

# EMBEDDING THE CORE CURRICULUM

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# Agenda



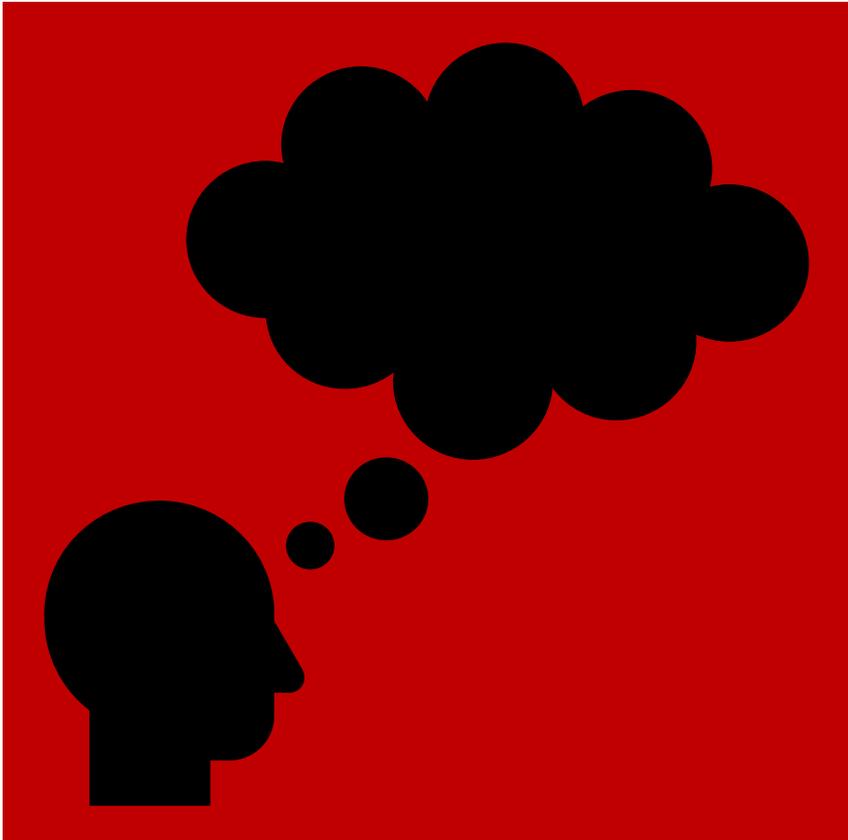
Where are we now ?

Case Study - School and Central Action

Action Plan

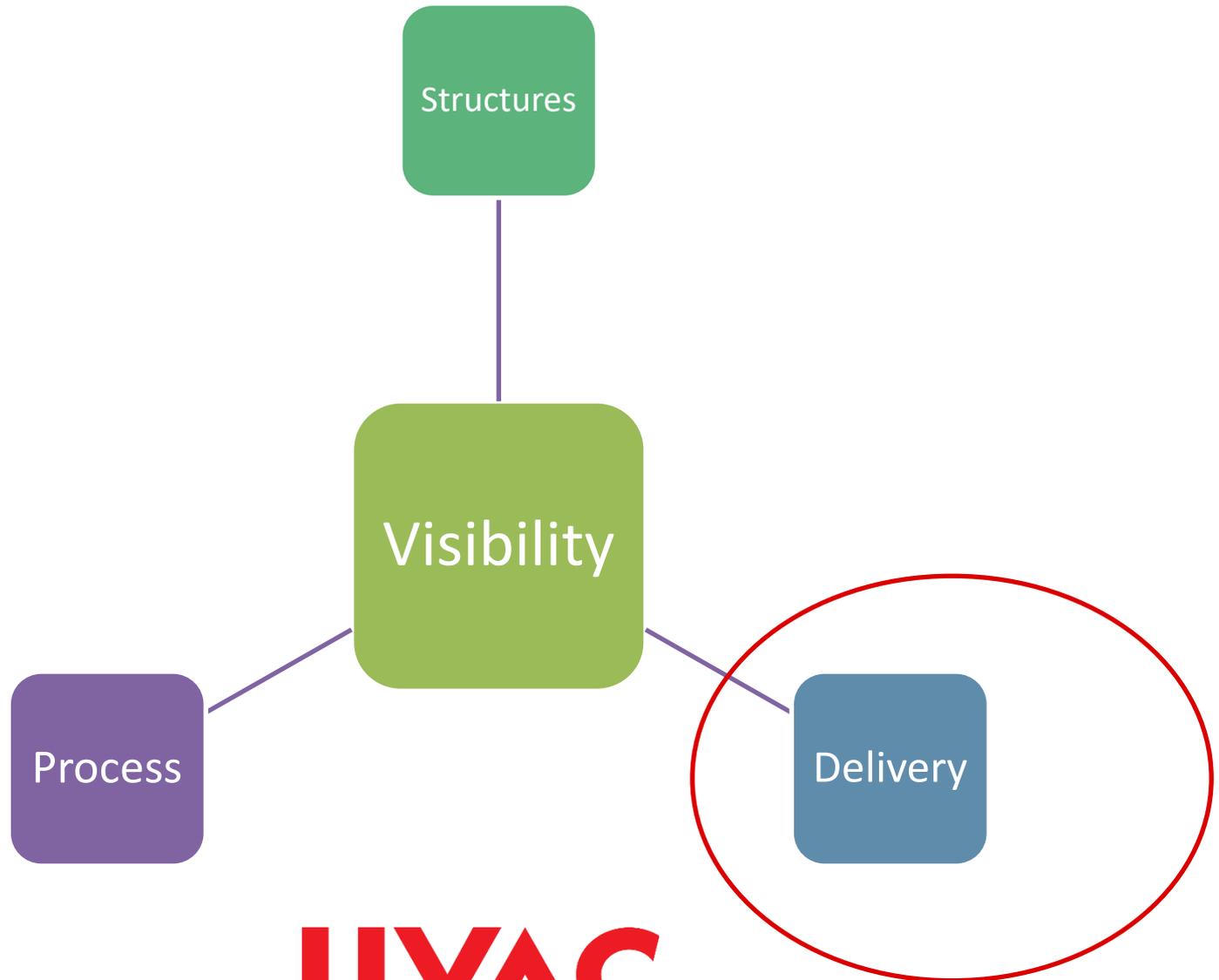
Further Resources

# POLL

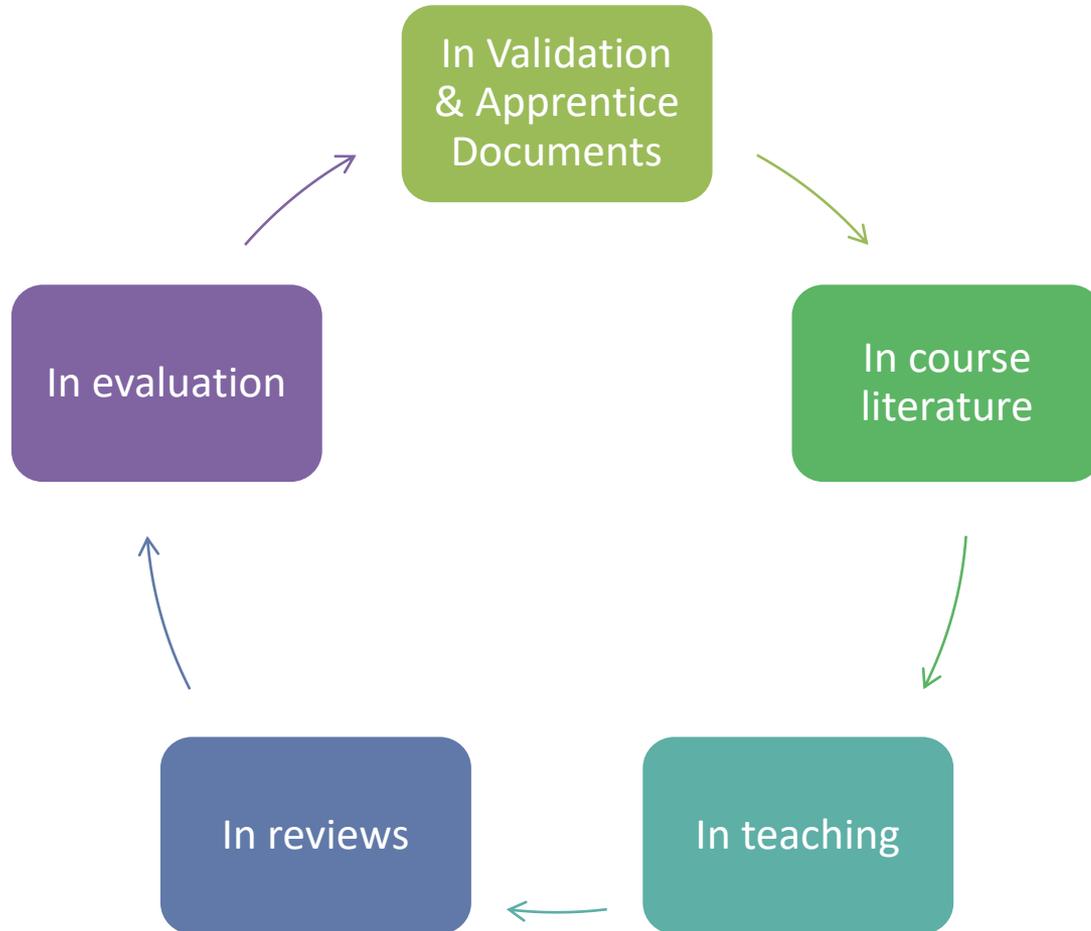


- Which of the core curriculum elements is the most difficult to embed ?

# Latest Challenges & Successes



# The Core Curriculum Cycle





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# Leeds Beckett University Apprenticeship Validation – Embedding the Core Curriculum

Anna Pridgeon, Quality Officer

# Overview of Leeds Beckett apprenticeships

- First validated apprenticeships for delivery in 2017/18 (BA (Hons) Business Management Practice (Chartered Manager) and BSc (Hons) Digital and Technology Solutions (Digital and Technology Solutions Professional)
- Since then, validated further 31 apprenticeships mapped to these standards
- Aim to use the validation process to capture all aspects of the Apprenticeship so that all teaching elements are considered and planned for fully in the design – and core apprenticeship curriculum are integrated throughout the apprenticeship journey
- Re-validation of apprenticeship portfolio Spring-Summer 2022 through a University Validation Panel

School	Apprenticeship Standards
Health	Nursing Associate, Registered Nurse, Social Worker, Advanced Clinical Practitioner, District Nurse, Environmental Health Practitioner
Business	Senior Leader (current and previous versions), Operations or Departmental Manager
Built Environment, Engineering and Computing	Building Services Design Engineer, Building Services Engineering Site Management, Civil Engineer, Civil Engineering Site Management, Construction Quantity Surveying, Chartered Surveyor, Project Manager, Chartered Town Planner (L5 and L7 entry), Digital and Technology Solutions Specialist
Arts	L7 Architect

# Validation of Apprenticeships

## Validation panels

- The Chair and at least 1 internal and 1 external panel member must have apprenticeship experience

## Panel guidance and resources

- Factsheet for panel members, adapted initial feedback proforma

## Pre-validation events

- Internal pre-validation meeting held approx. 6-8 weeks prior to the event between the team and panel members to review documents and offer feedback prior to submission to the full validation panel

## Bespoke documentation

- Apprenticeship Specification, Apprenticeship Module Specifications, Apprenticeship Module Handbooks, Mapping to Standards, Mapping to EIF, Apprentice Handbooks, evidence of stakeholder engagement, indicative operational delivery schedule

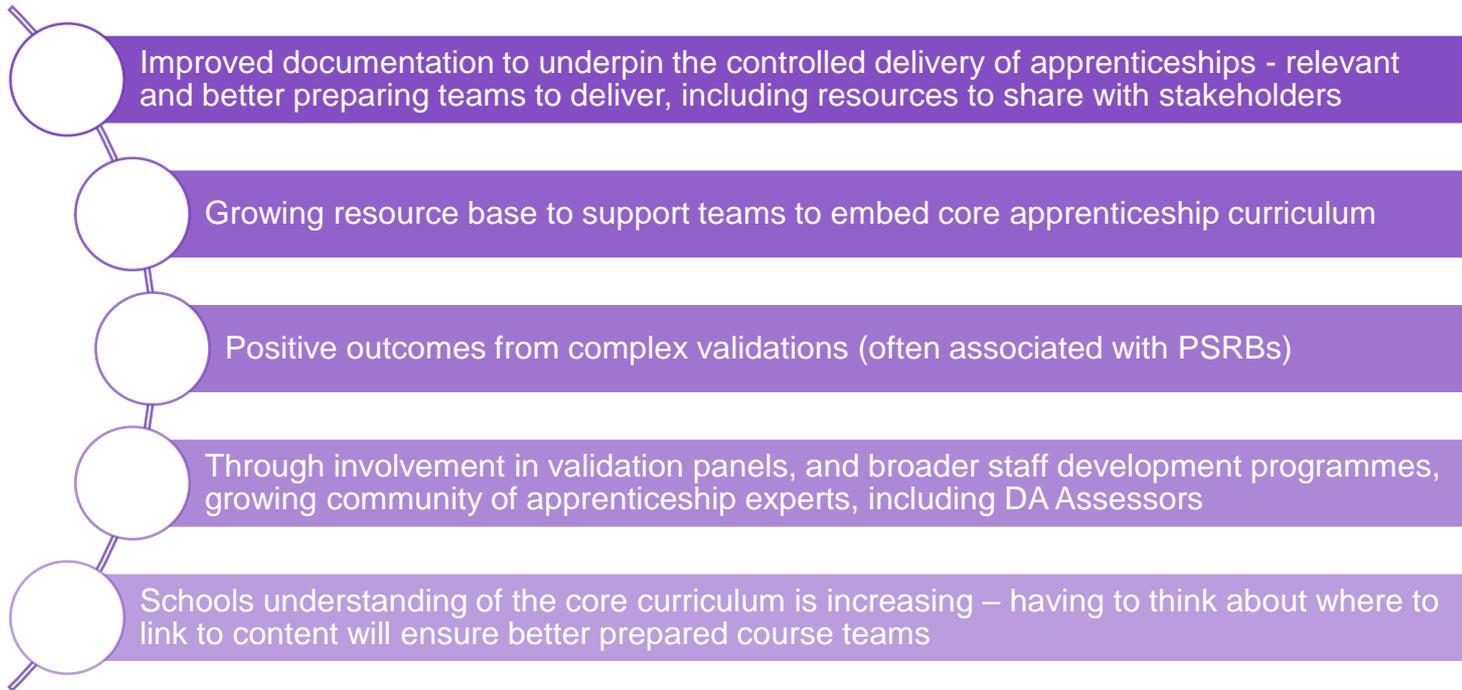
# Including the core curriculum in the documentation

All courses revalidated by UVP – panel of staff experienced in apprenticeships reviewed the revised documentation

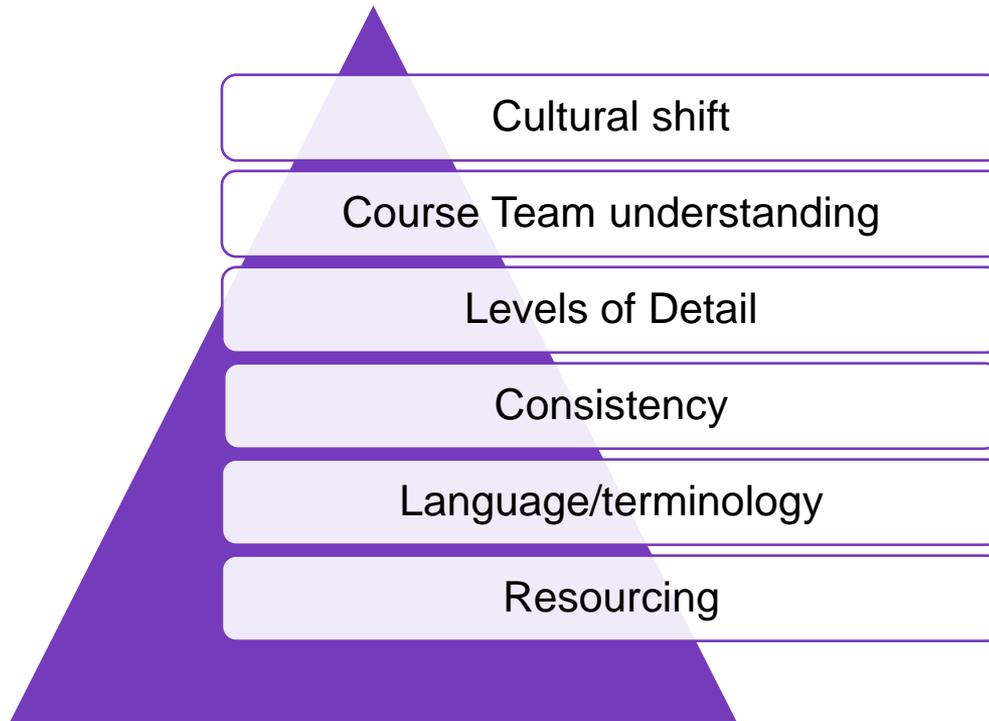
Documentation required:

- ✓ Details on how each **Knowledge**, Skill and *Behaviour* delivered
- ✓ Examples of how safeguarding, Prevent, equality and diversity would be covered (not necessarily the subjects but when were the opportunities to discuss/ embed them)
- ✓ Details of how the apprenticeship aligned to EIF expectations with regards to Personal Development, eg careers guidance and supporting readiness to succeed
- ✓ How/ when/ where were the different elements of British values delivered?
- ✓ assessed
- ✓ EPA – clear on what the assessment was, any particular requirements, eg sequencing, and how apprentices would be preparing for it from day 1
- ✓ Overview of how/ when/ where the learning hours would take place alongside TPRs, progression and award boards, assessment, EPA prep and completion, etc – blueprint of delivery

# Leeds Beckett successes



# Challenges we've faced...and still do



# Lessons learned...

Start with the  
Apprenticeship  
Standard not the  
qualification

Planning and  
consultation

Understand the  
Funding Rules  
(relating to delivery)  
and EIF

Teamwork

Connect with other  
providers and experts

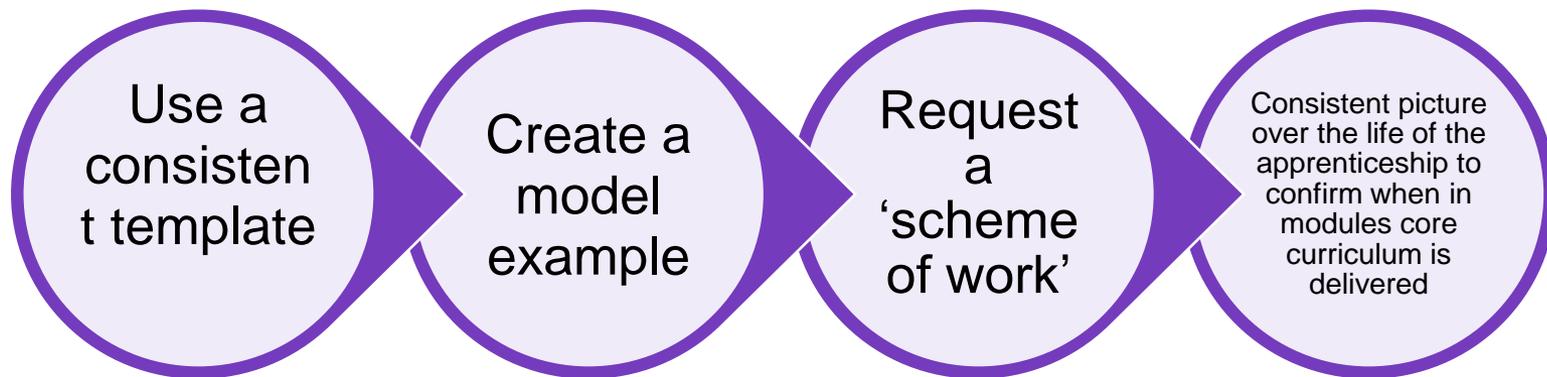
Be specific and direct  
in feedback – tactful  
and vague wont work!

Training or guidance  
on what was expected  
ahead of the work

1-1 feedback needed  
to help the writer make  
the necessary  
changes

lack of consistency  
made reviews more  
time consuming – but  
lots of good practice  
elements found

# Next Steps - enhancements





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# Questions



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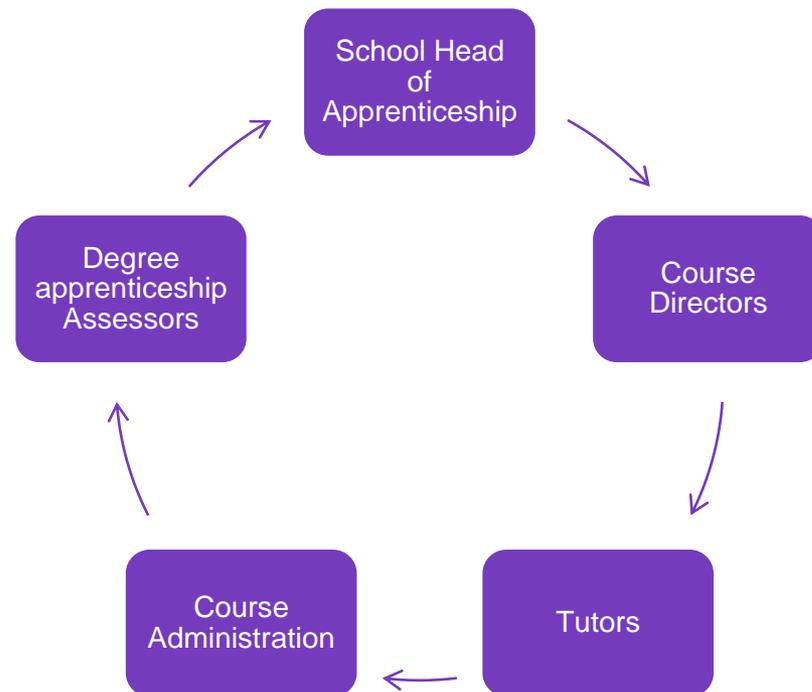
## **Challenges and Solutions – Embedding the ‘Core Apprenticeship Curriculum’ in Schools**

Catharine Hinton and Bex O’Higgins

Degree Apprenticeship Assessors, Leeds Beckett  
University

# Apprenticeships in BEEC

- Role of the Degree apprenticeship Assessor
- Scope and volume of apprenticeships





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# Town Planning

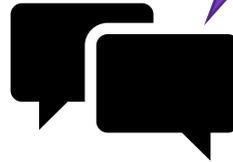
# Challenges – British Values

What are they  
and why do I  
have to teach  
them?

I don't  
agree with  
them!

How do I  
make them  
relevant?

The  
Government..  
!!!



# Overcoming the challenges

- Not about indoctrination
- They are positive values (Mutual respect and tolerance, freedom, democracy and rule of law – who doesn't think these are good?)
- Part of helping apprentices navigate them is to address controversial issues such as:
  - Partygate
  - Contract awards during lockdown
  - Behaviour in the houses of parliament compared to say Scottish parliament
- Freedom to think, have an opinion, take part in debate and discussion, whilst showing mutual respect and tolerance are good skills for development for everyone in education and the workplace.

# A few solutions

## Naturally present:

- Linking topics which naturally fall into or heavily out of BVs e.g. all areas and employers have some sort of legal framework = rule of law.
- Explaining to apprentices how they can take part in the wider student voice / student union (get their apprentice card!) = democracy
- Offering choice of assignments e.g. variety of options for submission, agreeing individual learning assignments for some modules (where this is appropriate) = freedom
- Student code of conduct = Mutual respect and tolerance

## Specific assignments:

- Personal reflections on how the British values compare to their workplace values
- Personal development plans which focus on showing leadership in terms of British and company values
- Legislation in a particular field of study

## Topic for discussion in Tripartite Reviews:

# Prevent

- The UK Government's strategy for preventing radicalisation and terrorism (part of a large scale international effort)
- Identifies individuals who are showing behaviours / signs of being groomed for terrorism or radicalized in a violent way
- If someone is identified as at risk under prevent, and there is a cause for concern, the individual works with specialists to develop a specific action plan to help them understand what is going on and challenge their emerging beliefs with the aim of restoring them back to a diverse society.
- **This is highly skilled and important work which is similar to the work done to support people who have been abused, kidnapped, groomed, exploited, trafficked or been part of a cult.**
- Our role is twofold – 1. To notice when this might be happening and alert the relevant authorities to the appropriate action can be taken. 2. To spread the word so that our apprentices know exactly what to do if they are concerned about someone.

# Challenges

- Does prevent just focus on Islamic terrorism?
- No, far right terrorism is prevalent in Europe; Mass shootings in America;
- Incels; Misogynist groups; Ukraine?
- Why do I have to talk about it?
  - Duty of care
  - Share knowledge about what to do when there are concerns
  - Prevent someone from being exploited, killed or jailed
  - Encourage research into these problematic areas?
- Will I get someone into trouble?

No, the focus of prevent is support from a range of different services to prevent

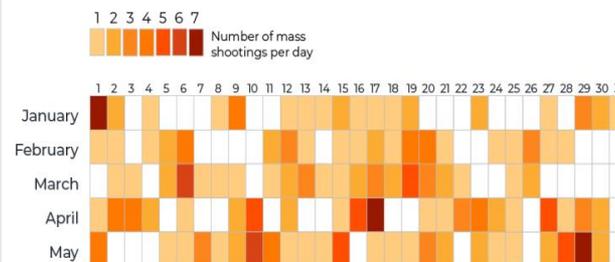
## GUN VIOLENCE

### Mass shootings across the US in 2022

According to the Gun Violence Archive, since the start of 2022, there have been at least

**230** mass shootings in which four or more people were shot or killed - not including the attacker - in a single incident.

that left **256** dead and **996** injured



The number of mass shootings across the US from January 1 - May 30, 2022 - according to other databases:



# Solutions

- Talk about it when it happens – debate, discuss, reflect, apply critical analysis
- Share the process
- Include training in induction
- For some courses it will be appropriate to encourage assignments / research in to this area
- For others it might be more oblique e.g. as a manager of a team in the workplace what would you do if.... Or... how can we design this building to prevent unauthorized entry? Or...What is the role of social media in...?
- Embed in TPRs / reviews
- Link to safeguarding: terrorist groups rely on grooming their membership and exploiting other people.

# Safeguarding

- Although you might be dealing with 18+ adults consider the amount of support services available to students e.g. mental health crisis support
- Should be available to apprentices too
- Duty of care
- Adults have safeguarding issues too – mental health, workplace issues, bullying, domestic abuse, coercive control, relationship scams, job scams, money scams
- Our role is to be alert to this and if we have concerns to pass them on to a safeguarding lead.
- Sharing safeguarding information can also create space for someone to ask ‘for a friend’ or disclose something that is bothering them
- Link to health and safety in the workplace, mental health support in the workplace, role as a manager in ensuring safety and safeguarding of employees
- Some courses this will be part of the curriculum anyway
- TPRs

# How we approach the task of embedding in hearts and minds- Hints and Tips

- Sheep dip does not work – reflect culture
- Training for all is helping the discussion and understanding
- 1-1 work to target people
- Benefits aligned to culture and individuals: start with the minds...???
- Funding
- Easier for an academic (like us) to make the point to the other about relevance and ease
- Target areas where it is easier
- Spread the good practice and other successful suggestions



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# Digital Solutions

**Course:** BSc (Hons) Digital & Technology Solutions - 4 years part-time

**Ways of working:**

- Block Delivery of modules
- 1 day a week for practical activities and drop ins with academics
- TPRs x 3

**Cohort Overview:**

- Level 4 entry point
- Currently 48 apprentices with 13 apprentices graduating in 2022
- 4 Specialist pathways from L5: DA x 9, BA x 4 , CSA x 6, SE x 15
- 25 modules: 6 x L4, 7 x L5, 12 x L6

# Digital Solutions Challenges

- **Macro:** Unknown health contra-indications post pandemic, Ofsted inspections, Apprenticeship requirement updates,
- **Micro:** Developer/Technical Specialist – Client Relationship building
- **Employer:** Understanding their requirements and priorities
- **Academic:** KSBs integration,
- **Apprentice:** Engagement behaviour change and lag
- **Central team:** Validation documentation updated
- **Assessor:** Phased, clear communication and stakeholder management

The largest issues in digital specific sectors and outliers of technology sectors are semantic misinterpretation and a divergence in skills required by employers now versus the skills apprentices graduate with after 4 years.

# Digital Solutions Successes

- **TPR Calendar and Communications Planning:**  
Key takeaways and continuity
- **Apprentice Level segmentation for support:**  
Experience levels differ
- **Academic collaboration and best practice forum**
- **Apprentice Promotions and graduation**
- **Career Support:** Contract Negotiation
- **British Values collaboration and confidence**
- **KSB master documents and support documentation**
- **EPA preparation sessions and support**

Successes are relative and individual to each Apprentice much like an ILP (individual Learning Plan) or a RAP (Reasonable Adjustment Plan).

Some apprentices see success as graduating with a first, some see success as completing a semester after a bereavement and others want to bring their kids to their graduation so my advice is – **meet apprentices where they are.**

# Digital Solutions Lessons Learned

- **Introduce yourself and share authentically**
- **Agile way of working with your Academic team**
- **Understand your Apprentice and their priorities**
- **Collaborate with the employer**
- **Process efficiency and timing**
- **Think bigger than EPA and Graduation**

Feeding back to the Course Director and Head of Subject has been invaluable for me. I have been able to facilitate the TPRs in sprints and so the core themes emerged: communication, EPA clarity, ways of working and expectation management.

# Digital Solutions Top tips

- **EPA and KSB prioritisation and roll out**
- **Stakeholder identification and mapping**
- **Scheduling tools to save time**
- **Apprenticeship Standard requirements and rules**
- **Ofsted understanding for Data Prioritisation**
- **Breaks between TPR bookings**

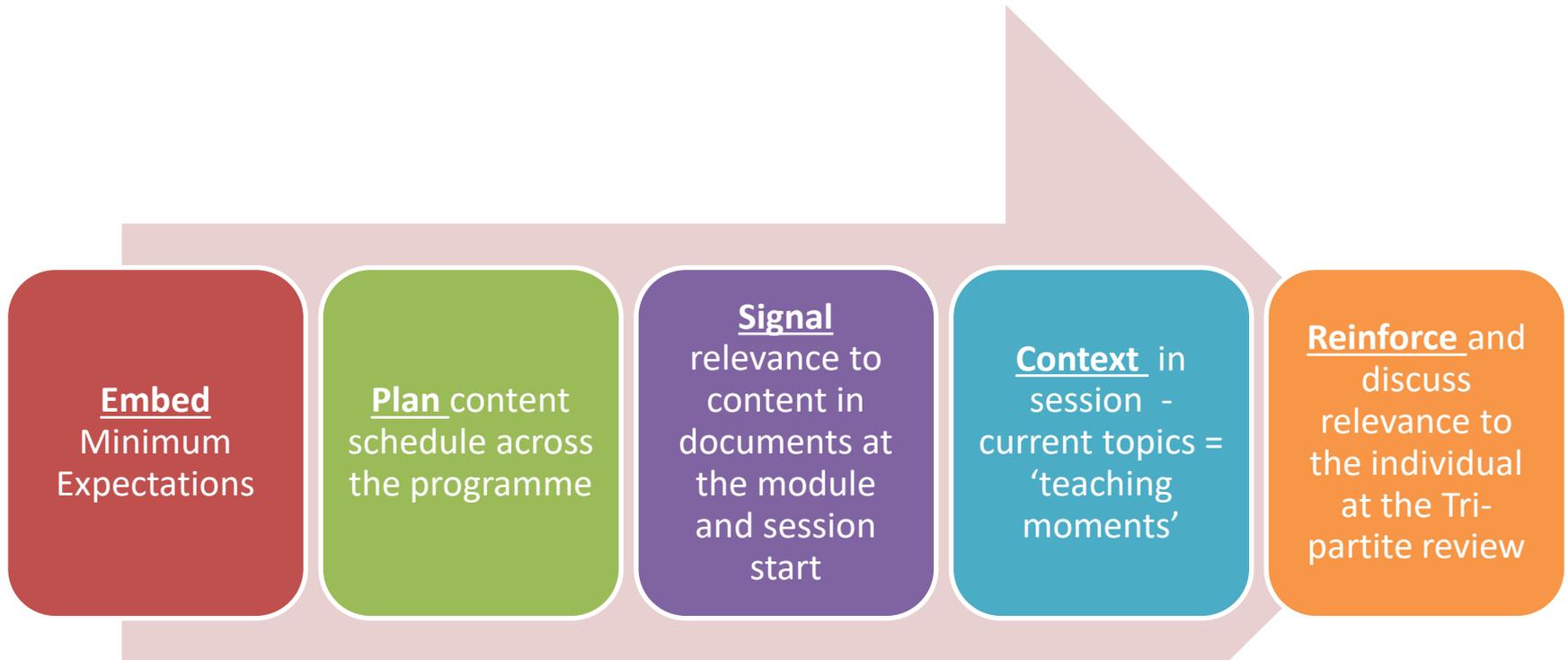


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# Questions

# TACTICS

# Embedding within Points of Process



In templates,  
validation e.g.  
Review of modules  
where this is  
explicit e.g. ethics

# Points of Process

## Central Validation Material

- Core curriculum table summarising how these will be embedded
- course schemes of work /schedule setting out when and where

## Documents

- Module handbook templates
- Apprentice course handbooks
- Apprentice training plan

## Apprentice Induction

- Embedding as part of the fabric of the course, illustrating points in this context e.g. student services for health and safety

# Points of Process

## Teaching

- Ksb's the front of every module summary
- Planned integration of the core curriculum into sessions
- Looking for the teaching moments
- Using live opportunities

## Tri-Partite Reviews

- facilitative discussion on topics in the module
- 'teaching moments'

## Observation

- Observations of delivery and feedback to lecturers and Tri-partite review leads
- Looking for 'teaching moments'
- Updating training, materials with observed examples
- Updating mandatory training modules with examples
- Include as good practice sessions



# SAR Evidence Opportunities

KSB Mapping includes BV as part of the suite of behaviours

Programme Validation checks that BV have been considered and relevant e.g.'s are in design & content

Induction makes the links between BV and the behaviours required by the role e.g. code of conduct

Induction makes the links between BV and behaviours required by the university e.g. student charter

How projects and assignments, competitions are designed

Consider the impact e.g. of legislation on working practice or priorities

Using placements, projects or mode [discussions] to actively demonstrate BV in practice

Staff training, for staff new to apprenticeships includes BV and sets expectations of staff to include and promote

Surveys ask about the culture of respect and tolerance etc during the learning experience

Tri-partite review calendar takes a topic to review and or includes this in apprentice feedback

Themed calendar events, weeks during the apprenticeship lifecycle

# Make it Easy-Create a Topic Schedule or Programme Guide

- Create a resource for teaching and learning that ensure learners have opportunities to develop their understanding during taught sessions, Tripartite reviews and can see how to apply in the workplace – relating specifically to Safeguarding, Prevent, British values, Well-being, Career guidance

## **Scheme of Work - Equality and Diversity discussions in apprentice progress reviews.**

These are the key themes to be discussed at each meeting; however, the mentor must consider all aspects of safe working practice where an issue is identified or observed as being outside the set topics in this scheme. Learners must be provided with a worksheet at the end of every meeting in advance of their next meeting This must be recorded in the action plan.

Review	E&D Terms and values	Aspects to discuss	Apply to work environment
1	Glossary of terms	Brief introduction into the terms in use that reflect equality and diversity in the workplace.	Raise awareness relative to the workplace with view to protecting both the learner and the employer.
2	Discrimination	Different forms of discrimination in the workplace using information sheet 1.	Link to how the workplace complies and what specific action an apprentice would take if they felt discriminated against.
3	British Values	What fundamental British values are and opportunities to develop your knowledge	Encourage learners to challenge stereotypes. Learn to recognise and appreciate perceptions
4	Bullying & harassment	Definitions of bullying and harassment, behaviours that can lead to it, how not to be a victim.	Ensure the learner is competent to recognise the symptoms, personally or if others and aware of reporting procedures
5	Disabilities	Broad understanding of different disabilities that individuals may have.	Developing a better understanding of how learners will understand, support and work with those with disabilities.
6	Victimisation	Identifies the difference between discrimination and victimisation	Ensure the learners are aware of how to report any suspected instance of victimisation, without endangering their own position.
7	Stereotype	Definition of stereotyping and how it impacts on individuals, groups and cultures.	Being able to relate possible instances of stereotyping at work and what the learner can do to discourage this.
8	Sexual orientation, gender reassignment	Identify sexual orientation and trans gender to clarify understanding for learners	Support learners in understanding sexual orientation and trans gender issues in the workplace.
9	Culture and Religion	Diversity of religions and beliefs learner will meet in the workplace, awareness of discrimination	Learners understand every day aspects on dealing with cultural differences, e.g. eating preferences.

# Resources - A Global Programme Guide

			<a href="http://www.theguardian.com/technology/2011/07/07/tips-for-a-better-work-life-balance">www.theguardian.com/technology/2011/07/07/tips-for-a-better-work-life-balance</a>
Month 8	British values	Democracy	<p>Evaluating what role democracy plays within the workplace and the value of inclusion through a variety of opportunities.</p> <ul style="list-style-type: none"> <li>• Are you given opportunities to share your opinions in your role?</li> <li>• What skills/approached to you/would you use to convey your opinion?</li> <li>• Have you set up/facilitated opportunities to gather other colleagues/clients/candidates' views (formally or informally)?</li> <li>• Do you feel that democracy adds value to the business? Examples...</li> <li>• Are there times when democracy is not appropriate for the business?</li> </ul> <p>Link:  <a href="http://www.forbes.com/sites/glennilopis/2011/05/16/corporations-must-bring-democracy-into-the-workplace-a-conversation-with-worldblu-hcl-technologies-and-groupon/#75eb15b43979">www.forbes.com/sites/glennilopis/2011/05/16/corporations-must-bring-democracy-into-the-workplace-a-conversation-with-worldblu-hcl-technologies-and-groupon/#75eb15b43979</a> </p>
Month 9	British values	Individual liberty	<p>To review liberty of those persons who are free from external restraint as long as it does not negatively affect others.</p> <ul style="list-style-type: none"> <li>• How might exercising your liberty develop the business?</li> <li>• What considerations do you need to have when exercising your liberty in the workplace?</li> </ul>



# Resources - Scheme of Work

SCHEME OF WORK – Programme / year						
Apprenticeship					Level	
Course Director					Tutor(s)	
Module / Subject						
Year / Cohort		EPA Date		Period From To		
Week No(s)	Date	Important dates/themes	Topic/Module	Apprentice Activity (including differentiation)	Core Curriculum Opportunities	
1			Induction Week			
2						
3						
4						
5						
6						

# Visibility - Apprentice's Training Plan

## The Apprenticeship Core Curriculum

### Safeguarding

- Identifying and action to ensure you and others can feel safe in learning and at work
- Recognising the risks to others and knowing what action to take
- Understanding how to support yourself and others to stay safe online

### Prevent

- Identifying the risks of self and others from radicalisation
- How to take action
- Maintaining an open and objective approach to ideas and difference

### Equality & Diversity

- Demonstrating respect and tolerance for others
- Demonstrating equality in learning and at work

# Visibility - Apprentice's Training Plan

## The Apprenticeship Core Curriculum

### Careers & Continuous Learning

- Understanding how the knowledge, skills and behaviours acquired during this apprenticeship are used in the full range of roles and sectors.
- Thinking flexibly about how knowledge, skills and behaviours are essential to roles in other sectors and occupations
- Looking ahead to progression into future roles and the learning opportunities

### British Values

- Embedding good practices in conduct, objectivity into every aspect of professional life. Understanding how the principles of [] are

### Health and Safety

- Maintaining mental and physical health an where to find advice and support during your apprenticeship
- How to work and learn safely, identifying risks to self and others

# QUESTIONS



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# FURTHER RESOURCES



# Stay online for the survey



## RESOURCES

Queries: [r.rhodes@uvac.ac.uk](mailto:r.rhodes@uvac.ac.uk)

Listen again webcast link: [HERE](#)

Slide Pack: [www.uvac.ac.uk](http://www.uvac.ac.uk)

[Scheme of Work Template](#)  
[Core Curriculum Guide Example \(2021\)](#)  
[Topic Schedule - Equality & Diversity Example](#)

## Webcast Listen & Watch

## Recording Timestamp

Principles

0:00:00

Case Study: VALIDATION

00:16:49

Case Study: SCHOOL

00:53:50

Next Steps – Actions and Options

01:24:55