

APPRENTICESHIP WORKFORCE DEVELOPMENT PROGRAMME

Better Employer Engagement (BEE) Project

Sunderland Engineering Training Association (SETA)

SEPTEMBER 2023

CREATED BY

seta[∞]

Good Practice Progress Reviews

Retention of apprentices is a key focus for most employers so that they develop their future workforces, reinforcing existing skills and building new skills. The focus of the Better Employer Engagement Project was to look at how employers can better retain their apprentices when there is currently a national drop-out rate of around 35%. Additionally, the hidden cost of replacing an apprentice cannot be over-estimated in terms of lost skills and wasted opportunity to the apprentice, to the employer, to the training provider and to the sector.

With the introduction of Apprenticeship Standards, with the impact of COVID and other external influences – the Government has set national targets to raise apprenticeship retention to 65% by 2025.

Focus of Research

The partners in the project agreed to carry out a survey to look at employer engagement in quarterly progress reviews – which are a critical ESFA compliance document but also a quarterly monitor on the knowledge, skills, and behaviours of the apprentice. Why? The current rates of drop-out for engineering apprentices is approximately 35%. It is important that employers do more to retain their apprentices and the progress review is a “window” as to their involvement.

This report has been developed primarily by Seta (Sunderland Engineering Training Association), lead partner in the Better Employer Engagement Project funded by ETF relating to Apprenticeship Workforce Development.

Contributors

Survey respondents from partners in the project include:

- SETA (Sunderland Engineering Training Association)
- Peta (Portsmouth Engineering Training Association)
- The University of Sheffield, AMRC Training Centre

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A. Executive Summary

The use of the new format progress review and the revised approach was commented on during Seta's most recent Ofsted Inspection Report 23-26 May 2023:

“Leaders...identify emerging areas for improvement that subsequently inform staff training. For example, they identified that employer involvement in apprentice progress reviews was an area for improvement. There is now much-increased employer involvement in tripartite reviews.”

In summary – the revised format of the progress review and revised process has seen some marked improvements. The progress review is in 4 parts A, B, C, D with the apprentice taking responsibility for Part A, the employer for Part B and the training provider pulling together Parts C and D.

The new format and process resulted in:

- More employers were engaged in the process.
- Better recording of off-the-job learning hours.
- Better recording of apprentice progress.
- Better target-setting.

The value of employer contribution to quarterly progress reviews cannot be understated.

The results of two surveys by three training providers on their provision over time, using existing practice from January/February 2023 to the new form and process introduced in April 2023 and surveyed August 2023:

Improved Employer Engagement

- **19% more** employer comments
- **23% more** commentary about the behaviour of the apprentice and anecdotally much better understanding of the apprenticeship standards.
- **Around 25-30%** of employers are not still fully engaging in the progress review.
- **Around 60% of employers are still not set or engaged in target-setting** although this has improved from around 80% not being involved prior to the new progress review.

Off the Job Learning

- **20% increase** in accurate recording of off-the-job learning hours, inclusion of maths/English embedding.
- **48% increase** in the recording of IAG on progress reviews.

Apprentice Progress

- **94% positive indicator** that progress reviews sampled now show clear progress against the apprenticeship standards.

Target-setting

- **Only 56%** now engaging employers in target-setting although this has improved.
- **Only 60%** setting targets for personal development and behaviours.

Recommendations:

1. All 3 training providers have received their individual results from Survey 1 to Survey 2 and will continue to work on developing best practices.
2. Employer providers have agreed to look at their own practices for comparison.
3. Build the personal development and behaviours of apprentices by asking them to complete Part A in advance and organise Part B with their employer in advance of the tri-partite progress review.
4. Continue to drive changes in behaviours of employers by sending Part B of the progress review in advance.
5. Continue to quality assure the content and approach of progress reviews until best practice is reached.

B. Findings

Respondents: Seta, Peta, The University of Sheffield, AMRC Training Centre

Survey 1 – In total, 75 progress reviews sampled from January/February 2023 of existing progress reviews for engineering apprentices.

New progress review format and process introduced April 2023 with specialist input.

Survey 2 – In total, 36 progress reviews sampled in August 2023 using the new format and process.

Two surveys were carried out by three training providers. The first survey was for each provider to audit a sample of 25 existing progress reviews from their provision from January/February 2023. The second survey was for each provider to audit a sample of 12 of progress reviews from August 2023 with the new “good practice” progress review form and process.

Main Aim: To measure the level of employer engagement in progress reviews for engineering apprentices

- Completing their section of the progress review in advance of the meeting
- Assessing the apprentice’s knowledge, skills, behaviours
- Making more useful comments and being more aware of the apprentice’s progress
- Involvement in target-setting and planning Gateway & EPA

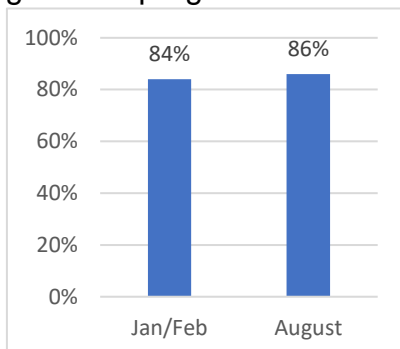
Sub Aims: To improve the quality of target-setting – timescales & content
To improve target-setting for improved behaviours
To improve Careers Information Advice & Guidance
To improve the logging of Off-the-Job Hours
To improve apprentice self-development in preparing for progress reviews independently

The surveys were segregated into

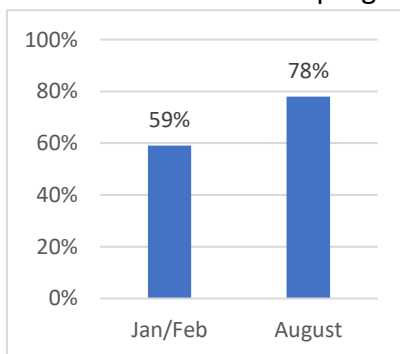
Section 1	Employer Engagement
Section 2	Off the Job Hours
Section 3	Progress
Section 4	Target-Setting

Section I Employer Engagement

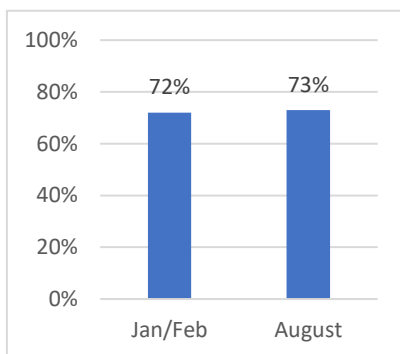
Q1. How many employers signed the progress review document?



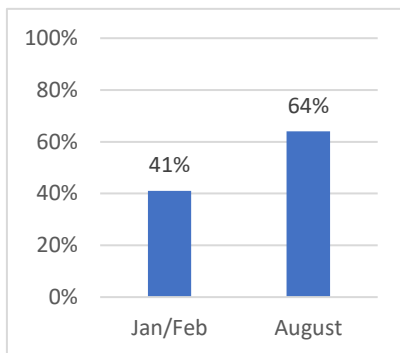
Q2. How many employers added comments about the progress of the learner?



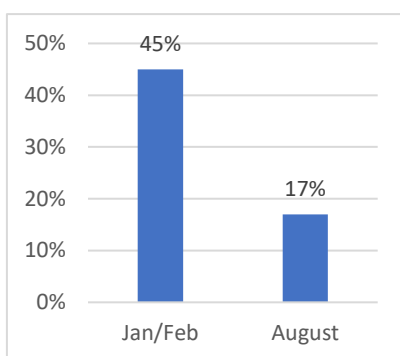
Q3. Of those, how many were "informed" about the Apprenticeship Standards in your opinion?



Q4. How many employers added comments about the behaviour of the learner?

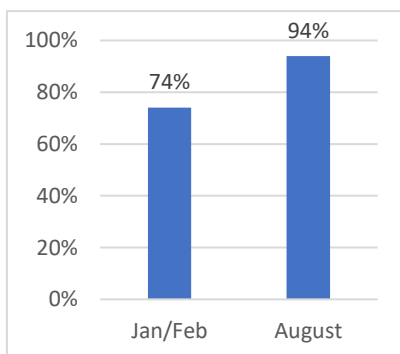


Q5. How many simply "ticked the boxes" and are perhaps unclear about the Apprenticeship Standards?

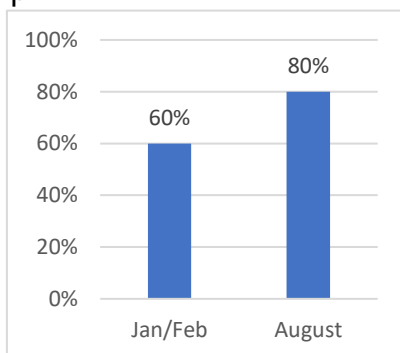


Section 2: Off The Job Hours

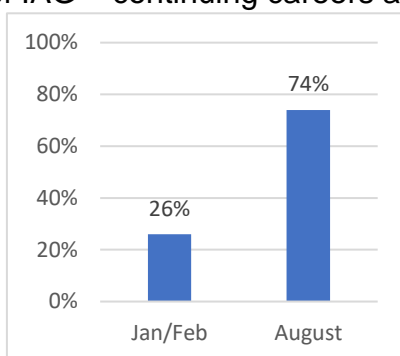
Q6. Is there a clear record of "off the job learning" hours where the apprentice is learning new skills at work?



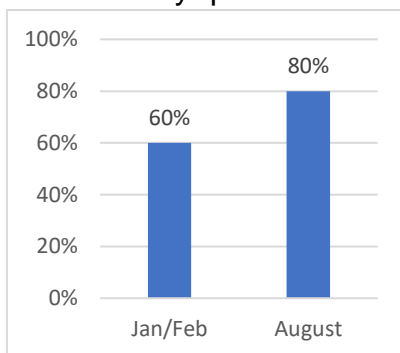
Q7. Is there a clear record of maths, English and digital learning that continues throughout the apprenticeship?



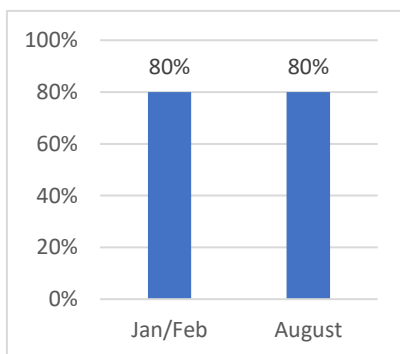
Q8. Is there a clear record of IAG – continuing careers and sector information?



Q10. Is there a clear record of mandatory qualification hours of learning?

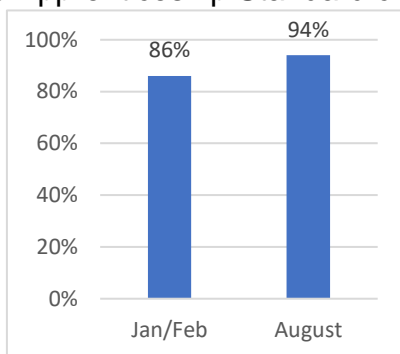


Q12. Is there a clear record of “additional” related learning e.g., NVQs?

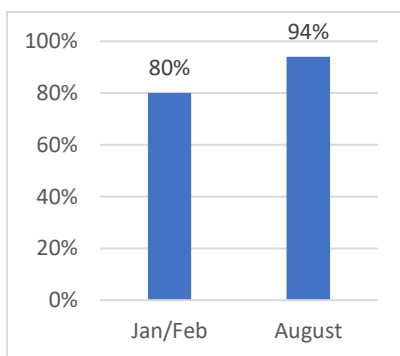


Section 3: Progress

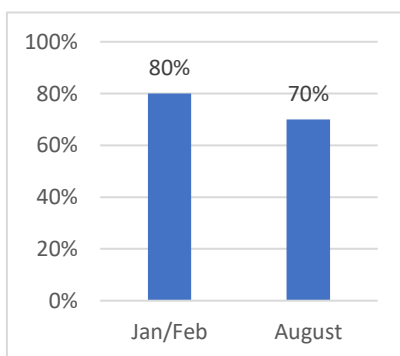
Q13. Is progress against the Apprenticeship Standard clear?



Q14. Is progress against mandatory qualifications clear?

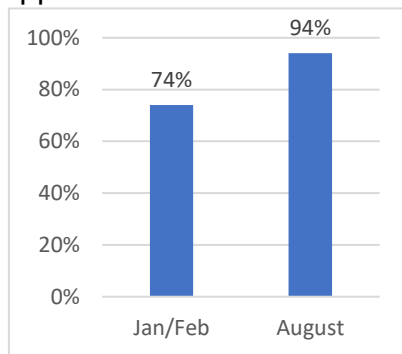


Q15. Is progress against "additional" qualifications clear?

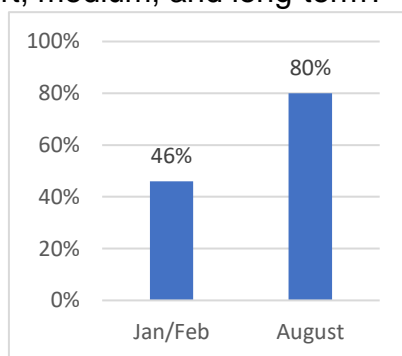


Section 4: Target Setting

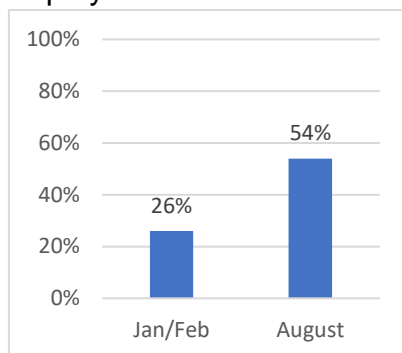
Q16. Are targets set for the apprentice?



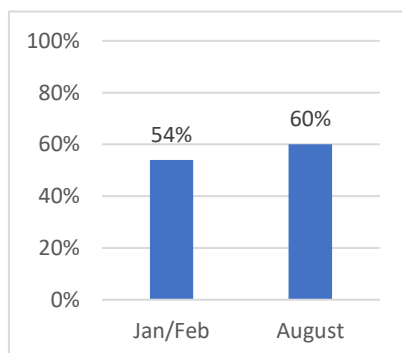
Q17. Are targets set for short, medium, and long-term?



Q18. Are targets set for the employer?



Q19. Are targets set for the personal development and behaviours of the apprentice?



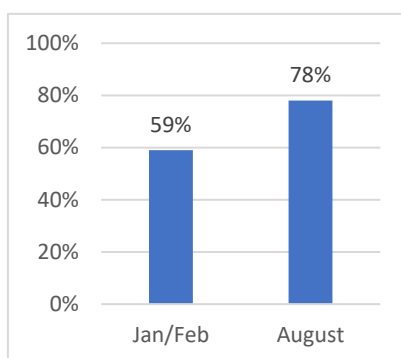
C. Summary Findings

There were notable improvements in the quality of progress reviews by introducing the new format and process.

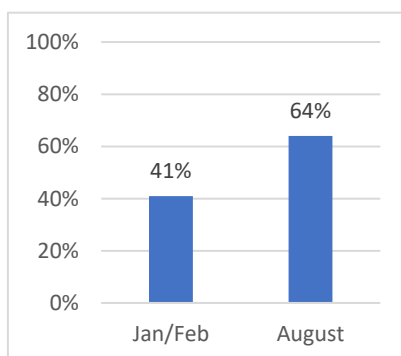
- More employers were engaged in the process.
- Better recording of off-the-job learning hours.
- Better recording of apprentice progress.
- Better target-setting.

Section 1: Employer Engagement

Q2. How many employers added comments about the progress of the learner?
19% improvement, albeit still insufficient.

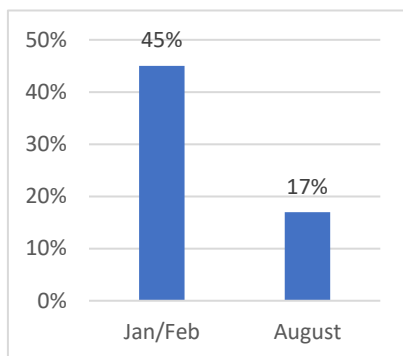


Q4. How many employers added comments about the behaviour of the learner?
23% Improvement albeit still insufficient.



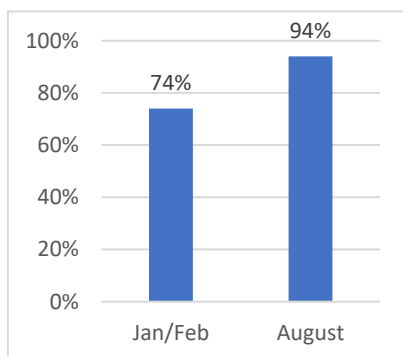
Section 1: Employer Engagement

Q5. How many simply "ticked the boxes" and are perhaps unclear about the Apprenticeship Standards? **Improvement in employer understanding by 28%.**

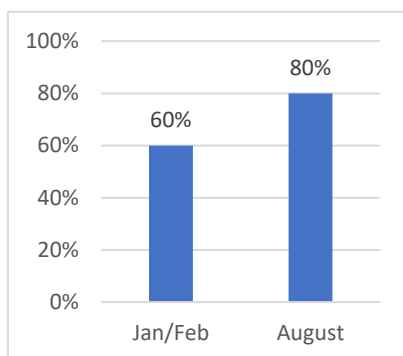


Section B: Off The Job Hours

Q6. Is there a clear record of "off the job learning" hours where the apprentice is learning new skills at work? **20% improvement** and now reaching high level.

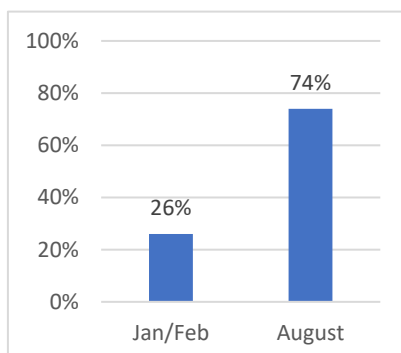


Q7. Is there a clear record of maths, English and digital learning that continues throughout the apprenticeship? **20% improvement** albeit still too low.

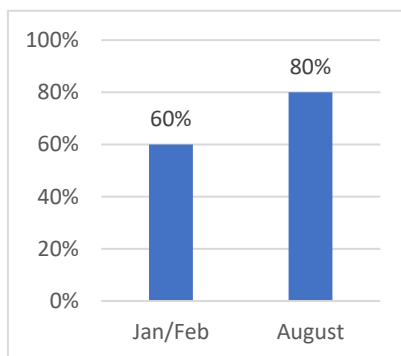


Section 2: Off The Job Hours

Q8. Is there a clear record of IAG – continuing careers and sector information?
48% marked improvement albeit still too low.

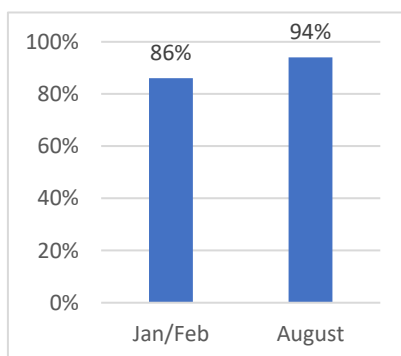


Q10. Is there a clear record of mandatory qualification hours of learning?
20% improvement albeit still insufficient.



Section 3: Progress

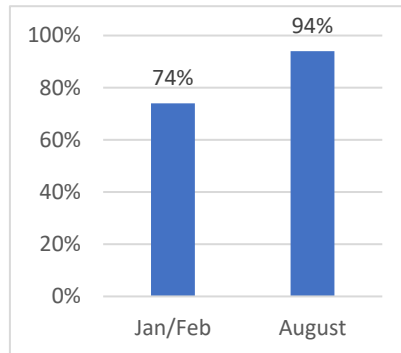
Q13. Is progress against the Apprenticeship Standard clear?
8% Improvement but high-level indicators already which would be expected.



Section 4: Target Setting

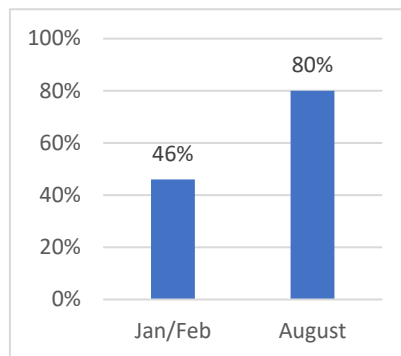
Q16. Are targets set for the apprentice?

20% Improvement in target-setting.



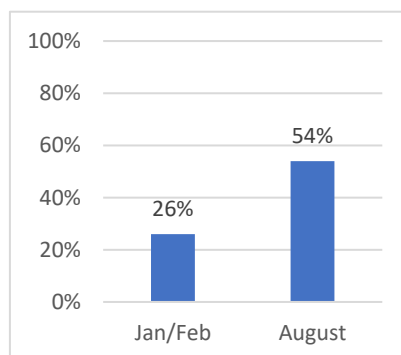
Q17. Are targets set for short, medium, and long-term?

34% Improvement, which is a marked increase.



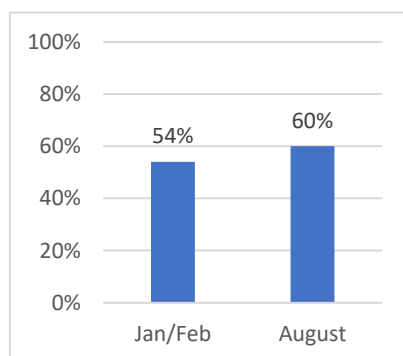
Q18. Are targets set for the employer?

28% Improvement albeit still too low.



Section 4: Target Setting

Q19. Are targets set for the personal development and behaviours of the apprentice? **6% Improvement albeit still too low.**



D. Survey Questions

Project Better Employer Engagement

Funded by Education & Training Foundation April 2023 – October 2024

SETA – Sunderland Engineering Training Association Lead Partner Survey

Survey 1 - Taking a sample of 25 work-based progress reviews from January/February 2023 for engineering apprentices, please complete the survey:

Survey 2 – Taking a sample of 12 work-based progress reviews from August 2023 for engineering apprentices, please complete the survey:

Employer Engagement

- How many employers out of 25 (Survey 1) and 12 (Survey 2) signed the progress review document
- How many employers added comments about the progress of the learner
 - Of those, how many were “informed” about the Apprenticeship Standards in your opinion
- How many employers added comments about the behaviour of the learner
- How many simply “ticked the boxes” and are perhaps unclear about the Apprenticeship Standards

Off The Job Hours

- Is there a clear record of “off the job learning” hours where the apprentice is learning new skills at work?

- Is there a clear record of maths, English and digital learning that continues throughout the apprenticeship?
- Is there a clear record of IAG – continuing careers and sector information?
- Is there a clear record of mandatory qualification hours of learning?
- Is there a clear record of “additional” related learning e.g., NVQs?

Progress

- Is progress against the Apprenticeship Standard clear?
- Is progress against mandatory qualifications clear?
- Is progress against “additional” qualifications clear?

Target-Setting

- Are targets set for the apprentice?
- Are targets set for short, medium, and long-term?
- Are targets set for the employer?
- Are targets set for the personal development and behaviours of the apprentice?

Using the best practice example shown for A N Other at Anon Metalworks, what did you like about the review?

What did you question or would suggest improvements?

E. Progress Review Form

Apprentice Name							Date of review	
Company							Apprentice start date	
Apprenticeship Standards							Planned end date	
Programme level	2	3	4	5	6	7	Programme duration (months)	
Mandatory Qualification/s:						Additional Qualification/s:		
Overall Progress at Last Review against Delivery Model/Learning Plan: On Target Yes/No						Total Actual Off the Job (OtJ) Hours at Last Review: Hrs		
<p>This form is in 4 Parts and is electronic and therefore flexible:</p> <p>Part A - Apprentice Learning - apprentice to complete where possible in advance of review</p> <p>Part B - Employer Feedback - supervisor of apprentice to complete where possible in advance of review</p> <p>Part C - Legislative Aspects – TO/Coach to discuss legislative aspects that impact on the workplace/society</p> <p>Part D - Progress & Target-Setting – TO/Coach to review previous targets, to review overall progress and to set targets that are short, medium and long term</p>								
PART A - APPRENTICE LEARNING - Apprentice to complete where possible in advance								
<p>Looking at your last progress review, have you achieved the targets set? In full, in part or not at all? – please comment.</p>								

Maths, English or Digital Functional Skills							Hours*
Maths, English or Digital embedding of further learning							
Extension Tasks relating to Apprenticeship							
Additional Learning Support							
Career path learning (IAG)							
Learning undertaken			Knowledge		Skills	Behaviours	Other
Summary of learning undertaken Off Job by Employer including short courses with related to Apprenticeship Standard			OtJ Hours		Summary of Off Job learning with Provider <i>Including Qualifications</i>		OtJ Hours
			Additional Training – not related to Apprenticeship Standard			Hours*	
Personal Development, Attitudes and Behaviour							
Assess as a result of this course, your:							
1 = limited, 5 = excellent	1	2	3	4	5	Comment/ What needs to improve?	
Progress through the course							

Personal development								
Behaviour								
Attitude								
Knowledge								
Skills								
Overall satisfaction								
Apprentice Comments/Concerns/Potential change of circumstances which may impact on learning plan:								

PART B - EMPLOYER FEEDBACK - supervisor to complete in advance of review, if possible								
Assess your apprentice objectively on the following indicators:								
1 = limited, 5 = excellent	1	2	3	4	5			Comment/ What needs to improve?
Progress through the course								
Personal development								
Behaviour								
Attitude								
Knowledge								
Skills								
Overall satisfaction								
Employer Comments/Concerns/Potential change of circumstances which may impact on learning plan:								

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PART C - LEGISLATIVE ASPECTS – Training Officer/Coach to discuss jointly with apprentice and supervisor		
Health & Safety	Y	N
1) Has a Healthy & Safe learning environment been confirmed? 2) Have any concerns been reported to the relevant authority? Please give details; 3) Have you suffered any accident/injury since your last review? 4) Have any RIDDOR reportable accidents been reported to the relevant authority? Please give details; Discussion.		
Equality & Diversity	Y	N
1) Have you experienced bullying, harassment, or discrimination at work? 2) Are you aware of policies at your organisation to ensure you are treated fairly? 3) Did your induction and training help make you more aware of your legal responsibilities to promote E&D? 4) Are you aware of British Values? 5) Are you able to apply this training in your work situation? Discussion:		
Safeguarding & PREVENT	Y	N
1) Did your induction training make you more aware of the importance of 'Safeguarding and PREVENT'? 2) Are you aware of any instructions or policies at work to ensure you are aware of your responsibilities to report? 3) Do you need any support with your understanding of Safeguarding & PREVENT understanding? Please give details; Discussion:		

PART D - PROGRESS & TARGET-SETTING – TO/Coach to discuss jointly with apprentice and supervisor					
<p>Looking at your last progress review, has the apprentice achieved the targets set?</p> <p>In full, in part or not at all? – please comment/reset targets below</p>					
Progress on Mandatory Qualifications if relevant					
Total Modules of Learning		Done so far		Left to do	
Progress on Additional if relevant					
Total Modules of Learning		Done so far		Left to do	
Is the learner progressing as planned (Y/N)	If no, what actions undertaking to get back on track? Addendum sheet must be completed for learners behind target for additional actions.				
	Has Senior Management been informed of slow progress? Y/N				
<p>Targets for next period for Apprentice / Supervisor / TO / Coach (A/S/T/C)</p> <p>SMART targets: agreed by Apprentice, Supervisor, Training Officer, Coach - Specific, Measurable, Achievable, Realistic, Timely</p>					

Functional Skills / Knowledge / Skills / Behaviours / Additional Support / Extension Tasks / IAG Career Path / Other		A/S/T/C	Target Date
Short (up to 6 weeks)			
Medium (7-13 weeks)			
Long (14 weeks +)			
Assessment / Testing / Assignments/ Exams / End Point Assessment			
Short			
Medium			
Long			
Training Officer/Coach - Comments/Concerns/Potential change of circumstances which may impact on training plan:			
Date of Next Review:		Summary of Off The Job Hours To Date:	

I have read and understand the above comments and agree the future actions		
Apprentice Name (Print) Signature		Date:
Training Officer Name (Print) Signature		Date:
Supervisor Name (Print) Signature		Date:

Note:

Signatures should be obtained and will only be authentic if sent by official email from the supervisor and/or apprentice

Attachments can include:

- Emailed progress review signed and sent by official email from the supervisor/apprentice.
- Screenshots from software
- Detailed additional actions if learners is not progressing as planned
- Any other relevant evidence such as test dates and registrations

Note:

Progress review forms to be stored in PICs and portfolios

FUNDED BY



Department
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APPRENTICESHIP WORKFORCE DEVELOPMENT IS DELIVERED BY:



SDN

