# Higher Education Apprenticeships

# Course Operational Document

|  |
| --- |
| Title of apprenticeship: |
| Academic award title: |
| Duration and study modes: |
| Integrated / non-integrated: |
| Subcontracting arrangements required: YES / NO |
| Professional, Statutory and Regulatory body: |
| Course leader: |
| School/Campus: |
|  |
| Date of most recent review / update of this document: |

This Course Operational Document provides specific information about the operational aspects of the apprenticeship and how this contributes to the ongoing quality of the teaching and learning experience for apprentices within the University’s current strategic aims.

Please see the Higher Education Apprenticeships - Course and Module Specifications for detailed information about the curriculum, learning outcomes, course structure, assessment and other more technical aspects of the course.

The Course Operational Document is owned by the Course team and should be kept up to date.

|  |
| --- |
| 1. **Course aims** |
| Prompts:   * the principle aims and values of the apprenticeship * what is the purpose of the apprenticeship? * reference to the relevant Apprenticeship Standard * how the apprenticeship aims meet the needs of employers, professional bodies and the wider sector skills gaps (could utilise some of the market intelligence from the business case here) |

|  |
| --- |
| 1. **Learning outcomes** |
| Prompts:   * course and interim award learning outcomes (these should be identical to the ones specified in the Course Specification) * provide web-links to the apprenticeship standard, PSRB requirements (if applicable), the relevant QAA subject benchmark statements and any other relevant reference points |

|  |
| --- |
| 1. **Course design** |
| Prompts:   * Include a diagram that depicts the scheduling of modules and those modules which are specific work-based learning modules * why the curriculum has been organised in the way it has (reference to Appendix 2 – course delivery plan) * how the course is structured across the full calendar year (reference to Appendix 2 – course delivery plan) * details of multiple entry points and how these will be managed * strategy for blended / online delivery and how this integrates with off-the-job learning * links to 20% off-the-job training calculation * approaches to the management and integration of on-the-job learning * scheduling of work place visits * how issues such as coherence, balance and progression are addressed * how an inclusive curriculum is maintained * the approach to sustainability and environmental responsibility * Internationalisation * how employers have engaged in the course design process * how employers are involved in course operation * how feedback will be gained from employers to inform course evaluation and course enhancement (briefly describe how the Employer Satisfaction Survey will be implemented and whether employers will be invited to course committees) * If applicable, how are additional qualifications and/or professional accreditation managed * management of the EPA (integrated and non-integrated) and how apprentices are supported in meeting the gateway requirements (refer also to section 6: assessment) * provide detail of any subcontracting arrangements |

|  |
| --- |
| 1. **Admissions** |
| Prompts:   * standard entry requirements * how the course entry requirements recognise and assess apprentices’ existing knowledge, skills and behaviours – e.g. where appropriate there should be recognition of prior experiential and/or certificated learning (RPL) with a relevant entry point and/or exemption established (see Quality Handbook (QH) Supplement 15C) where applicable * describe the role the university and employer have in the recruitment of apprentices, particularly joint recruitment processes for newly recruited apprentices * maths & English requirements * standard of English required for international apprentices   NOTE:   * briefly describe the procedures should an apprentice lose their employment whilst on programme (for example, transfer into a cognate, non-apprenticeship programme, possibly self-funded) |

|  |
| --- |
| 1. **Learning and teaching** |
| Prompts:   * how initial assessment will be implemented [and for higher apprenticeships (L4&5) – how this will inform the apprentices’ Individual Learning Plan] * the way teaching and learning is managed and enhanced * how the range of teaching and learning methods reflect the diversity of apprentices’ needs and the workplace * consideration for the workplace being the predominant place of learning in an apprenticeship and how work-integrated learning and teaching strategies are employed throughout the course * how the course personalises learning for apprentices (considering different employers, different job roles, different prior study experiences) * approaches to blended and online learning when apprentices are away from campus (eg. 1-2-1 and 1 to many delivery, webinars etc) * what support and guidance is in place to ensure apprentices understand the overall course learning and teaching approach and their role within it (e.g. online, blended, WBL). * how apprentices’ learning on modules contributes to the achievement of course learning outcomes, apprenticeship standard and EPA (reference here to Curriculum Map; Appendix 1) * For Higher Apprenticeships (levels 4 and 5), please indicate how English, Maths, British Values and Safeguarding will be considered within teaching and learning * For subcontracted apprenticeships, how will learning and teaching delivered by the partner(s) be reviewed and monitored |

|  |
| --- |
| 1. **Assessment** |
| Prompts:   * the course assessment strategy to include formative and summative assessments (reference here also to the Assessment and Feedback Plan; Appendix 3) * how the assessment strategy enables apprentices to demonstrate development in the knowledge, skills and behaviours of the apprenticeship standard * how assessment methods are appropriate for an apprenticeship (e.g. observation of workplace practice, work-based project etc) * how the assessment strategy enables apprentices to include their work-based learning and experiences * if appropriate, how employers are involved in the assessment process * how assessment is scaffolded throughout the course to prepare apprentices for their EPA * briefly describe the Gateway process and the pre-requisites to be achieved before apprentices are put forward for the EPA * how the university will prepare the apprentice for the EPA * INTEGRATED EPA: procedures, standardisation, allocation of independent EPA assessor, grading, confirmation of academic award classification and how the EPA contributes, the role of professional bodies (if applicable) * NON-INTEGRATED EPA: preparatory EPA workshops, management of the Gateway, liaison with employers   [NOTE: it is the employer’s responsibility to put the apprentice forward for the end-point assessment and to identify a suitable end-point assessor organisation]   * specific dispensations to the Common Assessment Regulations * For subcontracted apprenticeships, how will assessment delivered by the partner(s) be reviewed, monitored and standardised |

|  |
| --- |
| 1. **Enabling apprentice development** |
| Prompts:   * arrangements for workplace mentor training * arrangements for workplace visits * arrangements for academic mentor role, including any training for staff new to apprenticeships * working relationships between the academic and workplace mentor (eg. how lines of communication are established and maintained, process for sharing of course information process for monitoring of student progress / learning / application of KSB’s in the workplace * details of support provided for the apprentice on-campus and outside of direct contact time, to include academic guidance, welfare and pastoral support, careers and employability advice. * details of the induction programme – on-campus and online support * how the apprenticeship supports apprentices from different backgrounds and monitors progression and attainment disparities between different groups and applies appropriate support for identified groups * how the apprenticeship facilitates early social integration to support peer relations and a sense of course community given the mode of delivery (eg, flexible, blended, online) * for those apprentices who do not have the required English and maths qualifications, how will these be developed? * For higher apprenticeships (L4&5) - how will the apprentice’s Individual Learning Plan be updated, how will progress against targets be monitored |

|  |
| --- |
| 1. **The development of relevant professional attributes** |
| Prompts:   * opportunities for apprentices to make a civic contribution (for example through volunteering/mentoring other apprentices) * how the apprenticeship prepares apprentices for wider employment outside of their current job role * details of how the course meets PSRB requirements (where applicable) * details of professional body accreditation (if applicable) * how the course acknowledges safeguarding and British Values (higher apprenticeships under Ofsted scrutiny only) |

|  |
| --- |
| 1. **Learning resources** |
| Prompts:   * how specific aspects of the learning environment contribute to the quality of the apprentice experience (to include on-campus and workplace). * how is the ePortfolio (PebblePad) integrated across the apprenticeship to support the development and evidencing of KSB’s * any specific requirements of PSRB portfolios (which sit outside of the ePortfolio). * use of NOW and online learning |

|  |
| --- |
| 1. **Quality management and enhancement** |
| Prompts:   * State whether the apprenticeship is subject to Ofsted (apprenticeships up to and including level 5) or OfS (level 6+ apprenticeships) scrutiny * specific aspects of quality management (where they are different from the expectations set out in the NTU Quality Handbook) * arrangements for management of the Gateway and EPA (for both integrated and non-integrated apprenticeships) * how apprentices are engaged in quality and enhancement to improve the learning experience * how feedback will be gained from employers to inform course evaluation and course enhancement (briefly describe how the Employer Satisfaction Survey will be implemented and whether employers will be invited to course committees) * how the course involves stakeholders and employers in the development of the curriculum |

**Appendix 1: Curriculum Map: Template**

**Appendix 2: Course Delivery plan**

**Appendix 3: Assessment and Feedback Plan: Template**

***Useful reference points:***

1. NTU Quality Handbook, especially Section 10F Higher Education and Degree Apprenticeships
2. The Curriculum Refresh Framework
3. Developing inclusive curriculum and pedagogy: Guidance
4. QAA Characteristics Statement; Higher Education in Apprenticeships (July 2019)

|  |  |  |  |
| --- | --- | --- | --- |
| **Policy owner** | |  |  |
| CADQ | |  |  |
|  |  |  |  |
| **Change history** | | |  |
| *Version:* | *Approval date:* | *Implementation date:* | *Nature of significant revisions:* |
| 1.0 |  | May 2019 | Modification of DAG COD to create bespoke version for Degree Apprenticeships |
| 1.1 |  | September 2020 | Detail relating to subcontracting included |
|  |  |  |  |
|  |  |  |  |
| **Equality Impact Assessment** | | |  |
| *Version:* | *EIA date:* | *Completed by:* |  |
| 1.0 | N/A |  |  |
|  |  |  |  |
|  |  |  |  |