**Nottingham Trent University**

**Course Specification: Higher Education Apprenticeships**

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|  **Basic Course Information** |
| 1 | Awarding Institution: | *Always* **Nottingham Trent University** |
| 2 | School/Campus: | *Name of School. Indicate the main site of delivery,* e.g. **School of Arts and Humanities/ Clifton campus** |
| 3 | Title of apprenticeship | *The title of the apprenticeship e.g.* **Chartered Manager Degree Apprenticeship** |
| 4 | Level | *Level of apprenticeship and final award, e.g. level 7* |
| 5 | Academic Award Title: | *The full,* approved *title only. Interim awards should be indicated in section 12: Course structure and not here, e.g.* **BSc (Hons) Digital Technology Solutions** |
| 6 | Modes of Study | *As approved, e.g.*  **Full Time / Part Time**  |
| 7 | Normal Duration: | *As approved,* e.g. **FT 3 years, SW 4 years, PT 5 years** |

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| 8 | **Overview and general aims of the course** |
|  | Free text. Can be completed as a narrative, in bullet points or as a combination. The Course Specification should be written for an apprentice audience. Typical content would include: (a) a brief introduction (b) distinctive or salient features including:* how the curriculum is inclusive
* how the course ensures its coherence, balance and suitable progression
* the course’s approach to sustainability and environmental responsibility
* internationalisation
* how employers have ‘shaped’ and supported the design of the course

*(c)* educational and work-based learning aims (not learning outcomes), the latter understood as brief statement of why the course has been developed and what it is trying to achieve *and should relate to the apprenticeship knowledge, skills and behaviours (KSB’s) set out in the standard* (the apprenticeship standard usually includes an aim within the ‘details’ section).Unique aspects of the apprenticeship, such as flexible learning, should be highlighted here.This section should also make reference to the careers / job roles identified within the standards.Indicate at the outset any professional body accreditation and highlight some of the ways in which the course will prepare graduates for work, training or further study. |
| 9 | **Course outcomes** |
|  | Course outcomes describe what you should know and be able to do by the end of your apprenticeship if you take advantage of the opportunities for learning that we provide.Outcomes must be set at the appropriate level in the Framework for Higher Education Qualifications (FHEQ) and must reflect the KSB’s set out in the apprenticeship standard Benchmark statements and/or any other relevant forms of externality. Benchmark-informed outcomes can be indicated thus: **(B).**Outcomes should be intelligible to students and other users.There are no hard and fast rules on the number of outcomes but bear in mind that all outcomes have to be achieved by each student in order to gain the award and the extent of KSB’s defined in the standards may additionally have an influence.Generally between six and eight outcomes should be optimal for most courses.Learning outcomes should be expressed in a form that permits their achievement to be demonstrated through assessment. Learning outcomes should be presented as in 9a and 9b. Behaviours should fit into one of these. * **course and interim award learning outcomes (these should be identical to the ones specified in the Course Operational Document)**
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| 9a | **Knowledge and understanding.** By the end of the course you should be able to: |
|  | There is an expectation that the knowledge and understanding gained will be:1.
2.
3.
4.
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| 9b | **Skills, qualities and behaviours.** By the end of this course you should be able to: |
|  | There is an expectation that the skills, qualities and behaviours developed will be:1.
2.
3.
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| 10 | **Learning and teaching**  |
|  | This can be in a narrative or bullet-point format (or combination thereof) and should indicate the teaching and learning methods by means of which outcomes are to be achieved. This should be more of a prospectus-type entry than a pedagogic justification of particular approaches (the latter would be in the course operational document). This should include direct learning both on and off campus, e.g. direct contact in the University (e.g. lectures, seminars, labs, workshops etc); mentoring / tutorial support with staff, blended / distance learning; independent study / self-directed learning, negotiated learning, reflective practice, e-portfolio, professional body portfolio. Some indication of how methods may change across levels / years should be indicated here. |
| 11 | **Assessment** |
|  | (indicate the breakdown of the academic award classification, e.g. 100% level 6 or 80% level 6 / 20% level 5)This can be in a narrative or bullet-point format (or combination thereof) and should indicate the assessment methods by means of which outcomes are to be demonstrated. This is more of a prospectus-type entry than a justification of particular approaches (this latter would be in the course operational document). This section should enable apprentices to understand how the intended learning outcomes are to be demonstrated.Some indication of how methods change across the levels / years would be pertinent, and some detail of the opportunities for formative assessment and diagnostic assessment should be included.This section should reference the assessment plan required for achievement of the apprenticeship, briefing stating the gateway (if applicable) and EPA requirements.  |
| 12 | **Course structure and curriculum**  |
|  | The course structure should be presented **diagrammatically or** **in the form of a table**, examples are provided below:**Figure 1: Structure of xxx apprenticeship****Table 1: Structure of xxx apprenticeship**

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| Module name | Level | Year of study | Credit points | Core / option |
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This section should set out how the course is delivered, e.g. day release/block release, e.g.; how many blocks in the year, number of weeks the apprenticeship is delivered over, how many days/weeks to attend. This may also include field trips local, national or international, (defined in the standard or additionality funded by the University).This section may indicate how some of the elements of the University’s Strategic Plan are met in the curriculum.Course specifications are public documents and must be accurate and reliable etc; hence only state what the course actually delivers.  |
| 13 | **Admission to the course** |
|  | This section of the course specification should now contain only the standard text. This has already been provided in the **Course Operational Document** template. *Information on entry requirements is now found on the Applying tab on Course Finder.* Course teams may wish to make a statement about entry requirements in the course operational documents. Please do not add to the standard text on the template.  |
| 14 | **Support for learning**  |
|  | This section should provide a summary of the main ways in which apprentices are supported on their course including pastoral and academic mentoring, support and guidance. Provide a summary of the roles and responsibilities of:* Academic mentor
* Workplace mentor
* Personal tutor
* Careers consultant (particularly important for higher apprenticeships under Ofsted scrutiny)
* Any other person who supports apprentices

Reference to the tripartite relationship with the University, employer and apprentice is required here, and include the roles of the academic and workplace mentors, and indicative scheduling of workplace visits and how support will be available / provided remotely. Any opportunities for mentoring and support provided by professional bodies (e.g. support where apprentices are additionally required to complete an accredited portfolio) should be included here. *State support for maths and English will be provided – App team to provide generic statement to put straight into the template (like admissions one).* |
| 15 | **Graduate destinations/employability**  |
|  | This section should be used to state how students are prepared for the world of work, training and/or further study as part of the apprenticeship. The section should be framed around the occupation that the Standard is developed for.This section should be used to describe principle graduate destinations and employment trends. Evidence of employability can be included using destination data, which must be accurate.You should set out how employers or professional bodies and the relevant apprenticeship standard have informed the development of the course. |
| 16 | **Course standards and quality** |
|  | This section can be used to describe the principle mechanisms by which the standards and quality of provision are maintained and enhanced. Apprentice feedback and representation and responsiveness to the views of employers and professional bodies are important sources of information for users of course specifications and should be included here.Details of the EPA assessor, if a professional body, should be stated here.Details of professional body accreditation for the course should be included in this section.This section can also be used to describe indicators of standards and quality from recent reviews or events etc.  |
| 17 | **Assessment regulations** |
|  | This course is subject to the University’s Common Assessment Regulations (located in Section 16 of the Quality Handbook). Any course-specific assessment features are described below: The above statement must be included. Do not try and summarise the University regulations. The course team should identify here any approved dispensation from the assessment regulations that applicants are likely to need to know about or any special features of the regulations, such as accrediting body requirements.  |
| 18 | **Additional information**  |
| Collaborative partner(s): | Include here the names of any partners that are involved in the design and delivery of the course through a formal agreement with the University |
| Course referenced to national QAA Benchmark statements: | State the names of the Benchmark statements that have been referenced in the design of the course. |
| Course referenced to national apprenticeship standards: | State the apprenticeship standard that is relevant to this course. The Course Operational Document should detail how – and to what extent – the standard has informed the design. |
| Course recognised by: | Give the names of any accrediting or reviewing professional, statutory or regulatory body, with dates of approval where appropriate.  |
| Date this course specification approved: | The date when this coursed specification was approved (new course or approval of changes to a course).  |
| **Any additional information:**Include here any relevant additional information that would be useful for users of course specifications. Provide reference to any closely related course specifications that users might wish to view.  |

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| **Policy owner** |  |  |
| CADQ |  |  |
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| **Change history** |  |
| *Version:* | *Approval date:* | *Implementation date:* | *Nature of significant revisions:* |
| 1.0 |  | May 2019 | Modifications to create bespoke template for Degree Apprenticeships |
| 1.1 |  | September 2020 | References to Colleges removed |
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| **Equality Analysis** |  |
| *Version:* | *EA date:* | *Completed by:* |  |
| 1.0 | N/A |  |  |
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