

A stylized illustration of a computer monitor with a black bezel and a light gray base. The screen is white and displays the text "Apprenticeship Curriculum Planning" in a bold, black, serif font, centered on the screen.

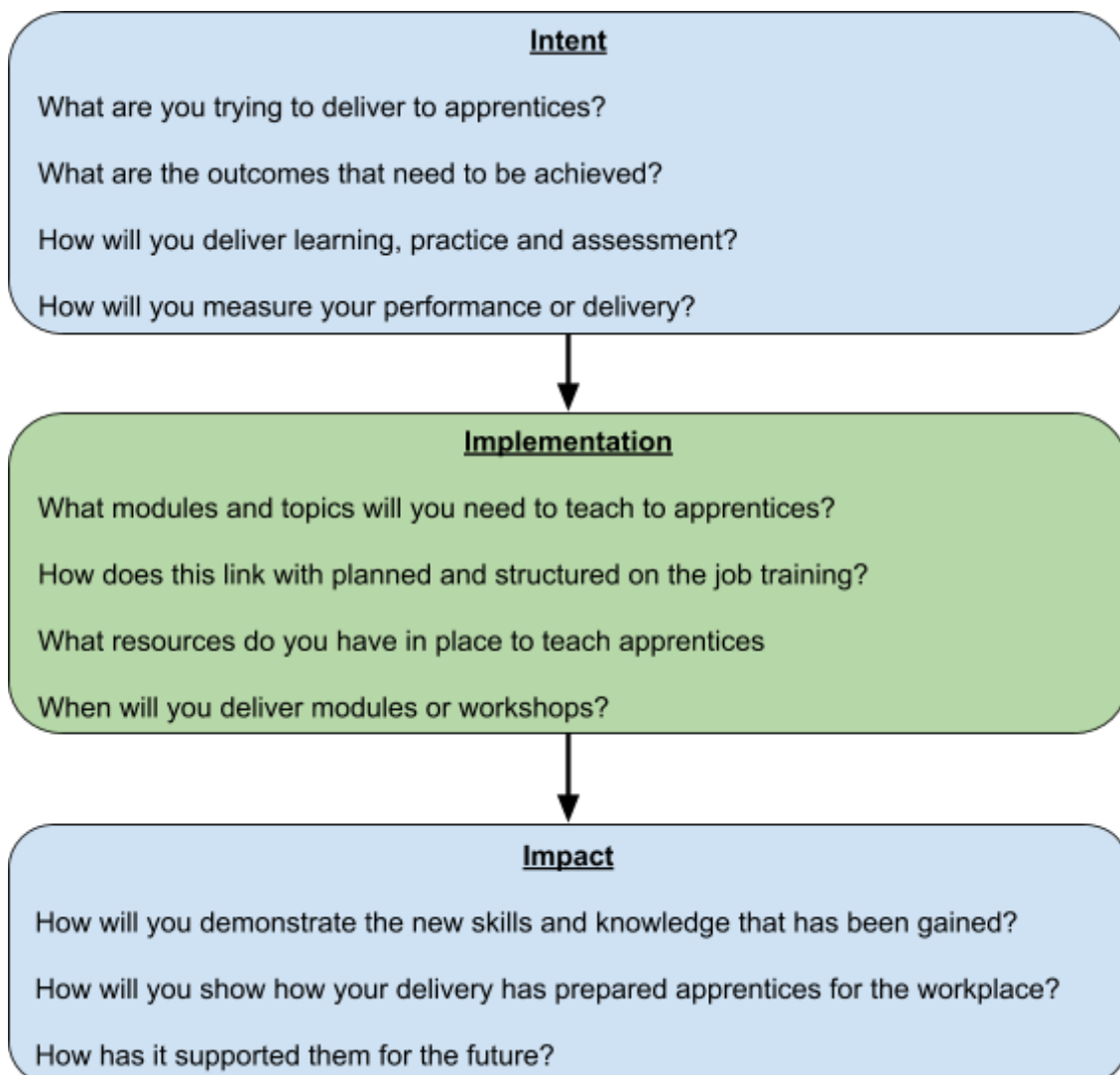
Apprenticeship Curriculum Planning

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The announcement of the new OfSTED Inspection Framework 2019 will, for many training providers, see a largescale shift in the way that apprenticeships are delivered. The need for a more teaching based approach first became evident with the introduction of apprenticeship standards. The shift from NVQs and Diploma's, which largely documented what the apprentice could do, to the standards which still want to see what they can do but also what they know and how they behave, has already meant that colleges and providers have had to think about their delivery model. Coupled with the need to plan for 20% off the job learning, apprenticeship delivery plans have never been more important.

What does the new OfSTED framework mean for providers?

For college and providers delivering apprenticeships, it means planning exactly what is going to be delivered and measuring that performance. OfSTED will want to see your curriculum intent, implementation and impact. If you thought that curriculum plans were just something that schools did you will need to think again.



Colleges and providers will need to demonstrate that a curriculum has been clearly planned and is ambitious for apprentices. They will also need to think about the sequence of delivery and when should the learning and assessment take place?

How should providers go about curriculum planning?

Each apprenticeship standard is made up of skills, knowledge and behaviours. These are effectively the outcomes that need to be delivered and achieved.

Take an outcome and identify what will demonstrate that it has been achieved. For instance:

Outcome: Specialist Areas

Applies at least two of the following specialist areas: search marketing, search engine optimisation, email marketing, web analytics and metrics, mobile apps and Pay-Per-Click

Measured by - Google Digital Garage Certification
Measured by - SEO Plan Assignment

Google Digital Garage Certification

What is the requirement?

All learners complete the Google Digital Garage Certification

How will this be measured?

Course - Exam

How will success be measured?

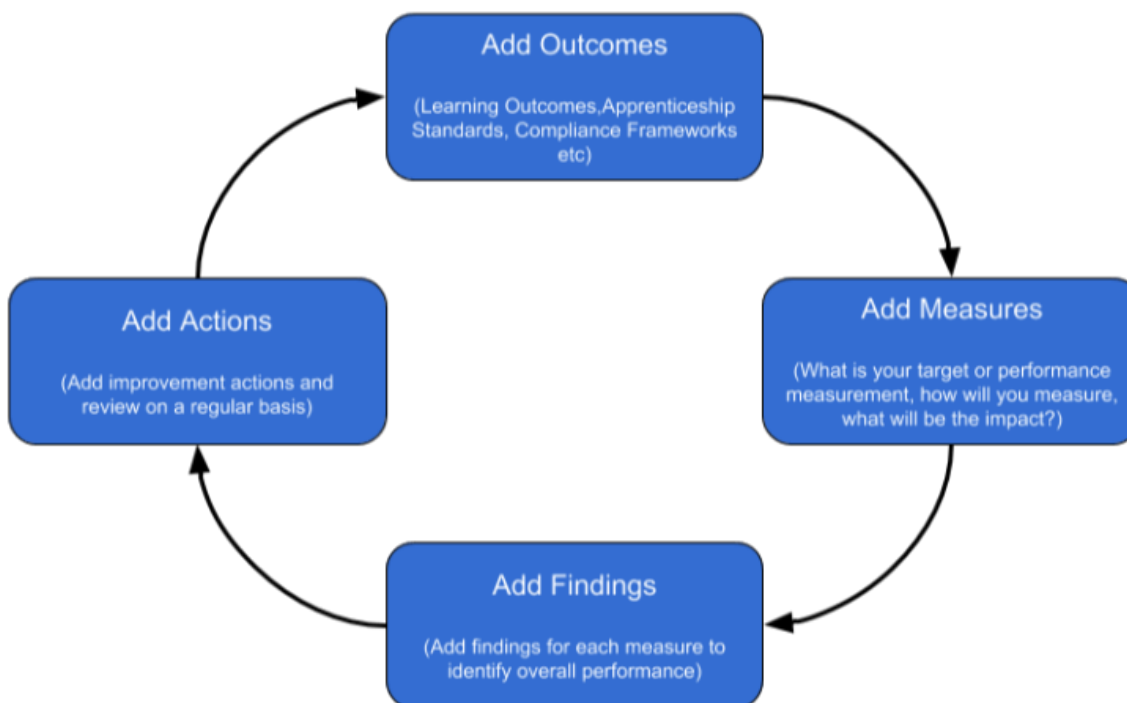
100% of learners will complete the certification within the planned timescale

When should this be done by?

Within 2 months

Reviewing your delivery plan

It is important that once you have created your delivery (outcomes assessment) plan that you review it on a regular basis. This is something that should be done on at least an annual basis. Each outcome and measure needs to be evaluated. So in this example, did 100% of learners achieve the Google Digital Garage Certification? If they did not then what are you going to do about it?












Having a review action plan will ensure that improvements are documented and that the programme is continually improved.

Creating the curriculum plan

Now that you have developed the delivery plan the next step is to develop the curriculum plan.

This essentially asks - how are you going to deliver the programme?

The apprenticeship standards are the foundation of any curriculum plan.

Activity	Schedule (Months)	Delivery	Hours
C001 Principles of Coding	2 4 -----	  	30
C002 Social Networks	3 6 -----	 	30
C003 Facebook Adverts	16 18 -----		25
C004 Twitter Adverts	7 9 -----	  	25

Each module / activity / workshop needs to be scheduled into the overall programme. Providers will need to identify if the delivery involves learning, practice and assessment and then record the number of hours of delivery that will be required.

Each module then needs to be carefully planned:

Learning

What learning activities will take place?

What resources will be required?

What future knowledge and skills will be developed or should be pursued?

What differentiation needs to be considered?

Are there any cross curriculum links, i.e development of maths, English and ICT?

Practice

How will learning activities be practiced?

What workplace development can be included?

What resources are required?

Assessment

How will assessment activities need to be completed?

Do assessment activities support EPA development?

What resources are required?

What evidence will OfSTED look at?

Inspectors will now focus on the curriculum delivery during inspections. They will expect to see the following evidence:

Curriculum Intent

- Does the curriculum plan include content offer learning that is relevant and useful to apprentices, is taught systematically and benefits them in the workplace and their future careers?
- How the curriculum has been sequenced - does it logically follow what they learn in their jobs?
- Have future skills been addressed?
- Are the skills and knowledge in the curriculum transferrable to the workplace?
- Does the curriculum build on what apprentices already know and what they are learning at work?

Curriculum Implementation

- Are staff able to discuss with OfSTED the endpoint and how learners are progressing to it?
- Do you have schemes of work and lesson plans that apply to the curriculum?
- Inspectors will observe classes and workshops
- Inspectors will look at work that is required in the curriculum plan. How will you measure performance?
- Inspectors will hold discussions with learners
- Inspectors will discuss with staff how they review delivery
- Inspectors will discuss the content and learning material
- Inspectors will also want to understand how learners are being supported in the development of the skills, knowledge and behaviours

Curriculum Impact

- Providers will need to produce attainment and progress data
- Real evidence collected in interviews, observations, learner work and curriculum reviews
- Learner destinations
- Conversations with employers
- Discussions with learners about the depth and retention of knowledge of subjects taught in the curriculum

How much time should be spend on curriculum planning?

Our advice is to start the planning process now. OfSTED have said that they will allow a period of time for this to be embedded in organisations. However, curriculum planning is something that organisations should already be doing. If providers can demonstrate that the curriculum planning processes are in place then this will give OfSTED confidence in the organisation.

The curriculum planning process has to be something that is done collaboratively. It cannot be left to a single individual to complete. If curriculum planning is done in isolation then there can be no guarantee that delivery staff will follow it and be able to discuss it confidently with inspectors.

About Capella Systems

We provide quality assurance systems and support to organisations delivering technical and vocational education and training. Through the use of the innovative applications, we provide the means to ensure that organisations are delivering quality assured and compliant programmes. We are constantly striving to develop new methods and systems to manage all aspects of quality assurance, to make it purposeful and to ensure that organisations can continuously improve.

Our main quality assurance platform is <https://stedfast.io>

This provides modules covering:

- Outcomes assessment
- Curriculum Planning
- Staff Performance Management
- CPD Management
- Policies and Procedure Management
- Risk Assessment Management

We will be releasing an observation of teaching, learning and assessment module in May 2019.

Please contact us for more information info@capella.systems