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# **Apprenticeship standard mapping document**

This document details the process of mapping the modules for the Middlesex University programme, [name of programme] to the Knowledge, Skills and Behaviours of the Apprenticeship Standard, [name of standard]. It also details the opportunities of where additional apprenticeship-specific programme requirements will be embedded into the programme’s modules. These include British values, safeguarding/prevent, and continuous development of functional skills in English and mathematics.

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| 1. **Specifications of the Apprenticeship Standard**
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| * 1. **Occupational Standard:**
 | [Insert Name of Occupation/Standard] |
| * 1. **Source of Reference:**
 | [insert URL of appropriate Apprenticeship Standard page] <https://www.instituteforapprenticeships.org/apprenticeship-standards/>Date: [insert date of reference] |
| * 1. **Level:**
 | [Insert level of standard] |
| * 1. **Degree:**
 | *[Delete as appropriate]*IntegratedNon-integrated |
| * 1. **Reference:**
 | STXXXX |
| * 1. **Version:**
 | [Insert version of standard] |
| * 1. **Date updated:**
 | [Insert date of most recent IfATE update] |
| **1.8 Approved for delivery:** | [Insert date of IfATE approval] |
| **1.9 Route:** | [Insert route of standard] |
| **1.10 Typical duration to gateway:** | XX months |
| **1.11 Occupational profile:** | [Insert as appropriate] |

**2. Mapping Process of Apprenticeship Standard Knowledge, Skills and Behaviours (KSBs) to Programme Modules**

*Insert/remove rows for each table as appropriate.*

* 1. **Knowledge**

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| **Knowledge Map***Remove example/unused rows before submission. Where KSBs exceed 20, continue on the following table.**All modules must have at least one KSB allocated against them and all KSBs must be covered by at least one module.* |
| **Module Code** | **Module Title** | **K1** | **K2** | **K3** | **K4** | **K5** | **K6** | **K7** | **K8** | **K9** | **K10** | **K11** | **K12** | **K13** | **K14** | **K15** | **K16** | **K17** | **K18** | **K19** | **K20** |
| *EXAMPLE* | *EXAMPLE* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *EXAMPLE* | *EXAMPLE* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Module Code** | **Module Title** | **K21** | **K22** | **K23** | **K24** | **K25** | **K26** | **K27** | **K28** | **K29** | **K30** | **K31** | **K32** | **K33** | **K34** | **K35** | **K36** | **K37** | **K38** | **K39** | **K40** |
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| **Knowledge** | **How professional competence is achieved*** *Where and how is evidence of this KSB developed/assessed? Indicate module(s)/task(s).*
* *How will this prepare the apprentice for End-Point Assessment (EPA)?*
* *Please note that all KSBs* ***must*** *be assessed at the level of the apprenticeship standard.*
 |
| **K1** |  |  |
| **K2** |  |  |
| **K3** |  |  |

* 1. **Skills**

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| **Skills Map***Remove example/unused rows before submission. Where KSBs exceed 20, continue on the following table.**All modules must have at least one KSB allocated against them and all KSBs must be covered by at least one module.* |
| **Module Code** | **Module Title** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **S8** | **S9** | **S10** | **S11** | **S12** | **S13** | **S14** | **S15** | **S16** | **S17** | **S18** | **S19** | **S20** |
| *EXAMPLE* | *EXAMPLE* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *EXAMPLE* | *EXAMPLE* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Module Code** | **Module Title** | **S21** | **S22** | **S23** | **S24** | **S25** | **S26** | **S27** | **S28** | **S29** | **S30** | **S31** | **S32** | **S33** | **S34** | **S35** | **S36** | **S37** | **S38** | **S39** | **S40** |
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| **Skills** | **How professional competence is achieved*** *Where and how is evidence of this KSB developed/assessed? Indicate module(s)/task(s)*
* *How will this prepare the apprentice for End-Point Assessment (EPA)?*
* *Please note that all KSBs* ***must*** *be assessed at the level of the apprenticeship standard.*
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| **S1** |  |  |
| **S2** |  |  |
| **S3** |  |  |

* 1. **Behaviours**

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| **Behaviours Map***Remove example/unused rows before submission.**All modules must have at least one KSB allocated against them and all KSBs must be covered by at least one module.* |
| **Module Code** | **Module Title** | **B1** | **B2** | **B3** | **B4** | **B5** | **B6** | **B7** | **B8** | **B9** | **B10** | **B11** | **B12** | **B13** | **B14** | **B15** | **B16** | **B17** | **B18** | **B19** | **B20** |
| *EXAMPLE* | *EXAMPLE* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *EXAMPLE* | *EXAMPLE* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Behaviours** | **How professional competence is achieved*** *Where and how is evidence of this KSB developed/assessed? Indicate module(s)/task(s)*
* *How will this prepare the apprentice for End-Point Assessment (EPA)?*
* *Please note that all KSBs* ***must*** *be assessed at the level of the apprenticeship standard.*
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| **B1** |  |  |
| **B2** |  |  |
| **B3** |  |  |
| **B4** |  |  |
| **B5** |  |  |
| **B6** |  |  |

1. **Mapping of additional apprenticeship-specific requirements to programme modules**

*Insert/remove rows for each table as appropriate. There should be one row for every module on the programme per table.*

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| * 1. **British Values**
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| **Rule of Law**- Legislation- Agreed ways of working, policies and procedures- How the law protects you and others- Codes of conduct | **Democracy**- Leadership and accountability- Joint decision making- Team meetings- The right to protest and petition- Receiving and giving feedback |
| **Individual Liberty****-** Equality and Human Rights- Personal Development- Respect and Dignity- Rights, choice, consent and individuality- Values and principles | **Respect and Tolerance**- Embracing diversity (age; disability; gender reassignment; marriage/civil partnership; pregnancy/maternity; race; religion/belief; sex; sexual orientation)- The importance of religion, traditions, cultural heritage and preferences- Tackling stereotyping, labelling, prejudice and discrimination |
| **Module Code** | **Module Title** | **Where and how is evidence of British Values developed?***Indicate task(s). Please note that British Values do not need to have summative assessments unless the applicable apprenticeship standard states they form part of the main programme’s KSBs.* |
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| * 1. **Safeguarding**
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| **The Ten Types of Abuse** | Discriminatory abuse | Domestic violence or abuse | Financial or material abuse | Modern slavery | Neglect or acts of omission |
| Organisational or institutional abuse | Physical abuse | Psychological or emotional abuse | Self-neglect | Sexual abuse |
| **The Six Principles** | **Empowerment:** People being supported and encouraged to make their own decisions and informed consent | **Protection:** Support and representation for those in greatest need. |
| **Prevention:** It is better to take action before harm occurs. | **Partnership:** Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse. |
| **Proportionality:** The least intrusive response appropriate to the risk presented. | **Accountability:** Transparency in safeguarding practice. |
| **Module Code** | **Module Title** | **Where and how is evidence of Safeguarding developed?***Indicate task(s). Please note that Safeguarding does not need to have summative assessments unless the applicable apprenticeship standard states they form part of the main programme’s KSBs.* |
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| * 1. **Continuous development of functional skills in English and mathematics**
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| **Functional skills in English:*** Listen, understand and make relevant contributions to discussions with others in a range of contexts.
* Apply understanding of language to adapt delivery and content to suit audience and purpose.
* Read a range of different text types confidently and fluently, applying knowledge and understanding of texts to one’s own writing.
* Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar.
* Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.
 | **Functional skills in mathematics:*** Demonstrate ability in mathematical skills and ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity.
* Consider new areas of life and work and the corresponding mathematical concepts and problems which, while not of immediate concern, may be of value in later life.
* Develop an appreciation of the role played by mathematics in the world of work and in life generally.
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| **Module Code** | **Module Title** | **Where and how is evidence of continuous development of functional skills in English and mathematics developed?***Indicate task(s). Please note that functional skills do not need to have summative assessments unless the applicable apprenticeship standard states they form part of the main programme’s KSBs.* |
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