Module specification

Additional guidance notes for Apprenticeships 2023/24

These notes are to be read in conjunction with the main module specification guidance and are only relevant where a module is to be used with an apprenticeship, either solely or where associated with a standard programme.

Compliance with consumer rights legislation

Please note that consumer rights legislation does not extend to apprenticeships however, you should still seek to adopt the same principles and approach as you would for a standard programme for consistency when it comes to enhancing the learner's experience.

Completing the module specification

Basic module information

Module title

As per main guidance.

Short module title

As per main guidance.

Module code

As per main guidance.

Credit value

As per main guidance.

Credit level

As per main guidance.

Owning department

As per main guidance.

SAP delivery session

As per main guidance.

Delivery mode

The default mode of delivery for an apprenticeship programme is full-time. If you feel that your apprenticeship requires a different mode of delivery, please contact the Department of Academic Quality to discuss this.

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

As per main guidance.

Module leader

As per main guidance.

Module appraisers/markers

As per main guidance.

Module pre-requisites

As per main guidance.

Ethics approval

As per main guidance.

Module description

As per main guidance.

Learning outcomes

The learning outcomes tell the students what they will be able to do upon completion of the module in terms of skills and knowledge acquired and applied at a specific level. The language and construction of the learning outcomes will align to the level descriptors appropriate to the level of study of the module.

Learning outcomes should also be taken from the occupational standard via the Institute for Apprenticeships and Technical Education (IfATE) website. The occupational standard contains an occupational profile, list of duties and the Knowledge Skills and Behaviours (KSBs) needed for someone to be competent in the occupation's duties, and is threfore an integral part when identifying learning outcomes.

Learning outcomes are linked to module assessment tasks (assessment components). Normally one assessment task will test more than one learning outcome, and a learning outcome can be covered by more than one assessment task. The university does not expect each learning outcome to be individually 'passed'. At the end of each learning outcome please indicate in brackets which assessment task(s) will test the student's achievement of the learning outcome.

Module learning outcomes need to link clearly to the outcomes at programme level (inclusive of the KSBs set out in the occupational standard) to demonstrate a clear congruence. They should be written in a way that allows both tutor and learner to understand what is required within the module academically and occupationally via the KSB's. Remember that learners should not be expected to demonstrate that they have reached this level until the end of the module. This may have an impact upon the types of assessment you create and when you set their submission date. The learning outcomes are

likely to be used with learners directly as they will be duplicated in the module handbook so you need to ensure that they are written to be accessible to this audience.

When developing the module learning outcomes, please indicate in brackets after the text which KSBs the learning outcome relates to.

Guidance on the writing learning outcomes appropriate to the level of study can be found in the OfS sector-recognised standards and Bloom's Taxonomy.

Example of a well written learning outcome:

a) "Propose solutions to a range of project management situations across the creative industries"

Reason: specific enough to be assessed yet wide enough to give students scope to adapt to their own ideas and work.

b) "Critically evaluate techniques for overcoming barriers to communication in individual and group situations".

Reason: Fits directly into the FHEQ; specific requirements make it easier to assess and award marks to those students who can show they can be critical and evaluative.

Example of a poorly written learning outcome:

a) "Establish an understanding of a chosen genre within a specific era"

Reason: how could this be assessed in any meaningful way?

b) "Apply creative imagination, connect with emotion, concentrate effectively and work with spontaneity"

Reason: multiple concepts wrapped up in one LO which need to be disentangled. All concepts, as stated, are difficult to assess or the act of assessing might discourage the idea being assessed

Assessment table

As per main guidance.

Type of assessment

As per main guidance.

Duration/volume

As per main guidance.

Assessment weighting %

As per main guidance.

Final assessment

As per main guidance.

Minimum threshold mark %

As per main guidance.

Essential component

This follows the same logic as the minimum threshold mark, above. Setting an assessment task as essential means that to pass the module a student must gain an at least an aggregate module mark of 40% in an undergraduate module or 50% in a postgraduate module and have achieved at least the minimum threshold percentage in the individual task(s) marked as essential. As above, this must be clearly explained to students. To mark an assessment task as essential please put an X in the essential component box.

In the undergraduate scheme essential components should only be set in discussion with the faculty's Associate Dean (Academic), and where there is a strong rationale, usually related to professional accreditation.

For postgraduate modules essential components can be set at the discretion of the programme board which owns the module.

For apprenticeships the End Point Assessment (EPA) module is a must pass module and all components of this module will need to be marked as essential.

Please note: essential components

If essential is ticked and the minimum threshold is left blank, the threshold will default to 40%, or 50% for postgraduate modules. If the threshold is not 40% or 50% please put the relevant percentage figure in the minimum threshold column.

Please remember that the use of essential components may result in students who have an overall module pass mark failing the module. If used, their use is not optional and must be applied across the whole programme cohort. Their use is normally limited to meeting PSRB requirements.

Anonymously marked

As per main guidance.

Assessment notes

Any relevant notes on the assessment regime described in the assessment table can be entered here, for example, brief additional details about the assessment tasks and their relationship to the module's learning outcomes. If any of the assessment tasks have been designated as must-pass i.e. EPA, or have had a minimum threshold mark set against them, a brief rationale should be provided in this section.

Details of any formative assessments leading to summative assessments can also be included here. This is particularly useful where a module is assessed by one 100% summative component.

If any of the assessment components are pass/fail this should be recorded in the assessment notes field.

Reassessment

As per main guidance.

Expected methods of delivery during off the job hours

Please describe, in language accessible to learners and other stakeholders, how the module will be delivered (for example by distance learning, work-based learning, lectures, seminars, lab sessions etc). Please describe the learning and teaching approach

which will be taken to support learners during their off the job hours, to achieve the learning outcomes, referring not just to how the module will be taught, but how the apprentices will learn. This section should include a breakdown of the types of off the job training hours that can be gained by studying this module.

There is a requirement to include hours per learning and teaching activity, per module and overall assessment hours, to equate to the credit value of the module. These should be included in the expected methods of delivery section in the following format – the below example is for a 30 credit module so should equate to 300 notional learning hours:

Student hours per module:

Lecture	30 hours
Seminar	60 hours
Practical	80 hours
Self-directed study	90 hours
Assessment	40 hours

Examples of the learning and teaching activities which can be included on module specifications are given below: *

On-site tutorial	a small or individual meeting in which a lecturer, or other member of staff gives learning support
On-site seminar	a smaller group meeting than a lecture, in which students and academics actively discuss information on a chosen topic
On-site lecture	a formal or informal learning opportunity where information, concepts or principles are delivered by a lecturer to usually a large group of students. Formal Lectures are often conveyed in a highly structured manner with minimal student contribution. Informal Lectures often involve interactive exchanges between students and lecturer. Both approaches introduce and disseminate new information and knowledge which is later reinforced with other learning
On-site workshop	involves a group of students who engage in intensive discussion and activity on a particular subject or project. This may be of a practical nature or based on shared theoretical concepts
On-site practical	a scheduled teaching session usually located in a laboratory environment on campus; where using equipment such as computers, clinical or scientific equipment is intrinsic to the student experience
On-site studio	studio teaching is a process of learning-by-doing, in which students develop the skills required to produce designs, gain an understanding of the application of technical knowledge to design situations, and explore how theory and action inform each other. Studio teaching is

	characterized by project-based work on complex and open-ended problems, typically involving the rapid iteration of design solutions with frequent formal and informal critique, involving interaction with peers as well as staff. The major goal of studio teaching is to guide students through the design process, while simultaneously teaching them about design
Synchronous session	a live session delivered via an online Web/VLE platform
Asynchronous session	an independent 'stand-alone' session delivered via a Web/VLE platform which has been pre-created to deliver academic content for access by students at their own-pace. Content is available 24 hours daily, 7 days a week
Online lecture	a formal teaching session which is structured to impart guidance/learning/information to students on-line but, which is used in collaboration with interactive educational content, providing opportunities to engage
Online seminar	a smaller group meeting, which is supported online via web conferencing tools, which provides students with an opportunity to develop their learning about a topic by engaging synchronously with peers and academic staff
Online tutorial	enables an individual or small group of students to directly engage with a lecturer via online platforms in order to provide learning support or clarify challenging concepts
Online workshop	provides students with the capacity to engage in intensive discussion and activity on a particular subject or project. This may be of a practical nature or based on shared theoretical concepts
Online laboratory	provides an interactive platform to enable students to engage in experimental learning
Online discussion	may take place as part of an asynchronous learning session or as synchronous academic work
Online demonstration	(usually delivered as a pre-recorded video) which provides learners with a visual representation of a practical skill which may later be applied by them in a practical situation. This could also be delivered via an online platform demonstrating specific skills, for example a clinical skills site
Online simulation	may be used to reinforce key concepts and let students explore them in a real-world context. Elements of course content can be applied to scenarios which can be supported by open source content to develop the richness of the learning materials/online engagement
Online game	enables students to gain practical experience in the digital environment thus enabling a rich learning experience but also an opportunity to virtually reflect their knowledge and competence within the game

Online case study	exercises delivered within an online environment enabling learning opportunities which are based within real or imagined situations
Online problem-based learning	exercise sessions online enabling students independently or in groups to develop practical responses to societal or practical problems
Online guided design	a process online in which students are supported to investigate, review and reflect independently on tools, research materials and learning resources which will support their responses to 'open ended 'problems
Placement	an experience that is intended to give the student insight into a practical element of the award they are studying
Field trip	an opportunity for students to spend time outside the University. This can be from a single one-off event to a residential opportunity
Self-directed learning	views learners as responsible owners and managers of their own learning process. Includes reading, online learning such as quizzes or pre-session preparation

*Information taken from the university learning and teaching glossary

Remarks

Please use this final section to include any additional useful information. Please provide details of the knowledge, skills and behaviours of the [apprenticeship standard](#) as appropriate.

Note on learning resources

As per main guidance.

What happens to the module specification after completion?

As per main guidance.