



# **Progress reviews and target setting – supporting apprentices to succeed**

**Annual Apprenticeship  
Conference 2022**

# Introductions



- Team of specialists in FE, HE and apprenticeships
- Supported 1,000+ apprenticeship providers to launch, adapt and improve their provision
- Work closely with government and sector bodies to support the sector



- Specialists in quality management for FE, HE and employment support
- Support leaders and managers to oversee and drive quality improvement through software and consultancy
- Apprenticeships specialists with SDN

# Introductions



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Strategic Associate

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CEO, Mesma

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# Effective Progress Reviews



## Where does the review fit in?



# Effective Progress Reviews



## Where does the review fit in?

Week																																																					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
Induction				Training							Review 1			Training							Review 2			Training							Assessment		Review 3			Training				Assessment				Training					EPA Prep		Triage		

What are the characteristics of effective reviews?

- Early reviews integrate outcomes of ***initial and diagnostic assessment***
- All reviews set and monitor *targets* and measures of ***achievement***
- All reviews consider progress in ***learning***
- Reviews gradually move from ***monitoring learning*** to ***application of learning***
- Final reviews consider a ***reflection of the learning programme*** and ***preparedness for assessment***



# Ofsted and progress monitoring...



## Reviews of each apprentice's progress and targets set:

- reviews **establish clear links** between on- and off-the-job training;
- involve the **apprentice, training provider and employer**
- **set and review targets** against the ILP,
- Targets are set and broken down into **achievable 'steps'** in an action plan that may require **action by the employer** and training provider.

Targets keep apprentices **on track to achieve**, with action taken to tackle issues, **provide assessment opportunities** and review support arrangements.

Target-setting **occurs regularly**, weekly or monthly.

- The focus is on **progress and achievement** but also on *welfare* of the apprentice, monitoring her or his *health and safety and equality of opportunity*.
- Reviews should include **the apprentice, employer and provider's staff** and be carried out in private.



# Taking stock

Making reviews come alive

# Purpose



## Autonomy & Agency

## Mastery



# Discussion



**5 mins**

If you were inspected tomorrow,  
what would your apprentices say about their  
progress reviews?

*What happens?*  
*What works well?*  
*What doesn't?*

# Things we sometimes hear...



**“It’s a good chance to catch up with my coach. We talk about how I’m doing at work and my assignments.**

**My manager doesn’t make many of them as she’s busy, so I think the coach emails her afterwards.”**

# Things we sometimes hear...



**“It can feel a bit like we’re ticking boxes.**

**It’s not the trainer’s fault. He’s just filling in the form  
he’s told to fill in; there’s loads on it.”**

# Things we sometimes hear...



**“It gave me a good opportunity to explain how much I gained from the workshop on equality at work.  
It was very helpful in my role.”**

# Things we sometimes hear...



**“I’ve definitely improved my performance at work.  
I also made a suggestion to my manager about how  
we could improve the paperwork we complete after  
doing a job and he implemented it.  
I was really chuffed.”**

# Things we sometimes hear...



**“I’ve been incredibly stressed trying to balance work and study. It’s been much harder than I thought it would be. It’s been good to have this conversation with my coach during the reviews.”**

# Things we sometimes hear...



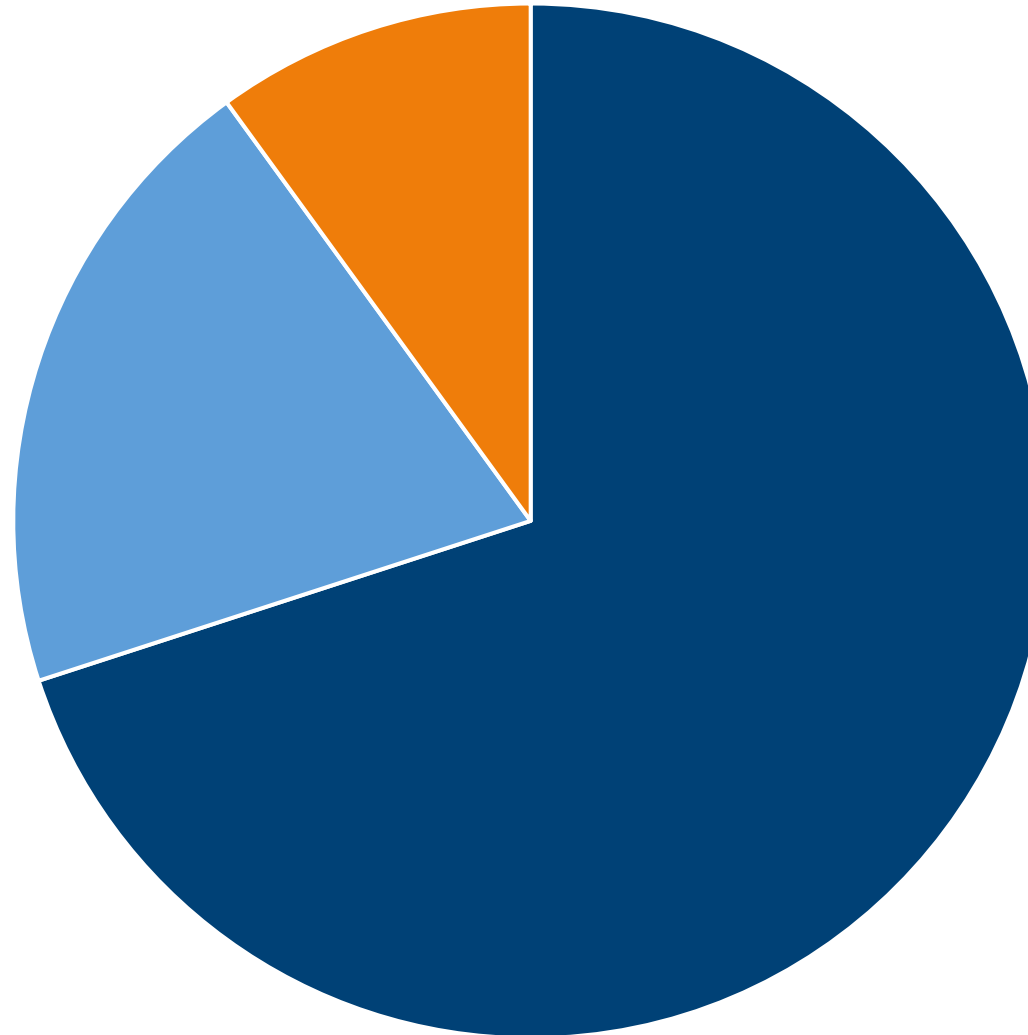
**“It’s given me a chance to talk about any issues with my trainer. Recently, I had a problem that I was doing training at work that was the same as the training on the course but they were telling me two different things. I was worried about which one was right.”**



# Things we sometimes see...



Who talks most?



■ Coach/Trainer ■ Apprentice ■ Manager ■

# Things we often see...



Well done on submitting your last piece of work and your journal entry. I can see the progress you are making.

You have completed 71% of your programme which is on target.

Target	By When
Complete slides for presentation	Next review
Complete online BV module	Next review
Start unit 1.3	Next review

# Things we sometimes see...



***Too many progress reviews are about history***, looking back at performance data to hold learners to account, or to congratulate learners on their achievements.

If they look forward, it is often to do ***no more than produce a list of 'things to do'***.

A key problem is understanding the difference between an ***issue and a symptom***, a difference that can fundamentally change the way to look at progress reviews.

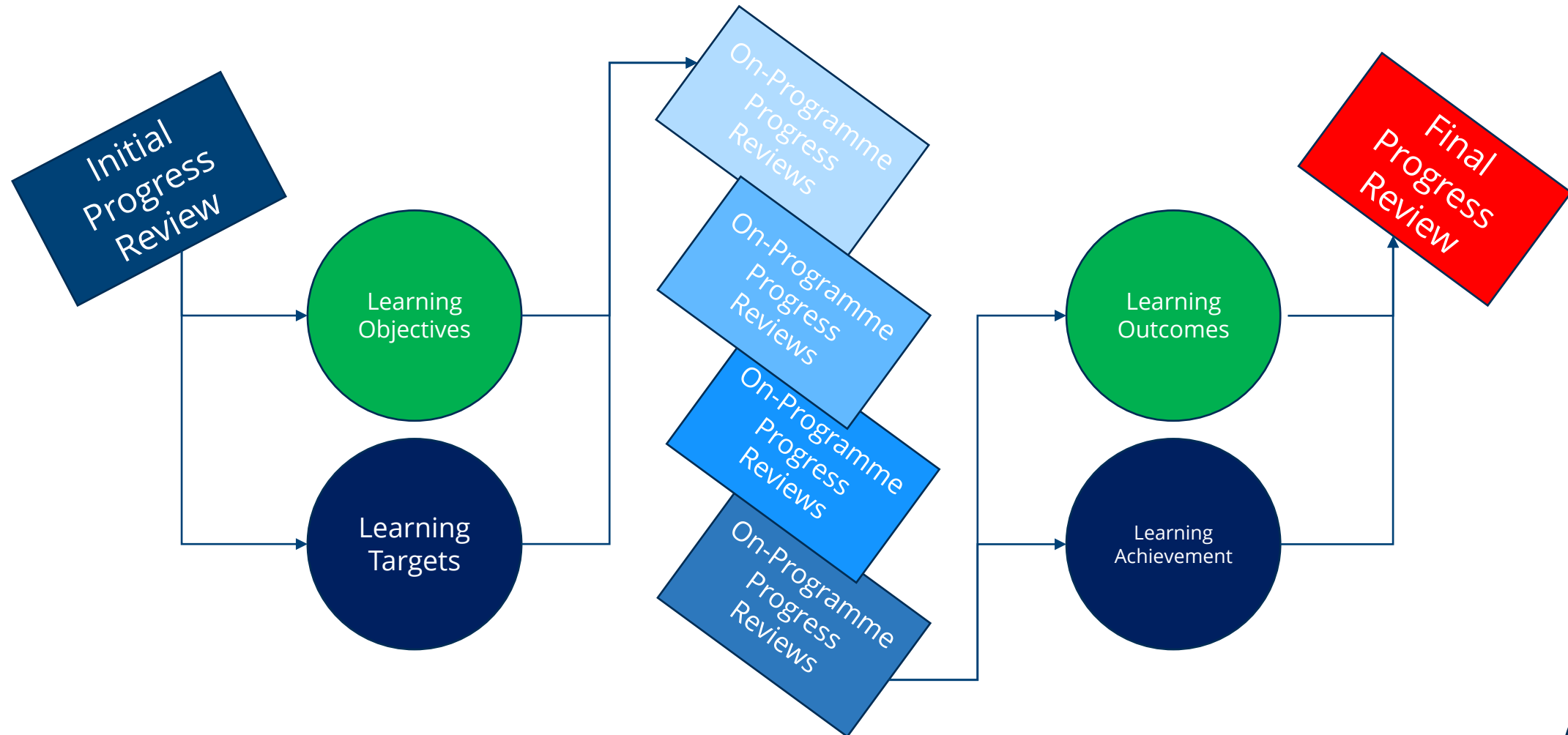
Too many reviewers fail to help their learners look ahead to the obstacles they may encounter and the strategies they'll need to develop in order to successfully overcome them.



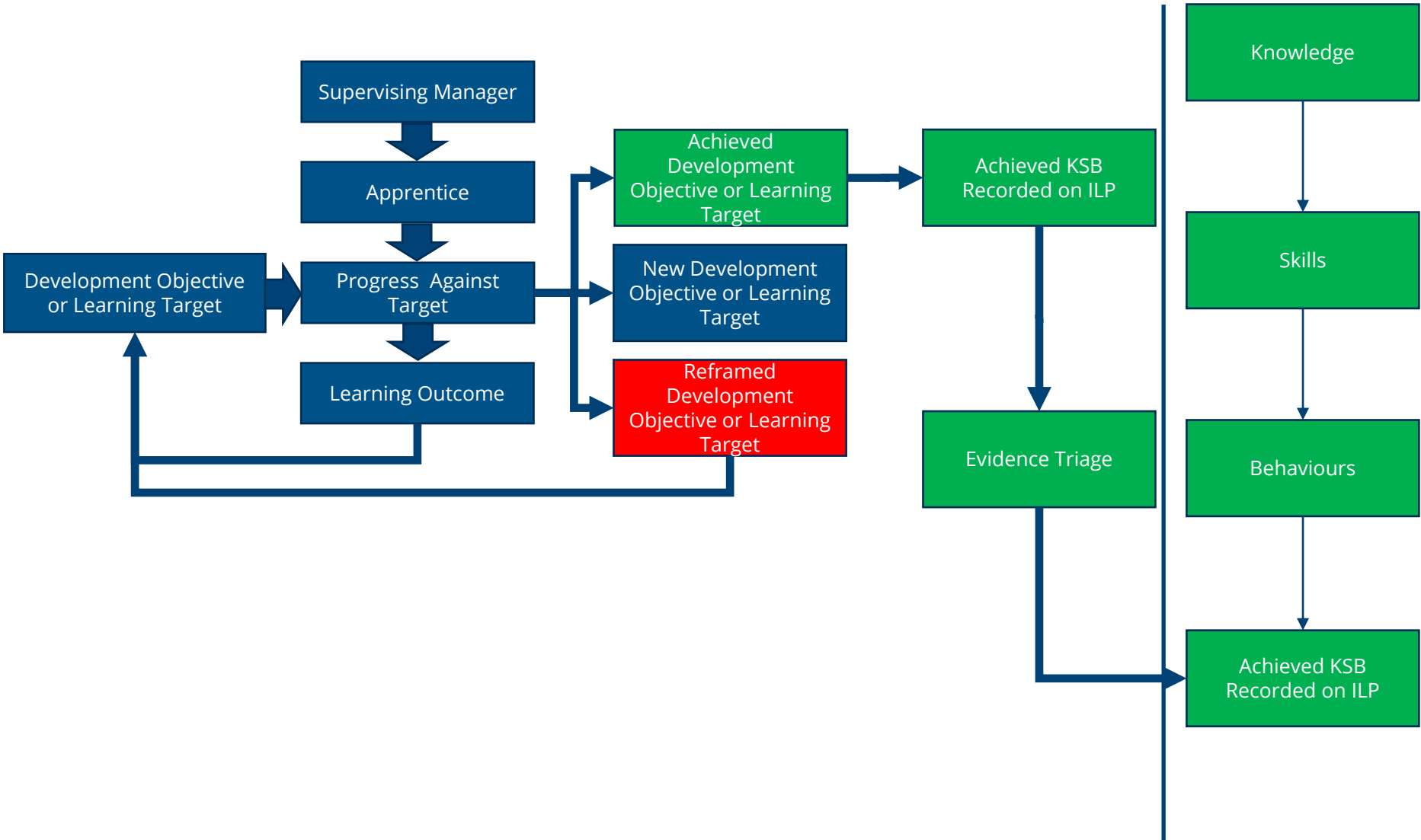
# Practical ideas to take forward

# Progress Review Sequence and Structure

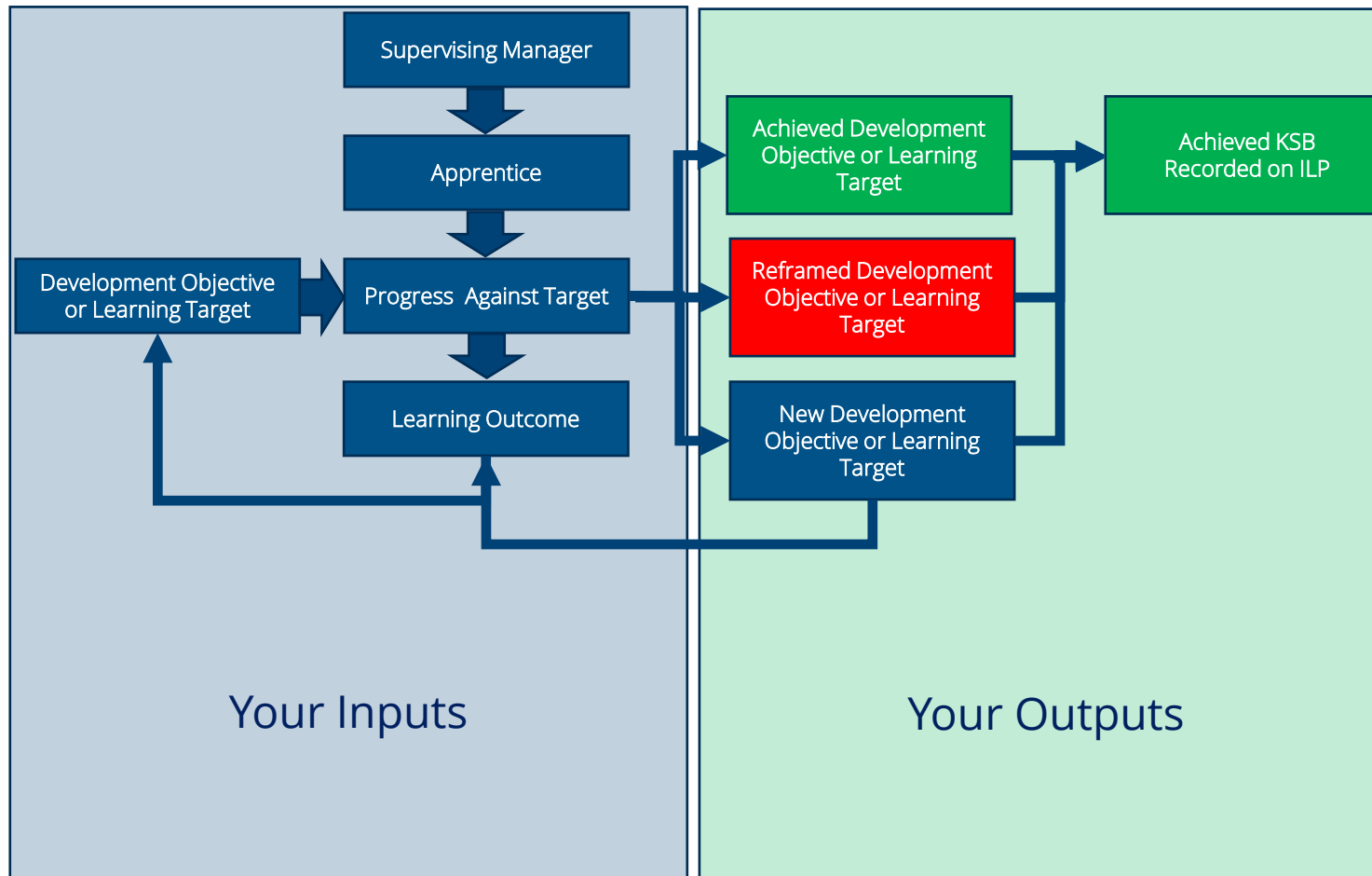
## Building on a firm foundation



# A Full Progress Review



# A Full Progress Review







# Effective Target Setting



	'I want to be fit'	'I want to be a Paralympic swimmer'
S	I will increase how much exercise I do	I will attend a Para-swimming talent identification day
M	I will do an average of 60 minutes of moderate intensity activity a day	I will swim the 50 m freestyle in under one minute
A	I can see myself doing it	My times are close to the selection criteria
R	I can do it by walking daily and going to the gym twice a week	I can do it by improving my technique
T	I will achieve it by the end of this summer term	I will attend next year's talent identification day

# Target Setting from the Construction Industry



## An industry that works on targets....

1. First, a strategic objective is defined to improve quality.

***Improve quality = strategic objective***

2. What is one way to measure your progress toward the strategic objective?

You could reduce waste.

***Reduce waste = KPI***

3. Then, a target has to be established for the KPI.

***Reduce waste by 10 percent by Dec 2021 = target***



# Target Setting from the Construction Industry

An industry that works on targets....



Considerable goal-setting research and target setting practice shows very clearly that your targets need to be specific and time-bound.

A target for your KPI helps measure where you are in relation to where you want to be.



# Target Setting from the Construction Industry



## An industry that works on targets....

Targets:

**Absolute:**

Increase of seven

**Proportional or percentage:**

Increase of 4%

**Relative:**

Surpass last month's achievement

**External:**

Surpass my co-worker

**Global:**

Become apprentice of the year



# Objective Setting – Advice for Employers



## Short and Long Term

### Day-to-day Tasks

Setting day-to-day tasks for your apprentice to complete will allow them to develop their skills, responsibilities and duties in the working environment. Completing small tasks will give them a greater understanding of what is expected of them in their role. It will also benefit the rest of your team, as their workloads will be reduced.

### Workload

It is important that your apprentice is able to manage their workload independently. Encourage them to create a schedule they can work towards in order to meet deadlines. Learning how to effectively prioritise work means that your apprentice will be able to take on more responsibility and improve their time management skills in the long term.



# Objective Setting – Advice for Employers



## Short and Long Term

### Training

Apprenticeship training can be part of both short and long-term objectives. Training course and modules will be completed in a particular time frame, scheduled in advance. This can also include exams and assessment plans with set deadlines.

### Personal development

Setting long term personal development goals will give your apprentice something to aim for, allowing them to grow in confidence over time. These objectives can be related to developing specific skills such as designing or proof reading, or focused on improving their human skills such as teamwork or time management. Track their progress and recognise milestones by having regular one to one discussions, offering help where needed.



# Quality assurance cycle



# Next steps



## CPD for your curriculum teams

[www.strategicdevelopmentnetwork.co.uk/sdn/events](http://www.strategicdevelopmentnetwork.co.uk/sdn/events)

## One-to-one organisation support

***– launch, adapt and improve your provision***

[www.strategicdevelopmentnetwork.co.uk/apprenticeship-providers](http://www.strategicdevelopmentnetwork.co.uk/apprenticeship-providers)



## Clear oversight of all your quality improvement activity

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