



Adapting your curriculum to meet the changing needs of employers

**Annual Apprenticeship
Conference 2022**

Introductions



- Team of specialists in FE, HE and apprenticeships
- Supported 1,000+ apprenticeship providers to launch, adapt and improve their provision
- Work closely with government and sector bodies to support the sector



- Specialists in quality management for schools, FE and HE
- Support leaders and managers to oversee and drive quality improvement through software and consultancy
- Apprenticeships specialists with SDN

Introductions



Chris Cherry

Strategic Associate

SDN



Louise Doyle

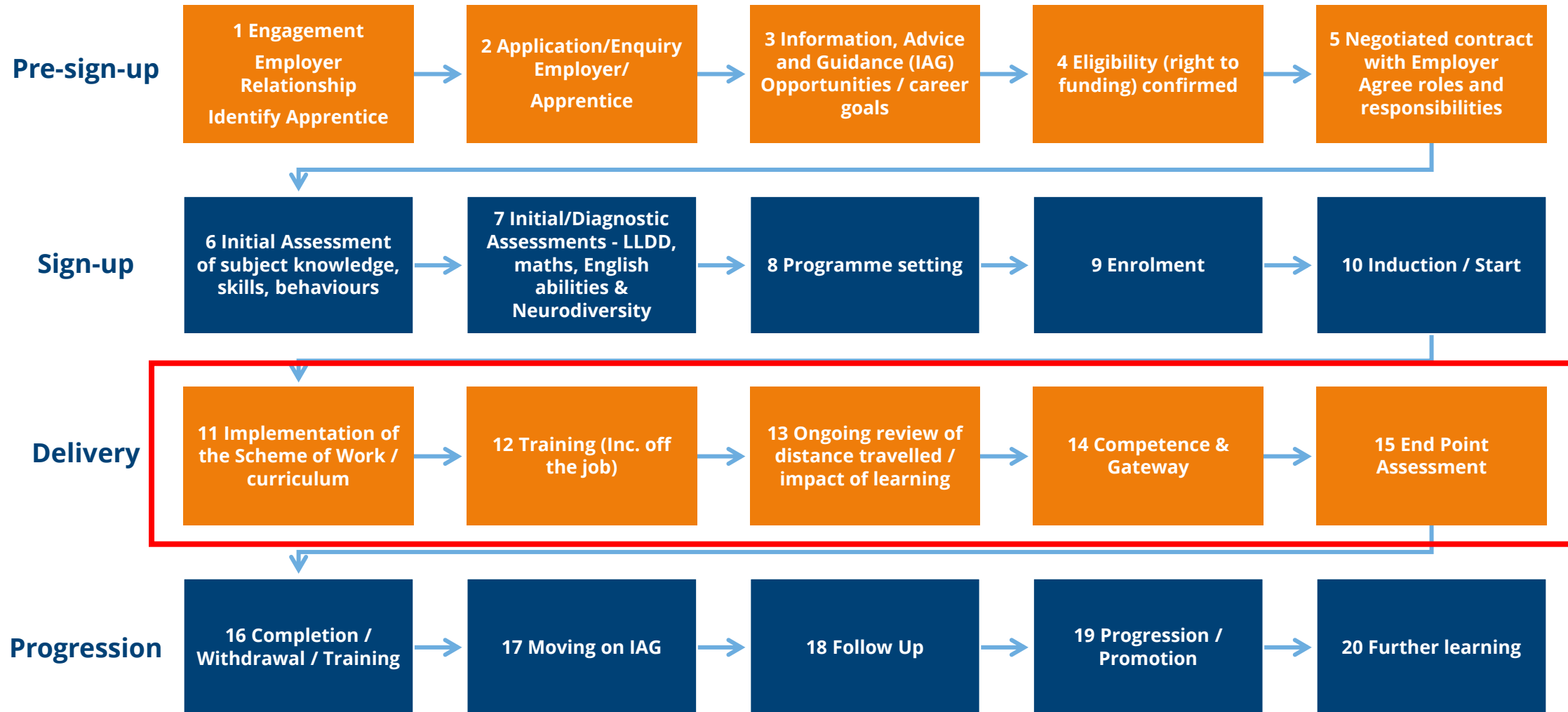
CEO, Mesma

Strategic Associate, SDN

The Principles of Curriculum Design



Where does the curriculum fit in?



Time to celebrate

"It has given me the chance to realise my lifelong ambition. I would never have been able to leave my job to apply for this one without it."

"The programme has been delivered well. We will definitely recruit more apprentices in future."

"I apply my learning in practice every day at work. I'm so much more confident in the decisions I'm making."

"I understood how to do my job but what this has given me is the why."

"No doubt my team member is better skilled as a result of the apprenticeship."

"I didn't think learning about radicalisation would affect me and my job so much. It has been an important eye-opener."

"English is not my first language. Both my written and verbal communication has got so much better because of my apprenticeship to help improve my life."

"I've been well supported by my tutors, coach and manager."

We can still improve

"On some units we cover things that don't really have any relevance to my job. This makes it hard for me to apply the learning and build my portfolio."

"Some of the online delivery during Covid has been good but some of it is very boring and too long."

"I'm finding it very stressful. The assignments all seem to come in at the same time. They aren't spread out across the year and I'm left pretty much on my own during the summer."

"My mentor sometimes comes to the tri-partite reviews but when they do, they aren't sure what is expected of them."

"I understand the degree part but I'm not really sure about what the apprenticeship that comes afterwards entails."

"I think we covered < > in induction but nothing since."

Curriculum

Overall description of the objectives and general intent of learning and the way in which these objectives will be achieved

It leads to specifying

- course content, aims and **learning outcomes**
- statements of **content** to be covered in **periods of time**
- knowledge/ skills **needed to be covered** and at what level

Curriculum

Overall description of the objectives and general intent of learning and the way in which these objectives will be achieved

It leads to specifying

- subject-centred design
- learner-centred design
- problem-centred design

Occupational competence

The standard is intended to allow a successful apprentice to be considered competent upon completion

PASS = COMPETENT

The end-point assessment is the final evidence check for competence

Target proficiency

the skills, knowledge and understanding that apprentices are required to demonstrate in the assessment

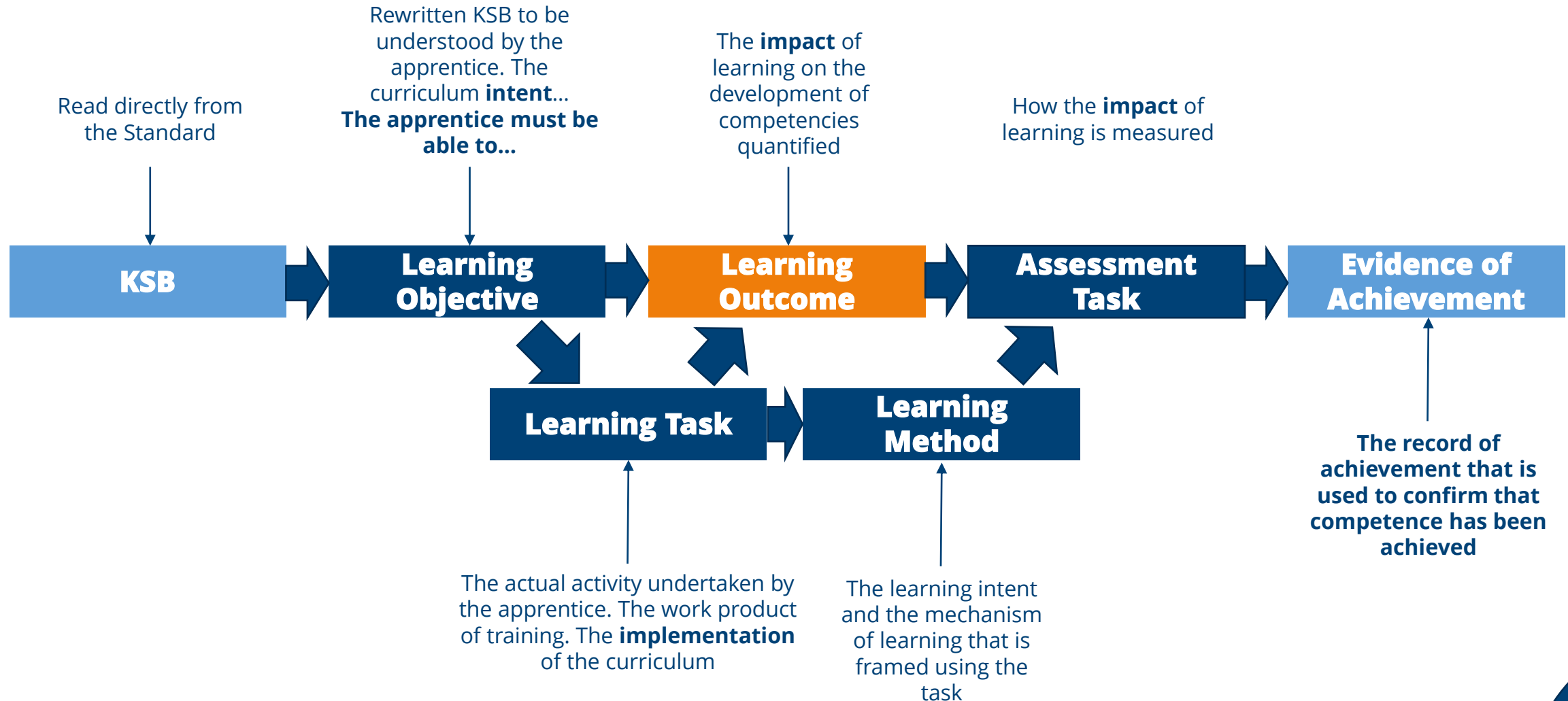
Inference

what successful performance in responding to the assessment task allows you to infer about the apprentice's ability

Claim

linked to the validity of the assessment task and what success allows the apprentice to claim as competent

Developing Objectives



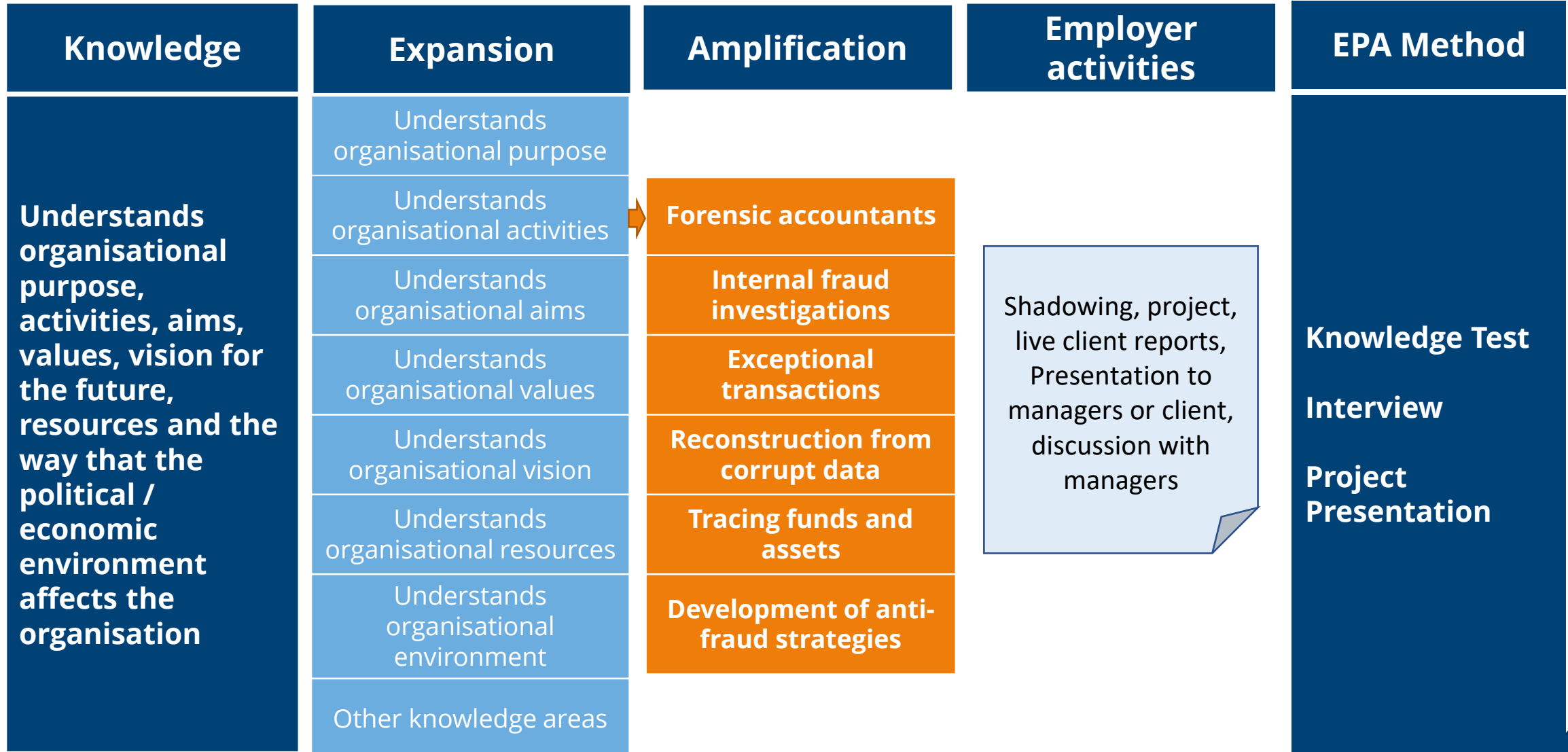
Deconstructing a standard

Knowledge

(The apprentice) understands organisational purpose, activities, aims, values, vision for the future, resources and the way that the political/economic environment affects the organisation

(Business Administrator)

Deconstructing a standard



Curriculum Plan to a SoW



- List of KSB or curriculum modules
- Map these to Learning Objectives
- Create Learning Tasks
- Create Session Objectives
- Lesson plans contain progress targets or milestones
- Learning tasks map exactly to the ILP/ITP

Scheme of Work

- KSB
- Objectives
- Learning and Assessment outcome

Session or
Module
Plan

Lesson or
Session
Objective

Learning
Objective



Session or
Module
Plan

Lesson or
Session
Objective

Learning
Objective

Top tips for apprenticeship planning

- Build your ***curriculum*** from the standard, rather than the other way around.
- Establish the ***learning outcomes*** - standards don't often describe what competent actually looks like.
- Make sure the curriculum design is based on what is possible within the typical working hours of the client group – ensure that ***off-the-job*** activity is clear.

Top tips for curriculum planning



- Involve employers wherever and however possible – allow them to deliver technical knowledge and develop skills in context. How might you work with employers to co-create the curriculum?
- Make off-the-job integral and not a hurdle to be overcome.
- Think about the link between learning objectives, learning tasks and learning outcomes.
- Create assessment opportunities and not just assessment tasks.

Next steps



CPD for your curriculum teams

www.strategicdevelopmentnetwork.co.uk/sdn/events

One-to-one organisation support

– launch, adapt and improve your provision

www.strategicdevelopmentnetwork.co.uk/apprenticeship-providers



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