

PROGRAMME SPECIFICATION	
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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	May 2024

10	Programme Aims	<p>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 flexible 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, as well as an individually assigned academic personal tutor. Individuals capture their insights and developing mastery through critical reflexivity that becomes a lifelong learning and leadership development skill .</p> <p>The MSc in Strategic Leadership is part of the Business School's Executive Education suite founded on the simultaneous enactment of three elements of Context, Process and Content. Our pedagogic Process principles are:</p> <ul style="list-style-type: none"> <i>To co-create with learners psychologically safe and inclusive spaces to empower diverse voices to be heard through dialogue and collaboration, and to enable</i>
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meaningful places to emerge through sense-making and reflective work-based practices

- *To provide learners with a flexible 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 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

<p>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.</p>
<p>11 Learning Outcomes</p> <p>The programme provides opportunities for learners to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.</p>
<p>Knowledge and Understanding</p>
<p>On completing the PG Dip stage of the programme learners should be able to:</p> <ul style="list-style-type: none"> 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 and inclusive practice <p>These outcomes are developed further at the Masters stage through the Challenge Practice through Research Project.</p>
<p>Teaching and Learning Methods</p>
<p>The processes of teaching and learning methods, within this flexible 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 programme and will involve peer learning, co-production of knowledge and ideas about practice, and feedback (A1, A2).</p> <p>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 may include contributions from those 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).</p> <p>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).</p>

Learners are expected to enhance their online flexible independent learning by attending all in person and online synchronous sessions, face-to-face and work-based enquiry, for which they are 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 modules by encouraging learners to respond to questions and engage in dialogue, debate and discussion both 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 the academic team, external practice-based speakers and work-based mentors 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. Continual reflexive practice is encouraged throughout the programme which is consolidated with the inclusion within some summative assessments. This supports learners to consolidate what they have learned across the programme by being critically and self-reflexive about their organisation and their own practice, respectively.

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 and reflective logs.

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 Leadership Perspectives (B1). Through online and face-to-face lectures and discussion, where learners share prior and current experience, and

engagement with the academic team, the cohort, external speakers/practitioners, and work-based mentors, 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, analyse 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

<p>D2. Manage complexity and ambiguity, be comfortable in uncertainty, and be pragmatic</p> <p>D3. Take personal accountability aligned to clear values and act with integrity in challenging situations</p> <p>For the Master's stage these skills are further strengthened through the Challenging Practice through Research Project (D1, D2, D3).</p>
<p>Teaching and Learning Methods – Intellectual, Practical and Transferable Skills</p> <p>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).</p>
<p>Assessment Strategy</p> <p>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 through Research Project (D3).</p>

<p>12 Programme Curriculum, Structure and Features</p>
<p>Basic structure of the programme</p> <p>The MSc programme is studied over 24 months (up to 19 months for those on the apprenticeship route) on a part-time flexible blended learning basis. Learners attend regular circa monthly study blocks each semester. In advance of the study block attendance, learners engage individually and collectively with the programme and module-specific flexible 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 reflect explore, challenge and apply activities.</p> <p>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.</p> <p>Programme Curriculum and Structure</p> <p>Phase 1 (Year 1: Semesters 1 and 2): The focus of this phase is to <i>Explore</i>, 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 Leadership Perspectives, Critical Reflexivity and Mastering Practice, Leadership for the Future of Work, and Strategic Accountability . Two modules per semester are taught in parallel.</p> <p>Phase 2 (Year 2: Semesters 1 and 2): Building on the core understanding developed in Phase 1, the focus of this phase is to <i>Challenge</i>, 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.</p> <p>Together, all the above modules contribute 120 credits.</p>

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 Action Learning Set . The Action Learning Sets comprises four meetings of two hour duration per academic year which are led and facilitated by an academic member of the programme team .

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

- Triple-accredited business school (AMBA, EQUIS and AACSB)
- Part-time, flexible, blended learning programme, delivered online and with in person and online synchronous sessions, 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 Action Learning 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 leadership 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

Learners can also take the first 120 credits of 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 25-26](#)

13. Support for Student Learning

Generic information regarding University provision is available [here](#).

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

Induction

The programme induction is provided through online blended learning materials and in person sessions provided at the beginning 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 to develop psychologically safe enough development cohorts to support constructive dialogue and feedback etc.

As part of the flexible blended learning nature of the programme, module leaders will provide an online introduction to each module supported by an online assessment surgery.

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 on programme in the first semester and via Academic Skills Kit. Group supervision related to the Challenging Practice Through Research Report, support further the development of learners' study skills.

Numeracy support and help with academic writing is available through the University Academic Skills Kit (ASK) with specific in person support available for writing 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 [here](#).

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

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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 skills coaches 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. Action Learning Sets
2. Face-to-face classroom-based learning
3. Flexible, blended learning
4. Skills coaches 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 semester with additional online synchronous sessions to maintain engagement and active learning. They are delivered by a teaching team which may comprise 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. Skills Coaches and Workplace Mentors

Skills Coaches

Skills Coaches are experienced coaches who work with Senior Leaders and/or leadership development programmes. Within this programme, the role of the Skills Coach is to review the progress of the learner in relation to the Senior Leader Apprenticeship (SLA) Standard.

The Skills Scan provided by the University will be used by the Skills Coach 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 Skills Coach 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. Collectively, the Skills Coach, 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 Skill Coach will provide learners with appropriate guidance and signposting to support their development and progression in relation to the SLA Standard. 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 Skills Coach will approve the apprentice'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 Lifelong Learning and Apprenticeship Hub.

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 apprentice's workplace context and is interested in, and willing to support their leadership development. They should have the wisdom and experience and use this to help the Mentee become courageous and wise, rather than instructing the Mentee or imparting knowledge. Usually, the Workplace Mentor is the Line Manager of the Mentee.

A Workplace Mentor takes an active interest in their apprentice's professional development works alongside the Skills Coach to ensure the apprentice 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 apprentice by facilitating workplace opportunities.

They are integral in supporting the identification of an appropriate practice-based research project of the apprentices final work-based project for End Point

Assessment and supports and champions the project within the workplace.

Alongside the Skills Coach, the Workplace Mentor signs off the learner to access the gateway in readiness for the End Point Assessment (EPA).

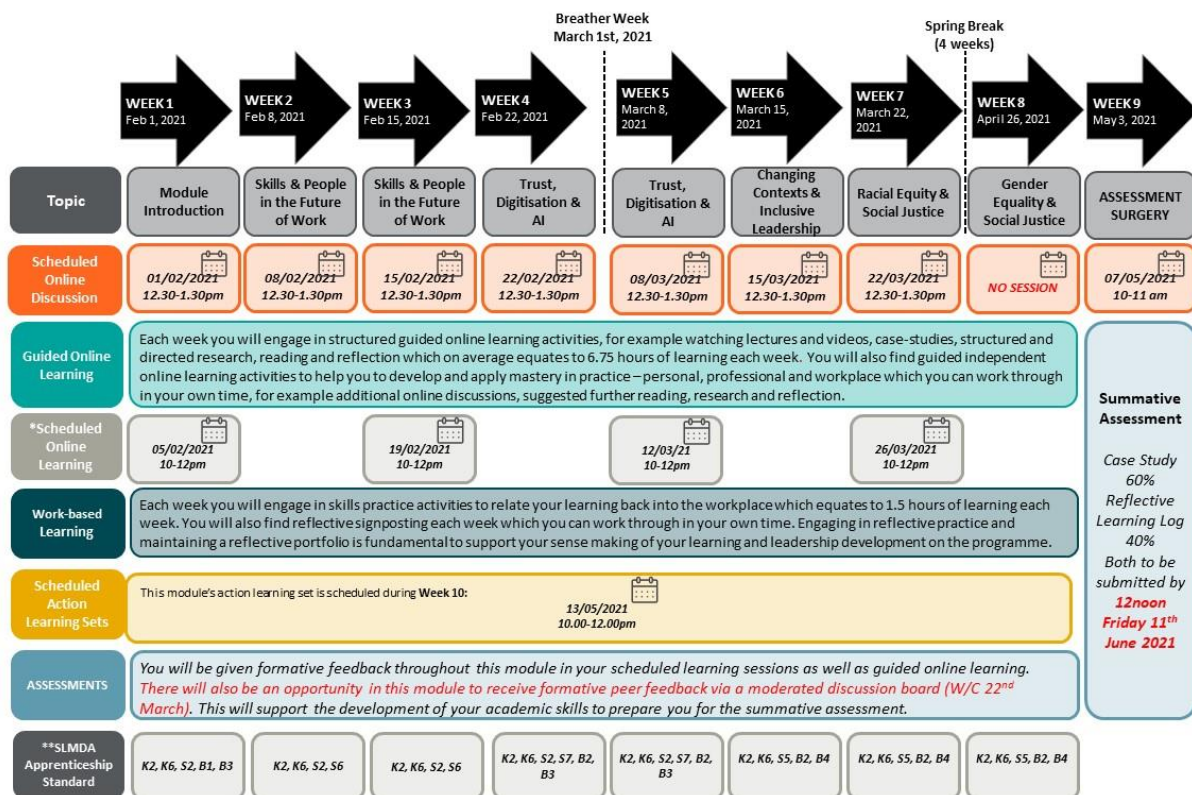
Typically, a Workplace Mentor connects with their apprentice on a circa monthly basis to review and discuss their leadership development. *This discussion will centre on the knowledge, skills and behaviours from the SLA Standard for apprentices against which the learner continually self-assesses their progress with supporting evidence.

At least four of the monthly meetings each academic year should be tripartite meetings which includes the learner's Skills Coach. Apprentices will co-ordinate this to ensure they take place at a convenient time for all parties.

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

The Lifelong Learning and Apprenticeship Hub at Newcastle University will work in partnership with employers to understand the requirements of a work based mentor to support apprentices. It is expected that Workplace Mentors support apprentice's development needs for example through facilitating opportunities to shadow colleagues and undertake peer observation throughout the programme.

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 apprentices are required to evidence their progress of the Level 7 SLA knowledge, skills and behaviours and required duties in the platform provided by the University then maintain evidence of their progress. This is a mandatory requirement 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 Skills Coach will work in partnership with learner's workplace mentors and the University Life Long Learning and

Apprenticeship Hub to ensure appropriate evidence is being created and uploaded in a timely manner for each apprentice.

- Regular tripartite reviews involving the learner, Skills Coach and Workplace Mentor will be arranged as outlined as above.

Figure 1 (below) depicts the SLA Learner Journey.

L7 Strategic Leadership Apprenticeship Learner Journey

