**Nottingham Trent University**

**Module Specification: Higher Education Apprenticeships**

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| **Basic Module Information** | | |
| 1 | Module Title: | *The full approved title (no abbreviations)* |
| 2 | Module Code: | *Code from Banner; state* **to be confirmed** *if not yet generated* |
| 3 | Credit Points: | *Total credit points* |
| 4 | Duration: | *State duration – the time in the year when the module will run: January to March each year. If the module is delivered online, it should be stated here* |
| 5 | School: | *Full School title, not abbreviated* |
| 6 | Campus: | *State the campus where the module is to be delivered – this may be more than one; if online, enter N/A* |
| 7 | Date this version first approved to run: | *When this version of the specification was first approved to run, i.e. September 2019 – the date should only be changed when the specification has been subject to major change or modification, and not for routine updating* |

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| 8 | **Pre, Post and Co-requisites:** |
| These are modules that apprentices must have studied previously in order to take this module, or modules that must be studied simultaneously or in a subsequent academic session   |  |  |  | | --- | --- | --- | | Pre, Co, Post | Module Code | Module Title | | *Indicate pre, co and post-requisites if any exist* | *From Banner* | *Full and approved title*  *Where pre, co and post-requisites exist, course leaders should ensure that all module specifications are consistently cross-referenced* | | |

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| 9 | **Courses containing the module:** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Level | Core/Option | Mode | Code | Academic Award Title | Apprenticeship Title | | *5* | *Core* | *FT* | *XXX001* | *BSc (Hons) Forms* |  | | *5* | *Option* | *FT* | *XXX003* | *BSc (Hons) More Forms* |  | | |

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| 10 | **Overview and aims:** |
|  | *Free text. Can be completed as a narrative, in bullet points or as a combination.*  *Typical content should include: (a) a brief introduction, (b) distinctive or salient features, (c) how the module integrates work based learning d) educational aim (not learning outcomes), the latter understood as brief statement of what the module is trying to achieve and should relate to the apprenticeship KSB’s. This is an opportunity to state why the module matters and to draw attention to any positive or innovative features.* |

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| 11 | **Module content:** |
|  | *This should not be a detailed, week-by-week description of the content, but an identification of the major themes and issues to be covered in the module. Module guides or other material should provide full details of the content.* |

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| 12 | **Indicative reading:** |
|  | *This should be* indicative *reading only. Disciplines vary, but no more than three to six works should normally be necessary. This section is not intended as a module reading list. The module guide or handbook is to be used to present more detailed and current reading.* |

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| 13 | **Learning outcomes:**  Learning outcomes describe what apprentices should know and be able to do by the end of the module. |
| a | **Knowledge and understanding:**  After studying this module, you should be able to: |
|  | * + *Outcomes must be set at the appropriate level for the module.*   + *Outcomes should be intelligible to apprentices.*   + *At least some of the module learning outcomes should contribute to the learning outcomes of each course on which it is offered.*   + *Outcomes should be aligned to the KSB’s set out within the apprenticeship standard.*   + Between four and six outcomes should be optimal for most modules.   + *Learning outcomes should be expressed in a form that permits their achievement to be demonstrated through assessment. Learning outcomes should use action verbs that result in overt behaviour that can be observed and assessed. Broader statements relating to the development of KSB’s should be included in the ‘Aims’ section above.*   + *Further guidance is available from members of CADQ and Learning and Teaching Managers.* |
| b | **Skills, qualities and behaviours:**  After studying this module, you should be able to: |
|  | * + *Outcomes must be set at the appropriate level for the module.*   + *Outcomes should be intelligible to apprentices.*   + *At least some of the module learning outcomes should contribute to the learning outcomes of each course on which it is offered.*   + *Outcomes should be aligned to the KSB’s set out within the apprenticeship standard.*   + Between four and six outcomes should be optimal for most modules.   + *Learning outcomes should be expressed in a form that permits their achievement to be demonstrated through assessment. Learning outcomes should use action verbs that result in overt behaviour that can be observed and assessed. Broader statements relating to the development of KSB’s should be included in the ‘Aims’ section above.*   + *Further guidance is available from members of CADQ and Learning and Teaching* *Managers.* |

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| 14 | **Learning and teaching:**  *Each 10 credits should equate to 100 notional hours. e.g. a 20-credit point module will have 200 notional hours.*  *The sum of the direct schedule contact time and other learning methods should equal the total notional study hours (see above).* | |
| a | **Range of modes of direct learning:**  This indicates the range of direct contact teaching and learning methods used in this module, e.g. lectures, seminars | |
|  | *This should indicate the learning and teaching methods by which outcomes are to be achieved. Where possible distinguish those methods that are used to develop knowledge and understanding and those which develop skills, behaviours and other attributes.*  *Where appropriate, specify the weekly or total contact time through different modes – so how many hours in lectures, seminars, lab, tutor-directed online discussion. Include all directed activity whether on or off campus - to sum to the total contact hours below.*  *This does not include tripartite review meetings.* | |
|  | Total contact hours: | **[Number of] Total direct contact hours** |
|  | **Range of modes of direct learning (off campus):**  This indicates the range of other learning and teaching methods used on this module, e.g. directed reading, research and assessment preparation | |
|  | *Make clear to apprentices what they will be doing outside of the direct contact hours. This may include on the job learning where the apprentice practices, refines and applies their knowledge, skills and behaviours.* | |
|  | Total non-contact hours: | **[Number of] Total non-contact hours** |

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| 15 | **Assessment:**  This indicates the type and weighting of assessment elements and sub-elements in the module. | |
| |  |  |  |  | | --- | --- | --- | --- | | Element Number | Weighting | Type | Description (including any sub-elements) | | *1* | *70%* | *Coursework* | *2000 word scenario based report* | | *2* | *30%* | *Practical* | *Observation of workplace practice* | | ***OR*** |  |  |  | | *1* | *100%* | *Coursework* | *Sub-element 1: 1000 word summary report on material relating to the first part of the module (30%)*  *Sub-element 2: 1500 word portfolio on lab work relating to material covered in the second part of the module (70%)* |   *Include here information on elements and sub-elements – both will be entered into Banner. Please note that the total weighting should add up to 100%* | | |
| a | | **Diagnostic/formative assessment:**  This indicates the assessments that do not contribute directly to the final module mark. |
|  | | *Indicate to students any opportunities for diagnostic and formative assessment. This includes off-campus time, for example between study blocks.*  *Be explicit about feedback, for example, feedback on apprentices’ work in seminars, self-marking online multiple-choice questions.*  *This section should also be used to indicate where formative and summative assessments within the module prepare apprentices for their EPA.* |
| b | | **Further information on assessment:**  This section provides further information on the module’s assessment where appropriate. |
|  | | *This section can be used to provide further detail on elements and or sub-elements. Sub-elements of assessment are smaller units of assessment that may make up a single element.*  *These are used in disciplines where several small tasks are required to ensure that all the course learning outcomes are met.*  *This section is not obligatory and you may prefer to provide this more detailed information through module guides.* |

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| **Document Management**  This information does not need to be finalized at or before approval but can be agreed at School level and the information passed to Banner. | | |
| 16 | Module Title: | *The full* approved *title* |
| 17 | Module Code: | *Code from Banner;* **to be confirmed** *if not yet*  *generated* |
| 18 | Subject (JACS) Code: | *School Administration Manager to confirm* |
| 19 | Cost Centre: | *Subject Administration Manager to confirm* |
| 20 | School: | *Full School title, not abbreviated* |
| 21 | Academic Team: | *Subject Administration Manager to confirm* |
| 22 | Campus: | *State the campus where the module is to be delivered –*  *this may be more than one* |
| 23 | Other institutions providing teaching: | *Please indicate – is any other educational institution or private/public organisation providing delivery in this module? This information is required for ESFA subcontracting regulations and by HESA to monitor patterns of collaborative study.* |
| 24 | Date this version was formally approved by SASQC/DAG: | *The actual date of the SASQC or DAG when this version was approved* |

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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 | Changes to template to create bespoke template for Degree Apprenticeships |
| 1.1 |  | September 2020 | Removal of references to Colleges |
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| **Equality Analysis** | | |  |
| *Version:* | *EIA date:* | *Completed by:* |  |
| May 2019 | N/A |  |  |
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