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| Curriculum Review and Development for Apprenticeships | |
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| Curriculum Review and Development for Apprenticeships |

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| Curriculum Review and Development for Apprenticeships |

# Introduction

1.1 Ofsted is the statutory body with regulatory responsibility for the quality assurance of all apprenticeship provision and therefore the University’s provision from level 5 to level 7 is in scope for Ofsted inspection. Ofsted inspection follows the Education Inspection Framework (EIF) 2019 for further education and skills, which sets out Ofsted's inspection principles and the main judgements that inspectors make. The quality of the curriculum is at the centre of Ofsted’s approach to inspection. This framework informs the University’s approach to quality improvement in apprenticeships:

<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework>

The framework is accompanied by an inspection handbook (this handbook is regularly updated and therefore it is essential that this link, which arrives at a generic page indicating an updated version, is used to access the most recent update):

<https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif/further-education-and-skills-handbook>

1.2 Ofsted inspects apprenticeship training, not degrees or qualifications or end-point assessment (EPA). For example, with respect to degree apprenticeships, Ofsted will not inspect the academic standard of the degree (that is, whether it meets the sector recognised standard for Higher Education).

1.3 During inspection, in line with the EIF, inspectors make judgements on the overall effectiveness of the provision, and this is based upon 4 key judgements:

1. Quality of education.
2. Behaviours and attitudes.
3. Personal development.
4. Leadership and management.

Following inspection, Ofsted use a 4-point grading scale in all to make the principal judgement:

* Grade 1 – outstanding.
* Grade 2 – good.
* Grade 3 – requires improvement.
* Grade 4 – inadequate.

An ‘inadequate’ grade for overall effectiveness during an Ofsted inspection results in a provider being [removed](https://www.gov.uk/government/publications/removal-from-register-of-apprenticeship-training-providers/removal-from-register-of-apprenticeship-training-providers-and-eligibility-to-receive-public-funding-to-deliver-apprenticeship-training) from the [Register of Apprenticeship Training Providers](https://download.apprenticeships.education.gov.uk/roatp) (RoATP) by the Education and Skills Funding Agency (ESFA). If this occurs a provider is unable to recruit any new apprentices to programmes. Before being able to re-apply to the register, organisations normally wait until at least 3 years from:

* The date of the original full inspection where they were graded inadequate.
* The date of the second consecutive monitoring visit at which they were judged to have made ‘insufficient’ progress (as described below) or
* From the monitoring visit at which a significant risk to apprentices has been found to exist.

1.4 Under leadership and management one important factor is:

*‘The extent to which leaders ensure that learners benefit from effective teaching and high expectations in classrooms, online, in workshops, at work or with subcontractors’.*

This code of practice is not designed to mimic an Ofsted deep dive but undertake a structured curriculum review for the apprenticeship provision across the University. The curriculum review process will assess and provide evidence on the quality of teaching, learning and assessment, which will contribute to the internal quality assurance (IQA) process and development of the curriculum and provision. The continuing professional development of all staff involved in the apprenticeship provision are also addressed through teaching observations, reflection and peer learning.

# Definitions

* 1. Ofsted defines a deep dive as a focused curriculum review that provides evidence of the effective implementation of the curriculum and its intent. These also evidence other key judgement areas, including the personal development and behaviour and attitudes of apprentices, as well as leadership and management.
  2. The following activities will form part of the University’s curriculum review process:
* Direct observation of teaching, training and assessment, through ‘lesson/session visits’.
* Interviews and discussions with apprentices (these may happen in formal planned meetings or in more informal settings).
* Scrutinising apprentices’ work.
* Meetings and discussions with lecturers, teachers, trainers and other staff (in particular subject specialists and subject leaders to understand the intent and implementation of the curriculum).
* Evaluating learning materials, including resources for online and/or remote learning, and apprentices’ use of them.
* Analysing records, showing planning for, and monitoring of, apprentices’ individual progress and destinations from their starting points when they began their apprenticeships.
* Examining what apprentices know, understand, and can do as a result of their learning and assessing apprentices’ progress.
* Speaking to employers, including an examination of any available survey results. Where relevant, it may be helpful to visit employers, to observe apprentices’ on-the-job skills development.
  1. The curriculum review will consider how well leaders and managers ensure that the apprenticeship curriculum meets the principles and requirements of the relevant apprenticeship standard as detailed in the [inspection handbook](https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif/further-education-and-skills-handbook-for-september-2022). Relevant documentation to be examined may include apprenticeship initial training plans/agreements, initial assessments, individualised learning plans (ILPs) and progress review documentation, including the engagement with employers in these processes.

# Scope

* 1. The curriculum review approach **must** be used across all apprenticeship programmes, including any sub-contracted provision. A curriculum review **must** be completed for each apprenticeship programme at least once every academic year to feed into the Quality Cycle programme level self-assessment process, unless there are any quality issues which require a more frequent approach, such as complaints from apprentices or poor feedback on apprentice or employer surveys. The curriculum review also supports teaching staff, Programme Directors and Portfolio Tutors to share practice and peer review each other’s programmes, this is essential for continuing professional development.

For sub-contracted provision, a curriculum review **must** be completed twice a year. These **should** be scheduled before the start of the academic year as part of the Apprenticeship Quality Cycle and be completed in the first trimester. This enables any outcomes that require improvement to be actioned in the current academic year.

# Curriculum review arrangements

* 1. Each review will have a ‘Curriculum Review Lead’ appointed to plan, lead and report. Curriculum reviews are led by the respective Faculty Apprenticeship Leads who **must** be familiar with the latest Ofsted inspection handbook, or other suitably qualified and experienced staff (Associate Deans, Directors of Teaching, Learning or Education Leads or Heads of School). In addition, Curriculum Review Leads **must** also be familiar with the Knowledge, Skills and Behaviours (KSB) of the standard they are reviewing. This includes occupational duties that the apprenticeship is designed to meet, as well as the requirements of the component academic qualifications, such as a foundation degree, degree or master’s. Details of the apprenticeship standards can be found on the [Institute for Apprenticeship’s](https://hullacuk.sharepoint.com/sites/FHSApprenticeshipPDs-Team/Shared%20Documents/General/Deep%20Dive%20Project/Institute%20for%20Apprenticeship’s) website. Where the apprenticeship has professional recognition, such as that provided by the Nursing and Midwifery Council or Health and Care Professions Council, a familiarity with the requirements of this professional recognition is also beneficial.
  2. If the Faculty Apprenticeships Lead or other suitably qualified/experienced staff identifies a conflict of interest and is unlikely to remain objective, it may be necessary for the curriculum review to be completed by another colleague or delegate. Where this is not possible, a proportion of the curriculum review activity **must** be completed jointly with another member of university staff. This **must** be determined in the initial plan for the curriculum review before the start of the academic year when Curriculum Review Leads are identified (see appendix A).
  3. A curriculum review is not intended to provide individual feedback to a lecturer in relation to their teaching and learning activity, as this is provided through the Peer Support for Enhancing Learning and Teaching process. If a significant risk to the quality of education, learning or assessment is identified then this **must** be clearly documented on the Curriculum Review Lead’s form (Appendix C) in the overall evaluation of the implementation of the curriculum section. These **must** be flagged up with the respective Associate Dean (Education) and Faculty Lead for Apprenticeships. Any resultant actions **must** be clearly documented to ensure the quality loop is closed, and, where necessary, contribute to the Performance Development Review process. Programmes that are considered at risk **should** then receive another curriculum review **6 months later** to identify improvements.
  4. Observations carried out as part of the Peer Support for Enhancing Learning and Teaching code of practice may provide additional evidence of the effectiveness of teaching, learning and assessment. During the planning, Curriculum Review Leads **should** establish if any observations as part of Peer Support for Enhancing Learning and Teaching process have been completed.
  5. There is no set format for the curriculum review process and the approach can be used flexibly depending on the delivery model of the apprenticeship. The list of activities in 2.2 is indicative and **must** not be considered a checklist. However, as a minimum a review **must** include:
* Completion of the Curriculum Review and Development Record (Appendix B).
* A representative sample size of 3-6 apprentices across multiple years of the programme to be included.
* A lesson visit where each of the apprentices from the sample will be present, more than one lesson visit may be required as apprentices may be from different cohorts and levels.
* Summative submission scrutiny with a focus on progression/attainment, feedforward, and feedback.
* Individual Learning Plan and Progress Review scrutiny.
* Individual discussions with each of the apprentices from the sample.
* Discussions with the employer.

There are no set questions to ask, and the Curriculum Review Leads **should** use the criteria within Part 2 of the inspection handbook to provide guidance. However, there are multiple questions that can be used as a guide for Curriculum Review Leads in Appendices E-H.

* 1. Curriculum Review Leads may find it helpful to familiarise themselves with recent Ofsted inspection reports, including the [University of Hull’s](https://files.ofsted.gov.uk/v1/file/50173288) and other apprenticeship providers available on [Ofsted’s website](https://reports.ofsted.gov.uk/search?q=&location=&radius=&level_1_types=1&level_2_types=3&level_3_types=18&latest_report_date_start=&latest_report_date_end=&status%5B%5D=1). Curriculum Review Leads may find it helpful to register for [Ofsted updates.](https://www.gov.uk/email/subscriptions/new?topic_id=ofsted)
  2. Outcomes of the curriculum review **must** be reported in a timely manner to Faculty Level Apprenticeship Groups (FLAGs) and a summary of curriculum reviews across faculties **must** be reported by Faculty Apprenticeship Leads to the University Apprenticeship Quality and Compliance Committee (UAQCC). Outcomes of curriculum reviews **must** inform the self-assessment process, with areas for development immediately added to CMEE Programme Journals and the Quality Improvement Plan (QIP) to ensure they are swiftly addressed.

# Curriculum Review approach

* 1. The aim of the curriculum review is to gather a wide set of evidence to be able to provide a valid and accurate evaluation the overall quality of education, particularly in terms of the implementation of the curriculum, which focuses on how teachers teach and assess to support apprentices to build their knowledge and to apply their knowledge and skills. The findings of the curriculum review **must** inform the self-assessment and quality improvement processes. However, it is essential that where it is possible to make immediate improvements this **should** be addressed immediately within the Quality Improvement Plan (QIP) rather than being left to the next academic year, where it may be too late to improve the experience of current students.
  2. The curriculum review will primarily be used to evaluate the implementation of the curriculum, which is a key focus of the quality of education judgement, along with the intent and impact of the curriculum. This approach focuses on how the curriculum is taught at subject, class, lecture or workshop level and focuses on the following factors identified as key within the inspection handbook:
* *Teachers\* having expert knowledge of the subjects that they teach including up-to-date vocational and technical subject knowledge that reflects expected industry practice and meets employers’ needs. If they do not, they are supported to address gaps so that learners\* are not disadvantaged by ineffective teaching.*
* *Teachers enable learners to understand key concepts, presenting information clearly and promoting discussion.*
* *Teachers check learners’ understanding effectively and identify and correct misunderstandings.*
* *Teachers ensure that learners embed key concepts in their long-term memory and apply them fluently and consistently.*
* *Leaders and teachers have designed and they deliver the subject curriculum in a way that allows learners to transfer key knowledge to long-term memory. The curriculum is sequenced so that new knowledge and skills build on what learners know and can do and learners can work towards defined end points.*
* *Teachers use assessment to check learners’ understanding in order to inform teaching.*
* *Teachers use assessment to help learners to embed and use knowledge fluently, to develop their understanding, and to gain, extend and improve their skills and not simply memorise disconnected facts.*
* *And specifically, whether apprentices acquire that knowledge effectively so that they demonstrate the required skills and behaviours that enable them to complete their apprenticeships, contribute to their workplace and fulfil their career aims by progressing to their intended job roles or other sustained employment, promotion or, where appropriate, moving to a higher level of apprenticeship or qualification*.
  1. It is essential to note that Ofsted has no preferred teaching style. Inspectors make judgements about the quality of education by the ways in which learners\* acquire knowledge, develop skills and exhibit appropriate behaviours for work and success in life or study. Teaching\* staff should plan their lessons/sessions as usual.

*\* Within the inspection handbook Ofsted use the term ‘teachers’ rather than lecturers and ‘learners’ rather than students, but during an inspection inspectors will use the most appropriate terminology used by the university e.g., lecturers and apprentices/students. The use of the term ‘teachers’ may also refer to, for example, trainers, assessors, coaches and mentors.*

# Lesson Visits

* 1. An important element of the curriculum review process will be to observe lessons. This **must** include workshops or sessions where teaching, training, learning and assessment are happening including online formats for the identified representative sample. Curriculum Review Leads **should** use lesson observations to gather evidence about how well staff implement the curriculum by looking at teaching of one or more subjects, and by triangulating what they have seen with evidence collected through discussions with staff, apprentices, work scrutiny and where possible employers.
  2. Teaching and training sessions that are observed will not be graded. Instead, teaching and training will be viewed across a sample of the provision to provide part of the evidence base for the curriculum review. It is important that the curriculum review process is supportive and beneficial for staff development and that feedback is given from the curriculum review lead that addresses the quality of the session in relation to the development needs of the apprentices at this time. Academic staff **must** reflect and include points that they would like the curriculum review lead to focus on in terms of teaching in the pre observation form (Appendix B).
  3. Lesson visits **may** be useful for not only the evaluation the quality of education, but also progress made in terms of behaviour and attitudes and personal development. For example, it may be possible to see direct evidence about how professional behaviours and attitudes of apprentices are developed in individual learning sessions. However, it is acknowledged and accepted that this may be much less evident in some types of delivery, such as lectures.
  4. Ofsted does not specify a preferred teaching style, therefore lesson visits **must** not be a process of using a checklist, as this cannot encompass all the complexities of learning and teaching practice. Nevertheless, some common features do exist across most learning situations. These may include (related to the [UK Professional Standards Framework Dimension of Professional Practice](https://www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf#:~:text=The%20PSF%20clearly%20outlines%20the%20Dimensions%20of%20Professional,carry%20out%20those%20activities%20at%20the%20appropriate%20level)):
  5. Openings and closings [K2].
  6. Planning and organisation [A1].
  7. Methods/approach [K2].
  8. Delivery and pace [A2].
  9. Content [K1].
  10. Intellectual stimulation [A4].
  11. Student participation [K3].
  12. Nature of student feedback [K3].
  13. Use of appropriate resources [A1].
  14. Overall style and atmosphere [A4].
  15. Acknowledgement of individual student’s particular needs [V1].

5.5 In addition, the key factors in section 5.2 **should** be considered during any lesson review, where applicable. Equally the grade descriptors for the quality of education can be helpful, but these **must** not be used as a checklist. Individual lesson reviews **must** not be graded: the focus **must** be on the effectiveness and impact of any teaching, learning and assessment technique used by a lecturer, but pedagogical approaches to the session **should** be discussed between the curriculum review lead and staff delivering the session.

# Work scrutiny

* 1. During the Curriculum Review Leads **must** scrutinise apprentices’ work to provide part of the evidence for an overall view of quality of education, primarily around the impact of the education provided. Individual pieces of work **should** not be evaluated, and work scrutiny **must** be connected to lesson reviews and, where possible, conversations with apprentices, staff and, where appropriate, with employers.
  2. Curriculum Review Leads **should** ask apprentices to talk them through the work they have completed during their apprenticeship. Work scrutiny can include an examination of a wide range of evidence, such as written assessments, including essays and projects, as well as other forms of assessments, such as reflective journals and video evidence of performance for assessments such as Presentations or Objective Structured Clinical Examinations (OSCE’s)
  3. Work scrutiny can provide an effective insight into the effectiveness of assessment. When used authentically, assessment can help apprentices to embed and use knowledge fluently and to show that they are competent in applying their skills.
  4. Work scrutiny will also provide an opportunity to consider the quality of the feedback apprentices receive, how this is related to the knowledge, skills and behaviours within the apprenticeship standard, and most importantly how it helps apprentices to improve. Feedback may be written or in other forms, such as orally. Curriculum Review Leads **must** establish with apprentices and staff the range of feedback mechanisms used, without expressing a preference. Feedback given to students **must** follow and be assessed against the University of Hull Inclusive Assessment Marking and Feedback Policy ([here](https://www.hull.ac.uk/choose-hull/university-and-region/key-documents/docs/quality/assessment/inclusive-assessment-marking-and-feedback-policy-v1-00.docx)).
  5. Work scrutiny is useful primarily for gathering evidence about the curriculum impact of the quality of education, and in particular the knowledge, skills and behaviours described within the apprenticeship standard. However, it may also provide useful insights into the behaviour and attitudes of apprentices in terms of the pride and professionalism their work demonstrates. Curriculum Review Leads can use work scrutiny to evaluate apprentices’ progress and progression through their course of study. Work scrutiny will show whether apprentices know more and can do more, and whether the knowledge and skills they have learned are well sequenced and have developed incrementally. Curriculum Review Leads **must** then synthesise what they find in order to contribute to their overall assessment of the quality of education.

# Discussion with apprentices

* 1. During a curriculum review, meetings with apprentices **may** be formal or informal, but at least a meeting **must** take place. Apprentices **must** be surveyed for their views on the quality of the apprenticeship this is then triangulated across the whole curriculum review.
  2. As part of the curriculum review, the Lead and any other team members (who can be Academic Staff, but also others involved in the apprenticeship provision) **must** take the opportunity to talk to apprentices about the quality of teaching, learning and assessment. Exemplar questions are available in Appendix F.
  3. When talking to apprentices, Curriculum Review Leads **should** ask them to talk through their learning journey through review of assessed work, feedback, thoughts and opinions on the apprenticeship as well as how they feel they are improving. There is also an opportunity when talking to apprentices to discuss how they are developing personally as a result of the apprenticeship, which provides some evidence related to the key judgments of behavior and attitudes and personal development.

# Discussion with employers

* 1. Curriculum Review Leads **must** meet with employers either face to face, remotely or observe the apprentice in the field where appropriate. Employers **must** be surveyed on their views of the apprenticeship provision being provided, their understanding of this as well as the progression viewed in their employment area. Example questions are available in appendix H.
  2. Curriculum Review Leads **should** examine establish the teaching, learning and assessment that is completed by the employer. This will include discussion of weekly / monthly working patterns, placements and how employers are supporting apprentices in the workplace. Finally, discussions **should** take place to establish new skills that the apprentice has learnt, how knowledge has grown and being applied as well as the professional behaviour of the apprentice.
  3. Curriculum Review Leads **should** establish how the employer is enabling apprentices to meet their Off the Job requirement. Activities that are contributing to this **should** be discussed if they are valid and what the apprentice is learning from these. This evidence can then be triangulated to the individual apprentices off the job hours record.

# Appendices

## Annual Curriculum Review and Development Form

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| --- | --- | --- | --- | --- |
| **Annual Curriculum Review and Development Form** | | | | |
| **For academic year (please state):** | | | | |
| (to be completed by the Skills and Apprenticeships Service and Faculty Academic Leads before the start of the academic year) | | | | |
| **Apprenticeship Standard** | **Current number of apprentices by level e.g., level 4, 5, 6 etc** | **Curriculum Review Lead** | **Delivery model of apprenticeship** | **Planned date of Curriculum Review\* (normally in first trimester depending on the delivery pattern)** |
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| *\*Once agreed dates* ***must*** *be added to the Apprenticeship Quality Cycle Year Planner* | | | | |

## Curriculum Review Pre-Observation Record

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| **Curriculum Review Record Form – Pre-Observation** | | |
| *(to be completed by Programme Director and returned to the* Curriculum Review *Lead 7 days before the* curriculum review*)* | | |
| **Apprenticeship Standard:** | | **Name and number of the module:** |
| **University Faculty:** | | **Programme Director name:** |
|  | | **Programme Director contact details:** |
| **Curriculum Review Lead:**  **Other members of the Curriculum Review Team (where applicable):** | |  |
| **Specific Apprentice observed:**  **Number of apprentices:**  **Number of students:**  **Level of Apprentices (4/5/6/7):** | | **Date(s) of** curriculum review**:** |
| **I would find it helpful to focus on the following for teaching:** | | |
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| **I would find it helpful to focus on the following for assessments and feedback:** | | |
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| **I would like you to focus on the additional following themes (apprentices / employer):** | | |
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| **Name of Observee:** | | |
| **Date:** | | |

## Curriculum Review and Development Record Form

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| **Curriculum Review and Development Record Form** | | | |
| *(to be completed by the Curriculum Review Lead within 5 days of the completion of the* curriculum review *and be reported in a timely manner to the Faculty Level Apprenticeship Groups (FLAGs), with a copy sent to the Skills and Apprenticeships Service at apprenticeships@hull.ac.uk)* | | | |
| **Apprenticeship Standard subject to Curriculum Review:** | | **Name and number of the module:** | |
| **Faculty:** | | **Programme Director name:** | |
| **Curriculum Review Lead:**  **Other members of Curriculum Review Team (where applicable):** | | **Programme Director contact details:** | |
| **Specific Apprentice(s) observed:**  **Number of apprentices on programme:**  **Number of students on programme:**  **Level of Apprentices (4/5/6/7):** | | **Date(s) of** curriculum review**:** | |
| **Lesson Review** | | | |
| **Curriculum Review Activities**  **(core activities):** | **Key findings from activity/activities:** | **Overall strengths and examples of good practice:** | **Overall areas of further development\*:** |
| **Lessons visited (date, time, topic, lecturer):**  **1.**  **2.**  **3.**  **4.** |  |  |  |
| **Scrutiny of apprentices’ work** |  |  |  |
| **Individual Learning Plan and Progress Reviews** |  |  |  |
| **Discussion with apprentices** |  |  |  |
| **Curriculum Review Activities**  **(additional activities) –**  **see section 3.2 of the Code:** | **Overall strengths and examples of good practice:** | **Overall areas of further development\*:** | |
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| *\*Areas of development* ***must*** *be considered for inclusion in the Quality Improvement Plan.* | | | |
| **Curriculum Review Lead’s overall evaluation of the implementation of the curriculum – *consider the extent to which apprentices benefit from effective teaching and high expectations in classrooms, online, in workshops, at work or with subcontractors (where applicable*):** | | | |
|  | | | |
| **Signature of** Curriculum Review **Lead:** | | | |
| **Date:** | | | |

## Curriculum Review and Development Annual Summary Report

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| **Curriculum Review and Development Annual Summary Report** | | | |
| (to be completed by Faculty Apprenticeship Leads summarising completed curriculum reviews, and reported to the University Apprenticeship Quality and Compliance Committee (UAQCC)) | | | |
| **Completed Curriculum Reviews (list below by Apprenticeship Standard):** | **Curriculum Review Lead:** | | **Date(s) of Curriculum Reviews:** |
| 1. |  | |  |
| 2. |  | |  |
| 3. |  | |  |
| 4. |  | |  |
| 5. |  | |  |
| 6. |  | |  |
| **Synthesis of curriculum review overall strengths and examples of good practice and overall areas of further development:** | | | |
| **Overall Strengths and examples of Good Practice** | | **Overall areas of further development:** | |
|  | |  | |
| **Faculty Apprenticeship Lead overall evaluation of the implementation of the curriculum, based on the synthesises of all completed curriculum reviews-**  **– consider the extent to which apprentices benefit from effective teaching and high expectations in classrooms, online, in workshops, at work or with subcontractors (where applicable):** | | | | |
|  | | | | |
| **Are apprentices benefiting from effective teaching, learning and assessment which is at least ‘Good’ as per the Ofsted criteria for the implementation of the curriculum in the Quality of Education key judgement:**  **Yes/No (delete as appropriate)**  **If ‘no’ what further needs to happen? (actions to be added to the Apprenticeship Quality Improvement Plan and subsequent curriculum review arranged in 6 months):** | | | | |
| **Signature of Faculty Apprenticeship Lead / Associate Dean:** | | | | |
| **Date:** | | | | |

## Example Questions for Curriculum and Progress

**Curriculum questions for teachers:**

* What prior knowledge do learners need before they move on to this task? Show me how the curriculum is sequenced so that they learn that prior knowledge.
* What difference does this element in year 1 make in year 2?
* What are you choosing to assess in week 1? How does this relate to subsequent teaching?
* How do you ensure that learners remember the material over time?
* Talk to me about the strengths and deficits of this piece of work in terms of the knowledge that lies ‘beneath’ it?
* How will you ensure that those knowledge deficits are addressed so that the learner can access the curriculum?
* What do you want learners to know (or be able to do) in this part of the curriculum? (intent)
* How will you ensure that they know (or can do) it? (implementation)
* What will learners be able to do as a result of learning it? (impact)
* How do you ensure the apprentice and the employer is clear about the commitment required to undertake this programme, how is this reinforced in your individual lessons?

**Discussions about progress with learners:**

* What did you learn last term that helped you to understand what you’re studying this term?
* In this topic, what do you think are the really crucial things you need to remember?
* How will learning this help you in your job/career/further study?
* What did you need to know before you could do that?
* How did you apply this knowledge at work?
* Now that you know that, does it make a difference to what you can do?
* Can you explain why this piece of information is significant?
* Can you explain to me what British values are and where these are discussed in your curriculum?
* Can you explain to me any safeguarding training you have had and how these are integrated into the curriculum?

## Example Questions for Learners / Apprentices

* What made you decide to take this programme? What advice did you receive? Who from? What information was given/made available to you? Was it the right choice?
* How did you, your tutor/ employer /assessor provider choose the units/modules/aspects of the programme you are studying?
* How does your programme link to your future plans? Will the programme help you achieve your career aims/next steps?
* Can you describe your induction – what did you learn about the programme and what can you do when you finish?

**Planning & delivery - knowledge, skills & understanding/behaviours**

* How do you plan your learning with your tutor/training provider/employer? Do you know what information is used to plan your learning and set targets?
* What are your plans and targets for the next few weeks/months?
* What have you learned since you started this programme?
* What do you know now and/or can you do now that you could not do before?
* What are you learning next? How is this linked to what you learned a week/ month ago? (in the workplace/provider? How is this linked to what you are learning off-the-job?)
* When you have learned something new how often do you practice the knowledge/skill before you are assessed?
* How does the feedback you get from assessments help you to improve your work?
* What is the best way in which you learn? Give me an example of how you have learned something new in your programme?
* Do you feel that your learning has been planned logically and does the content make sense? (in relation to what you are doing at work?)
* How have your skills in learning developed during your course? (focus on study skills)

**Progress**

* Can you see how the knowledge that you have learned and the skills that you have developed can be transferable in other situations in your future career? Give examples.
* What do you know now and/ or can you do now which you could not do before and what impact is this having on your development/performance/future choices?
* Can you tell me about what you have learned already and what you still need to learn by the end of your programme?
* Is there anything on your programme that you do not understand? Can you explain why you do not understand it?
* Tell me how well you are doing on your programme-are you on target to achieve your planned end date?
* Do you have regular progress reviews? How do they help you check your learning so far and plan your next steps?

**English and mathematics**

* Tell me about the help you get to improve and develop your English and mathematics skills? How were you helped to gain the standard in M&E before you started your phase 2 training ?

**Personal development, behaviours and attitudes**

* Describe the behaviours and attitudes you need to develop to be successful in your programme. Have you developed these behaviours/attitudes?
* Tell me when you had to manage or resolve a conflict between two or more co-workers/ apprentices.
* Tell me about a difficult obstacle you had to overcome recently? How did you overcome this?
* Describe a situation which required you to be sensitive to the needs of fellow workers/ learners

## Example Questions for Programme Directors and Teaching Staff

**Intent**

* How ambitious is the curriculum in meeting the needs and aspirations of apprentices ? How does the curriculum link to local, regional and national skill requirements?
* How do you ensure that apprentices and employers have an understanding of the commitment required to complete the apprenticeship.
* What is the rationale behind the courses and programmes that you offer and how do you communicate this to apprentices ?
* How do you incorporate other considerations into the curriculum, e.g. specific employer needs or other relevant information?
* How have you chosen the content of each curriculum? What influences the sequencing of the curriculum?
* How does the curriculum progressively build apprentices’ knowledge, skills and behaviours? How will you know that apprentices develop new knowledge, skills and behaviours?
* How do you know what knowledge, skills and behaviours apprentices already have before they start their course or programme?
* How does the initial assessment influence the planning of the training, starting points, assessments, review points and milestones?
* How do you use your knowledge of the curriculum to ensure it is of a high quality?
* How do you plan the curriculum for progression? Do employers influence this? Does your curriculum intent include expected destinations?
* How have you used information about destinations last year to inform teaching and the curriculum this year?
* How to you ensure apprentices have a clear understanding of life in modern Britain, risks of extremism and radicalisation?

**Implementation**

* How do you know that the teaching is having a positive impact on apprentices?
* How do you know that apprentices are achieving sustainable levels of KS and B’s which are relevant to their workplace?

**Impact**

* How do you know that learning has taken place? What approach do you take to confirming an apprentices understanding and correcting any misunderstanding

## Example Questions for Employers

**Recruitment**

* What made you decide to take this/these apprentice(s)?
* How do you recruit apprentices? What processes do you use to ensure you get the right apprentices for your business/company/organisation?
* How did you, your apprentice and your training provider choose the units/modules/aspects of the programme your apprentices are studying? What do you do to ensure the programme also meets the needs of the business?
* How does your apprenticeship link to your plans for your business? Will the programme help you achieve your aims?
* What is your organisational mechanism for supporting apprentices learning in the workplace?

**Planning & delivery - knowledge, skills & understanding/behaviours**

* Can you describe any of the new skills your apprentice(s) has/have recently developed at work?
* What development time do you provide your apprentice(s) with in work and who supports them to develop new knowledge, skills and understanding/behaviours in the workplace? Do they have specific time during work for off-the-job training?
* When an apprentice learns something new how often do they practice the skill before you or the provider trainer assess them?
* What is/are your apprentice(s) learning next in the workplace? How is this linked to what they are learning off-the-job?
* How do you plan learning with your training provider? What are your plans and targets for your apprentices for the next few weeks/months?
* Do you feel that learning has been planned logically and does the content make sense in relation to what apprentices are doing at work?
* Do you know what your apprentice(s) will be able to do in their job at the end of their first/second/third year?

**Progress**

* Can you see how the knowledge that apprentices have learned and the skills that they have developed can be transferable in other situations to help the business? Give examples.
* What can apprentices do now which they could not do before and what impact is this having on their work and on the business?
* Can you tell me about what they have learned already and what they still need to learn by the end of your programme?
* Is there anything on the programme that is not useful for the apprentices? Can you explain why?
* Tell me how well your apprentice(s) is/are doing in their apprenticeship – whether they are on target to achieve on time and how you know?
* Describe how you check what the apprentice(s) has/have done and what they need to do next.
* Do(es) the apprentice(s) have regular progress reviews? Do you take part in the reviews? Do they help you check on learning so far and plan next steps? Do you help decide what the apprentice(s) need to do next?
* Standards only Q – How are you helping your apprentice(s) prepare for EPA? What is involved in the EPA? How is your training provider helping the apprentice(s) get ready for EPA?

**Personal development, behaviours and attitudes**

* Describe the behaviours and attitudes apprentices need to develop to be successful in their apprenticeship. Have they developed these behaviours/attitudes during the apprenticeship?
* Can you give any examples of positive behaviours/attitudes that apprentices have demonstrated at work?

**Version Control**

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| --- | --- | --- | --- |
| **Version** | **Author** | **Date approved** | **Relevant sections** |
| 1 01 | Lisa Tees, Quality Manager, Quality Support Service | Housekeeping, Sept 2023 | Replaces Education Committee with Education Student Experience Committee |
| 1 00 | Zach North, Faculty Health Sciences | Education Committee, Feb 2023 | New |