac.uk

Academic Mentor

As detailed on your One File Account .

2.2 Programme Overview

Senior Leader Apprenticeship

- PGDIP Strategic Leadership and Management (120 Credits)
- MBA Top Up (60 Credits)
- University of Exeter Business School (Apprenticeships)
- Assignment Submission Deadline

The submission deadline is 12:00 midday on the specified date. Unless otherwise advised.

The Programme and Accreditation

This programme is for professionals with senior management responsibility. It is applicable to leaders from all sectors and all organisations. This programme aims to fully develop all aspects of your management and leadership skills, knowledge, self-awareness, and behaviours. As you progress in

⁶⁷<mailto:business.apprenticeships.support@exeter.ac.uk>

⁶⁸<mailto:business.apprenticeships.support@exeter.ac.uk>

⁶⁹<mailto:welfare.buildingone@exeter.ac.uk>

the programme, the impact of your higher-level thinking in the workplace will also progress and will create a difference in your managerial and leadership effectiveness.

The programme is a mixture of taught academic modules, created specifically for this programme, and work-based learning completed with the support of your employer. The programme roughly follows the academic term structure at the University.

Programme Structure

The Programme will be assessed through a blend of taught modules and work-based learning. The philosophy of the apprenticeship is integrated across all modules throughout the programme's two-year duration. The overall programme will be 120 credits spread over NQF level 7. All of the modules for this programme are non-condonable, the minimum pass mark for each module is 50%, you must pass all modules in order to be awarded the PG Diploma Strategic Leadership and Management, Level 7 Diploma Award and Apprenticeship Certificate.

1SLA23 - Senior Leader Apprenticeship - Starter - September 2023									
	Monday	Tuesday	Wednesday	Thursday	Friday	Senior Leader			
Sep 23	1	2	3	4	5	Induction and E-Learning			
	6	7	8	9	10				
	11	12	13	14	15				
	16	17	18	19	20				
Oct 23	21	22	23	24	25	Leading Projects and Organisations			
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Nov 23	6	7	8	9	10	Leading Projects and Organisations			
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	31								
May 28	6	7	8	9	10	Leading Projects and Organisations			
	11	12	13	14	15	Introduction to the Apprenticeship			
	16	17	18	19	20				
	21	22	23	24	25				
Jun 28	26	27	28	29	30	Leading Projects and Organisations			
	31								
Jul 28	6	7	8	9	10	Leading Projects and Organisations			
	11	12	13	14	15	Introduction to the Apprenticeship			
	16	17	18	19	20				
	21	22	23	24	25				
Aug 28	26	27	28	29	30	Leading Projects and Organisations			
	31								
Sep 28	6	7	8	9	10	Leading Projects and Organisations			
	11	12	13	14	15	Introduction to the Apprenticeship			
	16	17	18	19	20				
	21	22	23	24	25				
Oct 28	26	27	28	29	30	Leading Projects and Organisations			
	31								
Nov 28	6	7	8	9	10	Leading Projects and Organisations			
	11	12	13	14	15	Introduction to the Apprenticeship			
	16	17	18	19	20				
	21	22	23	24	25				
Dec 28	26	27	28	29	30	Leading Projects and Organisations			
	31								
Jan 29	6	7	8	9	10	Leading Projects and Organisations			
	11	12	13	14	15	Introduction to the Apprenticeship			
	16	17	18	19	20				
	21	22	23	24	25				
Feb 29	26	27	28	29	30	Leading Projects and Organisations			
	31								
Mar 30	6	7	8	9	10	Leading Projects and Organisations			
	11	12	13	14	15	Introduction to the Apprenticeship			
	16	17	18	19	20				
	21	22	23	24	25				
Apr 30	26	27	28	29</					

Above is the programme calendar.

Please see highlighted the Masterclasses, Virtual Masterclasses, Virtual Webinars, Pre-reading weeks, Apprentice workshops, Assignment Submission Dates and End Point Assessment Window.

Pre reading (If Applicable)

A period of time at the commencement of the module that defines the foundation of the topic prior to study. The apprentice may be asked to complete tasks or assignments in this time. See ELE module page for details.

If you have any questions about your programme calendar please contact your Education Support Team business.apprenticeships.support@exeter.ac.uk⁷⁰

Work Based Learning

Work-based learning is a fundamental element of this programme; Apprentices' Mentors will play a key role in ensuring synergy between the workplace and the syllabus, ensuring that learning outcomes are met without duplicating effort across the workplace and University. Work based learning runs alongside taught modules throughout the programme.

End Point Assessment

See section 2.4 for more information.

2.4 End Point Assessment

The End Point Assessment (EPA) will only commence once the employer and the University is satisfied that you have achieved the PGDIP Strategic Leadership and Management and have evidenced that you have met the Standard. The EPA should be completed within 8-12 weeks from the apprentice meeting the requirements to partake in the EPA.

The End Point Assessment (EPA) comprises two parts:

Strategic business proposal - presentation and questioning

Professional Discussion - questioning based around your portfolio of evidence

Strategic business proposal: The strategic business proposal's subject, title and scope will be agreed between your employer and the CMI at *gateway. A brief summary should be provided to the CMI (of no more than 500 words) outlining the details of the strategic business proposal. The CMI will then sign-off the strategic business proposal's title and scope to confirm its suitability at the gateway.

You will then have up to 5 months to work on your strategic business proposal and prepare a presentation at End Point Assessment (EPA). You will then be asked questions about your proposal by the Independent Assessor for the CMI.

The Professional Discussion: This takes place between the apprentice and the Independent Assessor. The independent assessor must prepare areas for discussion following the review of the apprentice's portfolio and based on the knowledge, skills, and behaviours to be assessed via this method. The professional discussion can last for 60 minutes.

⁷⁰<mailto:business.apprenticeships.support@exeter.ac.uk>

End Point Assessment Grading for End Point Assessment: Each method of assessment carries an equal weighting of 50%. To achieve a pass, apprentices must gain a pass or higher in both assessment methods. A pass represents full competence against the apprenticeship standard. To achieve a merit, apprentices must achieve a merit or higher in each assessment method. To achieve a distinction, apprentices must achieve a distinction in both assessment methods.

Portfolio: Apprentices must create a portfolio which forms the basis for the professional discussion. The portfolio is a collation of evidence demonstrating that the apprentice has met the knowledge, skills and behaviours assessed by the professional discussion. Each knowledge, skill and behaviour must be evidenced at least once in the portfolio. Employer and Academic Mentors may assist the apprentice to develop the portfolio and ensure that it is complete prior to the assessment.

The ownership of the portfolio sits with the apprentice, and it is an essential part of evidencing work-based application of the learning from their studies.

E-Portfolio using OneFile: The portfolio is uploaded to an e-portfolio system we use at Exeter called Onefile. Here you will upload evidence for your academic mentor to review and give you feedback on. They will be looking that it clearly evidences the knowledge, skills and behaviours detailed in the CMI standards for your level 7 qualification. The portfolio is then reviewed by the independent assessor prior to your End Point Assessment (EPA), and you will be asked questions about the application of the knowledge, skills and behaviours in the workplace.

Resits/Retakes: Apprentices who fail one or more of the EPAs are allowed to resit or retake. A resit does not require further learning, whereas a retake does. It is recommended, but not required, that apprentices wait for one month before re-taking to allow the development of the knowledge, skills and behaviours that were found to be lacking.

Gateway: This is the point that your portfolio, qualification, and progress is deemed ready for you to pass through the 'gateway' to EPA. It is agreed mutually with you, your employer, and your academic mentor. Your mentor will agree with you when you are ready for that to happen. It happens a maximum of 5 months before EPA.

The End Point Assessment: It is 1-1 sessions with you and the independent assessor, neither your academic mentor nor your employer will be present. During the last 18 months these have been held remotely via video call. We will help you prepare for this event – it's an important last event for your apprenticeship and you should prepare carefully for it.

More detailed information about the End Point Assessment can be found here⁷¹.

Programme Reading List

Online Resources- recommended to be used throughout the duration of your programme

- Your individual reading lists for each module can be found on your modules' ELE page.
- **ACAS** (The Advisory, Conciliation and Arbitration Service) is a government funded, but independent body which provides excellent advice across the whole field of people management with a particular emphasis on effective employment relations and managing within the expectations of employment law: <http://www.acas.gov.uk>

⁷¹<https://www.managers.org.uk/education-and-learning/apprenticeships/level-7/>

- **CIPD** (Chartered Institute for Personnel and Development) provides information on managing change, organisational change, change strategies, communicating change and resistance to change. The resources include factsheets, research reports and practical tools: <http://www.cipd.co.uk> ⁷²
- **CMI - Management Direct** ⁷³- an online management resource portal. Management Direct allows managers at any level to learn, research and think. It offers fast, 24-hour access to the latest digital content to help overcome hundreds of managerial challenges from absence to performance to change: 5 minute, 20 minute and extended briefings; Creative tools for problem solving; Hundreds of checklists and interactive scenarios to aid self-directed learning; Self-Assessments and automatic CPD recording/reporting; Document templates and best practice guides.

2.6 Software and IT Requirements

It is recommended that employers provide laptops. The following requirements apply:

Configuration:

- Administrator privileges on the laptop to be able to install software

-Laptop needs to be able to use webcam and audio

Internet – the apprentice will need a good broadband connection, wired rather than wireless

Software installed:

Adobe Connect⁷⁴- a full list of system requirements can be found **here**⁷⁵. A checklist and instructions can be found **here**⁷⁶ / OR **Microsoft Teams**⁷⁷ – links to download Teams and Support can be found **here**⁷⁸ / OR **University of Exeter Zoom**⁷⁹ – a guide to logging into Zoom can be found **here**⁸⁰

Microsoft Office 365⁸¹ (including **OneNote**, **Class Notebook**⁸², **Skype for Business**⁸³) and PDF viewers – Note, in addition to Office365 students are **entitled to download the Microsoft Office Suite for PCs and Macs to up to 5 personal devices**⁸⁴

In addition, the company's firewall may need to be configured for:

Adobe Connect access

⁷²<https://www.cipd.co.uk/>

⁷³<https://www.managers.org.uk/membership/resources/management-resource-portal/>

⁷⁴[http://connect.exeter.ac.uk/system/login?domain=connect.exeter.ac.uk&next=%2Fadmin%3Fdomain%3Dconnect.exeter.ac.uk&set-](http://connect.exeter.ac.uk/system/login?domain=connect.exeter.ac.uk&next=%2Fadmin%3Fdomain%3Dconnect.exeter.ac.uk&set-lang=en&OWASP_CSRFTOKEN=d1562cf860615820fe4147dd80bfc086b5382a9e819e9844bbf181d27362137f)

[lang=en&OWASP_CSRFTOKEN=d1562cf860615820fe4147dd80bfc086b5382a9e819e9844bbf181d27362137f](http://connect.exeter.ac.uk&set-lang=en&OWASP_CSRFTOKEN=d1562cf860615820fe4147dd80bfc086b5382a9e819e9844bbf181d27362137f)

⁷⁵<https://helpx.adobe.com/adobe-connect/kb/configure-ports-1935-443-80.html>

⁷⁶<http://www.exeter.ac.uk/staff/policies/calendar/part1/otherregs/appeals/>

⁷⁷<https://vle.exeter.ac.uk/course/view.php>

⁷⁸<http://www.exeter.ac.uk/wellbeing/studentwelfare/>

⁷⁹<http://universityofexeter.zoom.us/>

⁸⁰<https://universityofexeteruk.sharepoint.com/sites/TheDigitalHub/SitePages/How-to.aspx>

⁸¹<https://www.exeterguild.org/advice/academicsupport/>

⁸²<mailto:nationalhelpdesk@apprenticeships.gov.uk>

⁸³<https://www.exeter.ac.uk/about/facts/russellgroup/>

⁸⁴<mailto:jamie.stewart@exeter.ac.uk>

Adobe Connect uses ports that company firewalls often close. Company IT Departments may therefore need to get the relevant ports opened. There is more information on the Adobe Connect site: <https://helpx.adobe.com/adobe-connect/kb/configure-ports-1935-443-80.html>

Microsoft Teams - via University of Exeter network: <https://www.microsoft.com/en-gb/microsoft-365/microsoftteams/download-app>⁸⁵ It may well be the case that the company will provide Teams as part of their set-up of the device. However, to access UoE Channels you may need to logout of your company account and sign into Teams using your UoE account.

Zoom video conferencing - via University of Exeter portal: <https://universityofexeter.zoom.us>⁸⁶ for simple web browser access, or to download the full Desktop client. The Zoom Support link provides instructional material.

In addition, the company's firewall may need to be configured for: OneFile Access and to various websites including **ELE**⁸⁷ and The **Library**⁸⁸'s electronic resources

2.7 Knowledge, Skills and Behaviours (KSB)

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.

⁸⁵<http://globaledge.msu.edu/>

⁸⁶<http://www.exeter.ac.uk/staff/policies/calendar/part1/otherregs/genregs/>

⁸⁷<http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/lts/attendance/>

⁸⁸<http://www.cipd.co.uk/>

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: *Lead change in their area of responsibility, create an environment for innovation and creativity, establishing the value of ideas and change initiatives and driving continuous improvement.*

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.

2.8 Assessment Plan

Full details of the Assessment Plan can be found **here**⁸⁹.

⁸⁹https://www.instituteforapprenticeships.org/media/5815/st0480_senior_leader_l7_ap-for-publication_20012021.pdf