PROGRAMME SPECIFICATION	

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	MSc Postgraduate Diploma (exit award) Postgraduate Certificate (exit award) For apprenticeship route the final award is Postgraduate Diploma in Strategic Leadership
4	**Programme Title**	Strategic Leadership
5	**UCAS/Programme Code**	5421 MSc Strategic Leadership (September Entry) 5422 MSc Strategic Leadership (January Entry) 3537 Postgraduate Diploma in Strategic Leadership (Apprenticeship) (September Entry) 3538 Postgraduate Diploma in Strategic Leadership (Apprenticeship) (January Entry)
6	**Programme Accreditation**	AACSB
7	**QAA Subject Benchmark(s)**	Masters Awards in Business and Management
8	**FHEQ Level**	Level 7
9	**Last Update**	July2021

10 Programme Aims

The MSc Strategic Leadership programme offers a transformational experience opportunity for individuals who hold or aspire to strategic leadership responsibility. The programme capitalises on the Business School's strategic focus 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 enabling learners to take a deep dive into leadership theory through the lens of their leadership practice. Engagement in real world challenges provides a rich learning environment and the opportunity to have immediate impact on individual and organisational performance. Enhancements to future employability are threaded throughout the programme including 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, plus an academic personal tutor. Individuals capture their insights and developing mastery through an e-portfolio that becomes a lifelong learning skill and evidence base for future accreditation and employment opportunities.

The Business School has a suite of Executive Education programmes to which this MSc in Strategic Leadership will belong.

The overall educational aims of the Executive Education programmes are founded on the three elements of Context, Process and Content. Our pedagogic 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 practices*

- *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. Students 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 the 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; 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) and, if desired, relevant professional bodies.

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 Practice through 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. Collaborative learning, online and in the classroom, is a hallmark of the module 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 leaners 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 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. individual report); oral presentations (both in-class and workplace); 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 Project (in the Challenging Practice through Research module), 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 Practice through 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 assessment task in Critical Leadership Perspectives (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 individuals 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 award through completion of the individual Challenge Practice through 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 Master's stage which culminates in a Challenge Practice through 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 Master's stage through the Challenging Practice through 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 Innovation and Change, and Challenging Practice through Research) 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 MSc and demonstrated in the Challenging Practice through 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 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, be comfortable in uncertainty, and be pragmatic

D3. Take personal accountability aligned to clear values and act with integrity in challenging situations

For the Master's stage these skills are further strengthened through the Challenging Practice through Research Project (D1, D2, D3)

Teaching and Learning Methods – Intellectual, Practical and Transferable Skills

A range of skills related to leaderful practice are taught, such as reflection and reflexivity (in Critical Reflexivity and Mastering Practice), applied leadership and analysis skills (in Leadership for the Future of Work and Strategic Leadership in Complex Systems) (D1, D2). The ability to manage complexity, ambiguity and uncertainty and to take personal accountability is developed throughout the programme, not least through the Challenging Practice through Research Project (D2, D3). Team working skills are developed and practiced across a range of modules through simulated and real experiential learning activities (D2).

Assessment Strategy

The wide range of assessment formats across the programme (reflective logs, in-class presentations, business and research 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 Portfolio evidence, but is specifically assessed in the Challenging Practice throughResearch Project (D3).

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The MSc programme is studied over 24 months (16 months for those on the apprenticeship route) on a part-time and blended learning basis. Students 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 MSc programme comprises a total of 180 credits (120 Credits for the SLA route) 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 responsible leaderful practice in relation to others, organisational performance and a global context. 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 and organisational performance, including Critical Leadership Perspectives, Critical Reflexivity and Mastering Practice, Leadership for the Future of Work, and Strategic Leadership in Complex Systems. Two modules per semester are taught in parallel.

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 – Innovation and Change, and Exploring Theory in Practice – enabling learners to Shape and Lead the Future of Work.

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 MSc 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 the 60 credit the Challenging Practice Through Research module. This practical research-based experience, together with the Exploring Theory in Practice modules in Phase 2: enhance learners' current and future employability; produce outputs that challenge and develop individual, organisational and global practices; and allow assessment of achievement across the spectrum of knowledge and understanding, and intellectual, practical and transferable/key skills that a MSc Strategic Leadership, as a post-experience programme, must achieve (as stipulated, for example, in AACSB accreditation criteria).

To facilitate social learning, critical dialogue and reflection, all learners will be allocated to a Group Action Learning Coaching Set (GALCS). This 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 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 individuals 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 Leader Apprenticeship details of which are set out in the Appendix .

Programme regulations (link to on-line version)

5421 Programme Regulations 22-23

13. Support for Student Learning

Generic information regarding University provision is available here.

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The Student Services portal provides links to key services and other information and is available at: https://my.ncl.ac.uk/students/

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
Students 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 or in the module on Critical Reflexivity and Mastering Practice. Individual and group coaching, and supervision related to the Challenging Practice Through 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 Library).

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 . *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. 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
-

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)

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical learner 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 Apprenticeship

MSc in Strategic Leadership

Newcastle University Business School

Leadership Development and Organisation Futures

The MSc Strategic Leadership 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

The alignment with the Knowledge, Skills and Behaviours from the Senior Leader Apprenticeship standard is detailed in the delivery plan.

- For those taking the programme as part of the Level 7 Senior Leader 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 (EPA), 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 MSc learners contain four principal learning methods:

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

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) throughout the duration of the programme. 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 MSc SL and SLA programmes delivery pattern will offer four x one day present in person sessions per a 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. 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 and Workplace Mentors

Professional Accreditation Mentors (PAMs)

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

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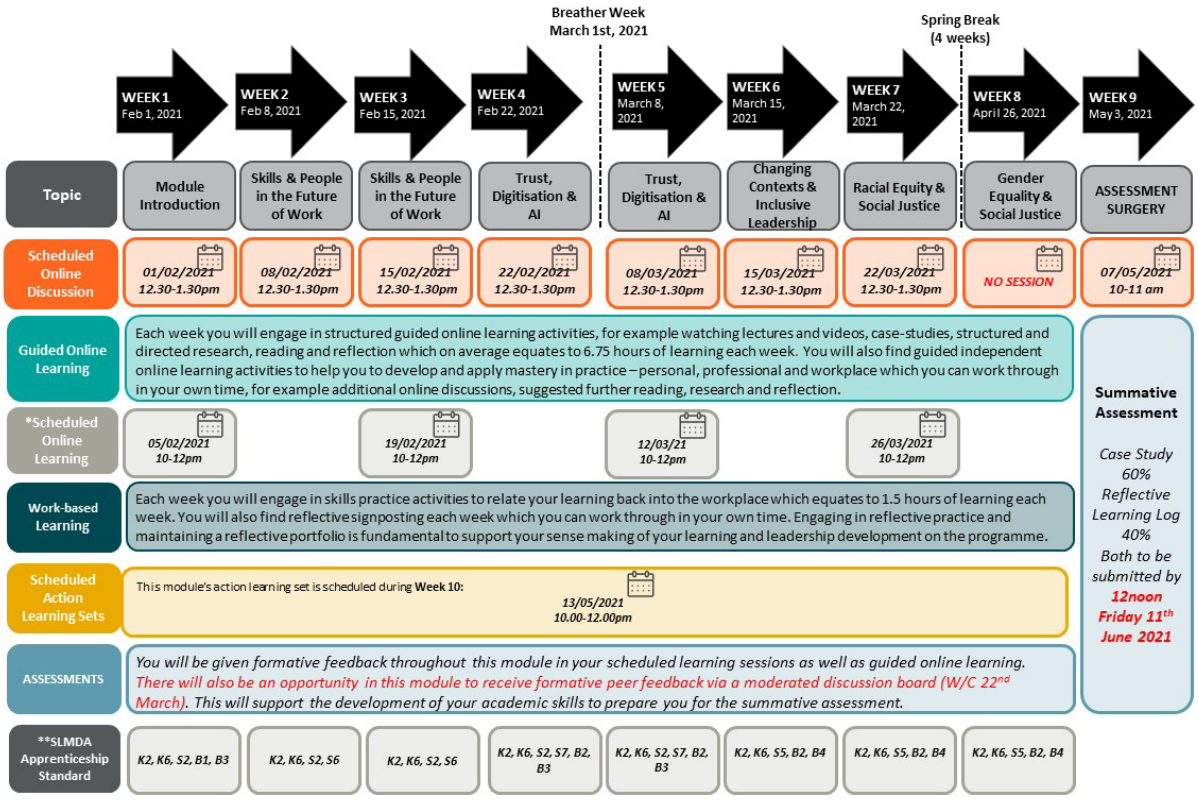
NUBS will work in partnership with employers to identify appropriate mentors and support mentors' skills development and provide materials for the development for their practice. It is expected that Workplace Mentors support individual learner's development needs for example through facilitating opportunities 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.

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.

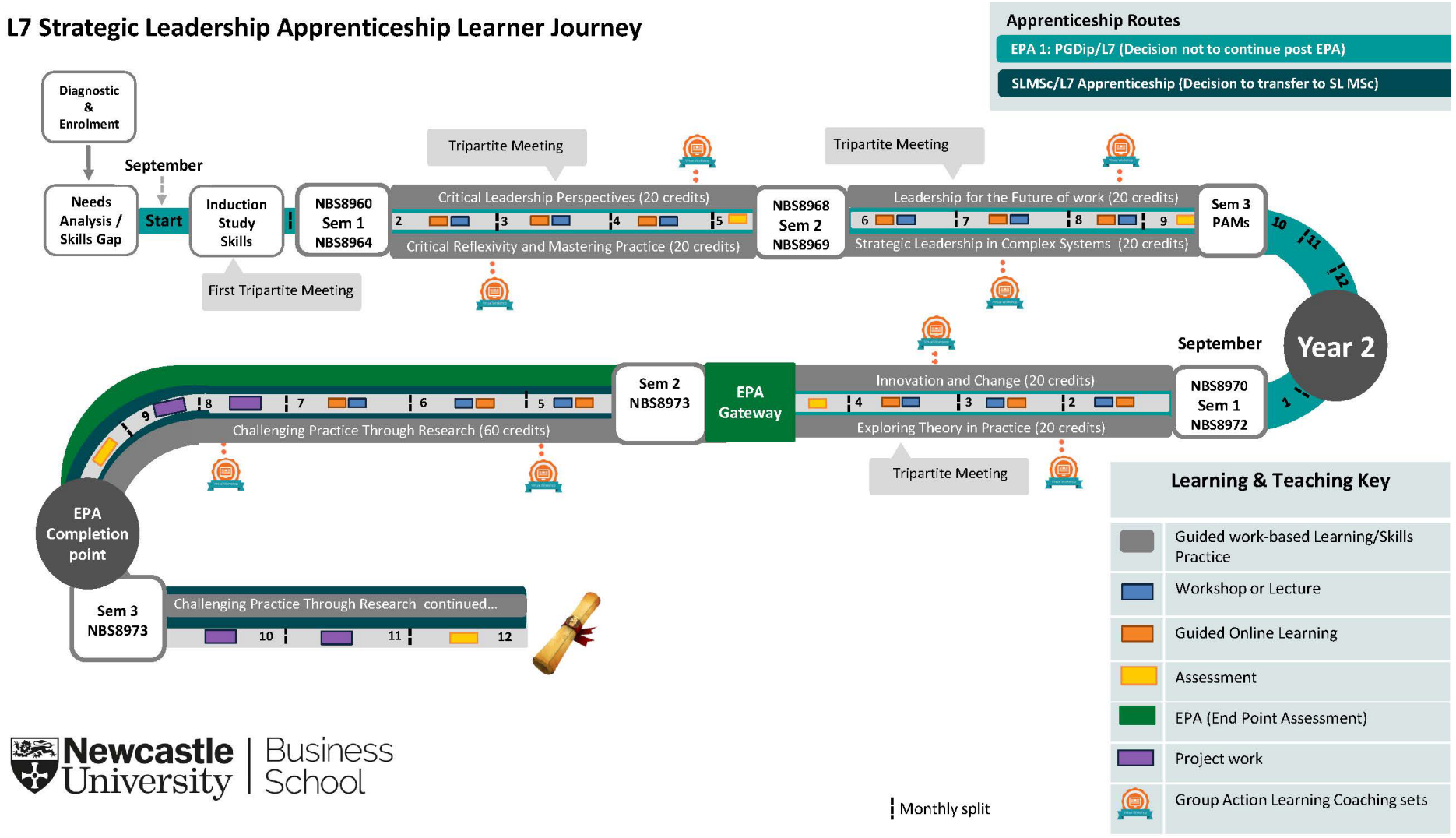
Throughout the course we anticipate co-producing the following activities:

- 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 MSc SL 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 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 Strategic Leadership Apprenticeship Learner Journey



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