

Apprentice Progress Review Exemplar Guidance

Modern Apprenticeship Providers

Apprentice Progress Review Guidance

SDS Compliance requirements

Please review Part 4.3 in the [Modern Apprenticeship Specification 21/22](#) for full details about Apprentice Progress Reviews (APR). Each apprentice's progress must be regularly reviewed and assessed. You must carry out Apprentice Progress Reviews with the apprentice and employer every 13 weeks, as a minimum, for the duration of the MA, until the MA leaving date is recorded and evidenced on FIPS. This is a mandatory requirement for all apprentices and all MA frameworks, regardless of payment plan. You must ensure that the APR is recorded using either the SDS APR Exemplar document or your own documentation which has been approved by your SIA to confirm that it meets the minimum requirements as detailed in the MA Specification.

If you are following a QPR Payment Plan and wish to use an SDS Exemplar, please ensure you use the document titled 'Apprentice Progress Review Exemplar for QPR Payment Plan'. **For all other payment plans**, please use the document titled 'Apprentice Progress Review Exemplar'. These documents can be found [here](#).

SDS Quality requirements - Purpose of progress reviews

Regular progress review meetings are important in supporting apprentices and employers successfully through to completion of the apprenticeship. When conducted well, these meetings give apprentices the chance to reflect upon and take stock of their learning, assess what progress they have made, what skills, knowledge and experience they have gained and what still needs to be developed. Being able to identify progress and distance travelled is highly motivating for the apprentice.

Making sure employers are involved and engaged in the discussion helps you as a provider to manage the learning process well. For example, planning workplace learning opportunities at the right time or stage of the learning journey.

Crucially, the review discussion should lead to a new set of goals and actions, so the apprentice and employer are clear on the next steps of the apprentice's journey.

Your role in facilitating the review discussion

A good provider will facilitate the review meeting encouraging all parties to contribute fully to the discussion.

Apprentices should be encouraged to reflect upon their own progress. Some apprentices are better at articulating this verbally, others gain more from writing it out themselves. It is at the providers discretion as to who completes the form, but the content of the form **MUST** reflect the conversation between apprentice and tutor/assessor/training officer and the employer's representative input.

It is good practice that the employer representative is a person who has a close working relationship with the apprentice, such as a supervisor, mentor or course tutor so they can speak knowledgeably and from an informed position about progress and help in agreeing realistic and achievable future goals.

Ideally, employer representatives should be involved in the APR discussion at the time of the review process. There are occasions when the employer cannot be there when the APR process is being undertaken. In these circumstances, it is important that the review is shared and commented upon, then shared back with the provider, and most importantly, with the apprentice.

To ensure the APR process is efficient and effective you should consider the following:

- Plan review meetings in advance and negotiate/agree times and format for the meeting (face to face or video conferencing);
- Have the most up-to-date information on progress with any off the job training, and formative or summative assessment activity undertaken in the review period;
- Take comprehensive notes so the progress review report is fully reflective of the discussions and actions that have been agreed;
- Make sure any actions for you as the provider are followed up in good time to ensure apprentices can progress in line with the agreed goals. For example, this may include arranging additional learning support or further training.

Guidance for Completion of the Exemplar APR document

Section 1: Progress against qualification achievement: short-term goals

Apprentice comments and Score

In this section, you are asking the apprentice to reflect upon how well they have met the goals that were set out for them since the last formal review or, where it is the apprentice's first formal review, against the initial planned activity set out in their learning plan.

You might begin the conversation by re-capping on what was expected since the last review and asking them how well these goals have been achieved, and any achievements towards their qualification to help them agree a self-assessment score, if you wish to use the scoring.

Try to ensure that the apprentice reflects on their rationale for their progress- e.g. did they progress further than expected with their qualification because they were given opportunities for new work tasks unexpectedly or if their progress is less than expected, can they reflect on why?

Note that the ownership of the apprentice comment section and the score is with the apprentice, so take care, if you are writing it down on their behalf, that it is written in the first person (*I have, I did etc*).

The self-assessment scoring may or may not be useful for the individual. This is for the discretion of the reviewer and the apprentice to complete.

If using the scoring section, come to an agreement upon the score as to whether:

1. They met all the goals that were set out for them
2. They met some of the goals
3. They met none of the goals

Provider comments

The conversation should inform what you write in terms of providing support and guidance as to how tasks or activities might be broken down more if they have not met goals and what they need to work on. This does not have to be related in an exacting way to apprenticeship units in terms of how it is written but it should give a sense as to whether the apprentice is on track or behind in terms of their

original learning plan and it is appropriate to refer to the units and how they relate to tasks that they are working on.

Section 2: Progress against workplace core skill development

Apprentice comments and score

This section of the review is to help the tutor/assessor/training officer discuss core skill development in a more explicit way and get their apprentice to reflect upon the generic workplace skills that the apprentice is gaining through their apprenticeship. The conversation might be about what core skills have been developed through workplace activities or specifically about core skill units that the apprentice is working towards. **Where an apprentice has already achieved all core skill units, the tutor/assessor/training officer may guide the conversation to consider wider transferable skills such as career management skills, metaskills and employability skills.** There is no requirement to mention every core skill in the discussion but perhaps to pull out the key strengths and areas that the apprentice needs to work on that will support them on to the next stage of their learning journey.

Again, take care to ensure that this is written up in the first person, particularly where the reviewer is writing it on behalf of the apprentice.

As in section 1, the self-assessment scoring may or may not be useful for the individual. This is for the discretion of the reviewer and the apprentice to complete.

Section 3: Where am I with my apprenticeship journey?

This section of the document is designed to give the apprentice and their employer a good sense as to where they are with the apprenticeship, what they have done and what still remains to be done. It should relate back to their original learning and assessment plan and should give all parties a good sense of when they are likely to complete, but does not need to be absolutely exact in terms of percentage of completion. The conversation to support this should be motivating, particularly where the apprentice has had delays or has faced barriers.

In this section, any additional learning or training that the apprentice has completed should also be discussed and recorded.

Section 4: Other areas we discussed that are relevant to my progression

This part of the review document is an area for the assessor/tutor/training officer to record any factors that have influenced previous progression and expected progression for the next review. It is important to celebrate success of the apprentice as well as any challenges or barriers that need addressing, for example what additional support arrangements are/or need to be in place to support the learning plan.

You may wish to record specific strengths that the apprentice has had since the last review (e.g. completed a particularly good piece of work or been involved in additional training).

You may also wish to outline any pastoral factors, including health and wellbeing, that might mean changes to support are required for the apprentice; comments on any rationale for the nature of the next set of short term goals (e.g. the apprentice is going to be absent for a period or they are particularly struggling with an area of the apprenticeship competencies etc).

Section 5: Goals for next formal review

In this section of the review, it is expected that the short term goals before the next formal review are explicitly set out so that the apprentice is very clear on what they need to do before you next meet with them formally. Note that a date should be given for that next review, even if it can only be an approximate one that may change. Goals should relate to competencies required in the apprenticeship units, but it may be written more generally in relation to work activities that the apprentice is moving on to engage with. For apprentices that failed to meet all their previous goals, it is expected that the conversation has explored how these tasks can be better achieved and so they may be broken down further than they were stated previously. Ideally, some timelines should be included to provide guidance for the apprentice to plan their apprenticeship related activity before the next review. This may or may not refer back to the apprentice's learning plan. Goals should be written in a SMART context to ensure the apprentice fully understands what's expected of them for the next review.

Section 6: Employer representative comments

As stated above, the employer representative should ideally be present at the time of the review, but if they are unable to attend, they should ensure comments are added **within 3 weeks** following the date of the review activity to ensure that it adds value for the apprentice's journey. For QPR payments, all signatures should be gained within the 6 week window.

There are two closed questions that the employer representative is required to answer:

- The first question is about whether the employer representative believes the progress of the apprentice is satisfactory in relation to their last review. It is important that this is considered in relation to each apprentices' situation. So, for example, is the apprentice getting opportunities in the workplace to develop their competence to meet the assessment criteria? Or, if the apprentice had an unexpected absence for sickness or bereavement, the employer representative should consider this in relation to how well they had met the goals of the previous review.
- The second question relates to how well the apprentice is developing their core skills (Communication, ICT, numeracy, problem solving and working with others). Here, the employer representative is expected to consider how well the apprentice is developing and using core skills in the workplace, perhaps giving examples of this. They may also want to comment on attributes and behaviours that should be developed in the workplace such as timekeeping, attitude to learning, resilience, career management skills (planning their next steps).

In the comments space, the employer representative should identify any specific positive areas of success since the last review and consider what they expect the apprentice to work on for the next review, identifying how they will support them to meet the short-term goals set out in section 5.

Section 7: Changes to information held in FIPS

Please refer to the MA Specification 21/22 Part 4.2.1 for details of changes that can be made utilising the APR document.

Section 8: Signatures

It is important that all three parties read and sign the signature statements which relate to the content above. For more information on signatures, please review the MA Specification 21/22.