

Background document for validation submissions of awards for apprenticeship delivery.

(This template should be completed electronically; boxes will expand as you type)

Programme Title:	BA (Hons) Management Degree Apprenticeship		
Teaching Institution:	New College Durham		
Apprenticeship Standard or Framework:	Standards		
For England End Point Assessment details (Fully or partially integrated) For Scotland, Northern Ireland and Wales Assessment details for the qualification and the apprenticeship.	Chartered Management Institute		
Site(s) where the programme is to be delivered	New College Durham	Proposed start date and cycle of starts.	Sept 2020
For England Register of apprenticeship training providers (RoATP) For Scotland, Northern Ireland and Wales Confirmation regarding eligibility to deliver the apprenticeship.			
England only Register of End Point Assessment Organisations for this standard (RoEPA)	Chartered Management Institute		

1. Background to the proposal and rationale of the programme (and of its pathways as applicable).

Nationally, degree apprenticeships are now in their fifth year of operation. They were introduced in 2015 as part of a package of reforms to the apprenticeships system in England. Apprenticeships are seen as a key mechanism for government to fix productivity gaps by encouraging employer investment in training and opening opportunities for skills development in key industrial areas. The reforms set out to put employers in control of designing the training they required to ensure an appropriately skilled workforce, and degree apprenticeships were added to the mix of training products (Wavehill 2019). They combine degree level education with employment and on the job training to encourage specific workforce development related to sector and career needs (OfS 2019). The degree apprenticeship is a level 6 qualification that is linked to the current Top Up degree at New College Durham, validated by the Open University and the Level 6 Chartered Management degree accredited through the Chartered Management Institute (CMI). The CMI Chartered Manager Degree Apprenticeship provides apprentices with higher level management skills, Core competencies and desired behaviours to develop leaders that can drive performance

and productivity improvements in their organisation. The programme is suitable for new and existing employees who are responsible for, or who are looking to progress into different management positions and suitable management roles and tasks. It is suitable for people wanting to progress their career and achieve a degree alongside an apprenticeship, or for those who have been promoted to a managerial role and want to gain a formal management qualification.

The degree apprenticeship a work-based learning programme that combines on and off-the-job learning and development and can be delivered alongside the demands of the workplace. Research by the Office for Students (2019) discovered that the top motivating factor for both Level 6 (90 percent) and Level 7 (92 percent) respondents was getting a degree alongside earning a salary. This reflects not only the value for money of the degree apprenticeships but also the traditional Higher Education (HE) context which is becoming more expensive for the participant and generating greater student debt. That cost is a significant factor reiterated by other results. 82% of those at Level 6 and 71 percent of those at Level 7 suggested that cost was a very or somewhat important reason for them choosing to participate in a degree apprenticeship. This is useful approach that the marketing and apprenticeship team have taken in promoting degree apprenticeships and a big pull factor is the ability to 'earn whilst you learn' and complete the course with no student debt.

The programme has so far being very successful with 100% success rate for all degree apprenticeships students, with all students achieving a distinction, together with 90% of degree apprenticeship students receiving a 1st class honours degree. The structure of the programme caters for different employer and employee needs. The apprenticeship will study for an afternoon and evening (2-5 & 6-9) for one day a week. The 3 hours in the afternoon will contribute to the 20% of the Job Training, which is helpful for small employers who may it difficult to provide 7.5 hours of training per week.

Research by the Wavehill group (2019), suggests that the greatest demand for the apprenticeship degree nationally, is in the North West and North East of England. The profile of the students supported by their employer fits in with research by the Wavehill group which indicates that 41% of the Higher Apprenticeship are over 30 years of age. The average age of the first group of students going through End Point Assessment at New College Durham was 42 years of age.

New College Durham is a Mixed Economy Group provider in the North East of England, which is committed to a widening participation agenda. The College has looked to flexible models of delivery to accommodate the needs of learners and the removal of potential barriers for those wishing to access education at a range of levels. The Higher Education Business model is an example of this in practice, whereby a range of pathways and funding streams are offered to allow people to further their education and progress in their careers.

Currently, the College offers a Top Up degree for full and part time students, to suit the needs of both traditional Higher Education students and those who are juggling family or work commitments alongside their education. This degree apprenticeship is an example of an alternative professional route via CMI which attracts levy and non levy payers in apprenticeship funding. Upon completion, there is an opportunity to progress

onto the Level 7 strategic degree apprenticeship route for those in senior strategic management roles.

2. Details of market research. Evidence of demand for the programme and apprenticeship.

The Higher Degree Apprenticeships provide an opportunity for employers to access the Government levy that they pay into (if they have a wage bill of £2 million +); or for small business to access the levy if the wage bill is less than this. As a result it provides an opportunity for business to upskills their workforce. There is a growing demand for Higher Apprentices which have enabled learners to study whilst having a full time or part time job. According to government figures, 90% of apprentices in England stayed on in employment after completing their qualification; 71% with the same employer (UCAS, 2020). This reinforces the kudos this qualification can provide an organisation with an investment in their staff. Current information from the degree apprenticeship state that 100% of these apprentices have remained with their employers. Apprentices are employed and paid a wage throughout the course. There are benefits for the business and the learner combined. Apprentices will gain a head start in their chosen profession, whilst training costs are co-funded by the government and the employer (UCAS 2020). Research by the Office for Students (2019) discovered in the UK, there is a culture which promotes traditional degree attainment through university as a normal and accepted ambition and approach for young people. Evidence suggests this can apply pressure on young people to attend university – a situation compounded by information failure and lack of awareness of other options. In 2017 a survey by Which? found one third of young people are not informed about apprenticeships, yet 94 percent are informed about university. There is also a potential stigma against alternative forms of HE, such as degree apprenticeships, could stem from this lack of awareness and the view in society surrounding attendance at university as a means of completing traditional HE.

Approximately 38 percent of Level 6 respondents would have opted to do a traditional taught degree, had they not chosen to do a degree apprenticeship – demonstrating they are seen as an alternative to traditional HE degrees by many. This is an encouraging finding showing that learners are evaluating the options they have. Sixty-two percent of Level 6 and 67 percent of Level 7 respondents stated that they decided for themselves that degree apprenticeships would be a good fit for them. These findings indicate that degree apprentices are independent decision-makers and while they may consider the views of friends, family and employers they ultimately take responsibility for their own choices.

The survey also found that 25 percent of the sample would not have pursued any other form of qualification or training if it had not been for the degree apprenticeship offer. This is a strong endorsement of degree apprenticeships and suggests they are serving a previously unmet need. More than one in ten survey respondents who would otherwise not have engaged in HE are undertaking a degree apprenticeship yet hold no other HE qualification. Degree apprenticeships are therefore providing training and higher-level qualifications to individuals, who would not have otherwise engaged in more traditional routes to HE (OfS 2019)

There has been a healthy demand for the Degree Apprentices at New College Durham with over 30 students enrolled onto the Degree Apprenticeship programme over the last

3 years. These students are taught alongside the Top Up Management degree students and adds to the classroom environment by bringing in their work experiences into the discussions and class debates.

3. Please provide details of employer consultation and involvement in the design and development of the proposal

The business team continue to work with Durham County Council and Durham University, which are two of the biggest employers in the area. Both are advocates of the qualification and regularly send their employees to enrol upon this course. The business team and the apprenticeship team visit the university and the council to promote the degree apprenticeships and to consult regarding delivery patterns and suitability to provide of the job training.

The College already work with a number of employers who have students completing their apprenticeship programmes at Level 6 who have expressed support, including Gentoo as well as Durham County Council, Durham University. In addition, Nissan has also being an advocate of the programme and has regularly sent employees to be degree apprentices.

4. Admission criteria, recruitment strategy and projections. Explanation of how the admissions criteria will be used with employers.

The College Admissions Policy is aligned to QAA Chapter1: Admissions, recruitment and widening participation. It is clear to prospective students how the recruitment, selection and admission process will be conducted and what prospective student are required to do.

The selection processes for entry into higher education are underpinned by transparent entry requirements, both standard and non-standard, and present no unnecessary barriers to prospective students. This encourages access to higher education through an equal opportunity, regardless of race, gender, disability, sexual orientation, religious belief or age.

The students who apply for the higher apprenticeships need to satisfy a number of criteria.

- 1) To have a Level 5 qualification such as Foundation degree, a Higher National Diploma (HND), or Chartered Management Institute (CMI)
- 2) Student need to have Maths and English at Grade C or above at GCSE or O'Level (however apprentices can study for a functional skills qualification)
- 3) To be in a management position or a position of leadership in their organisation which will allow them to cover the apprentice standards.

Admissions Process

Once an application has been received it is recorded and acknowledged by the College admissions team. The application is then viewed by the Course Admissions Tutor. The following outlines the admissions process for this course:

Applicants will attend an admissions interview. This is held by the Course Leader, the Apprentice Skills Coordinator (ASC) and a member from the apprenticeship team. The three members of staff check the students' suitability for the course. A milestone documents is completed to ensure the students meets a minimum threshold to be accepted on the course. It is crucial that the potential apprentice works in a supervisor and leadership position. If not the Knowledge Skills and Behaviours will not be achieved.

Applicants will be offered information, advice and guidance on the programme and the other options available to them. This will lead to a recommendation and offer for the most appropriate pathway.

5. Details of relevant professional accreditation or recognition (as, for example, for programmes in Nursing, Engineering, or Teaching), and currency of the curriculum in light of developments in professional practice.

The course follows the standards by the Chartered management Institute. They become student members of CMI on entry to the programme.

6. Evaluation of the currency of the curriculum in light of:

- developments in the subject area

- development of QAA subject benchmarks
- developments in professional practice

The Degree Apprenticeships have been delivered at New College Durham for 3 full academic years. The programme design recognises current developments in business and management and links as much as possible to the apprenticeship standards and designed with close consideration of the 2019 subject benchmark statements in Business and Management. The benchmark statements provide criteria that the business and management should offer a generic qualification rather than specialise in areas such as tourism and finance. The business team makes a conscious effort to structure and provide a qualification that meets the expectations of the QAA and also employers and apprentices.

All of the teaching staff have not come from a traditional teaching background. All of the lecturers and course leadership were employed in industry before becoming teachers. As a result of these business and industry experiences, they deliver modules linked to their specialisms. For example one of our members of staff was employed by KPMG and teaches financial and performance management lessons. Another member of staff worked in HR and now delivers HRM as well as CIPD and another worked in marketing and consultancy at Royal London Insurance and now delivers strategy and marketing. Our Law lecturer has published numerous texts on various legal areas such as Employment Law, Management law and Music Law.

One member of staff is studying a PhD Human Resource programme with Sunderland University. The College actively encourages staff to continually participate in professional practice. This often results in staff achieving additional professional qualifications such as Chartered Housing Membership and Chartered Membership of CIPD.

7. Description of how the Knowledge Skills and Behaviours outlined in the apprenticeship standard (England) or the requirements of the apprenticeship framework (Scotland, Northern Ireland and Wales) will be covered and developed with the apprentice during the programme.

The team ensures that the students receive a holistic approach to embed the learning experiences linked to the apprenticeship standards. Classroom based learning activities promote the formation and use of learning communities to encourage interaction and promote sharing of experiences. This in turn, secures rapid learning progress and deepening of understanding. Apprentices have to initially successfully complete the main management degree qualification. In this case, the Top Up Degree with the Open University. Then, the student must successfully complete the Knowledge Skills and Behaviour aspects of the apprenticeship qualification. The Knowledge standards are linked to the main qualification through the summative assessments that the student completes. The student/apprentice, working with the ASC needs to map standards to the assessments completed throughout the academic year. However, there are some

knowledge standards that are not met from the main programme. For example, Digital Business and New Technologies, and Sales and Marketing. Therefore, the apprentice has to complete formal assessments, working with the ASC to produce evidence that he/she has achieved this standard. The Apprentice meets with the ASC every 12 weeks to complete a review to ensure progress is met and also making sure that the apprentice receives 20% off the job training. The Skills standards have to be observed by the ASC. An apprenticeship requires 20% of an employee's time to be allocated for off-the-job training (OJT). Part of the teaching delivery will be based at New College Durham, which will provide 3 hours contribution of the OJT. The employer is also part of the process and forms the key triangulation aspect with employer, provider and apprentice. The employer also takes part in the 12 weekly reviews that reinforces the commitment the employer has towards apprentice progression and development. The behaviours element of the course should be evident in the way in which the apprentice conducts her/himself within their organisation. As well as the 12 week reviews the apprentice will complete a milestone documents which maps the apprentice progression from the start of the course to the End Point Assessment across the Knowledge Skills and Behaviours.

8. Summary of the outcomes of the internal audit of physical resources to support the programme, including an account on how the financial resources are being secured:

- library resources
- multimedia resources
- VLE
- workshop space, laboratories and other specialist accommodation, as applicable.

Introduction

Mike Dann (LRC Manager) has been provided with a list of learning materials for the Degree Apprenticeship programme. He is conducting a resource audit to check for validity, accuracy and currency.

E-Books

When provided with course reading lists, library staff also check to see if the books are available as e-Books. The costs of individual titles are considered before they are ordered. The convenience and security benefits of e-Books are recognised and where titles are available they will be obtained, if the purchase price is reasonable. No estimates of costs have been made for this.

Journals

The students on the course are encouraged to use the Heritage and Discovery search function which provides details of books, e-Books and academic journals.

In addition students are encouraged to make use of Emerald Insight Journals via Athens. Students use the OpenAthens log in to access this facility.

Inter Library Loan service

The Library provides a very effective Inter Library Loans service. An online form is used to request books or journal articles. Any student can use this at any time, both on and off campus. The service can provide additional resources for individual students. The Library may also, where possible, be able to obtain copyright cleared copies of key journal articles, which could then be made available to students.

Information Skills

A key role of the College Library is to provide support and guidance on the use of the various resources within the Library. All new students receive a Library induction, which provides information about the resources, facilities, and services that the Library provides. The induction can be followed by in-class sessions to show students how to use Discovery, the Inter Library Loan service as well Open Athens accounts (mentioned above) and basic search techniques.

Library staff at NCD all have considerable experience in supporting students and have an excellent reputation for the support they provide. Staff can deal with enquiries and will take time to ensure students get the help and answers they need. In addition to answering enquiries, staff can provide workshops and one-to-one sessions to provide more in-depth support when this is required.

Library staff play an important role in the development of information skills to enable students to fully exploit the range of resources available and to access quality information sources. These skills cannot be acquired solely at induction.

HE Academic Study Skills Support Team

This team is based in the Neville Building and is able to deliver a professional support service to students on all aspects of research, study and academic work. Team members provide both class sessions and one to one support on a wide range of topics including; research methods, academic writing, referencing, plagiarism, report writing, preparing presentations, revision techniques, exam preparation, literature reviews and similar topics. Led by Gillian Askew (HE Academic Support Manager), this provides an invaluable support mechanism for Management Degree students. It provides access to report writing, referencing support, standards of English and how to structure and present work, amongst others. All HE students can book for one to one tutorials online for specific times to best suit their needs, whilst there are late evening sessions twice a week primarily aimed at part time students.

Computers and study spaces

The Library has 26 computers; 2 are quick use (15 minutes), 10 are drop-in (walk up and use for up to 2 hours) and 14 are located in the Quiet Study Area (QSA). Computers in the QSA, are booked through library staff prior to use, in order to discourage group use of this area. The Library also has 2 combined printer/copiers, which can be in either colour or B&W.

Additional computers are available in the e-Learning Centre (ELC) which has around 240 computers and 7 combined printer/copiers. The ELC provides a drop-in area of computers, which can be used by students for individual work. A large section of computers are set aside for group use, but this can be used to accommodate students when the drop-in area is full. Staff in the ELC are very experienced and are able to provide support to students.

In addition, there is a cyber café area on the ground floor of the Neville Building and a small computer room (15 computers) on the first floor, which is set aside for HE students to use on a drop-in basis. This provides a good resource to use as part of self-study, to relax and to work in. No FE students are allowed in this area.

Off-site access to online resources

Virtual desktop – VMWare

Students are now able to add VMWare software or apps to their own computers, tablets and devices. This allows them to access a virtual desktop and use college software and services, such as their secure user space, remotely. It also allows easy use of online resources when off-site too.

These resources are the same as if the student would be at college.

OpenAthens accounts

OpenAthens is an authentication service, which enables NCD students to use online resources when they are off-campus. Students can set-up their own accounts using a self-registration facility. Library staff are also able to provide help and support on the use of OpenAthens accounts. OpenAthens is used by Business and Management students to access key resources. These being:

- Emerald Insight Database – which provides access to management journals;
- Market and Mintel -which are market research databases and provide industry and company information;
- Newspaper databases – giving access to the broadsheet newspaper articles.

By using VMWare and Open Athens, students can access journals and market information from their home or work giving them flexibility of study. The use of e-Books also means that the students do not have to come into college to study. Working remotely reduces any access barriers and provides further opportunities to complete assessments. The degree apprenticeship students also have access to a range of resources through CMI website including Management Direct

9. Staff List (This should include staff working with students in the work place)		
Staff Name	Brief description of role (e.g. programme leader, module tutor)	FT/PT?
Rebecca Dodds	Programme Leader	FT
Kathryn Larkin Bramley	Lecturer	FT
Chris Stolting	Lecturer	FT
Neil White	Lecturer	FT
Carl Barton	Lecturer	PT
Tom Harrison	Lecturer	PT
Kirsty Lister	Lecturer	PT
Charlotte Woloyzsn Lee	Lecturer	PT
Total FTE (full-time equivalent) =		6

10. Where use will be made of external associate lectures of visiting speakers, please indicate the extent of their contribution.

The programme continually uses guest speakers. During the last academic year guest speakers from accounting firms such as Mazars, Housing organisations such as Karbon and NHS counter fraud, are such examples. They are invited to deliver presentations at specific times in the course. For example the Chairman at Karbon homes spoke about the effectiveness and importance of Boardroom meetings, just before the board room assessment for managing Organisational Performance. The NHS counter fraud speaker came in to talk to students during contemporary issues in management lessons which linked in with digital risks, linked to apprenticeship standards.

11. Details of how the research/professional activity of staff informs the curriculum
(Brief CVs of teaching staff must be attached)

Six members of staff have qualifications to Masters level closely linked to subject specialisms. One member of staff is half-way through a Doctor of Human Resources with Sunderland University. All members of the programme team maintain professional registration and CPD logs appropriately.

Research informed teaching is utilised as a way of teaching topics. This may involve sharing and discussing with students the latest research findings and where possible lecturers sharing their own research.

The experience of the teaching team is considered when selecting the modules they will teach on. This facilitates research-led teaching and provides the opportunity to share the expertise of the teaching team.

Students are provided with the opportunity to undertake their own independent research projects in Level 6. This provides the student with the opportunity to demonstrate the ability to use the research process to investigate an area, solve problems, critically analyse evidence and use enquiry based methods of investigation.

Alongside this command of business theory and knowledge, the student will demonstrate a high level of academic writing skills and digital literacy. To facilitate this process each student is allocated a project supervisor with an interest in the area under investigation. Teaching staff new to project supervision are mentored by one of the teaching team with Masters level qualifications.

Part-time students are encouraged to work with their employers to choose a relevant management topic that will enhance themselves and the workplace and on CMI L5 and L7 programmes. This has worked well with employers seeing significant cost savings within their business.

New College Durham is one of 15 nationally selected colleges to take part in the AOC Scholarship Catalyst Fund Project. The Project ran from February 2016 to June 2019 and attracted funding to the College during the life of the project. As part of the national

project, the College appointed a full-time College Scholarship Manager who implemented a new professional and technical education scholarship framework within the College. One of the key planned outcomes of the project, is that the College was one of the first colleges nationwide to be awarded the new Technical and Professional Education Scholarship Kite Mark Standard. There is much interest in the project from Government through the Department of Business, Innovation and Skills (BIS), the Quality Assurance Agency (QAA) and the Higher Education Academy (HEA). Management team members will make a valuable contribution to the development of the new Framework through their research practice and development.

Scholarship activity, at New College Durham, continues to be a vibrant part of higher education community practice. The College invests in staff development to enable practitioners to study as post-graduate level. Through further study, subject specialists enhance their knowledge and skills which add value to the delivery of the programme. Team practitioners are encouraged to apply for fellowship status through the Higher Education Academy (HEA) and senior members of the team act as key mentors for application and promotion of both staff and student scholarship activity.

The College continues to support members of the team in scholarship development with the resources that can be available; as a large higher education in further education provider. It is pleasing to note, that further resources for college and team scholarship activity will become available as the College becomes part of a national research project this academic year

Neil White is currently undergoing his Senior Fellowship of the Higher Education Academy application, which should be completed this summer. Rebecca Dodds is currently completing a PhD in HR at Sunderland University. Kathryn Larkin Bramley has just completed her Chartered Housing Qualification, has started her Senior Fellowship of the Higher Education Academy and is also a non executive board member of Karbon homes and Audit and non executive director of NHS Trust in Gateshead. Kirsty Lister is Chair of Multi Academy Trust, comprising of 8 schools which moved from a good to outstanding Ofsted rating

12. If the proposed programme is replacing an existing programme, include details of consultations with registered students and employers over the change.

This programme is a continuation of the current Degree Apprenticeship standards.

13. Details of any proposals for dual accreditation or recognition.

(This should include details regarding the award of the degree apprenticeship by the eSFA in England; or other relevant authorities in Scotland, Northern Ireland and Wales)

N/A

14. Details of the proposed programme management arrangements, including the composition and terms of reference of a programme committee or equivalent. *(This should include how the organisation proposes to include employers feedback in the management arrangements)*

The programme is managed at course level by the Programme Leader and Module Leaders, overseen by the Curriculum Manager and Head of School. Quality processes in place across the college ensure that adhering to quality systems and the management of the programme is robust. The course team closely monitor course performance and learner experience through course team meetings, quality review, and review of actions within a Quality Enhancement Plan that addresses actions established within an annual report. Quality Review monitors actions as areas for development to ensure the course meets expectations of current and forthcoming cohorts of learners. Quality systems are also informed by:

External Examiners

The College regards the role of External Examiners as critical in confirming the academic standards and quality of its validated awards. The External Examiner provides an objective and independent assessment of standards and quality. They can confirm that the standards are comparable with those of similar awards in other UK Higher Education Institutions, and can stimulate the development of programmes. An Examiner is appointed by the HE Academic Standards and Quality Board, as delegated by Academic Board, to verify standards of the award.

They discuss with the Course Leader the management and operation of the course including the mechanisms for teaching and learning. They act as a critical friend to provide advice and guidance to teams when making enhancements or developments to the curriculum, which will impact upon the teaching, learning and delivery of the course. They submit an annual report and any issues discussed with staff and/or raised within the annual report are responded to by the team and evaluated by them within the annual course report. Actions are addressed through the quality improvement plan and managed and monitored within course team meeting process.

The External Examiner undertakes sample moderation of assessed work across a range of marks to assure the standard of marking is consistent, fair and meets the marking criteria as stipulated in the course assessment strategy.

They are present at the assessment meetings at the year-end where progress decisions based upon a student's assessment profile are made, and also attend in-year assessment meetings and provide assurance of the standards of the marking and student achievement to the committee.

The College encourages teams to work closely with their External Examiner throughout the year. They are invited to meet with the course team and the student body outside of timing for assessment meetings, to enable them to discuss and debate the management of the programme, and provide advice, in their capacity as a critical friend, on enhancements and developments to the curriculum.

Internal Verification

In addition to the external moderation process the College has a robust internal quality assurance procedure for the moderation and verification of assessments. This ensures that assessment and internal quality assurance (moderation and verification) decisions made at the college are accurate, consistent and meet the national occupational standards and/or professional/regulatory body standards and comply with the College academic regulations relating to assessment.

The process aims to ensure the accuracy, transparency, and consistency of assessment decisions between assessors and those assessors are consistent in their interpretation and application of the standards of the award. The procedure includes the team undertaking standardisation activity to ensure familiarity and understanding of the marking criteria; and sample moderation (second marking) to assure the consistent application of assessment decisions.

Student Voice

The contribution of the student voice is a critical quality element at the college. It is focussed around strengthening teaching and learning and responsiveness to individual need; strengthening student participation and representation; and creating a culture of student involvement, all of which ensures that the 'student voice' is at the centre of the curriculum.

Full use is made of student feedback to plan, manage and improve the provision and to enable the College to respond to the needs of its students. Student forums at college and school level, as well as course level operate very effectively and are well attended by student representatives. These mechanisms enable student representatives to raise any issues concerning their peers and to work with college staff to further explore these issues, to establish underlying causes of concern and to implement actions for improvement, as well as to consider responses to formal student surveys. Transparent arrangements are in place for the feedback of improvement activities to students and the communication of action plans to staff and students, ensuring ownership of improvement strategies at the appropriate level. An anonymous student comments and suggestions e-mail address is accessible via the Student Intranet. This ensures that students are able to have their opinions heard and acted upon to facilitate improvements in their provision from outside formal forum meeting arrangements, where appropriate.

Additionally, an HE Student Forum page on NCD online allows student representatives to add questions or comments where key college staff can respond. The site is visible to all students so they can see answers to questions, and access Student Forum minutes and other relevant documentation.

Elected student-representatives are invited to participate in staff-student committee meetings on a termly basis, with outcomes and actions from these meetings informing the annual evaluation and review process as well as informing immediate action to resolve pressing student issues, where applicable.

Cross-college student surveys are operated both on-entry to the course (to capture perceptions of student induction and admissions procedures) and on-course (to capture

perceptions of quality of teaching and learning, assessment, student support and resources programme management). These surveys mirror the questions included in the National Student Survey (NSS). As well as being highly informative about the issues facing learners studying in higher education at the College, they help familiarise learners with the expectations of the NSS in which they participate in the final year of their programmes. Responses to start of programme and on-programme student surveys are considered by HE Academic Standards and Quality Board, a sub-committee of Academic Board, and responses received along with associated action plans generated are ratified at this committee prior to subsequent presentation to Quality, Curriculum and Students Committee (a sub-committee to the Board of Governors).

Following the analysis of formal student survey responses, course teams meet to consider areas of concern raised by students and to generate actions to resolve these issues, where applicable. Survey responses are further interrogated at course review meetings resulting in modifications to programme delivery, assessment and/or student support arrangements, where applicable, and informing the production of the annual course report and self-assessment of programme operation.

Module evaluations are also conducted to enable teams to scrutinise learner perceptions at a subject level and to establish specific areas of satisfaction and concern for learners. An analysis of module evaluation outcomes is considered at staff-student committee meetings and forms a critical component of the course evaluation and review and subsequent annual course report.

Top Up degree students have been invited to take part in the NSS pilot study. This will be the first time they have taken part in the survey. The NSS is promoted to eligible learners via promotional materials provided by Ipsos-Mori (Research Company) and participation is encouraged via communication with learners through pastoral tutorials during studio sessions and through the availability of lap-top PCs acting as dedicated NSS 'work stations' in both the HE building (Neville Building) and Library at the College. The Student Union also actively advertises the NSS and encourages learner participation through the distribution of flyers, posters and promotional materials such as pens and coasters. These mechanisms help to ensure a high participation rate in this survey.

Outcomes from the NSS are publicised via the Unistats website and are communicated to students and staff through the College's own intranet site.

Publication of outcomes from NSS through the College internet site (as part of the Key Information Set), will serve to inform students of the type of learning experience they can expect when they study at New College Durham. In much the same way as the internal student satisfaction surveys, areas of particular satisfaction and of concern to students raised through NSS are discussed at HE Academic Standards and Quality Board.

Key Performance Indicators

The college has a Performance Management Framework to monitor course performance on a regular basis. Course teams normally meet monthly and are guided

to discuss agenda items relevant to key operational aspects at relevant times of year. In particular they meet three times a year in the capacity of Course Curriculum Review Meetings to evaluate past delivery and performance of the course and make modifications to the curriculum where relevant. Curriculum Managers meet with the Head of School and the Quality Manager four times a year at an HE Quality Review to discuss course management and performance with particular respect to: reporting identified issues and good practice; student retention; strategies implemented to support students identified 'at risk'; and communication with external examiners, employers, and other stakeholders.

Programme Management Team

Vice Principal	Andy Stephenson
Head of Business, Management, Professional & Education	Steven Bell
Curriculum Manager	Rebecca Dodds
Programme Leader	Kathryn Larkin-Bramley

The Head of the School

The Head of The School is responsible for budget setting and monitoring, and the planning of the Business and Management curriculum across the School.

Curriculum Manager (CM)

The principle role is to provide leadership in delivering high quality learning opportunities and high standards for all students. The CM will lead the development and management of programmes within his/her remit, and engage with employers and other external agencies to inform the development of the curriculum and its delivery.

Programme Leader

The Programme Leader of the Degree Apprenticeship programme is responsible for overseeing the day to day running of the programme, in addition to overall course operation, planning and reporting. Duties include:

- Day to day enquiries; emails etc.,
- Tracking of students on programme, informing CM of changes,
- Maintain/set up course file,
- Course Team meetings
- Produce programme handbook/guide;
- Arrange assessment timetable;
- Liaise with Exams Office;
- Effective communication to students regarding assessment procedures, requirements, regulations and schedules, across the whole programme;

- Work in production of validation materials / reports;
- Collation of results / databases;
- Report grading information;
- Interview students;
- Work with admissions tutor on receiving applications and in interviewing;
- Responsible for withdrawals and transfers;
- Liaising and responding to external examiners;
- Produce annual reports;
- Produce periodic review documentation;
- Liaise with Module Leaders and report extenuating circumstances affecting student performance to Mitigation Board;
- Monitor student attendance across the programme and address issues that arise.

Admissions Tutor

In conjunction with the Programme Leader:

- receives and considers applications;
- interviews students;
- offers advice to potential students with enquiries;
- offers conditional places on the programme (with conditions attached).

The Admissions Tutor may also visit external institutions to promote recruitments and raise awareness of the course.

Course Administration

The programme has a designated Administrator who is actively involved in the admission procedure, and with the reporting of grades at Examination Committees and Boards.

The duties of the Administrator include:

- Provision of support for a hub of communication for all involved in the programme;
- Control and dissemination of course information;
- Liaison with course tutors;
- Collation and tracking of course statistics: admissions, retention, progression, destinations etc.;
- Liaison with external examiners as necessary, and the programme External Examiner in particular;
- Scheme Examination Committee preparation;
- Scheme Board of Examiners preparation.

Programme Delivery

The course team consists of:

- Module Leaders;
- Course Tutors.

The teaching team consists of full-time and part-time members of academic staff. All teaching staff are qualified, experienced practitioners. The course team are supported by other college HE academic staff in their role including the Higher Education Development Unit team.

The programme is further supported HE Academic Support Tutors and Personal Learning Coaches.

Module Leader

Module Leaders are allocated by the Curriculum Manager, and have responsibility for the operation and development of the module(s) for which they are responsible. The role includes:

- Maintaining module file and records;
- Planning and updating a Scheme of Learning;
- Co-ordinating the module team;
- Planning and chairing module team meetings;
- Completing a mid-point module report;
- Planning and updating teaching and learning methods and assessment methods with the Programme Team at annual planning events;
- Effective communication to students regarding assessment procedures and schedules;
- Monitor student attendance;
- Co-ordinate marking of scripts and liaise with external examiners and Programme Leader regarding moderation and reporting of grades.

Modules	Module Leader
Managing Organisational Performance	Kathryn Larkin Bramley
Strategy & Change	Charlotte Woloszyn Lee
Contemporary Issues in Management	Rebecca Dodds
Dissertation	Kathryn Larkin Bramley
Project Management	Kathryn Larkin Bramley

15. Arrangements for student guidance, support and advice systems, including those related to the work based learning elements of the award and apprenticeship.

The Degree Apprenticeship students are entitled to the same support mechanisms as any other student, both full time and part time. There are support mechanisms to provide both academic and pastoral support for students. Quantitative and qualitative evidence is used to gauge the effectiveness and increased utilisation of these services, evidenced particularly in the responses from student questionnaires, and ASC service learner feedback and evaluation processes. Additional learning support is available to students who have learning difficulties and or disabilities.

Student Induction

At the start of each academic year all students undergo an induction programme. For Degree Apprenticeships students it is a full day induction. The induction will provide the

student with the opportunity to meet with other students and the course team; to complete an initial diagnostic which includes BKSB tests, milestone documents and a commitment statement.

The aims of the induction are:

- To provide students with full details of the BA (hons) Management degree and Degree Apprenticeship course, including its aims and objectives, modules, skills associated with their studies, its assessment strategy, and its approach to learning,
- To induct students to the learning resources available to them whilst on the course, such as the virtual learning environment (student intranet and Schoology), Electronic Learning Centre and Library
- To allow students the opportunity to identify issues which need to be resolved,
- To enable students to meet the tutors involved in delivering the course,
- To meet and interact with fellow students,
- To introduce students to the code of conduct and regulations of the College,
- To make students aware of the relevant systems and structures available to support them, including the Advice, Support Careers Services (ASC), Personal Learning Coach, Counselling, Academic Support Tutor and the Student Union.

Overview of Support Arrangements

Support needs are addressed with learners on an individual basis during diagnostic activities taking place within induction and through tutorials. Those students who are new to the college, and not previously known to the course team, are encouraged to engage with additional support via Personal Learning Coach (PLC) and Academic Support Tutor to ensure fluid transition to higher education study.

Personal Tutor System

A comprehensive personal tutor system is in place to make sure that students have a direct personal contact with an individual member of the course team to discuss academic and personal matters relevant to their learning.

All students are allocated a personal tutor when first registering to the course. It is intended wherever possible a student will have the same personal tutor for the length of their course.

The personal tutor will be responsible for the induction programme to ensure students are comfortable with the course. At the induction the personal tutor will meet students to ascertain any particular learning or support needs and thereafter will meet with individual students on a regular basis to monitor progress and discuss any issues arising.

Academic Support

In addition to support from their personal tutor each student will receive academic support from their module tutors. Support is given to learners via tutorials at set intervals during the academic year. Students also have access to a dedicated HE Academic Support Tutor. This post has been acknowledged by QAA assessors as being an invaluable resource enabling students who do not come from an academic background to achieve in higher education.

Pastoral Support

The College is committed to providing a high quality, confidential and impartial information, and advice and guidance service. This is provided by the comprehensive Advice, Support Careers Service. All students receive induction on the Advice, Support Careers Service at the start of their course. The Advice, Support Careers Service is designed to provide effective and timely information, advice and guidance on funding and welfare, career planning and provides access to confidential personal counselling support. The Advice, Support Careers Service offers appointments and a 'drop-in' service. Advice, Support Careers Service information is also available to download from the College website, NCD on-line or to pick up from the dedicated Advice, Support Careers Service area within the library, foyer of the Neville Building and the sports block. The Learner Development Co-ordinator, based in the Students' Union, also helps with social and health related issues.

The Personal Learning Coach service does not have any specific criteria for referral, and any student who may benefit from such support can access the service. Students can be referred by their tutor, lecturer, and external advisor, such as Advice, Support Careers Service or Connexions or by themselves. This personalised referral system helps in identifying new students as well as continuing communication with progressing students.

There is a dedicated page on the College internet and intranet for these services and they are also advertised via the College television system, allowing students in communal areas of the college to become aware of the provision.

Career Guidance

Students have access to a comprehensive range of relevant up to date resources on learning and work via on-line Advice, Support Careers Services and also as hard copy which is available at the Advice, Support Careers Service facility. Despite the degree apprenticeships already in employment, the Advice, Support Careers Service staff also provide on-course support via class-based sessions on Careers Education, including careers management and finding employment both in the UK and abroad. Prospective and actual students are provided with detailed access to careers and funding services for general enquires.

For specific careers based information related to business and management, the course team will often be the first point of contact for advice and guidance and career guidance will be provided on a continuous basis throughout the duration of the course.

Support with Coursework

Students are supported in their preparation for assessments by their module tutor and where relevant other academic staff within the course team. Students have access to additional academic support particular to assessment tasks from an HE Academic Support Tutor. The tutor offers specific study skills advice and guidance, on for example, Academic Writing, Assignment/Essay Planning and Structuring, The Harvard System (for references & bibliographies), Open Athens & Online Information Retrieval, Literature Searching, Presentation Skills, Reading Efficiently, Report Writing, Revision and Examination Skills. Electronic resources and guidance booklets are available on the student intranet to download.

In order to protect students against unfair competition the College may need to ensure that the students are not submitting assessments which have been copied or plagiarised or

which are not substantially the student's own work. The College uses the software Turnitin to enable staff and students to check work for originality. Students can upload their assignments prior to submission for marking and get a report confirming their references. This can be extremely effective in ensuring against plagiarism and providing a student and staff member with the confidence that the work is original.

Module specific material is provided on Schoology; this information is reviewed and updated annually to coincide with the nature and specific requirements of assignments being delivered in a given year. Documents include planners, course handbook, module handbooks, PowerPoint presentations, and assignment briefs.

Self-directed study is an important aspect within the course that enables students the opportunity to develop their assignments. There is a cyber café area on the ground floor of the Neville Building and a small computer room (15 computers) on the first floor, which is set aside for HE students to use on a drop-in basis. This provides a good resource to use as part of self-study, to relax and to work in. No FE students are allowed in this area.

The part-time degree students on an apprenticeship standard are allocated a vocational assessor who carries out weekly tutorials with them in college but also visits them in the workplace to help them develop their personal development portfolio which is needed to complete the degree apprenticeship standards. The vocational assessor is qualified up to Level 6 and is currently starting a Level 7 programme.

They are able to provide specific support in relation to the apprenticeship part of the programme

Support towards EPA

Whilst the team are unable to provide support once the student enters Gateway, the students are informed about EPA requirements at interview and this is discussed regularly in the programme when planning their assessment journey.

16. Where applicable, reference to any subject reviews undertaken by the QAA- or equivalent in other countries – and by professional, statutory and regulatory body in the last 5 years.

None

17. Opportunities for personal development planning within the proposal.

The Apprentices work with the Apprentice Skills Coordinator to work towards their own personal development. Whilst there is no plan in place. The use of the milestone documents provides key goals for the student to achieve. In addition the 12 week reviews provides the opportunity for the apprentice and ASC to set personal development goals to be achieved for the next review. Throughout the apprenticeship programme the apprentice keeps a diary or log of the activities and 20% OJT. The employer must ensure that additional training is being provided in addition to the normal working duties.

18. An account of how the proposal has been collectively produced and agreed and the extent to which it has been subject to consultation across the institution.

This proposal is supported by the curriculum planning process which takes place between the Head of School and the Curriculum Manager. This is then approved by Vice Principals before going to the Senior Executive Group and Corporation for approval and final sign off. All curriculum development is linked to the College's Strategic Aims.

18. Appendices

The following must be appended to the submission:

1. CVs of all teaching and work-based learning staff, including areas of research and scholarship, and indication of their commitment to other programmes.
2. Underpinning Subject Benchmark statement(s)
3. Report on the internal audit of physical learning resources
4. Membership and terms of reference of board of examiners, covering, where applicable, all tiered boards of examiners
5. The approved apprenticeship standard or framework.
6. An assessment plan for the apprenticeship and an explanation of how the academic award fits within this plan. Please note that in England these are mandated to accompany each approved apprenticeship standard.

