

WE STAND FOR AMBITION.

University of
Kent

Skills Scan



Contents

Overview	3
How to Complete your Skills Scan	3
Key points to remember:.....	3
Undergraduate.....	4
Postgraduate	6
Frequently Asked Questions.....	7

Overview

A Skills Scan is a self-assessment tool designed to evaluate your current knowledge, skills, and behaviours in your chosen subject area. It helps establish a starting point for your apprenticeship journey and identifies areas for growth and development. You will rate yourself from 0 (low) to 10 (high) against the same criteria that you will work towards improving throughout your apprenticeship and be assessed against at the end of the programme.

Before completing your Skills Scan, please refer to the Milestone Descriptions provided. These milestones will help you understand the expectations and criteria for each level. It's important to note that we do not expect you to begin with a high level of expertise—this is exactly what your apprenticeship is designed to develop.

How to Complete your Skills Scan

As part of the application process, you will receive an email from Aptem with log-in details to access and complete the online Skills Scan. This activity is an essential step in your apprenticeship journey, providing a clear baseline of your current professional knowledge, skills, and behaviours.

When preparing for the Skills Scan, download and review the appropriate set of Milestones and descriptors for either Undergraduate or Postgraduate apprenticeships. These resources will guide you in assessing your capabilities honestly and accurately. Remember, achieving milestones like 7, 8, 9, or 10 is only expected near the completion of your apprenticeship. Starting at milestones 0, 1, or 2 is normal and indicates that there is room for learning and growth throughout the programme.

Key points to remember:

- **Be Honest:** This is not a test whether you're good enough for the programme. Instead, it helps identify your starting point and sets the foundation for your development goals.
- **Look Beyond Your Current Role:** Assess your knowledge and skills across the broader profession, not just in the area where you currently work or have worked before.
- **Collaborate with Your Employer:** Work with your employer to ensure the Skills Scan responses accurately reflect your current abilities. This collaboration is essential for demonstrating to funding bodies that you will benefit from significantly new learning during the programme.

Undergraduate

Undergraduate / L6 Milestones	Knowledge	Skills	Behaviours
9/10 - A level of proficiency / expertise	Consistently impactful practice, taking opportunities to support and/or lead work colleagues	Consistently impactful practice, taking opportunities to support and/or lead work colleagues	Consistently impactful practice, taking opportunities to support and/or lead work colleagues
8 - Competent and EPA ready	Application of knowledge and evidence of impact is ready for EPA	Professional skill level and evidence of impact is ready for EPA	Professional behaviour and evidence of impact is ready for EPA
7 - Near professional Competence	Application of knowledge with professional practitioner impact and nearly ready for EPA	Deploy the skill with professional practitioner impact and nearly ready for EPA	Exhibit the behaviour with professional practitioner impact and nearly ready for EPA
6 - Advancing practitioner	Application of knowledge with some professional practitioner impact	Deploy the skill with some professional practitioner impact	Exhibit the behaviour with some professional practitioner impact
5 - Emerging practitioner	Deploy applied knowledge to develop own professional practice in the workplace	Deploy the skill to develop own professional practice in the workplace	Exhibit the behaviour to develop own professional practice in the workplace
4 - Intermediate	Develop applied knowledge with increasing independence	Develop the skill with increasing independence	Develop the behaviour with increasing independence
3 - Beginner	Develop applied knowledge through structured workplace opportunities	Develop the skill through structured workplace opportunities	Develop the behaviour through structured workplace opportunities
2 - Novice	Take initial supervised opportunities to apply knowledge and theory	Take initial supervised opportunities to practise the skill	Take initial supervised opportunities to practise the behaviour
1 - Aware	Appreciate the relevance of the subject	Appreciate the purpose of the skill in the job	Appreciate the importance of the

	matter in the course and work place	role	behaviour in the job role
0 - Zero level	The subject matter is only just being introduced through study / work, or not at all	The skill is only just being introduced through study / work, or not at all	The behaviour is only just being introduced through study / work, or not at all

Postgraduate

Post Graduate / L7 Milestones	Knowledge	Skills	Behaviours
9/10 - High proficiency / expertise	Consistently impactful practice, leading and driving performance in self and others	Consistently impactful practice, leading and driving performance in self and others	Consistently impactful practice, leading and driving performance in self and others
8 - PG Competent and EPA ready	Impactful application of knowledge with evidence of specialist/ executive capability - ready for EPA	Impactful application of skill with specialist/ executive capability - nearly ready for EPA	Exemplary and impactful behaviour to specialist/ executive levels - nearly ready for EPA
7 - Nearing Executive Competence	Impactful application of knowledge with specialist/ executive capability - nearly ready for EPA	Impactful application of skill with specialist/ executive capability - nearly ready for EPA	Exemplary and impactful behaviour to specialist/ executive levels - nearly ready for EPA
6 - Advancing specialist practitioner	Application of knowledge with some professional/executive practitioner <i>impact</i>	Deploy the skill with some professional/executive practitioner <i>impact</i>	Exhibit the behaviour with some professional/executive practitioner <i>impact</i>
5 - Emerging specialist practitioner	Critically deploy applied/specialist knowledge to develop own professional practice in the workplace	Critically deploy the skill to develop own professional practice in the workplace	Exhibit the behaviour to progressively develop own professional practice in the workplace
4 - Intermediate	Develop applied knowledge, building on specialist peer review	Develop targeted skills growth, building on peer review	Develop and reflect on more nuanced behaviour using peer feedback
3 - Relative Beginner in senior circles	Develop applied knowledge through structured and progressive workplace opportunities	Critically develop the skill through structured and progressive workplace opportunities	Critically develop the behaviour through structured and progressive workplace opportunities
2 - Relative Novice in senior circles	Take initial structured or incidental opportunities to apply knowledge and theory	Take initial structured and incidental opportunities to practise the skill	Take initial structured and incidental opportunities to practise the behaviour
1 - Aware	Understand the relevance of the theory	Appreciate the purpose and impact of the skill in	Appreciate the importance and

	and subject matter in the course and work place	the job role	impact of the behaviour in the job role
0 - Zero level	Previous study and experience has focussed on other matters	Previous experience has relied on other skills	Previous practice and experience has not required this behaviour

Frequently Asked Questions

Q1 – Why am I doing a Skills Scan?

⇒ The Skills Scan survey is an important part of your onboarding process. This helps you and others to understand your starting position as you prepare for the apprenticeship. Your employer has already identified this apprenticeship option as the right training for you in your job role, but they will benefit from understanding your judgements on your starting position – these are the knowledge skills and behaviours developed through the apprenticeship. This includes a significant commitment by your employer to provide the right experience in your job and in-work training. Please discuss this with them.

Q2 – How do I know my current ability?

⇒ We acknowledge that your initial judgements are subjective and need greater context. As you do the Skills Scan you might ask some sensible questions:

- What is an “advanced practitioner”? When do I know if I already have a skill? How do I know what I don’t know? Am I smart enough to sit the assessment now without any new learning?

The main rule of thumb is to be honest about your current position and give us your best guess. This is not a test, just be honest and don’t exaggerate. If your employer thinks you already have all the skills, knowledge and behaviour to be fully competent they would not be committing to this training.

Q3 – What will happen to my Skills Scan?

⇒ This survey gives the Academics and Apprenticeship Advisors from the University (as well as your employer-based mentor) an indication of your starting position for the course and sets your growth and development areas. We will discuss this with you early in the programme.

Q4 – Do my answers affect my eligibility for the course?

⇒ This exercise also demonstrates to the funding body that you will benefit from substantial new learning on the programme. There would be no point doing the apprenticeship if you already have the skills, knowledge and behaviours it is designed to support. We need to demonstrate this is a good use of public funding.

Q5 – Will my previous qualification matter?

⇒ We must take a careful look at any previous qualifications you might hold that were awarded at the same or higher level of study than the proposed apprenticeship. For example a Degree Apprenticeship involves study at levels 4, 5 and 6. Therefore, if you hold an HNC (level 4) we would need to compare that to the apprenticeship modules that are taught during Level 4 and consider whether you have Recognised Prior Learning (RPL).

Q6 – What is Recognised Prior Learning (RPL)?

⇒ RPL is the process of formally recognising the knowledge you have gained through your experience and through any previous formal or informal study. You can use this recognition to claim credit points which can reduce the amount of time it takes to complete your qualification at the University of Kent as part of the apprenticeship.

Q7 – What do I have to do if I think I might have a claim for Experiential RPL?

⇒ If this applies, you must demonstrate how you have learned from your experiences as recognition is not given simply for gaining the experience itself.

The learning you demonstrate will also need to be at the same level, or above, as the qualification you are planning to study. There are two ways to qualify for RPL.

- Recognition of Prior Experiential Learning – you will need to demonstrate relevant learning you have gained through your life and work experiences.
- Recognition of Prior Certificated Learning – you will need to provide evidence of the knowledge and skills you have gained and undergone formal assessment at college or university.

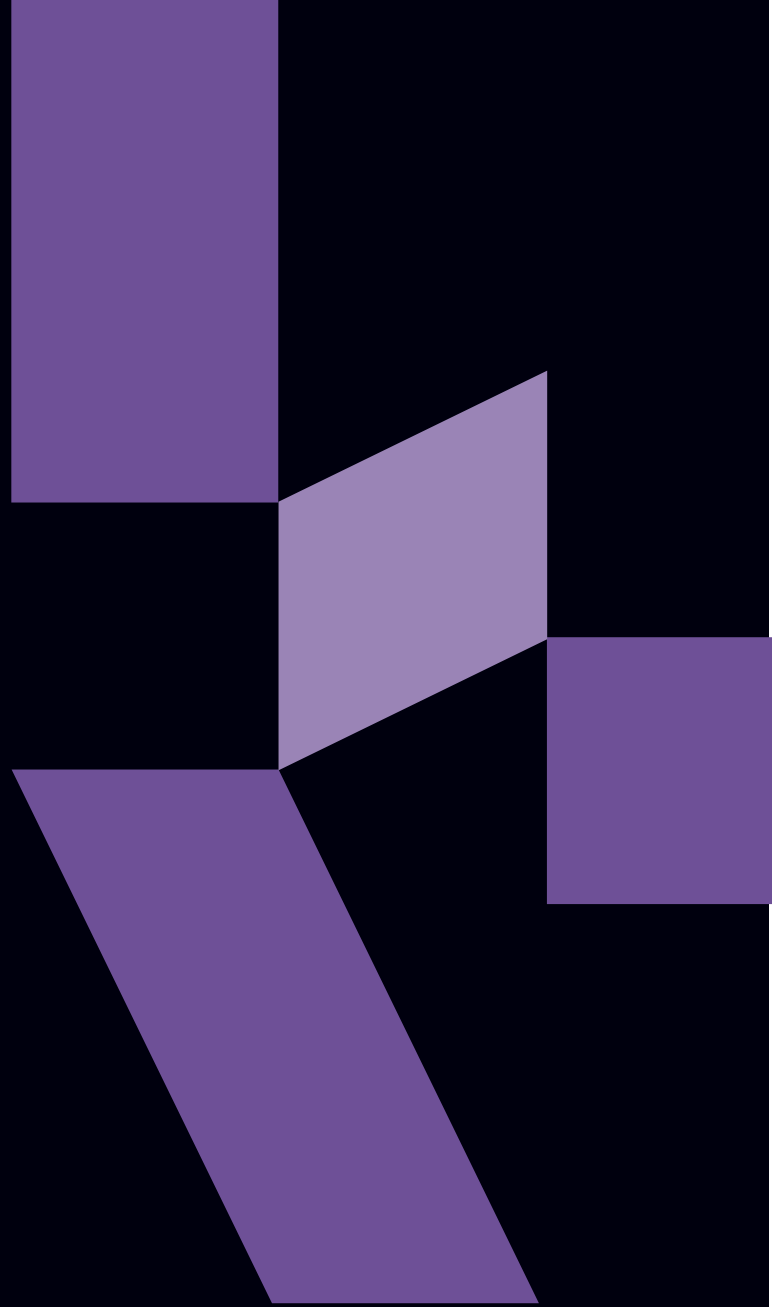
Q8 – If I am awarded credit, will this affect the price of the apprenticeship?

⇒ If after considering your previous qualification(s) and experience we need to adjust the duration and/or amount of study, we will discuss this with you and your employer and agree any proportionate adjustment to the total price of the apprenticeship.

Q9 – Once I have estimated my starting point by completing the Skills Scan, what might my development involve?

⇒ At the University of Kent we aim to provide a programme to build on your starting point and support your success at the End Point Assessment. By focussing on your work role we can support you to achieve more by:

- Developing heightened understanding through direct peer working – how the sector operates now and in the future.
- Testing and applying different practices and innovations to support the development of you and your employing organisation beyond your current practice.
- Developing self-awareness and personal commitment to develop and lead others through change.
- Supporting you to develop an inquiring appreciation of your wider context and therefore support your development through increasing levels of professionalism and expertise.
- Providing access to expertise and research to help you apply theories and concepts of law, policy, ethics etc. to achieve heightened professional behaviours and impact in the workplace.



Global and Lifelong Learning,
University of Kent, Medway, Kent , ME4 4UF

kent.ac.uk

University of
Kent