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# 2031 Learning Framework Operationalising the Principles: for Higher and Degree Apprenticeship (HDA) Programmes

**2031  
LEARNING FRAMEWORK**

Centre for Academic Practice Enhancement



# Operationalising the Principles

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## Introduction

This document lays out the quality standards expected within undergraduate **and postgraduate higher and degree apprenticeships (HDA) programmes**, and thus indicates how the 2031 Learning Framework principles and their features will operate from 2025/26. It is targeted at colleagues within both academic and professional service teams across all three campuses, whether delivering full or part time higher and degree apprenticeship undergraduate or postgraduate taught programmes.

This document should be read in conjunction with the [Glossary of 2031 Learning Framework Terms](#) and guidance materials associated with the Learning Framework. The principles of the 2031 Learning Framework have been tailored to the apprenticeship context, in consultation with the Centre for Apprenticeships and Skills (CAS) and faculties, providing a level of flexibility for programme teams. If further flexibility is required, beyond those laid out in this guidance document, programme teams are required to make a case to be discussed during Sprint meetings, to be signed off subsequently by the Director of Quality and the Chair of Assurance Committee (as relevant).

The design of all apprenticeship programmes must adhere to the following to be eligible for funding:

***“ An apprenticeship is a job with training. Through an apprenticeship, an apprentice will gain the technical knowledge, practical experience and wider skills and behaviours that they need to be competent in their immediate job and future career. The apprentice will gain this through:***

- ***Formal off-the-job training (which is the responsibility of the provider); and***
- ***The opportunity to apply these new skills in a real work environment, in a productive job role (which is the responsibility of the apprentice’s employer).”*** (DfE, 2024)

Where apprenticeships programmes are aligned to standard degree programmes the following should be noted:

***“Degree apprenticeships work best when all elements of learning contribute to the award of the degree qualification, the achievement of the apprenticeship and the realisation of employers’ expectations of a competent individual. To support this, under the new policy, the degree learning outcomes must be aligned with the knowledge, skills and behaviours (KSBs) in the***

apprenticeship standard. This is a key change, as it requires the development of bespoke degrees to support a degree apprenticeship.” (IfATE, 2022)

# Operational Quality Standards

## Principle 1: Our Academic Year

### Feature 1.1: Three semesters

*An academic year of three 10-12-week semesters will be in operation for taught components of UG and PG programmes, with some elements applying to HDA programmes.*

- It is recognised that apprentices are all in employment, hence they typically work and study across an extended, full calendar year.
- HDA programmes may be aligned to some elements of the academic year, such as progression or assessment boards, although some apprenticeships will operate boards throughout the calendar year.
- HDA programmes may share a start date with UG and PG programmes where possible but are also likely to include multiple start dates across the calendar year.
- Semester 3 of the academic year concludes in July. During August, apprentices are required to evidence learning (for funding), which is likely to be more work-based and on-the-job, rather than scheduled off-the-job learning.
- Programme Assessment Boards considering progressing profiles will be held at the end of semesters, as relevant, aligned to UG boards (currently June, August), although some apprenticeships will operate boards throughout the calendar year.

#### Notes:

- Undergraduate HDAs:
  - HDA programmes may schedule induction activities shared with non-apprenticeship programmes during week 0, with teaching commencing from week 1.
  - HDAs will require study across a calendar year, rather than academic year.
  - It is recognised that apprentices will be required to evidence learning beyond the 10–12-week semesters across the calendar year.
- Postgraduate HDAs:
  - HDAs will require study across a calendar year, rather than academic year.
  - It is recognised that apprentices will be required to evidence learning beyond the 10–12-week semesters across the calendar year.
  - Postgraduate Programme Assessment Boards for HDAs considering finalist profiles will be scheduled to align to the submission of the final dissertation/major study (currently November; February) operating across all campuses.

### Feature 1.2: Three potential entry points

*UG and PG HDA programmes will normally operate up to three entry points, as standard, in any one academic or calendar year, although some HDAs will require additional and moveable entry points.*

- The number of entry points per year for HDA will be determined by the employer and market demand, where proven, with more entry points required in some HDA programme areas.
- It is acknowledged that flexibility may be required at validation, to accommodate employer requirements for multiple entry points.

### Feature 1.3: Two consecutive semesters of study for full-time apprentices

*Operating across two consecutive semesters will be non-standard for HDA programmes*

- Some HDA programmes require apprentices to be active across all 3 semesters; whilst others may study over a 6-month period across 2 semesters.

## Principle 2: Programme Structure

### Feature 2.1. Common first year across cognate groups (where relevant)

*This feature is not relevant to HDA programmes.*

### Feature 2.2: Limited module options

*There will be limited module choice within all UG and PG HDA programmes as standard. Elective (non-compulsory) modules are not universally provided, unless different pathways are required by the Apprenticeship Standard or employer.*

#### **Number of elective modules:**

- Undergraduate: At level 4, all modules are normally core, with no elective modules (choice) offered. At level 5 and 6, there will normally be no more than two elective modules per academic year, unless the apprenticeship standard requires specific specialisms to be offered; teams can select which semester the elective modules run (i.e. spread across semesters or within one).
- Postgraduate: teams can select the number of 'elective' versus 'core' modules, as relevant to their programme design, cohort size and resources available. Elective modules can run in any semester.

#### **Viable module numbers:**

Minimum viable numbers should be met, whether the module is core or elective. These numbers vary between UG and PG as follows:

- Undergraduate: no fewer than 15 apprentices in each module.
- Postgraduate: no fewer than 12 apprentices in each module.

#### **Number of elective and module options:**

- Both the number of elective modules and number of options available will depend on apprentice cohort numbers. It should be made clear to apprentices and their employers that modules will only run if the minimum numbers have been met.

#### **Shared module options:**

- HDA programmes can share optional modules to support operational efficiencies and ensure that viable numbers have been reached for modules to run. However, apprenticeship standards may require different pathways than those available or undertaken by students on non-apprenticeship programmes.

#### **Considerations:**

- It is not expected that all HDA programmes will offer a choice of modules. Where module options are not provided teams should make it clear where apprentices can personalise their programme (see feature 5.1) if not through modular choice.
- Note, access to modules may be restricted for certain apprentices due to operating a 3-day timetable; to mitigate this, where there are elective modules operating, the entire cohort will need to be scheduled for the same days of the week.
- Apprentices will be assigned to a module group (akin to a seminar group) and thus may be in more than one group.

## **Principle 3: Module Structure**

### **Feature 3.1: Four 30-credit taught modules**

*30-credit modules are normally expected to operate across all UG and PG HDA programmes as standard.*

#### **Delivery modes:**

- Modules can be taught concurrently (i.e. two modules taught across the twelve weeks) or in series (i.e. one taught in a block of 6 weeks intensively, followed by the other module). Hence, modules can be taught in blocks.

#### **Use of 15-credit modules:**

- *Undergraduate:* No more than two 15-credit modules should operate in any one academic year.
- *Postgraduate:* Up to four 15-credit modules are permissible in any one academic year, in multiples of 2, where they are relevant to a programme.

#### **Shared modules:**

- Where relevant to do so, HDA programmes may offer modules with other programmes to support operational efficiencies and enable viable numbers to be reached for modules to run.

#### **Module titles:**

- For all 30 or 60 credit modules, module titles should aim to convey the breadth, depth and reach of the topics an apprentice will be learning. This will help ensure the module is enticing to prospective UG/PG apprentices.

### **End Point Assessment (EPA) Module Size**

- It is accepted that EPA modules may be of different sizes, as set out in the Apprenticeship Standard EPA Plan. An adjustment for those modules will not be required.

### **Feature 3.2: Two modules each semester for full time apprentices**

*It is expected that two modules per semester for taught components of the UG and PG will typically apply to HDA programmes. In any one semester, this may increase to three if there are two 15-credit modules operating.*

- The development of Knowledge, Skills and Behaviours (KSBs) and/or professional competence should be embedded within taught (core and elective) modules as standard. This will ensure that each module is standalone (3.3: no pre-requisite modules), is underpinned by practice and supports the professional / graduate competencies (5.2: integrated curriculum).
- During the EPA period, there may be more (or less) than two modules running at any given point.

### **Feature 3.3: No prerequisite modules within a level of study**

*There should be no prerequisite taught modules across all HDA programmes within a level of study as standard, with the exception of EPA.*

- All taught HDA modules should be designed to be standalone wherever possible. This supports flexibility of use (e.g. shared provision).
- It is accepted that EPA-related modules will require successful completion of all prior 'on-programme' modules to meet EPA Gateway requirements, and thus all are pre-requisites for undertaking EPA.
- It is accepted that if a programme has a professional competency requirement, this may be a prerequisite module and is permitted under the framework. As is the case for all HDA programmes, a separate adjustment will therefore not be required for pre-requisites associated with the EPA and integrated work placement modules.

## **Principle 4: Groups**

### **Feature 4.1: Apprentice groups**

*The grouping of apprentices for taught sessions will operate across all HDA programmes as standard.*

- It is noted that apprentice groups will differ from standard student groups with regards to their learning experience as a consequence of apprentices being primarily based in the workplace.
- It is accepted that groups will not be aligned to Academic Advising group interactions, as Tripartite Progress Reviews (TPRs) fulfill this function for HDAs.

#### **Allocation of group:**

- Apprentices are assigned to a group for each of their modules, and thus will be in different groups for different modules. In future, our systems will be set up to accommodate common groupings across modules.

### **Flexibility to change their group:**

- Apprentices will be able to change their group within the 2 weeks of enrolment or by the end of teaching week 1 (or within a week of enrolling for late starters) and will thereafter be expected to remain in that group for the remainder of the academic/calendar year.

### **Group size:**

- Apprentice group sizes will depend on the programme and cohort size and be aligned to minimum viable module numbers for all core and elective modules (15 for UG and 12 for PG) and level of study:
  - *Undergraduate*: groupings may be up to 35 and no fewer than 15 in each module.
  - *Postgraduate*: groupings may be bigger (up to 40) and no less than 12
- Wherever possible, groups within a cohort (or programme) should be of an equitable size.
- Specialist and computer, or employer provided, room capacity may inform and/or limit group sizes.

### **Merging or splitting groups:**

- In the apprenticeship context, groups can be merged or split on the grounds of health and safety; equipment access; room availability; room size; pedagogical rationale.
- Minimum viable module numbers should be retained when splitting groups.
- There is variation in the expectations for merging groups by level of study, as follows:
  - *Undergraduate*: maximum of 2 groups routinely merged, with flexibility for larger programmes (cohorts exceeding 100).
  - *Postgraduate*: Groups can be merged as and when required

## **Principle 5: Integrated Curriculum Design**

### **Feature 5.1: Principles for curriculum design**

*The curriculum design principles (inclusive, flexible, personalised and impactful) should operate across all HDA programmes as standard.*

- Programme teams should make clear in what ways the programme is inclusive, flexible, personalised, and impactful, as an integral part of its design, delivery, and evaluation.
- These design principles should be demonstrated across the whole programme, and where possible within every module. These principles should be made clear within the programme information and module information template and apprentice handbook.

### **Feature 5.2: Embedded practices**

*These practices are expected to be embedded and demonstrated in every UG and PG HDA programme as standard. These should be incorporated across the whole programme rather than within every module.*

- Our embedded practices are drawn from our 2031 Strategy, as characteristic of our educational approach. The extent to which each is integrated will vary by programme and can be further enhanced over time, to extend their integration and focus.
- It is accepted that our embedded practices may not be applied in the same way in HDA programmes as in our standard UG or PG programmes, as some themes are already well-embedded including practice-led learning, employability, co-leadership. Graduate

competencies are also understood to be covered by KSBs and aligned to professional competence.

- The safeguarding of apprentices should be evidenced within the curriculum and incorporate their health and wellbeing.
- British Values should be evidenced within the curriculum across all apprenticeship programmes.
- If an apprentice does not hold and has been able to evidence the required level 2 qualifications in maths and English qualifications upon entry, functional skills must be completed in advance of the EPA gateway. It should be clear, within programme documentation, where, when and how functional skills development will be supported.
- Functional skills development is not only concerned with the achievement of level 2 qualifications but should be embedded within the curriculum design to promote ongoing and higher-level development. This should be clear within programme documentation.
- Our embedded practices are listed in alphabetical, non-priority order:
  - Co-leadership, demonstrated through participation of representatives or nominees in the curriculum design process (through consultation groups; apprentice forums or paid co-design roles) and embedded co-leadership opportunities within the programme (such as to make choices; co-design /negotiate their learning activities; lead apprentice communities or enrichment activities).
  - Digital literacy, demonstrated through experience of using a range of technologies and building apprentices' digital competencies and confidence to help them succeed in their studies and in the workplace.
  - Employability, demonstrated through the development of KSBs and/or professional competence within the workplace, as relevant to their apprenticeship and position.
  - Employer engagement, demonstrated throughout, as an ongoing part of the apprenticeship, including through Tripartite Progress Reviews (TPRs).
  - Health and wellbeing, demonstrated through the provision of ongoing support to encourage apprentices to take action to achieve and prioritise good health and wellbeing, as part of safeguarding practices.
  - Inclusive curriculum, demonstrated through all components of the curriculum and achieved through the continual development of the following dimensions of inclusion: mindset; context; identities; practices; wellbeing, and collaborative working.
  - Internationalisation, demonstrated through global collaborative learning and/or research; learning between peers from different countries, cultures, and backgrounds; taking social responsibility for global issues, inequities, and injustice.
  - Practice-led learning, demonstrated using practice-led, experiential pedagogies, enriched by work-based learning, professional/industry practice; as well as opportunities to align and apply their learning within the workplace and the world beyond the 'classroom' (i.e. societal, employment, HE).
  - Research-informed teaching, demonstrated through providing learning through doing research, learning about how to research, learning through critiquing the research of others (research and scholarship) and learning from and engagement with academic research communities of practice

- Sustainable Development Goals, demonstrated through commitment to incorporating our strategy themes and UN Sustainable Development Goals (and beyond 2030, their successor), within the curriculum, as relevant to the discipline.
- A list of centrally supported technology will be updated routinely, with specialist technology to be identified by faculty.
- Programme teams will need to demonstrate across the validation documentation how each practice is integrated within programme and module information documents.
- These embedded practices contribute to our three integrated themes stipulated in [Strategy 2031](#) - Equity and improvements in health and wellbeing; Inclusive socio-economic development and enriching lives through culture; Sustainability of Community and the Environment.

## Principle 6: On-campus and Online Teaching

### Feature 6.1: Three days on-campus teaching

*As standard, there will be no more than three days of timetabled teaching and learning activity (online or on-campus) across the working week for UG and PG HDA programmes.*

- All required learning activity for apprentices must take place within an apprentice's normal working hours. This includes all on-the-job and off-the-job learning activity and HDA programme design and documentation must reflect this legal requirement.
- It is recognised that a significant majority of learning takes place in the workplace and therefore on-campus time may be limited. Apprentices will not be required to attend timetabled sessions over more than three days a week. These days do not need to be scheduled consecutively, unless required. Sessions which are timetabled only during the morning or afternoon will count towards one of the three days.
- It is recognised that where apprentices are required to attend campus sessions on multiple days per week, the days should be timetabled consecutively to meet employer and apprentice work pattern needs.
- Apprentices may choose to be on campus outside of timetabled days or sessions to use the facilities.
- Our working day will continue to operate from 9.00am and 9.00pm with occasionally weekend working.

#### Directed hours:

- Directed hours apply to timetabled taught sessions or guided activity, as part of independent study. Both contribute to the apprentices off the job learning.
- *Undergraduate*: Directed learning hours may vary by level of study, with more at level 4 than levels 5 and 6 to correspond with apprentices' increasing levels of autonomy and independence. Programme teams are not required to decrease directed learning hours across levels of study.
  - At levels 4, the number of directed hours should not fall below 10 hours per week, across all modules, to align with the sector average.
  - The average directed hours that FT apprentices can expect is 12-15 hours per week (maximum 22 hours).
  - At level 6, the number of directed learning hours should not fall below 6 hours per week.

- *Postgraduate*: At level 7, the number of directed learning hours should not fall below 8 hours per week, to align with the sector average of 8-10 hours.
- The maximum number of directed learning hours cannot exceed three days on campus.

#### **Timetabled taught activity:**

- It is recognised that for all apprenticeships the primary site of learning is the workplace, with timetabled sessions being delivered using a variety of approaches (masterclasses, specialist workshops and block teaching) and can take place on the employers' premises, online and/or on campus.
- Tripartite Progress Reviews (TPRs) play a key role in providing coaching support for independent professional learning development.
- It is also accepted that the teaching approaches may vary according to the nature of the apprentice learning experience, employer needs and professional practice norms. These approaches could include the following (as relevant to the employer, curriculum, programme design and apprentices):
  - masterclasses
  - specialist workshops
  - teaching sessions
  - guest speakers
  - project work
  - demonstrations
  - lab sessions, practicals, or workshops
  - supervision or revision sessions
  - fieldwork
  - external visits
  - enrichment activities (e.g. competitions, global collaborative group work)
  - 1:1 meetings.

#### **Independent learning activity:**

- All required learning activity for apprentices must take place within an apprentice's normal working hours. This includes all independent learning activity and HDA programme design and documentation must reflect this legal requirement.
- Both UG and PG apprentices will be expected to undertake independent study, as part of their off the job learning; some of which should be directed by programme teams and scaffolded through the virtual learning environment (such as through key concept videos, curated content, quizzes, discussion forums). NB: independent study can also be in the form of on the job learning where it contributes to the development of the KSBs required by the apprenticeship standard (see below).
- Where modules are shared with other non-apprenticeship programmes, consideration should be given to the parity of work and expectations between the learning experience of apprentices.
- Programme teams should monitor apprentices' engagement and progress with directed independent study activity, including through TPRs.

- Independent study activities should be related to the programme and the KSBs required by the apprenticeship standard. These can include a mix of directed and non-directed activities, such as:
  - preparation for teaching sessions
  - follow-up work
  - research based activity
  - wider reading
  - practice
  - watching key concept videos and other curated content
  - completion of assessment tasks
  - revision
  - group work outside of teaching sessions
  - academic study support
  - contributing to discussion forums
  - volunteering (if permitted within normal working hours)
  - engagement with professional communities of practice (if permitted within normal working hours)
  - quizzes.

**Off the job learning hours** (see Apprenticeship regulations, section 1.5):

- Directed hours (taught and independent study) count towards off the job hours and contribute towards the development of new knowledge, skills and behaviours (KSBs). The proportion of off-the-job learning hours will vary but will normally exceed the required statutory minimum of 6 hours per working week for all HDA programmes.
- Off-the-job learning hours must include an element of synchronous learning activity even where this is provided online.
- Off-the-job learning hours may take place on an employer's premises, on-campus, online or a combination of these.

**On the job learning hours**

- All apprenticeships must include *the development of the KSBs specified within the relevant apprenticeship standard. This includes off the job learning and "the opportunity to apply these new skills in a real work environment, in a productive job role" (DfE 2024).*
- *"Apprenticeships work best when learning and experience in the workplace and off-the-job training delivered by the training provider are fully integrated and mutually reinforcing." (IfATE, 2022).*
- All HDAs require more notional learning hours than the statutory minimum off the job hours to align with HE qualification expectations and as a consequence, some required learning towards developing apprenticeship KSBs must take place on the job.
- On the job learning activities must support the development the KSBs required by the apprenticeship standard and be discussed and agreed with the employer to promote the effective integration of on and off the job learning. On the job learning can include activities such as:
  - *Orientation/Induction: Activities that introduce apprentice to their role, working practices and working environment, such as organisation specific codes of conduct and procedures.*
  - *Shadowing: Observing the working practice of an established member of staff for a period of time, to learn about relevant aspects of their job role.*

- *Co-working: Working together with another employee to carry out tasks and duties in the work environment that are relevant to their job role.*
- *Practice simulation: Undertaking a real-life scenario or procedure through simulation before putting it into practice.*
- *Demonstration: Watching a specific task or a particular process being carried out by an established member of staff to learn how to carry out the task/process themselves.*
- *Self-instruction: Taking time to find out about something or to practice a procedure to help apprentices develop the knowledge, skills and behaviours relevant to their job role.*
- *Delegation: Being assigned a task that would normally be carried out by a colleague to help apprentices develop knowledge, skills and behaviours relevant to their job role.*
- *Job rotation: Where apprentices engage in a range of job roles/activities to help them develop knowledge, skills and behaviours relevant to the apprenticeship standard.*

#### **Online delivery:**

- Online synchronous sessions can be timetabled, as and where required, provided that there is a sound rationale for doing so, apprentices are taught in groups, and sessions are engaging and interactive.
- The level of online learning will vary by HDA programme.
- It is expected that apprentices will also have access to a curated, virtual learning environment to support their off the job learning. This should include directed asynchronous learning (independent) activity, such as interactive learning materials, discussion forums, watching key concept videos, podcasts, curated resources, independent research, quizzes.

#### **Notional (learning) hours:**

- All required learning activity for apprentices must take place within an apprentice's normal working hours. This includes all notional learning hours and HDA programme design and documentation must reflect this legal requirement.
- Universal notional learning hours (10 hours to one credit) guide the number of hours of learning required per module and for programmes. For HDA programmes, these are calculated in the same way as other UG/PG programmes. For example:
  - *Undergraduate:* a level 6 degree apprenticeship will typically equate to 3,600 notional hours of learning and 360 credits. A level 5 higher apprenticeship with an integrated foundation degree will equate to 2,400 notional hours of learning and 240 credits.
  - *Postgraduate:* a level 7 degree apprenticeship will equate to 1,800 notional hours of learning and 180 credits. A level 7 higher apprenticeship delivered through a postgraduate certificate will equate to 600 notional hours of learning and 60 credits.
- Notional learning hours can cover scheduled learning sessions (in-person and/or online), independent learning and work-integrated learning; all of which can be delivered on or off-the-job as long as the learning contributes to the development of KSBs.
- Timetabled hours will vary by discipline and level of study with independent study hours varying by apprentice (i.e. some apprentices will take longer to study or complete an assessment than others). It is recognised that apprentices will undertake independent study at weekends and during holidays periods, hence outside of the formal teaching weeks. Both timetabled and independent study hours can constitute directed learning.
- The notional hours per week are indicative and the intensity of learning hours per week can vary (e.g. when completing assessments).

- Within module information templates, programme teams will be required to indicate a split between scheduled and independent learning hours.

### **Feature 6.2: Engaging and interactive on-campus and online activities**

*Directed on-campus and online learning activities should be engaging and interactive across all apprenticeship programmes as standard.*

- On campus, workplace and online scheduled learning activities will normally be provided in groups.
- Engaging and interactive activities should be relevant to the apprenticeship and programme context and can include:
  - opportunities for dialogue and debate
  - sharing of work or collaborative learning
  - practical or experiential learning activities.
- A range of learning technologies can be used to enhance engagement and provide opportunities for active collaboration, ahead of, during, and following on-campus, workplace, online synchronous learning activities. These include My Learning, Microsoft Teams, whiteboards/bulletin boards, polling software and social media.

#### **Large group teaching sessions:**

- Larger group taught sessions should be interactive and engaging, in the context where groups of apprentices have been merged together (e.g. for guest lectures; industry speakers) (c.f. pg. 5).

#### **Online activities:**

- Online engaging and interactive scheduled (synchronous) learning sessions are permitted (c.f. pg. 9).
- Outside of scheduled learning sessions, it is expected that apprentices have access to directed independent study activities (asynchronous). These should be engaging and interactive (e.g. interactive learning materials, discussion forums, watching key concept videos, independent research podcasts, curated resources).

### **Feature 6.3: Key concept videos, recorded and shared online**

*Key concept videos will be expected to be made available to apprentices in advance of scheduled learning activities on UG and PG apprenticeship programmes as standard.*

- Videos should aim to be concise, with the length appropriate for the topic.
- The recording of complete lectures will not be required and should not be a replacement for timetabled activity.
- The videos should be shared a week (and no later than 48 hours) in advance of timetabled activity.
- Key concept videos should:
  - be engaging
  - provide clear and concise explanations of important theories, principles, or ideas
  - be relevant to a specific topic or theme embedded into the curriculum
  - be signposted and have clear actions and activities that help scaffold apprentices' learning

- be linked directly to the learning outcomes
- be referenced within the directed learning activity.
- The number and use of key concept videos will be influenced by the content of the module, learning outcomes and KSBs, level of study, and apprentices' and employer needs. Programme teams should plan when and where the videos will be used most effectively and scaffold accordingly. They may choose to incorporate more videos within the first four weeks of every semester to build up key knowledge and/or accommodate late starters.
- Programme teams can make use of other high-quality curated content alongside key concept videos, including Open Educational Resources (OER) or content co-created / led by apprentices and employers.
- Use expertise from across your subject area or faculty to create key concept videos, to share the workload and make effective use of resources. Videos should be shared in My Learning and in the university's video hosting platform, for programme teams to draw upon when needed.
- The use of key concept videos supports a 'flipped learning' approach, which enables apprentices to focus on further developing KSBs in the context of the workplace
- Videos should be scaffolded alongside other, directed independent learning activities, upholding TEL Threshold Standards (for before, during and after taught sessions).

## Principle 7: Assessment

### Feature 7.1: Programme-based and authentic assessment

*Programme-based and authentic assessment should be evident within all UG and PG apprenticeship programmes as standard.*

- **Programme-based assessment:**
  - Programme teams will be expected to work together to set assessment methods and deadlines across all modules; and take account the nature of the EPA requirements (non-integrated or integrated EPA).
  - There should be a range of methods of assessment that enable apprentices to demonstrate achievement of programme learning outcomes and knowledge skills, and behaviours across the HDA programme. This does not mean that apprentices are required to demonstrate programme learning outcomes multiple times.
  - Innovative assessment methods (such as use of AI) can be used within the programme as appropriate and to provide variety but are not expected within every module.
  - Apprentices will continue to be expected to adhere to academic integrity standards.
  - Where more than one assessment is required (2 per 30-credit; up to 4 for 60 credit module), one (or more) deadline(s) should be scheduled at the mid-point (see feature 7.2), to spread out assessments throughout the academic year.
- **Authentic assessment:**
  - Authentic assessment is essential for all apprenticeship programmes and is a key consideration at programme approval.
  - Authentic can be expressed in one of two ways within assessment:

- *Type of assessment method used* – where an assessment has relevancy to a professional, business, industry, practice or research-aligned context. The assessment method will be based on workplace tasks and/or involve reflections in/on practice.
- *Learning outcome (or KSB) being demonstrated* – where one or more core professional competence is being assessed.
- Programme teams will be required to discuss the ways in which their assessments are authentic as part of their assessment plan and design, as part of the Sprint meetings.
- An adjustment will be necessary for apprenticeships that require one or more exam(s) as a professional requirement, set by the PSRB.

### **Feature 7.2: Assessments are limited to two per 30-credit module; one mid-semester or module**

*No more than two assessments per 30 credits will operate across all UG and PG apprenticeship programmes as standard, except where an EPA Plan dictates otherwise. Where two assessments are required, one should be mid-semester/mid-module.*

- Deadlines for multiple assessment methods associated with the EPA can be scheduled together as required by the relevant apprenticeship EPA Plan
- For 'on-programme' modules, programme teams should have one assessment point for a 15-credit module; can select up to two for a 30-credit module and up to four for a 60-credit module.
- Where more than one assessment is planned, deadlines should be spread out to distribute the assessment load.
- Module leaders should plan their assessment deadlines in conjunction with other modules running within the same semester.
- The 15 working-day turnaround deadlines for marking and feedback are expected, as per our regulations.
- A portfolio form of assessment is permitted providing that there is only one assessment deadline given (for 30 credit modules; two per 60 credit modules).
- Programme teams can select the weightings applied to each assessment where two or more assessments are required.

### **Feature 7.3: Formative feedback throughout module**

*Formative feedback will be expected within all UG and PG apprenticeship programmes as standard.*

- Multiple approaches to formative feedback are encouraged (including peer to peer, group/cohort feedback, self-assessment, multiple choice questions, knowledge checks), alongside formal formative feedback (such as feedback on plans or drafts of full assessment).
- The use of technology is encouraged to support effective formative feedback.
- It should be made clear to apprentices where feedback has been given, as well as the different forms of formative feedback they have received.
- Apprentices should be supported to build their assessment literacy and understanding of the assessment process.
- It is recognised that routine Tripartite Progress Reviews (TPRs) provide a key additional formative feedback opportunity, scheduled every 12 weeks and including the employer, apprentice and skills coach/tutor.

### **Feature 7.4: Multiple re-sits of mid-semester/module assessments at Levels 4**

*This feature does apply to UG apprenticeships, delivering level 4 modules. It does not apply to all PG apprenticeship programmes as standard.*

Where this feature applies:

- It is understood that for level 4 apprenticeship programmes, the opportunities for EPA re-sits as specified within the apprenticeship EPA Plan will apply.
- Level 4, apprentices who fail a mid-point assessment should be given the opportunity to resubmit the same assessment (except in the case of multiple-choice questions (MCQs), or exams<sup>1</sup> [see Assessment and Progression Regulations for Taught Programmes, E6.4]) within the semester. This will be counted as their first attempt.
- Apprentices should submit the same assessment and draw on the feedback given (with some exceptions, as indicated above). They should resubmit before the end of the module/semester. For MCQs, apprentices will have multiple re-sit opportunities within the module/semester.
- Should an apprentice fail their resubmission, and the module has ended, they would have one further re-sit attempt. This can be taken at the next assessment point (see Assessment and Progression Regulations for Taught Programmes, E6.1).
- Should an apprentice fail their further resit attempt, and there are no more assessment opportunities, Apprenticeship Regulations, sections 12 and 13 apply.
- There will be no capped mark applied to mid-semester/module resubmissions, as levels 4 re-sit are not capped (see Assessment and Progression Regulations for Taught Programmes, E6.6). Exceptions may apply for some programmes.
- If an apprentice has passed their assessment, they will not be permitted to re-sit to improve their grade.
- Module leaders may mark any resubmissions after the end of the module, in accordance with the 15-day marking and feedback policy.
- For any assessments scheduled towards the end of the module, there will be one re-sit attempt (see Assessment and Progression Regulations for Taught Programmes E.6.1).

#### **Feature 7.5: 20-point scale phased out, to be replaced by a percentage scale**

*All UG and PG apprenticeship programmes will use a percentage scale, in preparation for the 20-point scale being phased out.*

- The use of the 20-point scale will be phased out, with all programmes moving towards marking using a percentage scale. This will entail a change to our degree classification algorithm and the way that achievement is recorded on the diploma supplement.
- Where two assessments per module are required, components should be marked in percentages and only converted when both assessments have been completed. The conversion to the 20-point scale will thus be calculated once the module has finished.

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<sup>1</sup> The use of exams is only permitted where it is a requirement set by a PSRB.