

Reframing the Review:

How Collaborative Progress Reviews Drive Holistic Apprenticeship Development



Reframing **the Review**

How Collaborative Progress Reviews Drive Holistic Apprenticeship Development

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Context | Culture

Apprenticeships - Truro & Penwith



Context | Culture

Apprenticeships - Truro & Penwith

Tertiary FE college serving Cornwall & IOS

- 3 main campuses: Truro, Penwith and Bodmin STEM and Health Skills Centre
- Wide range of learners:
 - 16–18 (5060)
 - Adult learners (3400)
 - Apprentices (800)
 - Learners with high needs
 - HE (350)
- Provision spans academic, vocational, and technical routes, working closely with employers and partners across the region.



Context | Culture

Apprenticeships - Truro & Penwith

Apprenticeships

- 30+ Standards across local and national priority sectors.
- Ofsted Outstanding in Apprenticeships (Dec 2024)
- Ofsted Strong contribution for meeting skills need

Achievement rates remain exceptional:

- 74.2% 2023/24
- 72% 2024/25
- 75% target 2025/26 – on track to exceed

Priority: delivering apprenticeships to meet local labour market needs, often with lower national achievement rates, yet still achieving exceptional outcomes:

- Hospitality Manager: 80% achievement (24/25) vs 50.7% national average
- Hospitality Team Member: 77.8% vs 43.9%
- Carpentry & Joinery: 87.1% vs 64.7%



Recent Achievements

Apprenticeships - Truro & Penwith



🏆 Winner of the prestigious national **Apprenticeship Provider of the Year 2025** (Apprenticeship and Training Awards)

1 of only 5 FE Colleges to be designated **Expert Apprenticeship Provider** 💡 (DfE)

#1 in the South West for Apprenticeship Achievement* 🎓
Top 12% nationally for Apprenticeship Achievement** 🎓

Outstanding for Apprenticeships 🏆 (Ofsted)

Strong Contribution 💪 to meeting Skills Need (Ofsted)



*QAR 24/25 compared with Tertiary & General Further Education Colleges (GFECs)

** for all provider types



Recent Achievements

Apprenticeships - Truro & Penwith



Ofsted 2024:

*Teachers of apprenticeships **work exceptionally well with employers** to provide apprentices with very **high-quality training and reviews** [helping] employers identify valuable opportunities for apprentices to practise skills in workplace settings... develop technical expertise and professional behaviours, preparing them well for their careers.*



Department
for Education
Expert Apprenticeship
Training Provider

Context | Culture

Apprenticeships - Truro & Penwith

Future Skills Team (Est. 2021)

- Apprenticeship Delivery Team (ADT)
 - Industry Engagement Team (IET)
 - Adult Learning
 - Projects (aligned to Cornwall and IOS economic growth)
 - Leadership & Management
- } planning + delivery aligned to local workforce demand

Apprenticeship Delivery Team

- Central & rigorous QA/Governance
- Standardised across faculties | No silos
- Led through collaboration: best practice developed by boots on the ground
 - = motivating, and empowering for colleagues
 - = ownership of quality and improvement, rather than imposed.



OUR MISSION

The purpose of the College is to provide the best possible learning experience, leading to the highest possible level of achievement by our students

OUR VALUES

Our values, chosen by staff and students, provide the foundations for a high-performing inclusive culture in which our ambitions can be realised.

W

WELLBEING

Looking after our own physical, social and emotional wellbeing; the most important foundation for a happy, healthy and prosperous future.

E

ENGAGEMENT

Taking full advantage of the opportunities available to us, both at College and beyond.

A

ASPIRATION

Wanting the best future for ourselves and having the self-belief that we can achieve it; looking beyond the horizon we may initially see.

R

RESPECT

Playing an active part in creating positive inclusive communities, where everyone is valued and respected.

OUR AMBITIONS

LOOK FURTHER

- Aspiration: Students gain the confidence and self-belief to set ambitious progression and career goals
- Inspiration: Students are inspired by interactions with staff, stakeholders and alumni

REACH FURTHER

- Triumph: Students exceed expectation and achieve their full potential
- Talent: Expert lecturers with a passion for teaching, learning and assessment
- T&PC Magic: exceptional facilities, enrichment and opportunities

GO FURTHER

- Progression: Students progress to competitive universities, apprenticeships and jobs that provide strong foundations for successful careers
- Prosper: Students develop the skills needed to flourish at university or in employment
- Productivity: Students gain the skills employers need, supporting the economy to thrive



APPRENTICESHIP DELIVERY

TOOLKIT



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Groupwork

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TASKS

1. What is the **purpose** of a Progress Review?
2. What are the **barriers** to meeting best practice?

Draw a line down the middle of your page

- 1st column = Purpose
- 2nd column = Barriers



Today's Objectives

We will focus on Progress Review strategies to:

Reframe progress reviews, beyond compliance:

- a collaborative tool to drive holistic apprentice development.

Integrate provider-based learning, workplace practice, and wellbeing by:

- linking training to employer skill needs
- aligning curriculum to industry priorities
- embedding pastoral care and careers guidance

Strengthen employer engagement:

- use feedback to continuously improve training provision
- enhance apprentice experience, retention and achievement,



The (Limited) Purpose of Progress Reviews

98. The provider must ensure that the progress review:

- **98.1.** Checks progress against any **actions** agreed at the previous review
- **98.2.** Allows for any **evidence of training**...to be discussed, agreed, documented...
- **98.3.** Checks overall progress of the apprentice **against** their agreed **training plan**...
- **98.4.** Provides for an opportunity to **update** the **training plan**
- **98.5.** Allows for any **concerns** and / or new information
- **98.6.** Agrees and documents **actions for the next review.**

What Reviews Should Be

ATC 2026 Participant Feedback:

1. Monitor progress **holistically** (including OTJ/KSBs) and review achievements
2. Set **meaningful SMART Targets**, identify gaps, and plan ahead
3. Support apprentices' **development** and **wellbeing**; celebrate **achievements**
4. **Engagement & Collaboration:** Strengthen tripartite collaboration with employers

Barriers to Meeting Best Practice

ATC 2026 Participant Feedback:

1. **Employer engagement:** attendance; buy-in; valuing the process
2. Time & workload: assessor caseloads; admin time
3. Tick-box culture: reviews feeling perfunctory
4. Systems & admin: E-Portfolio platforms
5. Staff Culture & Capability: Skills & confidence: training needs, reluctance to change

Reframing the Review

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INTENT: THE PURPOSE OF A PROGRESS REVIEW

Apprenticeship funding rules

August 2025 to July 2026

January 2026



Department
for Education

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*The purpose of the College is to provide
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Reframing the Review

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INTENT: THE PURPOSE OF A PROGRESS REVIEW

- A **tripartite discussion** between Apprentice, Employer/Mentor and Training Advisor, enabling apprentices to take control of their own learning and progress. Resulting in an outstanding apprenticeship experience *leading to the highest possible levels of* (timely) *achievement*.
- A **collaboration** to set SMART targets, discuss progress (college and workplace), identify any concerns, and explore the relationship between College training and the Apprentice's application of knowledge, skills and behaviours in the workplace. Discussions to strive for College values of *Engagement* and *Aspiration* and ambitions to *Look Further, Reach Further, Go Further*.
- **An opportunity to affirm employer commitment:** to provide a supportive environment for the apprentice to develop all relevant KSBs to actively support the apprentice's progress; and to encourage the apprentice to reflect/act on feedback in the workplace and their college training.
- To ensure the apprentice's wellbeing, safety and support needs are being met, promoting the college Values of *Wellbeing* and *Respect*.



Reframing the Review

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IMPLEMENTATION: FACILITATING OUTSTANDING REVIEWS

- 8-weekly (or less as required by need; maximum of 12-weekly to remain compliant)
- Preparation sent to apprentice & employer beforehand, facilitating a rich tripartite discussion.
- A tripartite collaboration between Apprentice, Employer & Training Advisor.
 - i. Employer discussion; ii. Tripartite discussion, iii Apprentice wellbeing, personal and career development.
- Setting SMART targets for:
 - the apprenticeship programme
 - development of English & Maths
 - Wider Skills/Behaviours
- Reaffirm importance of completing and recording 'Off the Job' training and planning future activity.
- Obtaining impartial apprentice and employer feedback.
- Careers, REAAL, H&S and Wellbeing discussions supporting professional & personal development.



Golden Threads

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Tripartite Involvement: **30:70** communication ratio



OTJ/KSBs: listen for every chance to identify **OTJ opportunities** – relate to progress with KSBs



EPA/Assessment: discuss from day 1, including distinction criteria.



Before the Review

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1. Agree a date, time and location with Employer and Apprentice. Send an **Outlook calendar invite** and schedule the Progress Review on OneFile.
2. **Send preparation to Apprentice and Employer** (e.g., a list of questions, a PDF of the previous Progress Review with highlighted points to consider, signposting to the previous Progress Review). Apprentice and Employer preparation promotes active participation at the Review, enabling a rich tripartite discussion.
3. **Collaborate and Be Prepared:**
 - have a clear understanding of the Apprentice's current progress.
 - liaise with relevant colleagues (Lecturers) to discuss recent college taught sessions, attitude, attendance, strengths, areas for improvement, SMART Targets etc.
 - go prepared with ideas for SMART targets to encourage further progress.
4. **Reconfirm appointment** to ensure attendance of Apprentice and Employer



The Review – Part 1

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The Tripartite Section

1. Progress & Achievements
2. Targets
3. OTJ
4. Employer Actions
5. Feedback

APPRENTICESHIPS

PROGRESS REVIEW GUIDANCE

BEFORE THE PROGRESS REVIEW

1. Agree a date, time and location with Employer and Apprentice. Send an Outlook calendar invite and schedule the Progress Review on OneFile.
2. Send preparation to Apprentice and Employer (e.g. a list of questions, a PDF of the previous Progress Review with highlighted points to consider, signposting to the previous Progress Review). Apprentice and Employer preparation promotes active participation at the Review, enabling a rich tripartite discussion.
3. Collaborative and fair preparation:
 - have a clear understanding of the Apprentice's current progress,
 - share with relevant colleagues (if necessary) to discuss recent college taught sessions, attitude, attendance, strengths, areas for improvement, SMART Targets etc.
 - go prepared with ideas for SMART targets to encourage further progress.
4. Consider the appointment to ensure attendance of both Apprentice and Employer.

CONDUCTING PROGRESS REVIEWS

3 GOLDEN THREADS TO EMERGED THROUGHOUT

1. Tripartite involvement: aim for a 30/70 communication ratio, the Apprentice doing most of the talking
2. OTJ/KSAs: focus for every chance to identify OTJ opportunities that relate to progress with KSAs
3. EPA: apprentices should start to know what EPA involves from day 1, including distinction criteria

INITIAL EMPLOYER DISCUSSION

Before we conduct the tripartite Progress Review, do you have any comments or concerns about the progress and attitude of your Apprentice?

Provide the Employer with the option to speak confidentially, without the apprentice present. This allows a candid conversation about the Apprentice and can steer supportive conversations in the review and help steer targets.

PROGRESS & ACHIEVEMENT

This section should be Apprentice-led. In this way it is preparing them for the Professional Discussion at EPA. Use your knowledge of the Standard and the Apprentice's current progress to prompt where necessary.

Lead in questions:

- i) Tell me what you have learnt at College since your last review
- ii) Tell me what you have been doing at Work

Consider how this relates to College delivery, the Standard's KSAs and EPA. In preparation, you could consider what the Apprentice's social skills are and how they are developing in the workplace.

What opportunities have you had to apply your new your new skills and knowledge at work?

Help the Apprentice link their workplace practice with KSAs and identify potential OF the Job training opportunities. This should also be related to EPA, including distinction criteria, if relevant. Use this as an opportunity to ensure the work environment supports coverage/development of KSAs.

What have been the apprentice's positive impacts in the workplace? (Prompts: Consider clients/customers, colleagues, productivity, Projects). Has there been any other notable progress?

Refer to the Employer if the Apprentice struggles to articulate this.

Be alternative question you could ask is: What are you/your Apprentice now do that you/they couldn't do before?

Any concerns with progress made against the Training Plan/Target Progress?

Whilst some Apprentices may be able to identify their own concerns, this field will likely be TA-led and should signify well into the next section, reviewing and setting SMART targets.

LOOK FURTHER | REACH FURTHER | GO FURTHER

APPRENTICESHIPS

PREVIOUS TARGETS

Best practice is not related to whether or not the apprentice has met previous targets, but how effectively you facilitate discussion leading to effective action planning.

- Where targets have been met, discuss the impact.
- Where targets have been missed, facilitate discussion to support the Apprentice to meet said targets in future. Prepare by checking what assessments the Apprentice has completed and how this relates to future action planning.

SETTING SMART TARGETS

Aim to set three Programme SMART targets (more if necessary) in collaboration with the Apprentice and Employer.

Key Apprentice has an ENCP, one target must relate to this.

One target must be related to the Apprentice's current progress. One target must be related to the Apprentice's current progress. One target must be related to the Apprentice's current progress.

Setting SMART targets ensures goals are both achievable and relevant, providing focus and acting as stepping-stones towards success. Inspire Apprentices motivated.

Specific – state exactly what will need to be done and how.

Measurable – ensure it is clear what success will look like: how will all parties know?

Attainable – agreed by all parties. Ambitious, but not unachievable. Who can help?

Relevant – to the apprentice's qualification, vocation, and career goals.

Time bound – give realistic, yet ambitious deadlines.

USE MEASURABLE ACTION

complete, arrange, create, practice etc.

USE SMART TARGETS

by, start, continue etc.

EXAMPLES OF ACTION SMART TARGETS

- Readview (resource) to develop understanding of (material) and use this to improve (skill).
- Use additional workshop time at (time, day, location) to improve practical skills in (area).
- Develop full sentence structure in all written assignments, taking extra care with the use of capitals.
- Proof-read all assignments before handing in to reduce spelling and grammatical errors.
- Increase your verbal contribution in small group activities to develop your oracy skills and confidence in preparation for (situation/event).
- Improve attendance to a minimum of (95%).

EXAMPLES OF NEXT STEP SMART TARGETS

- Arrange a careers interview with Careers Zone and research a potential career pathway. Find out the education and training requirements for each career, labour market information and where the career could lead in future.
- Consider your longer-term career goals and then research current industry vacancies, checking what skills, knowledge and experience you need to acquire.

WORKER SKILLS & BEHAVIOURS TARGET

Use Worker Skills themes – planning, organising, managing, leading, influencing, working with others, problem solving, improving own learning, performance.

Use Worker Skills themes – planning, organising, managing, leading, influencing, working with others, problem solving, improving own learning, performance.

Any issues related to the Apprentice's Study skills should be specifically addressed here.

LOOK FURTHER | REACH FURTHER | GO FURTHER

APPRENTICESHIPS

APPRENTICESHIP DELIVERY TOOLKIT



1. Progress & Achievement

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(Lead in questions: i. Tell me what you have learnt at College since your last review;
ii. Tell me what you have been doing at Work)

What opportunities have you had to apply your new your new skills and knowledge at work?

What have been the apprentice's positive impacts in the workplace? Has there been any other notable progress?

Any concerns with progress made against the Training Plan/Target Progress?



This section should be Apprentice-led. In this way it is preparing them for the Professional Discussion at EPA. Use your knowledge of the Standard and the Apprentice's current progress to prompt where necessary.

Lead in questions:

- i) Tell me what you have learnt at College since your last review.
- ii) Tell me what you have been doing at Work

Use your knowledge of College delivery to prompt if required. Plan by liaising with Lecturers and checking the Training Plan.

Consider how this relates to College delivery, the Standard's KSBs, and EPA. In preparation, you could even check the business' social media to see what has been happening in the business.

What opportunities have you had to apply your new your new skills and knowledge at work?

Help the Apprentice link their workplace practice with KSBs and identify potential Off the Job training opportunities. This should also be related to EPA, including distinction criteria, if relevant. Use this as an opportunity to ensure the work environment supports coverage/development of KSBs

What have been the apprentice's positive impacts in the workplace? (Prompts: Consider clients/customers; colleagues; productivity: Projects). **Has there been any other notable progress?**

Refer to the Employer if the Apprentice struggles to articulate this. An alternative question you could ask is: *What can you/your Apprentice now do that you/they couldn't do before?*

Any concerns with progress made against the Training Plan/Target Progress?

Whilst some Apprentices may be able to identify their own concerns, this field will likely be TA-led and should segway well into the next section, reviewing and setting SMART targets.

2. Setting Targets

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PREVIOUS TARGETS

Best practice is not related to whether or not the apprentice has met previous targets, but how effectively you facilitate discussion leading to effective action planning.

- Where targets have been met, discuss the impact.
- Where targets have been missed, facilitate discussion to support the Apprentice to meet said targets in future.

Prepare by checking what assessments the Apprentice has completed and how this relates to future action planning.

SETTING SMART TARGETS

Aim to set **three** Programme SMART targets (more if necessary) in collaboration with the Apprentice and Employer.

If an Apprentice has an EHCP, one target must relate to this.

Date Target Issued	Programme SMART Target	Target Date	Has the target been met?	Discussion on how targets met or why not met.	Options
			☐ Yes ☐ No ☐ Partially		Save X

Setting SMART targets ensures goals are both achievable and relevant, providing focus and acting as stepping-stones towards success, keeping Apprentices motivated.

Specific – state *exactly* what will need to be done and how.

Measurable – ensure it is clear what success will look like; how will all parties know?

Attainable – agreed by all parties. Ambitious, but not unachievable. Who can help?

Relevant – to the apprentice's qualification, vocation, and career goals.

Time-bound – give realistic, yet ambitious deadlines.

USE QUANTIFIABLE ACTION

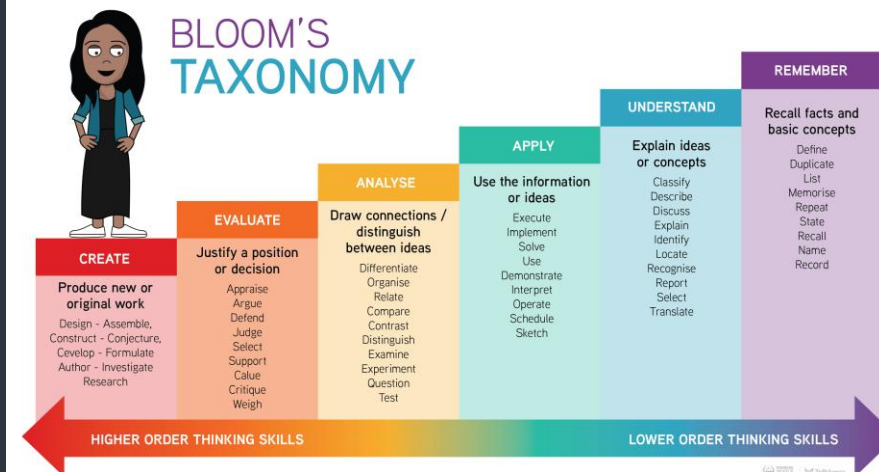
VERBS:

complete, arrange, create, practice etc.

AVOID VAGUE IMMEASURABLE

VERBS:

try, start, continue etc.



English & Maths Targets

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BEST PRACTICE: you can set meaningful English and Maths SMART Targets:

- directly related to the Programme SMART targets set in the previous section
- that can be directly applied in the workplace and supported by the Employer/workplace mentor
- that naturally occur in/are related to the Apprenticeship Standard's KSBs.
- to prepare Apprentices for EPA (e.g., English oracy skills to prepare for the Professional Discussion)
- to support study skills/assignment writing (e.g. proof-reading)
- to complete BKSB Diagnostic Assessment or to make quantifiable progress on BKSB (self-study)



Holistic Targets (utilising AI)

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SMART Targets	Wider Skills Targets	English Skills Targets	Maths Skills Targets	Careers Discussion Prompts	Employer Target
Complete structural carcassing, timber frames, linings, and coverings for a 4x4 meter room within 2 weeks, ensuring all timber is cut and installed within $\pm 5\text{mm}$ tolerance.	Coordinate with team members daily to ensure smooth progress, completing each task by the specified deadlines.	Write and read installation instructions and prepare a detailed report on the project by the end of the second week.	Measure and cut timber with an accuracy of $\pm 5\text{mm}$, calculating all dimensions and tolerances before cutting.	Explore possibilities: What roles are involved in site management? Manage career: How important is communication and coordination in construction projects?	Provide access to accurate plans and quality tools, and schedule regular progress check-ins with the apprentice to ensure they have the support needed.
Install timber or metal stud partitions for an office space within 1 week, ensuring partitions are plumb and level within a 3mm tolerance.	Identify and solve alignment issues within 24 hours to ensure partitions remain plumb and level.	Read and interpret construction plans and blueprints, ensuring comprehension within the first day of the project.	Use a level and plumb bob to check alignments within a 3mm tolerance, recording measurements daily.	See the big picture: How do architects and civil engineers contribute to construction projects? Manage career: Why is precision and accuracy important in building design and construction?	Ensure that blueprints are available and understandable and provide necessary tools and immediate feedback on alignment issues.
Construct a straight flight of stairs from ground to first floor within 10 days, ensuring compliance with building codes for rise and run.	Research and apply building codes related to stair construction within the first 2 days of the project.	Write a brief report on building code requirements for stairs and submit it within 3 days.	Calculate rise and run, ensuring compliance with building codes and documenting calculations daily.	Investigate work and working life: What is the role of a building inspector? Grow throughout life: How do building codes and regulations impact construction?	Provide access to building code documentation and support the apprentice in understanding and applying the codes.
Install floor joists and coverings for a 50 square meter area within 2 weeks, spacing joists at 400mm centres and securing coverings every 300mm.	Collaborate with team members to ensure installation is completed to specifications within the 2-week timeframe.	Communicate with team members to ensure correct placement of joists and <u>coverings</u> , and document the process by the end of the project.	Calculate the number of joists and coverings needed based on area and spacing <u>requirements</u> , and verify calculations daily.	Explore possibilities: How does a structural engineer contribute to construction projects? Balance life and work: Why are teamwork and communication crucial in large-scale construction projects?	Ensure proper materials are on site and provide a collaborative work environment where team communication is encouraged.

1. Turn the following tasks for Level 2 site carpentry apprentices into SMART targets:...

2. Put into a table. Complete information for related targets. 2nd column = wider skills/behaviour targets; 3rd column = English skills targets; 4th column = maths skills targets; 5th column = careers discussion prompts using CDI framework

3. Refine. E.g., try again explicitly using the 6 learning areas of the CDI framework

3. Review/Plan OTJ Training

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OFF THE JOB TRAINING

This section of the Progress Review is to ensure Apprentices are on track with logging their Off the Job Training through Timesheets or Learner Journal on OneFile.

On Target?	Any Concerns?	Any Planned Off the Job Activities	Options
☐ Yes ☐ No	Raise any concerns in shortfall of hours or the opportunity to demonstrate KSBs in the workplace	Collaborate with the Apprentice and Employer to identify Off the Job opportunities in the workplace (ensuring it is clear to the Employer how they can support)	 

Best practice may also involve:

- clarifying valid Off the Job training and how to log on OneFile (refer to pages 3-6)
- linking the discussion up to this point to work based Off the Job training opportunities
- setting Off the Job Training targets related to distinction criteria at EPA

Review/Plan OTJ Training

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APPRENTICES!

LOG YOUR OFF-THE-JOB TRAINING TIMESHEETS EVERY WEEK ON ONEFILE.

Ask yourself:	Counts as Off the Job Training
Is the activity directly relevant to the Knowledge, Skills and Behaviours (KSBs) of your Apprenticeship Standard?	✓
Is it teaching you new KSBs or building upon prior learning of KSBs (including revision)?	✓
Has the activity taken place in your normal working hours (or have you been given time off in lieu)?	✓
Is it Functional Skills English or Maths?	✗
Is the activity an assessment or mock test?	✗

DO

As a 'minimum requirement', when creating your Off-the-Job timesheet entry, please provide:

- **TASK:** A description of what task has been undertaken
(It only counts if it relates to your Apprenticeship Standard)
- **LEARNING:** A description of what was learnt from the task undertaken.
(What do you now know that you did not know before? What can you now do that you could not do before?)
- **APPLICATION:** How the skills/knowledge learnt/gained will be applied in the workplace
(If not immediately, how it will benefit you in the future?)



4. Employer Actions

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EMPLOYER ACTIONS

Agreed actions for employer to support apprentice's targets and progress.

Ensure the Employer is aware of the expectations of the Apprenticeship Programme and their role in supporting the Apprentice's progress. Use the above targets set for the Apprentice to inform this target. See section on *Working Effectively with Employers* for further guidance.

[Education and Training Foundation:
Working effectively with employers - A checklist and guide for
apprenticeship providers](#)

EDUCATION
TRAINING
FOUNDATION

CREATED BY

SDN
STRATEGIC
DEVELOPMENT
NETWORK



TRURO
COLLEGE

PENWITH
COLLEGE

5. Feedback

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APPRENTICE FEEDBACK

How well is the college meeting your learning and training needs? What have you enjoyed/what has been of benefit?

Aim to elicit detailed answers with reasons and examples.

Use the Programme Overview/your knowledge of the College taught programme to prompt as necessary.

Do you have any suggestions as to how the apprenticeship experience could be improved to meet your needs? If you have made any suggestions before, how well have we responded?

Ensure feedback is shared with the relevant parties as necessary (e.g., P/DTL, Course Lead/Lecturer if constructive feedback could improve the Apprenticeship experience).

On a scale of 1 (unsatisfactory) to 5 (outstanding), how would you score the support given

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

If the apprentice gives less than 5, ask, 'what could we do differently to become a 5?' Record above.

Employer Feedback

Apprenticeships – Truro & Penwith

Employer feedback on Apprentice in the workplace



Attendance	Timekeeping	Attitude in workplace	Performance at work	Attitude towards colleagues	Confidence	Ability/Overall progression	Summary	Options
Select... ▼	Select... ▼	Select... ▼	Select... ▼	Select... ▼	Select... ▼	Select... ▼		

This section also services as an opportunity to provide feedback from the Apprentice's Lecturer regarding their attendance, attitude to learning and progress

Feedback on the apprenticeship programme (Prompt: College taught sessions; Apprentice's impact on the business; Communication; College support; any changes to meet the needs of your apprentice and business).

Ensure feedback is shared with the relevant parties as necessary (e.g., Head of Faculty, Course Lead/Lecturer if constructive feedback could improve the Apprenticeship experience).

On a scale of 1 (unsatisfactory) to 5 (outstanding), how would you score the support given

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

If the Employer gives less than 5, ask, 'what could we do differently to become a 5?' Record above.

Have there been any changes of circumstance? (E.g., apprentice's contracted hours; duties; mentor; location etc.)

It is essential to report any change of circumstances to MIS_Data as it may affect the Training Plan as well as the Apprentice's Off the Job calculation and end date.

Any additional training needs and/or apprenticeship vacancies with which the College may be able to assist (liaise with BPC as required)

Relay back to Industry Engagement Consultant and/or Faculty as appropriate

The Review – Part 2

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The Apprentice Section

Embedding pastoral support & careers discussions

- Careers Discussions using the CDI Framework
- Safety & Wellbeing
- REAAL (Rounded Education for Adult and Apprenticeship Learners)



Careers Conversations

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When approaching Careers discussions:

- Be aware of what is happening in the Apprentice's life and work. **Prepare** for the discussion with a few possible relevant questions individual to the Apprentice's needs and aspirations.
- Listen and **go with the flow**: although it is great to be prepared, it is also important to keep the conversation natural and to follow the theme of the review. If something else comes up, go with it!
- A careers discussion is not asking just one question. Rather, it should become a natural part of the review discussion using, as appropriate, the questions derived from the CDI Framework (next slide...)



Progress Review Careers Discussions

Initial Careers Discussions

At the first Progress Review, asking the apprentice to define 'career' can open up the discussion:

- What do you think a career is?
- What do you think is the difference between a career and a job?

Ascertaining the apprentice's **long-term career goals** at the first review, enables you to illustrate how the KSBS being developed add to reaching said goals, which is aspirational and truly motivating. Equally, share **Labour**

Market Information the apprentice ([Labour Market Information \(sharepoint.com\)](https://www.sharepoint.com)):

- How far have you thought about your long-term career goals?
- How aware are you of your development needs to reach these goals?

Next, especially where an apprentice is unable to articulate long-term goals at the early stages of their apprenticeship journey, you can turn the focus to **medium- and short-term goals**:

- What do you want to get out of this apprenticeship? What would be a successful outcome for you?
- What do you want to have achieved in the first year/6 months?
- What is/are your main development need(s) that will successfully get you there?

Approaching Careers Discussions

- Be aware of what is happening in the apprentice's life and work. Prepare for the discussion with a few possible relevant questions individual to the apprentices needs and aspirations.
- Listen and go with the flow: although it is great to be prepared, it is also important to keep the conversation natural and to follow the theme of the review. If something else comes up, go with it!
- A careers discussion is not asking just one question. Rather, it should become a natural part of the review discussion using, as appropriate, the questions (below) derived from the CDI Framework

The CDI Framework

GROW THROUGHOUT LIFE



Reflecting on and recording achievements, experiences and learning and communicating them to others

- What do you feel you have achieved in your role since I last saw you?
- When have you shared your learning with others?
- What new experiences have you had?

Reflecting on personal strengths and aligning them to sectors/opportunities

- Tell me about your strengths and how you apply these in your role.
- Tell me what is happening in your sector? How can/do you find out?

Actively seeking out help, support and feedback

- Give me examples of when you have asked for feedback and how this has helped you to develop.
- Give me an example of when you have worked through a challenge. Who did you ask for support? How did it help?

EXPLORE OPPORTUNITIES



Developing a clear direction of travel in your career and gain an insight on how to actively pursue this

- Where do you see yourself in 12 months' time? How are you going to get there?
- Who could you shadow to develop your skills, knowledge and behaviours? This could include other areas of the business.

Actively seeking out information on the labour market to support your career

- Tell me what you know about the labour market in your sector.
- How can you follow what is happening in your sector?

Actively researching and reflecting on workplaces, workplace culture and expectations

- What is your code of conduct in the workplace? Why do you enjoy working here?
- What are your expectations of the workplace?

Analyse and prepare for recruitment and selection processes

- How can you prepare for your transition from apprentice to employed team member?
- What opportunities are there for you to progress within your organisation and what skills, knowledge and behaviours do you need?
- How can you stand out to your employer?

MANAGE CAREER



Building confidence and optimism about your future and how you act upon this

- How confident do you feel in your role now (1-10) and how can you grow this?
- What direction is your industry going in the future? (changes/developments)
- What industry challenges are there and how could these affect you?

Actively planning, prioritising and setting targets for your future

- Have you discussed your development targets with your manager?
- What areas are you focusing on/would you like to focus on?
- How do you record these targets and evaluate your progress?

Consider the risks and rewards of different pathways/careers and deciding between them

- Consider the areas and people you have worked with.
- What did you enjoy and why?
- What didn't you enjoy and why?

Being proactive, being resilient and learning from setbacks

- Give me an example of when you have taken an opportunity to develop or to be an ambassador for your organisation.
- Give me an example of when you have overcome a challenge and how you have developed as a result of this?
- How do you deal with setbacks? Can you provide a recent example?

CREATING OPPORTUNITIES



Build and maintain relationships and networks within the business and other organisations

- Give me examples of conversations you have with other teams across the business.
- How does this help you?
- What networking opportunities do you have? How does/could networking benefit you?

Representing yourself and others by acting as a leader, role model or example to others

• How do you represent your organisation within work and when at college?

Considering entrepreneurialism and self-employment as a career pathway

- Where can you find information about self-employment? What are the benefits and drawbacks

BALANCE & WORK LIFE



Being aware of their role in ensuring rights and responsibilities in the workplace and in society

- What is your holiday allowance? How do you book holiday?
- How many days sick can you take before you need a doctor's note and what is the procedure you must follow?
- What is the rate of pay for an apprentice?
- What mandatory training do you receive?
- Who would you speak to if you felt you were being treated unfairly or excluded?

Planning for the kind of balance of work and life that they want

- What motivates you to come to work? What do you enjoy?
- How do you balance your time between work and home?
- How do you switch off from work and why is this important?

Planning for different life stages and considering the different life roles that they want to play

- What are your career plans for the next 3 years? What are your priorities considering possible life events such as health, relationships and family life?

SEE THE BIG PICTURE



Evaluating different media, information sources and viewpoints, and reflecting on the best way to get information for their career

- What media do you use to keep up to date with industry?
- Are you a member of, or do you subscribe to, any professional bodies?

Exploring and responding to local and national labour market trends

- What trends are you seeing in your industry both locally and nationally?
- How do you keep up to date?
- How does this affect you in your industry now and in the future

Exploring and responding to trends in technology and science

- What technology do you use in your workplace and why?

Exploring and responding to the relationship between business and society

- How does your business work in a sustainable way and why?



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If answered 'no' to any of the below, discuss and identify actions to address issues

Equality, Diversity & Inclusion:

- Do you feel you are treated fairly?
- Do you feel like a valued team member?

Health & Safety

- Do you feel safe at work?
- Is Health & Safety taken seriously?

Safeguarding:

- Do you feel supported in work?
- Is there someone you can go to with concerns?

Summary of Safety and Wellbeing Discussion

It is essential to facilitate a more detailed discussion to elicit examples/application to ensure this discussion raises any concerns (if there are any) rather than just being a box-ticking exercise. Ensure to raise any safeguarding concerns on CPOMS/with a College Safeguarding Officer immediately.



REAAL

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REAAL (ROUNDED EDUCATION FOR APPRENTICE & ADULT LEARNERS)

Discussions should be led by the Apprentice, summarising their understanding of the REAAL content, and applying it to the workplace and their lives. Refer to the REAAL Scheme of Work and resources and ensure the apprentice has completed the necessary REAAL quizzes on OneFile.

What was discussed in your last REAAL Session?



Date	What did you discuss in your last REAAL Session?	Summary of your understanding of the session	How are you applying this
	☐ 1. Induction ☐ 2. The Prevent Agenda & Tackling Extremism. ☐ 3. Equality & Diversity ☐ 4. Safeguarding Yourself & Others ☐ 5. E-Safety - Your Digital Footprint ☐ 6. Mental Health at Work ☐ 7. Ways to Wellbeing ☐ 8. Healthy Relationships Part 1 ☐ 9. Health Relationships Part 2 ☐ 10 to 26 - Optional Units		

1. REAAL INDUCTION

What can you recall about your College induction?

Where can you find Student Services and what services does it offer?

What do you understand by the term Safeguarding and whose responsibility is it?

Are you aware of the Colleges Health Wellbeing & Sports programme and how to access it?

What do you understand by the terms Equality, Diversity and Inclusion? Why are they important at College and in the Workplace?

How can you access the Learning Centres? What are they for and where are they?

Have you logged into your College email? How often? How can you get access from home?

What do you understand by the terms 'British Values' and 'Prevent'?

What can you recall about the College's Health & Safety (inc. Fire) procedures and your responsibilities?

REAAL

ROUNDED
EDUCATION FOR
ADULT &
APPRENTICESHIP
LEARNERS

Resource No	List of Resources	Unit
1	Induction - <i>Staying safe at college and H&S, Learning Centre Tutorial & Library Hub Tutorial</i>	Mandatory
2	The 'Prevent' Agenda	Mandatory
3	Equality & Diversity	Mandatory
4	Safeguarding Yourself & Others (<i>inc 'Be Kind'</i>)	Mandatory
5	E-Safety - (<i>Your Digital Footprint & how to keep your 'Socials' safe</i>)	Mandatory
6	Mental Wellbeing at Work	Mandatory
7	Ways to Wellbeing	Mandatory
8	Healthy Relationships - Part 1 (<i>also references 'contraception'</i>)	Mandatory
9	Healthy Relationships & Harassment - Part 2 (<i>inc 'domestic abuse'</i>)	Mandatory
For apprenticeships longer than 1 year learners must choose a minimum of 9 further 'optional' resources from the list below:		
10	Let's Chat - Stress/Anxiety	Optional
11	Careers - Labour Market Information	Optional
12	Critical Thinking & Problem Solving	Optional
13	How to make your job application & CV standout (<i>inc Career Paths, '16 Personalities' & LinkedIn</i>)	Optional
14	How to use AI to support career development	Optional
15	How to boost your creativity	Optional
16	Self-Employment	Optional
17	How to Maintain a Good Work Life Balance	Optional
18	Financial Education - Staying Financially Safe	 
19	Financial Education - Understanding	
20	Gambling	

Post Review

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AFTER THE PROGRESS REVIEW

- At the end of the Progress Review, ensure you have **scheduled the next Progress Review** for approximately 8-10 weeks' time (less if necessary). Schedule the Progress Review on OneFile and send both the Employer and Apprentice an Outlook calendar invite.
- Once you have **written up the Progress Review** and saved it, it will be sent automatically to the Apprentice (appearing as a task on OneFile) for them to sign and add a comment.
- Once the Apprentice has **signed** the Progress Review, it will then be automatically sent to the Employer to sign and comment. It will appear as a OneFile task. If the mentor is not the assigned OneFile user, or the employer is struggling to engage with OneFile, use the 'magic link' to email the review once the apprentice has signed it.
- You may need to **follow up with the Apprentice and Employer to ensure they sign the Progress Review** in a timely fashion. Signatures are essential to ensure both Apprentice and Employer engagement. If the review still has not been signed by the time of the next review, ensure it is signed before starting the next review.



Discussion / Target

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Identify an actionable takeaways to:

- share with colleagues
- implement in your organisation

Feedback:

- something you could implement immediately
- Longer-term / food for thought



Participant Feedback

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A. Strengthening Systems, Tools & Review Infrastructure

- Employ a OneFile co-ordinator
- Share additional VLEs on OneFile
- Explore a review toolkit / Design a progress review “how-to book”
- Add Bloom’s taxonomy to the review
- Create a bank of SMART targets
- Create employer-specific target banks

B. Improving Employer Engagement & Structured Employer Input

- Speak with providers to implement best practice to avoid “tick-box” disengagement [employer delegate]
- Enquiring how employers create OTJ opportunities
- Setting questions for the employer
- Embed employer targets x2
- Ask for more formal employer feedback x2

C. Enhancing Learner Support & Clarity

- Creating an OTJ fact sheet for apprentices / 3-question structure for OTJ
- Using the CDI framework for reviews
- Getting more feedback about what apprentices think of their reviews

D. Building Internal Team Capability & Collaboration

- Team collaboration in developing the review process
- Empower my team to share best practices
- Time for completing reviews
- Liaise with IAG to create a careers toolkit



Take Aways



Team-led approach: best practice from boots-on-the-ground. Embed your **Mission** and **Values**



Start with your '**Intent**'. Reframe the purpose of the Review, **embedding Employer engagement** as a constant thread



Identify and exploit every opportunity to meaningfully engage employers in the Review. **Make the benefits to employers explicit:**

- Applying new skills at work
- Employer-led targets
- Planning OTJ
- Actions for Employers



Always ask for honest **feedback**. Most importantly, share the feedback and **act upon it** to constantly improve delivery, support and engagement

Questions | Comments

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TEAM - Collaboration/Sharing Best Practice

- *Previously I would take over...I learned to draw the answer out through more open questioning.*
- *Peer observation helps us to feed/improve our own practice.*
- *Now have holistic team goals by building SMART TARGETS*
- *Make sure we are all delivering the same quality progress review: through team discussions we share tips for providing great consistent reviews, shadowing each other is key to this.*
- *Our autonomy and ability to adapt the flow and content to ensure it is of value in the workplace.*

EMPLOYERS:

- *Knowing their workplace. Showing you understand their brand/ethos gives a great impression. Setting targets relevant to their business and ensuring they are engaged with OneFile.*
- *I listen...and following up on any comments or issues quickly.*
- *Discuss whether the apprentice meeting [business] needs. If not, then TARGETS are created.*
- *Treat them with respect, ask their opinion, ask if we are meeting their needs, and asking them if they would like their apprentice to learn something we aren't currently teaching.*
- *Enable employers to engage with the programme and therefore retain the interest in sending learners to college*
- *I got involved with [a dissatisfied] employer - each apprentice that completed would leave the company - I suggested... he puts the apprentices on rotation so that they could learn all aspects of plastering and not just one as they were becoming bored, once this happened he has not lost one apprentice.*

APPRENTICE – Experience & Progress:

- *Setting targets in the lead up to EPA...means the apprenticeship really is set up for success.*
- *Employer feedback has directly affected apprentices' progress when they have been falling behind*
- *First-years are already producing evidence based on the specific targets created*
- *[Reviews] align with the training plan, intervene with issues & show a duty of care from college.*
- *constant, focus on what is important and how to make the best out of challenging circumstances.*
- *Clear targets/discussion of issues: finding out... barriers...turn negative aspects around and improve them*
- *Apprentices have a voice and say things they would like to learn...a chance to take responsibility for their own learning and progress [building] confidence and motivation.*
- *They affect the quality of the...experience leading to retention, achievement and confidence.*
- *The intervention of the progress review put them back on track. It was an opportunity for the apprentice & employer to be honest about workplace performance.*
- *After 12 months [the apprentice] was not allowed on the tools. I stated the apprentice needed to work alongside tradespeople so skills were passed on - 6 months later the apprentice was sent to the Isles of Scilly to work on several projects and some on his own.*