

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	MBA For Apprenticeship Route the final award is Postgraduate Diploma in Management Studies
<b>4</b>	<b>Programme Title</b>	Executive Master of Business Administration (EMBA)
<b>5</b>	<b>UCAS/Programme Code</b>	5867 Executive Master of Business Administration (September entry) 5868 Executive Master of Business Administration (January entry) 3535 Postgraduate Diploma in Management Studies (Apprenticeship) (September entry) 3536 Postgraduate Diploma in Management Studies (Apprenticeship) (January entry)
<b>6</b>	<b>Programme Accreditation</b>	Association of MBAs, AACSB
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	Masters Awards in Business and Management
<b>8</b>	<b>FHEQ Level</b>	Level 7
<b>9</b>	<b>Last Update</b>	July2021

**10 Programme Aims**

The Executive Master of Business Administration (EMBA) programme offers leaders the opportunity to tackle, head on, the challenges of the future of work. A dynamic and fast moving curriculum combines world leading researchers, thought leaders from the world of policy and practice and real time projects. Learners will explore and pioneer solutions to global challenges in relation to themselves, their organisation and wider society.

The EMBA has been designed for senior leaders who want to balance employment with personal development to shape their organisation's future and own career. The programme equips learners with key themes in the world of work and explores global challenges faced by organisations today. Learners join an ever-growing network of MBA alumni sustaining life-long learning beyond the programme.

This programme embodies the Business School's strategic focus and strengths on Leading on Leadership and the Future of Work to prepare individuals for a future they can shape in any international context. Taking a globally responsible and connected approach to developing postgraduates, the programme provides individuals with a unique in-depth experience of mapping and measuring their personal and systemic impact relating to the Future of Work against the UN Sustainable Development Goals. Taking a part time blended learning approach, this transformational education experience is underpinned by developing critical thinking and analysis, and critical reflexivity. Engagement in real world challenges brings a rich learning environment and the opportunity to have immediate impact on individual and organisational performance. Future employability is central to the programme and includes a tailored approach for senior leaders from Newcastle University's award-winning career service to support any aspect of an individual's career journey, the opportunity of live international challenges and projects, as well as an individually assigned professional accreditation mentor (PAM) , plus a personal academic tutor. Individuals capture their insights and developing mastery through an e-portfolio that becomes a lifelong learning skill and evidence base for accreditation and future employment opportunities.

The Business School has a suite of Executive Education programmes to which EMBA will belong.

The overall educational aims of the Executive Education programmes are founded on the three elements of Context, Process and Content. Our pedagogical Process principles are:

- *To co-create with learners psychologically safe and inclusive spaces to empower diverse voices to be heard through dialogue and collaboration, and to enable meaningful places to emerge through sense-making and reflective work-based practice*
- *To provide learners with a blended learning experience through a variety of face-to-face and online teaching and learning experiences (including lectures, podcasts/videos, reading, research, and work-based and reflective learning) to augment and enhance their leadership capability. Learners will develop, apply and reflect on knowledge, understanding and research in the context of workplace practices.*

The discipline-specific aims, related to Context and Content, of the Executive Education programmes are for all learners to develop:

- *A systematic understanding of the academic discipline, field of study, and area of professional practice*
- *A critical awareness of current problems and/or new insights informed by their systematic understanding*
- *An advanced understanding of self as professional practitioner in relation to others, organisations, and changing complex systems*
- *A systematic understanding, and an ability to articulate, ethical values in relation to self and others, and to shape the future*
- *Mastery of professional standards demonstrated through advanced knowledge and skills, and inclusive workplace practices, aligned with the UN Sustainable Development Goals*
- *The ability to behave responsibly and ethically and have an awareness of their duty of accountability to different stakeholders and society*
- *A systematic understanding of the global challenges, for the Future of Work and Leading on Leadership, and their drivers*
- *The ability to contribute collaboratively to the leadership of business and society within a global community*

*For the Masters award only*

- *The ability to apply a range of appropriate tools and techniques to conduct a detailed investigation of global business challenges and to propose and critically evaluate a range of solutions*

Specifically this programme's overall educational aims are:

- To offer learners a broad, coherent, balanced and comprehensive career development programme based on a portfolio of modules appropriate to an Executive Education Master's degree and to lifelong learning for senior leaders. Covering business and leadership disciplines, the modules enable learners to tackle global challenges in line with SDGs and explore possibilities relevant to contemporary organisations through work-based practices. The programme and modules equip learners to lead responsibly for the future of work
- To create intellectually adaptable business and leadership professionals fit for the future of work
- To develop learners' mastery of advanced practical skills for business and leadership practice

- To develop personal and interpersonal skills for leaderful practice
- To develop graduates who lead on leadership for the future of work
- To provide a qualification that conforms to University policies and fully meets the requirements of: the Higher Education Qualifications Framework at Level 7; Association of MBAs (AMBA) MBA accreditation criteria (2016); QAA guidance on qualification characteristics (Sept 2015) and QAA Benchmark Statements for Masters Awards in Business and Management (June 2015); AACSB standards for Masters degrees (Revised 2018: Standard 9).

## 11 Learning Outcomes

The programme provides opportunities for learners to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

### Knowledge and Understanding

On completing the PG Dip stage of the programme learners should be able to:

- A1. Demonstrate a systematic understanding of knowledge in praxis, and a critical awareness of challenges and possibilities for the future of work
- A2. Evaluate and prioritise challenges and possibilities appropriate to the field of business and leadership, to inform professional practice at individual, organisational and societal levels
- A3. Critically appreciate the challenges of responsible leadership for more sustainable practice

These outcomes are developed further at the Masters stage through the Challenge Research Project.

### Teaching and Learning Methods

The processes of teaching and learning methods, within this blended learning and part-time programme, include face-to-face and online opportunities to acquire knowledge and understanding of theory in practice, through attending lectures, listening to and watching podcasts and/or videos, reading and research, and work-based and reflective learning. Learning through discussion and collaboration, in face-to-face teaching and online, enables learners to articulate, respond to and provide feedback on theory, knowledge and practice application, and to question and challenge their work-based practices (A1, A2). Internationalisation is integrated into the curriculum in multiple ways including by considering how knowledge may be constructed and acquired differently across cultures, by considering issues and solving problems from a wide variety of social, economic, political, ethical and cultural perspectives and by encouraging students from different backgrounds to contribute relevant examples from their home country, community and sector (A2). Collaborative learning, online and in the classroom, is a hallmark of the programme and will involve peer learning, co-production of knowledge and ideas about practice, and feedback (A1, A2).

As a post-experience programme, theory in practice requires not only an academic input but also practitioners' knowledge and expertise and, therefore, some lectures or workshops will be taught by adjunct staff who also work in industry or who contribute specialist skills-based experience (A1, A2, A3). Lecturers and learners draw on international databases and sources of information, such as journal and websites. To aid application of theory in practice, and reflection on practice, learners will be supported by work-based mentors and coaches (A1, A2). A range of experiential activities, both simulated and 'real'/workplace and a variety of practice-focused interactions both in NUBS and in the learner's workplace (such as knowledge and skills practice and reflective learning, individual and group projects) enable learners to

evaluate their understanding of the relevant subject knowledge, and to question and challenge their work-based practices, through applying and integrating theory in practice (A1, A2).

Throughout the modules, external practice-based speakers contribute to knowledge and understanding applied to professional practice and, in addition to supporting face-to-face and work-based experiential learning activities, enable learners to recognise and reflect on the changing nature of work and the changing responsibilities of global business in, and for, society (A2, A3).

Learners are expected to enhance their face-to-face and online learning by independent reading and work-based enquiry, for which they are given guidance on relevant materials. Directed and independent reading, research and reflective learning enables learners to consolidate conceptual and practical understanding and development, and prepare for assessments (A1, A2, A3).

### **Assessment Strategy**

#### **Formative Feedback**

Formative feedback is provided throughout the modules by encouraging learners to respond to questions and engage in dialogue, debate and discussion in online and face-to-face contexts. Collaborative learning, online and in the classroom, is a hallmark in the creation of a developmental cohort programme and will involve co-production of knowledge and ideas about practice, and feedback. Internationalisation is integrated into the assessment in multiple ways including by considering how knowledge may be constructed and acquired differently across cultures, by considering issues and solving problems from a wide variety of social, economic, political, ethical and cultural perspectives and by encouraging students from different backgrounds to contribute relevant examples from their home country, community and sector. Discussion and networking with external practice-based speakers, work-based mentors and/or coaches will provide further opportunities for learners to receive feedback on their evolving knowledge, understanding and leadership practice development.

#### **Summative Feedback**

The programme assessment will enable learners to achieve the learning outcomes and to consolidate their learning by articulating their conceptual understanding and how it is used in practice. A reflective learning e-portfolio is central to completion of the summative assessment, enabling learners to consolidate what they have learned across the programme by reflecting on and articulating their personal and/or organisation practice and how it relates to their current conceptual understanding.

Across the programme, summative assessments employ a wide range of activities. These include: essays, reports in recognised formats for business purposes (e.g. Marketing plan, individual report) written examinations; case study analyses; research proposal and research project; reflective log and e-portfolio.

Summative feedback on module assessments will include 'feed forward', enabling learners to improve future academic and/or practice action.

The programme culminates in a Challenge Research Project, which is intended to assess the development of the full range of Learning Outcomes across the programme.

### **Intellectual Skills**

On completing the PG Dip stage of the programme learners should be able to:

- B1. Synthesise and critically evaluate concepts, theories and frameworks relevant to responsible leadership of organisations in changing complex systems

B2. Interpret challenges and explore possibilities systematically and creatively within the context of business and leadership practice

These outcomes are developed further at the Masters stage through the Challenge Research Project.

#### **Teaching and Learning Methods**

Skills of critical analysis are emphasised from the start of the programme through an early set of classes and formative assessment task (critical review) (B1). Through online and face-to-face lectures and discussion, where learners share prior and current experience, and engagement with visiting speakers/practitioners, work-based mentors and coaches, subsequent modules develop a broad appreciation of the challenges and possibilities of leading in complex and dynamic environments (B2). The attention to practice in all modules, and the work-based and experiential nature of formative and summative assessments, ensures that learners apply their learning to interrogate real organisational problems and challenges, formulate practical solutions and enhance work-based practice (B1, B2).

These theory-into-practice skills are then further developed for those completing the Master's stage through the Challenge Research Project.

#### **Assessment Strategy**

Skills are assessed through a range of 'theory into practice' oriented work-based and experiential assessments such as reflective logs and e-portfolio evidence, individual practice-based assessment reports and organisation-focused plans etc. (B1, B2). In addition clear links are made for learners between assessment grades and critical analysis skills so that learners understand the importance of demonstrating critical analysis abilities across all module assessments (B1)

#### **Practical Skills**

On completing the PG Dip stage of the programme learners should be able to:

- C1. Design, undertake and apply research of relevance to meet organisational and strategic needs in global business and leadership (These practical skills are developed in all modules up to PG Dip Stage but the main development is through the integration of these practical skills at the Masters stage which culminates in a Challenge Research Project.)
- C2. Identify, analyze and evaluate appropriate qualitative and quantitative data for decision making in the global context
- C3. Recognise the role of collaboration in tackling challenges and exploring possibilities

These outcomes are developed further at the Masters stage through the Challenge Research Project.

#### **Teaching and Learning Methods**

In addition to teaching and learning on individual modules of research methods, tools and data sources relevant to the module (C1, C2), in-class discussion and module assessments (such as in Strategic Marketing and Operations and Supply Chain, and Digital and Data) develop the skills needed to advocate practical proposals in tackling challenges and exploring possibilities (C3).

These practical skills are developed further in stage 3 of the EMBA and demonstrated in the Challenge Research Project (C1, C2, C3)

#### **Assessment Strategy**

The ability to undertake appropriate research is developed across almost all modules by requiring learners to explore and assess relevant literatures, data (internal and external to the workplace) and global trends appropriate to the relevant module content (C1). In addition to the application of theory to practice in all modules, and the opportunity to develop relevant leadership and management practical skills, learners are required to undertake relevant research, analyse and evaluate appropriate data, and present appropriate practice-based recommendations in a variety of formats (C1, C2, C3).

#### **Transferable/Key Skills**

On completing the programme learners should be able to:

- D1. Engage in leaderful practice which is inclusive, critically reflexive and collaborative.
- D2. Manage complexity and ambiguity, and uncertainty, and be pragmatic
- D3. Take personal accountability aligned to clear values and act with integrity in challenging situations

#### **Teaching and Learning Methods – Intellectual, Practical and Transferable Skills**

A range of skills related to leaderful practice are taught, such as reflection and reflexivity and applied leadership and analysis skills (in, for example, the Strategic Relational Leadership module) (D1, D2). The ability to manage complexity, ambiguity and uncertainty and to take personal accountability is developed throughout the programme, not least through the multidisciplinary team projects tackling grand global challenges (in Digital and Data, and Sustainability) (D2, D3). Team working skills are developed and practiced across a range of modules through simulated and real experiential learning activities (D2).

For the Masters stage these skills are further strengthened through the Challenge Research Project (D1, D2, D3)

#### **Assessment Strategy**

The wide range of assessment formats across the programme (reflective logs, essays, business and research proposals and reports etc) assess engagement in leaderful practice and pragmatism (D1, D2). Ability to take personal responsibility is assessed across the programme, via reflective logs and the e-portfolio evidence, but is specifically assessed in the Challenge Research Project (D3).

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

The programme is studied over 24 months (16 months for those on the apprenticeship route) on a part-time and blended learning basis. Learners attend regular monthly study blocks each semester. In advance of the study block attendance, learners engage individually and collectively with the programme and module-specific blended learning materials and resources. The programme and modules are work-based and experiential which means that individuals learn whilst working on real organisational challenges and reflecting on professional practice. Advancement of knowledge and understanding, and of intellectual, practical and transferable/key skills, as reflected in personal and professional performance and impact on organisational effectiveness, are evidenced throughout the programme, through work-based and experiential assessments, which feature reflective logs culminating in an e-portfolio. The e-portfolio provides the basis for CMI Chartered Manager Status for all learners.

The programme comprises a total of 180 credits (120 credits for the SLA portion) and is divided into three phases ( 2 phases for the SLA) as outlined below.

### **Programme Curriculum and Structure**

**Phase 1 (Year 1: Semesters 1 and 2):** The focus of this phase is to *Explore*, enabling understanding of organisational performance. This phase includes four compulsory 20 credit modules. These are designed to provide the learners with a broad understanding of the main theories of: leadership, organisational behaviour and performance, and strategy, through Strategic Relational Leadership (NBS8974); finance, accounting and economics, through Financial Analysis, Decisions and Markets (NBS8975); strategic marketing, operations and supply chain, and project management, through Strategic Marketing, Operations and Supply Chain (NBS8976) and; competing in the digital world, through Digital and Data (NBS8981). The four 20 credit modules will be taught across semesters one and two.

**Phase 2 (Year 2: Semesters 1 and 2):** Building on the core understanding developed in Phase 1, the focus of this phase is to *Challenge*, by developing learning through two 20 credit modules – Sustainability (NBS8982), and Innovation and Enterprise (NBS8983) – enabling learners to Shape and Lead the Future of Work. Each module is linked to NUBS and Newcastle University research strengths, and learners integrate knowledge, skills and experience through multidisciplinary projects to tackle grand challenges. A choice of projects within each module will enable learners to explore possibilities for the future of work in the context of own career development plans or global challenges.

Together, all the above modules contribute 120 credits. This is the exit point for the SLA training. Learners can exit and enter gateway for their End Point Assessment (EPA) or continue to phase 3 by transferring to the MBA programme

**Phase 3 (Year 2: Semesters 2 and 3):** The purpose of Phase 3 is to enable learners to *Apply* their learning and development in Phases 1 and 2 and to *Demonstrate Impact* by undertaking a practice-based research project. Teaching and learning on research methods and analysis provides the foundation for the 60 credit Challenge Research Project. This practical research-based experience: enhances learners' current and future employability; produces outputs that challenge and develop individual, organisational and global practices; and allows assessment of achievement across the very broad spectrum of knowledge and understanding, and intellectual, practical and transferable/key skills that an MBA, as a post-experience programme, must achieve (as stipulated, for example, in AMBA accreditation criteria).

The Challenge Research Project completes the Masters Award requirements. To facilitate social learning, critical dialogue and reflection, all learners will be allocated to a Group Action Learning Coaching Set (GALCS). This group GALCS comprises four meetings of three hour duration over the course of the programme.

### **Key features of the programme (including what makes the programme distinctive)**

- Triple-accredited MBA and business school (AMBA, EQUIS and AACSB)
- Part-time and blended learning programme, delivered online and in block mode, offering flexibility to plan study around work and personal commitments
- Work-based and experiential programme with modules designed to enable learners to learn whilst working on real organisational challenges and reflecting on professional practice
- Small group intake, enabling participation in a developmental cohort, underpinned by safe social learning spaces and group action learning/coaching sets
- Meaningful opportunities to learn through exposure to projects (organisational and grand challenges) beyond the learner's current job role, thereby enhancing current and future employability
- Advancement in personal and professional leaderful practice and impact on organisational effectiveness as evidenced through work-based assessments that include reflective logs and culminate in an e-portfolio

- Exploring the impact of individual and organisational actions against the UN Sustainable Development Goals

Students can also take this programme as part of the Level 7 Senior Leaders Apprenticeship details of which are set out in the Appendix.

### **Programme regulations (link to on-line version)**

#### [5867 Programme Regulations 21-22](#)

Upon successful completion of 60 credits, a learner may exit the programme with a Postgraduate Certificate in Management Studies

Upon successful completion of 120 credits, a learner may exit the programme with a Postgraduate Diploma in Management Studies

Upon successful completion of 180 credits, a learner is awarded the qualification of Master of Business Administration

### **13 Support for Student Learning**

Generic information regarding University provision is available at the following link.

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

#### *Pre-Programme Study Skills Induction*

Prior to the programme start, an introduction to study skills will be provided and will include:

- self-awareness/diagnostic work regarding study skills strengths and development needs
- an introduction to writing
- overview of programme/level expectations
- accessing and reviewing evidence
- referencing
- introduction to the online platforms

The induction programme will be carried out in collaboration with the University Library.

#### *Induction*

The programme induction is provided through online blended learning materials and face-to-face information given in the first study blocks of each academic year. New learners will be given general information about the School and their programme, as described in the Degree Programme Handbook and a general introduction to the University's principal support services. They will be given detailed programme information and details of how to access and make effective use of the library and other key University support services.

To develop safe social learning spaces, learners will engage in a series of online and face-to-face activities, including making personal and professional introductions, negotiating individual and team learning principles, including of confidentiality, trust, constructive dialogue and feedback etc.

As part of the blended learning nature of the programme, module leaders will provide an online introduction to each module.

#### *Study skills support*

Individuals will learn a range of advanced Transferable/Key Skills, including Study Skills, as outlined above and in Section 11. Much of this material is covered in the pre-programme Study Skills Induction Programme. Individual and group coaching, and supervision related to the Challenge Research Report, support further the development of learners' study skills.



Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson

#### *Career Support*

In addition to the dedicated University career support in terms of job seeking specific to the MBA, career support is backed up by the individual (and group) coaching processes built into the programme through Group Action Learning Sets and one-to-one coaching sessions within the workplace. The programme has been designed to ensure that Newcastle University Business School's Global Graduate Attributes are embedded across the curriculum to ensure our commitment to lifelong learning.

#### **14 Methods for evaluating and improving the quality and standards of teaching and learning**

Generic information regarding University provision is available at the following link.

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

#### *Accreditation reports*

The School holds a number of accreditations at programme level, where quality standards are reviewed and assessed by professional bodies to ensure they remain relevant to their requirements. Specifically the MBA has held AMBA accreditation continuously since 1988, and was reaccredited in 2018 for the maximum award of 5 years. More recently EQUIS (European Quality Improvement System) from European Foundation Management Development reviewed the School's programmes, aims and strategy against their international standards and re-accredited the School in 2019 for a further 5 years. These accreditations help ensure the School takes a critical view of its offering on an international scale and guide the School in areas for development or enhancement.

#### **15 Regulation of assessment**

Generic information regarding University provision is available at the following link.

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

In addition, information relating to the programme is provided in:

The University Prospectus, Degree Programme and University Regulations, and The Degree Programme Handbook (all available online at [www.ncl.ac.uk](http://www.ncl.ac.uk))

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

## Appendix

### Level 7 Senior Leader Degree Apprenticeship

### Executive Master of Business Administration

### Newcastle University Business School

### Leadership Development and Organisation Futures

The Executive MBA may be taken as part of the Level 7 Senior Leader Apprenticeship (SLA) Framework. The alignment of the programme with requirements of the Apprenticeship is detailed in the delivery plan.

Alignment with the Knowledge, Skills and Behaviours from the Senior Leader Apprenticeship standards is detailed in the delivery plan.

- For those taking the programme as part of the Level 7 Senior Leaders Apprenticeship, additional support and activities will include: diagnostic work regarding needs analysis against the Senior Leader Apprenticeship Standards
- introduction to the online platforms supporting the Apprenticeship
- setting expectations for engaging effectively with the professional accreditation mentor (PAM) and workplace mentors, involving all relevant stakeholders
- preparations for Gateway to End Point Assessment including regular updating of Practice Portfolio

We work in partnership with employers, learners and the Chartered Management Institute (CMI) to ensure that the programme enables learners to develop and demonstrate:

- *A systematic understanding of the academic discipline, field of study, and area of professional practice*
- *A critical awareness of current problems and/or new insights informed by their systematic understanding*
- *An advanced understanding of self as professional practitioner in relation to others, organisations, and changing complex systems*
- *A systematic understanding, and an ability to articulate, ethical values in relation to self and others, and to shape the future*
- *Mastery of professional standards demonstrated through advanced knowledge and skills, and inclusive workplace practices, aligned with the UN Sustainable Development Goals*
- *The ability to behave responsibly and ethically and have an awareness of their duty of accountability to different stakeholders and society*
- *A systematic understanding of the global challenges, for the Future of Work and Leading on Leadership, and their drivers*
- *The ability to apply a range of appropriate tools and techniques to conduct a detailed investigation of global business challenges and to propose and critically evaluate a range of solutions*

- *The ability to contribute collaboratively to the leadership of business and society within a global community*

## **Teaching and Learning methods**

Our Level 7 Senior Leader Programmes for EMBA route learners contain five principal learning methods:

1. Group Action Learning Coaching Sets
2. Face-to-face classroom-based learning
3. Blended learning
4. Professional accreditation mentoring( PAMS) and workplace mentoring
5. Executive Coaching

### **1. Action Learning Sets (ALS)**

Learners will be allocated into ALS and have four timetabled sessions per academic year (pro rata in the case of SLA learners) . At the beginning of the programme, each ALS will agree their own principles and ground rules for working together to create a safe space for all voices to be heard with parity. The process of ALS is to share leadership responsibility, with the role of the Professional Accreditation mentor as facilitative to enable equitable learner engagement, encouraging the involvement of others to ensure learner action and impact.

An effective ALS will be a supportive environment with all members being trusting and behaving in trustworthy ways. It will provide a space which enables reciprocal exchange of constructive feedback, challenge, resources and information to support learners' professional development for leadership impact at an individual and organisational level.

### **2. Face-to-Face Learning**

Face-to-face synchronous teaching (both present in person and online) forms the foundation of the developmental cohort in a social learning space which integrates academic content, individual and organisational contexts and andragogic processes. Typically, the SLA and EMBA programmes delivery pattern will offer four 2 day present in person sessions per semester with additional online synchronous sessions between to maintain engagement and active learning. They are delivered by a teaching team comprising academic staff and associates. Face-to-face synchronous learning is supported by online asynchronous structured guided and guided independent learning to create a blended and flexible approach for work based learners.

### **3. Blended learning via a Virtual Learning Environment**

The virtual learning environment provides learners with structured and independent learning activities and resources needed for their studies. The resources include a range of learning formats including e-learning, videos, electronic journals and books, tutorials and discussion boards, and learning journals.

#### **4. Professional accreditation mentors(PAMS) and Workplace Mentors**

##### ***Professional Accreditation Mentors***

Professional Accreditation Mentors are experienced mentors and/or coaches who work with Senior Leaders and/or leadership development programmes. Within this programme, the role of the PAM is to review the progress of the learner in relation to the Senior Leader Apprenticeship (SLA) Standard and/or Chartered Manager Status with Chartered Management Institute.

The Skills Scan provided by the University will be used by the PAM as a framework to structure and support developmental conversations to evidence learner progression against the Knowledge, Skills and Behaviours at the various touchpoints outlined below.

The PAM will monitor and discuss learner progress to support the learner and workplace mentor to understand what and how current and potential workplace experiences could enable further progress and evidence for the successful completion of the SLA and/or achievement of Chartered Manager Status. Collectively, the PAM, learner and workplace mentor may identify actions that need to be taken by the learner and on occasions the workplace mentor, to enable an appropriate environment and/or opportunities.

Where appropriate the PAM will provide learners with appropriate guidance and signposting to support their development and progression in relation to the SLA Standard and/or Chartered Manager Status. They will also support learners in further sense making of their learning experiences to apply back into their workplace which would support the evidencing of their progression against Knowledge, Skills and Behaviours.

\*The PAM will update learner's evidence of progression against the SLA Standard and report Off the Job Training Hours on the University's Aptem system each month supported by the University Apprenticeship Manager.

##### ***Workplace Mentors***

A Workplace Mentor generally works within the same organisation as their Mentee and is someone who has an understanding and appreciation of their Mentee's workplace context and is interested in, and willing to support their leadership development. They should have the wisdom and experience and uses this to help the Mentee become courageous and wise, rather than instructing the Mentee or imparting knowledge. Ideally the Workplace Mentor is not the Line Manager of the Mentee. A Workplace Mentor should be an additional source of support outside of the Mentee's regular role in order to ensure stretch of knowledge and perspective within the organisational context.

A Workplace Mentor takes an active interest in their Mentee's professional development. works alongside the Professional Accreditation Mentor (PAM) to ensure the Mentee has the appropriate environment in the workplace to successfully complete their programme of learning.

They should support the identified development needs and actions of the Mentee by facilitating workplace opportunities.

They are integral in supporting the identification of an appropriate practice-based research project of the Mentee and supports and champions the project within the workplace. Alongside the PAM, the Workplace Mentor signs off the learner to access the gateway in readiness for the End Point Assessment (EPA).

Typically, a Workplace Mentor connects with their Mentee on a monthly basis to review and discuss their leadership development. \*This discussion will centre on the knowledge, skills and behaviours from the SLA Standard for apprentices against which the learner continually self-assesses their progress with supporting evidence. At least 4 of the monthly meetings each academic year should be tripartite meetings which includes the learner's PAM. Learners will co-ordinate this to ensure they take place at a convenient time for all parties.

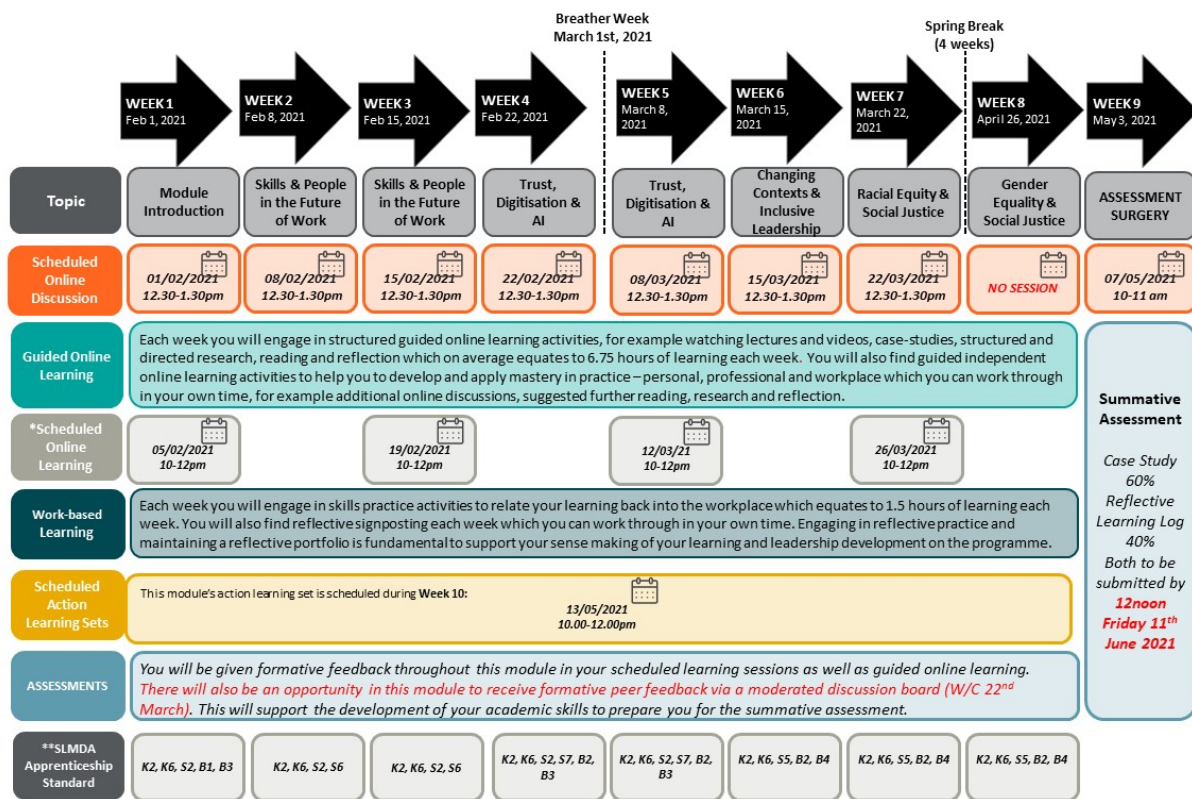
A Workplace Mentor in collaboration with the Mentee and their PAM also identifies actions that need to be taken based on evaluation of the progress of the Mentee at different stages of the programme

NUBS will work in partnership with employers to identify appropriate mentors and support mentors' skills development and provide materials for the development for their practice. It is expected that Workplace Mentors support individual learner's development needs for example through facilitating opportunities to shadow colleagues and undertake peer observation throughout the programme. It is anticipated that learners will reflect on these experiences as part of their e-portfolio development and integrate into assessment where appropriate.

##### 5. Executive Coaching ( EMBA only)

All EMBA learners including those on the SLA route will be allocated an individual executive coach. This one to one time with a coach is a chance to bring together professional and work-based challenges with knowledge and skills that learners encounter on the programme. It is also an opportunity, in a safe environment, to explore issues that may emerge and to spend time on personal development.

## Typical Module Roadmap Evidencing the Learning Flow



## Fulfilling other aspects of the apprenticeship

Newcastle University Business School will work in partnership with employers to deliver the supporting activities required to achieve the Senior Leader Apprenticeship.

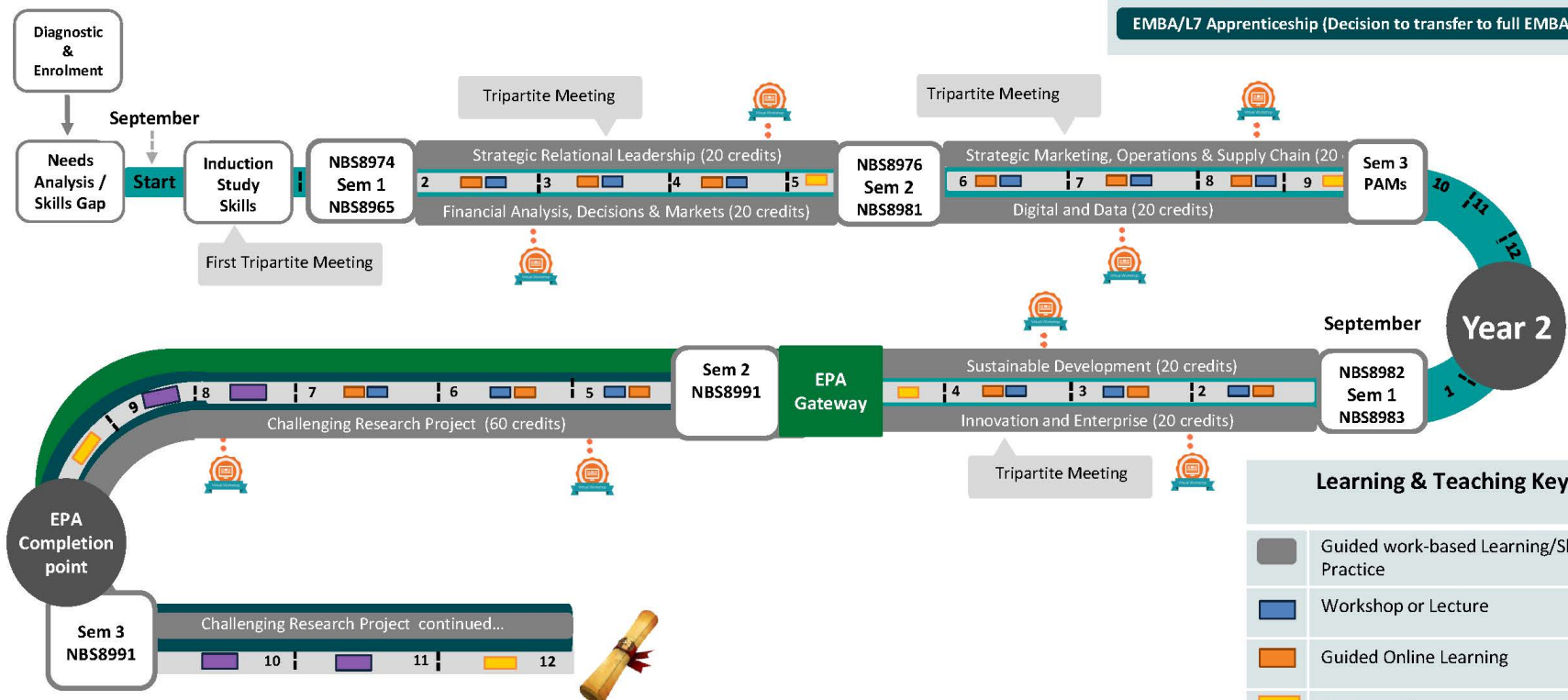
Throughout the course we anticipate co-producing the following activities:

- Diagnostic assessment: NUBS will work with organisations to assess applications and suitability for the Level 7.
- Needs Analysis: if successful in meeting the requirements, further needs analysis work will be undertaken to assess key areas or gaps that require further development. We anticipate this element being covered as part of the study skills training.
- All learners will be encouraged to maintain a practice portfolio to maintain a reflective log of their learning experiences, critical incidents/striking moments and professional development insights across the programme. This is integral to the end point assessment of the SLA and to enable all learners to apply for Chartered Manager status upon successful completion of the programme .
- In the case of the SLA programme, the PAMs will work in partnership with learners workplace mentors and the University Apprenticeship Manager to ensure appropriate evidence is being created and uploaded in a timely manner for each apprentice.
- Regular tripartite reviews involving the learner, PAM and Workplace Mentor will

be arranged as outlined as above

Figure 1 (below) depicts the SLA Learner Journey.

# L7 Executive MBA Degree Apprenticeship Learner Journey



**Apprenticeship Routes**

- EPA 1: PGDip/L7 (Decision not to continue post EPA)
- EMBA/L7 Apprenticeship (Decision to transfer to full EMBA)

**Learning & Teaching Key**

	Guided work-based Learning/Skills Practice
	Workshop or Lecture
	Guided Online Learning
	Assessment
	EPA (End Point Assessment)
	Project work
	Group Action Learning Coaching sets