

# Training Plan Delivery Grids

## - A Guide for Employers and Apprentices

### What is an Apprenticeship Training Plan?

The Training plan is a tripartite agreement between the University as training provider, the employer, and the apprentice. We all sign this document before the apprenticeship course starts to agree important commitments to standards of conduct and the pursuit of knowledge skills and behaviours (KSBs) required to achieve the End Point Assessment (EPA).

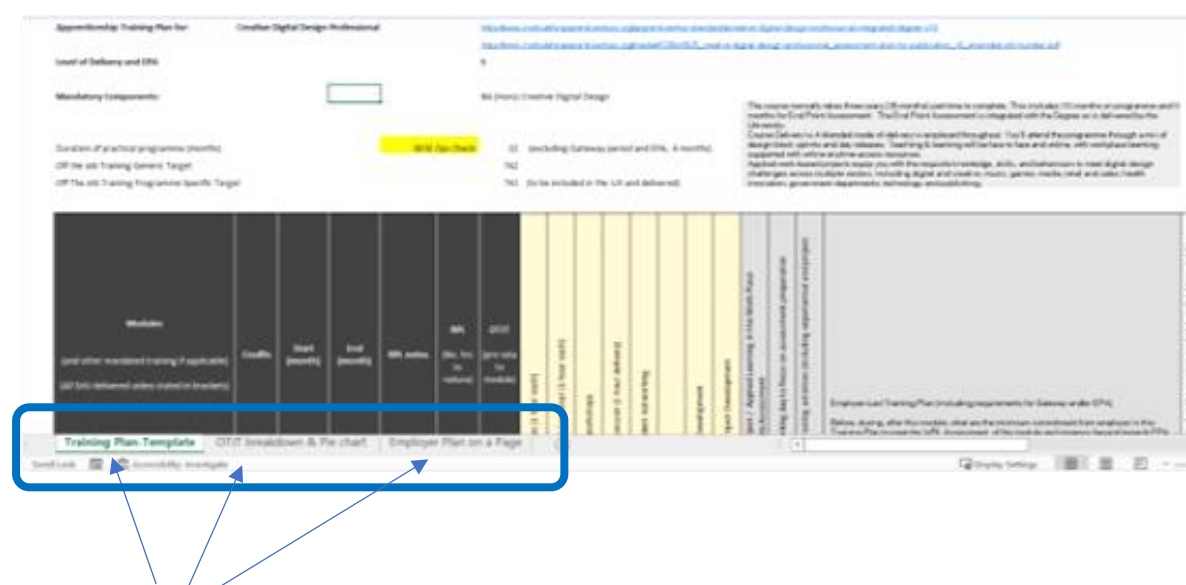
In the past, these documents were called Commitment Statements. Training plans essentially do the same thing but contain more information in a *Training Plan Delivery Grid*.

### Where can I find my Training Plan Delivery Grid?

Within your Training Plan is a link to your specific Delivery Grid. This will also be available in the files section of MAYTAS Hub. [MAYTAS user guides are here](#).

### What does my Training Plan Delivery Grid tell me?

The Training Plan Delivery Grid shows how your Apprenticeship course will be delivered.



There are three “tabs” (or screens) in your Delivery Grid, each explained below.

## The First Tab is “Training Plan Template”

### What does this first tab show me?

#### Summary information at the top:

Apprenticeship Training Plan for:	Police Constable Degree Apprenticeship	1	<a href="https://www.instituteforapprenticeships.org/apprenticeship-standards/police-constable-degree/">https://www.instituteforapprenticeships.org/apprenticeship-standards/police-constable-degree/</a>
Level of Delivery and EPA	6		2
Mandatory Components:	BA Professional Policing Practice		
Duration of practical programme (years)	29 (excluding Gateway period and EPA)	3	2
Off the Job Training Generic Target	673		
Off The Job Training Programme Specific Target	1946 (to be included in the ILR and delivered)	4	

1. A live link to the published “occupational standard” for your chosen Apprenticeship, located on the government’s official web page for the *Institute for Apprenticeships and Technical Education*. The second link takes you to the “Assessment Plan” for your End Point Assessment, published by the same organisation. This sets out exactly how to successfully complete your EPA. Expect more guidance from your Course Leader and Work Based Learning Coach.
2. A summary from SHU stating how the course is run and how you will attend and progress.
3. The duration of the course in months up to the gateway for End Point Assessment
4. Your specific target for Off the Job Training (further guidance on [OTJT](#))

And when you scroll down:

## The First Tab is “Training Plan Template”

What is the module information down the left?

The image shows a spreadsheet template for a Training Plan. Callout 5 points to the 'Module' column, which lists 'Selected Personal Development' and 'Supply Chain Design'. Callout 6 points to the 'Start (months)' and 'End (months)' columns. Callout 7 points to the 'Lectures', 'Seminars', 'Face-to-face online learning', and 'Other forms of teaching and learning' columns. Callout 8 points to the 'Employer Led Training Plan' section, which includes a table with columns for 'Before', 'During', and 'After' the module, and rows for 'Support the apprentice to complete their Action Plan and review progress as an APPA', 'Provide the apprentice with a range of opportunities to engage in the apprenticeship', and 'Ensure the apprentice is able to practice and develop their skills and knowledge in the workplace'.

5. The title of each module on the course and the academic credit weighting for each
6. The months for delivery of each module are then provided next to that.

We provide the *start* month (when the teaching on that module gets going), and the *end* month, which is normally the month when you need to submit the last assessment for that module.

7. Further columns are provided to set out the specific type of taught delivery for each module, for example, the number of hours an apprentice is expected to attend lectures, seminars, face-to-face online learning and other forms of teaching and learning that make up your specific Off the Job Training target.
8. Importantly, the main grid provides specific information to the employer as to how they can support the development of knowledge skills and behaviours, by taking specific actions before, during and after each module. This is discussed further on in this guidance.

And finally, when scrolling to the right...

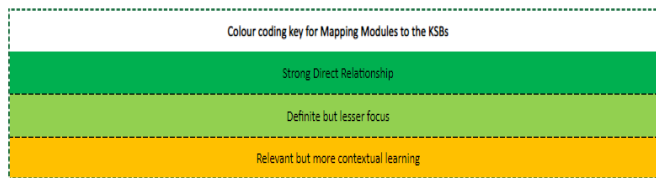
# The First Tab is “Training Plan Template”

*What do the colours mean in the Delivery Grid?*

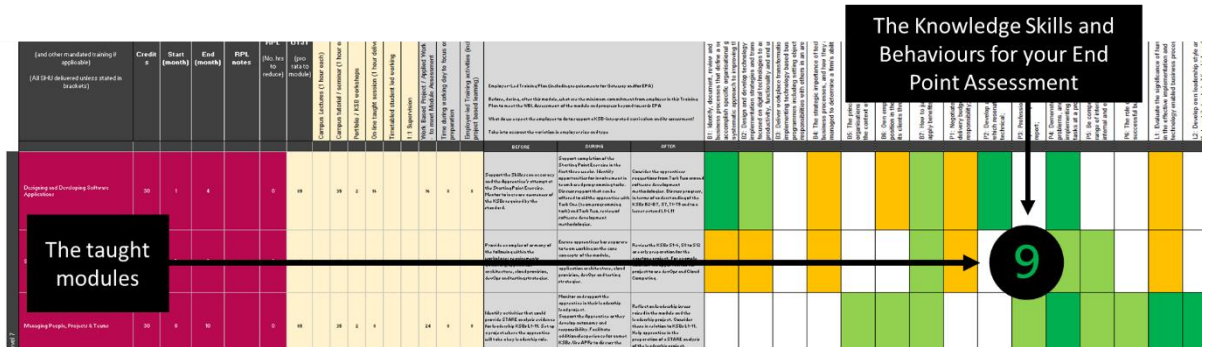
## Understanding the development of Knowledge Skills and Behaviours (KSBs)

- 9. Each module will support the delivery of specific knowledge skills and behaviours from the apprenticeship standard, and these are mapped out further to the right in the grid, using a colour coding system. The key for those colours is found at the top of the screen and usually looks like this:

The key:



## Mapping of Modules to the Knowledge, Skills & Behaviours required for End Point Assessment:



We are required to provide all this information to support the apprenticeship. We have put the information into a grid, so it is all available in one place and we will help you make sense of this throughout the apprenticeship.

The next sections explain how this information is summarised and used.

## The Second Tab is “OTJT Breakdown and Pie-chart”

*Do I need to do anything with these numbers and piechart?*

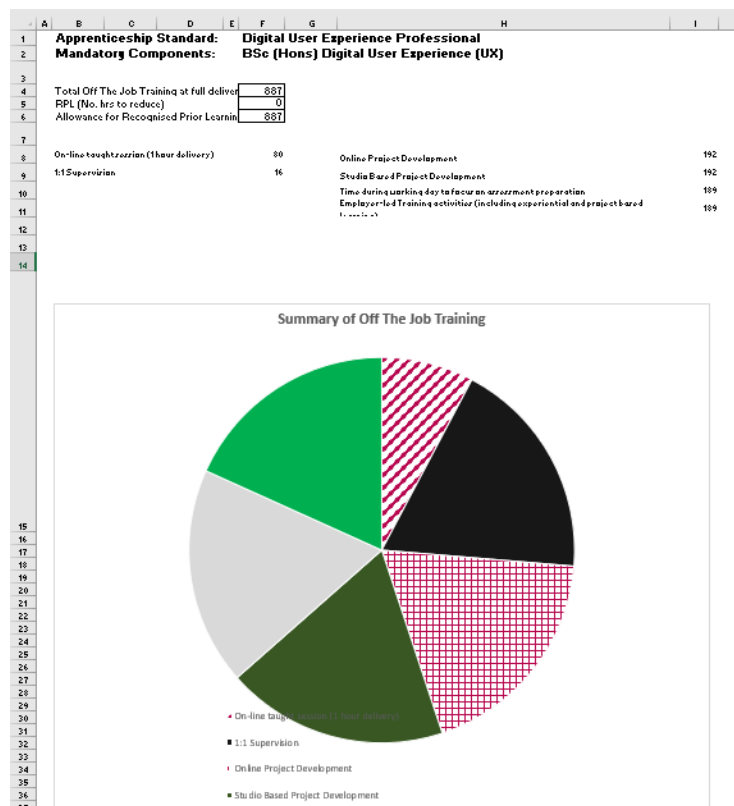
This page just provides the Apprentice and employer with a useful overview of the different parts of Off The Job Training.

During Apprenticeship Progress Reviews the WBL Coach from Sheffield Hallam will support each Apprentice to keep their log up to date and signed off by the employer.

These logs need to show engagement every month, so you will get used to keeping on top of this, by regularly updating your log in MAYTAS Hub.

The Pie chart is just to show the overall picture.

We have more guidance on [Off the Job Training](#) to access.



## The Third Tab is “Plan on a Page”

### Is there more information in the third screen?

The third tab is just a summary of the core delivery information so any stakeholder can see at a glance the timing of each module and what employer actions are expected to support the development of knowledge, skills and behaviours linked to that module. So, this page is a useful summary of selected information from the first tab. That is why it is called “Plan on a Page”.

There is also some colour coding. The red and blue colours identify modules that are important for the Apprentice’s End Point Assessment.

Module Duration (SWeeks)	Module Duration (EWeeks)	Employer-led activities before modules	Employer-led activities during modules	Employer-led activities after modules
1	4	Support the Skills assessment and the apprentice's attainment of the Skills Point Exercise. Monitor learner awareness of the KSP required by the standard.	Support completion of the Skills Point Exercise in the final three weeks. Identify opportunities for employer-led or peer-led preparatory tasks. Discuss support of work to do for the operations with Task One from programming task and Task Two related software development methodologies.	Consider the apprentice suggestions from Task Two around software development methodologies. Discuss progress, delivery of individual tasks of the KSPs 01-05, 07, 09, 10 and the overall KSP.
5	7	Provide examples of a range of the software with the associated requirements gathering, application architecture, cloud services, design and testing strategies.	Examine applications for response to the work within the core context of the module, requirements gathering, application architecture, cloud services, design and testing strategies.	Review the KSP 01-04, 08 to 10 weekly preparation for the module program. For example consider the opportunities for projects to use DevOps and Cloud Computing.
8	10	Identify activities that could provide STARE analysis evidence for the KSP 01-05. Give a project where the apprentice will take a long lead role.	Monitor and support the apprentice to their lead role for the project. Support the apprentice with their design outcomes and responsibilities. Provide additional resources for week 08. Use KSPs to discuss the impact of final projects.	Reflect on the already lessons gained in the module and the leadership project. Consider learner evidence to KSPs 01-05. Make operations in the preparation of a STARE analysis of the leadership project.
12	15	Support potential project ideas.	Review project ideas. Ensure this is done as well as the overall of the KSP requirements for the Project Report section of the EPB.	Examine resources and briefs from the apprentices and their own workplace program. Update the Operations Briefing Plan in response to any analysis and provide targets for the final stage of work.
16	20	Help the apprentice plan activities for the completion of the module program.	Examine regular meetings to review project progress.	Prepare for the overall project report, before the final week for the Gateway.
22	27	Review the KSP with.	Prepare gaps in the KSP with. Monitor expectations with the Career Team within the EPB process.	Reflect on the EPB process. Provide to the Career Team about the apprenticeship process and consider what can be improved. Celebrate the success of the apprentice.

### What if the Training Plan needs to change?

Some Training Plans are adjusted right at the beginning and sometimes during a programme. In such cases we will re-issue a new electronic version of the Training Plan and discuss the proposed changes with you.

This might be to recognise an Apprentice has previous experience and/ or qualifications. Where necessary we will adjust the training Plan. For example, after we look at the outcome of the Apprentice’s initial Skill Scan and/or previous qualifications, we may decide it is not necessary to study one of the modules. If that is the case, we will agree that additional support and stretching targets are agreed that will support beneficial Off the Job Training. At this point there might also be a change to the price of the apprenticeship (the “Total Negotiated Price”) to reflect any changes to the curriculum, as set out in the Training Plan.

## How do I use the Training plan Delivery Grid?

Those employer-led actions (*before, during and after* each module) will help guide initial Off the Job Training activities in the workplace. It is imperative that Apprentices update their Off the Job Training Logs at least monthly and ideally every week.

When adjusting and building on those initial actions it is important to take account of the strengths, weaknesses and uncertainty that you an apprentice has identified in the [Starting Point Exercise](#). We can then work together to *individualise* the actions and support.

Further, more tailored objectives and targets will be set and recorded through Apprenticeship Progress Reviews, with the Sheffield Hallam Work Based Learning Coach, Apprentice and work-place mentor, every 12 weeks. As well as the review meetings, further [Skill Scans](#) will be released to check progress against the SHU competency [milestones](#).

By implementing the employer-led actions, each Apprentice will go into modules prepared with information, or experience that will assist the classroom conversations.

These experiences will help an Apprentice to interpret of theory and submit better assessments, using real experience to meet the assignment brief and then set future targets towards readiness for End Point Assessment. This will be particularly relevant where tutors have set work-based learning assignments. For example, *Portfolio* and *Project* based assessments will be particularly relevant.

## Further questions?

- For queries relating to funding apprenticeship opportunities, you should contact one of our Employer Partnership Managers directly, or using our business gateway: [business@shu.ac.uk](mailto:business@shu.ac.uk)
- If your questions relate to operational data, or the functioning of MAYTAS Hub, passwords and access, etc. please email [apprenticeships@shu.ac.uk](mailto:apprenticeships@shu.ac.uk)
- If your question is about the role of the *mentor* and how best to support your apprentice, your best starting point is The Sheffield Hallam Work Based Learning Coach, who you can contact directly, or discuss matters in the next apprenticeship progress review. You can read more about the [role of mentor here](#).

Hopefully, this guide and the hyperlinks within it provided sufficient information to interpret the Training Plan and the Training Plan Delivery Grid. We hope this summary helps you to understand your role as Apprentice, or Mentor and to build further SMART action plans and targets throughout the apprenticeship.

Employers should complete the readiness checks below, and if you have any further questions, please do follow up to ensure a successful apprenticeship journey.

Thank you for choosing Sheffield Hallam University

## Employer Readiness Check

Starting an Apprenticeship? Employer Readiness Check	Yes / No	Action (Key stakeholders?)
Do you understand your obligation to ensure your employee benefits from <a href="#">Off-the-job Training</a> (OTJT)?		
Do you know what counts as OTJT?		
Do you know how your apprentice will record this? - check the <a href="#">MAYTAS Hub manuals</a>		
Have you allocated a <a href="#">mentor</a> for your apprentice to attend Progress Reviews with the WBL Coach every 12 weeks?		
Does your <a href="#">mentor</a> (you?) understand the role and how a mentor is supported in your organisation?		
Do you know what projects will be set by the University at each stage and you will facilitate?		(hint – read your Training Plan Delivery Grid)
Can you identify the kind of impact and even return on investment that your organisation might get from projects?		
Have you read the Training Plan and understood how to implement the employer-led actions, <i>before during and after each module</i> ?		
Have you reviewed your Apprentice's initial <a href="#">Skill Scan</a> which is accessed in MAYTAS Hub?		
Have you discussed the Skill Scan to help your Apprentice to make progress on <a href="#">the Starting Point Exercise</a> ?		
Are you confident this is the right apprenticeship for the role of your Apprentice, and they can be successful at the EPA?		