



# FRAMING THE FUTURE.

The role of higher education in boosting  
employability and productivity.

April 2017

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This paper provides an overview of the discussions that took place at the CMI Higher Education Conference in London on 21 February 2017.

CMI is grateful to all the speakers who shared their insight and perspectives at the conference and who provided contributions to this paper.

We'd also like to thank all our guests, whose ideas, questions and viewpoints helped make it such a stimulating and valuable day.

# FOREWORD

## ANN FRANCKE



**Ann Francke MBA CMgr CCMi FIC**  
Chief Executive, CMI



*There's a huge need for more employable graduates and apprentices to enter the workplace with the practical skills, professional ethics and experience to make an instant impact on their organisations.*

We are in a period of profound change, as recent votes in the UK and the US have made clear. Inevitably, this presents both challenges and opportunities to business schools and universities.

With tighter immigration controls likely to follow Brexit, UK employers will no longer be able to rely on a steady stream of labour from EU countries. What's more, their productivity must improve dramatically if they are to compete effectively in global markets: UK productivity continues to lag behind the rest of the G7 by 18%. Both factors point to an urgent need to upskill the UK workforce.

That's where higher education comes in. Research consistently shows that leadership and management skills are critical to boosting productivity. Universities need to embed them in more courses. It's a win-win: boosting the employability of students by providing employers with skilled leaders who can drive productivity gains.

This means investing in the new degree apprenticeship programmes too. The Chartered Manager Degree Apprenticeship is already being rolled out by 25 universities. Some 250 apprentices have embarked on programmes with a further 850 contracted to start in the coming months. Demand from employers is growing all the time and will only escalate as the Levy beds in and comes to be seen as what it really is: a skills investment fund.

And yet, as a sector we still have much to do to raise awareness of degree apprenticeships, not only among employers but among young people. Research by CMI and the EY Foundation in 2016 found that young people are almost twice as likely to receive information about going to university than about taking apprenticeships – 84% compared with 48%.<sup>1</sup>

This might be a challenging time from an educational and a political perspective, but it is also an exciting time. There's a huge need for more employable graduates and apprentices to enter the workplace with the practical skills, professional ethics and experience to make an instant impact on their organisations.

As this paper shows, employers, higher education and professional bodies are working together to create innovative solutions to these challenges. Student input into these innovative solutions is also important and CMI is very impressed by the calibre and contributions of our student ambassadors – whether pursuing business studies or apprenticeships. Together, we can better shape the opportunities in front of us.

A handwritten signature in black ink, appearing to read 'Ann Francke'.

April 2017

<sup>1</sup> *An Age of Uncertainty*, CMI and EY Foundation, September 2016

# TEACHING AND LEARNING: THE POLICY AGENDA

**The Teaching Excellence Framework (TEF), which was introduced by the government in 2016, aims to recognise and reward excellent learning and teaching in English universities. While the framework has its detractors and was the subject of lively debate at CMI's conference, almost all English universities are now making preparations to be assessed under the TEF.**

By drawing on currently available, nationally collected data, the TEF will provide assessors with a common set of core metrics for universities that relate to each of the following four aspects of teaching excellence: teaching quality, learning environment, student outcomes and learning gains. Each university will be judged by peer review, using academic judgement, with both student and employer representatives sitting on the panel.

The TEF will encourage universities to focus on how they can enhance the employability of their students so that they embark on rewarding careers that do justice to their skills and abilities. As part of the TEF assessment, higher education providers are invited to demonstrate how they are preparing their students for employment, such as providing evidence on the “extent, nature and impact of employer engagement in course design and/or delivery, including degree apprenticeships”.

Furthermore, the TEF guidance specifically references benchmarking of courses by professional bodies as a positive assessment indicator. CMI's support agenda also aligns with the framework by enabling universities to enhance the student experience, provide professional development and improve employability.

See Appendix for an outline of these links.

## TEF as a driver of employability

Speaking at the conference, Iain Mansfield, Deputy Director – TEF and Quality, at the Department for Education, said that the TEF exists to serve two principal purposes: to drive up the standard of teaching in universities and to give students clear information about where they will get the best teaching so that they can achieve the best outcomes.

“This is about systemic change,” he explained. “It's about putting in place a framework in the higher education sector, which will achieve a fundamental rebalancing of what the priorities of the sector are, and bring about that rebalancing between research and teaching, both of which are extremely important pillars of what universities do.”

At the end of its first year in existence, there will be a ‘lessons learned review’

of the TEF, and the framework is likely to change further over the coming years and decades. Nevertheless, Mansfield said that employability would continue to be reflected strongly in the criteria and metrics for the TEF, especially as subject-level TEF develops.

Evidence suggests that subject-level TEF will be “the most meaningful information for students when choosing courses”, noted Mansfield. “So we are working closely with a wide range of sector representatives, students and employer groups to develop possible models that will provide robust, comparable information while keeping the bureaucracy and burden on providers to an absolute minimum.” Subject-level pilots are due to be carried out in academic year 2017/2018, with the first subject-level results being announced in spring 2020.

CMI is relevant to the different aspects of teaching excellence, Mansfield noted. While its work most obviously fits into the student outcomes aspect, it also has an influence on the learning environment aspect. “It can impact on things such as student engagement,” he said. “It can also impact on personalised learning and resources.”

At present, student outcomes in terms of employment are being measured using two sets of data from the Destinations of Leavers from Higher Education survey: numbers



Iain Mansfield, Deputy Director for TEF & Quality, Department for Education

in employment or further study; and numbers in highly skilled employment or further study. “These are useful proxies, but they are not as good as where we hope to be in a few years’ time,” said Mansfield.

Kai Peters, Chief Executive and Chief Academic Officer at Ashridge Executive Education, picked up on the issue of metrics, saying that the present TEF teaching evaluation metrics seem “tremendously random” and hopefully future TEF iterations will make improvements. In addition, he suggested that the Research Excellence Framework (REF) is an obstacle to the promotion of teaching excellence under the TEF, noting: “For better or worse, the primary criterion for the careers of academics in the UK

and globally is their research output and not their teaching evaluations.”

But Baback Yazdani, Dean of Nottingham Business School, at Nottingham Trent University, argued that the TEF is actually a good balance to the REF. “It is the overlapping of teaching and research that we universities are actually about,” he said.

He added that while he understood the objections to the link between fees and the results of the TEF, he thought the intent and content of the framework “made sense on the whole”.

The vast majority of English universities appear to share Yazdani’s pragmatic view since all but two of them have opted in to be assessed by the TEF<sup>2</sup>.

This indicates an acceptance of the argument that the metrics used will improve and become more genuine measures of teaching quality over time.

On this theme, Mansfield revealed that the Higher Education Statistics Agency is looking at measuring outcomes further beyond graduation to allow for the fact that it can take longer for some people to find their chosen career. The government has also invested in the Longitudinal Educational Outcomes (LEO) dataset, which links data from HM Revenue & Customs with student data. As a result it will be possible to analyse students’ backgrounds, ethnicity, exam results and experience of social deprivation and see what they are doing one year, three years and five years after graduation.



*It’s about putting in place a framework in the higher education sector, which will achieve a fundamental rebalancing of what the priorities of the sector are, and bring about that rebalancing between research and teaching.*

<sup>2</sup> <https://www.gov.uk/government/news/universities-opt-in-to-the-teaching-excellence-framework>



*At present, the chosen TEF teaching evaluation metrics, student employability, dropout rates and student satisfaction, seem tremendously random, not even close to ‘teaching’ and in some cases downright dangerous as policy.*

**Kai Peters, Chief Executive and Chief Academic Officer at Ashridge Executive Education**



## Teaching, learning and research – an optimisation trade-off

**Kai Peters, Chief Executive and Chief Academic Officer at Ashridge Executive Education, takes a closer look at the TEF.**

At Ashridge, many working professionals find themselves grappling with issues of wisdom, judgement, decision-making and the trade-offs they face in their work and in their lives. Clinicians from the NHS try to find the optimal balance between seeking immortality for the UK population while ensuring that ever-shrinking budgets are adhered to. Civil servants try to find the balance between longer-term stability and political short-termism. Business people try to find the balance between quarterly results and long-term sustainable businesses. And all of them learn, if they do not know already, that you cannot optimise on multiple criteria with many moving parts and numerous factors at play simultaneously. It cannot be done. Something has got to give and any decision made ends up being the ‘favourite solution of the decision maker’ as it is called in academic circles.

A complex optimisation trade-off is presently taking place in higher education. The introduction of the TEF is meant to raise the importance of something or other within the university sector. That something or other seems

to be something other than what is measured in the REF, but it is not quite clear. The REF, to its credit, has outcome factors that are generally considered to correspond to the input efforts. Good research extends human knowledge and insight. That’s a good thing and, while difficult to measure, adding a touch of usefulness and impact to research is also a good thing.

Good teaching is also a good thing. The point of teaching, it seems to me, is to help to pass knowledge and insight from one generation onto the next. It is one part of an equation with learning and they cannot be separated. Teaching in and of itself doesn’t make any sense. And therein lies the problem of creating a measurement framework. What are we seeking to measure? Knowledge acquisition? Memory? The ability to learn? All of the above are of tremendous interest and universities are working on all of them. But they are doing so from the perspective of the acquisition of knowledge and the improvement of the learning experience. Not from the perspective of the performance evaluation of teaching and funding.

It is notoriously difficult, in fact I’d suggest impossible, to come up with a satisfactory measurement system for

the success of teaching overall. Are we measuring the individual experience of the journey of an individual student? Everyone has their own teaching needs and learning styles. Are we aggregating the teaching experience within a department, a course, or a whole university? What do we learn from that? Not much. At present, the chosen TEF teaching evaluation metrics, student employability, dropout rates and student satisfaction, seem tremendously random, not even close to ‘teaching’ and in some cases downright dangerous as policy.

There is an even bigger problem than the various chosen criteria within the TEF, and that is the REF. For better or worse, the primary criterion for the careers of academics in the UK and globally is their research output and not their teaching evaluations. The primacy of research will not change in the foreseeable future. In fact, the 2020 REF will seek to expand the measurement catchment even further. Teaching, alas, will continue to play second fiddle in many higher education institutions.



Simon Blake, CEO of the National Union of Students (NUS)

## TEF: A framework for excellence or a framework for exclusion?

**The debate on higher education reform rages on, but students' opinions are being ignored, argues Simon Blake, CEO of the National Union of Students (NUS).**

Most – if not all – universities and higher education sector agencies proudly claim to 'put students first' and 'value students as partners'. Yet at the NUS, we feel that too little attention has been paid to the significant threats facing students and their education against a backdrop of a radically reformed sector.

This is the reality: today's students are paying more fees and getting less funding than previous generations. They are also racking up increased debts and have reduced job prospects. Strong rhetoric might suggest that students are at the heart of the system, but the reality is starkly different. Students are not at the heart of this new system at all.

We have a TEF that does not give space for students to independently comment on the quality of their education. And we have an Office for Students, for which we had to fight hard to even get a reserved place for students on the board.

It is clear that the voices of students will generally come second to those of the vice chancellors and they will be easily overlooked when they say things that the rest of the sector doesn't want to hear.

### Taking action

Students have told us loud and clear that they do not agree with many of the reforms going ahead. This is why over 20 student unions have decided to take the final action they believe is available to them – to boycott the National Student Survey (NSS). Students in those student unions that will boycott the NSS will not allow their own opinions to be used against them to raise tuition fees and create a competition-based system that does not work for their interests.

While students have very real concerns about the future of education, they also have very creative and informed ideas about how to shape it. If the rhetoric that students must be at the heart of the system is to ring true, students' voices must be heard in the context of the current reforms.

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## Supporting our partners: teaching excellence

Conscious that its university partners are under scrutiny, CMI wants to provide them with evidence to support their case for teaching excellence against the assessment criteria of the TEF. Universities will be able to provide submission documents that will be considered alongside the core metrics being used to evaluate teaching excellence.

These documents will be an opportunity for universities to provide additional context around the standard data, give explanations as to why they performed the way they did against the core metrics, and put forward further evidence against the assessment criteria, which can be considered alongside the core metrics.

Assessors will use both core metrics and a university's submission document to reach a final judgement against three rating descriptors: gold, silver and bronze. These are due to be published in May 2017.

To help its partners to achieve the highest possible rating, CMI is working to collect data that are directly relevant to the TEF criteria, with an emphasis on demonstrating the impact and effectiveness of the CMI accreditation and engagement on student experience and outcomes.

These include the use of digital resources such as ManagementDirect to improve teaching quality, the extent of employer involvement in courses, the degree to which students are exposed to work-like situations and the success of services that are aimed at graduate employability, such as the Career Development Centre.

See Appendix.



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# HIGHER APPRENTICESHIPS: A NEW MODEL OF EMPLOYABILITY

**The landscape for higher apprenticeships has changed radically since the first Trailblazers were announced in 2014, leading to a transformation in how apprenticeships are perceived in the marketplace.**

Once positioned as an alternative route to university for those who wanted to learn trades or lower-level skills, the new models of apprenticeship offer a high-level option for ambitious individuals who want to study for a degree and gain a professional qualification while acquiring valuable experience in the workplace. They are also attracting the attention of employers, who see them as a way to bring in new skills to their organisations and to invest in upskilling existing employees. Employers' investment in skills training is likely to increase further following the introduction of the apprenticeship levy in April 2017.

## **Degree apprenticeships: the policy perspective**

Apprenticeships are one of three sets of major reforms to the education system. The other two reforms, which are currently going through government, are the Higher Education and Research Bill and the Technical and Further Education Bill. All three sets of measures point towards employers, employment and education getting closer together.

Petra Wilton, Director of Strategy at CMI, explained that “a fundamental change for apprenticeships has been about ensuring that employers are leading, and a lot of the further reforms are about making that a reality”.

Despite the change of administration following the EU referendum vote, the government is still committed to creating three million apprenticeships by 2020 and supporting the development of more degree apprenticeships.

A key priority for the current administration is that the new apprenticeships need to ensure that there is equality of access. Social mobility and social justice are becoming important points for apprenticeships as the reforms take hold. One of the key aspects of the new apprenticeship policy is that it now applies

to all ages. Wilton explained that this means that employers can now use higher-level apprenticeships to upskill their existing managers and leaders, alongside using the pathways to recruit the next generation of managers into their organisations.

Given that many employers are now looking at how they can use apprenticeship routes to develop existing employees, there has been significant interest from both employers and universities in the development of a new Level 7 Senior Leaders Master's Apprenticeship, which was approved for development in September 2016. The Trailblazer group has been consulting widely on this new Master's Apprenticeship, with a view to seeking final approval ahead of delivery from autumn 2017.



**Petra Wilton, Director of Strategy and External Affairs, CMI**



Greg Wade, Programme Manager  
at Universities UK

## The growth of degree apprenticeships

Given employers are in the driving seat for developing the new degree apprenticeships, the leading new programmes are those where there are clearly identified skills needs for the UK's future growth and competitiveness.

Three key subject areas are driving growth in degree apprenticeships, according to Greg Wade, Programme Manager at Universities UK. These are the Chartered Manager Degree Apprenticeship, digital technology and engineering. According to Universities UK research<sup>3</sup>, over 90% of the higher education providers that responded to the survey are implementing degree apprenticeships in some form, with the Chartered Manager Degree Apprenticeships tipped to lead the way, representing 36% of starts in 2017-18. Digital technology is also responsible for about a third of growth, with engineering producing around a fifth.

"If you look at sectors where there are skill shortages, you'll find they map quite strongly with the subjects that are coming through as the strongest subjects for the delivery of degree apprenticeships," explained Wade. "There is also a huge amount of potential interest in other sector areas, most notably in healthcare, education, policing and social work."

The survey revealed a high level of institutional engagement with employers, ranging from multinationals through to SMEs and public-sector employers. There is also engagement with local enterprise partnerships, local chambers of commerce and other delivery partners.

From the universities' point of view, the research found that the main benefits of degree apprenticeships are increased engagement with employers, contributing to widened participation and social mobility, and meeting local employer skill needs.

The main barriers, said Wade, include a lack of awareness and understanding of degree apprenticeships among employers and apprentices, the complexity of the Skills Funding Agency processes, and the lack of standards covering enough sectors and occupations.



*Over 90% of the higher education providers that responded to the survey are implementing degree apprenticeships in some form, with the Chartered Manager Degree Apprenticeships tipped to lead the way.*

<sup>3</sup> <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2017/degree-apprenticeships-realising-opportunities.pdf>



## Panel discussion: policy and the role of higher education providers

Degree apprenticeships can help the UK to address the substantial economic challenges it faces, agreed conference speakers. Improving the skills of UK workers is vital to productivity and international competitiveness in the post-Brexit world, especially with an anticipated end to free movement of EU labour and increased restrictions on migration.

One speaker reported analysis suggesting that within five years, there will be demand for 15m people in the UK to have high-level skills – but projections suggest only 12m people will be able to meet that demand. On the other hand, there will be nine million low-skilled people, with probably only four million low-skilled jobs<sup>4</sup>.

This looming skills crisis, it was argued, presents imperatives for the HE sector. Firstly, to ensure that school leavers understand the benefits of the new degree apprenticeships. Secondly, to support the upskilling of people already in work.

Going forward it will be important to develop a map of skills deficits to ensure that funding is used effectively and promote flexibility so that people who have done some training, or part of an apprenticeship, can ‘bank’ their

learning and use it to progress their careers later in life.

Julia Clarke, Pro Vice Chancellor and Dean of the Faculty of Business and Law at Manchester Metropolitan University, called on other higher education providers to recognise the importance of social mobility in degree apprenticeships. “Let’s design in social mobility from the start,” she said. “We’ve done a great deal as a sector in terms of widening participation, but we’ve always been playing catch-up because we’re working in a deficit model.”

Degree apprenticeships are a way to address the social capital gaps that exist between students from different backgrounds. “When our degree apprentices apply, they’re not just applying to university. They’re applying for a job at the same time,” she said. “We have to support them so that it’s a fair competition for all who can benefit from doing a degree apprenticeship.”

“Apprenticeships are a new product and, for most universities, a brand new way of working,” observed Nicola Turner, Head of Skills at the Higher Education Funding Council for England (HEFCE). With this in mind, HEFCE has been focused on raising awareness of degree apprenticeships, lowering

barriers to entry for education providers, simplifying the rules around funding and quality, developing policy and trying to influence the remit of the Institute for Apprenticeships.

She explained that HEFCE has also awarded £4.5m to 18 projects that are creating 120 different degree apprenticeships, due to start in September 2017. “We can expect around 5,200 apprenticeship starts from just those 18 projects,” she said. Higher education providers are typically using these funds to free up staff so that they can design the curriculum, engage with employers and create a centralised unit that deals with apprenticeships.

Turner noted that some interesting models are being developed to deliver apprenticeships. “We’re seeing partnerships between further education colleges and higher education institutions,” she said. “They tend to be grouped geographically or regionally around a local enterprise partnership priority area. Examples would be London South Bank University leading a partnership in London and Sheffield Hallam leading a partnership in the north.” Plus, she added, some big public-sector degree apprenticeships are emerging, including a policing apprenticeship led by the University of Cumbria.

<sup>4</sup> Social Mobility Commission, The State of the Nation 2016: Social Mobility in Great Britain, published in Nov 2016

# A CHALLENGE TO THE STATUS QUO?



**Nicola Turner**  
Head of Skills at the Higher Education Funding Council for England

## **Nicola Turner, Head of Skills at the Higher Education Funding Council for England, shares her views on degree apprenticeships.**

Degree apprenticeships were put on the same legal footing as a traditional degree late in 2015. The logic was to put employers in charge of designing their own higher-level skills training and to make them pay for it through the apprenticeship levy. At the same time, the policy goal was to improve productivity by reducing skills gaps and boosting social mobility.

How has this policy change challenged the status quo for employers, education providers and the student marketplace?

### **1. Higher education institutions have become an important provider of degree apprenticeships.**

Their market share is also likely to increase further due to indicative employer interest in existing and proposed degree apprenticeships such as Chartered Manager, nursing, policing, social work and digital, engineering and construction occupations.

### **2. Degree apprenticeships look set to deliver gains in productivity and social mobility.**

Apprenticeships have long been dominated by Level 2 apprenticeships in business administration, customer service, health and social care, and hospitality and catering. This existing base isn't capable of producing the step change in productivity and social mobility that the UK requires, however.

The new degree apprenticeships offer a true gateway to the professions and a route into higher education that is debt free. So they are a genuine option for those families who are just about managing. More broadly, there is emerging evidence that the involvement of higher education institutions is having a strong impact on the perception of quality and overall branding of degree apprenticeships. Interestingly, 84% of parents now say that an apprenticeship would be a great opportunity for their 18-year-old to learn valuable new skills.<sup>5</sup>

### **3. Universities are embracing degree apprenticeships.**

It seems that universities have overcome their early concerns about working with the Skills Funding Agency and they appreciate how the apprenticeship brand fits with the elite offer of higher education, according to a mapping study conducted by Universities UK<sup>6</sup>. Early sight of the data suggests there is a strong appetite among providers to offer degree apprenticeships.

We expect around 80 universities to offer degree apprenticeships in 2017. That's a big proportion of the 130 universities that HEFCE looks after in England. As degree apprenticeships play into universities' strong strategic missions for employer engagement and social mobility, I believe they will go straight to the top of the higher education leadership agenda in future.



*We expect around 80 universities to offer degree apprenticeships in 2017. That's a big proportion of the 130 universities that HEFCE looks after in England.*

<sup>5</sup> The School and College Leaver Careers Market 2016, All About School Leavers & YouGov

<sup>6</sup> Universities UK, survey conducted December 2016, report published in March 2017



## KENTUCKY FRIED CHICKEN/DE MONTFORT UNIVERSITY

*Alison Bragg, Academic Director of Degree Apprenticeships in Business & Law at De Montfort University*

De Montfort University has been delivering a work-based degree course with Kentucky Fried Chicken (KFC) for the past four years.

When the apprenticeship levy was announced, De Montfort anticipated that KFC would look to introduce a degree apprenticeship as well as, or even instead of, its existing degree programme. So it started to explore the Chartered Manager Degree Apprenticeship (CMDA) with its CMI business development manager.

“We realised that CMDA was exactly what we were looking for,” says Alison Bragg, Academic Director of Degree Apprenticeships in Business & Law at De Montfort. “That made the process of developing a degree programme very easy.”

De Montfort successfully bid for funding from the Skills Funding Agency and started work on the validation of a new and improved programme ready for delivery in June 2016.

“We took some of the elements of the existing degree programme that we felt matched the standards and included those in the new apprenticeship programme,” Bragg relates. “Then we developed new modules and new content, which helped us to map to the CMI accreditation at a higher level than our degree

programme, which only mapped to CMI accreditation at certificate level. Our CMDA maps to the CMI Level 5 Diploma.”

De Montfort’s CMDA programme is delivered in a block release format to meet the client’s requirements. In the first year, apprentices study the business basics of finance, human resource management and marketing. Then, in the second year, they move onto management and leadership, operational management and digital business. After that, the focus is more on critical and reflective thinking skills and the completion of a work-based project.

So far, De Montfort has been very impressed with the calibre of the apprentices that it has trained. “The students are phenomenal,” says Bragg. “Everybody that teaches our students on these programmes is absolutely blown away by their enthusiasm. I think, going forward, these students are going to be the cream of the crop.”

Bragg believes the programme “has helped to cement our relationship with CMI and built on our already good relationship with KFC”. She adds: “We are very excited at the possibilities that the CMDA presents, not just for our existing clients but for future clients as well.”



*Everybody that teaches our students on these programmes is absolutely blown away by their enthusiasm. I think, going forward, these students are going to be the cream of the crop.*



## BBC/PEARSON BUSINESS SCHOOL

*Will Holt, Dean of Pearson Business School and Sharon Leonard, the BBC's Business Management Higher Apprenticeship Programme Manager*

Pearson Business School has run what is now a Chartered Manager Degree Apprenticeship (CMDA) scheme with the BBC for three years. The degree is a BA (Hons) in Business Management, which is validated by the University of Kent. It was launched under the National Vocational Qualification (NVQ) framework before moving over to CMDA in 2016.

Besides the BBC, Pearson works with a number of other well-known employers on degree apprenticeships, including Direct Line Group, IBM, Ogilvy, Tesco and Unilever. "When we designed the programme, we spoke to employers who said that flexibility was crucial," says Will Holt, Dean of Pearson Business School. "So up to 50% of the degree can be studied in the workplace through a combination of research projects and self-managed learning models where individuals can design their own subjects that are bespoke to their employers' needs."

Sharon Leonard, the BBC's Business Management Higher Apprenticeship Programme Manager, says that the media group decided to invest in degree apprenticeships as a way "to develop broader and more varied career paths as long-term solutions to ensuring we have a strong field of commercial and business talent in-house".

She adds: "We want to support diversity in our business functions, reflecting the BBC's organisational commitment to increasing diversity and recruiting

the brightest talent from the broadest range of backgrounds. We also want to promote the widest possible opportunities available in the BBC for interesting and challenging careers."

BBC apprentices attend business school on Fridays and work the rest of the week. They rotate through different placements during the course of the two-year intensive programme with the aim of learning a range of different skills.

"This could be anything from developing legal and negotiation skills in business affairs, learning how to compose and create briefs in marketing, or enhancing their event management skills through working on big events such as Radio One's Big Weekend," explains Leonard. Apprentices also have the opportunity to develop their presentation skills by speaking at outreach events where they encourage the next generation to sign up to degree apprenticeships.

In 2016, the BBC apprentices raised £20,000 by organising a charity event for Sport Relief that entailed BBC staff abseiling down the new Broadcasting House.

More and more of the BBC's departments are seeing the real value of having apprentices, says Leonard. As a result, the organisation's ambition is to roll out its apprentice scheme nationwide. To date, 11 apprentices have completed the programme and 10 of them still work at the BBC.



*More and more of the BBC's departments are seeing the real value of having apprentices.*

**BBC/PEARSON BUSINESS SCHOOL**

*Conran McMullan, Apprentice*

Conran McMullan started his Chartered Manager Degree Apprenticeship with the BBC in September 2015. Although he had received five offers to study business and economics-related degrees at university, he was concerned that he might become bored and lose interest in the subject. On the other hand, the BBC apprenticeship appealed to him because it meant he wouldn't be saddled with huge debts and he had the chance to begin "a career in an industry that was very exciting to me".

McMullan's first placement was in content strategy, mostly for radio and music. "It gave me a great overview of the top-level issues that the BBC was facing," he says. "I mainly undertook research into markets such as online radio and streaming – markets that I was more aware of than the rest of the business because of my age."

Next he did a stint as a planning coordinator for daytime television, a role that involved breaking down and planning channel budgets. "That gave me a lot of skills in finance and it was great to be able to link those skills to my finance modules at university."

McMullan is now on his third – and final – placement in the radio and music social media team, where he is thriving. "I've been able to provide feedback on the success of content, which they've never had before," he says. "I've also found areas for improvement and ways to effectively measure audience engagement in social media."

Looking back on his apprenticeship, McMullan reflects that while balancing work, study and friendships can be challenging, the experience has reignited his passion for education and set him on course for career success. "I've got a really long CV, which is nice at the age of 21," he says. "It's given me a huge head start."

“““

*I've got a really long CV, which is nice at the age of 21, it's given me a huge head start.*



**STATESIDE FOODS AND MANCHESTER METROPOLITAN UNIVERSITY**

*Lukas Hughes, Apprentice*

Lukas Hughes is in the first year of a four-year Chartered Manager Degree Apprenticeship programme sponsored by his employer, Stateside Foods. He rotates to different departments on a monthly basis and has spent time in HR, procurement and warehousing among other departments.

Hughes likes the programme because it allows him to apply theoretical learning to real-life situations – for example, a module on the dynamic business context aligned with his employer’s experience of being affected by rising cheese prices.

He particularly enjoyed being in procurement and learning how the pizza manufacturer manages its stock of ingredients. “I got involved with forecasting, buying the packaging and buying the ingredients to make the pizzas,” he says. “Quite a lot goes into it, so that was really interesting.”

Hughes opted for a degree apprenticeship above going to university because he believed that it would make him more employable and prevent him from running up a large debt. “I’m gaining valuable experience for four years instead of just one,” he says. “I’m getting the degree without the tuition fees and I also get the extra qualifications with the CMI diploma and the Chartered Manager status. All in all, I’d say that’s the way to go these days.”



*When we designed the programme, we spoke to employers who said that flexibility was crucial.*

**UNITED UTILITIES AND MANCHESTER METROPOLITAN UNIVERSITY**

*Lucy Cheng, Apprentice*

Lucy Cheng did an undergraduate degree in Geography at the University of Liverpool, before securing a job with United Utilities in 2013. She joined the Chartered Manager Degree Apprenticeship (CMDA) course run by Manchester Metropolitan University in 2016, after the company decided to invest in the degree apprenticeship as a way to develop its existing employees and bridge the gap between its current apprenticeship programme and graduate scheme.

CMDA is a “completely different opportunity and a completely different experience” from Cheng’s first degree. “The experience that I’m having at the moment is very hands-on,” she says. “We’re working with the lecturers a lot and we’re doing loads of presentations, group work and debates. Those skills are invaluable to the business that I’m working in at the moment.”

Cheng likes the fact that she can put her theoretical learning into practical use, which she wasn’t able to do with her first degree. “I’ve also been given a secondment position, managing a seven-person team. That opportunity has arisen from being part of this course and from managers supporting me within the business and giving me the opportunity to practise what I’m learning in everyday life.”

She also appreciates the lecturers’ dynamic approach to teaching and likes feeling part of a community. “We’re using a lot of interactive boards,” she says. “We’re able to post anonymous questions to our lecturers on the boards, so they can address them throughout the day. I feel part of a group of people who’ve all got a common interest and a common goal for what they want to achieve.”





**COMING SOON**

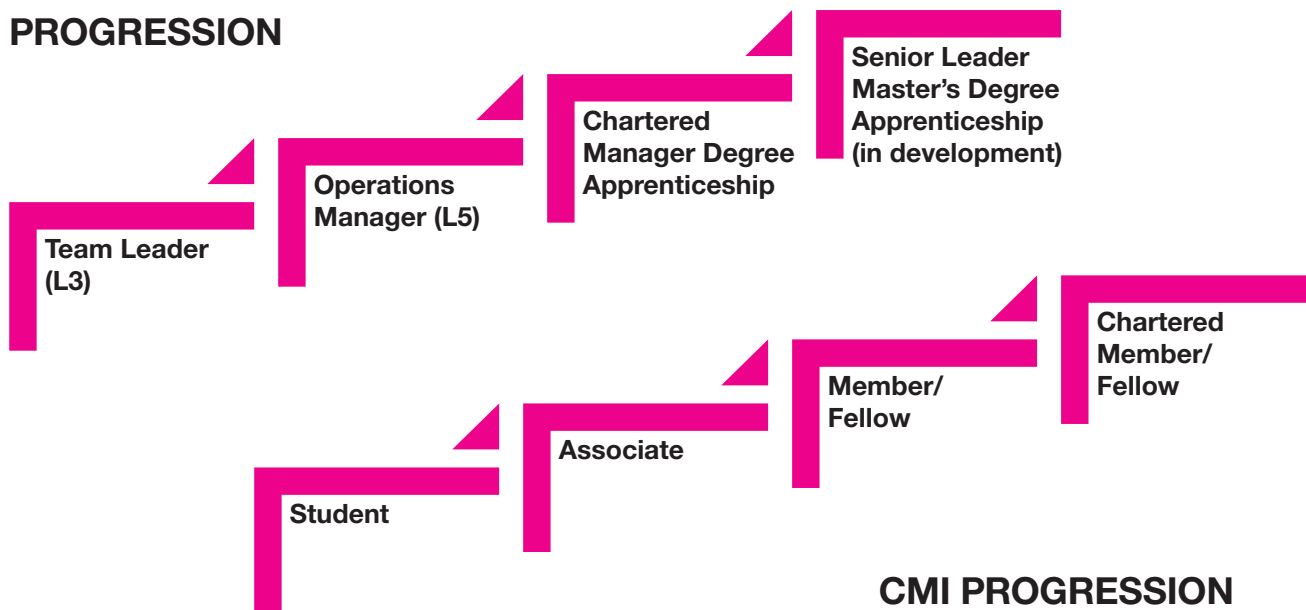
## **SENIOR LEADER MASTER'S DEGREE APPRENTICESHIP**

**CMI is working with employers and higher education providers to develop a Master's Apprenticeship under the government's Trailblazer scheme to meet the development needs of senior leaders. It has been developed by an employer group, working with CMI as the professional body for management and leadership, to meet the needs of both employers and apprentices.**

Already a draft standard has been produced, which takes into account the working group's extensive discussions and research around the key skills that are needed at a senior strategic level within organisations. The working group is aiming to get the Master's Apprenticeship approved in the late spring so that it is ready for the market from September 2017.

### **Apprenticeship progression pathways (in England)**

#### **TRAILBLAZER PROGRESSION**



# ENHANCING THE STUDENT EXPERIENCE

**The quality of the student experience is core to CMI's relationship with its higher education partners. By offering dual-accredited courses and proactively engaging with students through schemes such as its Student Ambassadors, CMI is helping universities to recruit more and better students, provide a more engaging student experience, and deliver the best possible employability and career development outcomes.**



*A new generation of managers who can boost their employers' productivity is needed, or the country's future prosperity will be at risk.*

Speaking at the CMI Higher Education Conference, Keith Richardson, CMI's Head of HE Partnership Development, said: "We see our partnerships as much more than accreditation. We interact with your communities, your students and your academics to ensure we deliver gains to learners."

Partnership with CMI also strengthens the position of universities in relation to the Teaching Excellence Framework, particularly regarding the assessment of student outcomes.

Ultimately, employability and the delivery of high-quality management and leadership skills are not just a concern for students and education providers. The UK's productivity is 18% below the average of the rest of the G7 and could decline further in the medium term due to uncertainty around Brexit and tighter rules on immigration. A new generation of managers who can boost their employers' productivity is needed, argued Richardson, or the country's future prosperity will be at risk.

## **CMI's emphasis on employability**

Over the past three years CMI has built over 70 significant partnerships with UK institutions. In 2016, it launched its first international partnerships with universities in East and Southeast Asia. As a result, 17,500 students are currently studying for CMI qualifications as part of their university degree programme.

### **These are the key ways in which CMI partners with universities:**

#### **Dual accreditation of business and management courses**

Students study for a professional qualification with CMI at the same time as they study for their degree. Since they become affiliate members of CMI for the duration of the course, they can access the online resource ManagementDirect as well as online mentoring and career development tools, plus the networking opportunities that CMI provides. They also benefit from knowing that their course is externally accredited and benchmarked against professional standards that meet employer needs. CMI qualifications fast-track students into the next stage of their professional development to become Chartered Managers.



Ian Myson, Director of HE Partnerships, CMI  
Keith Richardson, Head of HE Partnership Development, CMI

### Chartered Manager Degree Apprenticeship

This flagship programme combines a quality degree with workplace experience and Chartered Manager, the most prestigious status that can be achieved in the management profession. The programme is typically four years but can be shorter.

### Other apprenticeships

CMI's Level 3 and Level 5 Trailblazer apprenticeships for team leaders and operations managers enable universities to offer their local business communities the opportunity to invest their apprenticeship levy (or as non-levy payers, to take advantage of generous government funding) in enhancing their management and leadership capabilities. A Level 7 senior leaders' apprenticeship will also be available later in the year. This will provide a real opportunity for university executive education departments to engage more effectively with the 'accidental manager' population – those people in management jobs who have never had the chance to take up professional development or training.

### Employability modules

These modules are primarily aimed at students on courses that do not include management and leadership content. They allow students to gain a professional qualification that will enhance their attractiveness to future employers, while CMI membership provides them with a wealth of knowledge and resources to support their career development.

### International reach

UK universities can extend their CMI accreditation to international partners delivering their qualifications, allowing them to differentiate their offer and helping them to attract more students in the future.

### Engagement and curriculum enrichment

CMI helps its university partners to communicate the benefits of the partnership to students and academics, and provides a range of interventions to enhance learning. Engagement activities may include induction events for new students, presentations and lectures from guest speakers.

**Over the past 12 months, CMI has introduced several initiatives to enhance the experience that universities offer to their students.**

### Companions on Campus

Companions, CMI's most senior members, are leaders from all sectors with significant track records of management success. Through CMI's Companions on Campus scheme, they visit universities and deliver talks and masterclasses, not just to students but to the university community as a whole.

### Career Development Centre

This online platform enables students to improve their employability in a range of ways. It features a CV builder and review service, interview practice video modules, tips for job-hunting and job personality tests, as well as UK and international job boards.

### Extension of student membership

CMI recognises that it is hard for students to commit to professional membership costs immediately after leaving university so from summer 2017, students on CMI-accredited programmes at key partners will enjoy a 12-month upgrade of their membership following graduation, providing them with a 'bridge' into employment. They will also be able to use the post-nominals ACMI, giving them associate CMI status, which should further enhance their status and employability.

Andrew Crisp, CarringtonCrisp  
Lucy Cheng, Apprentice, United Utilities  
Bethan Dudas, Policy Engagement Manager, NUS

PRactical  
Support  
Engagement  
Shaping  
Teaching  
Excellence  
Career  
Partnerships  
International  
Higher Apprenticeships  
PASSIONATE



## Engaging students, building communities

Bethan Dudas, Policy Engagement Manager at the National Union of Students (NUS), observed that involving students in academic, business or professional communities is key to supporting their employability.

“The research consistently shows that a sense of belonging is what makes students successful,” she told delegates<sup>7</sup>. “So think about how your school and courses allow students to be included and feel like they belong. How are you including students in the CMI community?”

A sense of professional belonging makes students more employable, Dudas noted, because they can say: “I know why I want this job, I know why I care about this, and I know what skills I can bring.”

Indeed, CMI’s Companions on Campus has been designed to help create such a sense of professional belonging for students. As part of this initiative, CMI recently supported a number of events including the Kent Business School – CMI Masterclass event and the Spring Manchester Met Masterclass event, which are both part of an ongoing and developing programme between CMI and the two institutions, designed to give the students a real insight into the business world. At the Kent Business School event, Bruce Carnegie-Brown,

Chairman of MoneySuperMarket.com and President-Elect of CMI, spoke extensively about his time as the UK head of the world’s largest insurance broker, Marsh & McLennan, which gave students a real insight into the unexpected challenges a senior leader can face and how to overcome these. Andy Rubin, Chairman of Pentland Brands, who was the keynote speaker for the Manchester Met Masterclass event, offered an excellent insight into the world of brand building with an engaging, enlightening and inspiring lecture. He explained how the uncertainty of tomorrow in terms of technological advances makes today’s business unpredictable to navigate, emphasising the importance of flexibility and agility. His presentation allowed the students to link real-world best business practice with marketing and business theories.

Such events help prepare young people for the challenges of the working world by offering them the opportunity to share the invaluable experiences of outstanding business leaders and providing them learning opportunity from sector-leading figureheads. They also provide a great forum for CMI and its members of the manager community to connect with students and discuss their futures.



*It was a great experience presenting the Manchester Met Masterclass on behalf of CMI. The two organisations are working well to bring employers, talented students and local business people together. The diversity of the audience led to great questions and challenges, which made it an interactive session that hopefully brought some commercial reality into the lecture theatre.*

**Andy Rubin, Chairman,  
Pentland Brands Limited**

<sup>7</sup> <https://www.heacademy.ac.uk/resource/building-student-engagement-and-belonging-higher-education-time-change-summary-findings-and>



*I was delighted to be part of the programme for the visit of such a distinguished guest speaker. This also marks the start of what looks sure to be a warm and positive relationship between KBS and CMI – two organisations committed to excellent education and training. Our students enjoyed a brilliantly told business story that had us on the edges of our seats, and appreciated being able to ask Bruce Carnegie-Brown a whole range of questions, which he answered in a most approachable way. This was a very sociable, entertaining and thought-provoking way of enhancing employability!*

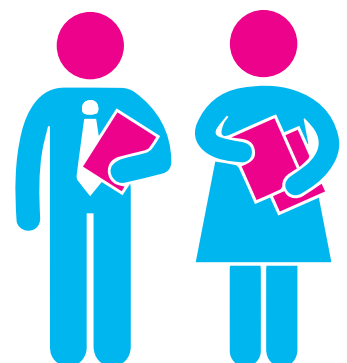
**Professor April McMahon, Deputy Vice-Chancellor of Education, University of Kent**

CMI has also established a Student Ambassador scheme to build its student communities and engage students with CMI during their time at university. The Ambassadors introduce their fellow students to the range of CMI services including ManagementDirect, networking opportunities or the online mentoring service.

The scheme has grown rapidly and there are now 80 Student Ambassadors based in 18 universities across the UK, explained Carol Husband, CMI Membership Engagement Manager. “Our ambition is to have Ambassadors in place at each of our partners and I’d like to double our numbers over the next year. They talk to students in their own language and their peers are more likely to listen to them than to me.”



**THERE ARE CURRENTLY 80 STUDENT AMBASSADORS BASED IN 18 UNIVERSITIES ACROSS THE UK**





Sharing his experiences of being a Student Ambassador, Martin Marafko, an MBA student at BPP University, said that he and the other BPP Student Ambassadors communicate both the academic and employability benefits of CMI to their peers.

“We want to ensure that students benefit at the right moment in their university career,” Marafko said. “So we focus on academia in year one – frameworks, models, and how you can use ManagementDirect for that. Throughout the third year, students tend to focus on their employability and securing employment, however. So we make sure that they know how to use CMI resources in their job search.”

Becky MacQuarrie, who heads up the Student Ambassador programme in Scotland, became involved with CMI when she was studying for an MSc in Management at Glasgow Caledonian University.

“It gave me personal and professional growth through interaction with like-minded students,” she said. “For me, it was an opportunity to have a degree of autonomy and influence over a project – experience I would not have had otherwise.”

Following graduation, MacQuarrie was elected to CMI’s Scotland board to provide continuity to the project. “My role has changed from contributor to leading the project Scotland-wide and influencing the wider work done by CMI,” she explained. “I’m continually transferring learning between my employment and my CMI board role.”



*It gave me personal and professional growth through interaction with like-minded students, for me, it was an opportunity to have a degree of autonomy and influence over a project – experience I would not have had otherwise.*



## UNIVERSITY OF DERBY

*Brittany Lee Dixon, An alumna of the University of Derby*

Brittany Lee Dixon graduated with a BA (Hons) in Business Management and a Level 5 Diploma in Management and Leadership from the University of Derby. The dual accreditation with CMI was a major attraction of the course since Dixon believed it would enhance her employability and improve her business knowledge.

In particular, she saw it as a way to enhance her analytical and critical thinking skills, commercial awareness, communication skills, leadership ability, presentation skills and problem-solving abilities. “Having these skills is imperative for a successful management career,” she observes.

### Teaching approach

The learning style of the course was “incredibly engaging and motivating”, according to Dixon, because it gave her a sound theoretical grounding in business management while also incorporating real-world business examples.

“One of the modules I undertook in my second year of study involved running a simulated business and making key strategic decisions,” she says. “I had to analyse the outcomes and how different divisions of the business were affected.”

Dixon found this practical teaching approach enabled her to achieve her goal of developing transferable skills, especially in the area of teamwork. She adds: “I also enjoyed the coursework because it enabled me to gain further knowledge of a specific subject by doing in-depth research.”



*Having a Level 5 Diploma in Management and Leadership from CMI has been a key conversation point with employers because it is highly regarded.*

### Supported by CMI

Dixon enjoyed what she describes as “exceptional membership and professional services” from CMI. These included online study support and networking events where she got to meet industry experts.

She highlights the helpfulness of ManagementDirect, CMI’s online knowledge database, saying: “I had access to resources to assist me with my assignments and help me to foster a deeper understanding of the topics I was studying.”

### Outcome

Dixon went on to do a Master’s degree in International Business at the University of St Andrews and later on secured a graduate position at one of the UK’s leading banking groups where she now works as a graduate manager. She says “I thoroughly enjoyed the practical learning style I had during my CMI-accredited undergraduate degree and wanted to further enhance both my skills and knowledge with a graduate degree.” She adds: “I believe my CMI-accredited diploma assisted me in securing my place on a prestigious Master’s degree at St Andrews University as I had developed additional transferable skills.”

Dixon believes that she will be a more effective manager and leader as a result of doing her degree course. She has also enhanced her employability in a highly competitive job market.

“During my job hunt, I have noticed that having a Level 5 Diploma in Management and Leadership from CMI has been a key conversation point with employers because it is highly regarded,” she says. “Not only did I develop my knowledge and skills by doing it, I also attended numerous CMI events where I was able to network with key business leaders. I believe this has enabled me to enhance my commercial awareness within the industry and build a strong network, potentially facilitating my future career progression.”



## **GLASGOW CALEDONIAN UNIVERSITY**

*Becky MacQuarrie, An alumnus of the Glasgow Caledonian University*

Becky MacQuarrie first engaged with CMI at a school event on tomorrow's leaders. The event was in her first few weeks studying for her MSc in Management at Glasgow Caledonian University and showed a burgeoning link between the university and CMI.

### **Experiential learning**

For MacQuarrie, her CMI Level 7 Diploma shows competency in key areas that employers look for, and is also aligned to her academic progress. "It enabled me to apply core learning in my degree in a professional setting, embedding understanding through experiential learning," she says.

One of the key benefits of the dual accreditation for MacQuarrie was access to a wealth of leadership and management resources, which directly contributed to adding a professional tone to her academic writing.

She adds that it also influenced the two core interest areas of her degree: ethical leadership and social responsibility. As part of the programme, MacQuarrie

attended numerous regional events that illustrated leadership as inspiring and motivational and beyond routine management tasks. She also obtained an internship through the CMI network, which enhanced her studies immeasurably, applying learning in quality assurance, coaching, research and development of resources, and other areas.

She observes "This focused my study and applied soft skills, project planning and event management skills, and increased my overall self-awareness."

Beyond this, MacQuarrie also had creative input into a real-world project, and the opportunity to lead it as the project grew.

MacQuarrie now looks forward to undertaking Chartered Manager and says it will provide her with further professional credentials that will give her the opportunity to relay her achievements to date while recognising where to develop further.



*It enabled me to apply core learning in my degree in a professional setting, embedding understanding through experiential learning.*



**ANGLIA UNIVERSITY**

*Ganesh Gupta, An alumnus of Anglia Ruskin University*

Ganesh Gupta is studying for a part-time BSc (Hons) degree in Business Management at Anglia Ruskin University. The degree is dual accredited with CMI, so Gupta will graduate with a Level 5 Certificate in Management and Leadership.

The dual-accredited course offers many benefits, but the most important one, in Gupta's view, is that he is an affiliate CMI member for the duration of the degree. "I have used ManagementDirect for assignments and background reading," he says. "It's great for accessing reputable publications such as The Harvard Business Review. And I have found CMI's Professional Manager magazine is a good way of supplementing my general reading."

Gupta also identifies CMI's mentoring programme as a valuable perk. "You can get mentoring in your specified field and location, which is very easy to sign up for."

**Set for success**

In the third year of his studies, Gupta became a Student Ambassador for CMI – an experience he thoroughly enjoys. "I've been to regional board meetings and conferences, represented CMI on campus and assisted in organising events," he says. "It has galvanised me to reach the upper echelons of management and to master the skills necessary to get there."

Looking ahead, Gupta feels confident that the skills he has gained at university will help him to build a successful career. "My ambition is to work in sports management, especially on the professional tennis tours," he says. "It's a competitive and international industry, but I believe this accreditation will improve my employability and give me the confidence in my abilities to succeed."



*It has galvanised me to reach the upper echelons of management and to master the skills necessary to get there.*



*When you're considering courses, one of the main things that you look for is who can add value to you and help you stand out from the hundreds of thousands of students graduating every year. That's definitely where CMI played a big part in my decision process.*

## Technology and the student experience

Intelligent use of social media can help universities to improve the quality of the student experience at all points of the journey, said Andrew Crisp, co-founder of research-led consultancy CarringtonCrisp. It can also support the creation of a professional community within an academic context.

Crisp revealed that 43% of students today are using social media to support their studies, up from 19% five years ago. "It's not just looking up facts on Wikipedia, it's in all sorts of ways," he said. "It's to collaborate with other people in the classroom, on campus and on other campuses around the world. Using social media to enhance learning is the new normal." The business school at the University of Sussex has experimented with a live Twitter feed displayed on whiteboards in some lectures. Many business and management students don't speak English as their first language so they often prefer to tweet a question, rather than ask it. Debate within the classes has grown through this innovative use of Twitter.

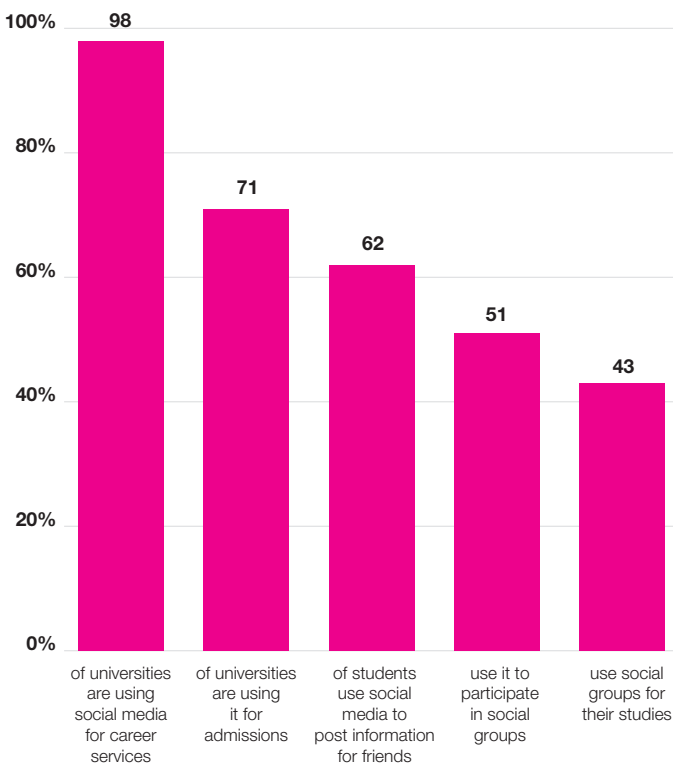
Social media has replaced the need for universities to have a 'frequently asked questions' section on their website, suggested Crisp. "You can just ask the question to a member of staff, an alumnus, a current student or another prospective student through social media. And you can have a conversation. You don't have to wait 24 hours for a response. You ask a question and you get five responses in five minutes. Connecting applicants with alumni or students is a very powerful way to share authentic views."

CMI is also looking at ways to improve the student experience through social media. A programme called the Student Leadership Challenge will be piloted in 2017, inviting CMI students to create and execute a social media campaign for the chance to win a cash prize and a one-week internship with CMI. Entries will be judged on their creativity, shareability, and alignment to a theme and research set out by CMI. Students have already expressed their excitement at taking part in a real-world project and having something to add to their professional portfolios.

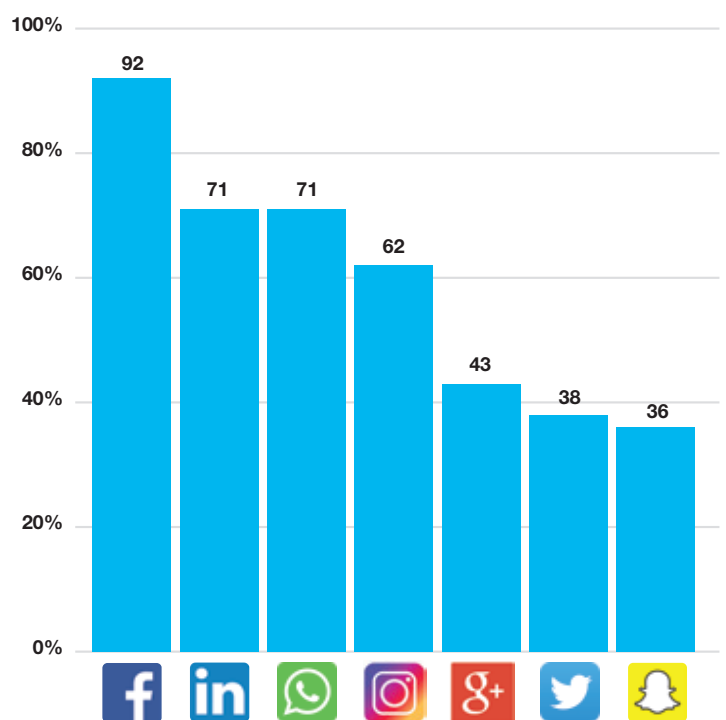


Andrew Crisp, CarringtonCrisp

### Social media and students – the stats\*



### Students' favourite social media platforms\*



\*Quality Leads to Successful Graduates, Study by CarringtonCrisp and LinkedIn, 2016

\*9th edition of the GenerationWeb study by CarringtonCrisp, 2016

## Mentoring matters

CMI's easy-to-use online mentoring programme was also highlighted as a great way for students to build strong relationships with experienced professionals and university alumni. The universities who have trialled the programme have found it a great benefit for their students.

"It enriches the students' experience and improves their self-confidence," explained CMI's Carol Husband. "It helps them to turn their weaknesses into strengths and enhances their soft skills. And it's sector-specific, so if they want to go into finance or banking they can find mentors in that area."

Husband pointed out that mentors act as a useful sounding board to students because they are outside of the university. "There are over 500 mentors

on the system. These are experienced managers who can give them advice."

The mentoring system helps students develop their communication and personal skills and it encourages them to reflect. "The aim of the mentor is to support the next generation of managers," said Husband. "That means not telling them exactly how to do something, but letting them use their own initiative."

Students can either meet their mentors in person or talk online. In either case, a strict code of conduct underpins the programme. Potential mentors are carefully vetted while both mentors and mentees are expected to treat their discussions as confidential and to demonstrate professionalism at all times.



*Mentors act as a useful sounding board to students because they are outside of the university.*

## *My experience of working with a mentor*

**Beth Lebbon, a student at the University of Derby, describes how CMI's mentoring programme works in practice.**

I submitted my CMI mentee application to three CMI mentors in April 2016. None of the mentors I applied to had specific experience in the sectors of interest to me, but I wanted to gain a wealth of knowledge across different industries. I thought it would help me to both develop my transferable skills and grow personally as well.

Within a couple of days, I heard back from two mentors, including the one I was particularly interested in – John, the Director of a HR systems consultancy business based in the Middle East. We exchanged emails and set up an

introductory session on Skype. What really helped me was going into the mentoring programme with a completely open mindset. I did not have any set things I wanted to achieve; I just knew I wanted to learn and could benefit from John's experience.

We have got on very well from our first Skype session, and every time I know I am going to Skype John I look forward to it.

I had two internships in London during the summer and John was a huge help, supporting me every step of the way. We set goals and objectives that were a superb guide to follow. I had never done anything like this before, so to have that assistance and backing was absolutely fantastic.

A mentor programme is what you make it. How much time and effort you put in is up to the individual, but I can definitely confirm that the more you put in, the more you get out. After every session, John writes up a summary of our discussions and sends this over, along with a goals and targets list. This has really encouraged me. It is great having something to look back on and refer to when I am working on my goals.

My experience of the CMI mentoring programme has been wonderful and far exceeded my expectations. I would recommend it to anyone.

## Evidence of success

**CMI measures the improvement in skills, work-readiness and personal development made by students during their time spent in higher education using a variety of both quantitative and qualitative data collection methods.**

In addition to conducting surveys of students and academics, we also analyse statistical data collected by the Higher Education Statistics Agency in the Key Information Set (KIS), with a focus on the National Student Survey and the Destination of Leavers from Higher Education.

The objective of the analysis is to compare CMI accredited and non-accredited courses in Business and Management on a 'before' and 'after' basis, as well as year-on-year. It is important to note that there is a time lag between the moment student feedback and employment information are collected and the time the KIS is published. Also, not all courses have been accredited from the same date.

We have identified all eligible courses and set the baselines for future benchmarking. We will track our performance using this model and share the first results as data becomes available over the next few months.

2016

**CMI to analyse KIS data to build baselines of Business and Management courses for future benchmarking**

2017

**CMI to release first results of analysis for courses accredited by CMI from 2014**

2018

**CMI to extend this analysis to all CMI accredited courses (subject to availability of data)**

## A win-win for higher education providers and students

### What the higher education providers say\*



97% say their CMI partnership has a positive impact on student achievement



95% say their CMI partnership has a positive impact on students' learning experience



9 out of 10 HE partners say that CMI has a high level of impact on student employability



4 out of 5 HE partners say that partnership has had a high level of impact on student recruitment



Net Promoter Score is +63, with no detractors

*\*CMI Partner Survey, launched May 2016*

### What the students say\*



71% say that a CMI accreditation improves their employability



56% believe their CMI qualification will be highly valuable for career development



56% say that a professional qualification was their second reason for choosing a course (after course content)



51% say CMI accreditation was a significant factor in their course choice



Our Net Promoter Score is +41, indicating a high level of overall student satisfaction

*\*CMI Recruitment Survey, launched March 2016, and CMI Student Satisfaction Survey, launched December 2016*



*The collaboration with CMI that has started in earnest this year is one of the most valuable professional development projects at Lancaster. CMI's vision for the management profession resonates entirely with the academic research and the teaching experience at Lancaster.*

**Niall Hayes, Associate Dean for Undergraduate Teaching,  
Lancaster University Management School**

# RECOMMENDATIONS FOR ACTION

**A clear theme of CMI's Higher Education Conference was the need to embed employability into the student experience of higher education. The success of employability initiatives cannot be measured by narrow metrics alone; it is also essential to assess students' knowledge, skills and behaviours.**

The following recommendations for action draw on CMI's research and data, the contributions made at the conference and the practical experience of CMI and our partners:

## **Ensure all students learn to manage and lead**

Every student needs to have the opportunity to acquire practical management and leadership skills during their university experience, whether that counts as a credit-bearing part of their course or not. This applies to business school students, students in other faculties on courses that include management content (such as fashion management or hospitality management) and students on courses with no overt management content.

## **Develop innovative delivery**

There is considerable scope for creative curriculum design and delivery methods, embracing structured module delivery, work experience/

internships, real-life scenarios and consulting projects. A challenge for educators is to demonstrate to students the relevance of management and leadership skills, not just with regard to future career needs but also to their current courses. This may require particular attention to the use of terminology and positioning. For example, the language of 'leadership' may engage more than 'management'. Furthermore, the practicalities of how to communicate effectively, how to manage yourself, how to direct teams and how to use resources effectively – all essential components of management and leadership – may connect better with students in certain disciplines than approaches based on management models and theories.

Innovative delivery also means looking at new ways in which the students' learning experience can be enhanced. For example, social media can be a powerful tool to connect potential and current students with key audiences such as educators, alumni or employers, as well as to enhance the experiential and practical learning for students. Through a programme called the Student Leadership Challenge, which will be piloted in 2017, CMI will look at ways to improve the student experience through social media and provide them with the opportunity to take part in a real-world project.

## **Maximise professional body accreditation**

Courses that are accredited by a professional body with dual awards have two big advantages. Firstly, they mean that the course is benchmarked against professional standards. Secondly, they are a formal recognition of achievement that students can highlight to employers.

Our data shows that having a CMI accreditation is a significant factor in why students choose a particular course – second only to the course content itself – and therefore significantly affects student recruitment. In addition, the TEF specifically identifies professional body accreditation as one way to reinforce and demonstrate teaching quality.



### **Strengthen alignment with the TEF**

Embedding professional accreditation and related employability support into courses aligns strongly with TEF requirements. TEF guidance refers to a learning environment supported by professional practice; students achieving professional goals; progression to highly skilled employment; and students acquiring knowledge, skills and attributes valued by employers and that enhance their professional (as well as personal) lives.

Moreover, the TEF guidance on evidence to support each aspect of the framework references a range of factors where CMI can make a significant contribution alongside course recognition/accreditation. These include student exposure to, or involvement in, the latest developments in professional practice; career enhancement or progression for mature students; evidence and impact of initiatives intended to enhance graduate employability; and student involvement in enterprise and entrepreneurship. The TEF gold/silver/bronze descriptors for above-baseline performance make great play of digital content that students can use to enhance their learning. CMI's online resource portal, ManagementDirect – customisable so that it aligns to, and supports, university courses – can make a real contribution here.

### **Adopt new models to drive practical learning and business engagement**

Our work with universities on degree apprenticeships is helping to bridge the gap between universities and what businesses want from higher education. The development of these partnerships and the understanding of employer requirements through the Chartered Manager Degree Apprenticeship framework provide a fantastic opportunity to consider business needs in future curriculum development. The forthcoming master's level apprenticeship also stands to deliver a breakthrough in the provision of management development to established 'accidental' managers in organisations. These are managers who have not had the benefit of structured management and leadership training – we know from our data that this is about 80% of existing managers.

### **Support students to develop global and ethical mindsets**

Just 1.3% of UK students travelled abroad to study or went on a work placement in 2014-15<sup>8</sup>. For graduates to find jobs and succeed in today's post-Brexit world, they need international and cross-cultural knowledge and experience. Employers expect graduates to appreciate cultural diversity, understand universal business language and be familiar with globalisation.

Yet when it comes to having a global mindset, nearly a quarter of employers (24%) rated graduates as weak in this area. Just one UK student studies abroad for every 15 international students in the UK, according to the Higher Education Funding Council for England. Extending Chartered accreditations to universities' international partners creates a global advantage by combining British university education with professional body standards, underpinned by professional ethics.

<sup>8</sup> Higher Education Statistics Agency



### **Build a bridge for students moving into employment**

Add value to your students and differentiate your courses further by providing them with early-stage career support. We are working with our higher education partners to extend CMI membership into the year after the end of the university course and to develop joint communications and tracking of experience to enable students to progress to Chartered Manager status.

Resources such as the online CMI mentoring scheme and the Career Development Centre can be particularly valuable for young people looking to establish themselves in the workplace. Our devolved models of assessment for Chartered Manager also give universities the opportunity to deliver professional accreditation more directly. Through these approaches, the provision of professional development pathways and alumni management can become more strongly aligned to the benefit of students.

### **Recruit the first finishers on degree apprenticeships as advocates**

By going into schools and talking about their experiences, the first finishers will encourage other young people to consider apprenticeships as an attractive alternative to the traditional academic experience of university.



Conran McMullan, Business Management  
Higher Apprentice, BBC

# WHAT OUR PARTNERS SAY ABOUT CMI



“The partnership with CMI has helped to prepare and equip students at Coventry University with the tools to approach the employment market with confidence. The team at CMI have worked closely with staff at the university to provide support in the area of course development, have customised and designed resources to enhance the teaching and learning experience for staff and student, and have provided a holistic package to support the student journey beyond the period of their life at the university.”

**Patricia Rogers,**  
**Postgraduate Strategy Unit,**  
**Coventry University**



Lancaster University  
Management School

“We really want to produce graduates who can go out there and get excellent graduate jobs, so having a partner like CMI makes sure that we’ve got that link with industry and with employers, and that our programme really offers what employers need.”

**Clare Edwards,**  
**Postgraduate Manager and**  
**MSc Management Programme Manager,**  
**Lancaster University Management School**



Anglia Ruskin  
University

“CMI offers students a learning journey that complements what their degree offers, providing them with evidence of extra learning that helps to make our programme more holistic and fully aligned to the Chartered Manager Degree Apprenticeship.”

**Vanessa Knowles,**  
**Director of Corporate Programmes,**  
**Lord Ashcroft International Business School**



“CMI’s accreditation of UNIRAZAK MBAs is an extraordinary ‘value proposition’ to the professional managers working in Malaysia and abroad. Through CMI, our MBA graduates will better manage their institutions through this volatile, uncertain, complex and ambiguous environment.”

**Datuk Seri Prof. Dr. Md Zabid Abdul Rashid,**  
**President and Vice Chancellor,**  
**UNIRAZAK, Malaysia**





"We're a strong believer in providing dual accreditation. For business management, the obvious partner to have accreditation with was CMI. What I like about our CMI partnership is that it's a dynamic partnership. The benefits for the students continue to increase all the time. We've now got CMI mentoring, for instance, and all our first-year students have the option to have a CMI mentor. It's a really successful partnership."

**Martin Kendrick,**  
**Head of Derby Business School,**  
**University of Derby**



"CMI accreditation gives our students an edge because they graduate not only with their degree but also with an award from CMI. I think it really helps them prepare for when they start working as professionals in the fashion industry. Our students gain enhanced knowledge, skills and understanding through engaging with CMI."

**Helen Montgomery,**  
**School Developments Manager,**  
**Fashion Business School,**  
**London College of Fashion,**  
**UAL**



"We have a strategic commitment to enhancing the employability of our students and our record is extremely strong. In the current and future higher education climate, we want to add value to the support and development opportunities we offer our students. Being able to gain a Diploma from CMI when they graduate results in significant added value; and supports employability in an increasingly competitive global market."

**Lois Farquharson,**  
**Head of Leadership, Strategy & Organisations**  
**Department, Faculty of Management,**  
**Bournemouth University**



"We are very excited to be working with the Chartered Management Institute. To be able to embed the benefits that CMI offers into our Accelerated Development Programme is of real added value for our participants going forward. The significance of a British Chartered institute is something that our international participants will recognise as a great advantage to them in the workplace."

**Arnold Longboy,**  
**Managing Director of Executive Education**  
**(EMEA & APAC), University of Chicago Booth**  
**School of Business**

# APPENDIX

## TEF ASSESSMENT FRAMEWORK

| TEF ASSESSMENT FRAMEWORK |                       |   |                      |  |  |   |     |
|--------------------------|-----------------------|---|----------------------|--|--|---|-----|
| ASPECT                   | Teaching Quality      | SOURCE  | Learning Environment | SOURCE   | Student Outcomes and Learning Gain         | SOURCE  |     |
| FOCUS ON IMPACT          | CORE METRICS          | NSS   | Academic Support     | NSS  | Employment or further study                | DLHE  |     |
|                          |                       | NSS   | Non-Continuation     | HESA   | Highly skilled employment or further study | DLHE  |     |
|                          | EXAMPLES OF EVIDENCE  | 1. Recognition of courses by professional bodies<br>2. Impact and effectiveness of innovative approaches and new technologies |                      | 1. Extent, nature and impact of employer engagement in course including degree apprenticeships<br>2. Extent and impact of student exposure to work-like situations and best practices through professional mentoring |  | 1. Evidence of long-term employment outcomes and progression of graduates including into highly skilled employment<br>2. Evidence and impact of initiatives aimed at graduate employability |     |
|                          | WAYS CMI CAN HELP YOU | 1. Start date of CMI accreditation<br>2. Analytics of Management Direct and learning journeys (customised only)               | CMI                  | 1. Testimonials, feedback and quantitative data from current apprentices<br>2. Analytics of Career Development Centre (including of services like CMI mentoring)   | CMI  | 1. CMI insights around NSS and DLHE data  | CMI |

## Chartered Management Institute (CMI)

The Chartered Management Institute (CMI) is the only chartered professional body for management and leadership, dedicated to improving managers' skills and growing the number of qualified managers.

Our professional management qualifications span GCSE to PhD equivalent levels, including the unique Chartered Manager award, which increases earning potential and improves workplace performance.

We provide employers and individual managers with access to the latest management thinking and with practical online support that helps them to embrace change, create high-performing teams and keep ahead of the curve.

With a member community of more than 130,000 managers and leaders, we promote high standards of ethical practice through our Professional Code of Conduct, and help managers to build their expertise through online networks, regional events and mentoring opportunities.

Visit [www.managers.org.uk/hepartners](http://www.managers.org.uk/hepartners) for more information, and follow us on Twitter @CMI\_managers #cmiheconference

**Chartered Management Institute**  
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