

FdA Leadership and Management :- Programme Specification

1. Awarding Institution/Body	University of Worcester
2. Teaching Institution	North East Worcestershire College (NEW College) – Bromsgrove Business School
3. Programme Accredited By	N/A
4. Final Award	FdA
5. Programme Title	FdA Leadership and Management
6. Pathways Available	N/A
7. Mode and/or site of delivery	North East Worcestershire College– Bromsgrove Campus
8. Mode of Attendance	Full time; Part time (one afternoon and evening)
9. UCAS Code	NN12
10. Subject / Professional Benchmark Statement	QAA Foundation Degree, Qualification Benchmark statement, October 2004 QAA Honours Degree Benchmark Statement for General Business and Management, February 2007 Management Standards Centre (MSC), National Occupational Standards, May 2004
11. Date of Programme Specification Preparation/ Revision	June 2008 October 2010 revision

12. Educational Aims of the Programme

The FdA Leadership and Management programme aims to:-

1. Develop learners' knowledge and understanding of the theory and practice of 'Leadership and Management' within a wide range of organisational contexts;
2. Deliver highly relevant content that is current and meets the knowledge and skills requirements of learners and their current/future employers;
3. Provide learners with opportunities to integrate academic study with work-based learning;
4. Provide learners with opportunities to apply skills and knowledge from work-based learning to their academic studies;
5. Create a stimulating academic environment for learners, which is based upon the values of academic openness and critical appraisal;

6. Equip learners with the ability to explore their potential, and increase their awareness and self confidence;
7. Encourage learners to take responsibility for their own Continuing Personal and Professional Development;
8. Prepare/further develop learners for successful careers in business management and leadership;
9. Provide learners with the basis for further academic development, specifically progression opportunities to BA (Hons) Leadership and Management programmes and beyond;
10. Utilise employers' perceptions and ideas as appropriate to enrich learning experiences and assist with curriculum development.

13. Intended Learning Outcomes and Learning, Teaching and Assessment Methods

Knowledge and Understanding:	Examples of teaching, learning and assessment methods used:
<ul style="list-style-type: none"> • Knowledge and critical understanding of the well established principles and concepts in the field of business management and leadership and the way in which these principles/concepts have developed. • Ability to apply the underlying principles and concepts outside the context in which they were first studied, and the application of those principles in a work context • Knowledge of the main methods of enquiry into the subject areas and the ability to evaluate critically the appropriateness of different approaches to solving problems in this field of study and in a work context • An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge in this field of study and in a work context. 	<ul style="list-style-type: none"> • A programme of; structured lectures, interactive seminars, group work sessions, individual tutorials, podcasts/vodcasts, 'Moodle' support, and in-depth, self-directed research • Complementarity across selected modules explored within lectures – for example linkage between economics and marketing • A variety of assessment methods to test understanding of principles and concepts including; research tasks, case studies, oral presentations, reports, learning journals critiques, open and closed book examinations • A variety of assessment methods to assess ability to apply principles and concepts in the learners' actual work contexts including: investigative reports based in employing organisations, briefing papers for management colleagues in work-place, compilation of an ethical audit, critical incident evaluations, management research project and work-based observations • All modules involved knowledge of appropriate enquiry methods into specific subject areas, the 'management research methods' module introduces learners to a range of management research strategies, methods and techniques • The learners are assessed on their ability to critically evaluate the appropriateness of various problem-solving methods within several modules for example; 'project management' and 'leadership in practice'. These assessments also serve to develop the learners' understanding of the limits of their knowledge • The ability to critically evaluate different approaches to solving problems in a work context is assessed via the 'management research project' module, in which learners will understand the limits of their knowledge and appreciate how this limitation influences the interpretations of their research findings.

<p>Intellectual/Cognitive Skills:</p> <ul style="list-style-type: none"> • Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and a work context • Problem solving and decision making in a range of situations and contexts, including the work context • Sensitivity to diversity in terms of; people, cultures, business, management and Ethical issues. • The development and application of a range of management techniques and tools appropriate to leadership & management in the areas of people, resources, Activities and information. • Management of information including the interpretation and abstraction of meaning from a variety of information, data and experiences, and applied to a range of organisational situations, including the work context. 	<p>Examples of teaching, learning and assessment methods used:</p> <ul style="list-style-type: none"> • Several modules encourage the development and application of a range of management techniques and tools, for example; 'making business decisions' and 'project management' • All modules encourage learners to engage in discussion of key issues and application of key concepts. • The development of higher order critical thinking skills e.g. the ability to evaluate evidence, arguments and assumptions to reach sound judgements, are encouraged through a variety of summative assessments, at both levels 4 and 5 • Case study analysis and group discussions, offer learners the opportunity to engage in problem solving and complex issues as part of formative assessments • Modules in 'finance and accounting', 'making business decisions' and 'project management' require analytical skills to be applied to a variety of data and theories. • Modules in 'human resource management', 'legal and ethical framework' and 'leadership in practice' raise ethical and diversity issues in which judgement needs to be exercised
<p>Practical Skills relevant to Employment:</p> <ul style="list-style-type: none"> • Identify their personal development needs and devise and implement Strategies for meeting these needs. • Develop the necessary skills to work effectively with and to lead others within a range of organisations, including their own workplace • Understand the approaches to resource management in dealing with complex issues. • Conduct research into business, leadership and management issues with an appreciation of the uncertainty, ambiguity and limits of resultant knowledge and conclusions. • Select and use effective business communication media and technology to structure, present and disseminate. Information, requirements and decisions. 	<p>Examples of teaching, learning and assessment methods used:</p> <ul style="list-style-type: none"> • Modules in 'personal and professional development' and 'continuing personal and professional development' ensure learners take control of their own learning and development, by engaging in an on-going process of reflection and action throughout the programme • Leadership and team-working skills are developed initially within formative assessments within the level 4 module in; 'personal and professional development'. These skills are then further developed within formative and summative assessments at level 5, within the specific modules of; 'managing people', 'leadership', 'project management', 'leadership in practice' and 'coaching in the workplace' • Approaches to resource management in dealing with complex issues are examined within a number of modules, for example; 'project management', 'human resource management' 'finance and accounting' and 'leadership in practice' • Throughout the programme, learners will conduct research into business, leadership and management issues as part of both formative and summative assessments. The level 5 module 'management research project' requires learners to undertake research which will make a positive contribution to organisational practice • The assessment of the effective use of business communication media and technology in the presentation and dissemination of information, skills occurs in the following modules; 'marketing' and 'continuing personal and professional development'. In

	<p>addition, formative assessments involving oral presentations will be used in a number of modules, for example; 'human resources management'</p> <ul style="list-style-type: none"> • Learners will be encouraged throughout the programme to share information via the; chat-room, e-mail, blog, podcast/vodcasts facilities enabled through Moodle.
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<p>Transferable/Key Skills:</p> <ul style="list-style-type: none"> • Written communication • Oral communication • Numeracy and quantitative skills • Planning and time management • Interpersonal and team-working skills • Reflection and self-assessment • Effective use of ICT. <p><u>Please note: Learners are deemed to have met the appropriate key skills requirements by successfully completing all modules</u></p>	<p>Examples of teaching, learning and assessment methods used:</p> <ul style="list-style-type: none"> • Oral assessments (including a viva voce and a coaching skills session) and written assessments in a variety of formats (report, critique) are used to develop oral and written communication skills throughout all modules • Numeracy and quantitative skills taught through use of worked examples and assessed through appropriate formative and summative assignments in specific modules, i.e. 'making business decisions', 'finance and accounting' 'management research methods' and 'project management' • Interpersonal and team-working skills are developed via group activities and peer-working in a number of modules, for example; 'personal and professional development' 'coaching' and 'leadership in practice' • Planning and time-management skills are experienced through meeting assignment submission deadlines, planning the management research project and a project management simulation • Reflection and self-assessment is encouraged throughout the programme, but has a particular resonance within the personal and professional development and coaching modules • The effective use of ICT is an integral part of all modules, for example; internet research, use of Moodle and mobile learning technologies, use of word-processing, spreadsheet and presentation software packages. The 'project management' module introduces learners to the use of project management software
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A wide variety of teaching and learning methods will be used within the FdA Leadership and Management programme, to help learners from a diversity of educational and employment backgrounds to engage effectively with the programme. This will help to support the retention, achievement and progression opportunities of learners.

The range of teaching and learning methods used within the classroom environment include; interactive workshops, group discussions, case studies, simulations, role play and video

review. They take into account the following: experiential learning, individual/group activities, relevance, academic rigour, application and transferability to the workplace.

Key aspects of the design of the overall teaching and learning strategy include:-

- the embedding of work-based learning
- utilisation of e-learning and mobile learning technologies
- facilitation of independent study

Work-based Learning

Authentic and innovative work-based learning is an integral part of the design of this Foundation Degree. Learners have the opportunity to learn and apply the skills and knowledge that they have acquired in their work-place roles within the programme; hence, they develop higher-level learning within both the College and the work-place. The aim is for the learning to be a two-way process, where the learning at College is applied in the work-place and the learning in the work-place is applied at College. The actual work-based learning is achieved via either full-time or part-time work and the defining characteristic of the work-based learning is that is linked to the achievement of defined and related learning outcomes.

To ensure all students have an equitable work based learning experience and the opportunity to achieve the intended learning outcomes, a three-way 'learning agreement' will exist between BBS, the learner and their employing organisation to promote a shared understanding of roles.

Use of E-Learning and Mobile Learning Technologies

Although e-learning is not used exclusively in any of the modules, the utilisation of Moodle is considered an essential vehicle for enriching the learning process and has an important role in enhancing learner support. The intention is not to supplement face-to-face interaction (both with the tutor and their fellow learners) with the use of on-line discussion groups (for example), but to add to the richness of the overall learning environment.

Moodle will be used to by staff to:-

- Communicate with learners
- Maintain and release teaching and learning materials (for example, hand-outs, resource links, module outlines)
- facilitate on-line discussions and provide a forum for on-line tutor-to-learner and peer-to-peer support
- encourage and support formative assessment (for example, on-line exercises, multiple choice tests)
- encourage wider reading and access to a wider range of relevant source material
- monitor and encourage learner engagement

Mobile learning technology will also be used to facilitate, support, enhance and extend the reach of teaching and learning on the programme. All learners will be issued with MP4 players on which they will be able to play relevant podcasts and vodcasts, this will enable them to continue there learning outside of the classroom or 'on the go', for example; learning at work, en-route during business travel etc.

Independent Study

A key requirement of the design of foundation degree programmes is that they should encourage 'lifelong learning'. The opportunity for self-directed learning and independent study are effective vehicles for fostering the skills of and enthusiasm for lifelong learning.

The 'Management Research Methods' module is designed to provide the necessary guidance, planning and preparation for learners in order to undertake an independent study – i.e. the Management Research Project. Assessment on this module requires learners to critique a piece of academic research (in order to understand conventions of academic research methodology and writing) and to develop a viable management research proposal.

The 'Management Research Project' module is an 'independent study'. Each learner will be encouraged to work independently and to provide evidence of an individual approach in their finished work. Each learner will be allocated a supervising tutor according to the precise nature and content of their research project. At least three hours of individual tutorial support will be provided for each learner and there will be a mid-point review of progress.

14. Assessment strategy

The assessment strategy has been designed to provide learners with a variety of challenges appropriate for undergraduate level work at Intermediate level, whilst recognising the distinctive mix of academic and work-based learning inherent within foundation degree programmes.

The learners' knowledge and understanding of each module studied during the course is assessed. These assessments will include a variety of; formal and informal, summative and formative techniques that are capable of rigorous testing and independent verification.

Most modules have significant aspects of work-based learning in the assessments, enabling learners to integrate learning from the workplace with academic study in a variety of ways. Three modules do not have any element of work-based learning in the summative assessments; 'making business decisions', 'finance and accounting' and 'project management'. The rationale for these omissions was owing to the complexity and breadth of the intended learning outcomes for these specific modules, work-based learning would not be capable of supporting the assessed work required.

The range of assessments specified in the module outlines have been developed in order to support the pedagogical approaches employed and which are appropriate for the nature of the subject disciplines covered. The overall mix of assessment methods include: investigative reports, case studies, business presentations, briefing papers, audits, critical incident evaluations, research projects, learning journals, skills assessments, reflective papers and examinations.

The majority of modules include two elements of assessment. The 'project management' module has a single assessment element at the end of the module, the rationale being that learners need to fully ingest knowledge, practice and relevant skills before assessment. The 'coaching in the workplace' module has three assessment elements to fully assess the knowledge and skills acquired and to allow learners to reflect on their coaching journeys.

Assessment items are scheduled so that they can be completed on an ongoing basis throughout the academic year. Detailed assessment briefs will be given to learners at the start of a module. Learners are required to complete assessed work on an individual basis. However, at this level, learners are also actively encouraged to discuss their understanding of models, concepts and theories, and more importantly their application to a given scenario, with their peers. This allows learners to share ideas and experiences, test their understanding, and more critically evaluate the models under discussion. In this way learners learn from each other and develop relationships that will help them throughout their studies.

All assessment processes have been aligned with the precepts of the QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Section 6: Assessment of Students, September 2006 and the overall assessment strategy conform to the University of Worcester Academic Regulations and Procedures.

In line with the University's requirements, wherever practicable, coursework will be marked anonymously. In marking assessed work, moderation and double marking is standard practice. Where there is some doubt as to the authorship of an assessment, BBS will use the University of Worcester's published policy for investigating plagiarism.

In line with the University of Worcester Assessment Policy (Academic Regulations and Procedures: Section U) assessments for the individual modules have been designed to enable learners to demonstrate that they have successfully met the learning outcomes. Each module outline thus specifies an assessment strategy outlining the nature of the summative assessment exercises it employs and the respective weighting of each assessment item in its overall assessment loading.

15. Programme structures and requirements

The award structure for the FdA Leadership and Management programme is set out in the tables below. Learners who complete the 120 credits at Level 4 and 120 credits at Level 5 (NQF) required will graduate with the award 'FdA in Leadership and Management'. Those learners who complete the 120 credits at Level 4 only will graduate with the award 'CertHE Leadership and Management'.

LEVEL 4				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FDLM 1001	Personal and Professional Development	15	M	None
FDLM 1002	Making Business Decisions	15	M	None
FDLM 1003	Economics	15	M	None
FDLM 1004	Management	15	M	None
FDLM 1005	Marketing	15	M	None
FDLM 1006	Finance and Accounting	15	M	None
FDLM 1007	Human Resource Management	15	M	None
FDLM 1008	Legal and Ethical Framework	15	M	None

LEVEL 5				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FDLM 2001	Managing People	15	M	FDLM 1004
FDLM 2002	Leadership	15	M	FDLM 1004
FDLM 2003	Project Management	15	M	None
FDLM 2004	Management Research Methods	15	M	None
FDLM 2005	Management Research Project	15	M	FDLM 2004
FDLM 2006	Leadership in Practice	15	M	FDLM 2002
FDLM 2007	Coaching in the Workplace	15	M	None
FDLM 2008	Continuing Personal and Professional Development	15	M	FDLM 1001

The programme is designed to allow learners to progress directly into the 3rd year of the University's B.A (Hons) Leadership and Management award which can be completed in one year (full time) or 18 months part time. Attendance at all scheduled sessions is strongly encouraged and learners who are unable to attend individual sessions should provide prior notification to the relevant module leader via e-mail.

Please see Appendices 6 and 7 for details of the indicative delivery models for full-time and part-time learners

16. QAA Academic Infrastructure

'The QAA Foundation Degree Qualification Benchmark Statement' has been used extensively as a major reference point in the development of this programme. This qualification benchmark describes the distinctive features of foundation degrees and has been used to define the particular purpose of this FdA programme, its general characteristics and generic outcomes.

'The QAA Honours Degree Benchmark Statement for General Business and Management' has been used to craft module learning outcomes and content as well as learning, teaching and assessment strategies of all modules on the FdA Leadership and Management programme. However, graduates of this FdA programme cannot be expected to fully achieve the threshold level expected of all honours graduates, instead they are 'working towards' these standards.

The proposed FdA Leadership and Management programme conforms to the requirements of the Framework for Higher Education Qualifications (FHEQ), and thus aims to support Intermediate Level learners (Level I) to:

- develop a sound understanding of the principles in their field of study
- apply the principles in their field of study more widely
- evaluate the appropriateness of different approaches to solving problems
- develop the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

'The QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education' has also been used extensively to inform the design of this FdA programme.

17. Support for Learners

The following mechanisms and activities have been put in place to provide support for all learners on the FdA Leadership and Management programme:-

- A comprehensive Induction programme including inputs from Learner Services Department
- A nominated personal tutor to provide pastoral support, academic advice and guidance, as appropriate – formal tutorial sessions provided and provision of tutorials on request when required
- A dedicated learning advisor to support with study skills and accessing learning resourcesA dedicated transferrable / key skills tutor
- Early diagnosis of particular learning support needs and the provision of that support
- Initial assessment of numeracy and literacy levels, using the BKSB computer-based system
- Interactive preferred learning styles assessment to enable learners to identify the ways in which they prefer to learn
- Formal study skills workshops provided on a weekly drop-in basis
- Availability of a range of study-skills support mechanisms such as handbooks and on-line tutorials which students can use on a self-referral basis
- Appropriate and timely academic advice and guidance, especially relating to progression opportunities
- Access to a university link tutor
- Library, IT, Media and Print support provided by Learning Resource Centre (LRC) via a 'walk and talk' session and study guides
- Comprehensive range of recommended books supporting each module available in LRC
- On line access to 'Athens' database
- Student representation on programme committee to address programme-wide issues
- A range of student support services, including financial support, counselling and childcare
- Student representation and social networking via the Students' Union
- Career Advisors offer 'Next Step' one-to-one advice and information
- High quality electronic resources available through the Moodle (virtual learning environment) providing excellent support, for example module specific materials, activities and peer networking opportunities

Support for students is also provided in a range of documents:-

- A detailed course handbook
- A guide to work-based learning

- Module outlines which include; module code, module title, level, planned teaching activity, attendance requirements, assessment brief, assessment criteria and reading lists
- Learning and study guides.
- Relevant college policies and procedures and general announcements/updates are provided on the college Intranet

18. Admissions Policy, Criteria and Procedures

NEW College is committed to widening participation and encouraging diversity in the student population. BBS works closely with 'Student Services' including the Admissions Office and the Equal Opportunities Centre. The College actively encourages and welcomes learners from the widest range of economic and cultural backgrounds and values the contribution of mature learners.

General admissions requirements of the programme are as follows:-

Passes at A-C in 4 GCSE subjects, to include English and Maths (or Initial assessment test in Numeracy and Literacy at Level 2) plus: UCAS Tariff: 120 points from:

- GCE A-Level Awards
- BTEC National Certificate or Diploma
- OCR National Diploma or Extended Diploma
- Or equivalent qualifications, for example 'Access to Higher Education Diploma' pass grade and above

.Learners whose first language is not English should normally be able to demonstrate proficiency to a minimum level of 6.0 IELTS.

Admissions are invited through UCAS, or in the case of part time learners by direct entry.

There are opportunities for applicants to visit BBS and talk to appropriate staff at various stages in the recruitment process. All applicants will be interviewed by the programme leader or a relevant tutor before being offered a place on the programme.

It is a requirement of the programme that all learners are actively engaged with a workplace environment in either full-time or part-time work. Payment is not a defining characteristic of the work and 'working' in itself is not sufficient. Applicants will need to demonstrate at interview that their current working environment provides the appropriate learning opportunities to enable them to complete the programme, or demonstrate a commitment to secure work in a working environment that does prior to commencement of the programme. The College will support applicants in their search for appropriate work.

19. Methods for evaluating and improving the quality and standards of teaching and learning

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards, include:

- Student feedback at end of modules
- Annual Course Monitoring Report completed by Programme Leader

- College's H.E. Course Self Assessment Report (based on QAA inspection framework)
- Periodic reviews
- Semester course reviews
- Formal classroom observations, conducted by 'Senior Teachers'
- Peer teaching observations
- External Examiners' Reports
- Academic staff annual appraisal
- Professional Development Scheme and staff development events
- Worcester Business School Policy on Validation (Module Outlines and Assignment Briefs) and Moderation of Student Work
- Employer feedback

Committees with responsibility for monitoring and evaluating quality and standards

- NEW College Higher Education Quality Assurance Board
- Worcester Business School Departmental Quality Assurance Committee
- Worcester Business School Post Results Moderation Group
- Worcester University Foundation Degree Scheme Board of Examiners
- FdA Leadership and Management Programme Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Module feedback questionnaires
- Programme committee
- Meetings with module tutors and personal tutor
- Induction and other ad hoc surveys
- Focus groups

20. Regulation of Assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.

- For full details of submission regulations see URF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE Leadership and Management	120 credits at Level 4 or higher
FdA Leadership and Management	120 credits at Level 4 and 120 credits at Level 5

These awards are not classified.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

21. Indicators of Quality

- NEW College was named as one of Ofsted's 'Outstanding Providers' in 2007
- In 2006, NEW College was fully inspected by Ofsted and was judged to be outstanding in all areas, achieving a clean sweep of five Grade 1s
- NEW College achieved the national Beacon Award for Excellence in 2006
- NEW College staff (including BBS staff) spend an increasing proportion of their time sharing good practice with colleagues at other colleges, in order to promote improvements in the whole further education sector
- NEW College holds the Investors in People kitemark
- BBS is a 'Centre of Vocational Excellence' in Management and Professional Studies
- Student performance indicators within BBS, especially achievement rates
- Student survey results within BBS
- All lecturers within BBS are well qualified within their specific areas of management and professional studies expertise

- Several staff engaged in developing the programme are actively engaged in; relevant research, consultancy and professional practice in the disciplines of leadership and management.

UW has overall responsibility for the quality and standards of this FdA programme. Indicators of quality and standards relating to the University include:-

- QAA Audit in 2005 confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards
- During the QAA Audit, WBS was commended for robust and comprehensive annual monitoring

22. Career opportunities and links with employers

The UK demand for employees with management and leadership knowledge and skills continues to grow. The FdA Leadership and Management programme is designed to underpin a successful management career across a wide range of business sectors including private, public and voluntary.

The extensive portfolio of courses offered by BBS is very popular with employers and the School works with an impressive range of local, national and international business organisations, including; 'Zurich Insurance', 'Harley Davidson' and 'Compass Group PLC'. These employer links are utilised where possible to support the development and delivery of courses within BBS.

The involvement of employers in the design of the FdA Leadership and Management programme, forms part of a longer-term BBS employer engagement strategy. Phase one of this strategy involves the establishment of an Employer Advisory Board which will support the further development of the FdA Leadership and Management programme.