

University of Surrey

[Faculty / Department / School]

Validation of [programme] Degree Apprenticeship

**SUBMISSION DOCUMENT GUIDANCE AND TEMPLATE**

[Month / Year of Production]

**PLEASE NOTE: If you feel that a section is not applicable or is covered elsewhere within the document please do not delete the section, please just list NA or reference the relevant section.**

When preparing the validation documentation please bear in mind:

* The submission document is written for the panel
* The programme specification and module descriptors are public documents that are written for several audiences
* The information within the submission document should be an overview of the programme which is supported by the appendix, which contains further / more detailed information eg module descriptors

**Post event activity**

**If you are required to amend the documentation to meet any conditions and / or recommendations set by the panel following the review event please ensure that you *highlight* the changes so that the panel can easily locate the amendments.**

**Key**

#### Guidance text in red

#### Section titles and information required in black

#### **Templates**

The following templates can be downloaded from the [Quality Enhancement and Standards (QES) webpages.](https://www.surrey.ac.uk/quality-enhancement-standards/validations/validation-periodic-enhancement)

Programme specification

Module descriptors

Degree Apprenticeship Mapping template

Degree Apprenticeship Programme Structure template

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# PROGRAMME INFORMATION

|  |  |  |  |
| --- | --- | --- | --- |
| 1.1 | Name of Degree Apprenticeship Standard |  | |
| 1.2 | Faculty / Associated Institution submitting the validation documentation | Choose an item. | |
| 1.3 | Department submitting the validation documentation | Choose an item. | |
| 1.4 | Principal programme award and title  *The title of the programme should be concise, clear and be distinguishable from other programmes* | Choose an item. | Title: |
| 1.5 | Subsidiary award(s) and title(s) | Type of award | Title of Subsidiary award(s) |
| Choose an item. |  |
| Choose an item. |  |
| Choose an item. |  |
| Choose an item. |  |
| Choose an item. |  |
| 1.6 | JACs codes |  | |
| 1.7 | HECOS codes |  | |
| 1.8 | Framework for Higher Education Qualifications for England, Wales and Northern Ireland (FHEQ) level of study | Choose an item. | |
| 1.9 | Date of validation event | Click here to enter a date. | |
| 1.10 | Proposed start date | Click here to enter a date. | |
| 1.11 | Proposed end date | Click here to enter a date. | |
| 1.12 | Entry points | Choose an item. | |
| 1.13 | Length of study | Choose an item. | |
| 1.14 | Student intake target numbers *(projection for the first five years of the Programme)* | Student intake for Year 1 |  |
| Student intake for Year 2 |  |
| Student intake for Year 3 |  |
| Student intake for Year 4 |  |
| Student intake for Year 5 |  |
| 1.15 | Other Faculties/Departments/Schools supporting the programme, if any |  | |
| 1.16 | Integrated or Non-integrated End Point Assessment | Choose an item. | |
| 1.17 | Programme Leader |  | |
| 1.18 | Professional, Statutory or Regulatory Body (PSRB) or other external bodies that provide accreditation, endorsement or recognition of the programme |  | |
| 1.19 | Other external or collaborative body that contributes towards the programme |  | |
| 1.20 | Recruitment and entry requirements | *Ensure that you include information on: IELTs, and Level 2 qualifications in Mathematics and*  *English and functional skills* | |
| 1.21 | Level 2 English and Maths provider |  | |

### Programme rationale and aims

Provide a rationale for the introduction of the degree apprenticeship programme. Please ensure that you rationalise how the content of the programme is current and relevant.

Click here to enter text.

Detail how the proposed programme fits with the University, Faculty and Departmental Strategy.

Click here to enter text.

# INDUSTRIAL ACTIVITY

Provide information on employer consultation and engagement in the design and development of the programme.

Click here to enter text.

Provide information on how the programme will engage with industry and the extent of the involvement.

Click here to enter text.

#### In relation to the admissions process and programme design and delivery, please provide an indication of:

|  |  |
| --- | --- |
| **Question** | **Response** |
| How you will go about securing potential employer partners who will provide the required student numbers for the programme? |  |
| What role will the employer have in recruitment and selection of the apprentice and how does this fit in with the requirements of the University? |  |
| How will the Training Needs Analysis (TNA) and the Initial Needs Assessment (INA) contribute to the programme design to ensure that the programme is responsive to employer and learner needs? |  |
| How will the selection and enrolment process between the apprenticeship, employer and the University be managed? |  |
| How will the recognition of prior certificated learning (RPCL) and recognition of prior experiential learning (RPEL) be incorporated into the non-standard entry requirements? |  |
| How will competency in Level 2 English and maths be achieved? |  |
| What role will the employer have in the delivery of the programme? |  |
| How will you will work with employers to ensure that the working environment within which an apprentice is operating is appropriate to enable them to develop the required duties and Knowledge Skills and Behaviours (KSBs) for the relevant Apprenticeship Standard? |  |

*Post validation: The Initial Needs Assessment Template will need to be adapted by the programme team prior to the introduction of the programme. All modules must be included.*

# DEGREE APPRENTICESHIP STANDARDS

***Guidance***

Published Apprenticeship Standards describe the KSBs that are required to perform a specific job role and should be reflected in your programme and module learning outcomes, teaching and learning strategies and assessment choices.

Provide a mapping document that evidences how the programme maps to the Degree Apprenticeship Standard and Assessment Plan. A mapping template is provided but you may wish to design your own.

Mapping to the degree apprenticeship standard appendix number

Choose an item.

Explain how the programme design responds to the requirements set out in the relevant Apprenticeship Standard and Assessment Plan. Programmes should also take into account the relevant Framework for Higher Education Qualifications and subject benchmark statements.

Click here to enter text.

# PROGRAMME STRUCTURE

Provide a diagrammatic representation of your programme structure. A programme structure template is provided but you may wish to design your own.

Programme structure appendix number

Choose an item.

How many teaching blocks will there be per year?

Choose an item.

How many modules will a student complete each year?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

How many credits will a student complete each year?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

Will there be a project / dissertation?

Choose an item.

If yes number of credits

Choose an item.

|  |  |
| --- | --- |
| **Question** | **Response** |
| How will the work-based learning and off-the-job learning be structured and how will it contribute to the overall student experience? |  |

*Post validation: A timetable for the 20% off-the-job training will need to be agreed with employers in advance of the start of the programme.*

### Programme specification

***Guidance***

If the degree apprenticeship is based on an existing programme you will need to determine if the existing programme fits the brief of a degree apprenticeship where the focus is upon learning in the workplace in order to facilitate the acquisition and application of KSBs.

Provide the programme specification

Programme specification appendix number

Choose an item.

### Module descriptors

***Guidance***

One standard template is used across the University for all module descriptors at **FHEQ levels 4, 5, 6 and 7**.If existing modules are to be used thesewill need to be adapted to reflect blended learning. New modules are likely to be needed to be developed which focus on work-based learning, reflective practice/action learning/research projects in order to reflect the diversity of outcomes required in a degree apprenticeship. All modules should have new module codes even if they have been adapted from existing modules. These will be assigned after the programme has been validated. Please refer to the Code of practice for assessment and feedback to ensure that the modules meet University expectations.

TEL should be consulted in the design and delivery of each module. Please bear in mind that the development of a module with TEL is a six month process.

Post validation: Employers will need to be provided with a technical specification with what learners will require in terms of computers, software, connectivity, speakers, microphone etc.. This willl need to be provided and agreed with employers before the commencement of the programme. Please liaise with TEL in the first instance.

Provide the module descriptors.

Module descriptor appendix number

Choose an item.

# LEARNING AND TEACHING, ASSESSMENT AND FEEDBACK

### Teaching and learning strategy

**Guidance**

You will need to detail how the programme teaching and learning strategy has been informed by the University and Faculty/Department/School learning and teaching strategies to demonstrate how the programme is meeting the strategy at programme, Faculty and institutional level.

Provide an outline of the teaching and learning strategy of the programme which underpins the design of the curriculum and delivery of the programme.

Click here to enter text.

|  |  |
| --- | --- |
| **Question** | **Response** |
| Are the learning and teaching methods appropriate to enable the intended learning outcomes to be achieved? |  |
| How will arrangements for work place mentoring, coaching and support be managed and monitored? |  |
| What are the arrangements for personal/academic tutors? Please provide a rationale and remit. |  |
| How will student learning be supported? |  |
| Will there be externals who contribute to the delivery of the programme? How will they be trained and kept up-to-date? |  |

### 5.2 Assessment strategy rationale

**Guidance**

You will need to provide a rationale for the overall assessment strategy detailing how it will ensure that the students meet the module and programme learning outcomes. Module learning outcomes should have been developed to meet the programme learning outcomes. Also ensure that this section clearly details how this programme’s assessment strategy links to industry and what the employer contribution has been to the assessment design. The assessment framework also needs to take account of the KSBs articulated in the relevant Apprenticeship Standard. It is crucial that assessments respond to the relevant Standard and also take account of employer needs.

Provide the assessment strategy rationale.

Click here to enter text.

### 5.3 Assessment overview

**Guidance**

The purpose of the table below is to demonstrate to the panel that the assessment strategy meets the University’s requirements and demonstrates the assessment trends within the programme as the students’ learning and understanding increase. Please ensure that the assessment strategy is informed by the Code of practice for assessment and feedback.

The assessment type column should demonstrate whether the assessment is coursework or examination, with further details on its form, ie presentation, poster, written report, video blog, professional interview, essay, portfolio, multiple choice questionnaires or examination. Please ensure that you clearly differentiate between units and elements of assessment. Note unseen written examinations must be conducted in-house. Logistics therefore need to be taken in to account when determining the number, timing and length of examinations.

Please ensure that you specify whether the assessment is formative or summative, if an assessment is formative then it should not have any marks which count towards the module mark. All formative and some summative assessments should give students the opportunity to learn practices and content which will inform other assessments within the module, so essentially feed-forward.

The assessment length column should be used to detail the length of an exam, eg two hours, or coursework, eg 2,000 words etc.

The indicative timing column should be used to demonstrate the hand in deadlines for coursework and the timings of examinations, such as: coursework week 8 and examination week 13. When completing this section you should bear in mind the timing of each teaching block and allow enough time for the students to receive any feedback and analyse it in time to inform the next assessment. You also need to take into account the requirements of employers and how the learning and assessment framework meets their objectives and requirements and the requirements of the End Point Assessment.

Complete the table below.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module number | Module title | Teaching block and year | Formative / summative | Assessment type (unit/  element) | Assessment length | Assessment weighting | Indicative timing |
| 1 |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Question** | **Response** |
| Are methods of assessment appropriate to demonstrate the achievement of the learning outcomes and blended learning? Please provide examples |  |
| How will you ensure the comparability of the assessment load across the modules of the same credit volume? |  |
| Is the assessment loading similar within modules and across levels throughout the programme? |  |
| How have the number of the individual units of assessment and their weightings been determined? |  |
| Have a variety of assessment methods been used to test student achievements? Please provide examples |  |
| How have formative assessments been embedded into the assessment strategy and how are they being utilised? Please provide examples |  |
| How will the Log Book/e-portfolio, which is a requirement for the End Point Assessment, be managed and embedded into the programme in order to demonstrate competence in all the KSBs required for successful completion of the apprenticeship? |  |

### Alternative assessment

***Guidance***

All group work should normally offer an alternative assessment as all students should have the opportunity to re-sit any failed components. Where alternative assessments are required please complete the following table. Within the rationale column you need to demonstrate how the alternative assessment has been designed to stay as close to the original assessment as possible and allows the student to meet the module learning outcomes.

Complete the table below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module number | Module title | Original Assessment | Alternative assessment | Rationale |
|  |  |  |  |  |

### Assessment criteria

|  |  |
| --- | --- |
| **Question** | **Response** |
| Are any assessment criteria in line with the University Grade Descriptors? |  |
| Will external markers be involved eg the employer? What will be the extent of their involvement be? |  |
| How will external markers be supported by an academic member of staff? |  |

### Feedback

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***Guidance***

*You are not required to provide information on how feedback will be provided for each individual assessment.*

|  |  |
| --- | --- |
| **Question** | **Response** |
| Will the feedback meet the three-week turnaround deadline set by the University? |  |
| How will students receive feedback i.e via the VLE, verbal, written etc. |  |
| How will employers be involved in the feedback process? |  |

### End Point Assessment

**Guidance**

All apprenticeships must take an independent assessment at the end of their training to confirm that they have achieved occupational competence.

|  |  |
| --- | --- |
| **Non-Integrated Degree Apprenticeship** |  |
| **Question** | **Response** |
| How will the End Point Assessment be managed and the students supported to completion? |  |
| Please provide a list of organisations who could carry out the end-point assessment where the Standard specifies a non-integrated assessment requirement. |  |
| What, if any, conversations have you had with End Point Assessment Organsiations? |  |

|  |  |
| --- | --- |
| **Integrated Degree Apprenticeship** | **Response** |
| How will the EPA be integrated into the degree programme – this must still ensure that the EPA stands alone from the assessments required for the degree qualification. |  |

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### 5.8 Ethical issues

Provide details of any learning, teaching or assessment methods either as part of the degree qualification or as part of the End Point Assessment, that may present any ethical issues and how they will be addressed.

Click here to enter text.

|  |  |
| --- | --- |
| **Question** | **Response** |
| How will students be supported in gaining ethical approval for projects and educated about confidentiality? |  |
| How will you ensure confidentiality of sensitive company information? |  |

# QUALITY ASSURANCE

|  |  |
| --- | --- |
| Is the programme in line with section A of the University regulations? |  |
| What are the arrangements for re-assessment? |  |
| Are external examiners in place? |  |
| What are the arrangements for Boards of Studies and Boards of Examiners? |  |
| Is the use of External/Associate lecturers in line with the relevant Code of practice? |  |
| Is the public information for the programme accurate? |  |

# RESOURCES

### Staff development / training

Provide details of any staff development which has or will be taking place to support and develop the proposed programme, including the development and delivery of blended learning.

Click here to enter text.

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