

QUALITY ASSURANCE DOCUMENT QAXX

APPRENTICESHIP COURSE SPECIFICATION (NON-AWARD)

Course Information	
1. Course Code	<i>Allocated by Registry</i>
2. Course Title	<i>Corporate Responsibility and Sustainability Professional (Level 4 Corporate Responsibility and Sustainability Practitioner Apprenticeship)</i>
3. Apprenticeship Standard and Level	Corporate Responsibility and Sustainability Practitioner See apprenticeship standard: Corporate responsibility and sustainability practitioner / Skills England
4. Certification on completion	Level 4 Corporate Responsibility and Sustainability Practitioner Apprenticeship (Awarded by the Department for Education)
5. Faculty/ Subject Area / Department <i>(where appropriate)</i>	Corporate Learning
6. School <i>(where appropriate)</i>	Corporate Learning
7. Course Leader	<i>Rupa Cook and Francesca Stubbs-Hayes</i>
8. Course Duration, Mode of Study and whether credit-bearing	<i>Distance learning</i> 15 months of on-programme learning, inclusive of assessment events, plus Gateway to Completion period. <i>Non-credit bearing</i>
9. Maximum registration period	4 years
10. Location of delivery	Distance learning apprenticeship
11. Reference points <i>To include consideration of professional body requirements and QAA Subject Benchmarks and any other national reference points</i>	Skills England Occupational Standard: see: Corporate responsibility and sustainability practitioner / Skills England
12. Accreditation / Professional, Statutory & Regulatory Bodies (PSRB) As appropriate, provide the name of PSRB, outline the level of accreditation and any specific details relating to the implications of Professional requirements; or state NONE.	Royal Apprenticeship" Status: This standard is designated as a Green Apprenticeship and was specifically hand-picked by industry experts as a "Royal Apprenticeship" to celebrate the Coronation of His Majesty King Charles III, marking it as a high-quality national benchmark for green skills. This standard is recognised as meeting the majority of requirements for the Registered Environmental Technician (REnvTech) mark as it is officially aligned with the Society for the Environment (SocEnv).

	Upon successful completion of the programme, graduates are eligible for a shortened application route to achieve Registered Environmental Technician status. This accelerated pathway is available because the apprenticeship standard is recognised as meeting the majority of the professional registration requirements for this mark. To utilise the shortened application route for the Registered Environmental Technician status, the practitioner must hold membership with a licensed professional body alongside their apprenticeship completion.
13. Course start date(s)	Intakes from October 2026
14. Course Entry Requirements	
As a level 4 DfE-funded apprenticeship, applicants must fulfil all of the below-listed criteria: a) Be employed in a role with responsibilities aligned to the standard. b) Have evidence of funding eligibility from employer. c) Hold a GCSE Grade 4/C+ in English and Maths (or equivalent), OR evidence of relevant experience and suitability through initial assessment. Note that: i. All apprentices will complete an initial assessment in English and Maths competency. ii. Prospective applicants must achieve a minimum assessment outcome equivalent to Level 1 working standard to demonstrate readiness for study at this level and to ensure they are appropriately supported to succeed on the programme. Level 2 working standard desirable. d) Meet DfE apprenticeship funding residency eligibility requirements e) Remain in contracted employment for the duration of the apprenticeship. English and Maths: f) For apprentices aged 19+, standalone Functional Skills English and Maths are <u>not</u> mandatory unless required by the apprenticeship standard, awarding organisation, employer, or identified through initial assessment. All prospective apprentices and their employer will complete an initial interview and Information, Advice and Guidance (IAG) process to assess programme suitability, ensure alignment to the apprenticeship standard, and support appropriate programme fit and apprentice success.	
15. Course Overview <i>(Please clarify any terminology i.e. phase, pathway, route, the purpose of the programme, the Delivery Plan (outline of sessions with broad content, objectives, length) and Delivery Team)</i>	
Programme Purpose	
The Corporate Responsibility and Sustainability Professional programme aims to provide a structured, applied, and impact-focused learning experience for individuals seeking to develop	

and excel in CR&S roles within their organisations.

It prepares apprentices to lead both the Environmental, Social, and Governance (ESG) and CR&S agendas. Moving beyond foundational theory, the programme prioritises the strategic integration of ESG metrics, regulatory disclosures, and risk management to drive measurable change. By serving as the “social conscience” of their organisation, apprentices align ethical opportunities with commercial strategy, using data-informed insights to manage reputation and deliver mutually compatible business and societal outcomes. This programme is designed for a diverse range of cross-functional professionals from Senior Leaders, Project Managers and Coordinators to Finance and Operations Specialists, who act across departments to manage organisational risk and strategically lead the sustainability agenda.

The programme supports apprentices to become confident and capable professionals who can drive sustainability initiatives, influence organisational strategy, and embed responsible practices across the business. It prepares apprentices to work effectively with stakeholders, manage projects, and demonstrate full occupational competence in readiness for the Assessment Events.

In particular, the programme enables apprentices to:

- Demonstrate understanding of Corporate Responsibility & Sustainability (CR&S) principles and their value in driving organisational, social, and environmental impact.
- Develop the skills to support, influence, and engage internal and external stakeholders in delivering CR&S strategies and initiatives.
- Build the capability to design, manage, and embed CR&S projects, campaigns, and practices across diverse organisational contexts.
- Apply data, research, and communication tools to inform decision-making, manage risk, and enhance organisational sustainability performance.

Organisational Impact

Both during and on completion of the programme, apprentices bring tangible benefits to their organisation through their ability to:

- Communicate sustainability goals and impact clearly with a wide range of internal and external stakeholders
- Plan, prioritise, and manage CR&S projects and initiatives effectively
- Analyse and report on sustainability performance, producing accurate, high-quality insights and documentation
- Support organisational strategy by embedding sustainable and responsible practices across operations
- Adapt to evolving environmental, social, and governance (ESG) demands and manage competing priorities
- Contribute as proactive, responsible professionals who champion positive organisational and societal impact
- The programme is designed to challenge apprentices and equip them to apply CR&S knowledge in practice, respond to emerging sustainability challenges, and deliver meaningful, real-world impact for their organisation and wider society.

Programme Design

Scaffolded by the Corporate Responsibility and Sustainability Practitioner apprenticeship standard, the programme develops apprentices' capabilities in current thinking and best practice across core areas of practice including:

- Sustainability strategy, governance, and ethical practice
- Stakeholder engagement and communication of sustainability initiatives
- Analysis and reporting of environmental, social, and governance (ESG) data
- Project planning, delivery, and evaluation of CR&S initiatives and campaigns
- Use of digital, data, and emerging technologies, including AI, to support sustainability outcomes
- Driving continuous improvement and embedding responsible practices across the organisation
- The programme equips apprentices with the knowledge, skills, and behaviours needed to deliver impactful, practical sustainability solutions in a dynamic organisational environment.

The curriculum is intentionally designed to cover a broad range of viewpoints and perspectives. As the organisational "social conscience," apprentices are empowered to model ethical and non-judgmental behaviours, fostering an inclusive cohort environment that reflects the standard's core values. By ensuring content, such as global ESG frameworks and community impact case studies, is representative of diverse voices. The programme helps all apprentices see the direct relevance of their professional role.

Learning is progressive, cumulative, and organised into phases to deliver structured KSB development, building towards the Assessment Events. The curriculum is aligned with the CR&S Standard's KSBs, sequenced to move from foundational navigation as a "social conscience" to strategic leadership and Assessment Event readiness.

This design enables apprentices to build from foundational understanding to confident, independent performance in the workplace.

English, maths, and digital skills are embedded throughout to support professional competence and long-term employability.

Likewise, digital skills are integrated through mastering ESG data, mandatory industry reporting, and AI-solutions. With a focus on accuracy and ethical insight, apprentices manage strategic risks and budgets to drive effective sustainability practice and deliver measurable business and societal outcomes.

Delivery Plan

Programme Duration

The programme is delivered over 15 months of on-programme learning, inclusive of assessments. The programme is structured into distinct learning phases, designed to build knowledge, skills, and behaviours (KSBs) in a logical sequence aligned to the apprenticeship standard.

The programme duration is designed to enable the full development of Knowledge, Skills and Behaviours in line with the apprenticeship standard, with flexibility to reflect individual

apprentice progress and readiness.

The programme structure is represented as a diagram over the page, with further supporting detail provided below.

Programme Overview																
Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Phase	Getting Started	Phase 1 - The Strategic Navigator: Understanding Global ESG Foundations			Phase 2 - The Human Lever: Culture Change & Social Impact			Phase 3 - Digital Environmental, Social, and Governance in Practice			Phase 4 - Stakeholder Leadership and Project Implementation			Phase 5: Assessment Events		
Phase Learning Outcomes	By the end of this phase, apprentices will understand the transition from philanthropy to a strategic core requirement, establishing their authority as the 'social conscience' that integrates commercial value with social and environmental impact.	By the end of this phase, apprentices will critically understand how external frameworks and internal structures influence sustainable organisational strategy and performance. They will analyse legislation and best practice, evaluate governance, apply sustainable practices to create shared value, and use horizon scanning to identify trends and support strategic decision-making on sustainability risks and opportunities.			By the end of this phase, apprentices will demonstrate the skills to deliver and enhance Corporate Responsibility and Sustainability (CR&S) initiatives. They will apply quality assurance, design and deliver training, and plan and lead community events and fundraising. Apprentices will also evaluate organisational culture and propose innovative strategies to strengthen sustainability impact and drive continuous improvement.			By the end of this phase, apprentices will be able to manage, analyse, and report on complex CR&S and ESG performance data to support decision-making. Apprentices will generate evidence-based insights, communicate findings through high-quality reports, and escalate risks to senior leadership. Apprentices will also be able to manage budgets, balance priorities, and apply IT and AI solutions to improve efficiency and accountability.			By the end of this phase, apprentices will demonstrate leadership in planning, delivering, and evaluating CR&S campaigns. They will manage campaign lifecycles, select and negotiate with external partners, and deliver projects that achieve shared outcomes. Apprentices will also design effective communication plans, engage diverse stakeholders, and motivate teams to build a resilient workforce while strengthening sustainability, brand, and organisational reputation.			Apprentices will submit a portfolio of evidence and a work-based project, each followed by a live assessment, in any order for flexibility. They will apply their knowledge to workplace scenarios and demonstrate impact through a mock assessment combining a professional discussion and Q&A. This will provide clear evidence of readiness for Gateway to Completion and development as a capable CR&S professional.		
	Formative and summative assessments for each module have been designed to allow apprentices to build on, prepare for and practise towards the assessment events throughout the programme, rather than a singular point at the end.															
PLO	1, 7 and 8		1, 2 and 3			3, 4, 5 and 8			5, 6 and 7			4, 7 and 8			1 - 8	
Live Lessons	An introduction to Corporate Responsibility and Sustainability	Bringing Ethics and Governance to Life	Spotting Trends and Leading Innovation	Delivering Strategic Contributions	Quality in Action	Influencing Change: Training That Inspires	Turning Ideas into Impactful Action	From Data to Decisions	Budget Smart	Reporting ESG with Impact	Campaigns and Partners	Negotiating for Shared Value	Brand, Talent, and Reputation	Your CR&S and ESG Journey in Action	Showcasing Impact: Communicating Outcomes	
Recorded Webinars	Becoming the Social Conscience	Navigating ESG Laws & Leadership	Mastering Horizon Scanning	Strategy in Action: Building Sustainable Blueprints	Assuring Excellence in CR&S Projects	Promoting Effective CR&S Practices in Others	Devising and Implementing High-Impact Events and Initiatives	Driving Performance Through Insight and Automation	Managing CR&S Priorities for Maximum Impact	Communicating Performance and Escalating Risk	Managing the Campaign Lifecycle	Influence and Tailored Engagement	Championing the CR&S Agenda	Putting Concepts into Practice	Talking CR&S and ESG with Confidence	

Programme Structure

Phase Learning

The programme is delivered over distinct phases, aligned to the progressive development of occupational competence and assessment readiness:

- **Month 1: Programme introduction, role awareness and initial development planning**
- **Phase 1 (Months 2-4): The Strategic Navigator: Understanding Global ESG Foundations**
- **Phase 2 (Months 5-7): The Human Lever: Culture Change & Social Impact**
- **Phase 3 (Months 8-10): Digital ESG Specialist: Data, Finance & Regulatory Disclosures**
- **Phase 4 (Months 11-13): Stakeholder Leadership & Project Implementation**
- **Phase 5 (Months 14-15): Assessment Events**

Month 1, including First Day of Learning: The Corporate Responsibility and Sustainability Journey

The programme begins with a structured initial phase, during which apprentices are introduced to the Corporate Responsibility and Sustainability apprenticeship programme and requirements, delivery model, expectations, and the CR&S Practitioner role. Apprentices will understand the shift from philanthropy to a strategic core function, positioning them as the 'social conscience' that connects commercial value with social and environmental impact.

Apprentices reflect on their current responsibilities, identify development goals, and establish a clear baseline for learning.

Phase 1 (Months 2-4): The Strategic Navigator: Understanding Global ESG Foundations

This phase focuses on developing apprentices' ability to understand and influence strategic sustainability within their organisation. Apprentices analyse how industry legislation and best practices shape organisational strategy, while evaluating the role of internal governance structures in driving overall sustainability performance. They explore and identify sustainable practices that create shared value for both the business and society, and conduct horizon-scanning research to uncover emerging trends and innovative approaches. Building on these insights, apprentices contribute to the development of high-level strategic documents that effectively address sustainability risks and opportunities, supporting informed, forward-thinking decision-making.

- **Month 2 – ESG Governance in Action:** Understanding how legislation, best practice, and internal governance structures shape sustainable strategy and organisational performance.
- **Month 3 – Horizon Scanning for Sustainable Innovation:** Identifying emerging trends and applying horizon-scanning techniques to drive innovative best practices within the organisation.
- **Month 4 – Strategic Sustainability in Practice:** Designing sustainable solutions and contributing to high-level strategies that balance organisational goals with social impact while effectively managing risks and opportunities.

Phase 2 (Months 5-7): The Human Lever: Culture Change & Social Impact

This phase focuses on developing apprentices' practical capability to deliver and enhance CR&S initiatives within their organisation. Apprentices apply quality assurance techniques to ensure projects remain compliant and meet high standards, while designing and delivering training that empowers colleagues to actively engage with the CR&S ethos. They also take the lead in

planning and executing community events and fundraising projects from inception through to successful delivery. Alongside this, apprentices critically appraise organisational culture and propose innovative approaches to strengthen sustainability impact and drive meaningful, long-term improvements.

- **Month 5 – Quality Assurance for CR&S Excellence:** Applying quality assurance techniques to ensure CR&S projects remain compliant, effective, and consistently delivered to a high standard.
- **Month 6 – Empowering Others Through CR&S Training:** Designing and delivering engaging training that inspires colleagues to adopt and embed effective CR&S practices across the organisation.
- **Month 7 – Driving Impact Through Events and Culture Change:** Leading high-impact community initiatives and evaluating organisational culture to deliver meaningful sustainability outcomes and continuous improvement.

Phase 3 (Months 8-10): Digital ESG Specialist: Data, Finance & Regulatory Disclosures

This phase focuses on developing apprentices' ability to use data, technology, and analytical thinking to drive informed sustainability decision-making. Apprentices manipulate complex data sets to generate evidence-based insights on CR&S performance and produce high-quality written reports tailored to both internal stakeholders and external regulators. They identify emerging organisational threats and confidently escalate risks to senior leadership, ensuring timely and effective responses. In addition, apprentices build skills in managing CR&S budgets and balancing competing priorities to meet key targets, while applying IT and AI solutions to streamline data processes, enhance efficiency, and strengthen organisational accountability.

- **Month 8 – Data-Driven Decisions and Intelligent Automation:** Leveraging advanced data analysis and AI-driven solutions to generate insights, enhance performance, and strengthen organisational accountability.
- **Month 9 – Effective Budgeting for CR&S Impact:** Managing budgets and prioritising competing demands to ensure resources are allocated strategically and key sustainability targets are successfully achieved.
- **Month 10 – Impactful ESG Reporting and Risk Management:** Producing clear, high-quality reports and effectively identifying and escalating risks to support informed decision-making and organisational resilience.

Phase 4 (Months 11-13): Stakeholder Leadership & Project Implementation

This phase focuses on developing apprentices' leadership capability in delivering impactful CR&S initiatives through effective project and stakeholder management. Apprentices lead the full lifecycle of CR&S campaigns using professional planning tools, while recommending and evaluating external partners based on strategic value and associated risks. They negotiate complex projects to achieve mutually beneficial outcomes and design tailored communication plans that engage a wide range of stakeholders. In addition, apprentices motivate teams and make effective use of organisational structures to build a resilient and sustainability-focused workforce, while championing the critical link between sustainability strategy, brand equity, and organisational reputation.

- **Month 11 – Campaign Leadership and Strategic Partnerships:** Leading the full lifecycle of CR&S campaigns while selecting and evaluating external partners to maximise strategic impact and manage risk effectively.
- **Month 12 – Negotiation and Engagement for Shared Value:** Negotiating complex

partnerships and designing tailored communication strategies to effectively engage stakeholders and achieve mutually beneficial outcomes.

- **Month 13 – Championing Sustainability Through Brand and People:** Motivating teams and leveraging organisational structures to build a sustainable workforce while strengthening the connection between sustainability strategy, brand equity, and reputation.

Phase 5 (Months 14 and 15): Assessment Events

This phase focuses on consolidating apprentices' knowledge, skills, and behaviours through the application of learning in real-world, synoptic workplace tasks that demonstrate overall competence. Apprentices reflect on their professional journey to identify and address any gaps, building a robust and comprehensive portfolio of evidence. They also develop confidence in articulating their impact, knowledge, and skills through a mock live assessment, including professional discussion and questioning. By synthesising learning across all programme phases, apprentices are fully prepared to demonstrate their readiness for end-point assessment and progression as capable CR&S professionals.

- **Month 14 – Applying Learning in Practice:** Demonstrating professional competence by applying cross-functional CR&S knowledge to workplace tasks while reflecting on development to build a strong, evidence-based portfolio.
- **Month 15 – Confidently Communicating Impact and Learning:** Articulating CR&S knowledge and achievements with confidence while synthesising learning across all programme phases to demonstrate overall impact and readiness.

Gateway to Completion Period

Following completion of Phase 5, apprentices will progress to the Gateway to Completion. This is a formal review point where the employer and training provider confirm that all requirements of the apprenticeship have been met and that the apprentice has demonstrated the required knowledge, skills and behaviours to successfully complete the programme.

This stage includes several mandatory prerequisites:

1. Completion of all required off-the-job (OTJ) hours,
2. Successful completion and pass of both assessment events,
3. Evidence that English and Maths criteria have been met, and
4. Employer verification confirming that the required behaviours have been demonstrated.

Only once all these requirements have been satisfied can apprentices achieve full programme completion.

Under the reformed assessment plan, apprentices can complete either of their assessment methods prior to month 15, where they are ready.

Delivery Model and Session Length

- Live learning is delivered remotely each month, and aligned to each phase of the programme, via synchronous 3-hour interactive teaching sessions
- Each month is further supported by a 2-hour recorded webinar, enabling reinforcement of learning and flexible access
- This blended delivery approach ensures structured tutor-led delivery, interaction, reflection, and consolidation of learning

The sessions support the progressive development and application of Knowledge, Skills and Behaviours and underpin readiness the apprenticeship Assessment Events.

Apprentice Journey

All apprentices follow the same structured apprentice journey to ensure mapped and consistent coverage of the Corporate Responsibility and Sustainability Practitioner Knowledge, Skills and Behaviours. This ensures parity of experience, quality assurance, and assessment readiness across the programme.

Delivery Team

Delivery of the programme is led by Arden University's Corporate Learning team, who are responsible for the facilitation of live workshops, development of recorded learning content, and provision of ongoing coaching support throughout the apprentice journey. This supports consistency of delivery, alignment with the apprenticeship standard, and a coherent learning experience across all cohorts.

Coaches are allocated to programmes based on their occupational expertise and professional experience, ensuring that apprentices are supported by individuals with relevant industry knowledge and the capability to guide workplace application of learning. Delivery is further supported through structured planning, defined coaching roles, and a consistent approach to apprentice support across the programme lifecycle.

- Delivery is designed to be interactive and applied, incorporating tutor-led sessions, guided activity and coaching support
- The delivery team is supported through ongoing professional development and quality assurance activity to ensure consistency of practice and alignment with programme expectations
- Oversight of delivery and apprentice progress is maintained through established quality monitoring and review processes

16. Progression Route *(Please demonstrate the mechanism by which an apprentice could progress from this apprenticeship to an Arden University award, including the demonstration of credits that could equate to the apprenticeship for a progression route. Reference to RPL; Additional Progression Routes; Professional Development and Certifications; Career Progression Opportunities; Ongoing Skills Development; Career Progression Opportunities and Career Advice)*

Overview of Progression Routes

Apprentices who successfully complete the Level 4 Corporate Responsibility and Sustainability Practitioner may be eligible to apply for further apprenticeship or academic programmes offered by Arden University. Progression to any further programme is not automatic and is subject to meeting individual programme entry requirements, which may include employer support and role suitability requirements (for further apprenticeship study).

Progression opportunities include progression to higher-level apprenticeships, degree programmes and/or lateral progression into related professional areas, depending on the apprentice's role, experience and career aspirations. Completion of the apprenticeship demonstrates occupational competence and provides a strong foundation for further development in sustainability and ESG, business improvement, project management, operations management, human resource management and corporate strategy and

governance functions.

Apprenticeship progression opportunities can be explored in full through the Skills England Occupational Maps – see: <https://occupational-maps.skillsengland.education.gov.uk/>. Further study routes could include the Level 4 Associate Project Manager Apprenticeship, Level 4 AI & Automation Practitioner or Level 4 Data Analyst. Degree progression routes could include the BA (Hons) Business Management and Foundation Year programme or the BA (Hons) Business Management and Computing.

Recognition of Prior Learning may be considered to support progression onto further programmes. This allows relevant skills, knowledge and experience gained through the apprenticeship and workplace practice to be taken into account as part of the admissions process. All RPL decisions are made on an individual basis in line with programme entry requirements and Arden University's QA-06 Recognition of Prior Learning Policy.

Career Progression Opportunities

Successful completion of the Level 4 CR&S Practitioner apprenticeship builds the practical expertise needed to advance into specialist senior roles that drive meaningful social and environmental impact across the global business landscape

The programme's emphasis on strategic advisor capabilities, including escalating organisational risks to the board, negotiating powerful partnerships, and championing brand reputation, mean that those who complete the programme are positioned for high-level impact in roles such as:

- Sustainability or ESG Manager
- Corporate Responsibility and Purpose Lead
- Head of Social Impact and Community Investment
- ESG Data, Finance, and Regulatory Specialist
- Strategic Sustainability Consultant

The programme's emphasis on strategic advisor capabilities, including escalating organisational risks to the board, negotiating powerful partnerships, and championing brand reputation, prepares apprentices for direct pathways toward Policy Officer (Level 4) and Senior Leader (Level 7) executive roles.

By operating as the organisational "social conscience" practitioners develop the strategic intelligence and influence needed to shape board-level strategy and drive long-term business value.

Professional Certification / Professional Recognition

The apprenticeship is officially aligned with the Society for the Environment (SocEnv). Graduates benefit from a shortened application route to achieve Registered Environmental Technician status. This recognises that the apprenticeship's rigorous assessment of environmental and regulatory knowledge meets the majority of professional registration requirements.

Professional Development and Lifelong Learning The programme provides a formal pathway to professional recognition, preparing graduates for membership with bodies like the Institute of Corporate Responsibility and Sustainability (ICRS). ICRS offers apprentice eligibility for the

Student/Apprentice membership during their training (subject to an annual fee) and can work toward Associate or Member status upon completion.

By connecting with these professional networks and leveraging Recognition of Prior Learning (RPL) for further academic study, graduates are well-positioned to maintain their status as authoritative specialists and continue their growth within the global sustainability sector

Ongoing Skills Development and Career Advice

The programme focuses on building a long-term professional toolkit that allows practitioners to adapt as the industry evolves. Beyond basic research, apprentices develop advanced skills in data analysis and reporting, which are essential for meeting complex mandatory requirements like the Modern Slavery Act and Gender Pay Gap disclosures.

The apprenticeship also emphasises internal leadership, teaching practitioners how to train colleagues and embed a culture of sustainability throughout the organisation. By mastering techniques like horizon scanning for emerging trends and budget management, graduates ensure their skills remain high-impact and relevant as global environmental and social agendas continue to shift.

In addition, the programme provides a shortened route toward becoming a Registered Environmental Technician. This industry-backed credibility is reinforced by Arden's impartial careers advice and success coaching, which include "stretch and challenge" conversations designed to align personal career aspirations with organisational needs.

Information, advice and guidance (IAG) is embedded throughout the programme and is particularly focused during the later stages of the apprenticeship.

Apprentices are supported through:

- Coaching discussions and progress reviews
- Reflection on strengths, areas for development, and career aspirations
- Guidance on progression pathways and role alignment
- Support to identify future learning and development needs

This ensures apprentices complete the programme not only occupationally competent, but also equipped with the confidence, awareness, and motivation to continue developing their skills and careers.

17. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the apprentice, will be able to:		
1. Evaluate CR&S and ESG principles and their strategic value in driving sustainable organisational performance and long-term impact.	The apprenticeship is designed to develop competence in CR&S and ESG, with programme learning outcomes embedded across the phases of delivery. The Knowledge, Skills and Behaviours (KSBs) are integrated throughout the programme, ensuring a coherent and holistic approach to building CR&S capability. The outcomes and KSB progression are validated through regular coaching conversations, progression reviews (with the apprentice's employer) and work-based formative and summative assessments. This method enables apprentices to apply CR&S principles and practices effectively within their organisational context. The central components of the programme are a work-based project, which enables apprentices to contribute to a relevant, value-adding CR&S initiative, demonstrating applied competence and organisational impact. Apprentices are also responsible for evidencing their ongoing development through a structured portfolio, mapped against the KSBs and demonstrating progress across the programme.	Strategic brief and work-based tasks.
2. Analyse organisational contexts to identify material sustainability risks, opportunities, and external influencing factors, including key ESG considerations.		Work-based analytical exercise and work-based reporting.
3. Design CR&S strategies that align with organisational objectives and embed sustainable thinking into business planning.		Work-based project and portfolio evidence with reflective practice.
4. Implement CR&S and ESG initiatives effectively to deliver measurable social, environmental, and economic outcomes.		Work-based project and portfolio evidence with reflective practice.

5. Evaluate CR&S initiatives through continuous monitoring, feedback, and adaptation to enhance effectiveness and impact.		Portfolio evidence and competency-based assessment.
6. Apply data and analytical tools to monitor ESG performance, assess impact, and inform evidence-based decision-making.		Work-based data analysis and reporting tasks.
7. Communicate CR&S insights effectively to a range of audiences to support transparency, accountability, and informed action.		Professional work-based reporting, discussions and communication outputs.
8. Engage and influence stakeholders to build strong relationships and support the delivery of CR&S objectives.		Work-based communication and negotiation activities and portfolio evidence.

17b) Knowledge, Skills and Behaviours (KSBs) Mapping to Programme Phases

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Mapped KSBs	Aligned Assessment Event Method(s)
1	Induction & Onboarding	An introduction to Corporate Responsibility and Sustainability	Becoming the Social Conscience	Corporate responsibility, sustainability principles, business strategy, social impact, ethical purpose, professional identity	LO 0.1: Identify the shift from philanthropy to a strategic business requirement that creates benefits for both the organization and society LO 0.2: Outline the internal governance and authority levels required to act as the organisation's "social conscience". LO 0.3: Explain the purpose of the CR&S practitioner role and champion the agenda using professional communication.	K5, K9, K24, S18, B1, B3	Work-based project, portfolio of evidence
2	Phase 1 – The Strategic Navigator: Understanding Global ESG Foundations	Bringing Ethics and Governance to Life	Navigating ESG Laws & Leadership	Ethical governance, ESG legislation, organisational strategy, governance structures, sustainability performance, leadership accountability	LO 1.1: Analyse how industry legislation and best practices shape your organisation's strategy. LO 1.2: Evaluate how internal governance structures impact overall sustainability performance.	K5, K19, K26	Work-based project, portfolio of evidence
3	Phase 1 – The Strategic Navigator: Understanding Global ESG Foundations	Spotting Trends and Leading Innovation	Mastering Horizon Scanning	Horizon scanning, trend analysis, innovation in practice, research skills, emerging best practices,	LO 1.4: Conduct horizon-scanning research to bring innovative best practices to your team.	K21, S18	Work-based project, portfolio of evidence

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Mapped KSBs	Aligned Assessment Event Method(s)
				continuous improvement			
4	Phase 1 – The Strategic Navigator: Understanding Global ESG Foundations	Delivering Strategic Contributions	Strategy in Action: Building Sustainable Blueprints	Strategic planning, sustainable business practices, risk and opportunity management, organisational strategy, value creation, integrating sustainability into business plans	LO 1.3: Identify sustainable practices that provide mutual benefits for society and the business. LO 1.5: Contribute to drafting high-level strategic documents that manage risks and opportunities.	K11, K24, K25, S10	Work-based project, portfolio of evidence
5	Phase 2 – The Human Lever: Culture Change & Social Impact	Quality in Action	Assuring Excellence in CR&S Projects	Quality assurance, compliance, continuous improvement, project standards, performance monitoring, maintaining excellence	LO 2.1: Use quality assurance techniques to keep CR&S projects compliant and high-standard.	K18, S15	Work-based project, portfolio of evidence, professional discussion and Q&A

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Mapped KSBs	Aligned Assessment Event Method(s)
6	Phase 2 – The Human Lever: Culture Change & Social Impact	Influencing Change: Training That Inspires	Promoting Effective CR&S Practices in Others	Training design, learning delivery, behaviour change, influencing skills, stakeholder engagement, promoting CR&S practices	LO 2.2: Design and deliver training that empowers colleagues to engage with the CR&S ethos.	K23, S20, B2	Work-based project, portfolio of evidence, professional discussion and Q&A
7	Phase 2 – The Human Lever: Culture Change & Social Impact	Turning Ideas into Impactful Action	Devising and Implementing High-Impact Events and Initiatives	Event planning, project delivery, community engagement, organisational culture, innovation, impact improvement	LO 2.3: Lead community events and fundraising projects from inception to successful delivery. LO 2.4: Appraise internal culture and recommend innovative ways to improve organisational impact.	K2, K16, K17, S2, S14, S21, B5, B7	Work-based project, portfolio of evidence, professional discussion and Q&A
8	Phase 3 – Digital ESG Specialist: Data, Finance & Regulatory Disclosures	From Data to Decisions	Driving Performance Through Insight and Automation	Data analysis, insight generation, evidence-based decision-making, automation, digital tools, AI application for performance and accountability	LO 3.1: Manipulate complex data sets to form evidence-based conclusions on performance. LO 3.5: Apply IT and AI solutions to automate data and drive organisational accountability.	K3, K4, K14, K15, S12, S13, S22, B6	Work-based project, portfolio of evidence

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Mapped KSBs	Aligned Assessment Event Method(s)
9	Phase 3 – Digital ESG Specialist: Data, Finance & Regulatory Disclosures	Budget Smart	Managing CR&S Priorities for Maximum Impact	Budget management, resource allocation, prioritisation, financial planning, decision-making, maximising impact	LO 3.4: Manage CR&S budgets and prioritise competing demands to meet key targets.	K22, S3, S19	Work-based project, portfolio of evidence
10	Phase 3 – Digital ESG Specialist: Data, Finance & Regulatory Disclosures	Reporting ESG with Impact	Communicating Performance and Escalating Risk	ESG reporting, written communication, stakeholder engagement, risk identification, escalation processes, organisational accountability	LO 3.2: Produce high-quality written reports for both internal stakeholders and external regulators. LO 3.3: Identify organisational threats and escalate risks to senior leadership effectively.	K10, K20, S9, S16, S17, B3	Work-based project, portfolio of evidence
11	Phase 4 – Stakeholder Leadership & Project Implementation	Campaigns and Partners	Managing the Campaign Lifecycle	Campaign lifecycle management, project planning, delivery, partnership evaluation, stakeholder selection, risk management	LO 4.1: Lead the entire lifecycle of a CR&S campaign using professional planning tools. LO 4.2: Recommend and evaluate external partners based on strategic benefit and risk.	K1, K6, S1, S8	Work-based project, portfolio of evidence, professional discussion and Q&A

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Mapped KSBs	Aligned Assessment Event Method(s)
12	Phase 4 – Stakeholder Leadership & Project Implementation	Negotiating for Shared Value	Influence and Tailored Engagement	Negotiation skills, partnership working, achieving shared value, stakeholder engagement, tailored communication, influencing strategies	LO 4.3: Negotiate complex projects with external partners to achieve shared goals. LO 4.4: Design tailored communication plans that engage diverse stakeholder groups.	K7-K9, S5-S7, S11	Work-based project, portfolio of evidence, professional discussion and Q&A
13	Phase 4 – Stakeholder Leadership & Project Implementation	Brand, Talent, and Reputation	Championing the CR&S Agenda	Brand reputation, sustainability strategy, organisational impact, workforce engagement, leadership influence, talent development	LO 4.5: Motivate teams and utilise organisational structures to build a sustainable workforce. LO 4.6: Champion the link between sustainability strategy, brand equity, and reputation.	K12, K13, K27, S4, B1, B4	Work-based project, portfolio of evidence, professional discussion and Q&A
14	Phase 5 – Assessment Events	Your CR&S and ESG Journey in Action	Putting Concepts into Practice	Applied CR&S practice, cross-functional expertise, workplace competence, reflective practice, professional development, portfolio building	LO 5.1: Independently apply advanced expertise across all business functions to master synoptic workplace tasks and demonstrate competence. LO 5.2: Reflect on professional journey to address any KSB gaps, creating a strong foundation of evidence to complete portfolio.	Synoptic coverage of all KSBs	Work-based project, portfolio of evidence, professional discussion and Q&A

Month	Phase	Live Lesson	Recorded Webinar	Topic	Learning Outcomes	Mapped KSBs	Aligned Assessment Event Method(s)
15	Phase 5 – Assessment Events	Showcasing Impact: Communicating Outcomes	Talking CR&S and ESG with Confidence	Communication skills, presenting outcomes, professional discussions, confidence building, knowledge synthesis, articulating impact	LO 5.3: Articulate competence through mock professional discussions, under End Point Assessment conditions. LO 5.4: Synthesise learning across all phases.	Synoptic coverage of all KSBs	Work-based project, portfolio of evidence, professional discussion and Q&A

17. Learning, teaching and assessment methods and strategies *(Please make reference as appropriate to Learning and Teaching; Digital Tools and Resources: Learning Cycle; use of Bud; iLearn; Phase Learning; Live Workshops and Pre-Recorded Webinar Overview; Projects)*

Systems Overview and Digital Learning Platforms

The programme is supported through a set of established digital platforms that provide a structured and consistent learning experience across all apprenticeship provision. These systems are already in use across Arden University's apprenticeship portfolio and support both learning and progression throughout the programme lifecycle.

Bud

Bud is the central learning and apprenticeship platform. It supports the full learning journey, enabling apprentices to engage with learning activities, apply knowledge in the workplace and build a portfolio of evidence over time through reflective and evidence-based activities.

Bud is also used to:

- Organise and sequence monthly learning activity
- Record time spent on off-the-job activities
- Store workplace evidence and reflections
- Track progress against starting points
- Monitor development of and progress against the Knowledge, Skills and Behaviours (KSBs)
- Support reviews between apprentice, employer and coach
- Prepare apprentices for assessment events and gateway to completion
- Identify apprentices who may need additional support
- Provide visibility and reporting on apprentice and cohort progress, and at-risk interventions

This ensures that learning, evidence and progress are captured in one place, providing a clear view of development throughout the programme, from onboarding through to the Assessment Events and Gateway to Completion.

iLearn

iLearn is the virtual learning environment and houses core programme content and supporting resources. It enables apprentices to consolidate learning and access key materials throughout the programme.

This includes:

- structured learning content aligned to programme phases
- discussion forums to support reflection and peer engagement
- links to live workshops and webinars
- recordings, slides and additional resources following sessions

Together, Bud and iLearn provide a joined-up learning experience, supporting both the application of learning in the workplace and the development of knowledge required for successful progression through the apprenticeship.

Phase Learning Model

The core curriculum is delivered through structured phases, each with a clear occupational focus and progressively increasing levels of complexity, independence, and workplace application. This enables apprentices to move from supported learning and foundational knowledge towards confident, independent performance in real workplace contexts.

Workplace learning is embedded throughout the programme through structured Off-the-Job (OTJ) activities aligned to the apprenticeship standard Knowledge, Skills and Behaviours (KSBs). Apprentices generate authentic workplace evidence through projects, operational tasks, reflective activities, and professional discussions.

Assessment preparation is integrated throughout all phases to ensure apprentices progressively build confidence, competence, and readiness for successful completion of the apprenticeship standard.

This phased structure is supported by a consistent monthly learning cycle, which underpins how learning is developed, applied and reflected in practice.

Learning Cycle

Apprentices follow a structured learning cycle within Bud, which enables them to apply learning in the workplace and build their portfolio of evidence over time, contributing to assessment readiness:

- **Develop** – Learn new concepts and assessment-relevant knowledge within the phase
- **Diagnose** – Assess understanding, confidence and application against KSBs
- **Demonstrate** – Apply learning through workplace tasks and activities directly aligned to assessment requirements
- **Debrief** – Reflect on impact, behaviour and improvement in the workplace

Where appropriate, apprentices are guided to optional stretch and challenge extension tasks, enabling deeper evidence generation and enhanced confidence for the Assessment Events.

Learning and Teaching

The programme adopts a blended, apprentice-centred approach that integrates structured teaching, digital learning, workplace application, and reflective practice. Learning is designed to be practical, role-relevant and progressive, enabling apprentices to develop confidence and occupational competence over time.

Teaching methods prioritise active and applied learning, ensuring that apprentices continuously translate learning into their workplace and build the evidence, confidence and behaviours required to meet the Corporate Responsibility and Sustainability Practitioner apprenticeship and assessment requirements. Learning is scaffolded across programme phases, moving from foundational understanding to integrated performance and sustained competence.

Workplace activity is deliberately structured to support assessment preparation, enabling apprentices to:

- Demonstrate consistent application of Knowledge, Skills and Behaviours (KSBs)
- Generate authentic workplace evidence
- Practise professional discussion and reflective articulation of competence
- Show sustained performance over time

Digital Tools and Resources

The programme uses a range of modern digital tools to create an engaging, flexible and work-focused learning experience that supports assessment readiness. Appropriate IT tools on the programme ensure:

- Clear introductions and short learning videos that explain key topics and assessment-related expectations.
- Step-by-step “how-to” guides support workplace tasks, evidence capture and preparation for assessment activities.
- Scenario-based learning where apprentices observe and reflect on realistic workplace situations such as communication, behaviours and decision-making, supporting preparation for behavioural and professional discussion elements of assessment.

Apprentices are encouraged to develop digital skills that reflect the demands of modern business environments and contemporary working practices.

Live Workshops and Pre-Recorded Webinars

Each phase combines live online workshops, recorded webinars, workplace activities, and reflective practice. Live sessions are interactive and practice-based, using discussions, case studies, workplace scenarios, and problem-solving activities to help apprentices apply learning directly to their job role. Recorded webinars and asynchronous learning resources reinforce key concepts, support flexible learning, and develop wider professional skills.

Live workshops are delivered monthly via Zoom and last 3 hours. These interactive sessions are explicitly designed to prepare apprentices for assessment by focusing on:

- Application of learning to workplace scenarios and case studies
- Apprenticeship assessment-style questioning and discussion
- Reflection on behaviours and decision-making
- Practice articulating evidence and impact
- Mock assessment activities aligned to the apprenticeship assessment methods

Prior to each live workshop, apprentices engage with a monthly 2-hour self-directed digital theory session featuring curated TED Talks and expert-led insights. These sessions establish the core theory foundation required for the phase, ensuring apprentices arrive at live sessions ready to apply knowledge.

Workplace Learning, Evidence, Assessment and Feedback Portfolio of Evidence

All apprentices build a portfolio of workplace evidence, demonstrating sustained competence against the Corporate Responsibility and Sustainability Practitioner KSBs. Evidence is generated through real workplace activity and reviewed regularly to ensure competence.

The portfolio demonstrates:

- Practical application of learning in the workplace
- Reflection on decisions and impact
- Evidence of consistent and sustained performance`
- Real business value delivered through the apprentice's role

Coaches provide formative feedback throughout to strengthen evidence selection.

Formative and Summative Assessment Strategy

Assessment combines formative and summative methods to validate occupational competence. Formative tasks, such as scenario-based tasks and strategic thinking exercises, provide ongoing feedback for professional growth. Summative evidence is finalised through a portfolio of evidence and a work-based project. Progress is monitored through OTJ logs, 1:1 coaching, and tri-partite reviews to ensure Assessment readiness and sustained impact.

Assessment is progressive and explicitly aligned to the Corporate Responsibility and Sustainability Practitioner assessment methods.

The apprenticeship standard supports inclusivity by offering multiple assessment methods. By using a combination of a work-based project, a professional discussion, and a portfolio of evidence, the programme allows apprentices to demonstrate mastery through different communication styles, such as written reports, verbal discussions, and practical workplace evidence. This variety ensures that apprentices are not disadvantaged by a single assessment format and can showcase their competence in the way that best suits their professional strengths.

- **Formative assessment** includes diagnostics, skills checks, reflective practice, coaching, scenario-based questioning and mock assessments.
- **Summative assessment** includes integrated workplace activity, project-based evidence and final competence confirmation.

Assessment methods include:

- Scenario-based questioning
- Mock professional discussions
- Observation of sustained workplace performance
- Portfolio reviews mapped directly to apprenticeship assessment criteria
- Employer feedback and third-party testimony

These activities ensure that apprentices are fully prepared to demonstrate competence during the Assessment Events.

Projects and Workplace Application

Work-based projects and improvement activities are embedded throughout the programme and explicitly aligned to the apprenticeship assessment requirements. These activities enable apprentices to:

- Apply learning in real world contexts
- Demonstrate multiple KSBs through integrated activity
- Generate high-quality evidence of impact
- Practise explaining rationale and outcomes in preparation for professional discussion

Employer engagement

Employers play an active role in supporting learning by providing structured workplace opportunities across a range of ESG and CR&S activities, including sustainability strategy drafting, horizon scanning, carbon foot printing, community investment delivery, stakeholder mapping, and data management for mandatory reporting.

Through mentoring, job shadowing, and leading the work-based project, apprentices gain increased exposure to different areas of organisational governance and ethical practice, supporting their development as the "social conscience" of the business. Employer input ensures that learning remains current, relevant, and closely aligned to the organisation's specific CR&S strategy and industry best practice.

Every 10–12 weeks, employers join tri-partite coaching meetings to review the apprentice's KSB mastery, address performance, and validate evidence for the portfolio. This meeting also confirms the apprentice continues to receive the mandatory 20% off-the-job training time required for successful completion.

Use of technology

The programme uses a range of modern digital tools to create an engaging, flexible and work-focused learning experience that supports assessment readiness and data-driven ESG reporting and stakeholder engagement.

Apprentices are encouraged to develop digital-first specialist skills, including automating data processes and carbon accounting, that reflect the demands of contemporary CR&S practice. Together, these tools support apprentice confidence in navigating complex datasets, ensuring readiness for assessment and alignment with strategic organisational expectations and contemporary working practice.

Appropriate IT tools on the programme also ensure:

- Clear introductions and short learning videos that explain key topics and assessment-related expectations.
- Step-by-step guides support workplace tasks, evidence capture and preparation for assessment activities.
- Scenario-based learning where apprentices observe and reflect on realistic workplace situations such as communication, behaviours and decision-making, supporting preparation for behavioural and professional discussion elements of the apprenticeship assessment.

Apprentices are encouraged to develop digital skills that reflect the demands of modern business environments and contemporary working practices.

18. Apprenticeship development methods and strategies *(Please make reference as appropriate to Accessibility; Knowledge, Skills and Behaviours (KSBs); Portfolio: Portfolio of Evidence: Off the Job Time: Coaching: Employer Support & Liaison: Fundamental British Values: Functional Skills -English and Maths: Development of English and maths skills: Safeguarding: Prevent)*

- **Accessibility:** The programme is designed to meet diverse apprentice needs through inclusive practices. All webinars and workshops include captions and transcripts, and learning materials are provided in alternative formats (e.g., PDF, audio, and screen-reader compatible resources). Flexible scheduling options accommodate different working patterns, and digital platforms (iLearn and Bud) are fully accessible, supporting assistive technologies. Coaching sessions and reviews can be adapted for individual requirements, ensuring equitable participation. These measures align with Universal Design for Learning (UDL) principles, promoting an inclusive learning environment for all apprentices.
- **Knowledge, Skills and Behaviours (KSBs):** The KSBs are mapped into each phase of the programme. This demonstrates where each KSB will be taught, providing opportunities for apprentices to begin the development of their portfolio of evidence. Progress against KSB acquisition is monitored throughout the programme through an established framework that integrates coaching activity, employer engagement and internal quality oversight, with readiness for Gateway confirmed through collective agreement between the apprentice, employer and training provider prior to independent assessment.
- **Portfolio:** The apprenticeship will be assessed, in part, through a portfolio of evidence. This evidences how the apprentice has met the requirements of the Individual Learning Plan and the apprenticeship standard, which lists all the required KSB outcomes.
- **Portfolio of Evidence:** Each phase allows for a guided, yet individualised programme. Coaches will highlight the KSBs mapped to each phase, whilst the apprentice's role will also determine when they can generate robust, current, valid and reliable evidence against the KSBs. The apprentice will work with their coach to agree which KSBs to focus on by key milestones throughout the programme. This cyclical process continues, organically developing a clear plan for evidencing KSBs throughout the duration of the programme until 100% of the KSBs will be evidenced in preparation for the Assessments Events. Evidence will be generated in a number of ways:
 - Via coach-led activity (via the production of work-based product evidence).
 - Via the apprentice's self-directed on the job learning and development (via the production of work-based product evidence).
- **Off-the-job Time:** Apprentices receive off-the-job training throughout the duration of the programme, during their paid hours, for the purpose of achieving their apprenticeship. As such, the programme is scheduled to allow apprentices to study alongside work commitments, with employer support. Each apprentice is provided with a Apprentice Plan which details all synchronous teaching sessions, activity submission deadlines and

milestones from induction through to the Assessment Events and Gateway to Completion. The e-portfolio system (Bud) records all off-the-job activities, and the Coaches meet with the apprentices to ensure that all activities are completed by the submission date.

- **Coaching:** At the start of the programme, each apprentice is assigned a dedicated coach, who will provide personal support throughout the duration of the programme. Regular coaching sessions are tailored to individual goals, providing continuous progression, confidence-building, and support for learning needs. Sessions capture progress, encourage reflection, and set clear action plans. This approach guarantees ongoing learning, pastoral support, and accountability, helping apprentices translate learning into measurable success.
- **Employer Support & Liaison:** Once per quarter, employers join coaching meetings to review the apprentice's performance on the apprenticeship and address any areas of concern the employer may have. This tri-partite meeting also confirms that the apprentice continues to receive the required off-the-job time.
- **Fundamental British Values:** We promote Fundamental British Values through teaching and learning interventions and via the coach reviews. These sessions seek to create opportunities for apprentices to apply their understanding of fundamental British values to relevant situations and contexts, and to encourage apprentices to respect each other and their differences, including regarding protected characteristics outlined in the Equality Act 2010.
- **Functional Skills -English and Maths:** In accordance with the apprenticeship funding rules (updated in February 2025), all apprentices, regardless of age, must complete a Functional Skills Initial Assessment in English and maths before beginning the apprenticeship. This establishes each apprentice's starting point and identifies any required support.
 - To be eligible for exemptions from Functional Skills qualifications, apprentices must provide valid certificate evidence prior to enrolment. Acceptable evidence includes GCSEs, AS-/A-levels, or recognised equivalents at grades A–C/9–4 in English (Language or Literature) and maths.
 - Where evidence cannot be provided, apprentices must complete approved diagnostic assessments. Apprentices who do not meet the required threshold will complete Level 2 Functional Skills in English and maths alongside their apprenticeship.
 - Apprentices Aged 16 - 18
 - For all apprentices aged 16 -18, English and maths development remain a mandatory part of the apprenticeship programme unless they already hold valid Level 2 qualifications and can provide evidence.
 - Where no evidence is available, the apprentice must undertake diagnostic assessments and complete Level 2 Functional Skills qualifications as part of the programme.
 - Apprentices Aged 19+ (Opt-Out Provision)
 - For apprentices aged 19 and over, the February 2025 funding rules allow the apprentice to opt out of ongoing English and maths delivery.
These apprentices must still complete the Functional Skills

Initial Assessment, but they will not be required to undertake any additional English and maths learning or qualifications during the programme.

- Where a 19+ apprentice chooses to opt out, the decision must be agreed by their employer, in writing and retained for compliance and audit purposes.

- **Development of English and maths skills:** The outcomes of the Functional Skills Initial Assessment will act as the baseline for all apprentices. Skills development is embedded throughout the programme in several ways:
 - Coaches and lecturers will use starting-point data to plan targeted teaching and support activities.
 - English and maths will be reviewed at coach progress meetings and reviews, with discussion of workplace application and relevance.
 - On-programme assessments will incorporate a varied assessment approach, including speaking, listening, reading, writing, and mathematical tasks where appropriate.
 - Coaches and lecturers will identify naturally occurring opportunities to develop speaking and listening, reading, writing and maths throughout the programme.
 - Coaching and assessment feedback will highlight spelling, punctuation, grammar, and numerical accuracy to promote continuous improvement.
- **Safeguarding:** Arden University's role in terms of Safeguarding is to -
 - Ensure all staff involved in the delivery of apprenticeship provision, either directly or indirectly, are enhanced DBS checked prior to engaging with the apprentices.
 - Ensure that the Safeguarding policy is applied to all learning settings.
 - Ensure that apprentices understand the aims of Safeguarding how it protects them and how they can access support.
 - Promote a culture that prioritises safeguarding, reducing the potential for harm to be caused or threatened.
 - To work with employers to ensure that they are aware of their obligations, as well as the University's so that apprentices are protected in all cases.
 - To work with employers when concerns are raised, ensuring that outcomes are reached and implemented to protect the apprentice(s) involved.
 - Be available for apprentices to ensure they feel they can always raise concerns that they have.
- **Prevent:** The University's role is to -
 - Ensure that all colleagues are aware of the Prevent duty and the obligations they are required to meet to enable this.
 - Have rigorous processes and procedures to ensure that they meet statutory requirements and government guidance.
 - Provide clear channels for apprentices to discuss and raise concerns, so that these can be considered in a non-discriminatory, open environment.
 - Ensure prompt response to any concerns raised.

19. Formative Assessment Plan *(Please outline the substance and format of activities featured in the assessment plan for the relevant standard, and detail the formative assessment that will support Apprentices to successfully complete their End Point Assessment, including how Apprentices are supported to engage in mock practical activities (including professional conversations). Indicate when Apprentices will complete formative assessments (it is recommended that formative assessments should take place at both the mid-point of study for feedback and at gateway for readiness and engagement checks) and when there are opportunities in the programme for Apprentices engage in reflective practice)*

Formative assessment within this apprenticeship is designed to support apprentices to develop confidence, competence and readiness for apprenticeship assessment. Formative activity is embedded throughout the programme and is used to inform feedback, target support and ensure that apprentices only progress to their assessment events when they are fully prepared.

Substance and format of formative activity

Formative assessment activity takes place throughout the on-programme phase and is aligned to the Knowledge, Skills and Behaviours (KSBs) set out in the apprenticeship standard. Activities are designed to support application of learning in the workplace and to develop the evidence, confidence and professional judgement required for apprenticeship assessment.

Formative assessments include (but are not limited to) scenario-based and applied tasks, strategic thinking exercises, and regular knowledge and skills checks to monitor progress. Apprentices will engage in peer review, diagnostics, and early work products, supported by ongoing feedback cycles and gap analysis. This is complemented by coaching sessions and targeted development, ensuring apprentices receive personalised support to build competence and confidence throughout the programme.

These activities are developmental in nature and do not replace summative assessment. The purpose is to build readiness, not to grade performance.

Timing of formative assessment and feedback

Formative assessment and feedback are structured around key points in the apprenticeship journey:

- **Early and ongoing:** Regular formative feedback is provided through coaching sessions and progress reviews, focusing on KSB development, workplace application and portfolio quality.
- **Phase reviews:** At the end of each programme phase, formative review activity is used to evaluate progress against expected KSB milestones, identify gaps and agree targeted actions to support development.
- **Pre-assessment event readiness:** In the period leading up to the assessment events, enhanced formative activity is used to test readiness, including mock practical activities and professional conversations aligned to apprenticeship assessment requirements. This ensures that apprentices understand the format, expectations and standards of assessment before progressing to the assessment events and gateway to completion.

Where formative activity indicates that readiness is not yet secure, additional support, learning activity, workplace practice, or development time is provided before Assessment Event submission is recommended.

Preparation for apprenticeship assessment and mock assessment activity

Apprentices are supported to engage in structured preparation for apprenticeship assessment through formative activities that reflect the assessment methods set out in the relevant assessment plan. This includes opportunities to practise professional conversations, respond to question and answers and articulate evidence of competence in a supported environment.

Coaches play a central role in facilitating these activities, providing targeted feedback on clarity, structure, confidence and alignment to the occupational standard. Where formative activity indicates that readiness is not yet secure, additional support, learning or time is provided rather than progressing prematurely.

Reflective practice

Reflective practice is embedded throughout the programme and is used as a core formative tool to support learning and assessment readiness. Apprentices are encouraged to reflect on workplace experience, feedback and development needs through coached discussion and structured reflective activities. This supports deeper learning, professional growth and improved performance in assessment contexts such as professional conversations.

Gateway to completion readiness and progression

On-programme formative assessment outcomes inform assessment event and gateway to completion readiness decisions. Progression to gateway to completion is only permitted where there is secure evidence that all relevant prerequisites have been met, including successful completion of the assessment events.

Gateway to completion readiness decision is made through collective agreement between the apprentice, employer and training provider, informed by successful completion and passing of the assessment events. This approach ensures that apprentices are entered for the assessment events only when they are well prepared and have the best possible opportunity to succeed.

Formative assessment is aligned to the Level 4 Corporate Responsibility and Sustainability Practitioner apprenticeship duties, responsibilities and assessment methods, ensuring consistency with assessment expectations and the requirements of the role.

20. Resources to Support Learning

Library Resources for Independent Research

To support the requirement for independent research, apprentices may utilise dedicated online library resources. These resources allow practitioners to effectively conduct research such as horizon scanning to keep pace with the rapidly evolving CR&S landscape and stay current on industry trends.

By accessing specialised knowledge, data sources, and metrics, apprentices can thoroughly research organizational threats and opportunities and analyse diverse

qualitative and quantitative data. This access to high-quality information is essential for forming evidence-based conclusions and developing the independence and expertise required to act as an effective "social conscience" within their organisation.

Academic study skills

Apprentices can effectively use academic skills workshops to bridge the gap between their daily duties and formal assessment requirements.

Technical Writing: Workshops support the development of report writing techniques and communication methods tailored to different audiences.

Personal Growth: These resources help apprentices develop the independence and expertise needed to move from supported learning to being a strategic advisor capable of influencing board-level decisions.

Professionalism: By engaging with these resources, apprentices demonstrate a commitment to developing themselves and others, which is a core behaviour required for the apprenticeship.

21. Assessment consists of: 2 Assessment Events				
Assessment Organisation (AO)		1 st for Awarding		
Assessment Event 1		Assessment Event 2		Gateway to Completion
AM (Assessment Method) 1	AM 2	AM 3	AM 4	
Work-Based Project: Apprentices must submit a project report that documents their specific individual contribution to a real-world business project.	Question and Answers: Following submission, apprentices participate in a 30-minute remote session where they answer questions based directly on their submitted project report.	Portfolio of Evidence: This is a collection of the apprentice's best work products collated throughout the entirety of the apprenticeship. It serves as the foundation for the final discussion and must demonstrate competence across all mapped KSBs.	Professional Discussion: A 60-minute two-way remote discussion led by an independent assessor. This discussion is underpinned by the submitted portfolio and allows the apprentice to explain their work, decision-making, and professional growth.	Off-the-Job Training: All required off-the-job training hours must be met. Assessment Methods: All on-programme assessment methods must be completed. English and Maths: The mandatory requirements for English and Maths must be met. Minimum Duration: The apprentice must have completed the minimum required duration of the programme. Employer Verification: The employer must verify and sign off on the apprentice's professional behaviour

Note that Apprenticeship Assessment is set by the apprenticeship standard and assessment plan, which defines the required assessment methods and does not permit alternative approaches.

Record of Amendments post approval (to be completed by Senior Quality Officer)			
Date approved	Version number	Details of Change	Implementation Date agreed

