**Specification for Higher Level or Degree Apprenticeships**

**For programmes starting in or after September 2017 (2017/18 academic year)**

*All taught programmes at the University are required to produce a Programme Specification which articulates key information in a format that is clear and accessible and constitutes the definitive record. The audience for the specification ranges from peers in the approval process, reviewers / inspectors from national bodies, to current students and potential students selecting their courses.*

*The Specification for Higher Level/Degree Apprenticeships sets out the distinguishing features of the apprenticeship and provides a concise summary of how the apprenticeship is structured, organised, managed and assessed. It maps the relevant Knowledge, Skills and Behaviours required by the specified Apprenticeship Standard to the modules.*

*The Specification for Higher Level/Degree Apprenticeships should be written as a concise statement of key information that will be accessible both to employers and to potential students. It should not duplicate information provided in the Programme Specification. Advice on completing the template is available from AQU Officers.*

*Specifications for Higher Level/Degree Apprenticeships must be* ***updated annually*** *to reflect any changes which have been made. The date in box 9 should be altered with a note to indicate what update has taken place. IQCs are asked to ensure that this occurs.*

*Guidance on completing the Specification for Higher Level/Degree Apprenticeships* *template is provided below in italics.*

Standard text (which should be modified where appropriate) is provided in grey text.

*Replace the above statements with the apprenticeship title e.g.:*

**Specification for the Degree Apprenticeship Aerospace Engineer**

**The Specification for Higher Level or Degree Apprenticeships should be read as a companion document to the Programme Specification for the academic award linked to the apprenticeship.**

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| **1.** | **Apprenticeship title** | *State as above* |
| **2.** | **Qualifications** | *Name the academic award/s and any professional qualifications that will be achieved as part of the apprenticeship, e.g. BSc Aerospace Engineer and hyperlink to the Programme Specification* |
| **3.** | **Level** | *Stipulate the level of the apprenticeship and academic award against the Framework for Higher Education Qualifications (FHEQ) e.g. level 5 for FD, level 6 for BA/BSc and top-ups, level 7 for MA/MSc* |
| **4.** | **Professional registration** | *If the apprenticeship leads to recognition/registration with a Professional Statutory or Regulatory Body provide details e.g. Chartered Engineering status with the Chartered Aerospace Engineering Institute. Or N/A* |
| **5.** | **Duration** | *Specify normal duration of the apprenticeship e.g. 4 years* |
| **6.** | **Managing institution/Main Provider** | *Name, typically the University* |
| **7.** | **Teaching institution(s)** | *Name any partner institution and/or the University, including sub-contractors* |
| **8.** | **Apprenticeship Standard and Number** | *Give full title, number (available from listing on Institute for Apprenticeships) and date of publication* |
| **9.** | **Date of Apprenticeship Specification preparation/revision** | *For new apprenticeships, state month and year of first approval. For existing apprenticeships, include dates of any approved changes with reference to section and change made* |

**10. Distinguishing features of the apprenticeship**

Higher level/Degree Apprenticeships combine higher education study and work-based/work-integrated learning to enable apprentices to achieve a higher level award (e.g. a Foundation Degree, 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. Higher level/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.

*Use this section to outline the distinctive characteristics of* ***this*** *particular apprenticeship, its rationale and purpose. This might include commentary on:*

* *The sector, employer/s, apprentices and job roles for which it was designed.*
* *How it was developed e.g. market analysis, work with employers and PSRBs, any involvement in trailblazing etc*
* *Distinguishing features e.g. flexible learning, career-focused study, application to sector context, relationship to any specialist occupational roles, support and mentoring in study and the workplace, professional and academic certification*
* *Benefits e.g. earning whilst learning, professional recognition/registration where applicable, career progression/upskilling*

*Refer to the relevant Apprenticeship Standard and reflect briefly on how the apprenticeship addresses these (there is detailed mapping in section 14)*

**11. Occupational Profile**

*Extract from the relevant section in the Apprenticeship Standard.*

**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 will consider all such applications and will have the final decision whether to accept individuals based on whether they meet the minimum entry requirements for the academic programme as stipulated below.

**Academic entry requirements**

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

*Identify whether non-standard entry requirements would be considered and the criteria concerned.*

**Admissions procedures**

*Articulate the procedures for nomination, selection and admission to the apprenticeship programme e.g. how are potential apprentices identified, how are opportunities advertised, how is selection made. Make clear the role of the employer, the University and where applicable the partner institution in this process.*

**13. Structure of the apprenticeship**

Higher level/Degree Apprenticeships involve both work-integrated learning in paid 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 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. The modular delivery pattern for the apprenticeship is available at Annexe 1.

**14. Knowledge, skills and behaviours**

Higher level/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 Apprenticeship Standard (XX please specify) are mapped below.

*Please complete the boxes below, extracting the content for the first column directly from the Standard. In the case of the second column, specify the modules through which the KSBs are assessed. In the case of the third column, identify any aspects of the KSBs which are assessed outside of modules, for example through the portfolio or ILP.*

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| **Knowledge** | **Modules in which assessed** | **Additional assessment** |
| **Extract from the Standard .e.g.**   1. Understanding of the applicable regulatory and quality standards as products are developed |  |  |
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| **Behaviours** | **Modules in which assessed** | **Additional assessment** |
| **Extract from the Standard .e.g.**   1. Commitment to continue personal development, refreshing and expanding Engineering knowledge through a variety of methods. |  |  |
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| **Skills** | **Modules in which assessed** | **Additional assessment** |
| **Extract from the Standard .e.g.**   1. Complying with statutory, organisational, environmental, health and safety regulations |  |  |
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**15. Learning and teaching**

The purpose of the Higher level/Degree Apprenticeship is to develop the knowledge, skills and behaviours of apprentices in order to enable them to develop successful careers in their chosen sector.

*Explain what is particular to an apprenticeship in relation to learning and teaching above and beyond what is provided by the University in relation to the academic award. N.B. this can be in bullet point form.*

*For example, what is required from an Individual Learning Plan and how is the development and understanding of this supported as apprentices progress towards the achievement of their goals? Equally, how is a portfolio of evidence in relation to the application of learning supported and documented? Acknowledge the contribution of the work-based project. How is mentorship provided by the employer, work based assessors/mentors and the University?*

See Annexe 2 for breakdown of hours allocated to aspects of the apprenticeship.

**16. Assessment**

Higher level/Degree Apprenticeships incorporate a set of specific assessment points in relation to apprenticeship assessment. 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
* **Gateway to end point assessment:** through confirmation that the final work based project meets degree/academic award requirements and meets any PSRB requirements
* **End point assessment:** through consideration of the portfolio, project (paper-based) followed by a xx minutes presentation on the work based project. This is typically conducted externally.

*Please provide detail for each of the assessment points referring to the course programme specification where appropriate and providing more detail in relation to the apprenticeship specific requirements associated with the gateway and end point assessment as identified in the relevant Apprenticeship Standard and Assessment Plan.*

**17. Reference points**

The following reference points were used in designing the apprenticeship:

*Please list as relevant the Apprenticeship Standard and Assessment Plan document, any PSRB documents, QAA subject benchmark statements and Characteristics Statements, plus the current University programme specification for the award.*

**Annexe 1 Delivery pattern for the apprenticeship**

*Use this annexe to set out the study pattern of the apprenticeship including both the ‘off-the-job’ activities i.e. University modules and the ‘on-the-job’ learning activities i.e. work based learning including* development portfolio and/or learning log and reflective practice

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| **Year 1** Semester 1 | | |
| Module Code | Module title (and credit value) ‘off-the-job’ learning | ‘On-the-job’ Work based Activities |
| *e.g. ASEG1001* | e.g. Principles of Engineering (15) | e.g. Reflective practice and commencement of learning log supported in the workplace |
| e.g. *ASEG1002* etc |  |  |

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| **Year 1** Semester 2 | | |
| Module Code | Module title (and credit value) ‘off-the-job’ learning | ‘On-the-job’ Work based Activities |
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| **Year 1** Summer |
| Work based activities continuing outside modules e.g. portfolio work |

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| **Year 2** Semester 1 | | |
| Module Code | Module title (and credit value) ‘off-the-job’ learning | ‘On-the-job’ Work based Activities |
| *e.g. ASEG2001* | Developments in Engineering (15) | Reflective practice and commencement of learning log supported in the workplace |
| e.g. *ASEG2002* etc |  |  |

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| **Year 2** Semester 2 | | |
| Module Code | Module title (and credit value) ‘off-the-job’ learning | ‘On-the-job’ Work based Activities |
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| **Year 2** Summer |
| Work based activities continuing outside modules e.g. portfolio work |

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| **Year 3** Semester 1 | | |
| Module Code | Module title (and credit value) ‘off-the-job’ learning | ‘On-the-job’ Work based Activities |
| *e.g. ASEG3001* | Project management in Engineering (15) | Reflective practice and commencement of learning log supported in the workplace |
| e.g. *ASEG3002* etc |  |  |

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| **Year 3** Semester 2 | | |
| Module Code | Module title (and credit value) ‘off-the-job’ learning | ‘On-the-job’ Work based Activities |
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| **Year 3** Summer |
| Work based activities continuing outside modules e.g. portfolio work |

*N.B. In the case of Degree apprenticeships and depending on the structure of the apprenticeship, Year 4 may or may not include modular study with the University. If it does please use Option 1 below. If it does not please use Option 2.*

**Option 1**

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| **Year 4** Semester 1 | | |
| Module Code | Module title (and credit value) ‘off-the-job’ learning | ‘On-the-job’ Work based Activities |
| *e.g. ASEG3001* | Material Sciences (15) | Reflective practice and commencement of learning log supported in the workplace |
| e.g. ASEG1002 etc |  |  |

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| **Year 4** Semester 2 | | |
| Module Code | Module title (and credit value) ‘off-the-job’ learning | ‘On-the-job’ Work based Activities |
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| **Year 4** | |
| End Point Assessment Requirements (list) | Indicative date for completion |

**Option 2**

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

**Annexe 2 Breakdown of hours allocated to aspects of the apprenticeship**

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| **Year of course** | **Taught and scheduled Learning and Teaching Activities (off-the-job)** | **Work based learning (on-the-job)** | **Directed learning activities (Portfolio, ILP)** | **Total** |
| Year One |  |  |  |  |
| Year Two |  |  |  |  |
| Year Three |  |  |  |  |
| **Year Four** |  |  |  |  |
| **Total** |  |  |  |  |