

APPRENTICESHIP

WORKFORCE DEVELOPMENT

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Planning Effective Curriculum Design - Template Action Plan

The following exemplar action plan provides some suggestions as to the issues you might want to include in your action plan based on your learnings from the **Planning Effective Curriculum Design (21.2)** course. Your action plan will be a working document which you will want to add to and amend. It is, however, helpful to include some initial dates so that you can monitor your progress and amend accordingly.

TO NOTE: The roles identified in this action plan and the dates included are for illustrative purposes only. It is important that you work collaboratively across your organisation to identify who has the accountability, capacity, and capability to undertake the actions required.

21-2 Planning Effective Curriculum Design– Template Action Plan

Action	Issues/ gaps identified from AWD course/ session	Proposed actions I commit to undertaking following this course	By whom	By when	Status
1.	Apprenticeship curriculum is not robustly mapped to apprenticeship standard (KSBs)	• Revisit apprenticeship standard with programme team • Create mapping template for apprenticeship programme • Undertake mapping of KSBs to programme learning outcomes/units of study/modules • Where needed undertake mapping to appropriate professional, regulatory body requirements/competencies • Ensure embedded as part of internal and external programme validations • Embed yearly review as part of apprenticeship continuous monitoring process • Collation of evidence of mapping exercise	Course Leader/Programme team	01/4/24	Complete
2.	Collaboration with employers and cocreation of apprenticeship programme/curriculum is not evident	• Map where employers have contributed to curriculum design of apprenticeship programme • Development of employer forum to enhance engagement and feedback on effectiveness of current apprenticeship programme and curriculum • Review feedback and highlight areas for development and enhancement • Implement other methods to collate regular touchpoints for employer feedback (surveys) • Collate evidence of clear employer engagement in inclusive curriculum development • Create plan for cocreation and redesign of programme or content with relevant employers • Embed and align to internal and external processes for programme/curriculum validation or modifications • Clear expectations for employers and roles	Manager/Principal Lecturer Programme Leader/Course Leader Programme team	12/04/24	Complete

3.	Embedding of 3I's (Intent, Implementation, and Impact)	• Audit of apprenticeships programmes/curriculum against Ofsted 3I's – • Development of programme specific 3Is • Align to Institutional or Provider 3I's • Ensure clear Governance and reporting structure is in place • Mapping of the Ofsted lens and requirements- (<i>looking through the wider apprenticeship holistic lens – not just the KSBs</i>)	Manager/Principal Lecturer Programme Leader/Course Leader	01/05/24	In Progress
4.	Development of feedback mechanisms for curriculum enhancement from learner perspective	• Review feedback mechanisms embedded into the curriculum • Ensure utilisation of module/mid-module/ end of year and end of programme feedback • Explore the utilisation of internal and external learner surveys • Mechanisms and evidence of enhancement implemented aligned to feedback (can feed into SAR/QIP) • Monitor impact of enhancements (SAR/QIP) • Embed as part of internal apprenticeship continuous monitoring process • Development of exit surveys for learners (alumni surveys with different touchpoints)	Manager/Principal Lecturer Programme Leader/Course Leader Programme teams	12/06/24	In Progress
5.	Staff development aligned to apprenticeship requirements, quality, compliance, and monitoring	• Development of relevant staff for delivery of apprenticeship provision • Support change in culture for successful apprenticeship delivery • Ensure clarity and shared vision of all internal and external monitoring requirements/processes for programme development and delivery • ESFA, Ofsted, OfS, IfATE, QAA, EQA, PSRB etc (<i>master's for apprenticeship provision/ Apprenticeship Lens</i>) • Development of course/programme leader forums to support development and updating of staff	Manager/Principal Lecturer Programme Leader/Course Leader	01/07/24	In Progress

		• Clear outline of roles, responsibilities and accountability for apprenticeship provision and delivery (a review of roles, responsibilities and accountability maybe needed) • Clear outline of employer role and expectations • Clear outline of learner and expectations			
6.	Apprenticeship curriculum is not always sequenced or provides a scaffolding approach to learning	• Review of apprenticeship standard mapping and clear articulation of KSBs • Scaffolding approach in curriculum supporting learners to build knowledge • Levelness across programme and delivery • Review pedagogical approach to curriculum and embedding of inclusive work-based learning curriculum • Inclusive and relevant programme assessments • Review mapping of application/integration of on and off the job learning • Review the threading of the EPA preparation • Revisit delivery model of curriculum • Employer engagement with curriculum delivery • Application of the 3I's (Golden thread)	Programme lead/Course Lead Programme team	12/07/24	In Progress
7	Unclear of data sources utilised to monitor apprenticeship provision	• Review data sources utilised for apprentices as part of programme delivery • Undertake gap analysis of data • Identify gaps aligned to apprenticeship requirements and impact of withdrawals • Review continuous monitoring (CM) processes for apprentices • Identify RAG rating process and system • Setting of internal benchmarks aligned to external benchmarks for CM • Review and develop clear KPIs <i>(think about Apprenticeship Accountability Framework, Qualification Achievement rates)</i>	Manager/Principal Lecturer Programme Leader/Course Leader	31/7/24	Not Started

8	Review of current apprenticeship continuous monitoring processes are needed to ensure risks are captured supporting curriculum enhancements	• Undertake a review on current processes and mechanisms in place to monitor risk • Review current processes and mechanisms in place to monitor programme/curriculum quality and compliance • Identify any gaps in process and lack of data/evidence (quantitative and qualitative) • Ensure learner and employer voice are key within the CM process • Develop mechanism to ensure programme alignment with internal and external requirements • Development of appropriate mechanisms to capture CM data • Clear touchpoints for CM process and clear reporting templates • Review process for direct observation of programme delivery (deep dives, external examiners reports, internal verifications) • Governance and reporting aligned to CM • Implementation of staff development to support CM of apprenticeship provision <i>(Think about your current quality assurance and risk processes already in place)</i>	Manager/Principal Lecturer Programme Leader/Course Leader	FUNDED BY	
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