UNDERGRADUATE

- *State all variant titles included in this specification, e.g. XXX with a Year in Industry; XXX with a Year Abroad.*

*Course titles should be a maximum length of 120 characters including spaces.*

***Guidance and Template Text - remove prior to submission to CASC***

***Notes:***

* *Important: Please delete all the dark red text in italics before submission so that the specification is of publishable quality.*
* *All italicised comments are for guidance only, to be replaced with specific School/Divisional-level information before submission for approval.*
* *Refer to Annex A and Annex B of the Codes of Practice for Quality Assurance of Taught Courses of Study and the Assessment Regulations Framework.*
* *Information should be presented as it applies to students in order to achieve the pass threshold. Any information that applies to a higher level must be clearly indicated*.
* *Where revisions are being made to an existing specification, tracked-changes must be used. (To be removed from approved version before uploading to website.)*
* *The table of contents will be updated before publication.*

***Remove this section prior to submission to CASC***

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# Important information regarding the Course Specification

The Course Specification provides a concise summary of the structure and content of the course, the entry level qualifications, as well as the learning outcomes that a typical apprentice might reasonably be expected to achieve and demonstrate if they pass the course.

# Key revisions to the Course Specification

Course specifications are revised regularly and if/when required. The Course Approval Sub-Committee confirms the course structure and the educational aims and learning outcomes. Where there are changes which may impact on continuing apprentices, these are listed below. For all new apprentices, the course and general information provided in this document is correct and accurate and will be applicable for the current year. Specifications are subject to the occupational standards set by IfATE (Institute for Apprenticeships and Technical Education).

# Significant changes made to the course specification for 2023-2024 Last Revised:

*List all the changes that had been made for 2023-2024 version.*

# Information about the Course

|  |  |
| --- | --- |
| **Required Information** | Data |
| **1. Awarding Institution/Body** | University of Kent |
| **2. Teaching Institution** | University of Kent *or name of validated institution/partner college* |
| **3. Division responsible for management of the course** | *Division name and supported by Global and Lifelong Learning (GLL)* |
| **4. Name of Owning Department** | *Global and Lifelong Learning (GLL)* |
| **5. Course** | *e.g. Biosciences* |
| **6. Teaching Site** | *Indicate campus and/or other site* |
| **7. Mode of Delivery** | *Delete as applicable:*  Full-time  Part-time and full-time working Flexible Learning  Distance Learning |
| **8. Course accredited by** | *Indicate any professional accreditation* |
| **9. a) Final Award** | *e.g. BSc (Hons)* |
| **8. b) Alternative Exit Awards** | *List alternative exit awards as per Credit Framework Annex 5, e.g.*  *BSc (non hons) XX; Diploma in XX;*  *Certificate in XX* |
| **10. UCAS Code (or other code)** | N/A |
| **11. Credits/ECTS Value** | *Insert total credit value and ECTS equivalent for the course* |
| **12. Study Level** | *UG or PG (Level 7)* |
| **13. Apprenticeship Knowledge Skills and Behaviours Standard Used** | *Insert which KSBs standard was used, eg. Research Scientist and include respective link on IfATE website. Course name and standard MUST be the same.* |
| **14. Intended Start Date of Delivery of this Course Specification** | *e.g. from September 2023* |

**Course Entry Requirements**

The minimum age to study an apprenticeship course at the university is 16 years old for Level 3 and at least 17 years old for Level 4. There is no upper age limit.

# Specific Entry Requirements

*Indicate the specific entry requirements for the course and these are set out in the IfATE standards.*

# Personal Profile

*State what the typical applicant might be expected to demonstrate at the commencement of their studies.*

# English Language Requirements

Applicants for whom English is not their native language will need to demonstrate a proficiency in written and spoken English relevant to the demands of the course of study.

Please see the [English language entry requirements](https://www.kent.ac.uk/courses/english-language-requirements) web page.

Apprentices will need to meet the requirements of Level 2 English and Maths before the end of their course.

# Recognition of Prior Learning (RPL)

Apprentices may be admitted to the course with advanced standing in line with the University’s standard RPL requirements. Such cases are subject to prior approval by the University of Kent according to its RPL process. See Annex R of the Codes of Practice for Taught Courses for more information.

# Educational Aims of the Course This course aims to:

*Aims should reflect the mission of Kent and its education strategy. Hence they might include:)*

* *aims which place the study of the discipline in context (Aims in relation to the mission statement:)*
* *provide an excellent quality of higher education*
* *provide flexibility and a multidiscipline approach*
* *provide teaching informed by research and scholarship*
* *meet the lifelong needs of a diversity of apprentices*
* *support national and regional economic success*
* *produce graduates of value to the region and nationally, in possession of key knowledge and skills, with the capacity to continue learning*
* *prepare apprentices for employment or further study*
* *provide learning opportunities that are enjoyable experiences, involve realistic workloads, based within a research-led framework and offer appropriate support for apprentices from a diverse range of backgrounds*
* *provide high quality teaching in supportive environments with appropriately qualified and trained staff*
* *Meet the requirements for accreditation by XXXX on successful completion of the course*
* *Reflect an inclusive and innovative approach to learning, teaching and assessment practices.*

# Course Outcomes

The course provides opportunities for apprentices to develop and demonstrate knowledge and understanding, cognitive and practical skills, transferable skills and professional competences in the following areas.

The course learning outcomes are mapped to Knowledge Skills and Behaviours (KSBs) in Appendix 5 and Appendix 6 of this document. Knowledge Skills and Behaviours (KSBs) represent the core attributes an apprentice must have in order to be competent in the occupation they are working in. Further information of what an occupational standard is and the KSBs needed for an apprentice to be competent in the occupation’s duties can be found here - [https://www.instituteforapprenticeships.org/occupational-](https://www.instituteforapprenticeships.org/occupational-maps/what-is-an-occupational-standard/) [maps/what-is-an-occupational-standard/](https://www.instituteforapprenticeships.org/occupational-maps/what-is-an-occupational-standard/)

*The number of course learning outcomes will vary for each course. Staff should also refer to the FHEQ qualification level descriptors as set out in Annex 2 of the Credit Framework and ensure that these are appropriately reflected in the course learning outcomes. Include relevant learning outcomes to Year Abroad/Year in Industry/any pathways, as applicable.*

# Knowledge and Understanding

**On completion of the course apprentices will be able to:**

*(i.e. subject-specific knowledge and understanding), e.g.: The terminology, nomenclature and classification systems relating to the human body. It should also take into consideration how these outcomes map to* [*Kent’s Graduate Attributes*](https://www.kent.ac.uk/guides/grad-goals)*.*

1.

2.

3.

4.

# Intellectual Skills

**On completion of the course apprentices will be able to:**

*(i.e. subject-specific intellectual skills)*

1.

2.

3.

# Subject-specific Skills

**On completion of the course apprentices will be able to:**

*(These will include practise and professional skills)*

1.

2.

3.

# Transferrable Skills

**On completion of the course apprentices will be able to:**

*(Non-subject specific key skills)*

1.

2.

3.

# Education and Assessment Strategy

The University pursues apprentice-centred learning design that supports the educational needs of a diverse apprentice community.

Apprentices will have to complete an end-point assessment (EPA). It is an impartial assessment to test whether an apprentice has developed the skills, knowledge and behaviours outlined in the apprenticeship standard and is conducted by independent bodies.

*With reference to the University’s Assessment and Feedback Strategy, set out the learning and teaching strategy for this course, indicating the rationale for the choice of assessment design and how this will enable apprentices to acquire and evidence the above course learning outcomes and highlight how the apprentice learning experience will be suited to their needs during each stage of the course.*

*Describe the overall course assessment methods for the course and indicate how these are embedded in the associated module specifications, as relevant to the level of learning required for the modules in question. Specify how you will ensure that assessment at Kent is effective, fair, inclusive and authentic and designed to support learning, and that assessment upholds academic standards and integrity whilst providing apprentices with appropriate opportunities to demonstrate their potential and achievement. Please refer to Annex 5 of the Assessment Regulation Framework for more information.*

*Indicate how inclusive teaching, learning and assessment practices will be embedded by design in this course. University of Kent (i.e. not collaborative) course specifications should explicitly refer to* [*Kent*](https://www.kent.ac.uk/guides/accessible-content/kent-inclusive-practices)[*Inclusive Practices*](https://www.kent.ac.uk/guides/accessible-content/kent-inclusive-practices) *(KIPs).*

# Course Design

Course design information sets out processes and methods of learning and provides details of any requirements that apprentices need to achieve in order to successfully pass the course.

# Course Duration

The **[title of the course]** is studied typically over ….(include length of course, mode of delivery, how many stages and list credits comprising in each stage)

# Course Structure

Apprentices must successfully complete each module to be awarded the specified number of credits for that module. For further information on modules and credits refer to the Credit Framework.

For apprenticeships these off-the-job-training study hours are supplemented by ‘on-the-job’ work-based

learning experience, which takes place beyond the off-the-job-training study hours portion of the course.

For full details, please refer to the individual apprentice’s Training Plan.

**‘Off-the-job’** training hours will be specified in the individual apprentice’s Training Plan that sets out the agreement between the apprentice, their employer and the University. This is protected time and is a requirement for apprenticeship delivery. Off-the-job’ training is delivered during the apprentice’s normal working hours

**‘On-the-job’** training is set within the apprentice’s work place.

# Alternative Exit Awards

An Alternative Exit Award is an intermediate qualification, for which the apprentice may not have registered at the outset, but which may be awarded on completion of specific modules (credit) if the apprentice leaves the course.

# Course Structure Outline and Compulsory Modules

**Compulsory module** is a module where due to the relevance of its content and learning outcomes to the course of study must be taken and for which credit must be awarded in order for an apprentice to remain in good standing on the course.

**Where relevant, an Optional module** is indicated in a list provided by the course-owning Division as one of a number of modules it provides for apprentices to take on an opt-in basis as part of their course of study.

*Where relevant, a***Pathway** is a route to through a course that is achieved by taking a combination of designated modules. Where a pathway results in the award of a new unique degree award title, the course specification must articulate course-level learning outcomes that are exclusive to the pathway concerned.

* *The precise structure of the following section can be modified according to need, e.g. to accommodate part- time courses, pathways; the removal of ‘optional module’ sections if not applicable in any stage of the course.*
* *Note that the normal expectation is that the termly module load will be equally balanced across the terms.*
* *Where there are multiple modes of delivery (e.g. full-time/part-time) the specification must make it clear how the different modes will work across stages/years.*

**Stage 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Compulsory Modules (TOTAL NO OF credits)** | | | | |
| **Module Code** | **Title** | **Level** | **Credits** | **Term(s)** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| **Optional Modules** |
| Apprentices must select XX credits at Level XX from a list of optional modules. |

**Stage 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Compulsory Modules (TOTAL NO OF credits)** | | | | |
| **Module Code** | **Title** | **Level** | **Credits** | **Term(s)** |
|  |  |  |  |  |
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|  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| **Optional Modules** |
| Apprentices must select XX credits at Level XX from a list of optional modules. |

**Stage 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Compulsory Modules (TOTAL NO OF credits)** | | | | |
| **Module Code** | **Title** | **Level** | **Credits** | **Term(s)** |
|  |  |  |  |  |
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|  |
| --- |
| **Optional Modules** |
| Apprentices must select XX credits at Level XX from a list of optional modules. |

# Inclusive Course Design

The School/Collaborative Partner *(delete as applicable)* recognises and has embedded the expectations of current equality legislation, by ensuring that the course is as accessible as possible by design. Additional alternative arrangements for apprentices with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

# Additional Information Associated with the Course Apprentice Support and Guidance

Key features of the support for apprentices include:

* + [Student Learning and Advisory Service](https://www.kent.ac.uk/student-learning-advisory-service)
  + [Library services](http://www.kent.ac.uk/library/)
  + [Student Support](https://www.kent.ac.uk/student-support) and Wellbeing
  + [Counselling Service](https://www.kent.ac.uk/studentwellbeing/counselling/)
  + Academic Adviser system
  + [Kent Union](http://www.kentunion.co.uk/)
  + [Careers and Employability Services](http://www.kent.ac.uk/ces/)
  + [Information Services](http://www.kent.ac.uk/is/)
  + Apprentice representation
  + Safeguarding

*Insert any additional School/Division-specific information about the support available.*

# Quality Evaluation and Enhancement

The policies, partnerships (where applicable) and quality assurance mechanisms applicable for the courses are defined in the following key documents:

* + - [Academic Regulations for Taught Courses of Study](https://www.kent.ac.uk/education/regulatory-framework/academic-regulations-for-taught-courses#regulations-taught)
    - [The Credit Framework](https://www.kent.ac.uk/education/regulatory-framework/credit-framework)
    - [The Codes of Practice for Taught Courses of Study](https://www.kent.ac.uk/education/regulatory-framework/codes-of-practice-for-taught-courses)

# Awards Standards

All University of Kent qualifications align with the Framework for Higher Education Qualifications (FHEQ) and Classification Descriptors for Level 6 Bachelors’ Degrees (Part B of Condition B5 of the Office for Apprentices Conditions of Registration) to assure appropriate standards for each qualification.

All Kent’s apprenticeship courses adhere to the requirements of the Institute for Apprenticeships and Technical Education (IfATE), the Education and Skills Funding Agency (ESFA), the Office for Students (OfS) and the Office for Standards in Education, Children's Services and Skills (Ofsted).

Proportionate and robust approval procedures, including external scrutiny and apprentice engagement are in place for all courses. Learning materials are written and all assessments are set and marked by academic staff who are required to apply the University’s academic standards.

# Review and Evaluation Mechanisms

Some of the key mechanisms in place to assure the standards of all University of Kent qualifications and the quality of the apprentice experience, include:

* + - Continuous monitoring: produced for all courses to review and enhance the provision and to plan ahead.
    - Independent external examiners: submit reports every year to confirm that a course has been assessed properly and meets the appropriate academic standards.
    - Periodic course reviews: carried out every five years to review how a course has developed over time and to make sure that it remains current and up-to-date. Improvements are made as necessary to ensure that systems remain effective and rigorous.
    - Independent assessors reviewing End Point Assessment elements of every course.
    - External trailblazers will review apprenticeship standards every 3-5 years.

# Feedback and Engagement

* + - Apprentices have an opportunity to raise issues via their Apprentice Voice Forum and the feedback is considered by Divisions and GLL. Apprentices can also express their feedback via module evaluations.
    - The principal channel for collecting feedback from apprentices is the National Student Survey..
    - Apprentices also have opportunities to get involved in governance. Apprentice representatives are appointed to represent the apprentice voice and give feedback in respect of their course of study and their School..

# Staff Development

The University continuously invests in talented and engaging educational staff, with a clear focus on staff development and embedding teaching excellence into staff performance and development reviews, reward and recognition; and develops staff to ensure that their practice is informed by developments in research, scholarship and industry, and ensuring that their own research is disseminated back into the relevant area.

Some of the staff development priorities include:

* + - PGCHE requirements
    - HEA (associate) fellowship membership
    - Annual appraisals
    - Professional body membership and requirements
    - Course team meetings
    - Research seminars
    - Conferences
    - Study leave
    - Equality, Diversity and Inclusivity (EDI) awareness
    - Mandatory training for Ofsted including Safeguarding and Prevent.

*Insert any additional School/Divisional-specific staff development opportunities.*

# Module Mapping Table

The tables below demonstrate how the course learning outcomes will be addressed by the modules[1](#_bookmark0) offered on the course and their link to the Knowledge Skills and Behaviours (KSBs). Apprenticeship KSBs Standard used – *[title and link].*

1 The KSBs are also mapped in each module specification.

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# Apprenticeship Knowledge Skills and Behaviours Mapping Table

The tables below demonstrate how the course learning outcomes link to the Apprenticeship Knowledge Skills and Behaviours (KSBs). Apprenticeship KSBs Standard used – *[title and link].*

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