# HSC Apprenticeship Tripartite Progress Review

**How we will use this information:** This document is a record of a review of the apprentice’s progress in their Apprenticeship. It is designed to outline areas of progress from the start and over the 12 weeks and to record the core actions to take place over the coming weeks. It should look at the Apprentice’s progress toward their overall objective of achievement and inspire continued development. This is used to inform the delivery of the programme in compliance with the legislative requirements of the Education & Skills Funding Agency but also to allow Ofsted to measure the quality of our delivery and for our trainers to understand your training needs.

For apprentices receiving learning support, there will be 4-weekly reviews undertaken by the central apprenticeship hub to monitor the provision of any equipment and support following an assessed identified learning need.

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| These meetings must take place at least once every 12 weeks (for apprentices with identified and assessed additional learning needs, this should be every 4 weeks as mentioned above). They should be a three-way discussion between the apprentice, an academic representative (i.e. personal tutor, programme leader, academic tutor) and an employer representative (i.e. line manager, educational lead, work based mentor).  Tripartite meetings are in addition to other meetings indicated within academic programme (i.e., meetings with your personal tutor).  You should review your agreed training plan, identifying any deviation from the planned off-the-job training, and in line with the Knowledge, Skills and Behaviours outlined in the relevant apprenticeship standard.  **Please confirm any changes to work-based contacts.** |

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| --- | --- | --- | --- |
| **Apprentice Name** |  | **Planned End Point Assessment / Completion (Month / Year)** |  |
| **Apprenticeship** |  | **Main Provider / HEI** | University of Essex |
| **This Review Date** |  | **Cohort / Group** |  |
| **Employer** |  | **Ahead of Target (Excellent)** |  |
| **Academic Tutor** |  | **On Target (Good)** |  |
| **Start Date** |  | **Behind Target (Unsatisfactory)** |  |
| **Next Review Date** |  | **Significantly Behind Target (V Unsatisfactory)** |  |

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| **Apprenticeship Training Time (Off the Job Training)** *This should be completed in conjunction with the reviewer* | | | | | | |
| Has the apprentice had any periods of absence since the last meeting? |  | | | | | |
| Is the apprentice anticipated to have any future periods of absence? |  | | | | | |
| University Hours completed since the programme started |  | | | | | |
| Practice Hours completed since the programme started |  | | | | | |
| Training received by the apprentice, during the apprentice’s paid hours, for the purpose of achieving their apprenticeship | **Expected hours since last review** | **Actual Hours Estimated since last visit (total for quarter)** | **Hours to backfill (training hours to be caught up)** | | **Expected weekly training time for next quarter** | |
|  |  |  | |  | |
| **Are you getting enough time in work to complete your Apprenticeship programme? *– If “no” then an action plan must be set below.*** | | | **Yes** |  | **No** |  |

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| **VIEWS ON OFF THE JOB LEARNING – Including challenges, issues, concerns, any off the job learning that was missed or not delivered.**  *For example, considering any absences from university days or placement and how missed hours and learning will be addressed.* | |
| **Academic Tutor** |  |
| **Apprentice** |  |
| **Employer** |  |

## The Apprentice’s view

This page may be substituted for a page designed for the specific apprenticeship.

**Please check progress since previous progress review and against agreed training plan**

The Apprentice should complete this section in advance of the review, so it is not rushed and provides a meaningful evaluation of progress. You should focus on what has gone well (skills and knowledge learned) and not so well (skills and knowledge to develop). The University representative / academic mentor / tutor / supervisor can also comment on Apprentice comments in this section and in their own section. Please be open and honest as it allows us to support your progress and improve our programmes. Each module taken since the last review should be considered before completing the below. Please continue on another page if needed.

**Indicate which of these have been considered, referred to, and / or discussed:**

British values ☐ Safeguarding ☐ Developing Maths ☐ Developing English ☐ KSBs ☐

Effectiveness and efficiency in the workplace ☐ End Point Assessment ☐

**Please include examples in the sections below and for additional guidance** [**see section 7.**](#_Additional_guidance_for)

|  |
| --- |
| British values: |
| Safeguarding: |
| Developing Maths: |
| Developing English: |
| Meeting KSBs (expand in the sections below): |
| Effectiveness and efficiency in the workplace: |
| Readiness towards EPA: |
| **KNOWLEDGE AND SKILLS**  **Consider the knowledge gained and how this has been applied in practice** |
|  |

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| **BEHAVIOURS & PERSONAL DEVELOPMENT** | |
| **Self-Development** How have you developed personally over the past quarter? For example, confidence, motivation, personal effectiveness, assertiveness, presentation, problem solving, communicating, responding to authority.  **Ownership / Responsibility** What leadership skills are you developing, are you taking the lead in activities and are you assuming and taking control of your areas of responsibility and accountability?  **Team Working** How effective are you working with your peers? What skills are you developing?  **Equality & Respect for Others** Are you acting with respect, tolerance, understanding of cultures and other differences? What have you learned about this since the start? What further information would you like?  **Safety & Wellbeing** Do you continue to feel safe in and out of work? Are you having any difficulties at work with people or your job? Do you need any further advice? | |
|  | |
| **Other comments, or information about issues which may affect your training** |  |

## The Employer/Assessor/Work-based mentor’s view

**Please check progress since previous progress review and against agreed training plan**

### The employer / Assessor/ work-based mentor should focus on what has gone well (skills learned) and not so well (skills to develop). The section can be written for the employer / work-based mentor, but they must sign to confirm agreement on the last page. **Please note: The term mentor may also reflect, Assessor or Coordinating education supervisor.**

**Indicate which of these have been considered, referred to, and / or discussed:**

British values ☐ Safeguarding ☐ Developing Maths ☐ Developing English ☐ KSBs ☐

Effectiveness and efficiency in the workplace ☐ End Point Assessment ☐

**Please include examples in the sections below and for additional guidance** [**see section 7.**](#_Additional_guidance_for)

|  |
| --- |
| British values: |
| Safeguarding: |
| Developing Maths: |
| Developing English: |
| Meeting KSBs (expand in the sections below): |
| Effectiveness and efficiency in the workplace: |
| Readiness towards EPA: |

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| **Performance View**  Your grading, 1-10 (10=excellent) on the Apprentice’s work performance | **Standard of Work** | **Punctuality** | **Attendance**  (Record attendance and % in last quarter) | | **Working with others** |
|  |  |  | % |  |
| **Skills & Knowledge**  The employer / work-based mentor’s view of the apprentice’s development in the job since the last review meeting, and from the start of the programme, in terms of their practical and knowledge-based skills. | Strengths and impact:  Areas for Development: | | | | |
| **Behaviours & Personal Development**  The employer / work-based mentor’s view of the apprentice’s personal development since the last review meeting, and from the start of the programme. | Strengths and impact:  Areas for Development: | | | | |
| **The Training Delivered**  The employer / work-based mentor’s view of the effectiveness of the training delivered and any additional requests, including reference to previous actions / targets. | Strengths and impact:  Areas for Development: | | | | |
| **Other comments or queries, or information which may affect the apprentice’s training** |  | | | | |

## The University Representative/Academic mentor/Academic Assessor/Tutor’s view

**Please check progress since previous progress review and against agreed training plan**

Following discussion of the apprentice and employer / work-based mentor’s comments, the university representative / academic mentor / academic tutor should consolidate their view on the apprentice’s progress, with the overall perspective of distance travelled from the start, and whether they are on track to achieve on time. Consider how the points raised inform the apprentice's progress.

**Indicate which of these have been considered, referred to, and / or discussed:**

British values ☐ Safeguarding ☐ Developing Maths ☐ Developing English ☐ KSBs ☐

Effectiveness and efficiency in the workplace ☐ End Point Assessment ☐

**Please include examples in the sections below and for additional guidance** [**see section 7.**](#_Additional_guidance_for)

|  |
| --- |
| British values: |
| Safeguarding: |
| Developing Maths: |
| Developing English: |
| Meeting KSBs (expand in the sections below): |
| Effectiveness and efficiency in the workplace: |
| Readiness towards EPA: |

|  |  |
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| **Skills & Knowledge**  This should be a general comment on progress in clinical skills and knowledge areas and during placements. It should also include wider skills, any **qualifications** **and development** and the apprentice’s progression in work and readiness for additional responsibilities. | Strengths and impact:  Areas for Development: |
| **Behaviours & Personal Development**  This should focus on the softer skills, behaviours, and personal development. It should refer to behaviours required in the apprenticeship job role, including understanding of Prevent / Equality & Diversity, as appropriate. | Strengths and impact:  Areas for Development: |
| **Academic Development**  This should focus on the apprentice’s academic progression, including in English and Maths if relevant. | Strengths and impact:  Areas for Development: |
| **Attendance & Standard of Work** | Strengths and impact:  .  Areas for Development: |
| **Additional Comments, or information which may affect the apprentice’s training.** |  |

## Programme satisfaction

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| --- | --- | --- | --- | --- | --- | --- |
| **Satisfaction grades**  **(1-10 with 10=extremely satisfied)** |  | **Apprentice** |  | **Employer/Work-based mentor/Assessor** |  | **University representative/academic mentor/academic tutor/reviewer** |
| General satisfaction with training delivered since the last review meeting. |  |  | **n/a** |
| General satisfaction with Apprentice’s progress since the last review meeting. | **n/a** |  |  |
| General satisfaction with employer’s support for the Apprentice since the last review meeting. |  | **n/a** |  |
| If applicable, are you confident the apprentice will complete / reach End Point Assessment on schedule? If no, then a corrective action plan must be recorded below. | Yes ☐ No ☐ | Yes ☐ No ☐ | Yes ☐ No ☐ |

## Actions/targets

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| **Review of actions / targets agreed at the last review** | |
| **Apprentice** |  |
| **Employer / work-based mentor** |  |
| **University representative / academic mentor / academic tutor** |  |

**Next actions / targets -** must be Challenging and apply the principles of SMART objectives (Specific, Measurable, Achievable, Realistic & Time-bound) Also indicate ‘why’ these are important to undertake these actions but also how will these stretch the apprentice.

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| --- | --- | --- | --- |
| **Agreed actions** to support the apprentice’s development in the job and off the job (placements / University training). Include date of planned action and person or people responsible. | | Who | Achieve by Date |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |

NB: Add additional rows as needed.

## Review confirmation

The parties below agree this is a true record of the review. They have all given their comments openly and honestly regarding the Apprentice’s progress toward their learning objectives and have all contributed to agreeing targets.

**Signature Declaration:**

Individuals completing the signature below are declaring that the signature is provided as evidence of authenticity of the named person.

|  |  |  |  |
| --- | --- | --- | --- |
| **Apprentice** | | | |
| **Full Name** |  | **Email** |  |
| **Signature** |  | | |
| **Employer representative / work-based mentor /Assessor or Coordinating education supervisor** | | | |
| **Full Name** |  | **Position** |  |
| **Email** |  |
| **Signature** |  | | |
| **University representative / academic mentor / academic assessor/ tutor** | | | |
| **Full Name** |  | **Email** |  |
| **Signature** |  | | |

## Additional guidance for completing key apprenticeship requirements with examples**.**

**British values:**

These have been written in response to issues outlined in the UK prevent strategy and are the fundamental principles that shape policy and practice. British values are designed as guiding principles of a democratic and free society, which are defined under the [**Prevent duty guidance**](https://www.gov.uk/government/publications/prevent-duty-guidance) as:

* **Democracy**: Recognition and respect for the democratic process (for example, leadership and accountability, joint decision making, team meetings receiving, and giving feedback, the right to Petition, vote and protest)
* **Rule of Law**: Respect for the rule of law (e.g., Legislation, agreed ways of working, policies and procedures, How the law protects you and others, codes of conduct)
* **Individual Liberty** (e.g., equality and human rights, personal development/career choices, respect and dignity, rights, choices, consent, values and principles)
* **Respect and Tolerance** of others (e.g., Embracing diversity and inclusion, preferences, religion, traditions, heritage, tackling stereotyping, prejudice and discrimination)

**Safeguarding and PREVENT**

This typically refers to the safeguarding of the apprentice rather than in clinical practice and support apprentice to identify risks to themselves and others, keeping themselves and others safe. This may include undertaking training, involvement in safeguarding processes, discussions related safeguarding themselves or others and signposting to relevant support and resources. Note: The university has reporting processes for safeguarding students, [reporting an incident or concern](https://www.essex.ac.uk/student/report) and [how to report a health and wellbeing concern about a student](https://www1.essex.ac.uk/forms/student/report-concern.aspx) and can be used by staff, students, friends or family.

**Developing maths**

Identifying and discussing opportunities where in the programme they will be developing their maths skills e.g., medication calculations, measuring equipment/for environmental adaptations, popliteal height and how/where these are included in the programme. **Note: The development of maths should be considered within the context of your role/setting.**

**Developing English**

This should be considered within the context of your role/setting and could include developing skills in facilitating difficult conversations, use of professional terminology, presenting and adapting the language for different audiences, question development and structure to engage service users with initial assessments, writing concise records for interactions with others, report writing.

**Knowledge, Skills, and Behaviours (KSBs)** of the apprenticeship standard

All apprenticeships have embedded the KSBs of the relevant apprenticeship standard for their course of study. Where are KSBs embedded within the programme and how do apprentices engage with them, how is progress of the KSBs measured e.g., reviewing PowerPoint presentations, and recognising where these have been taught or discussed in sessions or the workplace? Considering key areas achieved or which requires further development towards meeting these could offer further insight.

**Effectiveness and efficiency in the workplace**

This could include but is not exclusive to examples of improved customer service, greater dexterity of doing a particular task or function. An example might be how a skills portfolio is embedded within a specific module to demonstrate these areas and assessed by the work-based mentor. This might also include discussions around career progression and personal development with opportunities for self-reflection and learning demonstrated.

**Readiness for the EPA**

This relates to any discussions or preparations towards achieving the apprenticeship requirements for progression and achieving the gateway requirements and recognising where in the programme this will take place during the apprentices’ journey. Are all parties aware of the requirements for meeting the gateway for the EPA for the apprenticeship standard related to their course of study? Have any factors which may delay or prevent the apprentice from meeting the requirement and readiness for undertaking the EPA been identified and discussed?