**[Please ensure all guidance notes, highlighted text within the square brackets and text box guide notes, are removed before consideration by validation panel]**

# University of Huddersfield Programme Specification

| **Including supplementary Apprenticeship guidance:** |
| --- |
| The regulatory context in which apprenticeships are delivered is very different to that of other higher education provision; it is essential that the apprenticeship programme and its delivery is ESFA compliant in order to draw down apprenticeship funding and to provide evidence for ESFA and/ or Ofsted audits. Early engagement with these documents are required to fulfil and evidence a number of these requirements in advance of the start of the apprenticeship. In April 2021, Ofsted were appointed as the external quality assurance inspectorate for apprenticeship training provision at Levels 6 and 7, which incorporates degree apprenticeships. Ofsted have been appointed to inspect the quality of the *apprenticeship provision* only, with [QAA](https://www.staffnet.manchester.ac.uk/tlso/quality/academic-standards-quality/) frameworks retaining responsibility for the academic content.  [QAA’s Characteristic Statement for Higher Education in Apprenticeships](https://www.qaa.ac.uk/quality-code/characteristics-statements/higher-education-in-apprenticeships-characteristics-statement)  [ESFA’s Funding Rules](https://www.gov.uk/guidance/apprenticeship-funding-rules)  [Ofsted’s Education Inspection Framework](https://www.gov.uk/government/publications/education-inspection-framework)  [Ofsted Inspection and ESFA Intervention](https://www.gov.uk/government/publications/provider-guide-to-delivering-high-quality-apprenticeships/ofsted-inspection-and-esfa-intervention)  The Rationale should include reference to any co-development with employers that has taken place. Have the course team already consulted with a professional body.  [End of guidance text.] |

|  |  |  |
| --- | --- | --- |
| 1. | Awarding institution [Normally the University of Huddersfield] | University of Huddersfield |
| 2. | Teaching institution [This will usually be the University of Huddersfield but may be a collaborating/ franchise partner.] | University of Huddersfield |
| 3. | School and Department |  |
| 4. | Course accredited by [Give details of any professional or statutory body which accredits the course.] | X or N/A |
| 5. | Mode of Delivery [State whether the course is full-time, part-time, sandwich, distance-learning, and include if block delivery is being used.] | I.e. Full-time (3 years) |
| 6. | Final Award [BA, BSc, MA, MSc, HND etc. Please ensure the award (qualification) you are using is on the University’s approved list of Titles of Awards in [A3.1 of the Regulations for Award](https://www.hud.ac.uk/policies/registry/awards-taught/section-a/). This is separate from the course title.] | I.e.  Bachelor of Science with Honours (BSc (Hons))  Master of Psychology (MPsych) |
| 7. | Course Title [Provide the full title of the validated course which should include the word ‘Apprenticeship’ in the title. This can be written together with final award (section 6) but please be aware this is a distinct entry.] | I.e.  BSc (Hons) Podiatry (Degree Apprenticeship)  Foundation Degree Nursing Associate (Apprenticeship) |
| 8. | Apprenticeship Standard and Code[Please identify the standard the course will be mapped to. The chosen standard must be marked as ‘approved for delivery’ from the Institute for Apprenticeships and Technical Education. <https://www.instituteforapprenticeships.org/apprenticeship-standards/>] | X  i.e. Nursing Associate (NMC 2018) ST0827 |
| 9. | Subject benchmark statement [Provide the titles of relevant [QAA benchmark statements](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements) (or the relevant [QAA Characteristics Statement](https://www.qaa.ac.uk/quality-code/characteristics-statements) if not applicable).  For further information on QA in Apprenticeships, please refer to: [QAA’s Quality Assuring Higher Education in Apprenticeships](https://www.qaa.ac.uk/docs/qaas/enhancement-and-development/quality-assuring-higher-education-in-apprenticeships.pdf?sfvrsn=f71ffe81_4) | X |
| 10. | Date of Programme Specification Approval [Provide the date when the programme specification was validated.] | I.e.  April 2010  Revised: August 2017  Revised: December 2019 |

## 11. Educational Aims of the Courses

The course aims include both the University of Huddersfield Graduate Attributes for all taught degree courses and specific course aims for the named award/s.

All taught degree courses enable graduates to develop the following attributes core to the University of Huddersfield.

### University of Huddersfield Graduate Attributes

1. Self-motivated
2. Commercially aware
3. Enterprising
4. Resilient
5. An effective collaborator
6. A confident leader
7. Globally and socially aware
8. Plans growth and development

|  |
| --- |
| **Guidance on aims for named awards:** |
| Provide brief educational aims specific to the proposed course/s. These focus more on the nature of the intended student experience (in contrast with the ‘Intended Learning Outcomes’ which focus on the nature of student achievement). The vocabulary used to express the aims should reflect the level of the course in the National Qualifications Framework.  This section should be written for an apprentice audience; an apprenticeship is first and foremost a job (known as ‘on the job training’) with a programme of higher and vocational education (off the job training) to meet the requirements of a specific Apprenticeship Standard and Assessment Plan.  Include how the requirement of a minimum of 20% off the job learning is quantified and how it will be delivered. Consider how End Point Assessment is developed in the course and how it is processed. Other things to consider; how employers may have been involved and supported the design of the course, work based learning which should relate to the apprenticeship knowledge, skills and behaviours set out in the apprenticeship standard. This section can also make reference to the career/ profession within the standard.  The course aims include both the University of Huddersfield Graduate Attributes for all taught degree courses and specific course aims for the named award/s. Emphasis in this section should be framed around the occupation the apprenticeship standard is developed for; describing employment destinations and trends including how employers and/ or professional bodies and the relevant apprenticeship standard have informed the development of the course.  [End of guidance text.] |

In addition, the named awards will provide:

1. X

## 12. Course Learning Outcomes

| **Guidance on Learning outcomes:** |
| --- |
| Course learning outcomes should give an accurate ‘portrait’ of a graduate’s knowledge abilities and skills after successful completion of the course. Remember that, in QAA Discipline Audit, you should be able to demonstrate how all the course outcomes are assessed. All outcomes need to evidence subject depth/relevance and be appropriate to the level of study as identified by the QAA guidance. Please bear in mind that you will need to identify which outcomes apply to which award, including interim (exit) awards in the learning outcomes mapping. For more detailed information on writing learning outcomes please see our guides:   * **‘**[**Designing Programme specifications’**](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/Programme_Specification_Template_Guidance.doc) **sections 2.1 and 2.2 (Stages 3 and 4).** * **‘**[**Designing Module Specifications’**](https://www.hud.ac.uk/media/universityofhuddersfield/content2013/services/registry/Module_Specification_Guidance-January2014.doc) **section 1.1 to 1.3. (also applies to CLOs)**   Learning outcomes in programme specifications may be categorised as follows:   * Knowledge and Understanding Outcomes including**:**   Intellectual Abilities   * Ability Outcomes including**:**   Professional/practical Skills and Common/Hard/Transferable/Key Skills  If specialist routes are included ensure these each have sufficient (a minimum of two although more may be required) distinct specialist learning outcomes identified.  Apprenticeship courses must explicitly reference the Knowledge, Skills and Behaviours outlined in the Apprenticeship Standard. This must be mapped in an appendix.  [End of guidance text.] |

On completion of the course, students will be able to:

### Knowledge and Understanding

1. X

### Professional/practical skills

1. X

### Transferable/Key Skills

1. X

## 13. Course Structures and Requirements, Levels, Modules, Credits and Awards

**13.1** X

|  |
| --- |
| **Guidance on Section 13.1** |
| Include information on the above in an abbreviated and accessible format. This information should be presented using a table and must include when the module is running in accordance with the academic calendar; identifying term 1, term 2, term 3 or yearlong as applicable. Each mode of attendance and each entry point onto the course will require its own table.  Course structure tables must show where the Gateway (and what is required) and EPA are in the course for both integrated and non- integrated courses.  For Integrated EPA, the EPA Plan will state how many credits the module must be and is therefore incorporated into the course before award. There still should be a clear separation between the apprenticeship programme delivery and the conduct of the EPA and cannot be carried out by academic staff who have taught on the apprenticeship. (Note, the University must submit a successful application to the Register of End Point Assessment Organisations for each integrated Apprenticeship Standard to conduct the EPA).  For most Non-Integrated EPA, it is expected that the Gateway will be reached after the completion of the final module and before the Course Assessment Board (CAB). A CAB is therefore required to confirm the final credits to progress to Gateway, but no award is conferred. Once the EPA has been taken and passed, the award must be conferred at another CAB. A contract with an EPAO (listed on the ESFA register) is required. The EPAO should be selected by the employer at the start of the apprenticeship and details should be included in the Training Services Agreement.  [End of guidance] |

[Please use the example provided below as a template:]

**September entry: full-time**

| **Level** | **Term** | **Modules** | **Status** | **Credit** | **Award** |
| --- | --- | --- | --- | --- | --- |
| F (FHEQ 4) | Term 1 | ABF0001: Structure of Matter | Core | 10 |  |
| F (FHEQ 4) | Term 2 | ABF0005: HR Management | Core | 10 |  |
| F (FHEQ 4) | Yearlong | ABF0099: Professional Skills | Core | 10 |  |
|  |  | etc |  |  | Cert HE (120 credits) |
| I (FHEQ 5) | Term 1 | ABI0003: Analytical Science | Option | 10 |  |
| I (FHEQ 5) | Term 2 | ABI0013: Inorganic Chemistry |  | 10 |  |
| I (FHEQ 5) | Yearlong | ABI0016: Integrating Studies 1 |  | 10 |  |
|  |  | etc |  |  | Dip HE (120 credits) |
| H (FHEQ 6) | Term 1 | ABH0026: Analytical Chemistry |  | 10 |  |
| H (FHEQ 6) | Term 2 | ABH0031: Synthetic Organic Chemistry |  | 10 |  |
| H (FHEQ 6) | Yearlong | ABH0036: Environmental Legislation |  | 10 |  |
|  |  | etc |  |  | BSc Hons (360 credits) |

### 13.2 Interim Awards

Write your text here. [Guidance provided below.]

| **Guidance on Section 13.2** |
| --- |
| Please ensure that where there is more than one route through a course that students cannot exit with a different named award having achieved the same modules. You may wish to consider using a generically titled interim (exit) award or making key modules compulsory for specialist named exit awards. These need to be clearly identified in this section.  Successful learners that complete degree apprenticeships (including EPA) will achieve both the Higher Education award (BSc, FD etc) and an apprenticeship (certified through the ESFA on behalf of the Institute for Apprenticeships).  [End of Guidance] |

### 13.3 Employment and Study

Write your text here. [Guidance provided below.]

|  |
| --- |
| **Guidance on Section 13.3** |
| This section must include how the apprenticeship works, how the time is split between employment and study. The ‘typical duration’ is outlined in an apprenticeship standard.    At least 20% of the apprentice’s paid hours, over the planned duration of the training period within the apprenticeship must be spent on off-the-job training. Off the job training must be directly relevant to the apprenticeship framework or standard, teaching new knowledge, skills and behaviours required to reach competence in the particular occupation and can include teaching theory, practical sessions, mentoring, shadowing or completing assessment tasks. This must be quantified as to how it will be achieved using examples.    Modules must reflect apprenticeship delivery and competencies relevant to the apprenticeship standard and job role.  [End of Guidance] |

## 14. Teaching, Learning and Assessment

**14.1** Write your text here. [Guidance provided below.]

|  |
| --- |
| **Guidance on completing section 14** |
| This section should enable apprentices to understand how the learning outcomes and Knowledge, Skills and Behaviours are to be demonstrated and should also reference the assessment plan required for achievement of the apprenticeship, stating the Gateway and EPA requirements.  Teaching & Learning Strategies and Assessment Strategies for the course should be aligned to the course learning outcomes and should represent a distillation of the Teaching & Learning and Assessment Strategies used on the course’s modules. A clear picture of the student’s learning journey through the course should be provided. Please evidence both how the curriculum is inclusive and how PDP is embedded in the course - please see [guidance](#_Other_required_information).  Please explain how both Personal Development Planning (PDP) and inclusive approached to LTA are addressed for the award.  **Personal Development Planning:**  All higher education institutions are required to have in place arrangements for Higher Education Progress Files (HEPF). An HEPF must include, in addition to an academic transcript, “a fully operational and auditable Personal Development Planning (PDP) process”. PDP is described as “a structured and supported process undertaken by students to reflect upon their learning, performance and/or achievement and to plan for their personal, educational and career development.” PDP must feature in all student’s courses at every stage and this must be reflected in the Programme specification.  There is no separate heading on the programme specification for PDP, but designers of specifications should ensure that the students’ opportunities for PDP (whether as part of course delivery and/or assessment or as part of the personal tutor arrangements) are described in appropriate detail in this section (14). This provides a summary and partners the PDP mapping completed in the appendices.  **Careers and Employability:**  From January 2022 course teams are asked to demonstrate how the LTA strategy prepares students for relevant graduate outcomes. This section of the PSD should cover the top relevant (typically a maximum of 6) graduate outcomes for the programme and address the ways in which the LTA strategy (including reference to specific modules, or assessments) prepares students for the relevant graduate outcomes (including, where applicable, self-employment,) and what hard and common skills, knowledge and experiences the curriculum develops. Careers provision supports and contributes to the PDP requirement set out above.  **Equality, Diversity and Inclusivity:**  The UK Quality Code states that:  ‘Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, disabled students and non-disabled students are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary. Offering an equal opportunity to learn is distinguished from every student having an equal chance of success, because this is dependent on a range of factors including their motivation and engagement in learning.’  This section of the PSD should outline how inclusive learning, teaching and assessment practice are developed and implemented within the curriculum (as part of the design process the course team may wish to consult with Student Services and refer to the [HEA guidance on embedding Equality and Diversity](https://www.heacademy.ac.uk/knowledge-hub/embedding-equality-and-diversity-curriculum-0))  The University operates an [Inclusivity Framework for Course Design](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/InclusivityFrameworkforCourseDesign.pdf). The design of the course needs to be inclusive, however, there may still be some instances where disabled students are placed at a disadvantage. Legislation requires that ‘reasonable adjustments’ be applied in such circumstances. Course Teams should make clear within this section how such reasonable adjustments may be managed where they relate to any key LTA practices for the named award.  British Values are a key element within Personal Development for apprenticeships. British Values have been written in response to some of the issues set out in the UK Prevent Strategy and are designed to underpin the principles of a democratic and free society such as:   * recognition and respect for the democratic process * respect for the rule of law * Individual liberty * respect and tolerance of others   Apprentices benefit from regular curricular opportunities to consider the importance of equality and diversity and effective pastoral sessions that cover topics connected with fundamental British Values. At an Ofsted Inspection, this should be clear with Leaders, Staff and Apprentices must understand of principles of where these relate to their learning and work and be clear on their own responsibilities and behaviour standards.  For an example of how Teaching & Learning and Assessment Strategies might be aligned to Learning Outcomes in a programme specification, refer to Section 2.2 of ‘[Designing Programme specifications’](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/Programme_Specification_Template_Guidance.doc) (Stage 7).  [End of guidance on section 14] |

## 15. Support for Students and their Learning

| **Guidance on completing section 15** |
| --- |
| Provide a brief statement of student support both at University level and at the level of the School and/or Course. If the set-up of a course requires additional or bespoke support, such as part-time routes, January starts, and distance-learning, please ensure this is clearly evidenced in this section.  University level: You might include references as follows:   * “The Library (library and computing facilities) provides induction and ongoing support for all students”. * “A distributed network of learning support units is available to all students.” * “Student Services provides specialist advice in the areas of careers advice, pastoral care and chaplaincy, day care nursery, counselling, accommodation and welfare, financial support, disability support, a shop for part-time work, sports facilities etc.” * “The International Office provides help and support for all overseas students.”   School level: You might include school-based induction, learning support units, and personal tutor systems.  Course level: You might refer to Apprentice Handbooks, Module Guides, year tutors and personal tutors.  Reference is needed to the tripartite relationship with the University, employer and apprentice. These meetings are used to review and set targets and monitor the learner’s progress against the target to meet the 20% off the job training requirement. Formal record of these meetings must be maintained within the evidence pack.  [End of Guidance on Section 15] |

**[You may wish to use the example text provided for section 15 below:]**

**15.1** Support for students undertaking this course operates at University, School and Course level as follows:

**15.1** Support for students undertaking this course operates at University, School and Course level as follows:

**15.2 University Level**

The University provides a range of centralised support services to students. This includes:

**15.2.1 Wellbeing Services**

There are a range of support options available through the wellbeing Service. The [wellbeing webpages](https://students.hud.ac.uk/help/wellbeing/) provide a more detailed explanation of these but support includes:

* Wellbeing and mental health support
* Welfare support
* Counselling
* Getting Back on Track with your studies
* Groups and workshops
* Self-help resources
* Support for student parents

The wellbeing Service also enables students to access a free, confidential platform called Togetherall. [Togetherall](https://togetherall.com/en-gb/) has a range of self-help options to support emotional and mental wellbeing including advice, information and guidance, groups and courses to address emotional and mental health difficulties and support forums.

The service also delivers to support to students who have experienced harassment, bullying, hate incidents or hate crimes. You can find out more information about this on their [share and support page](https://students.hud.ac.uk/help/wellbeing/share-support/). The Share and Support tool is an online form which enables you to share and seek support for incidents. You can choose to complete this anonymously or provide your details so that we can contact you and offer support.

The service also supports students with GP registration so all students have access to treatment. The University Health Centre is a GP practice that is situated on the edge of campus. If you aren’t registered with a GP then you can consider registering with the health centre. You can find information about the practice on the [Health Centre web page](https://www.universityhealthhuddersfield.co.uk/).

**15.2.2 Disability Services**

Disability Services work with students who have one or more of the following: specific learning difficulties such as dyslexia; mental health difficulties such as anxiety and depression; an autistic spectrum condition; hearing impairments; visual impairments; long term medical conditions such as diabetes or cancer and physical or mobility difficulties. Where a disability or condition may have an impact on study, the service works alongside a student to identify the impact and coordinate appropriate support or adjustments. You can find out more about Disability Services on [their website](http://www.hud.ac.uk/disability-services/).

**15.2.3 Careers and Employability Service**

The Careers and Employability service provide support to students with:

* Jobs, work experience and volunteering
* CVs, applications and interviews
* Advice on further study
* Using assessment centres and psychometric tests
* Continued advice as a graduate

More information on their services can be found on [their website](https://students.hud.ac.uk/opportunities/careers/).

**15.2.4 The Student Finance Office**

Although apprentices are funded through the apprenticeship levy, the Student Finance Office services include:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on the [student finance website](http://www.hud.ac.uk/students/finance)

**15.2.5 Computing Services**

Computing Services provide induction and ongoing support for all students. More information on the range of computing services can be found on [their website](https://students.hud.ac.uk/studies/it/).

**15.2.6 Library** **Services**

Library Services provide induction and ongoing support for all students. More information on the range of library services can be found on [their website](https://library.hud.ac.uk/).

**15.3 School Level**

* + 1. The School of [insert school] provides additional student support using a variety of approaches:

**15.3.2** Please list any further School level resources

**15.4 Course Level**

At course level support is provided by:

* X

**15.5 Support in the Workplace**

This section should also include support whilst at work outlining roles such as Line Manager, Practice Supervisor, Mentors etc as an apprenticeship is more likely to be successful when the employer is proactively involved in supporting the apprentice. An indicative schedule of workplace visits and how support will be provided available remotely is useful.

It should be noted that attendance and absence reporting will be in accordance with University regulations, but the employer must also be notified of absence.

## 16. Criteria for Admission

| **Guidance on completing section 16** |
| --- |
| * Entry requirements for an apprenticeship with a University qualification should not differ from those for the same, non-apprenticeship course. * Applicants must be employed by a suitable organisation and would normally be interviewed by the employer initially (preferably with a member of University staff present too). * Apprentices must be ‘eligible’ as outlined in [ESFA’s Funding Rules](https://www.gov.uk/guidance/apprenticeship-funding-rules). * A requirement of all apprenticeships is that learners must have evidence of Maths and English at GCSE Grade C/ Level 4 at Gateway. Where this is not an entry requirement (normally on postgraduate courses), the PSD must stipulate the support provided to students who do not have Maths and/or English and how this is accommodated into the wider course. * Briefly state the University’s (and where appropriate the professional/statutory body’s) requirements for admissions governing the course. You will find these in[Section 1.5 of the Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-1/). * Give a brief account of additional admission requirements such as interviews. * State any opportunities for mature students to apply for admission with credit (see [Section 3 of the Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-3/)) and, where relevant outline any opportunities for the accreditation of prior and experiential learning.   [End of guidance on Section 16] |

**[You may wish to use the example text provided below: ]**

**16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at University. We encourage local, national and international applications. Further information for [International Students can be found on their website](http://www.hud.ac.uk/international) however, there are eligibility rules for apprentices from Education and Skills Funding Agency and these would come first.

**16.2** The University provides opportunities for the accreditation of prior learning (APL) as stated in [[Section 3 of the Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-3/).](https://www.hud.ac.uk/policies/registry/awards-taught/section-c/) Learners will be assessed on an individual basis and any applicable prior learning will be accounted for, evidenced and deducted from cost as funding cannot be used to pay for training for skills, knowledge and behaviours already attained by the apprentice.

**16.3** Evidence Pack:

* Prior to entry to the apprenticeship, applicants will agree to the terms set in the evidence pack. This will include the commitment statement, which will be signed by the apprentice, the employer and the University as the main education provider for the apprenticeship.

**16.4** The University’s general minimum entry requirements are specified in Section 1.5 of the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-1/)**.**

**16.5** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:

Telephone**:** 01484 472675

Email: disability@hud.ac.uk

Further information is available on the [disability services website.](http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices)

Further advice on the specific skills and abilities needed to successfully undertake this course can be found by contacting the admissions tutor and by visiting our [course finder website page](http://www.hud.ac.uk/courses/).

**16.6** However, the specific entry requirements and admission criteria for the courses are detailed below:

* [Identify requirement here]

## 17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

| **Guidance on completing section 17** |
| --- |
| Using accessible language and avoiding University jargon (including acronyms), briefly refer to the processes for quality enhancement at both University and School level.  University level: Include references to:   * Outcomes of periodic reviews. * The University’s effective external examiner system. * Mechanisms for student feedback (including independent student satisfaction survey).   School level: You might mention course evaluation questionnaires, Student Panels, student representation on committees etc. Apprenticeship specific methods would include Employer Feedback too.  This section can also include apprentice feedback and representation and responsiveness to view of employers.    The ESFA Learner Satisfaction Survey and Employer Satisfaction Survey provided supplementary sources of information on the quality of apprenticeship programmes from an apprentice and employer’s perspective and outcomes should feed into the University’s quality monitoring process.  The School will also be responsible for producing a Self Assessment Report and Quality Improvement Plan to assist with Ofsted requirements.  [End of Guidance on Section 17] |

**You may wish to use the example text provided below:**

**17.1 University:** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s; [Quality Assurance Procedures for Taught Courses and Research Awards](https://www.hud.ac.uk/policies/registry/qa-procedures/).

**17.2 School:** X

## 18. Regulation of Assessment

| **Guidance on completing section 18** |
| --- |
| Using accessible language and avoiding University jargon (including acronyms), briefly outline those assessment regulations applying to the course which would be of interest to prospective students – for example specific PSRB requirements or PVC approved deviations from standard university arrangements. [End of Guidance on Section 18] |

**You may wish to use the example text provided below:**

**18.1** University awards are regulated by the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught) on the University website.

Quick links to the [Regulations for Taught Students, procedures and forms](https://www.hud.ac.uk/registry/current-students/taughtstudents/) can be accessed on the University website.

**19. Indicators of Quality and Standards**

| **Guidance on completing section 19** |
| --- |
| Using accessible language and avoiding University jargon (including acronyms), provide brief details of (a) the outcomes of recent Subject Reviews and/or Discipline Audits and (b) recent professional body reviews. [End of Guidance on Section 19] |

Public funds are used to fund apprenticeships and as such this course will be regulated by the Education and Skills Funding Agency to ensure appropriate management of funds and standards of education:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency/about>

**19.1** [Please list indicators here]

| **Guidance on other required information** |
| --- |
| **Appendices:**  Appendices must include:   * Appendix 1: Mapping of graduate attributes to the course * Appendix 2: Mapping of module learning outcomes to course learning outcomes for all modules (including optional modules) and all awards (including exit awards) * Appendix 3: [Subject benchmark/s](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements) to course learning outcomes mapping (please use the [QAA Qualifications Descriptor](https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks) where there is no available subject benchmark) * Appendix 4: PDP mapping * Appendix 5: An assessment schedule, for all modules including optional modules, and identify the final assessment submission point for the course overall (for each entry point). * Appendix 5: A CAB structure – please see [CAB Models guidance](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/TaughtCourseAssessmentBoardExampleStructures.docx) * Appendix 6: Mapping of module/ course learning outcomes to Knowledge, Skills and Behaviours form the Apprenticeship Standard.   **Note:** For apprenticeship programmes it would be appropriate for an ‘Apprenticeship Handbook’ to replace the more standard course handbook. Employers also prefer to have an ‘Employer Handbook’ including arrangements for support of work based learning and liaison with employers and apprentices and mentoring.  Please refer to the [Validations Checklist](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/ValidationChecklistSeptember20209.docx) for more information on appendices requirements. Further appendices may be required dependant on the nature of the course or for any PSRB requirements. It may also be helpful to include mapping for major with minor subject awards to clarify which modules belong to the major subject area and which belong to the minor subject area. [End of Guidance text] |

**PSD Appendix 1**

**University of Huddersfield Graduate Attribute (HGA) Mapping to Modules**

| **Module code** | **HGA 1**  **Self-motivated** | **HGA 2**  **Commercially aware** | **HGA 3**  **Enterprising** | **HGA 4**  **Resilient** | **HGA 5**  **Effective collaborator** | **HGA 6**  **Confident leader** | **HGA 7**  **Globally & socially aware** | **HGA 8**  **Plans personal development** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **XFENEW1** |  |  |  |  |  |  |  |  |
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* Please map all modules per award, including option and sandwich modules, where these meet one or more of the HGAs **✓**
* This applies to all UG and PGT awards
* Please use this mapping in conjunction with section 23 of the [MSD](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/Module_Specification_Template_May2021.docx) and the [HGA Mapping Guide](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/HGAsMappingGuide.xlsx)

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| If any modules have met an attribute against ‘other’ rather than one of the subcomponents on the MSD please add the module code and the details of how this has been met below: |

**PSD Appendix 2**

**Modules mapped to course learning outcomes (CLOs)**

**Course learning outcomes for the final award of X [i.e. BSc (Hons Psychology)]**

* Please map routes separately; identify the outcomes that apply to any exit awards (both UG and PG); include all optional modules
* Learning outcomes may be assessed at different levels
* The University’s Regulations for Awards apply in relation to the required credit accumulation for the relevant award.

**Modules mapped to CLOs by award**

| **CLO** | **XFENEW1** | **XFENEW2** | **XFENEW3** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** | **XFENEW4** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLO1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO2** | **** |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO4** |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO5** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO6** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| On meeting all of the above: Cert HE [add name i.e. psychology] / PG Cert [add name] | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **CLO** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **CLO** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| On meeting all of the above: Dip HE [add name] / PG Dip [add name] | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **CLO** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| On meeting all of the above: Bachelor’s Degree [add name] / MA / MSc [add name] | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **CLO** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **CLO** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| On meeting all of the above: BA/BSc (Hons) [add name] | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**PSD Appendix 3**

**Subject Benchmark Mapping**

Demonstration of how course learning outcomes map onto the relevant [QAA subject benchmark](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements) statement (Section 6 Benchmark Standards) (or, mapping to the relevant [QAA Characteristics Statement](https://www.qaa.ac.uk/quality-code/supporting-resources) if no subject bench is applicable):

**Course learning outcomes (CLOs) mapped to subject benchmark**

| **Subject Benchmark Statements for X subject** | **CLO1** | **CLO2** | **CLO3** | **CLO4** | **CLO5** | **CLO6** | **CLO7** | **CLO8** | **CLO9** | **CLO10** | **CLO11** | **CLO12** | **CLO13** | **CLO14** | **CLO15** | **CLO16** | **CLO17** | **CLO18** | **CLO19** | **CLO20** | **CLO21** | **CLO22** | **CLO23** | **CLO24** | **CLO25** | **CLO26** | **CLO27** | **Etc** |
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| **6.1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6.2** | **** |  |  |  |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6.3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6.4i** |  |  | **** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6.4ii** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **etc** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**PSD Appendix 4**

**PDP Mapping**

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| **Guidance on completing Appendix 4** |
| What do you need to do for your student’s PDP?  Diagram of three linked boxes showing the three steps ofthe PDP process connected by arrows.  **Step 1: The PDP Grid**  All courses will naturally do a lot to support PDP. The Mapping Grid is a simple way of:   * Recognising and validating the activities contributing to PDP; * Identify additional steps which might be taken.   Check those that you will build into your course offer in the grid below marked Step 1  **Step 2: Use the Careers Continuum, select the right approach for your course.**  Career content refers to the tailored careers messages and activities students get as part of their course, (**many can be delivered by course teams using off-the-shelf resources from the Careers Service)** which are complemented by the GPA and broader embedded employability.  Because one size doesn’t fit all, we have shown below how career inputs range along a continuum (1-5, with 1 being least intensive and 5 being the most intensive).  **Career Inputs Intensity**   |  | | --- | | **1 2 3 4 5** |  |  |  |  | | --- | --- | --- | | **Signposting** | **Targeted** | **Embedded** | | **Approach** | **Approach** | **Approach** | | Raising awareness of the actions students should take and support available through info and comms at key points (mainly information and sign-posting; *few*, if any learning activities). | Course relevant careers inputs (information *and* learning activities) each year in curriculum (in module or in programme, e.g. consolidation week) | A planned, tailored and substantial programme of activities and info / comms in each year delivered mainly via dedicated space in (core) modules with credits attached. |   **Reflect on these prompt questions**   |  |  | | --- | --- | | **Aspect** | **Reflective questions** | | **Type of students and the student experience** | 1. What challenges do your students face (e.g. demographic, educational, psychological)? 2. How well do your students do with developing their career thinking and implementing their plans? | | **Graduate Outcomes (GO) data and Labour Market (**talk to your Careers Consultant and use the EMSI labour market information database**)** | 1. Does the subject lead to a low or high proportion of students getting graduate level careers / study? 2. If the GO results are good, what do you need to do to maintain that strong performance? 3. Are relevant opportunities expanding or contracting nationally, or geographically localised? 4. Are relevant opportunities well-advertised or part of the ‘hidden’ jobs market? 5. Are relevant occupational routes complex and hard to navigate? 6. Are relevant opportunities characterised by short term contracts, portfolio working, etc.? | | **The curriculum (content, teaching and assessment)** | 1. What careers inputs / issues are already included in the modules? 2. How do discipline issues and methodologies enable careers issues to be addressed? |  * Discuss the above with your Careers Consultant. If there is not time for this to happen before the validation event, the discussion should occur within 12 months. * If you want to adjust the level of career input specified in the PSD at any stage after the validation event, this can simply be done by updating the PSD and submitting it your School Quality Administrator for inclusion in the next SAVP. Please note that should changes be required to Section 14 of the PSD as a result of Appendix 4 updates you may be required to submit a Validation Proposal. Please speak to your School Quality Administrator for advice.   Please record the number (1-5) from the Careers Continuum which best corresponds to the type of careers content you want to provide for your students under Step 2: Careers Continuum.  Discuss with your Careers Consultant as is necessary. [End of Guidance Text] |

Demonstration of how personal development planning (PDP) is embedded and progressed through the course, evidencing the strategy on PDP summarised in section 14 and available in the [University’s PDP Guidance document](https://www.hud.ac.uk/registry/qaguidesandforms/taught-courses/):

**Step 1: The PDP Grid**

|  |  |  |  |
| --- | --- | --- | --- |
| **PDP Outcomes** | **Embedded in the Programme**  ***Check all that apply*** | **School based provision**  ***Check all that apply / add any additional provision*** | **Extra-curricular**  ***Indicate any you will take special steps to promote or include*** |
| Reflective learning  Career planning  Personal growth | Professional training as part of the programme  HGAs embedded in programme and mapped in PSD & MSDs  Other employability skills embedded in the programme  Employability module(s)  Enterprise skills activities / modules  Work experience  Live projects  Placement Unit inputs  Support using academic  Feedback  Reflective learning  Independent final year projects  GPA sessions  Other activities relating to wellbeing, resilience, happiness etc.  Other (*Please specify*) | PAT meetings and resources  Other (*Please specify)* | Careers Appointments  Careers Readiness Survey  Careers Workshops  Careers events / fairs  MyCareer and JobShop  Disability workshops  Wellbeing workshops  Big White Wall  Enterprise workshops and special projects  SU Societies Officers Training  SU training  BAME training  Employability Mentoring  Other relevant online learning (e.g. LinkedIn learning) (*Please specify*)  Other (*Please specify*) |

**Step 2: Careers Continuum**

Demonstration of the level at which tailored careers messages, which are additional to, and complemented by, the broader embedded employability activities within the University (including the GPA). Please select a level which is indicative of this activity. More advice can be found in the PDP Folders on the [Employability Resources SharePoint site:](https://hudac.sharepoint.com/sites/U92-INT-EmployabilityResources)

|  |  |
| --- | --- |
| Please record the number (1-5) from the Careers Continuum which best corresponds to type of careers content you want to provide for your students. |  |

**PSD Appendix 5**

**Assessment Schedule**

Outline assessment schedule showing the nature and timing of summative assessments for all modules contributing to the course, including optional modules and identifying the very last submission point for the whole course:

| **Module Code** | **Assessment Task** | **Week number** | **Last Submission of course ()** |
| --- | --- | --- | --- |
| **XFENEW1** | Task 1 CWK 20% | Wk 9 |  |
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**CAB Model**

Please select a CAB Model, please see our [guidance on identifying a CAB Model](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/TaughtCourseAssessmentBoardExampleStructures.docx):

| **Model** | **Mode of Study** | **Course Start Month** | **Length before Main CAB** | **Expected Month for Main CAB** |
| --- | --- | --- | --- | --- |
| A | UGT FT | September | 9 months | June |

**PSD Appendix 6**

**Mapping to Apprenticeship Standard: Knowledge, Skills and Behaviours**

Demonstration of how modules or course learning outcomes map to the relevant apprenticeship standard.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **KSB** | **MODULE/ CLO** | **MODULE/ CLO** | **MODULE/ CLO** | **MODULE/ CLO** | **MODULE/ CLO** | **MODULE/ CLO** | **MODULE/ CLO** | **MODULE/ CLO** | **MODULE/ CLO** |
| **KNOWLEDGE** | | | | | | | | | |
| **K1:** |  |  |  |  |  |  |  |  |  |
| **K2:** |  |  |  |  |  |  |  |  |  |
| **K3:** |  |  |  |  |  |  |  |  |  |
| **K4:** |  |  |  |  |  |  |  |  |  |
| **Etc** |  |  |  |  |  |  |  |  |  |
| **SKILLS** | | | | | | | | | |
| **S1:** |  |  |  |  |  |  |  |  |  |
| **S2:** |  |  |  |  |  |  |  |  |  |
| **S3:** |  |  |  |  |  |  |  |  |  |
| **S4:** |  |  |  |  |  |  |  |  |  |
| **Etc** |  |  |  |  |  |  |  |  |  |
| **BEHAVIOURS** | | | | | | | | | |
| **B1:** |  |  |  |  |  |  |  |  |  |
| **B2:** |  |  |  |  |  |  |  |  |  |
| **B3:** |  |  |  |  |  |  |  |  |  |
| **B4:** |  |  |  |  |  |  |  |  |  |
| **Etc** |  |  |  |  |  |  |  |  |  |