**Tripartite Progress Review Guidance for Employers - ‘Top Tips’**

This document is designed to guide employer representatives to enhance the quality of Tripartite Progress Reviews [TPR] for apprentices, to help increase the value of these regular reviews in the apprentice’s journey.

**Background, Purpose, and Requirements of Tripartite Progress Reviews**

The tripartite 3-way progress review is a partnership activity involving the apprentice, their employer and the apprentice’s academic tutor e.g personal tutor, academic advisor or academic mentor which takes places either face to face or virtually at least every 12 weeks. It is key that everyone is involved in the review. It will be facilitated by the allocated university academic tutor. It is key that as the employer representative you have access to the apprentices training plan. If you do not have access, ask your institutions education lead, or email the University’s Apprenticeship Hub: apprenticeships@essex.ac.uk

TPRs are a key part of a successful apprenticeship, supporting the apprentice through their apprenticeship and on to the preparation for the End Point Assessment [EPA] – the final check at the end of the programme that ensures the apprentice has met all the requirements of their apprenticeship and are ready to enter the workforce in their new role.

The purpose of the review is to evaluate the progress of the apprentice against the knowledge, skills, and behaviours (KSBs) detailed in the relevant [apprenticeship standard](https://www.instituteforapprenticeships.org/apprenticeship-standards/) at the point of the TPR, review actions from the previous reviews and agree new objectives / actions.

The TPRs are to make sure the apprentice is properly engaged, motivated, and retained on-programme, and to ascertain if they are likely to achieve everything they need to (or if not, what needs to change to enable them to achieve). They help to identify and mitigate risk of non-achievement. The TPR should identify:

1. if the apprentice is making satisfactory progress from their individual start point and to record where they have gone beyond the apprenticeship requirements,
2. in what areas the apprentice wants to make further progress,
3. if the apprentice has any wellbeing and support and to ensure the apprentice understands how they can access support via the University’s Student Wellbeing and Inclusivity Team
4. British values, along with highlighting the sector specific English and maths skills the apprentice is developing through the apprenticeship.
5. the support /actions that the university and/or employer need to put in place to facilitate progress.
6. The apprentice is achieving the number of off the job hours required to meet the requirements detailed in their training plan.

A key element of TPRs is they balance academic with occupational progress. TPR’s must have the three parties present – apprentice, personal tutor, and employer representative. Each party should input information into the TPR beforehand by completing their section of the TPR form. The TPR should demonstrate clear progress in confidence and competence in the workplace. If any party has not completed their section of the form prior to the TPR meeting, then their information can be captured during the meeting as the personal tutor goes through the form with everyone present. A reminder should be given that completing the form beforehand not only allows for greater depth of conversation during the meeting, but also means the meeting will potentially take less time. There is an important interplay between workplace activity and taught content, with many areas of overlap. The TPR is the vehicle that pulls these things together to summarise the totality of the apprenticeship experience.

Whilst it is ideal for you to be present for the whole meeting, it is also accepted that there are many demands on your time. Therefore, you may not need to stay for the full duration of the meeting, so long as you have had reasonable opportunity to contribute to the discussions on defining and clarifying occupational progress for your apprentice. An example of this may be that after a three-way discussion, you leave to allow the personal tutor and apprentice to discuss elements of academic development that do not require the employer representative’s input.

**To make the most out of the TPR the Personal Tutor will:**

1. Identify areas of the apprentice’s development within:
	* the occupational requirements/KSBs,
	* maths and English, and
	* wider personal development, transferrable skills, holistic development.
2. Try to target the TPR on what has just gone before and what is next to come, both in terms of academic modules and practice learning.
3. Three factors run throughout the whole programme and can be considered at any TPR:
	* Safeguarding – understand how to keep themselves and others safe (physical and mental health),
	* Career/progression – understand opportunities within their chosen career and being supported to make the right choice, and
	* Governance and oversight arrangements – a relentless focus on quality of all aspects of the apprenticeship, identifying where improvement in the apprenticeship programme can be made (being fed back to the Module Lead/Programme Lead as appropriate).
4. Only cover the sections of the TPR form that are relevant for each TPR if each section is covered sufficiently on one or more occasions throughout the year. The personal tutor will only focus on KSBs that are most relevant to that episode of learning.
5. Review how the apprentice is engaging and what their academic results are to date.

Also, review the apprentice’s Skills Scans (If the course has implemented one). These are a marker of the apprentice’s self-assessed competence in each of the KSBs individually, according to a 5-point Likert scale. Make comment on which specific KSBs the Skills Scan has demonstrated they have progressed in since their Initial Needs Assessment

1. capture the full extent of the apprentice’s growth in knowledge, skills, and experience, plus how they are developing in competence and independence. Document real and specific examples of progress and application of learning demonstrated at work (with direct quotes from the apprentice/manager where possible). Write with purpose and be specific. Avoid generic phrases such as *“well done”* or *“progressing well”* – try to draw out how these statements can be evidenced by specific examples. Signpost to other places where evidence of progress may also be found. (e.g. Skills Scans, workplace projects).
2. The amount of time that each party talks for within the TPR may be approximated to be; personal tutor 25%, employer representative 15%, apprentice 60%. The apprentice should ‘take the lead’ throughout much of the discussion.
3. Make sure they explain the expectations and value of your contribution within the meetings They will maximise the value of having you ‘in the room,’ particularly if you are only able to be there for the first part of the TPR.
4. When setting goals/actions to take place, the personal tutor will try to put a reason for the action and will be specific with a date for this to be achieved (not just *“by next TPR”*).
5. Make sure the TPR form is available to all parties after the TPR.

**The personal tutor might use some of the questions below to help gather key information in the TPR…**

**… in general**

* Is the apprentice making satisfactory progress from their individual start point?
* What does the apprentice need and want to do to make further progress?
* What support does the university and/or the employer need to put in place to facilitate that progress?
* Is the apprentice being given the off-the-job time they are entitled to? Have any hours of the programme requirements been missed, or is the apprentice behind on hours for their programme? If so, how will this be caught up in addition to the ongoing requirements of the programme?
* What impact has the apprenticeship had on the individual? And on the service/employer?

**… to the employer rep**

* How is the apprentice performing at work, and how do they demonstrate this with specific examples in practice? Where have you seen them apply new theory and knowledge in the workplace? How has new learning increased the apprentice’s performance/competence at work?
* Is there anything more you would like to see from the apprentice to be able to demonstrate that further? (This can then link to objective setting too)
* Where have you seen specific changes/developments in the apprentice?
* The apprentice has been learning about *[insert topic here]* in their recent module, can you give any examples of how they have applied this in the workplace?
* How has the apprentice demonstrated a development in autonomy as they have moved through their programme?
* How does the apprentice use numeracy (e.g. using maths or managing numbers/figures) and literacy (e.g. written and/or verbal communication in a range of situations) skills at work? Is their numeracy and literacy used in work up to ‘industry standard,’ i.e. is it fit for purpose?
* Do you have any concerns about the apprentice’s readiness for employment (i.e. passing through the EPA).
* Is there anyone else within the organisation who needs to be involved to help ensure the apprentice is being supported?
* What learning opportunities can you help facilitate?

**… to the apprentice**

* In what areas do you feel you are developing?
* What university modules have you recently completed or are currently studying? What specific content covered have you applied into your practice, and how?
* What have you learnt at work that you have been able to bring into classroom or self-directed learning?
* How do you use numeracy (e.g. using maths or managing numbers/figures) and literacy (e.g. written and/or verbal communication in a range of situations) skills at work? Do you feel like your numeracy and literacy use in work is up to ‘industry standard,’ i.e. is it fit for purpose?
* Have you achieved any notable academic or workplace milestones recently (e.g. passing an assignment, or completing a competency)?
* Are you involved in any clubs/societies, charity engagements, or other community interests which inform your activities at work or university (beyond the requirements of the programme/apprenticeship standards)?
* Do you know what is expected of your EPA
* Have you got any additional learning support needs that should be considered?

**Checklist prior to a TPR**

1. Have you reviewed the apprentices training plan?
2. Have you completed the employer section of the TPR form and returned it to the relevant contact at the University?