

Specification for the Degree Apprenticeship [Chartered Manager Degree Apprenticeship]

This Specification should be read as a companion document to the Programme Specifications for the academic awards linked to the apprenticeship.

| | | |
|-----------|---|--|
| 1. | Apprenticeship title | Chartered Manager Degree Apprenticeship |
| 2. | Qualifications | CMDA consisting of FdA Leadership & Management + BA (Hons) Leadership & Management (Top-up) |
| 3. | Level | This apprenticeship standard is at Level 6. |
| 4. | Professional registration | Successful apprentices will have the option to apply for professional recognition as Chartered Managers and Members of the Chartered Management Institute (CMgr MCMI) and/or as a member of the Institute for Leadership & Management or other relevant professional body. |
| 5. | Duration | 3-4 years |
| 6. | Managing institution | University of Worcester or in partnership with partner colleges, (for example Walsall College) |
| 7. | Teaching institution(s) | University of Worcester or partner college |
| 8. | Apprenticeship Standard | 55 - Chartered Manager Degree Apprenticeship |
| 9. | Date of Specification for Apprenticeship preparation/ revision | November 2017 |

10. Distinguishing features of the apprenticeship

Degree Apprenticeships combine higher education study and work-based learning to enable apprentices to achieve a higher level award (e.g. a Foundation, Bachelors or Masters qualification) whilst in work. The provision of an academic award is integrated with experience, practice and learning in the workplace where the apprentice has paid employment status. Degree Apprenticeships are co-designed by training providers and employers to ensure that apprentices are equipped with the skills employers need and to develop their own careers.

The CMDA was designed for those individuals charged with taking responsibility for people, projects, operations and/or services to deliver long term organisational success, with the expectation that they will deliver impact, behave ethically and demonstrate their commitment to continual learning and development (CMI, 2017).

The CMDA is suitable for learners who are currently working in the private or public sector, voluntary sector organisations; SMEs or larger corporates, who aspire to developing their career, through a combination of taught techniques, coaching and on-the-job learning. As stated in the CMDA Apprenticeship Standard specific job roles that align with the CMDA may include: Manager; Senior Manager; Head of Department; Operations Manager; or anyone with significant management responsibilities. The strength of the CMDA however, is in providing aspiring managers with the knowledge and skills required to become more effective in their current and future roles.

The initiative to approve a foundation degree with a top-up to a single honours degree award in Leadership and Management, was first concluded at Worcester in the academic year 2014/15. These degrees form the knowledge component through which the CMDA is delivered.

The nature of these awards comprises:

a) FdA Leadership and Management – a work based learning award designed to provide students with a comprehensive understanding of leadership and management through a combination of taught modules and work based learning initiatives, enabling learners to undertake the award whilst continuing to work in their organisations

b) BA (Hons) Leadership and Management (top-up) – a one-year top-up award for learners who have successfully completed the FdA, based on a combination of taught modules and work based learning initiatives, enabling learners to undertake the award whilst continuing to work in their organisations.

To achieve the CMDA the apprentice must have completed both components: the FdA and the BA (Hons) Leadership and Management (top-up).

The awards deliver the knowledge and skills elements of the CMDA relating to organisational performance, interpersonal excellence, and personal effectiveness, as well as supporting the development of the behaviours of inclusivity, agility, taking of responsibility and professionalism. A full mapping of the awards against the CMDA components is provided in section 14.

The FdA was initially launched in 2015 and was updated in 2017 after the publication of the apprenticeship standard for the Chartered Manager Degree Apprenticeship. It was subsequently mapped against both the FdA and BA (Hons) Leadership and Management (top-up) courses, in co-operation with the Chartered Management Institute.

The development of a curriculum for the CMDA was established on the basis of standards which were launched by an employer led consortia. The rationale for these awards draws particular attention to the following key factors:

- Enables apprentices to ‘acquire high level employability skills’ and ensures they are ‘well-equipped’ for the job market
- Further develops opportunities for work-based/work-related learning, thereby enhancing students’ entrepreneurial skills.
- Encourages graduates to progress to, and remain in, employment within the region
- Ensures that educational provision meets the needs of employers
- Supports social inclusion initiatives to ‘open routes to apprenticeships, skills training, placements, employment and/or starting a new enterprise/social enterprise’
- Provides employers in the region with a low-risk and cost-effective recruitment pipeline for future employees

Specific details related to leadership and management knowledge, skills and behaviours can be found in the Programme Specifications.

On completion of the CMDA (including the end point assessment), successful apprentices will have achieved a BA (Hons) degree in Leadership and Management and full Chartered membership of the CMI, incorporating vocational and academic elements. In addition, apprentices will be awarded a Level 5 CMI Diploma in Leadership and Management.

To comply with regulations set out in the Apprenticeship Standard, English and Maths will be required to be demonstrated at a minimum of Level 2.

11. Occupational Profile

A Chartered Manager is someone who can take responsibility for people, projects, operations and/or services to deliver long term organisational success, with the professional recognition of their ability to deliver impact, behave ethically and demonstrate their commitment to continual learning and development.

Occupation /Profile: Professional managers in the private, public or third sector and all sizes of organisation. Specific job roles may include: Manager; Senior Manager; Head of Department; Operations Manager; or anyone with significant management responsibilities; including:

- Professional managers capable of managing complexity and delivering impact at a strategic and/or operational level with management and leadership responsibility for setting and delivering organisational objectives through a wide range of functions.
- Professional managers who want to develop fully all aspects of their management and leadership skills, knowledge, self-awareness and behaviours. These include strategic decision making, setting direction and achieving results, building and leading teams, clear communication, developing skills and motivating others, fostering inclusive and ethical cultures, leading change, project management, financial management, innovation, risk management, & developing stakeholder relationships.

12. Admission Requirements

Work-related entry requirements

Under UK Government requirements, Higher Level/Degree Apprentices must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK. A Degree Apprentice cannot be self-employed.

All candidates must be employed in a role related to the subject matter of the apprenticeship and be sponsored by their employer. The support of the employer is articulated in an Apprenticeship Agreement. Applications can only be made through the sponsoring employer. The University or partner college is responsible for the recruitment of apprentices in consultation with employers. In the event of a partner college, then the college will liaise with the University to ensure all issues related to applications are compliant with university regulations; for example, with arrangements for RPL and protocol for non-standard entry.

Academic and Work-related entry requirements

The academic entry requirements are as stipulated in the approved Programme Specification for the academic award. These are as follows:

Eligible candidates from within an organisation will be selected for registration by the University and/or partner college in consultation with the employer. Most candidates will have A levels (or equivalent) or existing relevant Level 3 qualifications, and English, Maths and ICT at Level 2. Other relevant or prior experience may also be considered as an alternative.

It is essential that all applicants are able to demonstrate that they are in paid employment in order to utilise a work-based setting for the undertaking of work based learning activities. Apprentices will be required to demonstrate agreement from their organisation to enable work based activities to be undertaken in relation to the course. This will be negotiated with their employer through contractual commitments that are required by the apprenticeship.

Each potential apprentice will go through an initial assessment process with a representative from the University or the partner college. Their job role and

responsibilities will be discussed and an initial assessment to assess their English, Maths and ICT skills will be undertaken.

Once this is complete, an assessor from the University or partner college will undertake an assessment of the apprentice's current position. They will review prior experience, knowledge and learning to ensure that they are in a position to successfully enrol onto and complete the apprenticeship.

Admissions procedures

When an employer contacts the University or partner college with a view to enrolling someone to this apprenticeship standard, a representative from the University or partner college will arrange to visit the employer and the potential apprentice. They will discuss entry criteria for the apprenticeship and ensure the potential candidate is employed in a suitable role. The employer must then complete the contract in agreement with University or partner college and costs will be agreed between the employer and the University or partner college. Once this has all been completed and contracts have been exchanged, an assessor will then visit the employer and apprentice to complete the enrolment documents. In the case of partner colleges this may need to include both the partner college and University of Worcester documentation. An example of the admissions procedures is illustrated in annexe 3.

During this visit, RPL and non-standard entry issues will be considered (where appropriate). The assessor would establish the apprentice's current position and whether further HE study skills support is required. A bridging programme (eg. to support entry into BA from a FdA elsewhere) would be designed if required.

13. Structure of the apprenticeship

Higher level/Degree Apprenticeships involve both paid work based employment and academic study. The Education and Skills Funding Agency (ESFA) specify that at least 20 per cent of an apprenticeship must involve 'off-the-job' learning, while the remaining proportion takes place 'on the job'. The 20 per cent off-the-job learning is typically covered by the taught academic course and associated activities and learning. Apprentices follow the approved academic programme as articulated in the programme's award map, but to a pattern which reflects the work based element. An example of the modular delivery pattern for the apprenticeship is available at Annexe 1. It is important to note that there is also an expectation for learning through on-the-job activities, some of which will inform module assignments. In this way, module assignments are valuable as both an assessment **of** learning and an assessment **for** learning. Apprentices will be expected to set aside time each week to conduct independent work and study activities in support of their apprenticeship, in addition to the off-the-job, in-class activities. Further details of this are included in the course handbook.

14. Knowledge, skills and behaviours

Degree Apprenticeships support apprentices in progressively developing the knowledge, skills and behaviours (KSBs) required to meet the relevant Apprenticeship Standard.

The knowledge, skills and behaviours required by [the Chartered Manager Degree Apprenticeship Standard](#) are mapped below. There are 16 requirements in the Standard in total, 12 relating to *knowledge* and *skills* and 4 related to *behaviours*, which are listed and coded as follows:

| KNOWLEDGE AND SKILLS | | BEHAVIOURS | |
|----------------------|--|------------|----------------------|
| OS | Operational Strategy | TR | Takes responsibility |
| PM | Project Management | IN | Inclusive |
| BF | Business Finance | AG | Agile |
| SM | Sales and Marketing | PR | Professionalism |
| DBT | Digital Business & New Technologies | | |
| CM | Communication | | |
| LP | Leading People | | |
| MP | Managing People | | |
| DCR | Developing Collaborative Relationships | | |
| ASO | Awareness of self & others | | |
| MoS | Management of Self | | |
| DM | Decision Making | | |

Each of these 16 requirements have been mapped to the intended learning outcomes (ILO's) of the 18 modules of the CMDA consisting of FdA Leadership & Management + BA (Hons) Leadership & Management (Top-up). These requirements will be developed and assessed through completion of the modules and associated on-the-job learning. The matrix below demonstrates which modules have been mapped against which CMDA KSB's.

For example, in '*Knowledge and Skills*,' the requirement relating to *Project Management* has been mapped to the level 4 FdA/BA (CMDA) modules entitled: Work Based Investigation and Appraisal, and Work Based Project; and the level 5 Worcester FdA/BA (CMDA) module entitled Work Based Initiative (Management). This means that all of the Learning Outcomes and Assessment Criteria for 'Project Management' set out in Appendix 3 of the CMDA Assessment Plan have been reflected in the details of the Module Specifications.

Similarly, the four '*Behaviours*,' set out in the CMDA Learning Outcomes and Assessment Criteria have been mapped to the five Worcester FdA/BA (CMDA) modules entitled Managing Professional Development (level 4), Work Based Investigation and Appraisal (level 4), Work Based Project (level 4), Work Based Initiative (Management) (level 5) and Work Based Initiative (Leadership) (level 6). These four *behaviours* are reflected in the five module specifications.

The full mapping of the 16 CMDA benchmark requirements against the 18 FdA/BA (CMDA) modules is demonstrated in the matrix below:

| *Only compulsory modules shown | CMDA Assessment Requirements - Knowledge, Skills and Behaviours | | | | | | | | | | | | | | | |
|---|---|-------|---------|-------|---------|---------|-----|-------|-----|-------|-------|---------|-------|-------|-------|-------|
| | OS | PM | BF | SM | DBT | CM | LP | MP | DCR | ASO | MoS | DM | TR | IN | AG | PR |
| Year 1 - BUSM | | | | | | | | | | | | | | | | |
| 1130 Introduction to Professional Leadership and Personal Mgt | | | | | | | LO2 | LO1/3 | | LO2 | | | | | | |
| 1131 Managing Communications in the Workplace | LO2 | | | | | LO1/2/3 | | | | | | | | | | |
| 1132 Managing Professional Development | | | | | | | | | | LO3/4 | LO3/4 | | LO2 | LO2 | LO2 | LO2 |
| 1133 Organisational Culture and Change | LO1/3 | | | | | | | | | | | | | | | |
| 1134 Work Based Investigation and Appraisal | | LO4 | | | LO1 | | | | | LO1/3 | | LO3 | LO1/3 | LO1/3 | LO1/3 | LO1/3 |
| 1135 Work Based Project | | LO1/2 | | | | | | | LO5 | | LO4 | | LO1/2 | LO1/2 | LO1/2 | LO5 |
| Year 2 - BUSM | | | | | | | | | | | | | | | | |
| 2130 Applied Leadership & Mgt | LO1 | | | | | | LO3 | | | LO2 | | | | | | |
| 2131 Finance for Non Finance Managers | | | LO1/2/3 | | | | | | | | | | | | | |
| 2132 Work Based Initiative (Mgt) | | LO5 | | | | | | LO4 | LO3 | LO6 | LO6 | | LO4 | LO4 | LO4 | LO4 |
| Year 3 - BUSM | | | | | | | | | | | | | | | | |
| 3130 Managing Innovation in the Organisation | | | | LO1/5 | LO1/3/5 | | | | | | | LO1/4/5 | | | | |
| 3132 Work Based Initiative (Leadership) | | LO2/3 | | LO5 | | LO5 | LO4 | | LO3 | LO6 | LO6 | | LO4 | LO4 | LO4 | LO4/5 |

Similarly, the Intended Learning Outcomes (ILOs) of 5 modules of the FdA/BA (CMDA) have been mapped against ILOs of 5 Professional Modules of the Chartered Management Institute (CMI), which enables the FdA/BA (CMDA) to be dual accredited against the CMI's Level 5 Professional Diploma in Leadership and Management. A summary of the mapping of these modules (which has been externally verified by the CMI) is presented below:

Mapping to CMI level 5 diploma

| | 5002v1 | 5006v1 | 5007v1 | 5009v1 | 5012v1 |
|--|--------|--------|--------|--------|--------|
| CMI module code | 5002v1 | 5006v1 | 5007v1 | 5009v1 | 5012v1 |
| CMI credit | 7 | 10 | 9 | 6 | 7 |
| BUSM1135 Work Based Project | | | | | |
| BUSM2130 Applied Leadership & Mgt | | | | | |
| BUSM2131 Finance for Non- Finance Managers | | | | | |
| BUSM3130 Managing Innovation in the Organisation | | | | | |
| BUSM3132 Work Based Initiative (Leadership) | | | | | |

- 5002 Information Based Decision Making
- 5006 Conducting a Management Project
- 5007 Organisational Financial Mgt.
- 5009 Project Development and Control
- 5012 Being a Leader

15. Learning and teaching

The Degree Apprenticeship enables learners to develop the knowledge, skills and behaviours to support professional development in their chosen sector. CMDA apprentices will study a range of modules, which include leadership, management, organisational behaviour, finance, selling, innovation, digital marketing, change management and management decision making. They will also undertake a number of 'work-based' modules, where they will have the opportunity to undertake work-based initiatives to make a visible difference to their organisation and to their own CV. This will be tied into their workplace responsibilities and role. Further details are provided in the Course Handbook and module specifications.

Individualized SMART targets are set for each apprentice to ensure differentiation in progress, taking account for different personal and professional development needs, goals, employer expectations, and progress in meeting targets.

Continuous monitoring will normally be undertaken through bi-monthly performance reviews completed with the apprentice and employer.

Progress will be monitored by use of an e-portfolio resource (for example: Smart Assessor) to track progress of individual learning plans, record targets, achievements

and set action plans. Apprentices, delivery staff, line managers and employers have live access at all times giving a clear, accurate overview of apprentices' progression.

Mentors in the workplace will support and guide the apprentice. These are decided during enrolment and are required to support personal and professional development and to be directly involved with progress monitoring – for both 'on the job' and 'off the job' learning - alongside the delivery team.

Each apprentice has an allocated assessor/work based tutor from the University or partner college who will be their main contact and lead for supporting the apprentice through the programme regularly liaising with the delivery team and employer, and to provide support for on-the-job learning. Further details can be found in the course handbook.

Annexe 2 provides a proforma for an example of the breakdown of hours allocated to aspects of the apprenticeship.

16. Assessment

Degree Apprenticeships incorporate a set of assessment points in relation to assessment of achievement of the apprenticeship. These involve the following stages:

- **On-programme knowledge and skills:** through the academic programme, the learning and assessment within the Individual Learning Plan, reflective practice, typically through a development portfolio and/or learning log and the work based project. This is also moderated by the CMI as part of the dual accreditation for the level 5 diploma.
- **Gateway to end point assessment:** through confirmation that the final work based project meets degree/academic award requirements and meets any EPA assessor requirements.
- **End point assessment:** through consideration of the portfolio, project (paper-based), and followed by a presentation on the work based project. This will be conducted externally in collaboration with the end point assessor (for example the Chartered Management Institute).

The CMDA provides an integrated approach to developing and assessing skills, knowledge and behaviours across a range of modules within the degree programme. Each individual module of the degree programmes is mapped to the outcomes in the standard. Individual modules contribute to the on-programme assessment of knowledge, skills and behaviour outcomes en-route to the final synoptic end point assessment for the Degree Apprenticeship. A portfolio of evidence will be created to support this and will be assessed as part of the end point assessment. The work based project is a substantial piece of work undertaken within the final year of the BA (Hons) Leadership and Management (top-up) degree.

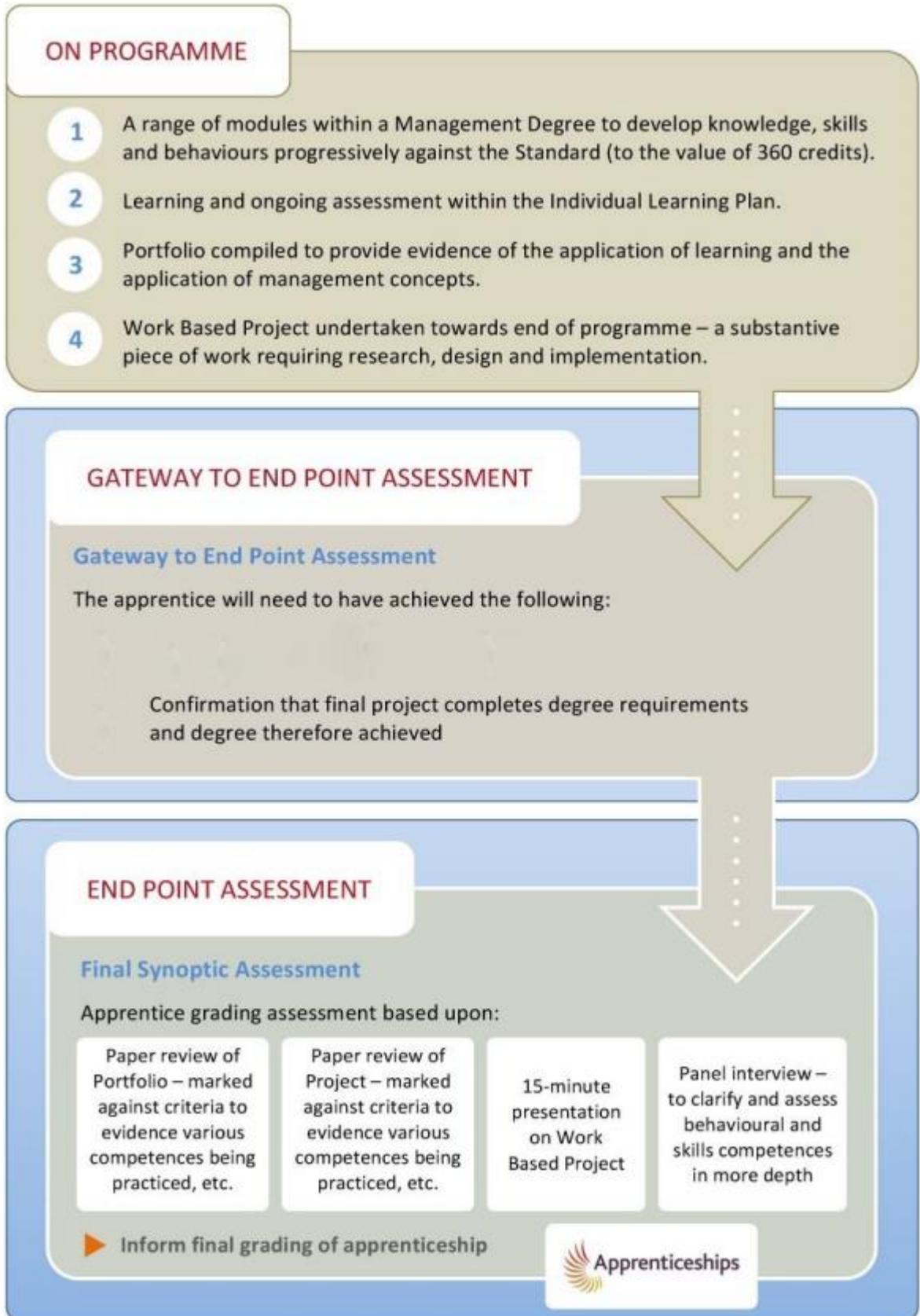
Achievement of the apprenticeship will depend on apprentices being required to successfully complete a number of assessment activities. The methods used will ensure that the apprentice is assessed across all of the required knowledge, skills and behaviours of the published Chartered Manager Degree Apprenticeship Standard.

The apprentice needs to have met the requirements of the Standard in order to satisfy the Gateway process. The employer (in consultation with the University or partner college), will then put the apprentice forward for the end-point assessment when they believe they are ready.

Work submitted by the apprentice will contribute to a CMI dual accreditation process to enable the apprentice to gain the CMI level 5 Professional Diploma in Leadership and Management. If an apprentice received a condoned fail as a component of a module, then the CMI have confirmed that such papers should be included among others across the grade range in the CMI moderation sample (by agreement with the CMI moderator) and where insufficient competency can be demonstrated then this could be compensated for by offering additional work/professional discussion to test competency, or by exploring additional optional modules where like-type competencies can be evaluated.

The independent End-Point Assessor (e.g. CMI) then receives a copy of the candidates' portfolio and work based project, for assessment using a set of specific criteria (as outlined in the [CMDA Standard and Assessment Plan](#)) ahead of competency based questioning as part of the final panel interview. The final panel integrates the process for reviewing all submissions and assessing whether candidates meet the Apprenticeship Standard. At this End Point Assessment, the candidate's full portfolio, work-based project and presentation will be assessed against the standard, to ensure that the apprentice has demonstrated the full range of skills, knowledge and behaviours detailed in the standard.

The relationship between the On-Programme activity, Gateway process and End Point Assessment is demonstrated in diagram below



[Source: CMI]:

Apprentices are introduced to a range of assessment styles on their programme, including individual work (to develop and encourage independent learning) as well as group-based work to develop teamwork skills. This is detailed in the Course Handbook. One important function of the work-based learning approach to assessment is the opportunity for assessment presentations to showcase progress and good practice to employers to ensure wider accessibility and employer engagement. These assessment points largely fall at the end of the delivery of component modules, though formative assessment is used within modules to allow the apprentices to learn 'from' the assessment process.

Essentially, the programme uses assessment for learning as well as assessment of learning. Opportunities for formative assessment are provided in each module – including, for example, preparation of discussion papers, briefings for clients, multiple choice tests, and online quizzes through the VLE or through self/peer evaluation in seminar groups.

17. Reference points

The following reference points were used in designing the apprenticeship:

[Chartered Manager Degree Apprenticeship Standard](#) (Oct 17)

[Chartered Manager Degree Apprenticeship Standard Assessment Plan](#) (2017)

Programme Specifications:

FdA Leadership and Management

<https://www.worc.ac.uk/aqu/714.htm>

BA (Hons) Leadership and Management

<https://www.worc.ac.uk/aqu/715.htm>

Annexe 1 An Example of a typical delivery pattern for the apprenticeship

| Year 1 Semester 1 | | |
|--------------------------|--|--|
| Module Code | Module title (and credit value) 'off the job' | Work based activities 'on the job' |
| BUSM1130 | Introduction to Professional Leadership & Personal Management (15cr) | Reflective practice Learning log Product evidence gathering Mentoring |
| BUSM1131 | Managing Communications in the Workplace (15cr) | Reflective practice Learning log Product evidence gathering Mentoring |
| BUSM1134 | Work-based Investigation & Appraisal (30cr) | Product evidence Portfolio building Learning log |

| Year 1 Semester 2 | | |
|--------------------------|---|--|
| Module Code | Module title (and credit value) 'off the job' | Work based activities 'on the job' |
| BUSM1132 | Managing Professional Development (15cr) | Reflective practice Learning log Product evidence gathering Mentoring |
| BUSM1133 | Organisational Culture & Change (15cr) | Reflective practice Learning log Product evidence gathering Mentoring |
| BUSM1135 | Work Based Project (30cr) | Product evidence Portfolio building Learning log |

| Year 1 Summer | | |
|--|--|--|
| Work based activities continuing outside modules e.g. portfolio work | | |

| Year 2 Semester 1 | | |
|--------------------------|---|--|
| Module Code | Module title (and credit value) 'off the job' | Work based activities 'on the job' |
| BUSM2130 | Applied Leadership & Management (15cr) | Reflective practice Learning log Product evidence gathering Mentoring |
| BUSM2131 | Finance for Non Finance Managers (15cr) | Reflective practice Learning log Product evidence gathering Mentoring |
| BUSM2132 | Work Based Initiative (Management) (60cr) | Product evidence Portfolio building Learning log |

| Year 2 Semester 2 | | |
|--------------------------|---|------------------------------------|
| Module Code | Module title (and credit value) 'off the job' | Work based activities 'on the job' |
| | | |

| | | |
|----------|---|--|
| | Business Option (15cr) | Reflective practice Learning log Product evidence gathering Mentoring |
| | Business Option (15cr) | Reflective practice Learning log Product evidence gathering Mentoring |
| BUSM2132 | Work Based Initiative (Management) (cont'd) | Product evidence Portfolio building Learning log |

| |
|--|
| Year 2 Summer |
| Work based activities continuing outside modules e.g. portfolio work |

| Year 3 Semester 1 | | |
|--------------------------|--|--|
| Module Code | Module title (and credit value) 'off the job' | Work based activities 'on the job' |
| BUSM3130 | Managing Innovation in the Organisation (15cr) | Reflective practice Learning log Product evidence gathering Mentoring |
| | Business Option (15cr) | Reflective practice Learning log Product evidence gathering Mentoring |
| BUSM3132 | Work Based Initiative (Leadership) (60cr) | Product evidence Portfolio building Learning log |

| Year 3 Semester 2 | | |
|--------------------------|---|--|
| Module Code | Module title (and credit value) 'off the job' | Work based activities 'on the job' |
| | Business Option (15cr) | Reflective practice Learning log Product evidence gathering Mentoring |
| | Business Option (15cr) | Reflective practice Learning log Product evidence gathering Mentoring |
| BUSM3132 | Work based Initiative (Leadership) (cont'd) | Product evidence Portfolio building Learning log |

| |
|--|
| Year 3 Summer |
| Work based activities continuing outside modules e.g. portfolio work |

| | |
|--|--------------------------------|
| Year 4 | |
| End Point Assessment Requirements (list) | Indicative date for completion |

Annexe 2 An example of a typical breakdown of hours allocated to aspects of the apprenticeship (A minimum of 20% of their working hours will be off the job learning and the remaining 80% on the job).

| Year of course | Taught and scheduled Learning and Teaching Activities (off the job) | Work based learning (on the job) | Directed learning activities (Portfolio, ILP) |
|-----------------------|---|--|--|
| Year One | 20% of contracted hours: Taught sessions Self directed study Shadowing Mentoring (away from normal day to day duties) | 80 % of contracted hours: Reflective Practice Gathering of work products/ evidence | ILP, E-portfolio Workplace observations |
| Year Two | 20% of contracted hours: Taught sessions Self directed study Shadowing Mentoring (away from normal day to day duties) | 80 % of contracted hours: Reflective Practice Gathering of work products/ evidence | ILP, E-portfolio Workplace observations |
| Year Three | 20% of contracted hours: Taught sessions Self directed study Shadowing Mentoring (away from normal day to day duties) | 80 % of contracted hours: Reflective Practice Gathering of work products/ evidence | ILP, E-portfolio Workplace observations |

Annexe 3: An example of the apprentice admissions process between the University and employer in conjunction with a partner college

