Guidance 3xxiv Procedure for mapping a new or existing Middlesex University programme to an apprenticeship standard

Purpose

For all programmes following an apprenticeship standard which are delivered by Middlesex University, an Apprenticeship Standard Mapping Document (Appendix 3j) must be included within the Validation/Review documentation. This document ensures that all apprentices have the opportunity to develop all required knowledge, skills and behaviours (KSBs) as defined in the standard to meet Gateway and to pass End-Point Assessment.

The document also serves as an important part of the University's initial assessment process for each on-boarding apprentice. Each apprentice's prior attainment and experience will be evaluated against the programme module content which are a direct reflection of the apprenticeship standard KSBs. Where applicable, certain modules may then be omitted from an individual apprentice's programme of learning as a reflection of the University's commitment to not training or claiming funding from the Education and Skills Funding Agency (ESFA) for pre-existing knowledge, skills and behaviours.

Section 1:   Specifications of the Apprenticeship Standard

Visit the Institute for Apprenticeships and Technical Education's official website and locate the relevant page for the apprenticeship standard to be mapped (https://www.instituteforapprenticeships.org/apprenticeship-standards/).

Complete Section 1 of the Mapping Document copying the information available from this source.

Section 2:   Mapping Process of Apprenticeship Standard Knowledge, Skills & Behaviours to Programme Modules

All learning outcomes for apprenticeship standards are divided into three categories: Knowledge, Skills, and Behaviours (collectively known as a KSB). The number of KSBs varies from one apprenticeship standard to another but no KSBs can be omitted from this mapping process. All modules must cover at least one KSB to be included in the training costs of an apprenticeship and so no module should have zero KSBs mapped to it. Starting with the Knowledge aspects of the standard, copy each of the KSBs (numbered K1, K2, S1, S2, B1, B2, etc.) into the first column of their table. Where applicable, add rows to tables to ensure each aspect has its own individual mapping process.

In the evaluation column for each corresponding KSB:

- Identify when and how training of each KSB is delivered
- Identify when and how each KSB is continuously developed
- Identify when and how assessment for each KSB is conducted
- Indicate how training and assessment of the KSB will prepare the apprentice for end-point assessment (EPA).

Be sure to include all corresponding module(s) and task(s) in evaluations. It is common practice for KSBs to be visited at multiple points throughout the programme and therefore, multiple modules (and even occasionally all modules) may contribute towards the development of a particular KSB.

Every module does not need to cover every KSB and so it is expected that some KSBs will not be met by certain modules. However, it is expected that every module will cover training of a substantial amount of KSBs to be included in the training cost of the apprenticeship.

Section 3:   Mapping Process of additional Apprenticeship-specific requirements to Programme Modules

As an additional requirement for any apprenticeship standard, British Values (which includes Equality & Diversity), Safeguarding (which includes the Prevent duty), and continuous development of functional skills in English and Maths must be integrated as a component of all aspects of the programme.

It is a requirement that each of the three areas are developed in at least one module per year of the programme. For each relevant module, specify where opportunities will occur for development in each of these key areas. This should include industry-specific examples / activities which apprentices will undertake as a part of their main programme to aid their development in these areas. These areas may not necessarily be subject to formal assessment but contextual understanding of these areas and how to apply their principles in professional practice are a requirement for any apprentice to meet Gateway and to pass End-Point Assessment.

The information provided in this section will form a foundation for evaluating individual apprentice development in these areas during the tripartite progress reviews which take place throughout the programme.

Following Steps: Submission to Validation/Review Panel

Submit the completed mapping document along with the apprenticeship standard and the assessment plan along with the other required documentation to the validation event / committee officer (or link to the apprenticeship standard and the assessment plan, as appropriate).

Additional Considerations

IfATE may undertake periodic review of particular apprenticeship standards and the KSBs assigned to them to reflect changes in the industry, which may in turn have a knock-on effect to funding rules as set forth by the ESFA.

In coordination with any update to the expected KSBs to be met by all apprentices on a specific standard, IfATE will additional set a deadline by which training providers must update their existing programmes to reflect the new changes. It is the responsibility of the University to ensure that the process set out in the guidance is revisited at the earliest convenience once updates to an apprenticeship standard are released to ensure all programmes are in line with the latest version of the standard.

Additional information on revision to apprenticeship standards can be found at: https://www.instituteforapprenticeships.org/developing-new-apprenticeships/

For further support in completion of the mapping document, please contact the Officer for your event.