



# Corporate Responsibility and Sustainability Practitioner

Programme Handbook

2023/2024

**Corporate Responsibility and Sustainability Practitioner  
Department of Strategy, Enterprise and Sustainability**

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## Our Commitment

Created by the University and The Union in 2012, and in consultation with our Students, our commitment sets out how everyone at the University will work in partnership with you to support your learning and help you to succeed. We continue to consult widely with staff, students and The Union to form a very strong public statement of what we will do for you and what we expect from you.

We place our students first and provide academic courses informed by high-quality research, scholarship and enterprise, adding value to your learning experience. Our commitment to you includes high-quality teaching and professional support staff, timely information on all aspects of your student experience and access to first-class learning and teaching facilities.

Our Commitment Statement also sets clear standards of behaviour that we expect from students, covering a range of areas including attendance, personal responsibility and forming a strong partnership with the University. It is in your interest to get the maximum benefit from your time with us, and our job is to help you become the best professional that you can be.

The Union is a key part of our commitment with over 100 societies and clubs to join, they represent your collective voices to the University and provide personal support to make your time here healthy and happy.

We do hope that you take time to read and engage with Our Commitment Statement, as it is an important document that underpins your student experience.

**Professor Malcolm Press,**

**Vice Chancellor, Manchester Metropolitan University**

Please take the time to read and engage with Our Commitment Statement: **Academic Community Commitment**



**Dr. Graeme Heyes**  
**Programme Lead**

## **Welcome to the Department of Strategy Enterprise and Sustainability, Manchester Metropolitan University Business School**

Welcome to Manchester Metropolitan University and a special welcome to the Corporate Responsibility and Sustainability Apprenticeship programme.

As you start this programme of study you may be feeling excited as well as apprehensive. The induction days are a way of easing you into the programme, enabling you to become familiar with components of the programme, experience the online environment, and explore the key skills and attitudes required to work effectively so that you can progress successfully through your studies. It is also a great opportunity for you to meet your fellow students.

I want you to know that the Manchester Metropolitan University community is here to help and support you as you commit to studying at MMU. We could not be more privileged to welcome you into this vibrant learning community and we look forward to the fresh ideas and energy that you bring to our programme.

With best wishes,

**Graeme and the CR&S Programme Team**



## A Triple Crown Accredited Business School



Manchester Metropolitan Business School was awarded the prestigious international AACSB - The Association to Advance Collegiate Schools of Business - accreditation in 2016, placing us among an elite global group of Business Schools. AACSB accreditation is the hallmark of excellence in business education and the award ranks Manchester Metropolitan among the top five per cent of business schools in the world. The accreditation demonstrates that Manchester Met Business School has achieved the hallmark of excellence in 15 global standards, placing it among the world's elite for its degree programmes, research, business engagement and innovation. The standards of education delivered at Manchester Met Business School have been rigorously assessed, approved and accredited by AACSB International. This means that the level of education you receive is of the highest quality, shared with an elite group of business schools worldwide who hold this accreditation.

The Business School also holds the prestigious AMBA (Association of MBAs) and EQUIS accreditations. These are renowned international benchmarks of excellence for business schools. They move the Business School into an elite group of schools worldwide, which hold the “triple crown” accreditations – and is further testament to the school's high standards of teaching and research, which are at the heart of its mission to transform lives, businesses and communities.

Graduates from triple-crown accredited schools are highly skilled and are more attractive to employers than those from other non-accredited schools. Each year, we have over 1,500 students graduate from our business programmes and enter the professions or undertake further study.

See all of the Business School Accreditations [here](#).



## Glossary of key terms

Term	Definition
Degree Apprenticeship	The equivalent of a master's or bachelor's degree which offers a level 6 or 7 qualification. A degree apprentice works in a full-time job as well as studying at Man Met University.
Standard	The apprenticeship standard shows what an apprentice will be learning and the skills and behaviours required in the workplace. These must all be met by the end of the Degree Apprenticeship.
Knowledge	Knowledge – new learning and understanding related to university study.
Skills	Practical aspects of the programme which link to knowledge (writing in an academic style)
Behaviours	Values linked to the role. Often link to the professional body's regulatory standards. Also link to British Values.
Evidence	Information you can use to show you have met the KSB's, for example, minutes of meetings, an observation record.
PICS Web Portfolio (PWP)	An online platform used to record off the job hours and evidence required for KSBs.
20% Off the Job	New learning and skills development which is not part of normal working duties. Carried out within the working day. 20% required across the programme.
Skills scan	A baseline self – assessment to identify areas for development. Carried out at induction and at other key points to assess progress against the KSBs.
E Portfolio	A collection of evidence uploaded to an online platform (e assessor).
Gateway	The point at which the apprentice must have achieved all KSBs, possesses level 2 Maths and English qualifications and completed OTJ requirements. This occurs just before the end point assessment.
End Point Assessment	Final assessment leading to achievement of the Degree Apprenticeship.

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## Contact Details

Here are the contact details for your tutors. Usually, the best way to contact your tutors in the first instance is by email, because they are often out of the office teaching or undertaking other activities.

*Who is my Skills Coach and How do I contact them?*

Your Skills Coach is your first point of contact for all academic matters, attendance.

The Programme Leader has overall responsibility for the programme, including working at a Strategic level to ensure you have the best possible experience and opportunities.

When contacting any member of staff, please ensure your email includes your full name, your student ID number, your programme of study. All emails should be sent from your university account.

<b>Programme Leader</b>	Graeme Heyes Email: <a href="mailto:g.heyas@mmu.ac.uk">g.heyas@mmu.ac.uk</a> <a href="#">MMU Staff Profile</a> <a href="#">LinkedIn</a> Room: BS 2.01
<b>Programme Manager</b>	Claire Parry <a href="mailto:c.parry@mmu.ac.uk">c.parry@mmu.ac.uk</a> <a href="#">LinkedIn</a> Room: BS 2.15
<b>Skills Coach</b>	Emma Closs <a href="mailto:e.closs@mmu.ac.uk">e.closs@mmu.ac.uk</a> <a href="#">LinkedIn</a> Room: BS 2.15



## SECTION 1 – PROGRAMME INFORMATION

### Course outline

The Corporate Responsibility and Sustainability Practitioner Apprenticeship is practice-focused leadership programme for those interested in learning how to transform their business into a responsible and sustainable enterprise that is compatible with the demands of the climate emergency, and the search for a just, fair, safe and equal society for all.

This 18-month accelerated qualification is ideal for those working in organisations who have been tasked with leading on this agenda, or who wish to do so, and for whom this may be new territory with new skills and knowledge to acquire. If this sounds like you do not fret – you are not alone. Skills gaps for this agenda are a major challenge and this is exactly what this programme seeks to do. Give you the ability to understand complex systemic challenges, their implications for business and what you, and your organisation, can do in response.

Delivered through a blend of online and face to face learning, the programme supports apprentices to apply what they have learned in their own workplace through projects agreed with employers to include live scenarios. We hope that you will enjoy the programme and go on to become changemakers in your careers, helping to shape the future of business, society, and the environment for all.

### Course Structure

	Module 1	Module 2	Module 3	Module 4
Topic 1	CR&S in context (Origins and evolution)	CR&S strategies (Stakeholder engagement, governance, understanding and responding to challenges)	Accounting for CR&S: performance metrics (Introduction to core measures of environmental, social, and economic performance)	Realising CR&S in your organisation Preparation for EPA and portfolio support Final 4 webinars defining the project and developing the portfolio.
Topic 2	CR&S challenges (Key global challenges)	CR&S management systems (Planning, managing, and realising change)	Sustainable Finance and Product Development	0.5 day face-to-face per topic during hot week (Study Skills) (Portfolio completion in relation to KSBs) 4 x 6h webinars

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**Module Outlines**

Module Name	Unit Code	Unit Leader
<p><b>Context and Challenges of CR&amp;S</b></p> <p>This module teaches you the background to CR&amp;S in terms of its origins, requirements, and challenges. It will empower you to understand why this agenda is so important and what the implications are for business.</p>	5S4Z1004	Graeme Heyes
<p><b>Realising Corporate Responsibility and Sustainability in Your Organisation</b></p> <p>This module will help you to begin to conceptualise and apply corporate responsibility thinking in your own businesses by learning how to integrate CR&amp;S thinking into your job roles, processes, strategies, policies and cultures. The very things that underpin an organisations response to the challenges identified in Module 1.</p>	5S4Z1005	Trevor Brown
<p><b>Accounting, Sustainable Finance and Product Development for CR&amp;S</b></p> <p>In this module you will learn about accounting for sustainability, including carbon accounting, ESG reporting, and sustainable finance. You will also learn about sustainable products and services and begin to think about how you can apply them in your own organisations.</p>	5S4Z1003	Anna Egan
<p><b>Realising CR&amp;S in your Organisation</b></p> <p>This module is where the magic starts to happen and you begin to identify how you can implement everything you have learned on the programme in your own organisation, as part of your work based project and End Point Assessment.</p>	5S7V0004	Graeme Heyes

**Module Delivery Plan**

	Online						Face-to-face Hot Week- study block		
Online or face-to-face	Online	Online	Online	Online	Online	Online	Face to Face Tuesday	Face to Face Wednesday	
Week number	1	3	5	7	9	11	13		
Hours	3-hour live webinar	3-hour live webinar	3-hour live webinar	3-hour live webinar	3-hour live webinar	3-hour live webinar	F2F tutorial continuing topic delivery 10:30-17:00	Workshop to utilise learning to apply to workplace and develop evidence 9:30 – 16:00	
Session	Topic 1	Topic 1	Topic 1	Topic 1	Topic 2	Topic 2	Topic 2	Evidence gathering & formative assessment	
								Tuesday Night Masterclass 19:00- 21:00	

## **SECTION 2: MOODLE, TIMETABLES, ATTENDANCE and ASSESSMENTS**

### Getting started with Moodle

#### *What is Moodle?*

Moodle is our online learning environment. Moodle is designed to enhance your learning experience by providing access to online course materials, and has a number of built-in features, designed to engage learners and promote collaborative learning.

With Moodle you can:

- Access a variety of resources and information, including your personalised timetable, coursework deadlines and library resources
- Review, reflect and discuss content with tutors and peers
- Carry out various online activities including interactive assignments and quizzes
- Submit your work
- Receive feedback from your tutor

#### *How to access Moodle*

You can log in via the MyMMU dashboard at [my.mmu.ac.uk](http://my.mmu.ac.uk) or go directly to Moodle at [moodle.mmu.ac.uk](http://moodle.mmu.ac.uk).

To log in, enter your username in the format `8digitID@stu.mmu.ac.uk`, eg. `12345678@stu.mmu.ac.uk`, and your password.

Returning students may need to refresh the app by logging out and in again.

#### *How to use Moodle*

To make the most effective use of Moodle, you should:

- Log in regularly
- Ensure you know how Moodle is to be used within a specific unit/programme by discussing this with tutors

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- Utilise the opportunities provided - follow reading links, participate in discussion forums, complete quizzes, read documents and view files etc.
- Use Moodle as additional support, not as a failsafe if you have to miss classes
- Not leave online work to the last minute

### *I can't load Moodle?*

If you see an error when trying to access Moodle, but other webpages are working, first check that your browser is compatible with Moodle – we find that NHS Trust firewalls can cause apprentice work laptops issues, so please speak with your IT department in your organisation.

We suggest using one of the browsers listed below (Although other web browsers are available, we know that these are compatible with Moodle):

- Google Chrome
- Mozilla Firefox
- Safari
- Microsoft Edge

If you're unable to log in, you can check guidance on managing your password here: [Managing your password](#).

If you still can't access myMMU or Moodle, and other websites are working, please contact the IT Helpline on 0161 247 4646 or email [it@mmu.ac.uk](mailto:it@mmu.ac.uk)

### **Timetabling and attendance**

Timetables will be confirmed via your MyMMU area (<http://my.mmu.ac.uk/>)

Please note that timetables may change throughout the year due to unforeseen circumstances. Taught units are run from Monday to Friday. Unless otherwise stated all sessions will take place at the Business School in Manchester. Any changes to venue will be notified well in advance.

As a Manchester Metropolitan student, you've invested in your future. We hope you enjoy your course and are setting your sights on the success you deserve. The more lectures, tutorials and study sessions you attend, the better your results will be. Achieving that qualification will be challenging. You will need to work hard. But we're here to help you cross the finish line. So, do try and fulfil all your academic commitments. If for whatever reason you're not able to do that, here are some things you need to know.

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Touch card readers are in all larger teaching spaces.

Here's what to do:

- Tap and hold your student ID card against the card reader.
- The reader will light up, beep once and display your name.
- Where there isn't a card reader in place, your tutor will register your attendance.
- Please be aware - scanning in a card for someone else, giving your card to someone else to scan in for you or scanning in and then not attending is considered misconduct under the MMU Student Code of Conduct.
- Use your ID card when you arrive for any timetabled sessions.

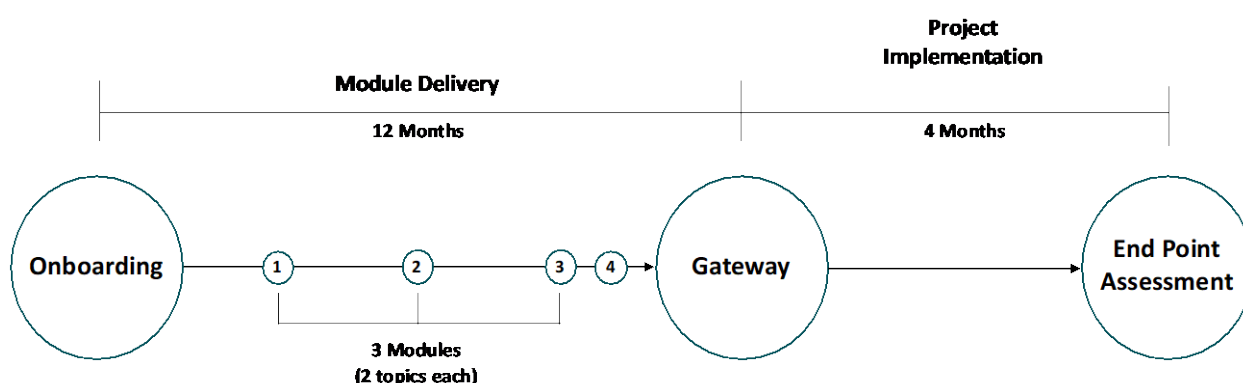
You can register your attendance from 10 minutes before the start of your class up until 10 minutes before the class is scheduled to end. If you scan in 10 minutes after the scheduled start of class, you will be marked in as late

Where no card reader is present, your tutor will record your attendance for you.

## Endpoint Assessment, Evidence and Evaluation (add this in)

Endpoint assessment is the final stage of the apprenticeship journey. It provides apprentices with the opportunity to demonstrate the knowledge skills and behaviours developed during the on-programme stage of their apprenticeship within an assessment environment.

End Point Assessments (EPAs) are the final stage of your apprenticeship which you must pass to complete the CR&S program. The EPA is your chance to show the learning and knowledge you've picked up during the apprenticeship programme and to demonstrate that you understand how your learning can be applied in your job role. You can only take your EPA after you've completed your program and have passed the Gateway evaluation, as outlined below.



Gateway is a meeting that takes place between your employer and training provider to review and confirm that the minimum requirements have been achieved and that you are now ready to undertake the final assessment stage once gateway has been completed.

A carefully selected Endpoint Assessment Organisation (EPAO) will accept the programme apprentices and undertake the endpoint assessment in an independent, unbiased, fair and standardised manner.

Skills Coaches will meet with you quarterly to review progress of milestones towards End Point Assessment and to provide guidance on the development of a portfolio. EPA milestones are monitored at each review and discussed with the employer and apprentice together. Together they will create a joint action plan to support development of occupational competence.

### Portfolio of Evidence

Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship. This portfolio must contain evidence related to the knowledge, skills and behaviours (KSBs) that will be assessed by the professional discussion.

- the portfolio of evidence will typically contain 16 discrete pieces of evidence
- evidence must be mapped against the KSBs allocated to this assessment method



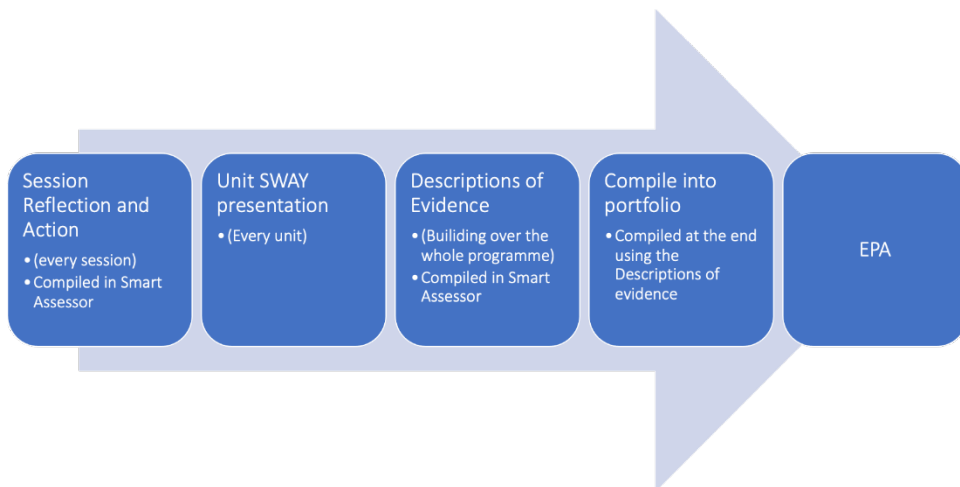
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- evidence sources may include: workplace documentation/records, witness statements, annotated photographs or video clips
- it should not include reflective accounts or any methods of self-assessment

The portfolio of evidence is not directly assessed and underpins the professional discussion (see below).

To help you build your portfolio of evidence, and to ensure that you have opportunity to reflect on each session in the programme and for your skills coach to review your progress, we have created the process outlined in the below figure to help you.

At the end of each taught workshop you will have the opportunity to take part in a guided activity to reflect on the session in the context of your own businesses. The sessions will be based around a workbook, found on Moodle, which, over the course of each Module, will guide you to applying theory to practice. Your answers to the workbook questions should be entered into Microsoft Sway (for information on Microsoft Sway please see Moodle) so that your skills coach and the academic team can check in on your learning.



The final session in each topic area will then see you present your Microsoft Sway answers to the room as a short, 3 minute presentation on your findings from the Module and its implications for practice at your employer, or in your job role. This process will also help you to identify sources of evidence (see below), compiled in smart assessor that will be used to evidence your progress, learning, and actions tied to the programme content, to complete your full evidence portfolio, and ultimately to pass through the EPA project gateway.

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### EPA Methods of Assessment: Post Gateway

The entire End Point Assessment will be completed within 4 months of the apprentice passing Gateway. For this programme there are 2 methods of assessment:

- 1 Professional discussion underpinned by a portfolio of evidence
- 2 Project proposal, project presentation and questioning

#### *Assessment method 1: Professional discussion underpinned by a portfolio of evidence*

A professional discussion will involve both the independent assessor and the apprentice actively listening and participating in a formal conversation. The professional discussion (120 minutes) is mapped to the core KSBs together with those for the Human Resources pathway and is structured to give apprentices the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method. The EPAO will provide the apprentice with 3 weeks' notice before the discussion will take place.

The EPAO will also provide an independent assessor with 3 weeks' notice prior to the discussion to enable them to review the portfolio prior to the discussion. The independent assessor will conduct and assess the professional discussion and has the discretion to increase the time of the discussion by up to 10% to allow the apprentice to complete their last answer. The apprentice and the independent assessor will have access to their own copies of the portfolio throughout the professional discussion and both can refer to it as needed; however the portfolio of evidence is not directly assessed.

During this method independent assessors must use a question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately. Independent assessors will ask a minimum of 10 questions and may ask further questions for clarification purposes and to allow the apprentice the opportunity to cover the KSBs mapped to this assessment method.

#### *Assessment method 2: Project proposal, presentation, and questioning*

This assessment method includes two components. The combination of the components makes the method more robust and gives the apprentice an opportunity to provide depth. The work is carried out after the apprentice has gone through the gateway.

- i Project report - a 5000 word report based on post-gateway work
- ii Presentation (based on the project report) with questioning.

#### *Component 1: Project report*

The project report is designed to demonstrate the application of knowledge, skills and behaviours as they would occur in occupational practice and must be undertaken after the apprentice has gone through Gateway.

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The apprentice will be required to document their assumptions and to highlight the consequences of those assumptions, enabling them to demonstrate their CR&S knowledge and understanding, limitations of the project and data analysis, and the application of their thinking and problem-solving skills. The project report must map, in a separate appendix, how it evidences the relevant KSBs for this assessment method (this appendix is not included in any word count).

Following submission of the project report, the EPAO will inform the candidate of the date for the formal presentation with questions and answers. The presentation with questioning will take place post project report submission with the EPAO providing at least two (2) weeks' notice.

The project will typically be based on any one of the following, though any project with a focus to increasing CR&S activity within an organisation may be considered:

- Identify a specific problem within a workplace that is a barrier to embedding CR&S initiatives, and undertake a plan to overcome the barrier to influence the change
- Review current CR&S practice to increase performance within a team/workplace/organisation
- Design a new CR&S campaign that meets the apprentice's own organisation's objectives

The project proposal starts after the apprentice has gone through the gateway with a typical duration of 16 weeks. The project proposal will be 5,000 words (+/- 10% at the apprentice's discretion). Appendices, references, diagrams etc. will not be included in this total, but these must not exceed 1,500 words.

The independent assessor will review and assess the project report holistically together with the other components of this assessment method. The independent assessor will make all grading decisions.

### *Component 2 – Presentation with questioning*

The presentation will be completed after the gateway and once the project report has been completed and submitted. It will be presented to an independent assessor, either face-to-face or via online video conferencing. Video conferencing can be used to conduct the presentation with questions and answers, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way, e.g. 360 degree camera.

Apprentices will prepare and deliver a presentation to the independent assessor (20 minutes). The presentation can be just verbal (i.e. no visuals) or with paper-based or/and electronic visuals. It will focus on the project report and cover the KSBs assigned to this method of assessment:

- a summary of the problem, recurring issue or idea/opportunity

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- methodology - why the apprentice adopted their chosen approach
- high level findings
- recommendations
- a summary of the project's conclusion and plans for evaluation.

This will be followed by questioning from the independent assessor (25 minutes). The purpose of the questioning is to seek clarification of the project proposal and/or presentation, to assess the depth and breadth of knowledge, skills and behaviours and to assess those KSBs that the apprentice did not have the opportunity to demonstrate with the project report.

After the project report has been submitted, the EPAO must arrange a date for the presentation, for which the apprentice will be given 2 weeks' notice to prepare. The apprentice is not required to submit any material ahead of the date of the presentation to the independent assessor but must notify the EPAO of any presentation requirements when they are advised of the date of the presentation.

The independent assessor will ask a minimum of 6 questions at the end of the presentation using a question bank supplied by the EPAO as a guide to tailor their own questions based on the presentation. They will use them to confirm their understanding of the presentation and how it demonstrates the relevant KSBs. They may ask follow-up questions where clarification is required. The independent assessor has the discretion to increase the time of the presentation and questioning by up to 10% to allow the apprentice to complete their last answer.

The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence at the highest level available, unless the apprentice has already achieved the highest grade available.

### *Overall EPA Grading*

All EPA methods must be passed for the EPA to be passed overall. Performance in the EPA will determine the overall apprenticeship standard grade of Fail, Pass or Distinction and EPAOs must combine the individual assessment method graders to determine the overall EPA grade.

### **How we support Apprentices to prepare for their Professional Discussion**

The academic team will support learners holistically throughout their programme and they will have ample support to prepare for all elements of the EPA, ensuring that they are equipped with the relevant KSB to successfully frame and navigate the project and to respond confidently in presentation and questioning.

Learners will gather evidence to support their learning within their workplace and with their employer to develop a comprehensive evidence base to support their presentation. Learners will

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have had the opportunity to prepare and develop oral assessment and presentation skills throughout the programme.

Coaching from Skills Coaches will form part of their preparation and a mock EPA event will be conducted which enables the apprentice to familiarise themselves with the process and to practice their professional discussion and presentation techniques. This will be hosted by the Programme Manager or Skills Coach, with potential for internal and external colleagues providing 'mock discussion' sessions and feedback.

### Preparing to study

Use the time between your induction and first teaching session to block out time in your work and personal calendars for your teaching sessions, study time and assessment preparation.

Motivation will only get you so far. It's important to build the space, routine and habit of studying – and of course it's going to be an adjustment. You're starting your degree at graduate level 6, so you don't have the luxury of our regular degree students who start at level 4. It's straight in at the deep end. So, you need your system set up and ready to go.

We advise you to do a bit each day (around 30 minutes), whether that's on your commute, on a lunch break or blocking out 30 minutes each day at work.

The biggest barrier to studying is TIME (and procrastination and basically not want to do it, or start it), so you need to nail this right now. You have to reclaim your study times before you start your degree apprenticeship so that you can reach your 20% off the job target. Overcome this and you're already getting into a can-do mindset and demonstrating leadership skills. See the obstacles and find a way.

It's easy to say we have no time to study, but we have to find a way through this hurdle. It's not easy to carve out the time, especially if you are working two jobs, have caring responsibilities, etc. We get it. But you knew the commitment required when you signed up to this apprenticeship degree – if you are the lifeline to so many people, even more the reason to put yourself first. Remember, making yourself a priority is not indulgent, it's a necessary skill of being a leader and taking responsibility for your own actions. If we ignore ourselves, we are literally saying we are not worth it. If you can't ring fence that time and stand up for yourself, how will you be able to support your team and demonstrate to others that you're a potential senior leader?

So, schedule in your study time and make it clear to staff/family that you're not available at this time. Remember, it's for their benefit as well as yours.

### *Create your space*

You can save so much time by either having a dedicated study space, or a bag or box that can contain your study materials so that it can be unpacked and packed up easily.

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Regardless of whether you have a spare room or will be sat at the kitchen table, your environment affects your mood and motivation hugely, so take the time to put some care into it. Wipe the table clean, treat yourself to some new pens and notepads, have a drink and snacks to hand.

Where possible, shut the door and make it clear to everyone (at work or at home) that it's your time. One of our apprentices likes to light a scented candle during her study time at home. When it runs out, she feels pleased that she's burned through so many study hours and treats herself to another candle.

So, take an hour this week to create your space and make it quick to set up each time.

### *Focus on the standards, not the degree*

Your apprenticeship degree isn't just about studying – it's about applying your learning in the workplace as much as possible. It's about challenging your own working practices, challenging perceptions and expectations, gaining insight and applying new learning in the workplace.

In a world of increasing 1<sup>st</sup> class honours degrees, you need something else that will get you noticed in promotional and job applications. Having a 1<sup>st</sup> class or 2:1 degree is nice, but a distinction in your EPA will put you ahead of the competition.

Always keep coming back to how you're implementing learning in the workplace: use the unit pages of this handbook to help you capture examples.

### *Permission to fail*

Degree apprentices like to put themselves under enormous pressure to be A\* students. We would like to give you permission to fail. If you fail an assessment, you are allowed a second attempt, though this will be capped at 40 marks (the minimum pass mark).

It is perfectly normal to see grades go up and down throughout your units of study. We find that where apprentices are 'experts' in a particular topic area (such as strategy), they tend to have the 'blinkers on' and are less likely to be as engaged with the learning material, less critical and reluctant to challenge their own learning and working practices. Come to each unit afresh and without assumptions.

The first unit is designed to ease you into your first year of study on your apprenticeship degree. We know it's hard, but for each assessment, please read your feedback once you have received your marks. We will always tell you where you did well, as well as areas for development.

And always read the instructions and submit work in plenty of time – it always amazes us when apprentices submit half a piece of an assessment or something completely different to the instructions and then wonder why they failed or received a lesser mark.



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### *Dealing with imposter syndrome*

Imposter syndrome is that uncomfortable feeling that any day now, you will be discovered as phony. Believing you're unworthy of your accomplishments and that someone will eventually see through your charade naturally adds an unwanted layer of pressure to the workday and your apprenticeship degree.

The combination of thoughts and feelings associated with imposter syndrome can often lead you to developing coping strategies that fall into two categories:

- Over-functioning: working long hours, over-preparing and having difficulty relaxing.
- Under-functioning: avoiding, procrastinating and failing to be assertive.

In her research, Dr Valerie Young identified five types under the umbrella of imposter syndrome. Working out which one you identify with the most can help you to understand the role it's playing in your life and take control of it.

### *The Perfectionist*

Challenges: You set unfeasible goals and berate yourself when you don't reach them. You strive for perfection and fear failure which often leaves you deliberating over tiny details, resulting in procrastination or overworking.

Coping mechanisms: Breaking the perfection cycle involves accepting that perfection doesn't exist and being imperfect doesn't make you an imposter. It means you're human! To start to become more comfortable with imperfection, try something you've always want to do, such as roller skating, and afterwards, focus on the this that went well rather than on the things that didn't. Know that the act of just trying something new can be viewed as a success, with hiccups being part of the process.

### *The Superhero*

Challenges: You feel you should excel at every role you take on in life. You experience shame when you can't get everything done and find it had to say no to things, even if you're struggling to keep up.

Coping mechanisms: It might feel uncomfortable at first, but the more you set your own clear boundaries, the easier this will get. Over time, setting clear boundaries will leave you feeling less drained and with more energy for yourself, as well as a stronger sense of ownership over your own time.

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### *The Soloist*

Challenges: You believe work must be accomplished alone and refuse to take credit if you received and kind of assistance. You're most concerned about who completes the task and typically turns down help to prove your worth as an individual.

Coping mechanisms: Taking note of your tangible wins by creating a 'success' list can help with this. Write down everything you can think of and try to resist your inner critic's urge to discount or minimise what you've achieved. Logging achievements and successes helps you to see progress.

### *The Expert*

Challenges: You expect to know everything and feel ashamed when you don't. You want to gain as much knowledge and as many life skills as possible because you believe there must be a certain threshold of experience needed to be considered successful or competent, rather than embracing learning as you go.

Coping mechanisms: To achieve change for this type, you must approach it from a mind-body perspective. When you start to feel fear and self-doubt, try engaging with activities that will help calm the body's nervous system down. Body-scan meditation, using one of the breathing exercises suggested earlier, or going for a walk can help you to feel grounded and release some of the tension.

### *The Natural Genius*

Challenges: You tell yourself that everything must be achieved easily, otherwise it's not 'natural talent'. You strive to excel at any new skill with very little effort because you believe that if you have to work hard at something, you must not be good at it.

Coping mechanisms: Self-compassion is the antidote to the inner critic here. Write a letter to yourself if you're not sure where to begin with. Think of a situation that caused you hurt – a break up, a job loss, an assignment mark you weren't happy with – and in your letter describe the situation. Think of what you would say to a good friend if they were in the same situation and direct the warmth and compassion of these responses towards yourself.

## Programme hints and tips

### *Dealing with assessment stress and anxiety*

So how can you manage the stress and anxiety around your assessments? Here are some tips:

- Tip 1: read the instructions. Yes, seriously, please read the instructions for each Module/Session/Evaluation. This alone should enhance your learning experience.
- Tip 2: allow plenty of time to submit your work. Give yourself a few hours to submit your work and ideally, submit in the morning. Then if you do encounter any technical issues, you still have time to phone the MMU I.T helpline on 0161 247 4646.

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- Tip 3: attend the bespoke study skills sessions and book in for a 1-to-1 with the study skills team. We have worked closely with our study skills team to create a series of bespoke study sessions for you (see announcements for information). Each bespoke session is aligned to the key skills needed for the programme.

If you want to discuss your writing and receive some feedback prior to submitting any work, why not email the MMU study skills team or book a virtual one-to-one appointment? Drop them an email [studyskills@mmu.ac.uk](mailto:studyskills@mmu.ac.uk) or phone 0161 247 3330.

They can help with a range of queries and show you where to go for further help if required. For example, you might choose, but are not limited to, areas such as academic writing style, grammar, or to know if you are writing critically. Feedback is provided by their Academic and Study Skills Tutors, not a subject specialist for your course.

Please note this is not a proofreading service, it is designed to help you to identify areas for development and to learn how to correct them.

- Tip 4: have an action plan in place to manage your own anxieties. It can be helpful to write down how you are going to manage your own anxieties around assessments. For example, *“When I start to feel anxious about the apprenticeship, I will do some deep breathing to calm my body down”*.

### Off the job

As part of the apprenticeship, you are required to develop new skills and behaviours within the workplace.

Off-the-job (OTJ) training is learning activity which happens outside of your normal duties. For the activity to be classed as off the job training, you will need to develop your skills or learn something new that will help you to achieve your apprenticeship.

The activity needs to be specifically linked to the knowledge, skills and behaviours outlined in the apprenticeship standard.

*How many hours should I do a week?*

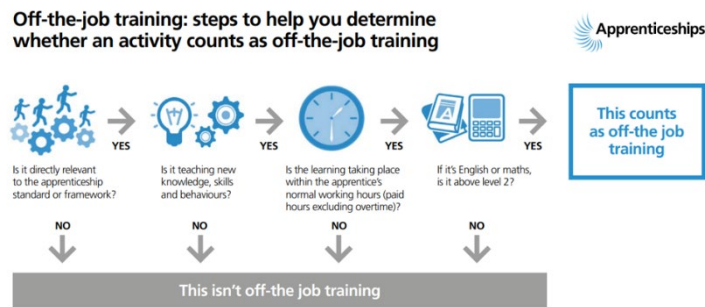
You must be given opportunity to carry out OTJ activity for approximately 6 hours a week (1 day) by your employer. It can be delivered flexibly, for example, as a part of each day, one day per week, one week out of five or as block release. It needs to take place within your normal working hours.

Please note that courses completed prior to enrolment will not count as OTJ.

*What counts as off the job?*

The diagram below can be used to help you determine whether an activity you are doing can be counted towards off the job.

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Here are some other examples of off the job training:

- Face to face and online learning at university
- Practical training which involves new learning (not a basic health and safety course which is repeated every year)
- Work shadowing /observing a colleague/mentoring (this may relate to a skill you need to develop)
- Study skills workshops/webinars (not functional skills though)!
- Employer induction programme (if it is new learning)
- Time spent writing an assignment, conducting research (in worktime hours)
- Taking part in a competition
- Reflections on new learning
- An industry visit or other site visit (e.g. to another Trust for a shadowing opportunity)

### Useful information and links to other resources

In this section, we have summarised information that may be useful in the first few months of starting your degree apprenticeship.

Further information can be found in the Programme Handbook which is located in the programme Moodle page.

### *Attendance*

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It is important to engage as much as possible with your teaching. The more lectures, seminars and study sessions you attend, the more you will gain from your course. As an apprentice, the University will make your attendance data available to your employer.

### *Missing taught sessions*

If you miss a timetabled session due to pre-arranged leave or sickness, you should self-report this via the attendance portal: [www.attendance.mmu.ac.uk](http://www.attendance.mmu.ac.uk). Your employer will also be notified when you self-report an absence.

Slides for each teaching session are available on Moodle. Please make sure you go through the slides and supporting material for your missed session. Then email the unit lead for a one to one catch up tutorial to go through any questions that you have.

### *Submission Guidance for apprentices*

Most work is submitted online using Moodle unless otherwise stated. See individual unit handbooks for further guidance. Students should access the guide on how to submit work to Moodle available online. This can be located at:

<https://www.mmu.ac.uk/isds/support/apps/mymmu/moodle/turnitin/>

### *Meeting Deadlines*

Please ensure you plan your work to ensure you meet the deadline for your assignment.

### *Submission arrangements*

If you need support or advice with uploading your assignments, accessing feedback or any other issues, then please visit our Assessment Advice and Support page on Moodle. This includes guides, further information and FAQs. If you have any questions regarding the submission arrangements, please contact your tutor or the Student Hub <https://www.mmu.ac.uk/student-life/contact-us/>

Please note: Students are required to keep AN ELECTRONIC COPY of each piece of work submitted for assessment. You must submit work for assessment on the required hand-in dates on this Assessment

### *Academic Integrity and Misconduct*

Academic Integrity is about engaging in good academic practice. It means being honest and transparent, and demonstrating rigour and accuracy in your work. This includes making sure that you cite the sources of your ideas and information properly, ensuring that you are using appropriate research methods, or checking that your work is free of errors. Please see the university policy on academic integrity, including access to study skills:

<https://www.mmu.ac.uk/student-life/course/assessments/academic-integrity/>

Academic Misconduct is any action that could give you an unfair advantage in assessed work, such as plagiarism, collusion or cheating. The University investigates all suspected cases of Academic

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Misconduct. For more information and resources, please visit our Academic Integrity and Misconduct page.

The best way to avoid an accusation of plagiarism is to ensure that your work is accurately referenced using the MMU Harvard system for referencing. Information about referencing is included in information to support study skills available under Learning Support on the MMU website.



## SECTION 3: SUPPORT

### Learning and Development

Manchester Met has dedicated Academic and Study Skills tutors - here to help you every step of the way with your studies and offering a wealth of advice on academic writing, study tips and technology to support your learning.

If you need help planning your first assignment, need to improve your time management and presentation skills, or want feedback on your draft writing you should visit the Study Skills section of the MMU website. There you'll find video tutorials, writing courses, workshops and more, including details of how to contact an Academic and Study Skills tutor and when their daily drop-in sessions take place.

Phone: 0161 247 3330

Email: [studyskills@mmu.ac.uk](mailto:studyskills@mmu.ac.uk)

Web: [www.mmu.ac.uk/studyskills](http://www.mmu.ac.uk/studyskills)

#### *Study Skills Workshops*

These are available to all Manchester Met students because everyone can benefit from developing their study skills. For further information, visit: **Study Skills Development Events**

Or follow us on twitter @MMULDDS for up-to-date news and events

You can also access various Student Support Resources **here**.

#### *The Writing Project*

Do you want to improve your confidence in academic writing?

Come to a free 5- or 10-week course open to all Manchester Met enrolled students, which covers academic and non-academic areas and focuses mainly on style, punctuation, grammatical accuracy, organisation and how to paraphrase and summarise effectively.

For more information and to book your place, please contact: **writingproject@mmu.ac.uk**

#### *Study Skills Tips*

### **Study Skills**

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**Infoskills Workshops and Support**

**MMU Harvard Referencing.**

**Annotated Bibliographies**

## Corporate Responsibility and Sustainability Practitioner Department of Strategy, Enterprise and Sustainability

### Student Support

#### *The Skills Coaches*

Your first point of contact for any queries should be your Skills Coach, they will be able to advise you on a wide range of issues, problems, and point you to the right direction.

#### *The Unit Tutor / Unit Leader*

This Unit Leader is responsible for the development and delivery of a particular unit. Any questions regarding the content or process of a particular unit would need to be directed to the Unit Leader or Unit Tutor. On units with large numbers of students there is likely to be a number of Unit Tutors and one/two Unit Leaders. On units with smaller numbers the Unit Leader may be the only tutor delivering that unit.

Student Access Hours - All staff are encouraged to inform students of their access hours for consultation. Access hours are usually displayed on staff office doors. If your teaching timetable clashes with the posted available access hours, please e-mail the relevant tutor and try to arrange an alternative appointment.

#### *Disability Support*

If you have a disability, long-term medical condition or specific learning difficulty, such as dyslexia, our Disability Support team ensure you're not disadvantaged in your studies as a result of your condition. They'll work with you to develop a personal learning plan and provide advice about the help that is available from Manchester Met, such as extra time in exams. They can also advise on applying for Disabled Students' Allowances - money provided by the Government to help with the cost of specialist support or equipment. Many students have an unseen medical or mental health condition, and often the students the Disability team support don't refer to themselves as disabled, but it's important to tell us if your circumstances are affecting your studies so we can put support in place.

Examples of support include, but are not limited to:

- Production of Personal Learning Plans.
- Group dyslexia screenings and onward referral to an Educational Psychologist.
- Advice about Disabled Students' Allowances (DSA).

Drop-in: Mon-Fri, 9am – 5pm @Employability Hub, Business School & Student Hub, All Saints Campus. Tel: 0161 247 3491. Email: [disability.service@mmu.ac.uk](mailto:disability.service@mmu.ac.uk) /

Website: **Inclusion and Disability Service**

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### Welfare Services

#### *Student Wellbeing*

Experiencing some level of stress or loneliness while at university is common. If you do, or if you have a pre-existing mental health condition, it's important to tell us so we can put support in place. Our Student Wellbeing Advisers have a wealth of expertise and are here to listen and to help. They offer a safe space to talk about anything affecting your ability to study, advise on how to look after yourself and can refer you to specialist support such as our Mental Health Advisers, Counsellors or Disability Advisers if required.

It's easy to see a Wellbeing Adviser. They're based in each faculty and offer a drop-in every working day. You can also contact them by phone or email: **Student Wellbeing**, 0161 247 2337

#### *Counselling Services*

Counsellors and Mental Health Advisers provide one-to-one and group-based counselling, assessment, and management of students with high-risk or complex mental health conditions, liaising with the NHS and other external agencies where required.

It's easy to see a Counsellor or Mental Health Adviser. They're based on the first floor of the Business School. You can also contact them by phone or email: **Counselling, Mental Health and Wellbeing**, 0161 247 3493.

#### *Student Hubs*

If you have a question or concern and don't know who to talk to, your Student Hubs are a great place to start. They offer advice on all student matters, everything from finance to study tips to finding part-time work, signposting you to specialist support if you need it, and they can help with that all-important student life admin - printing Met cards and ID cards, providing proof of study letters and council tax exemption. You can speak to a Student Adviser in person in the Business School, Brooks and Geoffrey Manton buildings or via phone and email.

The Hub's opening hours all year round are as follows:

	Monday– Thursday	Friday	Saturday	Sunday
Building (Term Time)	7am – 9:30pm	7am – 8:15pm	8am – 5:30pm	Closed
Building (out of term)	7am – 6.30pm	7am – 6.30pm	8am – 5.30pm	Closed
Reception	8am – 9pm	8am – 8pm	9am – 5.00pm	Closed
Reception (out of term):	8am – 6pm	8am – 6pm	9am – 5pm	Closed
Student Hub	8.45am-4.30pm	8.45am-4.30pm	Closed	Closed

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They can be contacted at: Tel: 0161 247 1000

Email: **studenthub@mmu.ac.uk**

Website: **Student Hub**

*Chaplaincy*

The Chaplaincy at St Peter's House and the Manchester Met Muslim Chaplain, Mohammed Ullah, provide support to students of faith but also of no faith, on campus or at St. Peter's House, along with access to volunteering schemes that provide development and support opportunities.

Mohammed Ullah – 0161 247 3501

**Mohammed.Ullah@mmu.ac.uk**

St Peter's House – 0161 275 2894

Email: **office@stpeters.org.uk**

Website: **St Peter's House**

*The Student Union*

The Student Union is an independent charity that exists to represent the needs and views of all 37,000 students at MMU.

There has been a Students' Union for what we now call Manchester Metropolitan University since the 1920s. Over the last one hundred years, the role of The Union and the part it plays in student education and wellbeing has grown and developed into the organisation we are today.

Every year, students elect a team of **Student Officers** to lead The Union and represent their needs. The Officer team works closely with staff teams to provide a wide range of services, activities and opportunities to offer the best possible student experience.

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### Getting involved beyond your studies

#### *Student Course Representatives and Feedback*

Here at Manchester Met we value the Student Voice and we have generated multiple ways of receiving feedback from our students. Some of the methods we use to obtain feedback can be seen **here**. You and your fellow Students will elect a number of student course representatives (“reps”) to support the views of their year on the “Staff Student Liaison” committee (SSL). Details of the Student Reps will be made available on Moodle. It is important you direct any concerns and views on your course to your Reps. The SSL meets once each term with the year tutors and course leader to discuss the students’ views about the course and related issues.



## SECTION 4: LIBRARY SERVICES

### The Library

The Library website ([www.library.mmu.ac.uk](http://www.library.mmu.ac.uk)) details all of the services available to you. Opening hours, geographical location, travel information, website addresses and contact details for each individual site library can be found there. In addition, Library Staff will provide a briefing on facilities during your induction programme.

Manchester Metropolitan University (MMU) Library actually consists of seven site libraries, each offering a consistent service to all members of the University. When you enrol, you will be issued with an MMU card. This is also your Library card. You will need to present this to library security staff in order to gain access to the Library. Please note that the Library will only admit you on production of your Library card.

You will also need your card to borrow books and other materials. Please be careful not to remove any material from the library which is not yours or which you have not checked out properly. The University takes a very serious view of theft (or even “temporary illegitimate borrowing”) and in almost all cases disciplinary proceedings are automatically instituted, which could result in a suspension from the University.

A computer drop-in facility is accessible via each library. Library staff will provide you with details of how to access some of our many online resources. These include e-books, e-journals, electronic market reports and online newspapers.

Physical resources are organised so that users should be able to easily find their own way around the Library. Induction sessions, printed and Web-based guides and signs throughout the Library are designed to assist you. If you have difficulty, please ask at one of the Enquiry points.

The SCONUL Access Scheme allows all MMU students to access the other university libraries in Manchester for reading. Under the scheme, Postgraduate students and students on part time or distance learning courses may be eligible to borrow from libraries in the North West and elsewhere in the UK. In addition there is provision for full-time students on a reference only basis. You can apply to use the scheme at your local MMU library Enquiry/Issue Desk.

The following website provides updated information on opening hours of all MMU Library sites

### *Saving and Loading Files*

Every year a number of students experience problems when they try to save or load files from different pen drives as part of their group work. Make sure you have saved your work at your student-specific hard drive. This can be accessed online via Moodle at:

**<http://www.mmu.ac.uk/students/>**. Please keep an electronic copy of all your work as you may be requested to submit an electronic copy to your tutor at any time.

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### MMU Harvard Referencing

For referencing Manchester Metropolitan University uses the Harvard Cite Them Right referencing style. The Cite Them Right Harvard style requires you to reference each type of information source (eg book, article, webpage etc) in a standard way.

If you would like to familiarise yourself with Cite Them Right Harvard prior to the session, then you can visit the Library's Cite Them Right Harvard **guide**, watch our 40 second **video** or take a look at the Cite Them Right Harvard **tutorial**.

If you are using a referencing management software other than **Endnote** to help with formatting your references, please ensure you check your references against the examples provided in the Cite Them Right Harvard guide.

### Endnote

Endnote is software to help organise your references. It works seamlessly with Word to create in-text citations and a bibliography. You can choose from a range of referencing styles, including MMU Harvard. There are three versions you can use:

▶ **EndNote Online**

▶ **EndNote Desktop**

▶ **EndNote iPad**

### Literature Reviews

Library support to help you do a literature review can be accessed here: **Literature Reviews**

## APPENDIX 1: My skills coach and reviews

Use the space below to write down the contact information of your skills coach, as well as to plan and book in your reviews.

Name of skills coach

---

Email address

---

Phone number

---

Review number	Date of review	Attended (please tick when attended)
1		
2		
3		
4		

## **APPENDIX 2: CR&S Standards: Knowledge, Skills and Behaviours**

### **Knowledge**

- K1: Principles of project management and a range of project planning tools.
- K2: Principles of change management and culture management.
- K3: Potential CR&S data sources including organisational, sectoral and stakeholder.
- K4: The types of metrics and insight evidence that help inform CR&S issues.
- K5: How the positioning of the CR&S function within organisational and governance structures can impact CR&S performance.
- K6: Techniques to identify/evaluate the internal and external range of potential CR&S partners.
- K7: Techniques for managing and influencing stakeholder relationships.
- K8: Principles of negotiating a CR&S project with an internal and/or external partner.
- K9: Different forms of communication (written, verbal, electronic) and how to tailor the solution to the circumstances.
- K10: Techniques for reporting on CR&S delivery against objectives.
- K11: Principles for developing a strategy that manages the social, environmental and ethical risks and opportunities of an organisation.
- K12: Techniques that recognise and utilise the comparative strengths and weaknesses across teams and across the organisation.
- K13: Techniques to motivate individuals to work together to meet CR&S requirements.
- K14: The principles of data management including how to manipulate and store data needed for CR&S projects.
- K15: Techniques that compare a range of qualitative and quantitative data on CR&S performance.
- K16: Factors that contribute to successful CR&S event management.
- K17: The principles of CR&S fundraising.
- K18: Quality assurance techniques for monitoring the delivery of CR&S work.
- K19: The importance & impact of the sector specific factors (the legislation, guidance and best practice) when developing a CR&S strategy.
- K20: The principles of risk management including conducting and reviewing risks affecting a CR&S strategy. (for example safeguarding risk).
- K21: Horizon scanning techniques for keeping up to date with the CR&S landscape (including evolving best practice and what other organisations are doing).
- K22: Principles of CR&S related budget management.
- K23: The different ways in which people learn and how this links to embedding CR&S ethos.
- K24: How responsible corporate approaches bring mutually compatible organisation and societal benefits.
- K25: The range of sustainable practices available to any organisation including in-house practices, partner policies, and outputs.
- K26: How CR&S delivery is impacted by the environment, social and governance agendas affecting industry.
- K27: How CR&S Strategy influences talent management, reputation and branding.

### **Skills**

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- S1: Select and implement project management and planning tools applicable to the type of project/ campaign lifecycle.
- S2: Assess the effectiveness of change and identify opportunities to improve outcomes, guiding and supporting others to deliver results.
- S3: Balance own CR&S workload to prioritise competing demands and achieve key performance indicators.
- S4: Utilise strengths of internal organisational structures to help build self-sustaining CR&S populations.
- S5: Tailor approach to maintaining new/existing external stakeholder relationships to achieve progress on plans (e.g objectives, key initiatives and shared interests).
- S6: Contribute to the negotiation of external CR&S projects of mutual benefit.
- S7: Adopt a communication method that takes account of the audience and is suitable for the circumstances.
- S8: Recommend opportunities for external engagement, articulating the mutual benefits and risks.
- S9: Contribute to written reports on CR&S performance in line with organisational requirements.
- S10: Contribute to the drafting of the CR&S strategy.
- S11: Adjust leadership style to achieve results, having regard to the needs of the individual/teams involved.
- S12: Select data that is relevant to the CR&S issue being considered.
- S13: Analyse data to form evidence-based conclusions on CR&S performance.
- S14: Deliver CR&S events in accordance with contractual arrangements.
- S15: Quality assure own and others work in accordance with organisational requirements
- S16: Contribute to reporting externally on CR&S Strategy and delivery in line with industry and legislative requirements.
- S17: Identify own organisations CR&S opportunities and threats. Escalate risks within own organisation when needed.
- S18: Research the CR&S landscape, escalating best practice opportunities within own organisation.
- S19: Apply management techniques needed to deliver CR&S projects within budget.
- S20: Train colleagues in CR&S techniques, tailoring the learning style to the circumstances.
- S21: Identify and deliver initiatives that may raise funds for CR&S projects.
- S22: Identify and apply relevant IT solutions to CR&S issues.

### **Behaviours**

- B1: Actively champion the CR&S agenda/ethos.
- B2: Committed to developing self and others in ways that support CR&S engagement.
- B3: Works within own level of authority, seeking support when needed.
- B4: Takes the lead in helping others to achieve CR&S results. (within limits of own role).
- B5: Seeks innovative ways to add value to CR&S issues while remaining objective.
- B6: Stand by difficult CR&S decisions and hold your team/organisation to account.
- B7: Ethical and non-judgmental

## Module One

		Session Title	Knowledge	Skills/Behaviours
Topic 1	CR&S in context	Origins and evolution, Economic and growth drivers,	K26	
		How business is changing: from eco-efficiencies and technological innovation to circular and restorative enterprise	K21	
		The rationale for change: opportunities and climate risk mitigation	K26	S18
		Ethics and the role of businesses (TBC)	K24	
Topic 2	Key CR&S challenges: from global, to your business, to you.	Key global perspectives (TBC)	K26	
		Policy responses (UN SDGS, GRI, ESG, TFCO)	K26	
		Business Impact Measurement, ESGs, and Science Based Targets	K4	S18
		Innovation and Sustainability	K26	
		Evidence gathering & formative assessment	Will incorporate the above	B1, B2, B3, B4, B5, B6, B7

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**Module Two**

		<b>Session Title</b>	<b>Knowledge</b>	<b>Skills/Behaviours</b>
Topic 3	CR&S strategy development and engagement	Stakeholder& client engagement, consultation, sustainable governance,	K3, K5, K6, K7	S5
		Understanding local challenges in a global context, prioritisation for impact,	K19, K21,	
		Ethical procurement, managing business risks and opportunities, Sustainable supply and value chain management,	K17, K20	
		Institutional and social influences on strategy and practice.	K11, K19	S10
Topic 4	CR&S management in practice	Creating cycles of improvement within the overall CS&R strategy,	K11, K18, K21,	S2, S10, S19
		Motivation and talent management for sustainability, training needs analysis,	K12, K13, K27	S11, S19
		Reputation and customer feedback management, developing long-term relationships and partners for impact, Influencing and negotiation for sustainable success,	K6, K7, K8, K18	S2, S8, S19
		Planning, managing, and realising change	K11	S19
		Evidence gathering & formative assessment	Will incorporate the above	B1, B2, B3, B4, B5, B6, B7

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**Module Three**

		<b>Session Title</b>	<b>Knowledge</b>	<b>Skills/Behaviours</b>
Topic 5	Accounting for CR&S: performance metrics	Measures of environmental, social, and economic performance,	K4	S9, S12, S13
		Kpis and data management for CR&S projects,	K3, K14, K15	S9, S12, S13
		Sustainable SWOT analysis,	K21,	S17
		Tailoring multi-level metrics to business demands.	K14	S15
Topic 6	Sustainable Finance and Product Development	Green investing, traceability, accountability, and verification, green innovation models,	K12	
		ESG based decision making, Horizon scanning techniques	K11	
		Budgetary implications of initiatives,	K22	
		Public reporting, project evaluation approaches, audit/ external review processes,	K10, K27	S7, S16
		Evidence gathering & formative assessment	Will incorporate the above	S2, S4 B1, B2, B3, B4, B5, B6, B7



**Corporate Responsibility and Sustainability Practitioner  
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**Module Four**

		<b>Session Title</b>	<b>Knowledge</b>	<b>Skills/Behaviours</b>
Topic 7	Realising CR&S in your organisation	Portfolio construction and completion		B1, B2, B3, B4, B5, B6, B7
		A live sustainability project to deliver direct sustainability benefit (post-Gateway) supported by: project management tools and techniques,	K1,	S1, S22 B1, B2, B3, B4, B5, B6, B7
		Change and culture management approaches, embedding organisational learning.	K2, K23	S4, S14, S20, B1, B2, B3, B4, B5, B6, B7