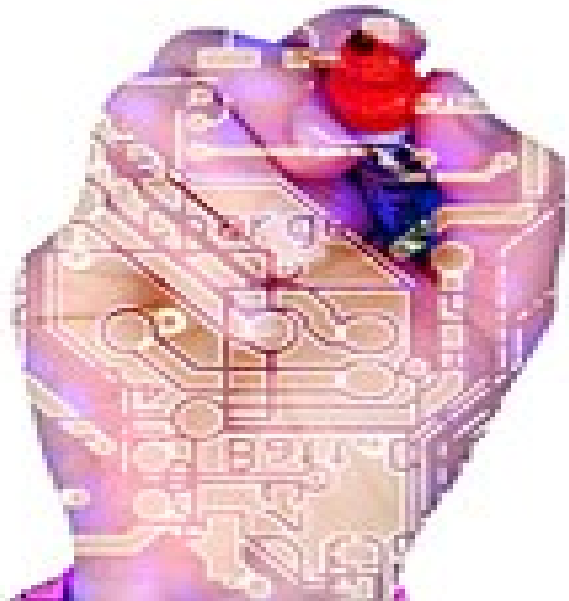


# Monitoring visits to new apprenticeship providers

Chris Jones, Specialist Adviser for Apprenticeships



# Types of monitoring visits

Re-inspection  
monitoring  
visit  
(grade 4).

Monitoring  
visit of a new  
provider.

Monitoring  
visits of  
subcontractors

Monitoring  
visit (provider  
judged RI in  
the most  
recent  
inspection).

# Progress Judgements

- **Insufficient progress:** action taken by the provider has been either slow or insubstantial, or both, and the demonstrable impact on learners has been *negligible*.
- **Reasonable progress:** action taken by the provider is already *having a beneficial impact* on learners and improvements are sustainable and are based on the provider's thorough quality assurance procedures.
- **Significant progress:** progress has been rapid and is already having *considerable beneficial impact* on learners.

# The definition of progress

'Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned.'

J Sweller, P Ayres and S Kalyuga, 'Cognitive load theory', *Volume 1*, Springer Science & Business Media, 2011.

**Progress means knowing more, remembering more and being able to apply skills with increasing independence and fluency.**

# Why are we conducting monitoring visits to new providers?

'Apprenticeship reforms seek to raise the standard of the apprenticeship brand and to ensure that all apprenticeships are of high quality and involve apprentices receiving meaningful off-the-job training that develops substantial new skills'.

Remember: Insufficient does not equate to inadequate.

**However...**

# What will inspectors be looking at?

1. How much progress have leaders made in ensuring that the provider is meeting all the **requirements** of successful apprenticeship provision?
2. What progress have leaders and managers made in ensuring that apprentices benefit from **high-quality training** that leads to positive **outcomes** for apprentices?
3. How much progress have leaders and managers made in ensuring that **safeguarding** arrangements are **effective**?

# Planning the monitoring visit

Providers should expect to be asked for:

- a list of apprentices who are currently enrolled on the programme (standards/frameworks)
- a list of planned learning activities taking place during the visit
- copies of minutes from senior management meetings and board meetings
- evidence of leaders' and managers' **oversight of the progress** that apprentices are making on their apprenticeships.

# During the monitoring visit

Inspectors will:

- limit the number of meetings with managers
- prioritise teaching, learning and assessment activities.
- complete competency-based interviews with apprentices from a broad range of standards and levels.
- scrutinise ILPs, apprentices' work files and practical work.
- evaluate the progress that apprentices have made by:
  - developing **substantial** new skills, knowledge and behaviours
  - Being on track and achieving their milestone targets towards gateway





# What does reasonable progress in the quality of training look like?



## Providers:

- have, and use, effective initial assessment that records the starting points for each apprentice's knowledge, skills and behaviours
- use these starting points to plan and deliver an appropriate curriculum that enables an apprentice to build and improve their knowledge, skills and behaviours over time
- plot and record the progress that each apprentice makes, developing a clear view of how well each individual is doing, and intervening where necessary to ensure that the apprentice catches up if they have fallen behind.

# What does reasonable progress look like for leadership?

## Providers:

- ensure that they meet all the requirements of an apprenticeship, as set down by the ESFA
- have enough tutors with the appropriate experience and expertise to deliver each apprenticeship standard or framework that they offer
- have clear plans, and the appropriate staff, to deliver English and mathematics
- demonstrate that apprentices have access to enough high-quality off-the-job training.

# What does reasonable progress look like for safeguarding?

Providers:

- show that they have effective and stable relationships with employers to facilitate clear and open lines of reporting
- know that all apprentices are appropriately employed – no zero hours contracts for example
- ensure that they meet the safeguarding requirements, understand their legal obligations under the 'Prevent' duty, and enable apprentices to know how these aspects impact upon their daily lives.

**If there are any elements missing, then a judgement of insufficient progress would be appropriate.**

# Insight from Bud

In the world of standards, progress is being defined as “knowing more, remembering more and being able to apply skills”. You need to be able to measure “distance travelled”. Bud’s Skill Scan assesses the learners starting point aligned to the standard and then tracks their progress against each KSB throughout the programme. Skills Scan provides an easy means of demonstrating “distance travelled” and true progress.

[Book a demo](#)

