

Form A.2App: Details about Apprenticeship Degree Programmes

Please complete a copy of this form for each degree apprenticeship programme for which accreditation is sought. (See Section 2c of the Guidance Notes, and Appendix 4.)

Please do not use this form for standard degree programmes.

- **Degree Title(s)**

- **General**

Instruction: outline the programme structure, including the contribution from the industrial partners, and the weighting of levels in the final degree award. (Note that details of the programme and module structure and contents should be available in the Programme Specifications and Module Descriptions submitted as supporting documents) (12-point font; maximum 3000 characters.)

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- **KSBs for Geocientist Apprenticeship Programme**

Instruction: For the degree programme, complete Matrix M3, Core attributes - Knowledge, Skills and Behaviours. Alternatively, you may submit an institutional document that clearly indicates how each of the KSBs is delivered by the programme modules or by the industrial partners.

A brief narrative (12-point font; maximum 7000 characters) may also be used to:

- *provide a description of the content of the matrix/institutional document in relation to the programme structure;*
- *highlight any items of good practice; and*
- *provide justification if a core attribute is not provided.*

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- **Fieldwork and Site Training**

Instruction: Please refer to Section 2.c.iii in the Guidance Notes. Provide a narrative of the fieldwork and practical site work that is undertaken in the programme, by both university and employer, indicating how these elements of learning fit into the overall learning outcomes of the programme. Outline specific aspects of field/site training provided and how this progresses from year to year. Please also outline how the field/site training provides a foundation for any independent and team project work that has a fieldwork component and how competence to undertake independent and team fieldwork is assessed. Outline how the field/site work programme is designed to be accessible and how the assessment of intended learning outcomes is designed to be inclusive. Field/site work should be designed to enable all participants on a field/site work-based module to engage in the field/site work experience as fully as possible. In cases where this is not possible, alternative provision should be designed to meet the original assessed learning outcomes wherever possible. Give examples of good practice. Note that core attributes attained during field/site work should also be included in the KSB matrix/documents. (12-point font; maximum 8000 characters.)

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- **Independent Projects and Primary Data Collection**

*Instruction: Please refer to **Section 2.c.iv in the Guidance Notes**. Describe how projects (academic or commercial) achieve the desired skill- and knowledge-sets, and summarise the range of opportunities typically available to students. Describe how individual student effort will be assessed in team-based projects. In a separate annex, provide examples of titles to demonstrate the range of projects offered in a typical year, and provide a summary of the objectives achieved for a range of projects undertaken in the previous three years. (12-point font; max. 4000 characters.)*

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- **End-Point Assessment**

*The Integrated EPA forms an essential part of the Geoscientist Apprenticeship Programme.
Please outline:*

- *The evidence that will be required to ensure that the Apprentice has achieved the standard required for entry to the EPA (on-programme and Gateway assessment);*
- *The requirements for the EPA portfolio;*
- *The criteria used for grading the EPA;*
- *How the Gateway will operate;*
- *How the EPA will contribute towards the degree programme and L6 credits; and*
- *A statement on who will be involved in assessing the students in their EPA.*

(12-point font; maximum 4000 characters.)

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- **Geoethics**

Outline the provision of learning of societal and ethical aspects of Earth Science, including:

- i. Socio-environmental global development frameworks (e.g. UN Sustainable Development Goals) and the concepts of geoethics and environmental justice;*
- ii. Socio-economic, commercial and business principles relevant to the Earth Sciences; and*
- iii. Global perspectives on the historical development of the Earth Sciences and how these influence the modern discipline (including decolonisation of the curriculum).*

(12-point font; maximum 2500 characters.)