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KLP 035 Apprenticeship Curriculum Intent, Implementation & Impact Checklist



GroupHorizon
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Policies and Procedures

Apprenticeship Curriculum Intent, Implementation & Impact

Curriculum Intent

The term has come from Ofsted's [new Education Inspection Framework \(EIF\)](#) which has been used to inspect all apprenticeship training providers since September 2019. In this new framework, Ofsted has caused a storm with its new-found focus on curriculum – the intent, implementation, and impact of apprenticeship curriculum.

The thing is curriculum isn't a new thing for Ofsted or apprenticeships. Training providers have always had to design, plan, deliver and review an apprenticeship curriculum – it's just that they no longer have the rigid guidelines to follow that were part of the old frameworks. The new standards are all about individual learning, so the curriculum should be seen as the provider's promise to the learner – what they'll deliver, how they'll deliver it, and the impact it'll have.

Sound familiar? It should do. These curriculum promises are far from alien in apprenticeships – it's just the terminology that's changed. Here's Ofsted's definition of a curriculum:

"The curriculum sets out the aims of a programme of education and training. It also sets out the structure for those aims to be implemented, including the knowledge, skills, and behaviours to be gained at each stage. It enables the evaluation of learners' knowledge and understanding against those expectations."

Ofsted has also said that providers should think about the intent, implementation, and impact of their curriculum – and that there should be a continuous, individualised curriculum for each learner.

The new lingo may sound daunting, but there's no need for panic – it's what apprenticeship providers have been doing for decades! The main difference is the three I's –

1. Intent,
2. Implementation and
3. Impact.

Intent

Curriculum intent is the planning stage,

Use Group Horizon's core values to drive our curriculum intent. Use them to set out what apprentices are expected to learn at the end of each programme, using the KSBs in the standard as a minimum.

When the core curriculum intent for each programme is created, we can work with our employers to define any bespoke requirements and plan how learners will meet the 20% off-the-job requirement. At this stage, our curriculum intent can be bespoke to the programme and employer but should still meet the KSBs required for the job role. Ofsted is looking for evidence of individualised learning, but

also expects every learner to have access to the same quality of learning – it's during the implementation stage where we can really personalise delivery for each learner.

Remember, our curriculum intent should also include all the normal things, like the apprenticeship agreement and commitment statement.

Implementation

This is the practical stage – how we are going to put our curriculum intent into action.

We need to use the learner's initial assessment to personalise the implementation of our curriculum intent for each learner. When we know the learner's starting point (not just against English and maths, but against all the KSBs in the standard) and the employer's requirements, we can create a personalised curriculum that stretches and challenges the learner and builds their knowledge as they progress – which is what Ofsted wants to see.

We will also plan any assessments or mock tests we will be using to track learners and help them progress through the curriculum to the gateway.

Impact

In the impact stage, we will look at individual learner outcomes as well as cohort achievement rates. Ofsted wants to see how apprentices have progressed over time, how individual training activities have impacted learning, and whether the apprentice has gained all the skills set out in the curriculum intent.

We will also have evidence to show that the employer has been involved in impacting learners and that their learners have gained valuable knowledge to support them in the workplace – not just in their current role, but to progress their careers in the future.

There's a lot to take on board. But if we break it down, designing and implementing our curriculum intent doesn't have to be complicated.

To look at the three Is in more depth, use the curriculum planning checklist. Go through each of the three I's, so we know exactly what we need to include in each section and show how they relate to each other.

Apprenticeship Curriculum Checklist

Intent

- What do you intend learners to learn?
- Does your curriculum develop the knowledge, skills and behaviours learners need to progress in education or employment?
- Is your curriculum intent sequenced so learners can build on previous learning and develop the new knowledge they need.
- Does your curriculum intent promise to deliver the KSBs in the standard that are necessary for the job role?
- Does your curriculum link KSBs together in a transferable way?
- What are the end points and the next steps after the curriculum?
- Does your curriculum have opportunities for all learners, no matter their level, to have high vocational or academic ambitions?
- How will you stretch and challenge learners?
- Does your curriculum take into account the needs of the learner, employer and local economy?
- Do your coaches, trainers and staff understand the intent of your curriculum, how it will be implemented, how the impact will be measured, and what this means for their practice?
- Does your curriculum take into account the core values of your organisation and sector?

Implementation

- Do your coaches or trainers have expert knowledge of the sector?
- Is your curriculum delivered in a way that allows learners to transfer key knowledge to long-term memory?
- Does your curriculum take into account the learner's previous learning and develop their knowledge in a personalised way?
- Are learners working towards defined end points?
- Is the curriculum implemented in a way that allows learners to apply their knowledge?
- Are evaluations used to help coaches and trainers assess the competency of learners and produce clear next steps for learners?

Impact

- Have learners attained good results in examinations and end-point assessment?
- Have learners produced good work throughout the implementation of the curriculum?
- Can learners apply the knowledge and skills they've gained?
- Have all learners acquired the knowledge, skills and behaviours needed to progress in employment or education?
- Have learners progressed in relation to their starting point and rate of learning?
- Have learners been stretched and challenged to achieve ambitious targets?
- Have learners with additional learning needs achieved the best possible outcomes?