

Programme specification

Additional guidance notes for

Apprenticeships 2023/24

These notes are to be read in conjunction with the main [Programme Specification Guidance Notes](#) and are only relevant if your proposed programme provides the academic content for a higher or degree apprenticeship.

Completing the programme specification

Basic programme information

Programme/course title
As per main guidance.

Short programme/course code
As per main guidance.

Apprenticeship standard title
Provide the name of the apprenticeship it should be distinct from the programme title.

Apprenticeship standard reference code
Confirm the apprenticeship standard reference as per the [Institute for Apprenticeships and Technical Education](#) (IfATE) website.

ESFA LARS Code
This can be obtained from the [IfATE website](#).

Programme/course code
Your Faculty Office or programme administrator will assist with allocating the code.

End point assessment type
Please select from one of the below as appropriate:

- **Non – integrated** - Where a standard's End Point Assessment (EPA) will be delivered by a third-party organisation
- **Integrated** - DMU will be required to deliver the EPA, as an End Point Assessment Organisation. The programme team will be required to apply for entry onto the [Apprenticeship Provider and Assessment Register](#) (APAR) for

each integrated standard.

- **Fully integrated** You will be required to deliver the aligned EPA through a final EPA assessment board whilst continuing to meet the requirements of an End Point Assessment Organisation. The programme team will be required to apply for entry onto the [APAR](#) for each fully integrated standard.

Level

As per main guidance.

Type

Please state whether the programme is single honours programme; pathway; or a specialisation within an overarching programme.

Mode(s) of delivery

Please select full-time mode of study for all apprenticeships where the learner will be studying more than 90 credits per year and part-time if fewer than 90 credits per year.

Duration

Please indicate the normal duration of the programme in months including allowance for EPA, for example 12 months, 36 months.

Relevant QAA subject benchmark statement(s)

As per main guidance. Remember to also consider the QAA apprenticeships characteristics statement which can support you. This is available from the [QAA website](#).

Details of accreditation by Professional, Statutory or Regulatory Body (PSRB)

As per main guidance.

Owning department

As per main guidance.

Highest award

The apprenticeship should be the highest award. Please see the main guidance document for the respective interim academic awards.

All possible award aims

As per main guidance.

All possible exit awards

As per main guidance.

Offered at the following campuses

As per main guidance.

Programme leader
As per main guidance.

Entry requirements

This section should include both the standard entry requirements for the programme, including UCAS tariff points, minimum entry requirements and arrangements for considering non-standard applications. Please identify any specific English language level requirements, for example International English Language Testing System (IELTS) and/or Mathematics.

All apprenticeship programmes are required to conduct skill scans and programme suitability discussions as part of the onboarding process for applicants. The process of assessing Recognised Prior Learning (RPL) in an apprenticeship forms part of the Initial Assessment during the onboarding stage of recruitment, comparing the individual's existing knowledge, skills and behaviours with those required in the apprenticeship standard to achieve occupational competence. Please see the apprenticeship related sections in the [RPL Guidance](#) for further information.

Completion of this section may require liaison with your faculty's admissions team.

Programme/course description

Characteristics and aims

As per main guidance.

Learning, teaching and assessment strategies

This section should outline the approach taken to teaching, learning and assessment in the programme:

- **Strategy:** to include learning approaches and the demonstration of consistency between teaching and learning methods and the aims/outcomes of the programme.
- **Key skills:** review the relevant occupational standard on the [IfATE website](#) and articulate the occupational profile, which describes the 'knowledge, skills and behaviours' (KSBs) needed for someone to be competent in the occupation's duties and embed these into the academic aspect of the apprenticeship.
- **Methods:** articulate the range of methods used to deliver learning to the students (eg lectures, laboratory work).
- **Assessment:** explain how the assessment strategies enable students to demonstrate the learning as per the programme outcomes, and identify the opportunities for formative assessment.

Programme outcomes

This section is intended to convey the level of intellectual demand and challenge set by the programme. It should be worded in terms of what you would expect a typical apprentice to be able to do when they finish the programme. When writing programme outcomes please refer to the level descriptors in the Office for Students (OfS) [sector-recognised standards](#). This document outlines the national qualification descriptors and provides for each descriptor a statement of outcomes, which is a statement of the national threshold academic standards for the qualification. It is extremely important to refer to the relevant qualification descriptor when drafting

your programme outcomes, to ensure that they conform to national standards. Please also refer to the OfS [sector-recognised standards](#) typical skills and attributes for each classification at level 6, if developing an honours degree.

Additionally, please ensure you consider the [QAA Characteristics Statement for higher education in apprenticeships](#) when designing your apprenticeship. The document confirms the necessity for providers to ensure a collaborative approach is taken with Employers and PSRB's when designing apprenticeships and sets out the details of what the distinctive features of an apprenticeship should be.

Careful consideration must be applied to the occupational standards set out in the [IfATE website](#). The occupational standard should contain an occupational profile, list of duties and the Knowledge Skills and Behaviours (KSBs) needed for someone to be competent in the occupation's duties. This is important when developing the programme outcomes and the following areas should be covered:

- **Duties:** Duties describe what someone in the occupation 'usually' does in the workplace. The occupational standard provides a clear list of these duties and the relevant KSBs that need to be demonstrated to achieve a particular duty are also listed
- **Knowledge:** The information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills:** The practical application of knowledge needed to successfully undertake the duties. They are learnt through training or experience.
- **Behaviours:** Mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

You may wish to include the relevant KSBs in brackets against the programme outcomes but this is not a requirement.

In completing this section, it is important to consider outcomes for the highest (intended) award but also outcomes for all possible exit awards. Outcomes for exit awards can be included in this section of the specification or under the structure notes section, if you prefer. Your faculty Associate Professor (Quality)/Head of Quality can provide examples of completed specifications to assist with this task.

Please include the below when considering each exit award:

- **Knowledge and understanding:** an overview should be provided of the knowledge and understanding of key concepts within the subject area.
- **Cognitive skills:** cognitive skills that a graduate of the programme should display should be articulated, for example the ability to process information, reason and relate and to undertake critical analysis and evaluation.
- **Subject specific skills:** these outcomes demonstrate the application of subject-specific knowledge. Sample outcomes might reference, for example, laboratory skills for science graduates or performance, production and creative skills for performing arts graduates

- **Transferable skills:** this refers to high level skills expected in a graduate in the areas of communication, numeracy, problem solving and IT, teamwork and interpersonal skills, and self-management and professional development.

Structure and regulations

Modules and credits

Please list all the modules which comprise the programme in the table provided.

- **Module code:** the four letter, four number unique identifier assigned to each module
- **Module title:** the name of the module
- **Credit value:** the credit value assigned to the module, for example 15, 30, 60 credits
- **Level:** the FHEQ level of the module: 4, 5 or 6 for undergraduate; 7 for postgraduate
- **SAP delivery session:** please choose the most appropriate duration of delivery from the table at the end of this section of the guidance.
- **Must take:** only mark the module as must take if in the context of the programme it must be studied (a core rather than optional module). Must take does not mean that the module must also be passed – it may be a module for which compensation can be awarded for a marginal failure.
- **Must pass:** only mark the module as must pass if in the context of the programme a student must achieve the pass mark. The End Point Assessment module is a must pass module. Marking the module as must pass means that no compensation will be allowed. It is not relevant to postgraduate programmes where a student has to pass all the modules to gain the award.
- **Pre-requisite:** if there is a module(s) at a previous level of study which must have been studied in preparation for the module in question, please list the module code(s) of the pre-requisite(s).
- **Location:** please list DMU and/or a partner institution campus.

Block delivery

ID	SAP session name	Approx from/to dates	
601	Block 1	Oct	Mid Nov
602	Block 2	End Nov	Beginning Feb
603	Block 3	Mid Feb	End April
604	Block 4	End April	Mid June
605	Block 5	Mid June	Beginning Aug
606	Block 6	Beginning Aug	End Sept
611	Block 1 and 2	Oct	Beginning Feb
613	Block 3 and 4	Mid Feb	Mid June
615	Block 5 and 6	Mid June	End Sept
620	Block 1 to 4	Oct	Mid June

Non-block delivery

ID	SAP session name	Approx from/to dates	
501	Autumn session	Oct	Dec/Jan
502	Spring session	Jan	June
509	Full year (autumn)	Oct	Sept
518	Full year (spring)	Jan	Dec

519	Summer session	June	Sept
520	Autumn and spring session	Oct	June

Any programme-specific differences or regulations

As per main guidance.

Programme intake codes in SAP

As per main guidance.