

BENG HONOURS MECHANICAL ENGINEERING (TOP-UP)

Institute of Engineering, Computing and Advanced Manufacturing

Academic Level:	6	Credits:	120
UCAS Code:	Not applicable		
Awarding Body:	University of Cumbria		
Delivered by:	Lakes College West Cumbria		
Delivery Site:	Lakes College West Cumbria		
Programme Length:	PT (2 years)		
Mode of Delivery:	Face-to-face and work-integrated		
Pattern of Delivery:	Part-Time		
	Total weeks of study:	60 weeks	
	Delivery pattern:	4 x 15-week semesters	
	Standard semester dates:	No	
Placement:			
PSRB:	Institute of Engineering Technology (IET), Institution of Mechanical Engineers (IMeChE). Upon completion of the degree, students will have met the academic requirements for partial IEng status.		
	Date of accreditation: TBC	Accreditation period: TBC	
Programme Webpage:	TBC		

Entry Criteria

Government funding rules require that an apprentice must have the right to live and work in the UK, must be in employment, paid at least the legal minimum wage and have a written and signed agreement for the apprenticeship with their employer. The minimum duration periods for an apprenticeship set in each Apprenticeship Standard, is based on an apprentice working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the minimum duration of the apprenticeship must be increased on a pro-rata basis.

Funding for the apprenticeship is provided through the Employment and Skills Funding Agency (ESFA) and is paid in the following way:

- Levy paying employers with sufficient funds in their digital account – 100% funding
- Non Levy payers -90% ESFA funding, 10% Employer co-funding. Non-levy paying companies will be asked to pay their 10% of the full cost of the apprenticeship at the start of the programme.

All Degree Apprentices must be interviewed, assessed and offered a position by an employer before being admitted to the degree. Although the College may receive direct applications and filter these applications before passing them to prospective employers, some apprentices may apply directly to an employer. Either way, after acceptance by an employer, the College will require a formal application, which it will assess according to the programme entry criteria:

Selection criteria

The entry requirements are aligned to the University of Cumbria's admissions criteria. For APL, please refer to the University website. Each candidate for APL will be advised how that may affect ESFA funding (for further information, see the University website).

All students will be interviewed to assess their suitability for the course. Entry requires as a minimum 240 credits which must include 120 credits at level 5. Direct entrance can be achieved with a Foundation Degree Mechanical Engineering, a Foundation Degree in Plant Engineering (Mechanical pathway) or a HND Mechanical Engineering. Entry to the course can be via a Foundation Degree without a mapped profile if a course of bridging studies over a period of 1 semester is undertaken.

An ideal entry will be a Foundation Degree at Merit level with level 5 content including Engineering (Mechanical modules) and Mathematics

Exit from employment

If an apprentice is made redundant during their apprenticeship through no fault of their own, then the employer and College have a legal duty to help the apprentice try to find alternative employment.

If the redundancy is within six months of the planned completion date of the apprenticeship, then ESFA will fund 100% of the remaining agreed cost, even if the apprentice cannot find another employer.

If the redundancy is over six months from the planned end date, the ESFA will fund the remaining agreed cost for 12 weeks to allow the apprentice to find alternative employment. Where a new employer cannot be found the apprentice will be recorded as having left the programme

For APL, please refer to the University website.

PROGRAMME AIMS AND OUTCOMES

Programme Aims

By the end of this programme learners will be able to:

1. Assimilate a coherent body of knowledge appropriate to the wide discipline of mechanical engineering using a range of learning strategies to meet the wide range of topic areas within the mechanical engineering industry
2. Work in a professional and ethical manner as described with the Engineering Council's Accreditation of Higher Education Programmes (AHEP4) in engineering, in line with the UK Standard for Professional Mechanical Engineering Competence (UK-SPEC) and the Institution of Mechanical Engineers
3. Innovate and develop original concepts to solve problems with thermodynamics, fluids mechanics, structural analysis and mechanical design using analytical tools and relevant analytical software when deriving solutions within the mechanical engineering industry.
4. Develop observation, reasoning, reflection and analytical thinking powers to enable the embedding of work ready behaviours which are essential to working as a professional within Mechanical Engineering environments
5. Apply relevant complex mechanical engineering technologies, processes and procedures to real work scenarios
6. Utilise technical systems, management techniques and innovative design solutions for the development and design of complex mechanical engineering systems
7. Apply technical knowledge and skills that will prepare them to be work ready and practice mechanical engineering as an individual
8. Work and/or lead a team effectively when applying mechanical engineering skills

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

- K1. Knowledge of physical and advanced scientific principles underpinning relevant technologies, and their evolution within the context of topic areas within mechanical engineering
- K2. Ability to analyse and apply a range of engineering based mathematical techniques to solve mechanical system problems and to use this knowledge within the application of mechanical system design
- K3. Knowledge to enable the application and design of innovative solutions to theoretical mechanical system problems within various context including industrial plant, mechanical power systems and materials analysis, relating to real work scenarios
- K5. Ability to analyse, review and model mechanical systems using engineering software with relevant mathematical tools, in order to bring about system enhancement and continuous improvement

- K6. Ability to adapt and develop computer software applications to solve mechanical system problems
- K7. Ability to apply and develop a systems approach to engineering problems through know-how of the application of the relevant mechanical engineering Technologies
- K8. Analytical thinking skills to undertake a design process when determining solutions according to customer and user needs
- K9. Ability to follow a design lifecycle and develop unique mechanical system designs to meet a given mechanical engineering specification
- K10. Ability to analyse, critically appraise and apply the results of research and information gathering to evaluate and to propose solutions to mechanical engineering applications
- K11. Interact, support and manage relationships with relevant stakeholders whilst applying commercial and business acumen, business improvement, project management techniques relevant to the mechanical engineering industry

Programme Outcomes – Skills and other Attributes

The programme provides opportunities for you to develop and demonstrate the following:

- S1. Ability to review, appraise, select and use relevant testing equipment, hand tools, manufacturing processes, relating to the multidiscipline mechanical engineering industry
- S2. Analytical practice and development within a workshop and laboratory relevant to mechanical engineering such as manufacturing process, materials analysis and system critical review
- S3. Ability to analyse and review information from technical literature and other sources to support project and professional activities
- S4. Ability to demonstrate professional behaviours and codes of conduct and utilise industry standards as identified with the Engineering Council UKSPEC and the professional competencies identified by the Institution of Mechanical Engineers
- S5. Ability to analyse, record and draw conclusions from data and experimental evidence and manage the presentation of findings.
- S6. An ability to analyse and apply complex theoretical concepts of mechanical systems such as thermal, fluidic, structural and computational analysis to real work scenarios
- S7. Creativity and innovation in both a practical and theoretical context relating to mechanical engineering
- S8. Ability to manage the successful outcome of industrial projects.
- S9. A logical approach to implementing methods of determining the root cause of problems and demonstrating knowledge of learning from experience (LFE) processes.
- S10. Manage quality processes and procedures to ensure continuous improvement
- S11. A professional approach to developing and writing technical reports that meet business requirements including the optimisation and continuous improvement of processes and services.

S12. Ability to analyse and apply the results of research and information gathering to evaluate and to propose solutions to a particular application.

PROGRAMME FEATURES

Programme Overview

The degree will provide learners with the opportunity to study 80 credits of academic modules within year 1 and 40 credits of industrial based dissertation in year 2.

This degree has been designed to be a stand-alone qualification and/or support degree apprenticeships through a combination of academic study and workplace learning. This course has been mapped to the Level 6 Nuclear Engineering and Nuclear Scientist apprenticeship standard.

The Standard and Assessment Plan for the Degree Apprenticeship in Nuclear Scientist and Nuclear Engineer have been designed by employers in the sector with modules within this degree supporting the development of the knowledge and skills competences.

The programme has also been designed to meet the employer-led national Standard and to follow the associated Assessment Plan, as well as being referenced to the QAA Subject Benchmarking Statement for Engineering (2023) and other academic standards. Apprentices, who are in permanent full-time professional employment, are also learning in the workplace in a structured delivery pattern, supported by both the College and the employer. In addition, the programme has been developed with the assistance of a range of local employers to ensure it meets the needs of the region.

This programme is part of a suite of degrees which have been developed to meet the need for Nuclear Engineers and Scientists as identified within the Governments Nuclear Skills Strategy Document and sanctioned by the National Curriculum and Qualification Advisory Group for Nuclear (CQAG). The need for Nuclear Engineers and Scientists is now an urgent requirement particular within the new nuclear infrastructure projects across the country which include new build nuclear power, decommissioning and waste management and the development of small-scale modular reactors.

The programme has been designed to provide a progression pathway from a Foundation Degree with a suitable module profile. The programme also provides a unique learning experience and delivery will occur within the National College for Nuclear – Northern Hub building. The course delivery model will make significant use of experiential learning and delivery methods which can be defined as ‘learning from doing’. Considerable use will be made of the project/technology centre supported by a virtual reality suite which will provide the students with a real time immersed experience. Practical equipment also includes industrial radiological equipment, electrical power systems, embedded software systems, programmable logic controllers and robotics.

The course will be delivered on a block release basis which will provide an opportunity to undertake enhanced practical activities supporting technical theoretical delivery methods and embedding theoretical knowledge through experience, observation and reflection.

The course also consists of a professional development module and an industrial based dissertation. These modules provide an opportunity to further embed experiential learning within an industrial environment but also to provide a synergetic approach to an integrated degree apprenticeship.

Learning and Teaching

The ethos of this programme is to prepare and enhance the students' ability to work within industry in terms of knowledge, skills and behaviours. The course has therefore been designed to fit with this strategy and has been structured to provide a natural means of embedding 'Experiential Learning' where appropriate into the curriculum in terms of content, delivery and assessment.

The programme of teaching and learning is designed to enable the student to demonstrate the attainment of the stated learning outcomes of the programme and assessment strategies are as such matched to these outcomes. The student will be supported in a progressive acquisition of subject knowledge and skills, gradually advancing towards more independent learning whilst developing a reflective approach to personal progress.

Elements of experiential learning will support students in applying their knowledge and conceptual understanding to real-world problems or situations where the lecturer directs and facilitates learning. Classroom, laboratory and virtual reality facilities will serve as a setting for embedding activities such as case and problem-based studies, guided inquiry, simulations, experiments and projects.

The students will be given opportunities to learn in authentic situations which will make learning becomes more powerful.

By engaging in formal, guided, authentic, real-world experiences the programme will enable the students to:

- deepen their knowledge through acting and then reflecting on this action
- develop skills through practical application and reflection
- support the construction of new understandings when placed in novel situations
- extend their learning as they bring their learning back to the academic classroom environment

Students will be provided with opportunities for practice and feedback, this process of practice and feedback provides a link to 'learn from experience' which is an important behavioural requirement of the nuclear industry. The programme will provide an integration of:

- Knowledge – the concepts, facts, and information acquired through formal learning and past experience
- Activities – the application of knowledge to "real work" scenarios where appropriate and the synergetic integration of work-based activities with academic studies
- Reflection—the analysis and synthesis of knowledge and activity to create new knowledge
Content and assessment will provide students with experiences that are carefully chosen for their learning potential (i.e. whether they provide opportunities for students to practice and deepen emergent skills, encounter novel and unpredictable situations that support new learning, or learn from natural consequences, mistakes, and successes).

Throughout the programme, the learner will be actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and

constructing meaning, and is challenged to take initiative, make decisions and be accountable for results.

The programme will provide the opportunities for reflection on learning during and after experiences and this will be an integral component of the learning outcomes. This approach will lead the student to be able to analyse, apply critical thinking, and synthesise.

The programme will engage the learners intellectually, emotionally and/or physically, which produces a perception that the learning taking place is authentic.

The programme will promote real work type relationships and will promote communications between the students and peers, management and other stakeholders.

The programme will have an embedded culture of safety

The Lakes Colleges West Cumbria Teaching, Learning and Assessment Strategy has been developed in line with the University's Learning, Teaching and Assessment Strategy 2024-27.

College based learning is the predominant experience with attendance at all scheduled sessions seen as imperative to student progression. This is further enhanced by the use of 'virtual learning environments' (VLE) for example Moodle where each module studied has a designated Moodle site providing not only standard lecture and practical material but supplementary reading, virtual exercises and the capacity for online forums. The utilisation of VLE allows for flexibility in learning whereby materials may be accessed at an individual's convenience on site or via remote access.

In addition to the experiential experience previously discussed, a variety of other learning and teaching methods will be used to both reflect the variety of learning styles that inevitably exist within a group and ensure the acquisition and development of appropriate concepts, knowledge and skills. This will enable students to experience teaching methods best suited to their own preferred learning style. As previously identified, work readiness is key to this programme and enhancing employability is a core theme throughout the programme. Therefore the learning and teaching methods are designed to support the move to autonomy and independent learning. Learners are expected and encouraged to be reflective in their learning and as such the strategies adopted focus on deep and experiential learning and typically include:

Lectures

laboratory classes and virtual reality experiences

individual and group tutorials

the utilisation of case studies

seminars and workshops

directed and independent study involving electronic resources (VLE), textbooks and other self-study materials

problem-based learning

training and practice in the use of IT and software packages

project work, both individually and in teams

reading and interpreting research publications

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Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study.

Teaching Staff

At present, the expertise within the Lakes College West Cumbria Higher Engineering, Science and Nuclear can be found within:

- Control Engineering, Instrumentation and Electrical Power Systems
- Robotics
- Radiological Science and Nuclear Decommissioning
- Electrical Design and Embedded Systems
- Nuclear Plant and Operations
- Mechanical Engineering and Design
- Nuclear Physics
- 3D Modelling and CAD
- Civil Engineering Structures and Modelling
- Building Asset Management

The Team has many years of industrial experience particularly in the nuclear industry. The delivery team will also be supported by keynote lectures from existing industrial experts providing further vocational context.

The delivery team are also regularly involved in scholarly activity relating to nuclear project developments, which are supported by regular development meetings with industrial practitioners. These meetings enable essential industrial development knowledge and case studies to be presented during the delivery of the courses.

Some members of the team have been actively involved with the nuclear industry in terms of consultation and implementation projects. These include:

- Commissioning of a Nuclear Plant (industrial project)
- Decommissioning of building and Processes
- Commissioning an IPES and reverse engineering of control software (implementation)
- Petrochemical Plant Control Systems (Consultation)
- Designing a centralised DCS control room within a petrochemical plant (consultation)
- Maximising efficiency of a Food Manufacturing Plant Control System (Consultation)
- Managing the Inventory of spent fuel (advisory)
- Commissioning electrical drive systems within a nuclear plant (advisory)

Assessment

Assessment Strategy

The assessment strategy has been developed to be in line with the University's Learning, Teaching and Assessment Strategy 2024-27.

The main drivers of this strategy are to:

- provide innovative, challenging and stimulating assessment which will enable you to develop the knowledge and professional skills required for employment.
- be student-centred, flexible and modern in both content and approach.
- be fully supported by, and integrated with technological approaches such as the Canvas virtual learning environment (VLE).
- impart academic rigour to the teaching and learning processes.
- support the development of independence, autonomy and self-reflection.
- support learners' needs at different stages of development.

Within a balanced scheme, assessment methods will include:

- unseen examinations
- laboratory work and reports
- Dissertation
- Demonstration of Continuous Professional Development (Portfolio)
- computer-based assessments
- problem solving exercises (both of a practical and written format)
- analyse case studies to demonstrate knowledge and understanding
- oral, audio-visual and poster presentations
- group work

Formative assessment is also used extensively throughout the programme. Whilst elements of assessment will test knowledge and ability, the emphasis is on a more developmental approach to building the knowledge and skills utilised within employment. Formative assessment will involve the student being actively engaged in the assessment to encourage them to think about the learning process, to develop an ability to learn independently and to develop employability skills. It will also be used to evaluate teaching.

Personal development and reflective practice will take place throughout the programme and will be implemented through the wide range of activities (both formative and summative) as well as via the interaction with the Apprenticeship Training and Development Coach.

An important aspect of this higher education programme is the development of the student's independence and ability to learn from experience (LFE), which is a key behavioural requirement of the nuclear industry. These skills will be developed through research/dissertation, investigative practical work and portfolio building with reflective analysis. This reflective analysis and associated experiences will also develop critical thinking thought processes with some assessment requiring students to summarise their work with a critical review of their experience

Overview of the methods of assessment used on the programme within each year of study

Year 1

Unseen examinations

Practical and Laboratory work

Coding and Modelling

Team exercises

Year 2

Poster and Presentation

Dissertation Report

VIVA and Presentation

Feedback

Verbal and/or written feedback will be provided to learners within 20 working days of the assessment hand in deadline. This feedback will be designed to provide opportunities for learner reflection and improvement. All assessments will be in line with the University of Cumbria Academic guidelines.

End Point Assessment

- As per the Assessment Plan for the Level 6 Nuclear Engineer/Scientist Apprenticeship (**ST0289/AP02**), the End Point Assessment (EPA) will be in three stages:
- Stage 1
- A Portfolio of evidence is produced by the Apprentice (over the course of the two years), which demonstrates the Apprentice's ability to meet the requirements of the broad range of knowledge, skills and behaviours set out in the Apprenticeship standard. The Apprentice will submit the Portfolio prior to a presentation and structured interview.
- Stage 2
- Industrial Based Dissertation – Dissertation and Viva
- The Apprentice will have completed a major industrial based dissertation and will have compiled an extensive Technical Report (Dissertation). This will be handed in to the Delivery team to be assessed as part of the Industrial Based Dissertation Module. A copy will also be sent to the Independent Assessor, who will be assessing the Apprentices against the Level 6 Apprenticeship standards. This gives the Independent Assessor a chance to read the project report prior to the Viva.
- The Viva will be a presentation delivered by the Apprentice to the degree delivery team as part of the Industrial Project – Dissertation Module. The Independent Assessor will also attend the Viva and will be given the opportunity to ask some pertinent questions. By attending the Viva, it gives the Apprentice and the Independent Assessor a chance to meet prior to the interview (stage 3) and gives the Independent Assessor a chance to hear first-hand how the Project was delivered.
- Stage 3
- An interview, consisting of a structured discussion supported by the Portfolio of evidence, the Dissertation and notes from the Viva. The result of the interview will be a Pass or Fail. This means that the Apprentice has either fully met the requirements of the Level 6 standards or they have not met the requirements to an acceptable standard. If

the Apprentice fails the interview, they will need to re-submit their Portfolio of evidence as per the advice from the University of Cumbria.

- **Portfolio of Evidence**

- The Portfolio is a key component of the EPA and therefore is essential in enabling the Apprentice to demonstrate the achievement of the competencies identified in Competency tables 4 and 5. A guidance document based on a clearly defined structure of the Portfolio will be given to the Apprentices as an advice document by the University of Cumbria.
- The Portfolio will be a series of ordered and critical accounts of the achievement of the technical competencies identified in tables 4 and 5.
- The Portfolio must demonstrate the Apprentice's knowledge and experience and how this achieves the requirements of the Level 6 standards.
- It is envisaged that the Apprentices will write a technical report for each of the competencies and the 27 reports will then form their Portfolio as well as their Dissertation.

- **Dissertation + Viva**

- The Dissertation will be compiled by the Apprentice as per the Module Descriptor. This will be handed in as per the assessment hand in dates supplied by the degree delivery team. The Learning Outcomes of the Industrial Project – Dissertation Module have been written to incorporate the Level 6 standards. This means that whilst completing this module, they are also generating evidence for their Portfolio. The Independent Assessor will receive a copy when the Apprentices hand in their completed Dissertation to the Degree delivery team. This will give them time to read through the Dissertation and prepare themselves for the Viva.
- The Viva will be pre-organised between the Apprentices and the Degree delivery team. The Viva will be no longer than 20 minutes, followed by a question and answer session with the attendees. The Viva provides the Apprentice with an opportunity to elaborate on key points but also provides the Apprentice the opportunity to demonstrate further knowledge and skills for clearly defined competencies.
- The presentation will form part of the overall mark allocated to the Module. The Apprentices will be informed prior to the presentation that questions from the presentation may be taken forward to the interview by the Independent Assessor for clarification.

- **Interview**

- The interview panel will consist of the designated independent end point assessor and an independent technical expert provided by the employer. A guidance document will be given to the Apprentice detailing the purpose and structure of the interview by the University of Cumbria. The interview will provide the Apprentice with an opportunity to demonstrate evidence of competence against the competencies identified within the Competency tables 4 and 5.
- The purpose of the interview is to confirm that the Apprentice has demonstrated the requirements of all of the Competencies as identified in tables 4 and 5 and thus will be identified as being competent.
- The panel will use elements of the Portfolio, Dissertation and the Viva as an agenda for the interview and will encourage the Apprentice to talk about their experience, drawing out evidence of competence during the discussion.
- The outcome of the interview will either be a Pass or a Fail. The outcome will be deemed a fail if the interview panel do not think the Apprentice has provided enough evidence to prove their competence. If the outcome is a fail, then the panel will give the Apprentice detailed feedback with regards to the Competencies that they feel needs more/improved evidence. The Apprentice will then have a set period of time (time will be dependent on the number of omissions) to collate extra evidence and make changes to the relevant

areas of their Portfolio. These amendments will then be resubmitted to the Independent Assessor and the Apprentice will be invited to another Interview to clarify the changes

Graduate Prospects

The programmes meet the immediate demand for Technicians and Engineers in key skill shortage areas as identified within the Government Nuclear Skills Strategy paper. Technical skills at levels 4 to 6 are in short supply with a particular emphasis within the paper identifying requirements for:

Mechanical Design Engineers

Maintenance Technicians/Engineers

Mechanical Operations Technicians/Engineers

Nuclear Clean-up Specialists

The programmes also address some of the technical skill requirements for current nuclear projects within the commissioning of new plants and technology to enable new and advanced decommissioning and infrastructure activities to take place whilst also dealing with legacy and future waste considerations. All of these projects require infrastructure development and general mechanical and electrical design work. Sellafield Sites Limited operates a very large facility within West Cumbria which includes a number of legacy buildings which require asset managed to ensure compliance to the NNI.

Decommissioning and waste management and Infrastructure development is key within the current strategy of the NDA and underpinning these areas are innovative scientific solutions at all levels.

An additional theme is the need for safe working environments and sustainability through the continuous monitoring and evaluation of radioactive environments and safety cases. These programmes will support the sustainability of recruitment within the nuclear industry, particularly managing the requirement for staff who will have relevant Level 5-6 qualifications.

Therefore there are upskilling opportunities for employers and the scope for graduates to register with the Engineering Council and enhance their career opportunities both within their existing employment or for full time students to gain sustainable and well paid employment.

These unique courses of academic and work based elements have been designed to provide individuals who require higher education qualifications with an opportunity to study locally and also gain credit for real work activities.

MODULES

Year 1			
Code	Title	Credits	Status
NUCL6012	Engineering Materials and Structural Analysis	20	Compulsory
NUCL6011	Thermodynamics and Computation Fluid Dynamics	20	Compulsory
NUCL6024	Mechanical System Design and FEA	20	Compulsory
NUCL6000	Professional Development	20	Core

Year 2			
Code	Title	Credits	Status
NUCL6013	Industrial Based Dissertation	40	Core
Students exiting at this point with 120 credits would receive a BEng Mechanical Engineering			

Key to Module Statuses	
Core modules	Must be taken and must be successfully passed.
Compulsory modules	Must be taken although it may possible to compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed). For professional registration purposes, a maximum of 30 credits of compensation across all levels is allowed but with a maximum of 10 credits at level 6.

Timetables
Two-year programme based on four semesters. Each year will be timetabled with eight block weeks, starting in January.

Each year block delivery will include:

February – Block 1

March – Block 2

April – Block 3

May – Block 4

Sept – Block 5

October – Block 6

November – Block 7

December – Block 8

ADDITIONAL INFORMATION

Student Support

Learning Resource Centre (LRC) and Student Services

Library and Student Services (LRC) offer a wide range of support, including access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of.

Module leaders will collaborate with LRC advisers to ensure that your reading lists are current, and items are available via the library collections. To maximise access, availability and usefulness, eBooks and electronic journal titles will, in most cases, be prioritised. Where appropriate, module reading lists will be made available to you electronically using the College's Moodle pages.

Course Representatives

Course representatives are invited to attend Staff/Student Liaison Meetings and other similar meetings to discuss any issues of concern in order to improve the quality of the teaching and to enhance your learning experience. One course representative from all the HE courses can be elected as a learner governor on the governing body of the College.

Employability

Lakes College aims to deliver accessible, flexible and quality-assured programmes that provide academic inspiration and challenge, and support excellence. The courses are designed with a strong vocational focus and emphasis is given to the development of core professional and transferable skills to enhance employability.

As such, a wide range of transferable skills are covered. These include:

Communication

Group work

Problem solving

Use of information technology

If studying as a degree apprentice (Apprentice Training & Development Coach)

You will be allocated an Apprentice Training & Development Coach (ATDC) who will provide pastoral guidance both directly or and in liaison with subject tutors, the course leader or through study support. The Coach will also supply with you additional documents that will include:

- Apprenticeship Handbook
- Tables of Apprenticeship Competences

You will be allocated an Apprentice Training and Development Coach (ATDC) who will provide pastoral guidance both directly or and in liaison with subject tutors, the course leader or through study support.

The ATDC will arrange interviews/tutorials at certain times through the year to discuss your progress on the programme or concerns about the course in general. The aim of the session is to identify any underlying reasons for the concerns, discuss possible solutions and agree how progress can be facilitated. It is intended to be a positive and structured forum for any concerns to be discussed and resolutions identified.

At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer, but typically, you will be supported as follows, where the roles may be combined in one person;

A Mentor designated by the employer to provide vocational and pastoral support for individual students, who may or may not be your line manager. In particular support will be provided for work-based learning assignments, portfolio and the final year project.

An Employer Apprenticeship Liaison Manager who manages the relationship between the programme (via the College Liaison Tutor) and the employer

The College and the employer are bound by contract to work together to support you as an apprentice. This will include quarterly meetings between the College, the student, and the employer.

The Level 6 standard has been designed to take up to a maximum of 60 months to complete (5 years). There are three possible methodologies of delivering these two standards:

The first is registering the Apprentices on to the Level 6 Degree Apprenticeship in Year 1. This means that the Apprentices will have to complete the full 5 years and will not be able to stop at the end of the Foundation Degree.

The second is the 3+2 method. This method requires the Apprentices to be registered onto the Level 5 Apprenticeship when they start their Foundation Degree. Once they have passed the Foundation Degree and have passed the Level 5 Apprenticeship (3 years), they will then, if they wish, progress on to the Level 6 Apprenticeship and the Bachelor's Degree (2 years). This enables the Apprentices to make the choice at the end of their Foundation Degree, whether or not they would like to continue onto the Bachelor's Degree.

The third is method is for Apprentices that have met the entry requirements to access the Bachelor's Degree directly. They will be registered on to the Level 6 Apprenticeship and will have 2 years to complete their Apprenticeship.

The methods that we will be employing at Lakes College are the second and third methodologies. The assessment methodology for both of these standards are as laid out below.

Additional Support for Students Transferring from an Academic Programme to the Degree Apprenticeship

A gap analysis will be undertaken for students transferring directly from an academic programme in to the degree apprenticeship level 6 standard. This analysis will determine the contents of a development plan to ensure that the learner is given the work based or work simulated

opportunities to generate evidence mapped to the identified competence gaps. The Academic Lead for Level 5 and 6 Apprenticeships will meet with the learner and new employer on a monthly basis (as an addition to the normal review process) to update the development plan and make adjustments as and if required.

Student Support Between Block Release

Between delivery students will have access to a range of additional support mechanisms which will include:

Access to a virtual learning environment (CANVAS) with supporting learning materials for each module which will include; case study materials, practice examples, interactive tests, discussion board and direct access to the module tutor via an online share point.

Access to the lakes College Learning Resource Centre which is open till 9.30 pm (Monday to Thursday) and the specialist HE Section for quiet study within the LRC.

Drop in seminar sessions within the National College for Nuclear facility

Drop in support sessions

An employer mentoring system will be supported where appropriate

Each student will have direct access on a daily basis to the Academic Lead for level 5 and 6 apprenticeships

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

Course Costs

Tuition Fees

Course fees can be found *insert link*

The following course-related costs are included in the fees:

- Include any course-related costs that are included in the fees i.e. visits to museums, use of equipment etc...

Additional Costs

The following course-related costs are not included in the fees:

- Include any course-related costs that are not included in the fees i.e. optional field trips, required equipment etc... and their approximate cost

Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Engineering Council. The dissertation pass mark will be 50% and for engineering registration a maximum of 20 credits will be allowed for compensation across all levels of 4, 5 and 6 (inclusive of a level 5 entry qualification) but with a maximum of 10 credits at level 6.

External and Internal Benchmarks

The programme outcomes are referenced to the Degree Apprenticeship Standard for Nuclear Scientist and Nuclear Engineer (and also the related Assessment Plan)

QAA Benchmark statements for Engineering (March 2023): Link Subject Benchmark Statement: Engineering (qaa.ac.uk)

Engineering Council's Accreditation of Higher Education Programmes (AHEP4) in engineering, in line with the UK Standard for Professional Engineering Competence (UK-SPEC) – Competence Matrix for IEng – link Engineering Council (engc.org.uk)

Nuclear Engineer and Scientist Degree Apprenticeship Standard – Knowledge, Skills and some Behaviour Competences: Link Nuclear scientist and nuclear engineer (integrated degree) / Institute for Apprenticeships and Technical Education

National College for Nuclear – Course Structure Guidance

Nuclear Institute and Nuclear Delta: Link Nuclear Delta (nuclearinst.com)

Disclaimer

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University or Lakes College to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage.