



# Progress reviews – motivating your apprentices to succeed

Annual Apprenticeship  
Conference 2024

# 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
- Human-led, technology-enabled quality assurance and improvement solutions
- Apprenticeships specialists with SDN

# Today's agenda



1. Reflecting on current practice
2. Enhancing our approach
3. Practical actions to take
4. Q&A



# Reflecting on current practice

# 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.”**

# Things we often see...



Well done on submitting your last piece of work and your journal entry. You are making good progress.

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 focus mainly on 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 *produce a list of 'things to do'*.

Sometimes apprentices aren't encouraged to look ahead to *the obstacles* they may encounter and the *strategies* they'll need to develop to successfully overcome them.

# We also hear...



**“It’s great to sit down with my manager and coach. It helps me reflect on how much I’ve come on since I started and focus on what’s ahead.”**



# Discussion



**5 mins**

**What would your apprentices tell me about their progress reviews?**

# Assumptions not to make



1. Apprentice's line manager is well briefed
2. All progress reviews must cover the same content
3. All progress reviews should be 12 weeks apart
4. Line managers are good at giving feedback to apprentices
5. The apprentice / line manager will tell you if they aren't happy

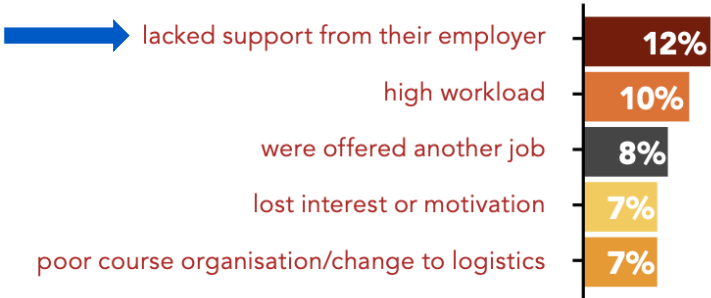
# St Martins Group research showed...

## Why do apprentices leave?

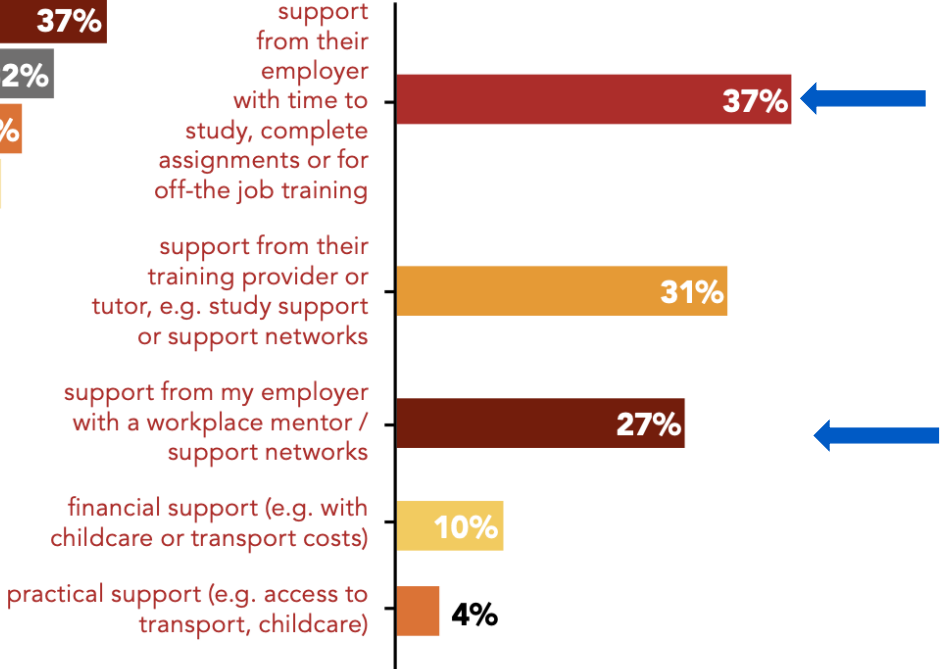
Most commonly cited reasons for leaving an apprenticeship:



Single main reason for withdrawal:



## What would prevent them from leaving?



Access the full report at [smartinsgroup.org](http://smartinsgroup.org)

# Enhancing our practice



# Effective Progress Reviews



## Where does the review fit in?



# Question



How many times does the word  
'employer' appear in the  
Ofsted 'Quality of Education' aspect?

Don't forget this!

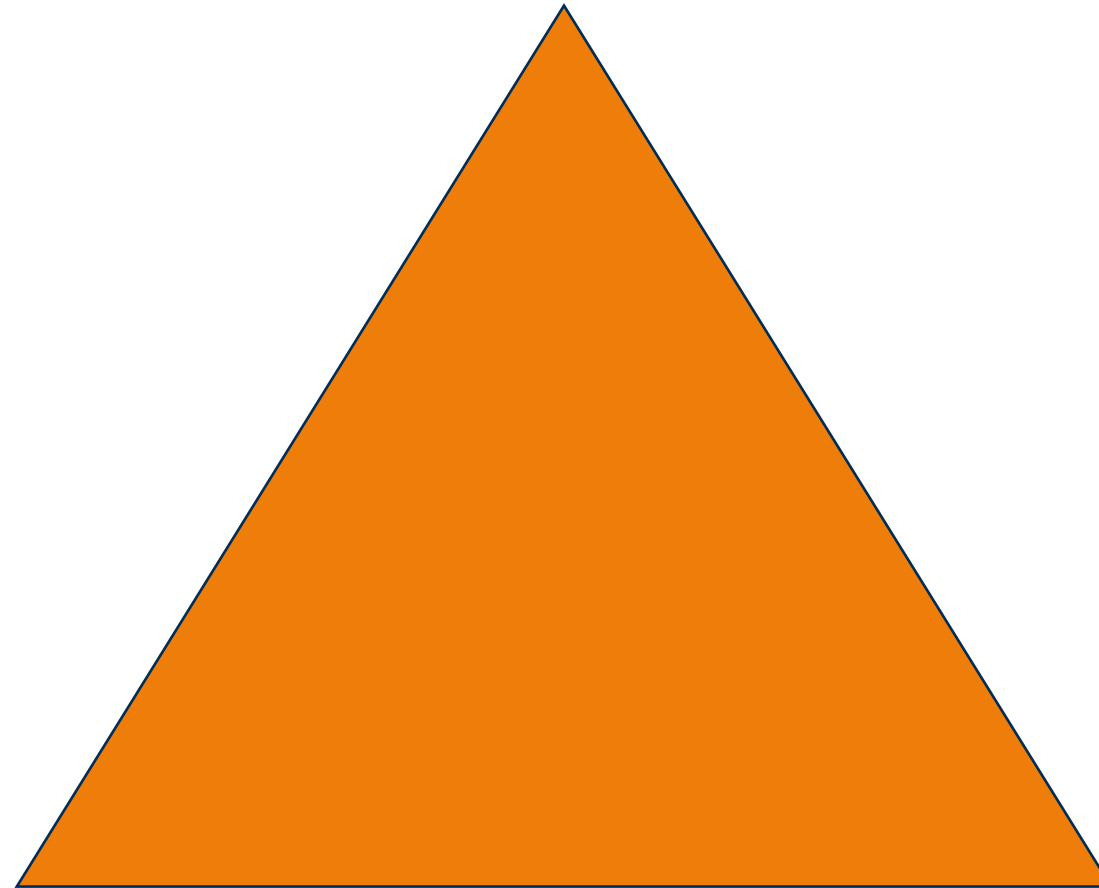
## Apprenticeships

225. Inspectors will consider how well leaders and managers ensure that the apprenticeship curriculum meets the principles and requirements of an apprenticeship. [\[footnote 58\]](#)

- Evidence will include the extent to which the provider's staff engage with employers to:
  - complete the apprenticeship training plan
  - plan the initial assessment, training, assessments, review points and milestones throughout
  - agree any additional qualifications to be included
  - monitor and support apprentices, including those with SEND and those who have high needs, to progress quickly, gain new knowledge, skills and behaviours and achieve to their full potential
- Inspectors will judge how well trainers, assessors, coaches and mentors communicate up-to-date vocational and technical subject knowledge that reflects expected industry practice and meets employers' needs.
- Inspectors will determine whether apprentices acquire that knowledge effectively so that they demonstrate the required skills and behaviours that enable them to complete their apprenticeships, contribute to their workplace and fulfil their career aims by progressing to their intended job roles or other sustained employment, promotion or, where appropriate, moving to a higher level of apprenticeship or qualification.
- Inspectors will also consider whether arrangements for safeguarding young people and vulnerable learners are appropriate and effective.



# Purpose

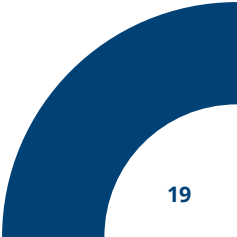
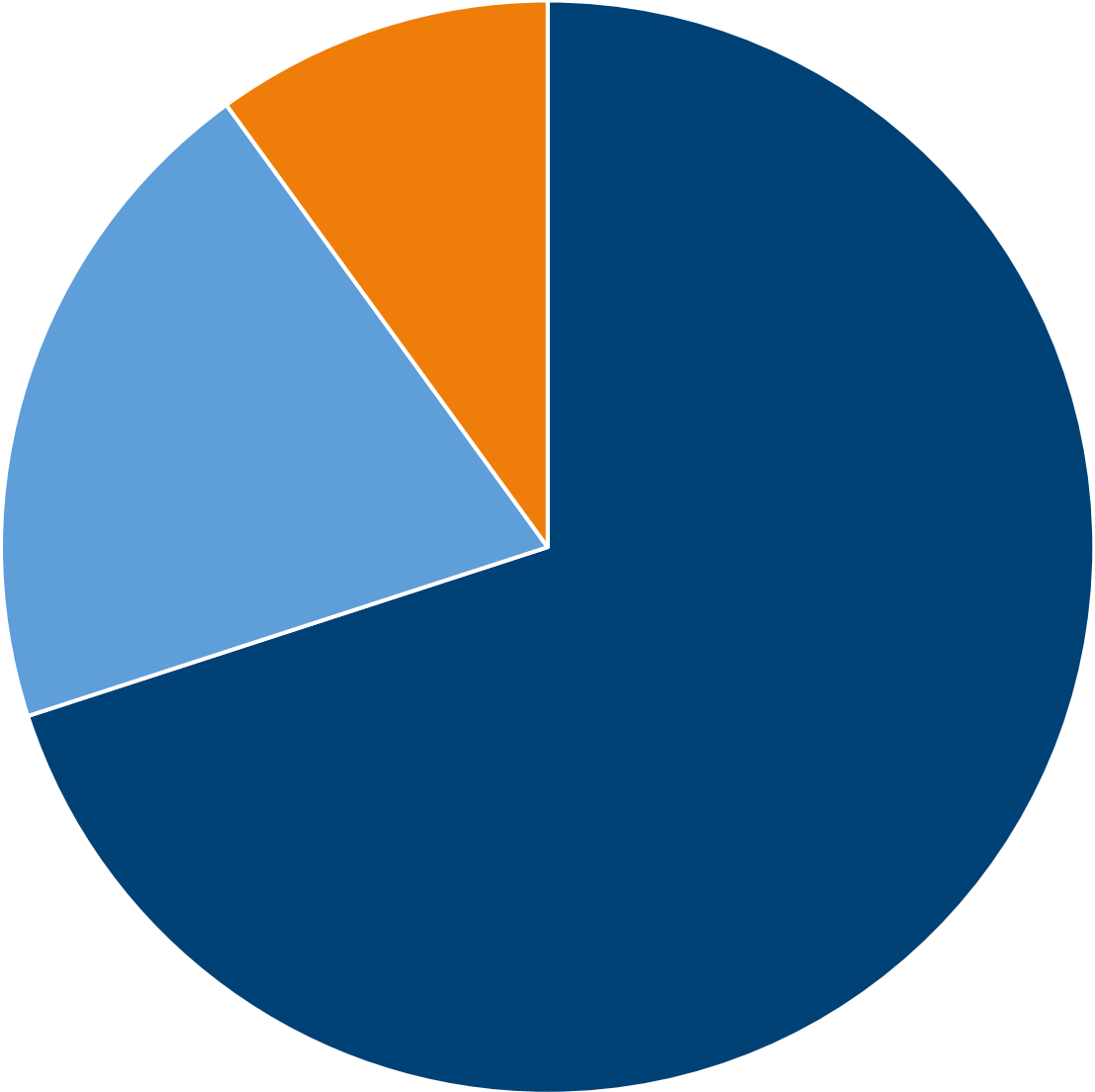


## Autonomy & Agency

## Mastery



# Who talks most?



# Managing compliance risk



- Twelve weekly or at least four times a year
- Employer must be given opportunity to contribute
- Signed by all three parties
- Content:
  - Checks progress
  - Discuss OTJ implementation and identify slippage
  - Update training plan
- Identifying risk:
  - Withdrawal
  - Planned end date



# Practical actions to take

# 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				←				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**
- All reviews look for risks of **dissatisfaction** or **demotivation**
- Reviews gradually move from **monitoring learning** to **application of learning**
- Final reviews consider a **reflection of the learning programme** and **preparedness for assessment**

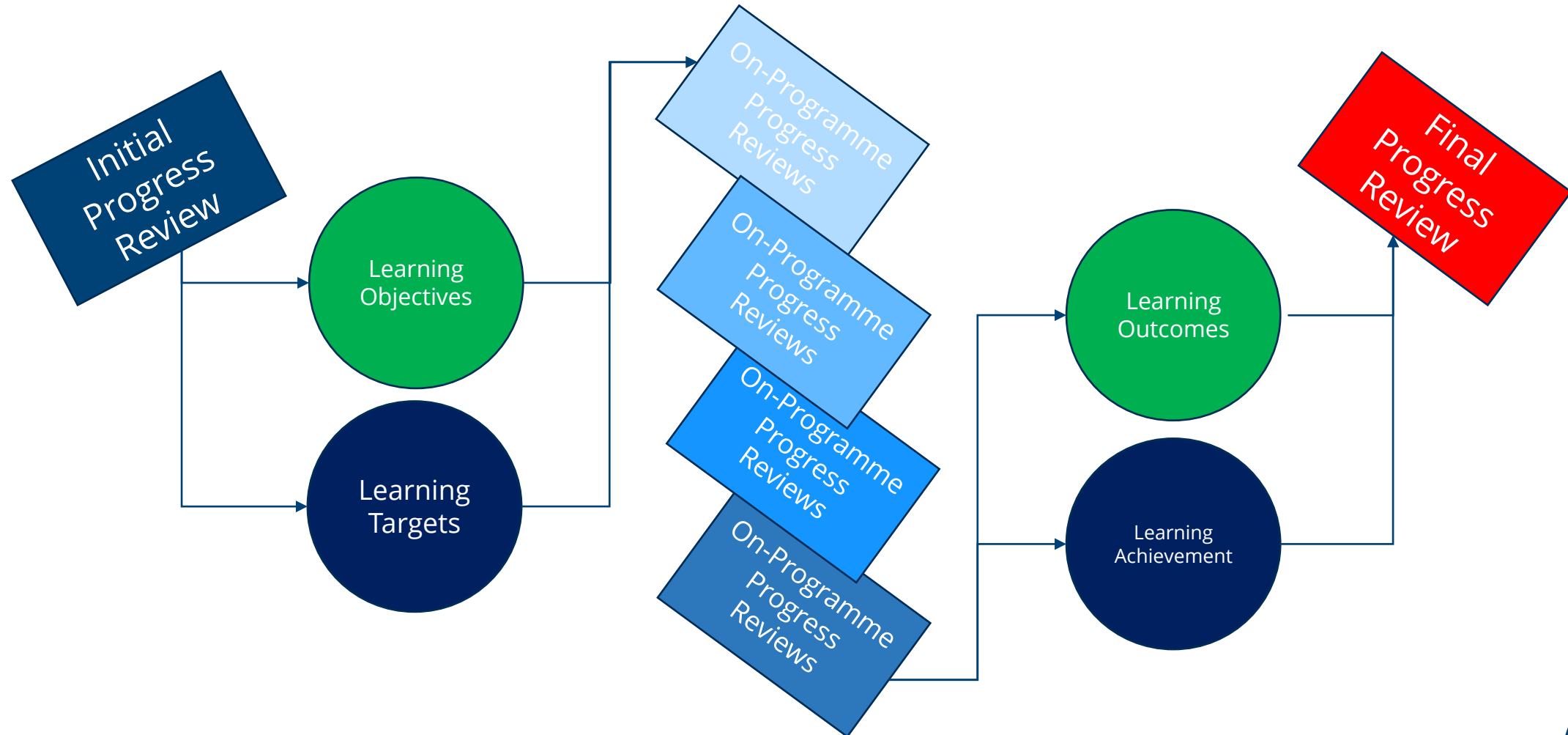
# Impact of Progress Reviews on Outcomes

## What is the most effective process for effective progress reviews?

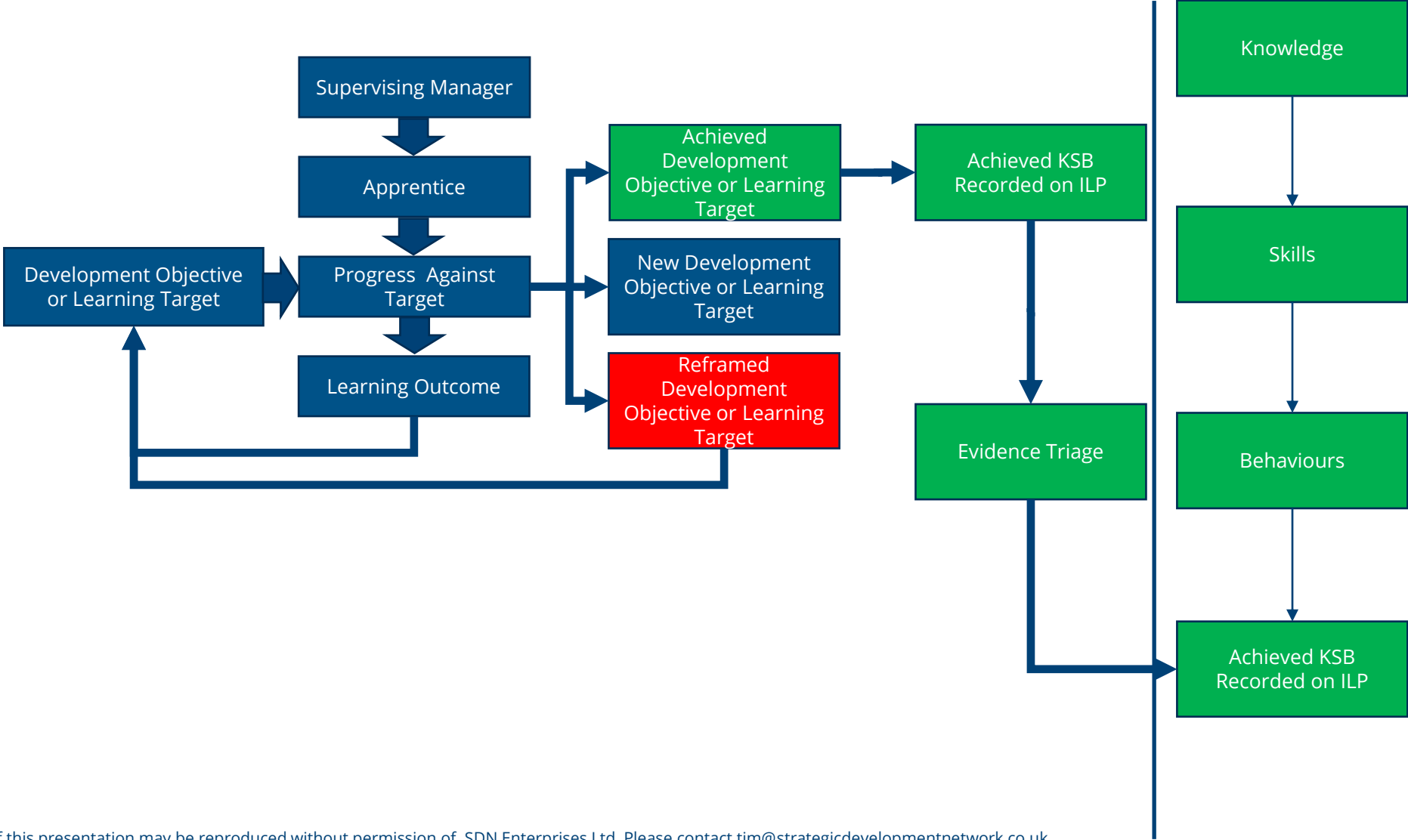


# Progress Review Sequence and Structure

## Building on a firm foundation



# 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



# Q&A

# Next steps



## CPD for your teams

[www.strategicdevelopmentnetwork.co.uk/sdnevents](https://www.strategicdevelopmentnetwork.co.uk/sdnevents)

## One-to-one organisation support

*– adapt, grow and improve your provision*

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



## Software

<https://mesma.co.uk/products>

## Advisory

<https://mesma.co.uk/services>

# Countdown to

## THE QUALITY PROFESSIONALS AWARDS 2024

Further Education and Employability

- 9 November 2023**  
Online launch
- 29 March 2024**  
Nominations Close
- April 2024**  
Awards Judging
- 3 May 2024**  
Shortlist Announced
- 26 June 2024**  
Awards Ceremony

  
[qualityprofessionalsawards.org](http://qualityprofessionalsawards.org)

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# APPRENTICESHIP

# WORKFORCE

# DEVELOPMENT

DELIVERED BY:



FUNDED BY:



Department  
for Education

[et-foundation/professional-development/apprenticeships](https://et-foundation/professional-development/apprenticeships)

# Thank you



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